

LEADERSHIP STYLES IN LEBANESE SECONDARY SCHOOLS:
A CASE STUDY OF TWO PRIVATE
AND TWO PUBLIC SCHOOLS

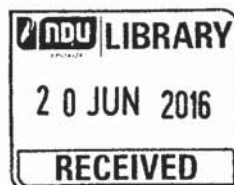
A Thesis
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Art in Education

by

Najat Al Aramouny

Department of Psychology, Education, and Physical Education
Notre Dame University- Louaize
Lebanon

Spring 2016



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Acknowledgements

I would like to thank everyone for supporting me throughout this research process. I would like to express my gratitude to Dr. Christine Sabieh for her continuous guidance. I am also thankful to Dr. Harvey Oueijan and Dr. Sami Samra for their valuable feedback and support. I am grateful to my parents who guided me throughout my education until I reached this level.

After completing my Licence in English Literature and Language at the Lebanese University- Fanar, I never thought I would pursue my Masters; however, my mother had always encouraged me to continue my education as she believed in my capacities. Twenty-two years after graduation, I decided to join Notre Dame University for a Masters Degree in Education. I chose School Leadership and Management as a concentration because I believe that with my 22 years of experience in teaching and the valuable courses that I attended in my Masters would help me to become a leader.

I am so grateful to all the school teachers, coordinators and principals who made my research easier by agreeing to participate in this study.

Dedication

I dedicate this work to my mother, who supported me all the way through!
Thank you, WONDERFUL MOM!

I also dedicate my work to Leonard King, my fiancé, who endured my mood swings and exhaustion for the past three years, when I was teaching and attending to my Master courses and thesis. Thank you, LOVE!

Finally, I would like to thank my school, Notre Dame de Jamhour, for believing in me and my capacities. I owe everyone at school for their patience, support and assistance when I needed them. I admit that without the financial and human support of Notre Dame de Jamhour, this work couldn't have been done!

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Abstract

The purpose of the study was to investigate the new roles of principals— as managers, instructors and change or reform agents— as perceived and practiced by leaders in the Organization for Economic Co-operation and Development (OECD) countries and the United States of America (USA), and as perceived and practiced by their counterparts in Lebanon. This study documented how principals performed their new roles by matching their self- perceived and perceived leadership management styles with their behaviors while working together with subject coordinators and teachers to implement the school vision in Lebanese secondary public and private schools. Therefore, the study used both qualitative and quantitative methods to investigate the roles of principals perceived as leaders, in Lebanese secondary schools (public and private) through the study of the principal's use of the four leadership framework of Bolman and Deal (2006) — the four leadership styles and their corresponding behaviors— as self-perceived and the principal's use of the four- leadership framework as perceived by subject coordinators and teachers. The results revealed that the principals perceived their main leadership management style as, firstly, human resources and, secondly, structural in the public and private Lebanese secondary sectors. There was no significant difference between the results in the public school sector and the private school sector. This research may direct future studies on school principals' management styles and behaviors in their quest to reach the school vision. Recommendations were given.

Keywords

Leadership management styles and behaviors; Structural; Human resources; Political; Symbolic; Interactive situations; Identity Control Theory; School principals; Heads of cycles; Subject coordinators; Teachers; Society; Discrepancy.

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Chapter 1

Introduction

Chapter 1 contained an introduction to the study including the background of the problem, the statement of the problem, the purpose of the study, a discussion of the significance of the study, the research questions that guided the study and the key words.

Background of the Problem

The principalship profession comes with many roles, responsibilities and challenges. Principals' work had tremendously increased due to the educational reforms. The Organization for Economic Co-operation and Development (OECD) viewed school leadership as a priority in educational policy agenda internationally. OECD countries were seeking ways to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders (Pont, Nushe & Moorman, 2008). Moreover, the requirement to serve a more diverse student population, the role of school leaders across the OECD countries had changed. The demands of the new era required the preparation of young people to function in today's world of rapid technological change, economic globalization and increased migration and mobility. Similarly, the Wallace Foundation conference in Washington, D.C., 2009 — Education Leadership: An Agenda for School Improvement — recognized the critical role of principals as agents of the school reform. The conference core question was, "What can those at all levels of public education, from the White House and Congress to the school building, do to create the conditions under which well-trained principals can have the greatest impact?" (Colvin, 2009, p. 7). The Wallace Foundation conference resulted in some reforms in the principals' roles to promote excellence in education.

However, when it came to the Lebanese context of principalship and according to the Vision Document of the Lebanese Association for Educational Studies (LAES) in 2006 and the Strategy 2015 of the CERD, the administration of Lebanese schools suffered from: (1) the lack of application of Law 320 (April, 2001) that governed the appointment of school principals, (2) the absence of a system for performance evaluation of school principals and (3) the non-existing institutions that prepared principals in leadership and educational administration and provided them with continuous professional development. This last point glossed over the identification of existing leadership management styles among school principals, which this study sought to address.

While performing their roles as leaders of schools, it was highly important that principals assumed leadership management styles. Whether such management styles fitted into one of the four leadership framework as described by Bolman and Deal (2006) or with Peter Burke's ICT (1991), such management styles had to be matched with corresponding behaviors in the context of social structure (Burke, 1991) i.e. principals' own identities or styles should match their behaviors (Burke, 1991, Bolman & Deal, 2006). One of the main aspects of the ICT dealt with how individuals viewed their own identities and responded to the reactions to their identities by the society around them (Burke, 1991). Society was defined, in this context, as the coordinators and teachers working together towards a clear school vision. Each individual in a school context had a specific role and a job description; thus, each occupied a position. Such position had its own name and its expectations which made up the person's identity (Burke, 1991). When principals were acting in a certain situational context according to the ICT, they were reflecting on their own identity and how others approved or disapproved of their identity (Burke, 1991). If

such principals received negative responses from the society around them, then they would have to change their views of their identity to produce a positive outcome (Burke, 1991).

Therefore, it was important for principals to match their self-perceived and perceived leadership styles with their behaviors as they collaborated with subject coordinators and teachers in their quest to perform their roles successfully.

Statement of the Problem

The principals' leadership management styles and behaviors were extremely crucial to the success of the implementation of schools' visions and the preparation of young people to function in today's world of rapid technological change, economic globalization and increased migration and mobility. When principals' self-perceived leadership management styles and behaviors did not match the leadership management styles and behaviors as perceived and expected by subject coordinators and teachers, problems arose.

Purpose of the Study

The purpose of the study was to investigate the new roles of principals— as managers, instructors and change or reform agents— as perceived and practiced by leaders in the OECD countries and the United States of America (USA), and as perceived and practiced by their counterparts in Lebanon. Moreover, it was highly important to see how subject coordinators and teachers perceived their principals' role within the same institution in Lebanese public and private secondary schools both public and private. This study documented how principals performed their new roles by matching their self- perceived and perceived leadership management styles with their behaviors while working together with subject coordinators and teachers to implement the school vision in Lebanese secondary public and private schools.

Significance of the Study

This study was significant for many reasons. Research on the importance of the role of principals might be rare in the context of Lebanon, a developing country. The variety of educational systems in Lebanese schools—French and Lebanese programs— allowed this study to cover the differences in perception of the role of the principals in both public and private school sectors. There was a need to clarify the daily behaviors of principals in Lebanese secondary schools in comparison with their counterparts in OECD countries and the USA. Providing an insight into how principals in Lebanese secondary school contexts both in public and private sectors made decisions and judgments about school improvement and had the job done would require finding out how principals added to the motivation and capacities of subject coordinators and teachers, how they assigned and distributed leadership tasks, and how they built up and developed the right skills for effective leadership, in their quest to meet their educational goals. Moreover, this study showed how subject coordinators and teachers were treated, evaluated and appreciated by their principals for the accomplishment of their work. The importance of this study was to envisage any discrepancies between principals' leadership management styles and behaviors as practiced and self-perceived, on the one hand and as perceived by subject coordinators and teachers, on the other hand. When discrepancies existed, problems arose. In this study, the researcher highlighted the kind of problems that could come up due to differences in perception of the principals' role among the different members—subject coordinators and teachers— of the same institution. If principals were able to match their self-perceived leadership styles and behaviors with the perceived and expected leadership styles and behaviors by subject coordinators and

teachers, they would be able to perform their roles successfully and reach their educational goals.

Research Questions

The research questions of this study were:

RQ1: What were Bolman and Deal leadership management styles of principals as practiced and perceived by principals?

RQ2: What were Bolman and Deal leadership management styles as perceived by subject coordinators and teachers?

RQ3: What were Bolman and Deal leadership behaviors as practiced and perceived by principals?

RQ4: What were Bolman and Deal leadership behaviors as perceived by subject coordinators and teachers?

RQ5: Did the self- perceived and perceived leadership management styles of principals match their behaviors in interactive situations while collaborating with subject coordinators and teachers?

RQ6: Did these perceptions of principals' leadership management styles and behaviors differ according to the school sector (private or public), and subject of instruction (English, Arabic, Math and sciences)?

Chapter 1 included an introduction to the study which was carried out to identify the existing leadership management styles of principals in Lebanese secondary school (Public and private), and to determine whether the principals' self-perceived leadership management styles and behaviors and how such leadership management styles and behaviors were perceived and expected by subject coordinators and teachers matched. Since the demands of the new era required the preparation of young people to function in today's world of rapid technological

change, economic globalization and increased migration and mobility, the principals' work has tremendously increased. Therefore, it was crucial for principals to envisage the kind of problems that could arise from discrepancies between how they perceived their leadership management styles and behaviors and how these leadership management styles and behaviors were perceived and expected by subject coordinators and teachers.

Chapter 2 contained a review of the literature on principals' new roles, and their leadership management styles and behaviors.

Chapter 2

Review of Related Literature

Chapter 2 presented the concept of leadership and an overview of how schools in Lebanon had evolved throughout the years and the effect that it had on principals' leadership management styles and behaviours. Moreover, this chapter presented the new roles pertaining to school principals in Europe and the United States of America (USA). A comparison of roles between principals in Europe and the USA and their counterparts in Lebanon was highlighted. This chapter also addressed the theories of leadership that formed the basis of this research study and the pertinent literature of leadership in Lebanese secondary schools.

The Concept of Leadership

A Leader

Howard Gardener, in his book *Leading Minds: An Anatomy of Leadership* (1995), defined a leader as “[a]n individual (or, rarely, a set of individuals) who significantly affects the thoughts, feelings, and/or behaviours of a significant number of individuals.” (p. 21). In education, the individual who affected the thoughts, feelings and/or behaviors of others was the principal and the individuals whose thoughts, feelings and/or behaviors were affected by such an individual were the subject coordinators and teachers. All these individuals, principal, subject coordinators and teachers, were supposed to be working collaboratively to meet the school's vision (Hallinger, 2009). Those individuals in administrative positions, leaders, were reflected upon as the corner stone of the school success and effectiveness (Ghamrawi & Al-Jammal, 2013). To execute their role as leaders of success, significant changes in the educational systems were needed to prepare students to function in today's world (Colvin, 2009). Educational systems throughout

the world were undergoing many reforms to ensure that students were well-prepared to face the 21st century world of rapid technological change, economic globalization and increased migration and mobility (Pont, Nushe & Moorman, 2008). Policy makers in the OECD countries and the USA were putting more emphasis on the responsibilities of principals as they played a key role in school improvement (Pont, Nushe & Moorman, 2008 & Colvin, 2009).

Education in Lebanon

This section presented information about the development of school system in Lebanon, types of schools, the distribution of schools by sector, the distribution of school teachers by sector and qualifications and the national curriculum. This section showed the impact of the development of the Lebanese educational system on the principalship and how leadership at schools had evolved and taken its form today.

The Development of the School System in Lebanon

Lebanon witnessed many occupants and invaders throughout history, which affected its education to a large extent. In 1516, the Ottoman Empire granted France Capitulation in cultural and economic affairs that allowed it to form the early foundations of Western philosophies of education in the Levant (Dogan, 2001).

Both Jesuit and Protestant missionaries established private schools in Mount-Lebanon and their missions were more in the form of religious preaching. Many of these education missionaries which introduced Western philosophies into education are still operating in our present days. The first modern school was established in 1734 by the Jesuits in the village of Ain Toura, the University of Saint Joseph was established by the Jesuits in 1881, and the Syrian Protestant College in Beirut was established by the American Board of Commissioners for Foreign Missions (ABCFM) in 1866, which later became the American University of Beirut (AUB).

As far as the Ottoman Empire was concerned, the missionary enterprise formed a threat to their empire; thus, to combat the appeal to these institutions, there was a need to improve and modernize the empire's own education system. The Ottoman founded Al Madrassah Al Uthmania (the Ottoman School) in 1897 and the well-known philanthropic school Al Maqassed in 1877. By the end of the 18th century, each confessional community in Lebanon had its own private educational institutions which are still operating till the present time (2015) (Dogan, 2001).

Political developments under the French Mandate in Lebanon in 1926 gave the opportunity for every community to maintain the right to run their own private schools, provided they didn't infringe on public order. With the independence of Lebanon in 1943, government-run public schools were established and thus Lebanon's school system was complete (CERD, 2007).

School Sectors

Schools in Lebanon according to the Center for Educational Research and Development CERD (2013-2014) are four types: public (non-fee paying), private non-fee paying and private fee-paying. In the years 2013-2014, there were a total of 2,721 schools, of which 1273 were public (46.7%), 351 were private non-fee paying (12.8%), and 1,097 were private fee-paying (40.3%).

All public schools are run by the Ministry of Education and Higher Education according to the Legislative Decree 10832 (October 9, 1962). On the other hand, the other schools which can be called private (fee-paying and non-fee paying schools) are run by communities, private associations or individuals as legitimized by Decree 7000 (October 1, 1946).

Distribution of Students by Sector

Public and private Lebanese schools accommodated 972,786 students and distributed by sectors as follows: 310,140 students in public schools (31.8%), 131,785 students in private non-fee paying schools (13.5%), and 530,861 students in private fee-paying schools (54.5%) (CERD, 2013-2014).

Despite the fact that there were more public schools than private schools (non-fee paying and fee paying), the number of students in the private sector outnumbered those in the public sector.

Distribution of Teachers According to Status and Qualifications Teacher Employment Status

The total number of teachers was 95,309 teachers (including contractual, full-time, volunteers) in both sectors public and private (non-fee paying and fee paying schools). They were distributed by sector as follows: 42,549 teachers in public schools (44.6%), 6,964 teachers in non-fee paying schools (7.3%), and 45,796 teachers in fee paying schools (48%) (CERD, 2013-2014).

Out of the 95,309 teachers, 80,593 teachers (84.5%) worked at one school, 6,469 teachers (6.7%) worked at two schools and 1,064 teachers (1.1%) worked at three schools (CERD, 2013-2014). This meant that one-third of the teachers were not found in the same school, which was a major problem in the Lebanese educational sector. Finally, it could be deduced that one of the main issues which had been facing school principals in the Lebanese school, mainly the secondary sectors, was the non-availability of teachers at school as full-timers. Teachers who were on contractual basis and formed one-third of the total number of teachers in Lebanon were not present at school as full-timers. Hence, school principals' work was made

more challenging and difficult and this could have a serious impact on their leadership management style and behaviors.

The following tables (Tables 1-3) showed the distribution of teachers according to sector and status for the year 2013-2014. The tables visualized the number of teachers working in the private sector and public sector. Moreover, it showed the number of teachers working as full timers at one school, the number of teachers working as part timers at two schools and the number of teachers working as part timers at three schools. These figures showed one of the main challenges that school principals were facing in their attempt to perform their duties. Consequently, such challenges would surely impact the principals' leadership management styles and behaviors.

Table 1

Distribution of Teachers According to Sector

Public Sector	
Teacher Status	Number of Teachers
Full- timer	25,467
Contractual	16,185
Volunteer	897

Table 2

Distribution of Teachers According to Status in Non-fee Paying Private Schools

Non-fee Paying Private Schools	
Teacher Status	Number of Teachers
Full- timer	5,365
Contractual	1,462
Volunteer	136
Not-specified	1

Table 3

Distribution of Teachers According to Status in Fee Paying Private Schools

Fee Paying Private Schools	
Teacher Status	Number of Teachers
Full- timer	27,456
Contractual	17,681
Volunteer	655
Not-specified	4

Teacher Qualifications

After analyzing the data obtained from the CERD 2013-2014 report on the educational attainment of teachers in all schools in Lebanon, the following results were reached: 54% of teachers held a university degree with a teaching diploma, 6,4% held Master and Doctorate degrees and 39.2% held certificates of the Lebanese Baccalaureate Part II. Because of the above mentioned standards of qualifications,

teachers were likely to lack skills and teaching methodologies in applying the new curriculum. This was verified by existing research on the preparation of school teachers for the new curriculum (CERD, 2013). It could be deduced that another main issue which had been facing school principals in the Lebanese school, mainly the secondary sectors, was the teachers' lack of qualifications, skills and teaching methodologies. Not only were one-third of the teachers not available at their schools as full-timers, but 39.2% were also not qualified and lacked skills and teaching methodologies. Hence, school principals' work would be affected and had a serious impact on their leadership management style and behaviors.

The following section summarized the development of the Lebanese curriculum, which was issued in 1968, the reforms, the new curriculum and their effect on the leadership concept and application in Lebanese Schools.

Reforms

The project of 'Education Development Plan' prepared by the Center for Education Research and Development (CERD), aimed at initiating reforms under the Council of Ministers no. 15/94 in 17 August 1994. The new curriculum involved the following: (1) education available on the basis of equal opportunity, (2) quality education that contributes to building a knowledge society, (3) education that contributes to social integration and (4) education that contributes to economic development. The mission of the new curricula was, "The Ministry of Education and Higher Education looks after the public interest in both the public and the private educational sectors and manages public education in order to ensure that education is available on the basis of equal opportunity, has good quality, and contributes to building a knowledge society, to social integration, and to economic development." (The Vision, 2016, p. 2). However, the latest curriculum development showed the

following weaknesses: “(1) The ineffective partnership among all groups benefiting from the curricula; (2) issuance of detailed curricula by ministerial decrees which reflected itself in the limited flexibility of the curricula to accommodate the needs of school and to respond to emerging educational trends; (3) the lack of reference documents that offer guidelines for the development of the curriculum components; and (4) not benefiting from evaluation studies and experiments that were conducted.” (Vision Document, 2006, p. 13)

The new Curriculum called the New Framework for Education in Lebanon was approved by the Council of Ministers on 27 March 1997 by Decree 10227 dated May 8, 1997.

In conclusion, three main issues could be inferred or synthesised from the preceded information and data and was essential and relevant to this study: (1) the increasing number of contractual teachers in both private and public schools; (2) the lack of qualifications, skills and teaching methodologies of 39.2% of teachers and (3) the flaws and limitations of the New Framework for Education. All the above mentioned points had a serious impact on the quality of teaching and student learning follow-up. Thus, the school principals’ role had become more and more demanding and challenging and equivalently their leadership management styles and behaviors were impacted and shaped, which would be discussed in the findings and discussions of this research.

The new demands of the contemporary society had called for additional roles of principals before addressing the leadership management styles and behaviors needed to execute such roles.

New roles of Principals in Europe and the USA

The Organization for Economic Co-operation and Development (OECD) viewed school leadership as a priority in educational policy agenda internationally. OECD countries were seeking ways to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders. The decentralization of schools had made schools more autonomous in their decision making and thus, held more accountable for their results (Pont, Nushe & Moorman, 2008). Moreover, the requirement to serve a more diverse student population, the role of school leaders across the OECD countries had changed. The demands of the new era required the preparation of young people to function in today's world of rapid technological change, economic globalization and increased migration and mobility. The OECD had identified three main pillars, which served as guidelines for leaders' practices and rendered their work more efficient: "(1) [r]edefine school leadership responsibilities, (2) distribute school leadership, and (3) develop skills for effective school leadership." (Pont, Nushe & Moorman, 2008, p.2). The OECD reported the efficacy of using distributed leadership roles in five countries — Flanders (Belgium), England, Finland, Victoria (Australia), and Austria — that had adopted such innovative approaches to leaders' roles; the five countries "[d]emonstrated positive outcome of school organization and management using distributed leadership roles and showed promising practices of developing school leaders." (Pont, Nusche & Moorman, 2008, p.16).

The Wallace Foundation conference in Washington, D.C., 2009 — Education Leadership: An Agenda for School Improvement — recognized the critical role of principals as agents of the school reform. The conference core question was, "What can those at all levels of public education, from the White House and Congress to the

school building, do to create the conditions under which well-trained principals can have the greatest impact?" (Colvin, 2009, p. 7). The Wallace Foundation conference resulted in some reforms in the principals' roles to promote excellence in education. Such reforms included the role of the principals as: 'CEOs (managing people), instructional leaders, and financial and facility managers.' (Research Findings to Support Policymakers, 2011, p.4)

What had been reported about leadership new roles in the OECD countries and the USA reinforced the need to explore the similarities in roles and role demands of the Lebanese secondary school leadership in order to see what has been done by the Lebanese government and policy makers in their quest to prepare young students to meet the needs of the new era – to function in today's world of rapid technological change, economic globalization and increased migration and mobility.

Similarities between the OECD and the USA and the Lebanese Leadership

Despite the wide cultural differences, the Lebanese leadership shared many characteristics of the principalship in the international community (Akkary, 2013). All principals were supposed to act as executive managers connecting policymakers to those at the front line of school level running i.e coordinators and teachers (Pont, Nushe & Moorman, 2008). Moreover, all principals had to cater to various demands from their supervisors, their instructional and administrative staff at their school, and students and their parents (Pont, Nushe & Moorman, 2008). Such organizational elements were the levers that shape the complicated role of principals (Leithwood & Hallinger, 2002). Similar to their European and American counterparts, Lebanese principals had fundamental roles that ranged from executive and managerial to ethical, instructional, and social/ cultural dimensions (Leithwood & Hallinger, 2002). Based on a study done by Akkary (2013), Lebanese principals viewed their role as

more managerial in the sense that they were the ones responsible to ensure the preparation of future citizens, to develop good relationships with their staff and students' parents and to secure the availability of resources (Akkary, 2013). Similarly, in both contexts, principals were more involved in maintaining stability rather than improving or changing the school culture; principals viewed themselves as the ones in charge of the implementation of the national curriculum with its pre-set standards and grading system; thus, imposing the mandated Ministry of Education policies and meeting the expected learning outcomes (Akkary, 2013, & Pont, Nushe & Moorman, 2008). Finally, both Lebanese principals and their counterparts in the OECD countries and the USA viewed themselves as the "Heroic Lone Ranger" (Murphy & Hallinger, 1987). Although the school was full of devoted working staff, the image of the principals' work was that of a one-man effort, carrying the burden of the entire school responsibilities in order to ensure the work was accomplished (Akkary, 2013).

Differences Between the OECD and the USA and the Lebanese Leadership

In contrast to the principals of the OECD countries and American counterparts, principals in Lebanon: "(1) [g]ive limited attention to the instructional dimension of the role; (2) assume limited responsibilities as the agent for school change or reform; (3) adopt an authoritarian orientation in enacting their role and (4) hold a highly idiosyncratic 'craft' conception of the work of the principal." (Akkary, 2013, p. 719).

As for the instructional dimension, Hallinger (2009) in his article 'Leadership for the 21st Century Schools: From Instructional Leadership to Leadership for Learning,' viewed instructional leadership as a considerable engagement with the "Technical core" of education: teaching and learning. Hallinger viewed principals as

“Hands-on leaders”, working in depth in curriculum and instruction and ready to cooperate with teachers on the improvement of teaching and learning. According to Akkary (2013), Lebanese principals were more concerned with teachers’ attendance records and their preparation books and lesson plans in order to insure that teachers were implementing the national curriculum and meeting the mandated objectives. There was no formative teacher evaluation that was followed by professional development to address specific needs (Akkary, 2013).

For the change dimension, the new roles of principals in the literature of OECD countries and America included school change and reform (Hallinger, 2009). However, in the Lebanese context, principals were more concerned in maintaining the status quo (Akkary, 2013). In case they made a change, it was limited to students’ textbooks or some building infrastructure (Akkary, 2013). As leaders of change, the principals in OECD countries and USA were expected to develop a vision and work on increasing the capacity of teachers in order to improve instruction and thus, improve student academic achievement (Hallinger, 2009). In contrast, the Lebanese principals were more concerned in following the instructions of their supervisors and keeping the system moving as directed (Akkary, 2013). As for the nature of the principals’ role, the OECD and American school system viewed their role as a collaborative participation in decision making (Hallinger, 2009). In contrast, Lebanese principals viewed themselves as the ultimate power and the ones who were responsible to execute the orders of either their supervisors in the case of public schools or the owners in case of private schools. The Lebanese system was more based on hierarchy and authority (Akkary, 2013). Thus, the principal was the one who made decisions and was the most knowledgeable so there was no need to evaluate him or her (Akkary, 2013). In the Lebanese culture, the higher the position

was the less formal measures were taken to assess and evaluate the persons in such positions (Akkary, 2013). As a consequence of the authoritarian Lebanese culture, principals worked in isolation, unable to share ideas with their staff members (Akkary, 2013).

As for the last dimension of craft conception, the European and American literature dealt with fundamental key competencies required to assign school principals and studies ways to strengthen principal preparation (Colvin, 2009). There was a constant effort to improve the quality of leadership programs (Colvin, 2009). However, in the Lebanese context, principals viewed their roles as teachers with additional responsibilities (Akkary, 2013). Thus, there was a lack of emphasis on the necessity for the development of administrative or leadership skills which any school administrators' or leaders' position required (Akkary, 2013).

Approaches to Leadership

With the new roles of principals, it was highly important that principals assumed leadership management styles and corresponding behaviors. Whether such leadership management styles fitted into one of the four frames as described by Bolman and Deal (structural, human resources, political and/or symbolic) or with Peter Burke's ICT, such styles had to be matched with corresponding behaviors in the context of social structure (Burke, 1991) i.e. principals' own identities or leadership management styles should match their behaviors (Burke, 1991, Bolman and Deal, 1997). One of the main aspects of the ICT dealt with how individuals viewed their own identities and responded to the reactions to their identities by the society around them (Burke, 1991). Society was defined in this context as the coordinators and teachers working together towards a clear school vision. Each individual in a school context had a specific role and a job description; thus, each

occupied a position. Such position had its own name and its expectations which made up the person's identity (Burke, 1991). When principals were acting in a certain situational context according to the ICT, they were reflecting on their own identity and how others approved or disapproved of their identity (Burke, 1991). If such principals received negative responses from the society around them, then they would have to change their views of their identity to produce a positive outcome (Burke, 1991). According to Burke (2004), the perceived meanings of oneself were compared with meanings held in the identity standard. That meant when employees compared the reflected appraisals and their own self- appraisals with their identity standards, discrepancies occurred leading to a change in behaviour and action, which in turn changed the perception of their identity. Such changes in action continued until the discrepancy between perceptions and the identity standard were removed or eliminated. Burke (2004) emphasized that behaviors were the outcomes of the difference between an identity and perceptions of situation and it would be a mistake to think that discrepancies lead to particular behaviors. Rather, behaviors were chosen for their consequences, i.e., reducing the discrepancy, for it was the result that was important and not the means by which it was accomplished.

A study done by Burke, Stets and Cerven (March, 2007) entitled 'Gender, Legitimation and Identity Verification in Groups' focused on the Identity Control Theory (ICT) and mainly the positive outcomes of the verification process, the negative outcomes of non-verification, and identity standards and behavior. The identity theory confirmed that people desired to be sure of what they already believed about themselves (good, bad, high or low), the process of identity verification often depended on the ease of access to resources and the behavior of others (Burke, 2004). The study resulted that identity verification was a two-edged

sword. When status was high such as that of a leader, those meaningful perceptions and expectations became higher than the level set by persons' task leadership identity standards and led to unrealistic expectations, which employees, those in lower positions, failed to meet. On the other hand, when status was low i.e. that of employees, it led to a failure to expect and allow them to perform and thus talents and capabilities were lost. Thus, the belief of the identity theory that perceptions that were too high or too low relative to the identity standard were distressful was validated. In order to reduce such a discrepancy, it was recommended that meanings of the identity standards changed slowly to match the situational meanings (Burke, 2006).

Why was Bolman and Deal's Framework Selected?

“Wise leaders understand their own strengths, work to expand them, and build teams that can provide leadership in all four modes— structural, political, human resources, and symbolic.” (Bolman and Deal, 1997, p. 317). The leadership frame model created by researchers Bolman and Deal required four lenses or frames— structural, human resources, political and symbolic— as tools that leaders used to understand the behavior of the organization and defined their roles. The structural frame emphasized on organizational goals, roles policies and hierarchies. The human resource frame viewed an organization in terms of relationships, needs and motivation of employees, clients and stakeholders. The political frame concentrated on the issues of power and resources, coalition building, and networking as tools in an aim to carry out tasks and achieve goals. Finally, the symbolic frame focused on how to shape the culture and bring meaning, clarity and predictability to an organization. (Brown, 2004).

In an endeavor to improve leadership strategies, leadership effectiveness and stakeholder perception, West Virginia University Extension Service's (WVU-ES) was the subject of the study entitled 'A Leadership Reality Check Involving County Extension Leaders and Their Stakeholders' by Eliane Bowen (2004). The purpose of the study was to explore the use of Bolman and Deal's leadership styles of WVU-ES's leaders at the local level. As little was known about leadership behaviors, skills, and leadership frame use of extension leaders who served at the local level, there was a need to check on personal and organizational leadership at both state and local levels for the future success of higher education organizations. "Research demonstrates that effective leaders and managers rely on frames, and those who use multiple frames of leadership are perceived by others as more effective." (Bolman and Deal, 1997, p. 132). Hence, there was a gap concerning extension leadership at the local level and how they were perceived by others, and needed guidance for improved management, leadership practices and engagement of local advisory groups. Results showed that leadership perceptions of the local extension leaders and committee members were distinctly dissimilar. Hence, there was a need for extension organizations to recognize how different perspectives impacted their organizational effectiveness in carrying out programming. The results of the study identified a necessity for organizational strategies and skill development in the four leadership frames of Bolman and Deal. Moreover, there was a need for training focused on political and symbolic leadership skills to achieve balanced, multi frame style in their approach for their leadership development.

Many studies have been done using Bolman and Deal's instrument in search for answers on how to improve principals' practices, impacted by the altered responsibilities and challenges of their role. A study done by the Common Wealth

Council for Educational Administration and Management (CCEAM) on the more complicated roles of principals and school expectations used Bolman and Deal's instrument as a way to study the assessment practices of principals. According to Laurie-Ann M. Hellsten, Brian Noonan, Jane P. Preston and Michelle P. Prytula (2013) in their article for the CCEAM entitled, 'Principals' Perceptions of Assessment Leadership: A Study of the Assessment Practices of School Principals in Saskatchewan (Canada)', Bolman and Deal's framework "[f]orms a quadrilateral view of the leadership practices of principals." (p.4). Schools were considered as complicated organizations and principals were always making use of their experiences in order to boost their skills. Thus, in order to understand a school's dynamic, a one-lens or a one-frame choice was impractical so a wider lens or frame was needed by a leader in order to use in maneuvering in a particular territory. Such wider frame was meant "[t]o symbolize different vantage points, perceptions, filters or worldviews that leaders predominantly use to gather information, make judgments, make decisions and get things accomplished." (Bolman & Deal 1984, p.122).

A case study entitled 'Finding, not Looking for Leadership: A case Study Using Bolman and Deal Model' was done by Arthur E. Parry and Marshall J. Horton (May, 1999). Their objective was to show how Friends University committee chose a new president for Friends University, Texas. They identified the characteristics needed in a new president: fitting Christian values, leading into a high successful institution, being a team player, representing the institution's interest in the community. All the traits desired were consistent with Bolman and Deal's model (1997). Hence, the case study examined the success of a new leader in employing frame utilization strategies for Friends University improvement as designed by Bolman and Deal (1997).

Another research study entitled 'Leadership Styles of Leadership Institute Participants at the Community College Level' was done by William Mallet, Cheryl Mcfadden, Bill Sypawka, and Brian Miller (September, 2010). The research study was conducted using Bolman and Deal's (1984) Leadership Orientation Instrument (LOI) for the purpose of a better understanding of leadership styles of key personnel in Community College in order to advance in working towards their goals. In the study, test results indicated that participants used two of the four frames, and they seemed most at ease in the human resource frame according to the quantitative data in the study. The results of the study found that participants often operated in different frames and, in fact, needed different frames to survive. So it was important to have a diagnostic map to assess which frames were the most helpful at a given time. The researchers recommended an institutional strategic plan to focus more on developing ease in using the remaining three frames. Another recommendation was starting leadership programs to help Community College personnel develop a multi-frame orientation. Moreover, it was recommended to educate staff on frame options and training Community College leaders to multi-frame by stimulating real-life situations and practicing responses to ease conflict and close the gaps that were inevitable when people were operating from different frames. The use of multiple frames would help the institution advance towards its goals as well as make the individual more valuable to the Community College.

Studies Using Bolman and Deal Leadership Framework in Lebanon

In Lebanon, few empirical studies have been done on leadership management styles and behaviors. Most of the studies were national reports on educational issues in public schools run by the Ministry of Education and Higher Education. Such issues could not be disregarded as they were fundamental and had serious implications on

how school affairs were internally managed in Lebanese public schools. The results of studies done by the CERD for the school year 2013- 2014 showed that 48% of teachers in Lebanese primary and secondary schools held a bachelor's degree. Additionally, teachers holding a master's degree constituted 6%, while those holding a Doctoral Degree accounted for 1%. Moreover, a significant 26% of teachers held only a school degree and 10% of teachers held an education diploma and 8% held a technical and vocational degree. This signified that the education of those teachers required a lot of work on the new modern educational philosophies and related styles of pedagogy. More importantly was that these teachers were supervised by school principals who did not have a degree in school management and administration (The Ministry of Education and Higher Education: Achievement, 2011). Law 320 dated 5/4/2001 stated that for school principals to be appointed, they had to pass a course in educational administration at the Lebanese University. Such a law was not implemented in public schools. Available studies on leadership in public schools in Lebanon were more like projects for improvement. For example, The National Strategic Project for Education (2012) showed that public schools were administered by principals whose majority were non-specialists in school administration and had limited authority to lead and administer.

An empirical study done by Wessam Al Chibani and Pascale Hajal-Al Chibani (2012) entitled, 'Leadership styles of School Principals in Lebanon: Multiple Case Study' showed that principals in both public and private sectors framed themselves as human resources and teachers framed them as structural according to Bolman and Deal framework.

This study concluded with a series of recommendations that were crucial to this study: (1) principals should be trained to use all four frames of Bolman and Deal,

and (2) principals should attend in-service training, workshops and seminars in order to improve their leadership skills.

The following section introduced Bolman and Deal four-frame model of leadership including management styles and corresponding behaviors.

Bolman and Deal's Leadership Framework

Bolman and Deal (1997) explained how frames included a set of ideas and assumptions that a leader used to render his work more effective. As codirectors of the National Center for Educational Leadership, a research consortium of Harvard, Vanderbilt, and the University of Chicago, Bolman and Deal (1997) produced an insightful and leading work on structures of organizations in general, and the leadership challenges they posed on the application of their theories in the educational field. The main feature of the interest in their model was that it allowed leaders to reframe their leadership style in order to serve the organization's vision. This ability to reframe met most of the current thinking on effective leadership as well as the results of recent research that focussed on establishing a relationship between the role of the principal and the development of successful schools (Brown & Rutherford, 2000). Bolman and Deal (1997) argued that the aim of their work was "[t]o help managers enrich the ideas and approaches they bring to work." They also believed that "The most basic strategy is to improve management and leadership," and that the ability to "[u]se multiple frames is associated with greater effectiveness for managers and leaders." While each of the four leadership management styles had its own image of reality, leaders were advised to reframe between all four in order to "[d]evelop a greater appreciation and deeper understanding of organization." (Bolman and Deal, 1997, p. 15). The emphasis was very much on being able to use the appropriate leadership management style for each context rather than

standardizing the approaches to problem solving. It allowed the observer to have a clear cut identification of each leader's role through the study of his/her leadership management style and behaviors. The four leadership management styles with their corresponding behaviors could be summarized as follows:

1) The Structural Frame

The focus was mainly on goals and how to accomplish them. Roles and responsibilities were divided in order to implement rules, procedures, and systems to reach the same goal within an organized frame of hierarchies. It was a top- down system where the leader designed certain architecture of organization to be followed by individuals accordingly. The leader's challenge was to maintain and keep structural forms aligned with current circumstances, tasks and the environment in order to reach goals. Constant rational analysis was crucial for the maintenance of the structural alignment to remedy any problem that might arise. The leader behaved in an organized and analytic way.

Behaviors

- Organized: The leader behaved in a very organized manner in his aim to set rules, procedures and policies to reach goals. The staff was held accountable for the results.
- Analytic: The leader behaved logically solving problems according to policies and rules of the system of organization.

2) The Human Resources Frame

The organization was viewed by the leader as a family with individuals who had needs, feelings, fears, prejudices and skills. The leader's main focus was on understanding individuals and their relationships in his aim to attain goals. The leader believed that an organization worked better when tailored according to the

individuals' needs and feelings. The leader's role was more cooperative and supportive.

Behaviors

- Cooperative: The leader was always there to listen to new ideas, discuss and be involved in the execution of whatever had been decided.
- Supportive: The leader was concerned about the individuals' feelings; therefore, was supportive in all situations.

3) The Political Frame

The focus was on power and competition. The leader viewed the organization as a jungle, a contest and an arena. Alliances were formed according to interest and thus power was exercised accordingly. The leader was good at bargaining, negotiation and coercion. The leader behaved in a powerful and adroit way.

Behaviors

- Powerful: The leader gained power from his persuasive behavior in mobilizing people, and building alliances and support.
- Adroit: The leader had to be skilful in making negotiations in the face of conflicts and oppositions.

4) The Symbolic Frame

The focus was on meaning and faith. The organization was viewed as a tribe, a carnival or a culture with rites and traditions. Meanings mattered more than results. Faith was built up and meanings shared in order to infuse passion, creativity and soul. Rules, policies and authority mattered less in the leader's effort to create and maintain faith, beauty and meaning. The leader behaved in an inspirational and charismatic way.

Behaviors

- Inspirational: The leader inspired the individuals to loyalty and enthusiasm in communicating vision.
- Charismatic: The leader emphasized culture and values in an appealing way to give meaning and got work done with enthusiasm.

This chapter presented an overview of how schools in Lebanon have evolved throughout the years and the three fundamental issues that had serious impact on principals' roles, leadership management styles and behaviors. Moreover, this chapter presented a comparison of roles between principals in Europe and the USA and their counterparts in Lebanon. This chapter also addressed the theories of leadership that form the basis of this research study and the pertinent literature of leadership in Lebanese secondary schools.

Chapter 3 included a discussion of the research methodology including the participants, the research design, the instruments used and content and data analysis procedures.

Chapter 3

Research Method

The purpose of this study was to investigate the leadership management styles of school principals in Lebanese secondary schools. Chapter 1 included an introduction to the study including the purpose and the research questions. Chapter 2 included a review of the literature on leadership management styles of school principals. Chapter 3 included a discussion of the research methodology including the participants, the research design, the instruments used and content and data analysis procedures.

Participants

For the study, a purposive sample of 89 participants was selected: five school principals, 22 subject coordinators and 62 teachers. The participants worked at four schools situated in Great Beirut: Two Public schools in Beirut and two private Catholic schools in Metn. The schools were selected as follows: Two public schools: (1) A secondary school that followed the Lebanese curriculum with French as the language of instruction, and (2) another secondary school that followed the Lebanese curriculum with English as the language of instruction. The two private schools were: (1) A secondary school that followed both the Lebanese and French curriculum with French as the language of instruction and (2) a second secondary school that followed the Lebanese curriculum with English as the language of instruction. The principals were chosen as follows: Principal 1(P1) of Public School 1(S1), Principal 2 (P2) of Public School 2 (S2), Principal 3 (P3) of Catholic School 1(S3A), Principal 4 (P4) of Catholic School 1(S3B), and Principal 5 (P5) of Catholic School 2 (S4). P 3 and P4 were chosen from the same school simply because S3 is a big school with three principals for the secondary section. Subject coordinators were chosen from

each school according to the subject of instruction: English, French, Arabic, Math and science. Moreover, some of the coordinators were interviewed twice: once as a coordinator and another as a teacher as they played a double role at the same school. Similarly for school teachers, they were chosen as follows: three English teachers, three Arabic teachers, three French teachers, three Math teachers and three science teachers.

Table 5 visualized the chosen schools' language of instruction, student population, student number, teacher number and school culture.

Table 5

School Description

Public Schools in Great Beirut		Private Schools in Great Beirut	
Name	Description	Name	Description
Public School (1) (S1)	<ol style="list-style-type: none"> 1. Language of instruction: French 2. Population of students: Mixed 3. Number of students: 180 4. Number of teachers: 43 5. Religion: Secular Education 	Private School (1) (S3)	<ol style="list-style-type: none"> 1. Language of instruction: French 2. Population of students: Mixed 3. Number of students in secondary section: 793 4. Number of teachers in the secondary section: 110 5. Religion: Catholic Education
Public School	<ol style="list-style-type: none"> 1. Language of instruction: 	Private School (2)	<ol style="list-style-type: none"> 1. Language of instruction: English

(2) (S2)	English	(S4)	2. Population of students:
	2. Population of students: Mixed		Mixed
	3. Number of students: 175		3. Number of students in the secondary section: 234
	4. Number of teachers: 31		4. Number of teachers in the secondary section: 35
	5. Religion: Secular Education		5. Religion: Catholic Education

Design

This study is a triangulation research study of four secondary schools. In conducting this study, both qualitative and quantitative research designs were used to investigate the leadership management styles of school principals in Lebanese public and private secondary schools. The qualitative research design included semi-structural interviews. The quantitative research design included a survey whose results were used to add clarifications, confirmations, or refutations of the information collected from the semi-structural interviews.

The sample for this study was 89 respondents in the four schools: five principals, 22 subject coordinators and 62 teachers. The average age was 40 years, experience was 15 years. As for the gender, 69.9% were females and 30.1% were males.

This sample of schools allowed the variability in studying leadership styles in both private and public schools that were chosen evenly according to the language of instruction, English and French.

Permission to use the public schools as research sites was obtained from the Ministry of Education and Higher Education (See appendix 12). Moreover, permission to use the private schools as research sites was acquired from the rectors of the schools. The selection of the public schools was based on two criteria: the language of instruction and location. The selection of private schools was based on: the language of instruction, location and the researcher's personal knowledge of the principals of both schools.

Instruments

The study included two instruments: semi-structural interviews and a survey.

1. Interviews

This study used semi-structured interviews with open-ended questions. The interviews consisted of two parallel versions: the first entitled 'Interviews with Principals' (See appendix 1), and the second entitled, 'Interviews with Coordinators and Teachers' (See appendix 2). Version one, 'Interviews with Principals' contained 14 questions divided as follows: Questions one to eight aimed to understand the principals' role and who made the final decisions when they were crucial to the school success, questions nine and ten described the principals' relationship with subject coordinators and teachers, and questions 11 to 14 were about what kind of leadership frame or management style the principals used in executing their role, how they viewed themselves as a leader and how they described an institution. Version two, 'Interviews with Coordinators and Teachers' contained the same 14 questions; however, from the perspective of subject coordinators and teachers.

The semi-structural interviews aimed to describe and interpret the principals' perceptions of their roles, management styles and behaviors in their daily routines. Moreover, it also provided rich descriptions and highlighted the experience of

subject coordinators and teachers in their perception of the roles, management styles and behaviors of their principals. It also allowed the researcher to make a comparison between the principals' self perception of roles, management styles and behaviors and how they were perceived by subject coordinators and teachers. Besides, it allowed the researcher to draw comparisons between the two school sectors — public and private— and the different subjects of instruction— English, French, Arabic, Math and science

The main instrument was the semi-structured interviews which aimed to answer the following research questions:

1. What were Bolman and Deal leadership management styles of principals as practiced and perceived by principals?
2. What were Bolman and Deal leadership management styles as perceived by subject coordinators and teachers?
3. What were Bolman and Deal leadership behaviors as practiced and perceived by principals?
4. What were Bolman and Deal leadership behaviors as perceived by subject coordinators and teachers?
5. Did the self- perceived and perceived leadership management styles of principals match their behaviors in interactive situations while collaborating with subject coordinators and teachers?
6. Did these perceptions of principals' management styles and behaviors differ according to the school sector (private or public) and subject of instruction (English, Arabic, Math and sciences)?

2. *Survey*

The second instrument that was used in this study was Bolman and Deal's 'Leadership Orientations' questionnaire (LOQ) (2006). The questionnaire was used to collect additional information on the leadership frames of public and private secondary schools in Lebanon. The results obtained from the questionnaires would add clarifications, confirmations, or refutations of the information collected from the interviews.

The questionnaire consisted of two parallel versions: the first version entitled 'Self' (See appendix 8) was intended for principals, and the second entitled 'Other' (See appendix 9) was intended for subject coordinators and teachers. Both versions (Self and other) contained the same number of items (40) and were divided into four sections: I. Behaviors, II. Styles and III. Background information.

Section I explored the corresponding behaviors of leadership styles and consisted of 32 statements representing leadership behaviors used by principals in their day-to-day performance of tasks. A five-point Likert-scale ranging from 1 (never) to 5 (always) was used to rate how often the described behavior occurred. The 32 statements were grouped into four leadership styles: The structural, human resources, political and symbolic. Each of the leadership styles was also subdivided into two subscales (See appendix 11). The maximum score for each subscale was 20 as it consisted of four questions and a maximum score for each question was 5 and a minimum of 1. Any score ≥ 10 meant that the behavior occurred, and any score <10 meant the behavior did not occur. The maximum scores for each two subscale (analytic and organized, supportive and participative, powerful and adroit, and inspirational and charismatic) were calculated out of 40 and a minimum of 5. Any

score ≥ 20 meant the two behaviors occurred and any score <20 meant the two behaviors did not occur (See appendix 11).

Section II contained six questions in an aim to find out which management style principals fit in. Participants had to rank them from 1 (most like individual) to 4 (least like individual). Each question had four choices a, b, c, and d. Principals had to rank themselves from 1 (most like individual) to 4 (least like individual).

The scores were calculated with a total score of 24. Scores ≥ 12 were considered as having the style and scores <12 were considered as not having the style (See appendix 10).

Finally, section III explored the background of the participants filling out the questionnaires: Gender, age and years of experience in current job.

Procedure

Principals, subject coordinators and teachers were interviewed according to their free timetable. As for the surveys, the participants were given two weeks to complete them. Respondents were given a brief overview of the study including its purpose, significance and importance. Moreover, they were assured of the anonymity and confidentiality of the research.

Chapter 3 included the method that the researcher used in the study. The sample included 89 participants who worked at four schools in Great Lebanon: two public schools in Ashrafieh, and two private schools in Metn. Both qualitative and quantitative designs were used to conduct this study. Two versions of semi-structured interviews entitled, 'Interviews with Principals' and 'Interviews with Coordinators and Teachers' were used in the qualitative design for content analysis. Two versions of Bolman and Deal's 'Leadership Orientations' questionnaire (LOQ) (2006) entitled, 'Self' and 'Other' were used for data analysis. The participants were

given the interviews and surveys along with a brief overview of the study emphasizing its importance and significance.

Chapter 4 contained the results of the study and a discussion relating the results to the research questions and the literature.

Chapter 4

Results and Discussions

The purpose of the study was to investigate the new roles of principals— as managers, instructors and change or reform agents— as perceived and practiced by leaders in the OECD countries and the USA, and as perceived and practiced by their counterparts in Lebanon. Moreover, it was highly important to see how subject coordinators and teachers perceived their principals' role within the same institution in secondary Lebanese schools both public and private. This study documented how principals performed their new roles by matching their self- perceived and perceived leadership management styles with their behaviors while working together with subject coordinators and teachers to implement the school vision in Lebanese public and private secondary schools.

The first research question of the study was:

RQ1: What were Bolman and Deal leadership management styles of principals as practiced and perceived by principals?

The second research question was:

RQ2: What were Bolman and Deal leadership management styles as perceived by subject coordinators and teachers?

The third research question was:

RQ3: What were Bolman and Deal leadership behaviors as practiced and perceived by principals?

The fourth research question was:

RQ4: What were Bolman and Deal leadership behaviors as perceived by subject coordinators and teachers?

The fifth research question was:

RQ5: Did the self- perceived and perceived leadership management styles of principals match their behaviors in interactive situations while collaborating with subject coordinators and teachers?

The sixth research question was:

RQ6: Did these perceptions of principals' management styles and behaviors differ according to the school sector (private or public) and subject of instruction (English, Arabic, Math and sciences)?

Chapter 4 included the results from the content analysis through the study of the interview content. A descriptive analysis of the interview results was presented to reveal the perceptions of leaders' roles, management styles and behaviors in four Lebanese public and private secondary schools in Great Beirut. A descriptive comparison between the principals' self perception of their roles, management styles and behaviors and how they were perceived by subject coordinators and teachers was carried out. Moreover, a focus on the similarities and differences between the two school sectors— public and private— was highlighted. Another comparison was done on the different subjects of instruction (English, Arabic, Math and science). Moreover, descriptive analyses and percentages regarding the data collected from the surveys were provided to add to the clarification, confirmation or refutation of the data collected from the interviews.

My effective sample was 89 respondents in the four schools: five principals, 22 subject coordinators and 62 teachers. The average age was 40 years, experience was 15 years. The sample was 69.9% females and 30.1% males. Out of the 89 participants, only two teachers who worked at Private School 1(S3A) refused to be interviewed about Principal 3 (P3).

The distribution of respondents across the schools was 18% in public school 1 (S1), 18% in public school 2 (S2), 40.4% in private school 1 (S3) and 23.5% in private school 2 (S4).

The following section introduced the answers to the research questions:

RQ1: What were Bolman and Deal leadership management styles of principals as practiced and perceived by principals?

The results of the interviews (See appendixes 3 to 7) and the surveys (See table 6) with the five principals (P1, P2, P3, P4 & P5) of the four schools (S1, S2, S3A, S3B & S4) revealed that the five principals perceived their leadership management styles as, firstly, human resources and, secondly, structural. They all believed that the schools should fit the teachers' needs; otherwise, schools would be exploiting their staff. Table 6 showed the results from the survey analysis of the principals' management styles as self-perceived. Table 6 showed that the five principals viewed their leadership management styles as, firstly, human resources and, secondly, structural.

Table 6

Scores of principals' management styles as self-perceived

Principals	P1	P2	P3	P4	P5
Sectors	Public	Public	Private	Private	Private
Language of Instruction	French	English	French	French	English
Structural	23	19	23	13	21
Human Resources	24	24	24	23	24
Political	11	10	11	8	11
Symbolic	11	11	23	16	21

Section II of the survey contained six questions in an aim to find out which management styles principals fitted in. Each question had four choices a, b, c, and d.

Principals had to rank themselves from 1 (most like individual) to 4 (least like individual) (See appendix 8). The scores were calculated with a total score of 24. Scores ≥ 12 were considered as having the style and scores < 12 were considered as not having the style (See appendix 10).

The results from the interviews matched the results from the survey (See appendixes 3 to 7 and table 6). Results from the interviews showed that Principal 1 of Public School 1 (P1) used the human resources frame, "I believe that if an employee feels his belonging to an institution, he/ she can be very creative." Moreover, P1 scored high on human resources ($24 \geq 12$) according to the results of the data from surveys. P2 of Public School 2 also shared the same frame, "I believe that an institution should be consisted of individuals where each has his/her needs and emotions (when staff feels they are treated as members of a family, then there is no need to be reminded of their roles and responsibilities)." Moreover, P2 scored high on human resources ($24 \geq 12$). P3 of Private School 1 also perceived herself as using the human resources frame, "I believe that an institution should be a big family." Moreover, P3 scored high on human resources ($24 \geq 12$). P4 of Private School 1 perceived herself as using the human resources frame, too, "I feel with others." Moreover, P4 scored high on human resources ($23 \geq 12$). Finally, P5 of Private School 2 said that she also used the human resources frame, "Knowing your staff's needs and emotions will help develop the school enormously." Moreover, P5 scored high on human resources ($24 \geq 12$).

The five principals emphasized the use of the human resources frame because they had worked for long years at the same school; furthermore, P1, P2, P3, and P4 were once teachers at those same schools (See appendixes 3 to 5). The fact they had previously worked with subject coordinators and teachers as colleagues made the

human resources frame the easiest to use. Those principals had already had emotional bank accounts with the others, and in order to keep their relationships positive and growing, they had to concentrate on the human resources frame. As for P5, it was her first year at Private School 2(S4). It meant that she had never met any of her staff before. Moreover, the school administration had hired a school principal from outside the school i.e. they had not found among their own staff, who had spent years in service, someone who was qualified for such a position. P5 had to use the human resources frame to be accepted by her staff. She did not want to be perceived as an intruder, “An institution is a family where everyone knows their roles and responsibilities and are willing to walk the extra mile without being told to. They are simply happy to be here. I am saying this not because it is my first year at this school and I want to make a good impression. It is in my nature and I don’t want to be an intruder.”

It was arguable that school principals who did not have human relationship skills did not succeed (Whitman, 2003). However, in this study, principals emphasized the human resources frame which made them concerned about the needs and emotions of their teachers, which was in accordance with Bolman and Deal theory (1997). From the literature, effective principals knew that to have a successful school, they had to focus on the people working with them. Caring and appreciation were key elements in keeping the relationships between principals and teachers positive and growing. Consequently, principals brought out the best in their staff and fostered relationships that empowered people and made them prosper. Previous researches had also presented similar results about principals attaching more importance to teachers’ different needs and skills than the school’s goals and objectives (Whitaker, 2003). According to Bolman and Deal (1997), principals

reached their goals through authority, rules, policies and standard procedures, information systems, meetings or a variety of informal techniques based on the task and environment. The task represented the organizations and the environment represented the people working for that organization. Bolman and Deal (1997) considered that people and organizations needed each other, "Organizations need ideas and energy, and talent; people need careers, salaries and opportunities" (Bolman & Deal, 1997, p. 102). That meant that when the relationship between individuals and system was poor, one or both would suffer. In this study, the system was represented by the principals and the individuals were represented by the subject coordinators and teachers. It was inferred that the five principals believed in the power of human resources and its ability in keeping the relationship between principals and staff (teachers and coordinators) positive and growing.

The five principals perceived themselves as using the structural frame because they all believed in roles and responsibilities to be divided among their staff (See table 6). P1 scored high ($23 \geq 12$) and believed that, "Roles and duties should be divided in an institution." P2 framed herself as using the structural and scored high ($19 \geq 12$), "In a school where its members belonged to different backgrounds, it is essential that structures exist. Each individual has to have his own share of responsibility." P3 also scored high ($23 \geq 12$) and believed that, "Duties and obligations should be divided according to each one's potential. I do believe in hierarchy." P4 also believed in structures to a certain extent as she scored relatively high ($13 \geq 12$), "There is work to be accomplished so duties and responsibilities have to be divided, though I don't believe in hierarchy. All the coordinators and teachers at this school are professionals who know what they are doing. There is no need to remind them of their job description." Finally, P5 who scored high as well ($21 \geq 12$) said, "Duties and

responsibilities have to be divided clearly to remove confusion. Job description is the best way to define what every individual has to do.” Organizations are complex and a form of structure is needed to avoid chaos and create partnership, “To augment the efforts of formal groups, coordinating roles or units arise, using persuasion and negotiation to help others integrate their work” (Bolman & Deal, 1997, p. 44). The use of the structural frame was in accordance with Bolman and Deal’s theory. It was inferred that the five principals’ believed that schools are organizations with a certain structure and in order to keep them moving forward towards success, work should be divided among their staff in a way where every employee (teachers and coordinators) knew their precise role and duties so as to maintain the positive flow of work avoiding any disruption. The five principals knew that each individual’s work was a continuation to another individual’s work, if each individual performed his/her role properly and accurately, the other individual would be able to do his/her work. However, if this was not the case, disruption would occur and work would be influenced in a negative way leading to problems and conflicts. So the five principals’ choice of structural was based on their knowledge of how organizations mainly schools worked.

The five principals ignored the use of the political style according to the results of the interviews (See appendixes 3 to 5) and the surveys (See table 6). P1 scored 11 <12, P2 scored 10 < 12, P3 scored 11 <12, P4 scored 8 < 12 and P5 scored 11 <12 scored on this style. It was quite clear that the five principals did not have the knowledge of Bolman and Deal’s four frames though there was no contradiction between the results of the interviews and the surveys when it came to the leadership management styles used by the principals as self-rated.

In the public schools, P1 and P2 had to endure differences in their staff's and students' religions and backgrounds and scarce resources of their schools. P1 ignored the use of the political style in the interview and scored low (11<12) in the surveys (See table 6), which meant that he did not use the political style. It was deduced that P1 saw conflict as a problem whose solution was in the hands of the Ministry of Education and Higher Education. He was waiting for other bodies to take the charge of solving problems at his school. P1 said, "I have a vision to develop the school. I have been knocking on all doors to develop the school and reach my vision but still nothing is done. Besides, if I write a report about one of the teachers, all what the Ministry does is move him/her to another school." Although P1 believed in the efficiency of the laws set by the Ministry of Education and Higher Education, it was the application of those laws that was missing, "I want to add something here, the rules in the Ministry of Education are good but they are not applied which limits the development of those institutions. It takes the Ministry forever to take the 'ok' for any project or whatsoever." P2 also ignored the use of the political style in the interview and in the survey, she scored low (10 <12). When P2 was asked about the decision making at her school, she answered, "It depends: internal decisions are made by me (with the help of my staff) and external are done by the Ministry of Education. By internal I mean, meetings, schedules, results, passing or failing students....and by external I mean, reporting a teacher." So it was again the Ministry of Education and Higher Education that was in charge of solving any issue in which decisions were fundamental in ending the contract of a reported teacher or moving a full-time teacher to another school. According to P2, "I don't have the authority." It could be deduced that the principals were so distant from the Ministry of Education and Higher Education representatives or superiors and there was no personal attempt from the

principals to make decisions on their own without referring to their superiors. It was worth mentioning that P2 had been the school principal for five years; however, she had a teacher's contract. The Ministry of Education and Higher Education had not upgraded the principal's contract until the day she was interviewed. So it could be deduced that P2 was earning a teacher's salary and performing as the school principal, which meant that the relationship with the system, which she represented, was poor and unfair. This would have a serious impact on her work and motivation. Hence, P1 and P2 chose an alternative route to the political frame and opted for the human resources, which emphasized supporting teachers' need in order to work on their professional growth. P1 helped new teachers in planning their lessons and did a follow up scheme. Moreover, he said, 'Being a physics teacher myself, I planned a workshop with the physics teachers' (See appendix 3). P2, on the other hand, attended classes and coached teachers. Moreover, after installing smart boards in classes, she organized workshops and training sessions for the use of smart boards and technology (See appendix 4). Hence, P1 and P2 did not use the political style, perceiving conflict as a problem to be avoided, which was not aligned with Bolman and Deal's focus on the political frame, "Conflict has benefits as well as costs: It is the root of personal and social change, creativity and innovation." (Bolman & Deal, 1997, p. 172). It was inferred that P1 and P2 saw conflict as a negative disruption to the flow of work, and when problems arose, they waited for solutions and remedies to come from the Ministry of Education and Higher Education. P1 and P2 lacked the knowledge of the political frame so they failed to use such a frame as a basis of change, creativity and innovation. Focusing on the human resources frame, they wanted to keep relationships between them and their staff to remain positive avoiding any conflict in an aim to keep work going and maintain the status quo. It was also

deduced that P1 and P2 had the will and tried their best to improve their schools and to add innovations. However, it was their own initiatives which were based on their experience as teachers at the same schools. P1 used his knowledge and experience in physics to mentor teachers and organized workshops and training sessions on physics teaching. Moreover, P2 installed smart boards and organized training sessions on how to make use of them.

In the private sector, the three principals (P3, P4, & P5) ignored the use of the political styles in the interviews (See appendixes 5, 6 & 7) and in the surveys (See table 6): P3 scored 11 < 12, P4 scored 8 < 12, and P5 scored 11 < 12. In this sample, the private schools were Catholic and both staff and students shared the same values, beliefs and culture, which made agreement and harmony much easier to achieve, which was in accordance with Bolman and Deal's theory, "The assumption of enduring difference implies that political activity will be more visible and dominant under conditions of diversity than under conditions of homogeneity." (Bolman & Deal, 1997, p. 164). It was deduced that the three principals at the private schools realised the non-existence of problems and conflicts for they did not have to learn about other people's culture or beliefs and try to adapt to them. They all shared the same culture and beliefs. In the Lebanese context, principals put a lot of emphasis on the school culture and focused more on the collaborative work for the best of the students (Akkary, 2013). This was one reason why principals opted for human resources frame, which emphasized supporting teachers' needs in order to enhance their skills. It was inferred that P1, P2, P3, P4 and P5 were trying to avoid conflicts as much as possible in an attempt to keep the status quo i.e. they wanted their superiors to be convinced that work was being done and their organizations were functioning without problems.

As for the symbolic styles, in the public schools, P1 and P2 ignored the use of the symbolic styles in the interviews and scored low on symbolic in the survey. P1 scored $11 < 12$, and P2 scored $11 < 12$. This meant that both principals did not use the symbolic style. In the interviews, P1 and P2 related the symbolic style to the secular nature of the school as the school staff and students came from different religions and backgrounds. According to the interview with P1, P1 insisted that there was no team work in his school so the possibility of viewing the school as a community with rites and traditions was impossible, "There is no team work, all the work depends on one person: the principal. After all, the reputation lies on the principal." As for P2, the scores showed that P2 did not use the symbolic style ($11 < 12$), which agreed with her answers on the interview. According to P2, "There is a small space for at my school for celebrations of certain traditions or rites, simply because the school staff and even students belong to a variety of religions and backgrounds, so it is very difficult when the community members come from different areas, religions and backgrounds. Our school is more secular and we try to celebrate occasions that have to do with patriotism like Independence Day. Moreover, most of the subject coordinators and teachers are not full-timers and to gather them all seems impossible and very tiring." P1 and P2 blamed the lack of use of the symbolic style on the secular nature of the schools and the fact that both staff and students belonged to different religions, cultures and backgrounds. The lack of use of the symbolic frame was not in accordance with Bolman and Deal's theory (1997). The importance of the symbolic frame was in its power to, "[p]rovide internal glue, helping participants cope, find meaning, and play their role without reading the wrong lines. They provide a basis for confidence." (Bolman & Deal, 1997, p. 248). As the symbolic frame provided the sense of belonging and meaning to an institution, P1 could use it to create a team and

P2 could use it to organize time to gather her staff. It was inferred that with the increase of contractual teachers in the Lebanese schools mainly in the public sector, the principals' jobs had become more and more challenging. According to the CERD 2013-2014, one-third of the Lebanese teachers were on contracts, which meant they were not full timers at their schools and eventually they had other engagements elsewhere. It was deduced that such an issue was facing Lebanese public schools with a direct disruption on the flow of work especially when it came to the feeling of belongingness to an organization. So the principals' job was concentrated on making sure that the work was done regardless of how it was done. They wanted their superiors to realize that there were no problems and work was done according to the Ministry of Education's mandates. Thus, using the symbolic frame was out of question for many reasons: (1) the different cultures that the school staff came from, (2) the increase of the number of contractual teachers, and (3) the failure of the Ministry of Education to upgrade the principals' contract.

On the other hand, P3, P4 and P5, who worked at private Catholic Schools, declared the use of the symbolic style in the interviews and scored high in the survey. P3 scored $23 \geq 12$, P4 scored $16 \geq 12$, and P4 scored $21 \geq 12$. However, they related the use of symbolic style to the fact that they worked at Catholic schools i.e. symbols were related to religion, which was not the case according to Bolman and Deal, what was important about certain events was not what happened, but what they meant. Moreover, the use of symbols resolved confusion, amplified predictability, supplied direction and secured hope and faith (Bolman & Deal, 1997). It could be deduced that the three principals at the private schools worked hard on creating events and celebrations not because the symbolic frame gave meaning and a sense of

belongingness to their school but because such events and celebrations were imposed by their superiors as their schools were religiously affiliated.

What could be deduced from the contradiction on the use of political and symbolic styles was that the five principals lacked the knowledge of Bolman and Deal's framework. Moreover, the five principals did not have the proper training on leadership. In the public schools, P1 and P2 said that they attended leadership workshops that were organized by the Ministry of Education, which were rare and never regular (See appendixes 3 & 4). In the private schools, P3 and P5 said that they attended leadership workshops on their own as both worked as part-timers at private universities (See appendixes 5&7). P4 said that she rarely attended any leadership training and it was only through the institution she worked at (See appendix 6). It was inferred that P1, P2, P3 and P4, who were teachers at their schools, were promoted into principals and attended few leadership workshops, which were not enough to be able to perform their roles as leaders. They were teachers with new responsibilities. Those principals depended on their qualifications and experience in teaching or coordination and their knowledge of how work was done at their schools since they were teachers there. As for P5, she wasn't a teacher at her school. She was chosen from outside as the school administration did not find among its staff any person who was qualified for such a position. P5 depended on her experience in teaching and coordination and she attended leadership workshops on her own as she had another part time job at a private university. It was deduced that none of the principals in this study had proper pre-service or in-service training in Leadership. So the lack of pre-service an in-service training programs for principals remained a gap in the Lebanese educational system.

The results revealed that the five principals P1, P2, P3, P4 and P5 perceived themselves as using the human resources frame, suggesting that the school must fit teachers' needs to be supported, trusted, assisted and cared about. From the literature, organizations and teachers need each other; otherwise, organization will exploit people and people will look for ways to exploit organizations (Bolman & Deal, 1997). However, they ignored the use of the political frame ignoring the fact that conflict should be ignored and avoided instead of using it as "[t]he root of personal and social change, creativity and innovation." (Bolman & Deal, 1997, p. 172). The five principals avoided conflicts simply because they saw conflict as negative and they wanted to show their superiors that there were no problems at their schools. P1 and P2 did not use the symbolic frame as their schools were more secular in education whereas P3, P4 and P5 used the symbolic as their schools were Catholic. All five principals related the use of the symbolic frame to the religious nature of the school instead of using it as the internal glue of the institution and the basis of belonging and confidence (Bolman & Deal, 1997). It was deduced that the five principals lacked the knowledge of Bolman and Deal framework.

RQ2: What were Bolman and Deal leadership management styles of principals as perceived by subject coordinators and teachers?

The analysis of the interviews with the subject coordinators and teachers revealed that they viewed their principals as using, firstly, the human resources management style, and, secondly, the structural. They all perceived them as such except for one principal: Principal 3 (P3) of private school 1(S3A), was perceived to have structural and political management styles. The subject coordinators and teachers said that their principal believed in structures and hierarchy. Moreover, she wanted her department to be the best. They believed she was in constant competition

with the other principals/ heads of secondary cycle. That made her strict and tough with her staff with little consideration of their feelings and needs.

The results from the surveys, all teachers and coordinators in the four schools perceived P1, P2, P4 and P5 as, firstly, using the human resources frame firstly and, secondly, structural which was aligned with the results from the interviews. Tables 7-11 visualized the data collected from the surveys on how subject coordinators and teachers perceived their principals' use of Bolman and Deal's framework (1997).

Table 7 showed that the Arabic, French, Math and science coordinators and teachers viewed P1 as, firstly using the human resources and, secondly, using the structural. It also showed that the coordinators and teachers did not view P1 as using the political and symbolic leadership management styles.

Table 7

Averages of scores of P1 management styles as perceived by Arabic, French, Math and science coordinator and teachers

P 1	Arabic (S1)	French (S1)	Math (S1)	Science (S1)
Structural	20.25	19.25	22.6	23.75
Human Resources	21.75	21.25	23.3	22.75
Political	9.75	9.25	9	10.75
Symbolic	13.5	11.75	11.6	11

Table 8 showed that the Arabic, English, Math and science coordinators and teachers viewed P2 as, firstly using the human resources and, secondly, using the structural. It also showed that the coordinators and teachers did not view P2 as using the political and symbolic leadership management styles.

Table 8

Averages of scores of P2 management styles as perceived by Arabic, English, Math and science coordinators and teachers

P 2	Arabic (S2)	English (S2)	Math (S2)	Science (S2)
Structural	17.5	12.75	18.25	22.33
Human Resources	21.5	21.75	20.5	23.66
Political	9.75	9.75	11	12
Symbolic	11	12.25	11.25	11

Table 9 showed that the Arabic, French, English, Math and science coordinators and teachers viewed P3 as, firstly using the structural and, secondly, using the political.

Table 9

Averages of scores of P3 management styles as perceived by Arabic, French, English, Math and science coordinators and teachers

P 3	Arabic (S3A)	French (S3A)	English (S3A)	Math (S3A)	Science (S3A)
Structural	22	21.66	20.75	20.75	18.25
Human Resources	17	16.33	10	14	13.25
Political	17.33	18	20	19.75	19.75
Symbolic	17	12	8.75	14.25	13.5

Table 10 showed that the Arabic, French, English, Math and science coordinators and teachers viewed P4 as, firstly using the human resources and, secondly, using the structural. It also showed that the coordinators and teachers did not view P4 as using the political leadership management style.

Table 10

Averages of P4 management styles as perceived by Arabic, French, English, Math and science teachers and coordinator

P 4	Arabic (S3B)	French (S3B)	English (S3B)	Math (S3B)	Science (S3B)
Structural	16	14	17.75	16.5	18.75
Human Resources	19.66	24	22	23.25	22.75
Political	10.33	6.66	9.75	7.75	10.5
Symbolic	14.33	16.66	12.5	12.5	11.75

Table 11 showed that the Arabic, French, English, Math and science coordinators and teachers viewed P5 as, firstly using the human resources and, secondly, using the structural. It also showed that the coordinators and teachers did not view P5 as using the political leadership management style.

Table 11

Averages of P5 management styles as perceived by Arabic, French, English, Math and science teachers and coordinator

P 5	Arabic (S4)	English (S4)	French (S4)	Math (S4)	Science (S4)
Structural	19.25	16.75	21	17.5	18.25
Human Resources	23.25	22	22.66	23	24
Political	10.25	9.25	11	9.5	8.75
Symbolic	20.25	13.75	18.66	15	13.5

The interviews and surveys (See tables 7-11) showed how teachers and coordinators in the four schools perceived their principals. The results from the interviews matched the results from the surveys. Four out of five principals (P1, P2, P4 & P5) were perceived as using human resources first and structural frames second; however, P3 in S3A was perceived as using the structural frame first then the political frame. There was an important observation which was P3 had three roles at the same school (S3A): biology teacher, biology coordinator and principal/head of secondary section. Moreover, P3 had another part-time job in another institution; she was the head of Formation des Stages (CAPES) at a private university. P3 was overloaded with work, which could have been one of the reasons her staff framed her as structural mainly then political. It was deduced that in order for P3 to cope with all her jobs, she had to be organized and structured; moreover, she had to be successful in the face of conflict and opposition by anticipating it and developing alliances to build a strong base of support or else she wouldn't be able to be successful in her overloaded day routines. Eventually P3 did not want to lose her job and wanted to please her superiors. Her superiors wanted work to be done without problems and conflicts regardless of the way. Though this was not true according to Bolman and Deal, "The assumption of enduring difference implies that political activity will be more visible and dominant under conditions of diversity than under conditions of homogeneity." (Bolman and Deal, 1997, p. 164). P3 worked at a private Catholic school where subject coordinator, teachers and students all shared the same culture, religion and background. Hence, working in a homogenous atmosphere made one's job easier and the political activity was less visible. It was deduced that S3A was a private school where the entire staff belonged to the same culture and shared the same ideas; hence the political activity was not needed unless conflict existed. Even

when conflict existed, they did not normally disturb the flow of work because the common culture would be used to resolve such a conflict. However, with P3, subject coordinators and teachers viewed her as using the political frame. It could be deduced that P3's timetable was so tight and rigid that she had no time for her staff's needs and feelings. Work should be accomplished on time or else her timetable would be messed up. From the literature review, effective principals realized that in order to have a successful school, they had to focus on the people working with them (Whitaker, 2003). Moreover, school principals who did not have human relationship skills did not succeed (Whitaker, 2003). P3 perceived herself as using the human resources which meant she was cooperative and supportive with all her staff whereas her staff did not view her as such. It was inferred that P3 had no idea that she was not focussing on the people she was working with. To her mind, she cared about the needs and emotions of her staff and she was always there for them. However, P3 did not have time to reflect on her relationship with her staff. She was consumed in her overcharged timetable giving human relationships little care. P3 insisted in the interview (See appendix 3) that there was no conflict in her school suggesting the existence of a positive atmosphere of mutual support and cooperation, which led to the success and growth of the school. So P3 was not aware of how her staff perceived her leading style.

P3 in S3A viewed herself as using the human resources management style whereas subject coordinators and teachers viewed her as using the structural, then the political management style. There was a discrepancy between how the principal viewed her management style and how others viewed her management style. It could be deduced that P3 knew that in order to be successful, she needed to focus on the people working with her and caring and appreciation were key elements in keeping

the relationships between principals and teachers positive and growing (Bolman & Deal, 1997) for she viewed herself as using the human resources frame. However, P3 lacked the time and the effort to show her skills of the human resources frame because of her overloaded timetable. She wouldn't be able to cope if she weren't structured and organized; moreover, she needed to develop alliances to build a strong base of support and to face conflict successfully and not jeopardize her job. Her superiors were expecting to have the work done without problems. According to the literature review, one of the main aspects of the ICT dealt with how individuals viewed their own identities and responded to the reactions to their identities by the society around them (Burke, 1991). Society was defined in this context as the coordinators and teachers working together towards a clear school vision. Each individual in a school context had a specific role and a job description; thus, each occupied a position. Such position had its own name and its expectations which made up the person's identity (Burke, 1991). When principals were acting in a certain situational context according to the ICT, they were reflecting on their own identity and how others approved or disapproved of their identity (Burke, 1991). If such principals received negative responses from the society around them, then they would have to change their views of their identity to produce a positive outcome (Burke, 1991). In this study, P3 received negative responses from the subject coordinators and teachers and thus problems would surely arise if P3 did not alter the way she viewed herself. According to Burke (2004), the perceived meanings of oneself were compared with meanings held in the identity standard. That meant when a principal compared the reflected appraisals and his own self- appraisals with his identity standards, discrepancies occurred leading to a change in behavior and action, which in turn changed the perception of one's identity. Such changes in

action continued until the discrepancy between perceptions and the identity standard were removed or eliminated. Burke emphasized that behaviors were the outcomes of the difference between an identity and perceptions of situation and it would be a mistake to “[t]hink that discrepancies lead to particular behaviours. Rather, behaviours are chosen for their consequences, i.e., reducing the discrepancy, and any behavior that has this result could be used, for it is the result that is important and not the means by which it is accomplished.” (Burke, 2004, p. 16). It could be inferred that P3 was not aware of the discrepancy between how she perceived her leadership style and how subject coordinators and teachers perceived it. When conflicts occurred P3 resolved them in a tough and strict manner regardless of staff’s feelings. She considered that the means to resolve problems was by being superior, strict and following the school hierarchical system. Thus, discrepancies between how she perceived her leadership style and how she was perceived by subject coordinators and teachers remained unsolved and thus negativity towards her leadership style persisted.

In addition, when interviews and surveys were conducted, two teachers refused to take both the interviews and the surveys for P3. On the other hand, they agreed to be interviewed and filled in the survey for P4 (as P3 and P4 worked for the same school S3). When they were asked about the reason for not participating as far as P3 was concerned, they were reluctant to give an answer as they did not want to get into trouble as they said. They did not want their opinion on principal’s role, management style and behaviors to create problems with their principals which meant interfering with or jeopardizing their job. Bolman and Deal used Psychologist Abraham Maslow’s (1954) most influential theories about human beings’ needs arrayed in a hierarchy: psychological, safety, belongingness and love, esteem and self-

actualization. Psychological and safety needs came first as a priority for individuals needed to feel comfortable and safe from danger and any threat. Belongingness for positive relationships with others and esteem to be valued were the key to self-actualization where humans needed to develop to their fullest and actualized their own potential. What could be deduced was that the two teachers that refused to participate in this study when P3 was concerned. They did not feel safe and were very reluctant to show their disapproval of P3's management styles and behaviors because they did not want to jeopardize their jobs.

According to Bolman and Deal (1997), when managers and leaders applied all four styles, they developed a better understanding and appreciation of the organizations or institutions they were working at. However, many leaders or managers were drawn to one or two styles often rejecting the other two. Bolman and Deal's findings performed on leaders showed that leaders emphasized on the same two styles favoured in this study while other frames tended to be neglected. The choice of the participants of the human resources and structural style was then in accordance with the Bolman and Deal findings. The five principals in this study favored the human resources frame because they realized that the best way to avoid conflicts and problems was to be concerned about their staff's needs and emotions. Moreover, by being cooperative and supportive, the five principals were sure that the work would be done properly especially when the subject coordinators and teachers were once colleagues. As for P5 who was a new member at S4, she had to use the human resources frame as to gain her staff to her side. If she favored the political frame, she would have to face conflicts with her new staff, which might jeopardize her position. She had to show her staff that though she was chosen from outside the school, she was interested in knowing everyone and she wanted to be concerned

about their needs and emotions. Her choice of human resources frame made her staff feel comfortable and secure and were able to work and prosper and be appreciated for school principals who did not have human relationship skills did not succeed (Whitaker, 2003). As for the structural frame, the five principals emphasized the importance of clear structure and well-developed management system (Bolman & Deal, 1997). They knew that without structure, chaos would exist. However, they perceived their leading management style as human resources first then structural. They believed that the structural completed the human resources frame where every coordinator and teacher knew exactly their duties and responsibilities. From the literature, effective principals knew that to have a successful school, they had to focus on the people working with them. Caring and appreciation were key elements in keeping the relationships between principals and teachers positive and growing. Consequently, principals brought out the best in their staff and fostered relationships that empowered people and made them prosper. Previous researches had also presented similar results about principals attaching more importance to teachers' different needs and skills than the school's goals and objectives (Whitaker, 2003). According to Bolman and Deal (1997), principals reached their goals through authority, rules, policies and standard operating procedures, information systems, meetings or a variety of informal techniques based on the task and environment. The task represented the organizations and the environment represented the people working for that organization. In this study, P1, P2, P3, P4 and P5 perceived their leadership management style as human resources first, then structural because they wanted subject coordinators and teachers to be working in a positive atmosphere where they were supported, cared for and appreciated within a well-developed management system. Moreover, four out of the five principals were perceived by

subject coordinators and teachers as using the human resources frame. P3 in S3A was perceived as favoring the structural frame, then the political. P3 was overloaded with work with a very tight timetable, which did not allow her to have time to show her skills in using the human resources frame. Human resources leaders believed in the importance of participation, motivation and good interpersonal relations (Bolman & Deal, 1997). However, with a condensed school timetable as a teacher, a coordinator and secondary head, P3 could not be participative and supportive at school. Moreover, P3 had another part time job at a private university which meant she had to be present in a different avenue at least for one day. So P3 had to be structural in order to be able to cope with all the work she had. Bolman and Deal (1997) considered that people and organizations need each other, "Organizations need ideas and energy, and talent; people need careers, salaries and opportunities." (Bolman & Deal, 1997, p. 102). That meant that when the relationship between individuals and system was poor, one or both would suffer. In this study, it was clear that the relationship between P3 and her staff was shaky and suffering because she favoured clear structure and considered school as system with a well-designed structure irrespective of good interpersonal relations. As for the political frame, P3 insisted in the interview (See appendix 3) that there was no conflict in her school suggesting the existence of a positive atmosphere of mutual support and cooperation, which led to the success and growth of the school. Though, two teachers working with her refused to do the interview and the survey for they did not approve of her leadership management style and behaviors. They did not want to sound their opinions of her because they did not want any problems with her in other words; they did not want to jeopardize their jobs. However, P3 was not aware of how her staff

perceived her leading style. So the relationship between P3 and her staff was suffering

In conclusion, four out of the five principals in this study framed themselves as using the human resources management style first, then structural and were framed by subject coordinators and teachers as using the human resources management style first, then structural which was aligned with Bolman and Deal (1997). It meant that there was no discrepancy between how P1, P2, P4 and P5 self-perceived their leadership management style and how subject coordinators and teachers viewed them. P3 framed herself as using the human resources and was framed as using the structural which was aligned with neither Bolman and Deal's theory (1997) nor with Burke's ICT (1991). So there was a discrepancy between how P3 perceived her leadership management style and how subject coordinators and teachers perceived them. It was inferred that the relationship between P3 and her staff was poor and it involved suffering from the side of her staff. Hence, problems arose and remained unsolved.

RQ3: What were Bolman and Deal leadership behaviors as perceived by principals?

The results from the answers of the interviews with the five principals of the four schools showed that they perceived their leadership behaviors as, firstly, cooperative and supportive and, secondly, organized and analytic (See appendixes 3-7). In the principals' answer to how they would define an institution, P1 said, "Employees should feel the ownership of their institution to be creative. Each one should have his role and responsibilities." P2 said, "It is a big family." P3 defined an institution as, "A bee hive family where everybody knows their duties with a leader who believes in communication and hard work to reach the honey." P4 defined it as, "[m]ade up of professional people with roles and responsibilities working in relational

sympathy. After all, when a person is working at ease, he can give more.” Finally, P5 perceived an institution as, “A family where everyone knows their roles and responsibilities and are willing to walk the extra mile without being told to. They are simply happy to be here.” They all believed that when teachers were supported and backed up, they would perform better. They also believed that they had to be organized and analytic to be successful in their jobs.

Section I in the survey explored the corresponding behaviours of leadership styles and consisted of 32 statements representing leadership behaviors used by principals in their day-to-day performance of tasks. A five-point Likert-scale ranging from 1 (never) to 5 (always) was used to rate how often the described behavior occurred. The 32 statements were grouped into four leadership styles: the structural, human resources, political and symbolic. Each of the leadership styles was also subdivided into two subscales (see appendix 8). The maximum score for each subscale was 20 as it consisted of four questions and a maximum score for each question was 5 and a minimum of 1. Any score ≥ 10 meant that the behavior occurred, and any score <10 meant the behavior did not occur (See appendix 11). The maximum scores for each two subscale (analytic and organized, supportive and participative, powerful and adroit, and inspirational and charismatic) were calculated out of 40 and a minimum of 5. Any score ≥ 20 meant the two behaviors occurred and any score <20 meant the two behaviors did not occur. According to the results from surveys (See table 12), all five principals perceived their behaviors as firstly supportive and participative, and secondly analytic and organized, which matched the findings from the interviews.

The findings from the interviews matched the findings from the surveys. All five principals believed that caring and appreciation of their staff meant that work

was accomplished through the staff's sense of being loved and valued (Bolman & Deal, 1997). The five principals emphasized the importance of making their institutions a second home for their employees, who were seen as professionals by their superiors. Subject coordinators and teachers were hired at the institution because they were perceived as professionals who knew their duties and responsibilities. Hence, it was the principals' job to support them to bring the best in them. Previous researches had presented similar results about principals attaching importance to teachers' different needs and skills to reach the school's goals and objectives (Whitaker, 2003). The results from interviews and surveys matched Bolman and Deal's (1997) core assumptions of the human resource frame (Supportive and participative behaviors), "A good fit benefits both: individuals find meaning and satisfying work, and organizations get the talent and energy to succeed." (p. 103). It was deduced that the five principals were eager to show support and cooperation to their subject coordinators and teachers because they all believed that institutions were second homes where positive relationships existed between members. The five principals were certain that all their subject coordinators and teachers were professionals and knew their duties and responsibilities so nobody needed to be reminded what to do or what not to do. Table 12 below visualized the scores of principals' behaviors as self-rated. Table 12 showed the sums of the scores of the analytic and organized, supportive and participative, powerful and adroit and inspirational and charismatic in bold. The scores showed that the principals viewed their behaviors as firstly, supportive and participative and, secondly, as analytic and organized.

Table 12
Scores of principals' behaviors as self-rated

	P1(S1)	P2(S2)	P 3(S3A)	P4(S3B)	P5 (S4)
Analytic	13	19	19	18	19
Organized	14	15	20	20	19
	27	34	39	38	38
Supportive	17	20	20	20	20
Participative	15	19	19	20	19
	32	39	39	40	39
Powerful	9	7	9	8	8
Adroit	10	10	9	11	10
	19	17	18	19	18
Inspirational	9	8	17	16	16
Charismatic	9	10	18	18	17
	18	18	35	34	33

In conclusion, the five principals perceived their behaviors as, firstly, cooperative and supportive and, secondly, organized and analytic, which was in accordance with Bolman & Deal's theory (1997). The five principals believed that being cooperative and supportive would bring the best in their staff who were perceived as professionals by their superiors. No one among their subject coordinators and teachers needed to be reminded of their duties and responsibilities

RQ4: What were Bolman and Deal leadership behaviors as perceived by subject coordinators and teachers?

The analysis of the interviews with the subject coordinators and teachers revealed that they all perceived the principals' leadership behaviors as cooperative and supportive in the first place and organized and analytic in the second place except for one, P3 in S3A. They all considered her mainly as, firstly, organized and analytic and, secondly, powerful, and adroit. She wanted work to be done regardless of staff's needs and feelings. It was inferred that the relation between P3 and her staff was suffering from lack of cooperation and support and was based on hierarchy, facts and data: As long as work was done accurately and deadlines were met, conflicts and problems did not exist. It was deduced that P3 had a very tight timetable and she had to be organized and follow a clear structure in order to be able to accomplish her work successfully. Moreover, in executing such an overloaded quantity of work, she had to be powerful, skilful and competent or else her job would be jeopardized.

The analysis of the surveys done by the subject coordinators and teachers on how they perceived their principals matched the results from the interviews. Tables 13 to 17 visualized the averages of scores of P1, P2, P3, P4 and P5 behaviors as perceived by the Arabic, English, French, Math and science teachers and coordinators at S1, S2, S3A, S3B and S4.

Table 13

Averages of scores of P1 behaviors as perceived by Arabic, French, Math and science teachers and coordinator

	Arabic S1	French S1	Math S1	Science S1
Analytic	17.5	13.25	15.3	17.5
Organized	18	14.25	16.3	14.5
Supportive	19.5	18.5	17	17.75
Participative	18	16.25	17.33	20
Powerful	10.25	9	9.3	11.25
Adroit	7.25	9.75	8.6	10.75
Inspirational	7	7	7.3	8
Charismatic	9.75	9	9	10

Table 13 showed that the Arabic, French, Math and science coordinators and teachers perceived P1 as, firstly, being supportive and participative and, secondly, as being analytic and organized. The coordinators and teachers did not perceive their principal as being powerful and adroit or inspirational and charismatic.

Table 14

Averages of scores of P2 behaviors as perceived by Arabic, English, Math and science teachers and coordinator

	Arabic S2	English S2	Math S2	Science S2
Analytic	14.5	17.25	18.25	19.6
Organized	13	18.5	18.25	17.3
Supportive	13	18.75	18.5	19.66
Participative	15.75	16.75	16	19.66
Powerful	6.5	10	10.25	5.33
Adroit	9	10.25	9.75	8.66
Inspirational	7.5	7.5	7.5	8
Charismatic	8.5	9.25	9.75	9.66

Table 14 showed that the Arabic, English, Math and science coordinators and teachers perceived P2 as, firstly, being supportive and participative and, secondly, as being analytic and organized. The coordinators and teachers did not perceive their principal as being powerful and adroit or inspirational and charismatic.

Table 15

Averages of scores of P3 behaviors as perceived by Arabic, French, English, Math and science teachers and coordinator

	Arabic S3A	French S3A	English S3A	Math S3A	Science S3A
Analytic	17.33	16	11	13	16
Organized	17	16.66	17	19	18
Supportive	13.66	12.33	9.5	11	11.75
Participative	13	11.66	12	11.33	11.5
Powerful	15.33	13.33	11.75	16.33	18.25
Adroit	15.33	14	15	15.33	14
Inspirational	9.66	9.66	9	12.33	12.5
Charismatic	8	9.66	8.75	10.66	14.5

Table 15 showed that the Arabic, French, English, Math and science coordinators and teachers perceived P3 as, firstly, being analytic and organized and, secondly, as being analytic and organized.

Table 16

Averages of scores of P4 behaviors as perceived by Arabic, French, English, Math and science teachers and coordinator

	Arabic S3B	French S3B	English S3B	Math S3B	Science S3B
Analytic	14.66	14	15.75	18.5	16.5
Organized	15	14.66	15.5	18	14.25
Supportive	15.66	18.33	17.25	19	17.5
Participative	16	19	16.75	18	15.5
Powerful	10	8.66	8	8.25	8.75
Adroit	11.66	9.66	9.75	10.5	8.75
Inspirational	9.66	12	14	16	16.75
Charismatic	9.33	11.66	12.25	15.5	15.5

Table 16 showed that the Arabic, French, English, Math and science coordinators and teachers perceived P4 as, firstly, being supportive and participative and, secondly, as being analytic and organized.

Table 17

Averages of scores of P5 behaviors as perceived by Arabic, English, French, Math and science teachers and coordinator

	Arabic S4	English S4	French S4	Math S4	Science S4
Analytic	15	14.75	14.33	14.25	13.5
Organized	14.75	13.25	15.33	13.5	14.25
Supportive	16.5	14.5	18.33	17	15.75
Participative	15.25	16.75	18.66	18	15.5
Powerful	7.5	9.75	9	8.75	9
Adroit	6.5	9.5	9	9.75	8.5
Inspirational	9	11.25	11.66	9.5	11.25
Charismatic	15.75	14.5	13.66	15	14

Table 17 showed that the Arabic, English, French, Math and science coordinators and teachers perceived P5 as, firstly, being supportive and participative and, secondly, as being analytic and organized.

The answers of the interviews and the average scores of how subject coordinators and teachers showed that they all perceived the principals' leadership behaviors as, firstly, cooperative and supportive and, secondly, organized and analytic except for one, P3 in S3A (See tables 13-17). They all considered her mainly as, organized and analytic in the first place then powerful and adroit in the second place.

P3 in S3A was viewed by subject coordinators and teachers as firstly analytic and organized and secondly powerful and adroit (See table 15), which agreed with the findings from the interviews. When interviews and surveys were conducted, two teachers refused to take both the interviews and the surveys for P3. On the other hand,

they agreed to be interviewed and fill in the survey for P4 (as P3 and P4 worked for the same school S3). So subject coordinators and teachers were more comfortable to work with P4 as P4 was cooperative and supportive and showed caring and appreciation before resorting to structures and a rigid management system. When subject coordinators and teachers were asked about the reason for not participating as far as P3 was concerned, they were reluctant to give an answer as they did not want to get into trouble as they said. They did not want their opinion on principal's role, management style and behaviors to create problems with their principals, which meant interfering with or jeopardizing their job. Table 15 showed that all subject coordinators and teachers viewed P3 as organized and analytic in the first place then powerful and adroit in the second place. It was inferred that the staff working with P3 depended on the accuracy and punctuality of their work in their relationship with P3 so as not to fall into trouble with her i.e. avoiding conflicts and made sure their jobs were secured. Bolman and Deal used Psychologist Abraham Maslow's (1954) most influential theories about human beings' needs arrayed in a hierarchy: psychological, safety, belongingness and love, esteem and self-actualization. Psychological and safety needs came first as a priority for individuals needed to feel comfortable and safe from danger and any threat. Belongingness for positive relationships with others and esteem to be valued were the key to self-actualization where humans needed to develop to their fullest and actualized their own potential. The perception of subject coordinators and teachers of their principal (P3) was not in accordance with Bolman & Deal's theory (1997). What could be deduced was that the two teachers that refused to participate in this study when P3 was concerned did not feel safe and were very reluctant to show their disapproval of P3's management styles and behaviors. It was inferred that the relationship between P3 and her staff was very formal and involved



no feelings, emotions, needs and transparency. It was based on a rigid system that couldn't be modified for lack of time.

Another reason for the coordinators and teachers framing P3 as first analytic and organized and second powerful and adroit was that P3 was overloaded with work within the same institution and out. P3 had three roles at the same school (S3A): biology teacher, biology coordinator and principal/head of secondary section. Moreover, P3 had another part-time job in another institution; she was the head of Formation des Stages (CAPES) at a private university. Thus, there was no time for the consideration of feelings and needs of staff. It was deduced that when P3 was not a full time principal, relations with her staff were disrupted and reduced to the accomplishment of work with no time for feelings and emotions. P3 followed a rigid management system in order to be able to accomplish her work successfully and showing her superiors that she was competent, skilful and powerful enough to execute whatever was needed to have a peaceful and successful department.

In summary, all subject coordinators and teachers perceived the principals' leadership behaviors as, firstly, cooperative and supportive and, secondly, organized and analytic (See tables 13-17) except for one, P3 in S3A (See table 15). They all considered her, firstly, as organized and analytic and, secondly, as powerful and adroit. P3 had to be organized, analytic, powerful and competent in order to cope with a very tight timetable as she had three roles at the same school and a part time job at a private university. It was inferred from the answers of the interviews and the scores of the survey that the staff working with P3 depended on the accuracy and punctuality of their work in their relationship with P3 so as not to fall into trouble with her i.e. avoiding conflicts and made sure their jobs were secured.

RQ5: Did the self- perceived and perceived leadership management styles of principals match their behaviors in interactive situations while collaborating with subject coordinators and teachers?

The results from interviews matched the results from the surveys. All of the five interviewed principals perceived their leadership management styles as firstly human resources, and secondly structural and perceived their behaviors as cooperative, supportive in the first place then organized and analytic in the second place. Which meant leadership styles matched corresponding behaviors; hence the choice of the principals' leadership styles and behaviors was then in accordance with Burke's ICT. According to Burke's ICT (1991), leadership styles had to be matched with corresponding behaviors in the context of social structure. That meant leaders' own identities or management styles should match their behaviors. In this study, all principals perceived certain leadership styles and matching behaviors. It was deduced that the five principals believed that the human resources frame best described them and they realized that to execute such a frame they had to be cooperative and supportive in the first place. They also believed that the structural frame was needed to make sure work was divided and organized for the best of everyone working at the schools.

However, one of the main aspects of ICT dealt with how individuals viewed their own identities and responded to the reactions to their identities by the society around them. Society in this context was defined as the subject coordinators and teachers working together towards a clear school vision. Each individual in a school context had a specific role and a job description; thus, each occupied a position. Such position had its own name and its expectations which made up the person's identity (Burke, 1991). When principals were acting in a certain situational context according

to the ICT, they were reflecting on their own identity and how others approved or disapproved of their identity (Burke, 1991). If such principals received negative responses from the society around them, then they would have to change their views of their identity to produce a positive outcome (Burke, 1991). Four of the five interviewed principals' self-perceived leadership styles and behaviors matched the perceived leadership styles and behaviors by the subject coordinators and teachers; hence there was no discrepancy. With Principal 3 at S3A, there was a discrepancy between how she perceived her leadership style and behaviors and how the subject coordinators and teachers perceived her leadership style and behaviors. She perceived her main leadership style as human resources and structural whereas the subject coordinators and teachers viewed her leadership style as structural and political. The same was true for the leadership behaviors, she perceived her behaviour as cooperative and supportive, the subject coordinators and teachers viewed her leadership behaviour as, organized and analytic, then powerful and adroit.

Teachers framed P3 at S3A as structural which showed that teachers should have their work done rather than doing what they pleased. They even framed her as political suggesting negative concepts such as power, networking and coalition. The Lebanese principals viewed themselves as the ultimate power and the ones who were responsible to execute the orders of either supervisors in the case of public schools or the owners in case of private schools. The Lebanese system was more based on hierarchy and authority (Akkary, 2013). Hence, P3 was not aware of the problems that would arise from the discrepancy between how she perceived her leadership management style and behaviors and how subject coordinators and teachers perceived them. In case of current problems, they remained unsolved. One of the

main reasons for such problems to remain unsolved was the lack of time and energy: P 3 had three roles within the same school; she was a biology teacher, biology coordinator and principal/head of secondary section. Moreover, she was the head of Formation des Stages (CAPES) at a private university. Principal 3 was overloaded with work. The same was true for P4 who worked at the same school as P3 (The first private school). P4 had three roles at school: a chemistry teacher, chemistry coordinator for Grade 12 and principal/head of secondary section. Moreover, P5 at S4 (The second private school), had another part time job at a private university as a translator instructor. One of the major challenges for principals in Lebanese schools was that one-third of the teachers were not available as full-timers (CERD, 2013-2014). In this study, the three principals in the private schools had more than one role at the schools they worked at; moreover, they did have other part-time jobs at other institutions. Thus, their workload was overcharged with too many responsibilities which made their jobs more difficult and challenging. When subject coordinators, teachers and principals were not found at school as full timers, the accomplishment of work would become very challenging and exhausting and the principals' choice of leadership styles and behaviors would be dependent on the best way to have the work done irrespective of how the work was done. Such an issue had serious impacts on the principals' leadership management styles and behaviors.

In conclusion, four out of the five principals self-perceived leadership management styles and behaviors matched how they were perceived by the subject coordinators and teachers. P3 at the first private school (S3A) perceived her leadership management style as, firstly, human resources and, secondly, structural and was perceived as using the structural first then the political frames by subject coordinators and teachers. There was a discrepancy between how she perceived her

leadership management styles and behaviors and how subject coordinators and teachers viewed them, which was not in accordance with Burke's Identity Control Theory (1991). One of the main reasons was that P3 was overcharged with work as she had three roles within the same school and a part time job at a private university. P3 was not at school as a full timer, which had a serious impact on her leadership management styles and behaviors.

RQ6: Did these perceptions of principals' management styles and behaviors differ according to the school sector (private or public), and subject of instruction (English, Arabic, Math and sciences)?

According to school sector, the choice of the human resources style in the first place by the principals as self-perceived was not affected by the sector their school belonged to. In fact, the results of the interviews showed whether principals were operating at the public or private sector, they still viewed their style as being mainly human resources with supportive and participative behaviours. The results of the surveys matched the results from the interviews. Table 6 below visualized the scores of the principals' management styles as self-perceived, and table 12 visualized the scores of the principals' behaviors as self-perceived.

Table 6
Scores of principals' management styles as self-perceived

Principals	P1	P2	P3	P4	P5
Sectors	Public	Public	Private	Private	Private
Language of Instruction	French	English	French	French	English
Structural	23	19	23	13	21
Human Resources	24	24	24	23	24
Political	11	10	11	8	11
Symbolic	11	11	23	16	21

Table 12
Scores of principals' behaviors as self-rated

	P1(S1)	P2(S2)	P 3(S3A)	P4(S3B)	P5 (S4)
Analytic	13	19	19	18	19
Organized	14	15	20	20	19
	27	34	39	38	38
Supportive	17	20	20	20	20
Participative	15	19	19	20	19
	32	39	39	40	39
Powerful	9	7	9	8	8
Adroit	10	10	9	11	10
	19	17	18	19	18
Inspirational	9	8	17	16	16
Charismatic	9	10	18	18	17
	18	18	35	34	33

In public schools, the two principals (P1 and P2) denied the use of the political frame in the interviews (See appendix 3 & 4) and scored relatively low on political in the surveys (See table 12). However, according to Bolman and Deal, the political frame was more noticeable “[u]nder conditions of diversity than under conditions of homogeneity,” (p. 164) especially in the face of enduring scarce resources. So it was expected for principals in public schools to use the political frame since public schools endured differences in culture, religion and backgrounds of both staff and students and the school resources were scarce. P1 and P2 said that they had no authority i.e. even when they reported any of their staff, it was up to the Ministry of Education and Higher Education to find a solution. P1 said, “It takes ages for the Ministry to give their consent or disapproval of any of the projects or whatsoever proposed by the principal.” The lack of public school principals’ authority matched with Bolman and Deal (1997) that it was really difficult for principals to use networking, building coalitions, and power bases and negotiating compromises; however, Bolman and Deal did not specify in which school sector. Hence, the choice of human resources could be the best way to have work done in the public sector. In the private sector, principals, subject coordinators, teachers and students shared the same culture and schools had sufficient resources so the political frame was not visible in both interviews (See appendixes 5 & 6) and surveys (See tables 6 & 12), “Agreement and harmony are much easier to achieve when everyone shares similar values.” (Bolman & Deal, 1997, p. 164). There might be some differences in priorities between the principals’ of public and private sector. In the public sector, the focus was on finishing the program and preparing students for the official exams. In the private sector, the focus went beyond the official exams. These private schools were affiliated with religious organizations which favored the humanistic education of the

child rather more than teaching. That was why, the choice of human resources frame could be justified in the private sector. Moreover, in the public schools, none of the principals had framed themselves as symbolic because their school had a mixture of cultures whether the subject coordinators and teachers were concerned or the students; that was why they just ignored the symbolic frame. On the contrary, in the private schools, the three principals, P3, P4, and P5, had emphasized the symbolic frame simply because of the school culture namely Catholicism. Most of the school staff in the private schools shared the same culture. So principals in the private schools could not undermine the value of symbols and recognized the meaning of articulating the school vision that provided the purpose, direction and meaning of an organization (Bolman & Deal, 1997). However, they related the use of symbolic style to the fact that they worked at Catholic schools i.e. symbols were related to religion, which was not the case according to Bolman and Deal, what was important about certain events was not what happened, but what they meant. Moreover, the use of symbols resolved confusion, amplified predictability, supplied direction and secured hope and faith (Bolman & Deal, 1997). What could be deduced was that there was no difference between being a principal at the public sector or at the private sector. The two principals at the two public schools had limited authority when it came to decision making and they had to take approval or disapproval from the Ministry of Education and Higher Education for any project they needed to execute. Both principals at the two public schools depended on the Ministry of Education and Higher Education to solve their problems which they tried to reduce to the bare minimum by using the human resources frame i.e. concentrating in their work on their positive relationships with their staff and relying mainly on the conscience of the people working with them. P1 and P2 ignored the use of both the political frame which suggested the

arousal of problems and the symbolic frame which suggested the spreading of a certain religion. It was deduced that the five principals lacked the knowledge of Bolman and Deal's leadership framework (1996). Moreover, in order to keep the principals' relationship with the Ministry of Education and Higher Education good, P1 and P2 realized that the best solution for problems was to keep the status quo. The same was true for the three principals at the two private schools. The three principals insisted on maintaining the status quo to guarantee to their superiors the non-existence of serious problems; they did not want to jeopardize their positions. So, principals at public and private schools maintained the status quo in fear of possible problems that could accompany change and resorted to the human resources and structural which according to them was the safest way to the non-existence of problems and the satisfaction of their superiors.

In the two public schools of this study (S1 and S2), there was no discrepancy between how principals viewed their leadership management styles and behaviors and how subject coordinators and teachers viewed them. However, in the two private schools of this study, there was a discrepancy between how P3 in the first private school perceived her leadership style and behaviors and how subject coordinators and teachers viewed them (See tables 9 & 15). P3 perceived her leadership style as human resources with its corresponding behaviors – being supportive and cooperative— whereas subject coordinators and teachers viewed her leadership management style as structural with its corresponding behaviors— organized and analytic. This suggested the arousal of problems and according to Bolman and Deal (1997), “The art of reframing, and of leadership, uses knowledge and intuition to make sense of the flow and to find sensible and effective ways to channel the current in productive directions.” (p. 354). It was deduced that P3 lacked the knowledge of Bolman and

Deal's leadership framework (1996) and lacked the time and energy to reflect on her leadership styles and behaviors. P3 realized the importance of positive relationships with her staff but failed to show them support and cooperation. Moreover, Burke (1991) suggested that when principals received negative responses from the society around them, they would have to change their views of their identity to produce a positive outcome. In this study, P3's self perceived leadership style and behaviors did not match how subject coordinators and teachers perceived them; hence, P3 had to change her views of her identity to produce a positive outcome. A study done by Burke, Stets and Cerven (March, 2007) entitled 'Gender, Legitimation and Identity Verification in Groups' focused on the Identity Control Theory (ICT) and mainly the positive outcomes of the verification process, the negative outcomes of non-verification of identity standards and behavior. The identity theory confirmed that people desired to be sure of what they already believed about themselves (good, bad, high or low), the process of identity verification often depended on the ease of access to resources and the behavior of others (Burke, 1999). The study resulted that identity verification was a two-edged sword. When status was high such as that of a leader, those meaningful perceptions and expectations became higher than the level set by persons' task leadership identity standards and led to unrealistic expectations, which employees, those in lower positions, failed to meet. On the other hand, when status was low i.e. that of employees, it led to a failure to expect and allow them to perform and thus talents and capabilities were lost. Thus, the belief of the identity theory that perceptions that were too high or too low relative to the identity standard were distressful was validated. It was deduced that in order to reduce such a discrepancy, it was recommended that meanings of the identity standards changed slowly to match the situational meanings (Burke, 2006). P3 viewed herself as using the human

resources frame whereas the subject coordinators and teachers viewed her as using the structural and political ignoring their feelings and needs to be supported and backed up. It was deduced that P3's expectations were unrealistic and could not be met by her staff because her staff were expecting her to be cooperative, supportive and concerned with their emotions and needs. So a change in P3's identity standards needed to be changed slowly to match situational meanings i.e. the way her staff viewed her. It was concluded that discrepancies occurred in the first private school which was not the case in public schools.

As far as the subject of instruction (Arabic, French, English, Math and sciences) was concerned, the findings of the interview answers and the surveys (See tables 7-11 & 13-17) revealed no significant differences between the perceptions of the principals' management styles and behaviors. It was deduced that whether coordinators or teachers were teaching Arabic, French, English, Math or sciences, they still viewed their principals using the same frame. The subject of instruction did not influence the way subject coordinators and teachers viewed their principals' leadership styles and behaviors.

In conclusion, the choice of using human resources frame, as self-perceived by the principals, in the first place was not affected by the school sector (public and private), which was in accordance with Bolman and Deal's leadership framework (1996). The same was true for the lack of use of the political frame; all five principals ignored it suggesting its relationship with problems and conflicts, which was not in accordance with Bolman and Deal's leadership framework (1996). The two principals in the two public schools ignored the use of the symbolic relating it to secular nature of their school. Moreover, the three principals in the two private schools suggested the use of the symbolic frame simply because of the religious

affiliation of the school. Whether the five principals used or did not use the symbolic frame in this study, they did it or did not do it for the wrong reason, which was not in accordance with Bolman and Deal's leadership framework (1996). It was deduced that the five principals lacked the knowledge of Bolman and Deal's leadership framework (1996). In the two public schools of this study, there was no discrepancy between how principals perceived their leadership management styles and behaviors and how subject coordinators and teachers viewed them. However, there was a discrepancy between how P3 in the first private school perceived her leadership management styles and behaviors and how subject coordinators and teachers viewed them, which was not in accordance with Burke's Identity Control Theory (1991). P3 perceived her leadership style as human resources with its corresponding behaviours— being supportive and cooperative— whereas the subject coordinators and teachers viewed her leadership management style as structural with its corresponding behaviours— organized and analytic. As far as the subject of instruction (Arabic, French, English, Math and sciences) was concerned, there were no significant differences between the principals' self-perception of their leadership management styles and behaviors and how they were perceived by the subject coordinators and teachers.

Other Research Findings

Further analysis of data allowed for other findings to be shared: Assigning school principals, training, different additional roles, and evaluation of school principals.

Assigning School Principals

There were fundamental key competencies required to assign school principals and there were ways to strengthen principal preparation (Colvin, 2009). This leadership craft conception in the European and American literature was essential in today's leadership programs. There was a constant effort to improve the quality of leadership programs (Colvin, 2009). In Lebanon, according to the Vision Document of the LAES in 2007, and the Strategy 2015 of the CERD, the administration of Lebanese schools suffered from: (1) the lack of application of Law 320 (5 April, 2001) that governed the appointment of school principals, (2) the absence of a system for performance evaluation of school principals and (3) the non-existing institutions that prepared principals in leadership and educational administration and provided them with continuous professional development.

Training

The five principals were asked about their previous training of leadership by their institutions: P1 at S1 (The first Public school) had no training on school leadership. However, he attended workshops that were organized by the Ministry of Education (See appendix 3). P 2 at S2 (The second public school) had no training on school leadership and actually her contract as a teacher had not been upgraded i.e. she was performing her role as a principal and getting paid as a teacher. As for the training sessions and workshops, she attended those organized by the Ministry of Education (See appendix 4). Both school principals of public schools confirmed that such workshops and training sessions were not regular. P 3 and P4, at S3 (The first private school) said that they received no training in leadership and they did attend workshops suggested by the school. P3 said she attended two to three workshops per year as she worked at a private university as the head of Formation des Stages

(CAPES) (See appendix 5), whereas Principal 4 said that she rarely did (See appendix 6). As for P5 at S4 (The second private school) said she had a training session at the beginning of the school year and she regularly attended training sessions at a private university, where she had a part-time job as a translation instructor (See appendix 7).

Different Additional Roles

The three principals at the private schools had more than one role at school and two of them have another part time job elsewhere. One of the main problems discussed earlier in chapter one was that one-third of the teachers were not found in the schools as full-timers to follow up their students, which was a major problem in the Lebanese educational sector (CERD, 2013-2014). Eventually, a serious impact on their leadership management style and behaviors would result. Another major problem for the private school sector was the availability of school principals. The three principals interviewed at the private schools were not present at school as full timers. Two of them had another part-time job at different institutions and two others had additional roles at the school itself. With the different roles and jobs that the principals at the private schools played, they were overburdened with work and did not have the time to perform their initial role to the fullest; consequently, there were serious consequences on their leadership management styles, which was reflected in their behaviors. Attaching more importance to teachers' different needs and skills than the school's goals and objectives (Whitaker, 2003), the three principals at the private schools did their best; however, they lacked the time and the energy to be able to keep up with the different needs and skills of their teachers.

Evaluation

As for the evaluation of the five principals: At the public schools, it was up to the Ministry of Education and Higher Education to evaluate the principals' work. They sent inspectors to check on the entire school work i.e. teachers' planning, staff absence and presence, students' progress.... However, there was a shortage of inspectors (80 inspectors for 30,000 employees) (Bashshur, 1999). At the private schools, it was the rectors who evaluated the principals or heads of cycles. It was done through the echoes from teachers, staff, students' results and mainly the absence or presence of problems. There was no proper evaluation form to assess the work of principals, which could be a major problem for the school success. Hence, the results of this research were affected by the non-existence of proper principal evaluation in the public and private sectors.

Consequently, nothing was done to improve or strengthen the principals' management skills through continuous training. Hence, principals' leadership management styles and behaviors were not on the agenda of the Ministry of Education and Higher Education as far as the public schools were concerned or of the school administrations as far as the private schools were concerned. This matter was left dangling and it all depended on the individuals' good sense and the impact of their personality and character. Whether it was the subject coordinators or teachers, they all had to work with principals as individuals who had their own personality and performing their role according to that personality. Hence, it all counted on the principals' personality that they behaved accordingly and not according to the leadership skills or training that they obviously did not have. Moreover, as far as private schools were concerned, not only did the subject coordinators and teachers have to work with principals as individuals with their own

personality traits, but they also had to cooperate with their principals according to the principals' overcharged timetable. Moreover, when those subject coordinators and teachers had other part time jobs, which was the case in both school sectors, then a very tight timetable was needed to coordinate for meetings. Administrating private schools in Lebanon had become so challenging in the light of the availability of subject coordinators, teachers and principals as full timers and their overcharged workloads. Similarly, administrating public schools was demanding in the light of the non-availability of subject coordinators as full timers and their overcharged workload. Thus, leadership management styles and behaviors were affected to a large extent and matching principals' perceived leadership management styles and behaviors with what was perceived and expected by subject coordinators and teachers was not of major concern for principals. Thus, any discrepancies between how principals perceived their leadership styles and behaviors and how subject coordinators perceived them remained an unsolved issue which depended on the principals' personality and work experience.

Chapter 4 included the results of the study including a discussion to the findings. The study revealed that the five principals perceived their leadership management styles as, firstly, human resources and, secondly, structural. The subject coordinators and teachers perceived and expected their principals to have human resources management styles in the first place and structural in the second place. They all perceived them as such except for one principal: P 3 at S3 was perceived to have structural and political management styles. The five principals perceived their leadership behaviors as mainly cooperative and supportive in the first place, then organized and analytic in the second place. The subject coordinators and teachers perceived the principals' leadership behaviors as cooperative, supportive, organized

and analytic except for one, P3 at S3. They considered her mainly as, firstly, analytic and organized and, secondly, as powerful and adroit. Four of the five interviewed principals' self-perceived leadership styles and behaviors matched the perceived leadership styles and behaviours by the subject coordinators and teachers; hence there was no discrepancy. With P3 at S3, there was a discrepancy between how she perceived her leadership style and behavior and how the subject coordinators and teachers perceived her leadership style and behavior. The choice of the human resources style in the first place by the principals was not affected by the sector their school belonged to. As far as the subject of instruction (Arabic, French, English, Math and sciences) was concerned, the findings from interviews and surveys revealed no significant differences between the perceptions of the principals' management styles and behaviors. The principals at the public schools disregarded the use of symbolic and political styles with their corresponding behaviors. On the other hand, the principals at the private schools disregarded the political style. Hence, the use of the four frames of Bolman and Deal remained a gap in the Principalship in Lebanon educational sector. As far as leadership training was concerned, the five principals received little or no training. Moreover, there was no formal evaluation for their work.

Chapter 5 included the conclusion of the study and provided recommendations for principals and for future research.

Chapter 5

Conclusion

Chapter 5 contained the conclusion of the study, implications, limitations, recommendations for principals and school administrators and recommendations for future research.

Conclusion of the Study

The results of this study which also aimed at showing which leadership management styles and behaviors secondary school principals used in executing their roles revealed that the five principals perceived their leadership management style as human resources in the first place and structural in the second place. The subject coordinators and teachers perceived and expected their principals to have human resources management styles in the first place, then structural in the second place. They all perceived them as such except for one principal: The first principal (P3) at the first private school (S3) was perceived to have structural and political management styles. The five principals perceived their leadership behaviors as cooperative and supportive in the first place and organized and analytic in the second place. The subject coordinators and teachers perceived the principals' leadership behaviors as cooperative, supportive, organized and analytic except for one, P3 at S3. They considered her first as analytic and organized and second as powerful and adroit. Four of the five principals' self-perceived leadership styles and behaviors matched the perceived leadership styles and behaviors by the subject coordinators and teachers; hence there was no discrepancy. With P3 at S3, there was a discrepancy between how she perceived her leadership style and behavior and how the subject coordinators and teachers perceived her leadership style and behavior. The choice of the human resources style in the first place by the principals was not affected by the sector their

school belonged to. As far as the subject of instruction (Arabic, French, English, Math and sciences) was concerned, the findings from interviews and surveys revealed no significant differences between the perceptions of the principals' management styles and behaviors. The principals at the public schools disregarded the use of symbolic and political styles with their corresponding behaviours. On the other hand, the principals at the private schools disregarded the political style.

The school principals' role has become more and more demanding and challenging and equivalently their leadership management styles and behaviors were impacted and shaped. Three main issues were inferred from the literature review of this study: (1) the increasing number of contractual teachers in both private and public schools; (2) the lack of qualifications, skills and teaching methodologies of 39.2% of teachers and (3) the flaws and limitations of the New Framework for Education (Vision Document, 2006). All the above mentioned points had a serious impact on the quality of teaching and student learning follow-up in the Lebanese Educational system. The new demands of the contemporary society had called for additional roles of principals (managerial, instructional and reform agents) (Pont, Nushe & Moorman, 2008, Colvin, 2009); thus, the leadership management styles and behaviors were needed to execute such roles. Despite the wide cultural differences between the OECD and the USA leadership and the Lebanese leadership, the Lebanese leadership shared many characteristics of the principalship in the international community (Akkary, 2013). Similar to their OECD and American counterparts, Lebanese principals had fundamental roles that ranged from executive and managerial to ethical, instructional and social/ cultural dimensions (Leithwood & Hallinger, 2002). Based on a study done by Akkary (2013), Lebanese principals viewed their role as more managerial in the sense they were the ones responsible to

ensure the preparation of future citizens, to develop good relationships with their staff and students' parents and to secure the availability of resources (Akkary, 2013). Similarly, in both contexts, principals were more involved in maintaining stability rather than improving or changing the school culture; principals viewed themselves as the ones in charge of the implementation of the national curriculum with its pre-set standards and grading system; thus, imposing the mandated Ministry of Education and Higher Education policies and meeting the expected learning outcomes (Akkary, 2013, & Pont, Nushe & Moorman, 2008). Finally, both Lebanese principals and their counterparts in the OECD countries and the USA viewed themselves as the "Heroic Lone Ranger" (Murphy & Hallinger, 1987). Although the school was full of devoted working staff, the image of the principals' work was that of a one-man effort, carrying the burden of the entire school responsibilities in order to ensure the work was accomplished (Akkary, 2013). However, there were wide differences between the OECD and the USA and the Lebanese leadership. In contrast to the principals of the OECD countries and American counterparts, principals in Lebanon: "(1)[g]ive limited attention to the instructional dimension of the role; (2) assume limited responsibilities as the agent for school change or reform; (3) adopt an authoritarian orientation in enacting their role and (4) hold a highly idiosyncratic 'craft' conception of the work of the principal." (Akkary, 2013, p. 719). In Lebanon, few empirical studies have been done on leadership management styles and behaviors. Most of the studies were national reports on educational issues in public schools run by the Ministry of Education. Such issues could not be disregarded as they were fundamental and had serious implications on how school affairs were internally managed in Lebanese public schools. The results of studies done by the CERD for the school year 2013- 2014 showed that 48% of teachers in Lebanese

primary and secondary schools held a Bachelor's degree. Additionally, teachers holding a master's degree constituted 6%, while those holding a Doctoral degree accounted for 1%. Moreover, a significant 26% of teachers held only a school degree and 10% of teachers held an education diploma and 8% held a technical and vocational degree. This signified that the education of those teachers required a lot of work on the new modern educational philosophies and related styles of pedagogy. Another important point was that one third of the teachers who were on contractual basis in public and private schools were not present at school as full timers. More importantly was that these teachers were supervised by school principals who did not have a degree in school management and administration (The Ministry of Education and Higher Education: Achievement, 2011). Law 320 dated 5/4/2001 stated that for school principals to be appointed, they had to pass a course in educational administration at the Lebanese University. Such a law was not implemented in public schools. Available studies on leadership in public schools in Lebanon were more like projects for improvement. For example, The National Strategic Project for Education (2012) showed that public schools were administered by principals whose majority were non-specialists in school administration and had limited authority to lead and administer.

An empirical study done by Wessam Al Chibani and Pascale Hajal-Al Chibani (2012) entitled, 'Leadership styles of School Principals in Lebanon. Multiple Case Study' showed the issues that public and private schools in Lebanon were facing. This study aimed at showing which leadership management styles and behaviors were used by Lebanese school principals in executing their roles. Results of the study showed that principals in both public and private sectors framed themselves as human resources and teachers framed them as structural according to Bolman and Deal

framework. Moreover, the study concluded with a series of recommendations that were crucial to this study: (1) principals should be trained to use all four frames of Bolman and Deal, and (2) principals should attend in-service training, workshops and seminars in order to improve their leadership skills.

The following seven points were deduced from this study:

1. The two principals at the public schools and the three principals at the private schools did not have a degree a degree in school management and administration i.e Law 320 dated 5/4/2001 was implemented neither in public schools nor in private schools (The National Strategic Project for Education, 2012). Hence, both public and private schools were administered by principals who were non-specialists in school administration. They were teachers or subject coordinators with additional roles with serious impact on their leadership management styles and behaviors.
2. The five principals received little or no training according to Law#227 dated October, 2012. Lebanon Ministry of Education and Higher Education (MEHE) launched the Education Development Project II (EDP-II) (Law#227, October, 2012) to build on the achievements of the Education Development Project I (EDP-I) which closed in 2009 after a nine year implementation. EDP-I addressed principals' pre-service and in service training. This project, EDP-I, funded by the World Bank, aimed at "(i) Policy, planning and information management, (ii) strengthening school leadership, pedagogical capacity and assessment of academic achievement and (iii) infrastructure and equipment." (MEHE, 2012). EDP-II was designed to improve the internal and external efficiency of the public education system and included three components, one of which was, Education Sector Policy and Management.' It emphasized two types of training (1) pre-service training which concerned with those who were promoted within the institution, (2) in service training programs provided

for principals during their service in an objective to raise their efficiency whether in the cognitive, emotional, or skill or all of them. Hence, the five principals did not receive neither pre-service nor in-service training which had serious impacts on their leadership management styles and behaviors.

3. The three principals at the private schools in this study had more than one role at their schools and two of them had another part time job elsewhere. The three principals were not present at their schools as full timers. With the different roles and jobs that the principals at the private schools played, they were overburdened with work and did not have time to perform their initial role to the fullest. Consequently, there were serious consequences on their leadership management styles and behaviors.
4. The five schools did not have formal evaluation forms to assess the work of principals. At the public schools, it was up to the Ministry of Education and Higher Education to evaluate the work of the principals. They sent inspectors to check on the entire school work i.e. teachers' planning, staff absence and presence, students' progress.....However, with the shortage of inspectors (80 inspectors for 30,000 employees) (Bashshur, 1999), the evaluation of principals remained a challenge for the Ministry of Education and Higher Education. As for the private schools, it was the rectors who evaluated the principals. It was done through the echoes from teachers, staff, students, parents, students' results and mainly the presence and absence of problems. There was no proper evaluation form to assess the work of principals. Consequently, nothing was done to improve or strengthen the principals' management skills through continuous training. Hence, principals' leadership management styles and behaviors were not on the agenda of the Ministry of Education and Higher Education as far as the public schools were concerned or of the school administrations as far as the private schools were concerned. This matter

was left dangling and it all depended on the individuals' good sense and the impact of their personality and character. Whether it was the subject coordinators or teachers, they all had to work with principals as individuals who had their own personality and performing their role according to that personality. Hence, it all counted on the principals' personality that they behaved accordingly and not according to the leadership skills or training that they obviously did not have. Moreover, as far as private schools were concerned, not only did the subject coordinators and teachers have to work with principals as individuals with their own personality traits, but they also had to cooperate with their principals according to the principals' overcharged timetable. Moreover, when those subject coordinators and teachers had other part time jobs, which was the case in both school sectors, then a very tight timetable was needed to coordinate for meetings. Administrating private schools in Lebanon has become so challenging in the light of the availability of subject coordinators, teachers and principals as full timers and their overcharged workloads. Similarly, administrating public schools was demanding in the light of the non-availability of subject coordinators as full timers and their overcharged workload. Thus, leadership management styles and behaviors were affected to a large extent and matching principals' perceived leadership management styles and behaviors with what was perceived and expected by subject coordinators and teachers was not of major concern for principals. Thus, any discrepancies between how principals perceived their leadership styles and behaviors and how subject coordinators perceived them remained an unsolved issue which depended on the principals' personality and work experience.

5. The five principals at the public and private sector lacked the knowledge of Bolman and Deal's (1997) leadership framework. The five principals in this study framed

themselves as, firstly, using the human resources and, secondly, using the structural ignoring the other two frames. In the public schools, the two principals (P1&P2) denied using the political frame due to their lack of authority and their dependence on the Ministry of Education and Higher Education to find solutions and to make decisions, which was not in accordance with Bolman and Deal's political framework seen as "The root of personal and social change, creativity and innovation." (Bolman & Deal, 1997, p. 172). The two principals avoided conflicts simply because they saw conflict as negative and they wanted to show their superiors that there were no problems at their schools. So, principals in the public schools reduced their work to the main focus of finishing the program and preparing students for the official exam. Hence, the use of human resources and structural was justified. In the private schools, the three principals (P3, P4 &P5) denied the use of the political frame in an attempt to ignore and avoid conflict and problems and not because "Agreement and harmony are much easier to achieve when everyone shares similar values." (Bolman & Deal, 1997, p. 164). The five principals avoided conflicts simply because they saw conflict as negative and they wanted to show their superiors that there were no problems at their schools. In the public schools, P1 and P2 did not use the symbolic frame as their schools were more secular in education whereas in the private schools, P3, P4 and P5 used the symbolic as their schools were Catholic. All five principals related the use of the symbolic frame to the religious nature of the school instead of using it as the internal glue of the institution and the basis of belonging and confidence (Bolman & Deal, 1997). It was deduced that the five principals lacked the knowledge of Bolman and Deal leadership framework.

6. Four out of the five principals' self-perceived leadership management styles and behaviors matched the leadership management styles and behaviors as perceived by the subject coordinators and teachers, which was in accordance with Burke's ICT (1991). In the public and private schools, P1, P2, P4 and P5 perceived their leadership management styles, first, as human resources and, second, as structural and were perceived by the subject coordinators and teachers as such. However, P3 at the first private school perceived her leadership management style as human resources, thus; realizing the importance of positive relationships with her staff but failed to show them support and cooperation. Burke (1991) suggested that when principals received negative responses from the society around them, they would have to change their views of their identity to produce a positive outcome. In this study, P3's self perceived leadership style and behaviors did not match how subject coordinators and teachers perceived them; hence, P3 had to change her views of her identity to produce a positive outcome. A study done by Burke, Stets and Cerven (March, 2007) entitled 'Gender, Legitimation and Identity Verification in Groups' focused on the ICT and mainly the positive outcomes of the verification process, the negative outcomes of non-verification of identity standards and behaviour. The identity theory confirmed that people desired to be sure of what they already believed about themselves (good, bad, high or low), the process of identity verification often depended on the ease of access to resources and the behavior of others (Burke, 1999). The study resulted that identity verification was a two-edged sword. When status was high such as that of a leader, those meaningful perceptions and expectations became higher than the level set by persons' task leadership identity standards and led to unrealistic expectations, which employees, those in lower positions, failed to meet. On the other hand, when status was low i.e. that of

employees, it led to a failure to expect and allow them to perform and thus talents and capabilities were lost. Thus, the belief of the identity theory that perceptions that were too high or too low relative to the identity standard were distressful was validated. It was deduced that in order to reduce such a discrepancy, it was recommended that meanings of the identity standards changed slowly to match the situational meanings (Burke, 2006). P3 viewed herself as using the human resources frame whereas the subject coordinators and teachers viewed her as using the structural and political ignoring their feelings and needs to be supported and backed up. It was deduced that P3's expectations were unrealistic and could not be met by her staff because her staff were expecting her to be cooperative, supportive and concerned with their emotions and needs. So a change in P3's identity standards needed to be changed slowly to match situational meanings i.e. the way her staff viewed her. It was inferred that the relation between P3 and her staff was suffering from lack of cooperation and support and was based on hierarchy, facts and data: As long as work was done accurately and deadlines were met, conflicts and problems did not exist. It was deduced that P3 had a very tight timetable as she had three roles within the same school and a part time at another institution, thus; she had to be organized and follow a clear structure in order to be able to accomplish her work successfully. Moreover, in executing such an overloaded quantity of work, she had to be powerful, skilful and competent or else her job would be jeopardized. When conflicts occurred, P3 resolved them in a tough and strict manner regardless of staff's feelings. She considered that the means to resolve problems was by being superior, strict and following the school hierarchical system. Thus, discrepancies between how she perceived her leadership style and how she was perceived by subject coordinators and teachers remained unsolved and thus negativity towards

her leadership style persisted. Moreover, when interviews and surveys were conducted, two teachers refused to take both the interviews and the surveys for P3. On the other hand, they agreed to be interviewed and filled in the survey for P4 (as P3 and P4 worked for the same school S3). When they were asked about the reason for not participating as far as P3 was concerned, they were reluctant to give an answer as they did not want to get into trouble as they said. They did not want their opinion on principal's role, management style and behaviors to create problems with their principals which meant interfering with or jeopardizing their job. Bolman and Deal used Psychologist Abraham Maslow's (1954) most influential theories about human beings' needs arrayed in a hierarchy: psychological, safety, belongingness and love, esteem and self-actualization. Psychological and safety needs came first as a priority for individuals needed to feel comfortable and safe from danger and any threat. Belongingness for positive relationships with others and esteem to be valued were the key to self-actualization where humans needed to develop to their fullest and actualized their own potential. What could be deduced was that the two teachers that refused to participate in this study when P3 was concerned. They did not feel safe and were very reluctant to show their disapproval of P3's management styles and behaviors because they did not want to jeopardize their jobs. The discrepancy between how P3 perceived her leadership management styles and behaviors did not match how subject coordinators and teachers perceived them. More importantly, P3 was not aware of such a discrepancy due to her overloaded timetable and her failure to reflect on her leadership styles and behaviors. Such an issue remained dangling and to be solved.

7. In the second private school, the principal (P5) was assigned from outside the school, which meant that none of the existing staff who were serving the school for years

was qualified to take this position. It was a discouragement for the subject coordinators and teachers to keep working on their professional development. There was no criteria whatsoever for promotion.

Hence, the five principals (P1, P2, P3, P4 & P5) at the two public and the two private schools did not have a degree in school management and administration according to Law#320 dated 5/4/2001. Moreover, the five principals had neither pre-service nor in-service training according to Law# 227 dated October, 2012. At the two private schools, the three principals (P3, P4 & P5) had more than one role within the same school which meant that their position as principals was not a full-time job and their timetables was so tight that made them overburdened with work. Furthermore, there was no formal evaluation for principals at the two public and the two private schools. The knowledge of Bolman and Deal's framework (1997) remained a gap at the four schools. At the second private school, the discrepancy between how P3 self-perceived her leadership management styles and behaviors and how the subject coordinators and teachers perceived them remained unsolved due to P3 overcharged timetable and her failure to reflect on her management and leadership skills. Finally, there were no criteria for promotion at the five schools for P5 at the fourth private school was appointed from outside of the school, which could result in the discouragement of the staff working there.

Implications

The results of this study aimed at showing which leadership management styles and behaviors secondary school principals used in executing their roles revealed that the five principals perceived their leadership management styles as, first, human resources and, second, structural. The subject coordinators and teachers perceived and expected their principals to have human resources management styles

at the first place and structural in the second place. They all perceived them as such except for one principal: The first principal (P3) at the first private school (S3) was perceived to have structural and political management styles. The five principals perceived their leadership behaviors as firstly cooperative and supportive and secondly organized and analytic. The subject coordinators and teachers perceived the principals' leadership behaviors as, firstly, cooperative and supportive and, secondly, organized and analytic except for one, P3 at S3. They considered her mainly as analytic and organized in the first place then powerful and adroit in the second place. Four of the five principals' self-perceived leadership styles and behaviors matched the perceived leadership styles and behaviors by the subject coordinators and teachers; hence there was no discrepancy. With P3 at S3, there was a discrepancy between how she perceived her leadership style and behaviour and how the subject coordinators and teachers perceived her leadership style and behaviour. The choice of the human resources style in the first place by the principals was not affected by the sector their school belonged to. As far as the subject of instruction (Arabic, French, English, Math and sciences) was concerned, the findings from interviews and surveys revealed no significant differences between the perceptions of the principals' management styles and behaviors. The principals at the public schools disregarded the use of symbolic and political styles with their corresponding behaviors. On the other hand, the principals at the private schools disregarded the political style.

What could be implied was that education in Lebanon in the public and private sector needed to be addressed as quickly as possible due to the following seven points: teachers' qualifications, principals' qualifications, the non-availability of one third of the teachers as full timers, the lack of knowledge of Bolman and Deal's framework by principals, the lack of existence of job promotion criteria, the

reluctance of teachers to sound their opinion, and the non-existence of a formal principal evaluation.

First, teachers' qualifications at the public and private schools needed to be addressed. Analysis from raw data obtained from the website of the CERD (2013-2014) on the educational attainment of teachers in all schools reported that 39.2% had certificates of the Lebanese Baccalaureate Part II. This suggested that teachers were likely to lack skills and teaching methodologies in applying the new curriculum of 1997 especially in the elementary cycle (National Educational Strategy in Lebanon, 2006). Moreover, the distribution of teachers according to school sector showed that 44.6% of teachers are in public schools. This suggested a criticism against the classroom environment in public schools as well as against the teachers' preparation to facilitate the cognitive, moral and affective formation of students (National Educational Strategy in Lebanon, 2006). With the introduction of the new curricula in 1997, teachers attended training workshops to raise the level of efficiency in response to rapid developments in the educational field, mainly the technology integration. However, the follow-up remained up to the school principals and school inspectors at the public schools. In this study, the two school principals at the public schools insisted that they had no authority and it was up to the Ministry of Education to deal with teachers (See appendix 3 & 4). The two principals at the two public schools mentored and coached teachers and they organized workshops and they did class visits; however, the two principals said that there was no need to report teachers since those teachers would be only moved to another school i.e. moving the problems to another school. So, problems remained unsolved and school principals had to use their skills to deal with such problems. As for school inspectors, the last number revealed was 80 inspectors for 30,000 employees in 1999 (Bashshur, 1999). There was a

shortage of school inspectors which made the principals' work even more challenging.

Second, principals' qualification needed to be addressed. The Ministry of Education and Higher Education realized the importance of training principals and launched the Education Development Project II (EDP-II) (Law#227, October, 2012) to build on the achievements of the Education Development Project I (EDP-I) which closed in 2009 after a nine-year implementation. EDP-I addressed principals' pre-service and in service training. This project, EDP-I, funded by the World Bank, aimed at "(i) Policy, planning and information management, (ii) strengthening school leadership, pedagogical capacity and assessment of academic achievement and (iii) infrastructure and equipment)." (MEHE, 2012). EDP-II was designed to improve the internal and external efficiency of the public education system and included three components, one of which was, 'Education Sector Policy and Management.' It emphasized two types of training: (1) pre-service training which concerned with those who were promoted within the institution, (2) in service training programs provided for principals during their service in an objective to raise their efficiency whether in the cognitive, emotional, or skill or all of them. However, in this study, the two principals in the two public schools received some training but it was not on regular basis (See appendix 3 & 4). Though Law 320, dated 5/4/2001, stated that for school principals to be appointed, they had to pass a course in educational administration at the Lebanese University. Such a law was not applied. According to the National Strategic Project for Education (2012), public schools were administered by principals whose majority were non-specialists in school administration and had limited authority to lead and administer. The same was true for the three principals at the two private schools. None of the three principals (P3, P4 & P5) had a degree in

management and administration and the training that they had was not regular (See appendix 5, 6, &7).

Third, one-third of the teachers at the public and private schools were on contracts and were not present at their schools as full timers. According to the CERD 2013-2014, 91.4% of the teachers in Lebanon work at one school, 7.3% work at two schools and 1.2% worked at three schools. This suggested that about one third of the teachers were not available to follow up on their students' work, progress and achievement. This could be attributed to the economic situation in Lebanon that could be considered as a barrier to the progress of the educational system. This was also true for school principals, at the two private schools that were involved in my study, the three principals had more than one role at school and at the same time, and they had a part-time job elsewhere. This suggested that the principals' lack of availability in private schools could be a barrier to the accomplishment of goals: attending to the students' work and progress, organizing teacher training, attending in-service training, workshops and seminars.

Fourth, principals at both sectors — public and private— in this study were not familiar with Bolman and Deal's leadership framework. That's why an overview of the four frames— human resources, structural, political and symbolic— was given. The results of both the qualitative and quantitative study revealed that the five principals framed themselves as human resources and structural and ignored the other two. The three principals of the private schools included the use of symbolic frame just because they were working at schools which were run by the Catholic missionaries. So they related the symbolic frame to religion. In the public schools, principals ignored the symbolic frame because of their secular education in a multi-cultural school. As for the political frame, all the five principals ignored it because in

the Lebanese culture it suggested the existence of conflicts, oppositions and competitions, which was never the case in both schools as perceived by principals. It could be deduced that the five principals involved in this study lacked the knowledge of Bolman and Deal's framework.

Fifth, in the public and private schools, employees had to do their jobs and there were no criteria for job promotion. In the public schools, it was up to the Ministry of Education and Higher Education to give promotions. In the private schools, it was up to the rectors of the schools to choose who could be promoted. In the second private school (S4), the administration appointed a head for the secondary section from outside the school suggesting that the school administration had not found among their own staff, who had spent years in service, someone who was qualified for such a position. It could be deduced that in both school sectors subject coordinators and teachers did not have the motivation to go the extra mile simply because there was little or no chance for competition.

Sixth, in the private schools, some teachers were reluctant to sound their opinions of their principals for it could jeopardize their jobs. Two teachers in the first private school of this study refused to take both the interviews and the surveys for P3. On the other hand, they did agree to be interviewed and fill in the survey for P4 (as P3 and P4 worked for the same school S3). When they were asked about the reason for not participating as far as P3 was concerned, they were reluctant to give an answer as they did not want to get into trouble as they said. They did not want their opinion on principal's role, management style and behaviors to create problems with their principals which meant interfering with or jeopardizing their job.

Seventh, the principal's formal evaluation remained non-existent in the public and private schools. In this study, the two principals at the public school were

evaluated by school inspectors and left to the intuition of the Ministry of Education and Higher Education, and at the private schools, it was the echoes heard by the rectors from teachers, subject coordinators, students and parents and the existence or the non-existence of problems. There was no formal evaluation for principals.

Education in Lebanon needed to be addressed in the light of new curricula (1997), the rapid developments in the educational field and the emergence of new teaching methods and the use of technology in meaningful educational tools. The points implied from this study that needed to be addressed were: teachers' qualifications, principals' qualifications, the non-availability of one third of the teachers as full timers, the lack of knowledge of Bolman and Deal's framework by principals, the lack of existence of job promotion criteria, the reluctance of teachers to sound their opinion, and the non-existence of a formal principal evaluation.

Limitations

This research had five limitations:

First, the sample of the study was limited to five principals, 22 coordinators and 62 teachers from four secondary schools in Great Beirut. Thus, this study could not be generalized to the entire schools in Lebanon. So, the results of this study were limited with the perceptions and experiences of the sampled group.

Second, the lack of knowledge of Bolman and Deal's four leadership frames by almost all principals, subject coordinators and teachers made it difficult for them to fill the questionnaire by themselves, so the researcher's assistance was a must.

Third, one of the major difficulties was to convince the teachers that the interviews and the surveys were meant to frame the principals' leadership style and not to criticize them; that was why two teachers refused to do the interviews even though the researcher had made it very clear that all the interviews would remain

anonymous. They feared that their opinion on principal's role, management style and behavior to create problems with their principals which meant interfering with or jeopardizing their job.

Fourth, Bolman and Deal's Orientation survey (Self) could result bias as people in general tended to give a better image of their work and personality than reality. P3 (the first principal at the first private school) viewed herself as supportive and participative in the first place; however, others viewed her as analytic and organized. So, it would worth doing the questionnaires regularly (Self and Other) to be able to see if principals' self-perceived leadership management styles and behaviors matched how coordinators and teachers viewed them and remove any discrepancies which could lead to problem arousal.

Fifth, 80% of the principals were females and 20% were males, which rendered the comparison between male and female principals not representative or biased and the evaluation would not be reliable or valid. The same applied to subject coordinators where 63.6% were females and 36.3% were males and teachers where 66.1% were females and 33.8% were males. The comparison would be biased as the sample consisted of female population.

Despite these five limitations, educational studies of this nature could pave the way for the generation of more consciousness about the importance of finding new perspectives and ideas to improve educational administration and leadership practices in the educational sector in Lebanese schools.

Recommendations

The study had nine recommendations for principals and school administrators. It also had four recommendations for future research.

First, formal pre-service and in service training programs should be developed in order to improve leadership qualities of principals. These programs should be imposed by the Ministry of Education and Higher Education on all school sectors. (MEHE, 2012, Hammoud, La Pointe, Meyerson, Orr & Cohen, 2007 & Mitgang, 2012 & Taipale, 2012). In order to improve the educational system in Lebanon, it would crucial to work on principals' professional growth.

Second, principals should be trained to use the political and the symbolic frames as well as the human resources and structural. They should learn the difference between each frame and how to apply suitable style in the correct place. According to recent research, effective leaders and organizations rely on multiple frames which could help them in responding to any organizational issues and dilemma (Bolman & Deal, 1997). There are many challenges that are facing principals at the public and private sectors in Lebanon secondary schools. Those challenges can't be faced using one or two management styles. Principals should view their schools from different angles in order to have a wider lens in maneuvering in their schools. "To symbolize different vantage points, perceptions, filters or worldviews that leaders predominantly use to gather information, make judgments, make decisions, and get things accomplished." (Bolman & Deal, 1984, p. 122).

Third, schools whether public or private should insist on the application of Law 320, dated 5/4/2001, which stated that principals have to pass a course in educational administration in order to be appointed. However, the Ministry of Education and Higher Education does not provide such a course and it is up to principals to attend a private university to get this certification or degree.

Fourth, with the increased number of contractual teachers whether in the public sector or the private sector, fixed time should be allotted for continuous

meetings between principals, subject coordinators and teachers to keep track of students' achievement and discussion of problems and issues at schools (CERD, 201-2014).

Fifth, school principals should be available at the school at all times i.e. as full-timers and should have one role within the same school, which was not the case at the two private schools in this study. They should be present at all times to respond to the demands and needs of students and staff. The findings of this study revealed that P3 and P4 at the two private schools had more than role within their school. Moreover, P3 and P5 had another part time job at a different institution. This could be related to the economic situation in Lebanon and the need of coordinators, teachers and principals to have other jobs to support them financially. This suggested that the three principals were overloaded with work and had very tight timetables, which didn't allow them to be available as full timers at their schools. That was why there was a discrepancy between P3 self-perception and how she was perceived by subject coordinators and teachers. While she perceived her management style as, firstly, human resources and, secondly, structural, subject coordinators and teachers perceived her as, firstly, structural and, secondly, political. P3 had to be structural; otherwise, she wouldn't be able to cope with three jobs or roles. Organizations are complex places that are difficult to manage; leaders who have the capacity to use their theories in a skilful way will prosper (Bolman & Deal, 1997).

Sixth, school principals should collaborate with their superiors on a scheme for promotions. There should be some criteria for promotions which all school staff is aware of. This suggests competition and motivation which makes all the staff work hard to attain such criteria. P5 was hired from outside the school, which meant that not one single individual at that private school was qualified to do that job. However,

promoting from within has multiple advantages: “(1) It encourages both organisations and employees to invest time and resources in upgrading skills, (2) it provides a powerful performance incentive, (3) it increases trust and loyalty, and (4) it reduces serious errors by newcomers unfamiliar with history and proven ways.”(Bolman & Deal, 1997, p. 125).

Seventh, principals should be open to any comment, idea or evaluation by listening to his staff and sometimes taking their words into consideration. Employees should be able to sound their dissatisfaction without being worried about jeopardizing their jobs as was the case of two teachers who refused to be interviewed and take the survey for P3 at P3A. The two teachers did not want to fall into trouble with P3. Bolman and Deal used Psychologist Abraham Maslow’s (1954) most influential theories about human beings’ needs arrayed in a hierarchy: psychological, safety, belongingness and love, esteem and self-actualization. Psychological and safety needs came first as a priority for individuals needed to feel comfortable and safe from danger and any threat. Belongingness for positive relationships with others and esteem to be valued were the key to self-actualization where humans needed to develop to their fullest and actualized their own potential.

Eighth, in public schools, principals should be given more authority by the Ministry of Education and Higher Education to execute whatever is necessary for the well-being of their schools. According to this study, principals had little or no authority. When they reported a teacher, it was up to the Ministry of Education and Higher Education to decide what to be done. According to P1, if he reported any of his staff, the Ministry of Education and Higher Education just moved him or her to another school i.e. problems were not solved but moved into a different public school. Then that public school would suffer of the same problem.

Ninth, formal evaluation should be done by professionals in order to improve the leadership skills of principals. According to this study, there was no formal evaluation for principals. This is true in both school sectors, public and private. In public schools, it is the inspectors who are appointed by the Ministry of Education and Higher Education that evaluate principals. It is worth mentioning here that there was a shortage of inspectors (80 inspectors for 30,000 employees in the educational institutions) (Bashshur, 1999). Hence, it is up to the principals' conscience, intuition and experience to run the school. As for the private sector, it is those who are in superior positions (in this study, it is the rectors since both private schools are Catholics) who evaluate the principals. There is no formal evaluation, it is the absence or presence of problems, echoes from staff and students' parents that suggest those principals are doing their jobs efficiently. So, things remained dangling in the public and private secondary schools waiting for solutions and whether those principals were doing their jobs properly or not, they are still in their positions as long as problems do not exist at their schools, echoes from staff and students' parents and results at official exams are good.

Recommendations for Future Studies

The results of this study revealed that principals in public and private schools framed their management leadership as human resources first and structural second i.e. they were drawn to two styles which was in accordance with Bolman and Deal's findings. According to Bolman and Deal (1997), principals reached their goals through authority, rules, policies and standard operating procedures, information systems, meetings or a variety of informal techniques based on the task and environment. The task represented the organizations and the environment represented the people working for that organization. Bolman & Deal (1997)

considered that people and organizations need each other, “Organizations need ideas and energy, and talent; people need careers, salaries and opportunities.” (Bolman & Deal, 1997, p. 102). That meant that when the relationship between individuals and system is poor, one or both would suffer. Previous researches had also presented similar results about principals attaching more importance to teachers’ different needs and skills than the school’s goals and objectives (Whitaker, 2003).

The results of the study also revealed no discrepancy between how principals perceived their management leadership styles and how subject coordinators perceived them except for P3 at the first private school (P3A). It was concluded that P3 used the structural frame in the first place and the political in the second place. She was overloaded with work and had a tight timetable and had to be structural to be able to cope and be successful in her three roles: Subject coordinator, teacher, and the head of secondary cycle and the head of CAPES at another institution.

The choice of the human resources style in the first place by the principals was not affected by the sector their school belonged to. As far as the subject of instruction (Arabic, French, English, Math and sciences) was concerned, the findings from interviews and surveys revealed no significant differences between the perceptions of the principals’ management styles and behaviors. The principals at the public schools disregarded the use of symbolic and political styles with their corresponding behaviors. On the other hand, the principals at the private schools disregarded the political style. Hence, the use of the four frames of Bolman and Deal remained a gap in the Principalship in Lebanon educational sector.

As recommendations for future studies, the following four points are suggested:

First, this study can be replicated on a larger sample that includes schools from different areas in Lebanon not only in Great Beirut. This will enhance the validity and reliability of the conclusions reached.

Second, this study can be replicated on a larger sample that includes educational organizations abroad. This will help to conduct a cross-cultural comparison.

Third, a study can be done on pre-service and in service training programs and the number of principals who participate regularly and show the effect it has on leadership management styles.

Fourth, a study can be done to focus on perceptions of leadership management styles according to gender.

Chapter 5 contained the conclusion of the study, implications, limitations and recommendations for principals and school administrators and recommendations for future studies. The results of the current study revealed that principals in public and private schools framed their management leadership as human resources first and structural second. Moreover, there was no discrepancy between how principals perceived their management leadership styles and how subject coordinators perceived them except for P3 at the first private school (P3A). The choice of the human resources style in the first place by the principals was not affected by the sector their school belonged to. As far as the subject of instruction (Arabic, French, English, Math and sciences) was concerned, the findings from interviews and surveys revealed no significant differences between the perceptions of the principals' management styles and behaviors. The principals at the public schools disregarded the use of symbolic and political styles with their corresponding behaviors. On the other hand, the principals at the private schools disregarded the political style. Hence, the use of the

four frames of Bolman and Deal remained a gap in the Principalship in Lebanon educational sector. Therefore, school principals should be trained on the use of the four frames of Bolman and Deal (1997) in order to cope with issues, dilemmas, and difficult situations at their schools. Recommendations were suggested for future research for this study cannot be generalized to all secondary schools in Lebanon. A larger sample of schools from different districts could be used included for validity and reliability of the reached conclusion. Finally, this study provided important information that can be useful for principals in leading their staff and moving them forward in their professions.

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Appendix 1

Interview with Principals

The following questions helped to determine the principals' self-perception of their leadership roles, styles and behaviors. The answers were analysed and compared with the results of the questionnaires.

Permission to tape the interviews was taken and a translation of the questions into French and Arabic was done for convenience.

The interviews remained anonymous.

My name is Najat Aramouni and I am gathering information about the Lebanese principals' and/or heads of cycles' roles, leadership styles and behaviors in secondary cycles as part of my master thesis.

Ref: _____

Participant Name: _____

Participant Degree: _____

School Name: _____

Sector: _____

Position: _____

Years of experience: _____

Age: _____

Leadership workshops attended: _____

Questions:

1. What is your role as a principal and/ or head of the secondary cycle?

Choose one, two or all of the three.

____ managerial ____ instructional ____ reform or change agent

2. If you choose managerial role, how do you execute such a role?
3. If you choose instructional, how do you execute such a role?
4. If you choose reform or change agent, how do you execute such a role?
5. How do you make sure that your role is successfully executed?
6. Who makes the last decision on any issue? Why?
7. Do you feel that your job contributes to the successful implementation of the school vision and mission? If yes, how does your job help in reaching your objectives? If no, why?
8. Can you impose decisions when they are crucial to the school success? Is imposing decisions a part of your job description? Are those imposed decisions delegated by other superiors at the school? Why?
9. Can you describe your relationship with the subject coordinators?
10. Can you describe your relationship with the teachers?
11. What kind of leadership frame or management style do you use in executing your role as a principal and/ or head of cycle?

Structural: an institution is viewed as roles and responsibilities to be divided.

Human resources: an institution is viewed as a family with individuals who have needs and emotions.

Political: an institution is viewed as an arena with individuals competing to reach power.

Symbolic: an institution is viewed as a community with rites and traditions.

You can choose more than one.

_____ structural _____ human resources _____ political _____
symbolic

12. Why did you choose the frame or management style?
13. How would you describe an institution?
14. Are you a leader who views himself/herself as? Why did you choose

_____ organized
_____ cooperative
_____ charismatic
_____ supportive
_____ powerful
_____ skilful
_____ analytic
_____ inspirational

(You can choose more than one)

Appendix 2

Interview with Subject Coordinators and Teachers

The following questions helped to determine the subject coordinators' and teachers' perception of their principals' roles, leadership styles and behaviors. The answers were analysed and compared with the results of the questionnaires.

Permission to tape the interviews was taken and a translation of the questions into French and Arabic was done for convenience.

The interviews remained anonymous.

My name is Najat Aramouni and I am gathering information about the Lebanese principals' and/or heads of cycles' roles, leadership styles and behaviors in secondary cycles as part of my master thesis.

Ref: _____

Participant Name: _____

Participant Degree: _____

School Name: _____ Sector: _____

Position: _____

Years of experience: _____

Age: _____

Leadership workshops attended: _____

Questions:

1. What is the role of a principal and/ or head of the secondary cycle?

Choose one, two or all of the three.

_____ managerial _____ instructional _____ reform or change agent

2. If you choose managerial role, how does he/she execute such a role?

3. If you choose instructional, how does he/she execute such a role?

4. If you choose reform or change agent, how does he/she execute such a role?

5. How does a principal and/or head of cycles make sure that their role is successfully executed?

6. Who makes the last decision on any issue? Why?

7. Do you feel that the principal's and/or head of cycles' job contributes to the successful implementation of the school vision and mission? If yes, how does their job help in reaching objectives? If no, why?

8. Can a principal and head of cycle impose decisions when they are crucial to the school success? Is imposing decisions a part of their job description? Are those imposed decisions delegated by other superiors at the school? Why?

9. Can you describe your relationship with the principal or head of cycle?

10. What kind of leadership frame or management style does the principal or head of cycle use in executing his/her role?

Structural: an institution is viewed as roles and responsibilities to be divided.

Human resources: an institution is viewed as a family with individuals who have needs and emotions.

Political: an institution is viewed as an arena with individuals competing to reach power.

Symbolic: an institution is viewed as a community with rites and traditions.

You can choose more than one.

_____ structural _____ human resources _____ political _____
symbolic

11. Why did you choose the frame or
management style?

12. How would you describe an institution?

13. How does your principal/head of cycle view himself/herself? Choose
from the list below. Why did you choose

_____ organized

_____ cooperative

_____ charismatic

_____ supportive

_____ powerful

_____ skilful

_____ analytic

_____ inspirational

(You can choose more than one)

Appendix 3

Interview with Principal 1 of Public School 1

The following questions helped to determine the principals' self-perception of their leadership roles, styles and behaviors. The answers were analysed and compared with the results of the questionnaires.

Permission to tape the interviews was taken and a translation of the questions into French and Arabic was done for convenience.

The interviews remained anonymous upon the demand of the participant

My name is Najat Aramouni and I am gathering information about the Lebanese principals' and/or heads of cycles' roles, leadership styles and behaviors in secondary cycles as part of my master thesis.

Ref: P/01

Participant Name: Principal 1 (P1)

Participant Degree: CAPES in Physics

School Name: Public School 1 (S1) Sector: Public

Position: Principal

Years of experience: 9 years

Age: 59

Leadership workshops attended: once every year depending on the Ministry of Education

Questions:

1. What is your role as a principal and/ or head of the secondary cycle?

Choose one, two or all of the three.

managerial instructional reform or change agent

2. If you choose managerial role, how do you execute such a role?

- Managing people data and processes
- Shaping vision of academic successes all under the supervision of the Ministry of Education
- Exam deadlines

3. If you choose instructional, how do you execute such a role?

- Checking teachers' lesson plans
- Doing clinical supervision to see where the flaws are
- Monitoring the methods of teaching
- Planning workshops for professional development of teachers (being a physics teacher myself, I planned a workshop with the physics teachers)

4. If you choose reform or change agent, how do you execute such a role?

- Some teachers use technology in classes; however there are no facilities, and teachers have to get their own laptops, overhead projectors.....moreover, smart boards are not available.
- I do encourage teachers to use technology.

5. How do you make sure that your role is successfully executed?

- Filling in forms to keep track of teachers' work and progress
- Planning with teachers especially the new ones with little experience
- Doing follow up

6. Who makes the last decision on any issue? Why?

- It is I who makes the last decision.
- All of the teachers and staff are employees who get paid by the government so it all depends on the employee's conscience to do his or her work properly.
- With the Ministry of Education, there are no promotions which create no motivation and no competition.
- I prefer contracts with the Ministry of Education.
- If I write a report about one of the teachers, all what the Ministry does is move him/her to another school.
- There is no team work, all the work depends on one person: the principal. After all, the reputation lies on the principal.

7. Do you feel that your job contributes to the successful implementation of the school vision and mission? If yes, how does your job help in reaching your objectives? If no, why?

I have a vision to develop the school. I have been knocking on all doors to develop the school and reach my vision but still nothing is done. For example, there is no amphitheatre for activities and no technology available (no internet infrastructure).

8. Can you impose decisions when they are crucial to the school success? Is imposing decisions a part of your job description? Are those imposed decisions delegated by other superiors at the school? Why?

I can only impose decisions when they come from the Ministry of Education like workshops.....

9. Can you describe your relationship with the subject coordinators?

Friendly not very formal.

10. Can you describe your relationship with the teachers?

Friendly but firm.

11. What kind of leadership frame or management style do you use in executing your role as a principal and/ or head of cycle?

Structural: an institution is viewed as roles and responsibilities to be divided.

Human resources: an institution is viewed as a family with individuals who have needs and emotions.

Political: an institution is viewed as an arena with individuals competing to reach power.

Symbolic: an institution is viewed as a community with rites and traditions.

You can choose more than one.

2 structural 1 human resources _____ political _____
symbolic

12. Why did you choose the frame or management style?

- Human resources: I believe that if an employee feels his belonging to an institution, he/ she can be very creative.
- Structural: I believe that roles and duties show be divided in an institution

13. How would you describe an institution?

Employees should feel the ownership of their institution to be creative.

Each one should have his role and responsibilities.



I want to add something here, the rules in the Ministry of Education are good but they are not applied which limits the development of those institutions. It takes the Ministry forever to take the 'ok' for any project or whatsoever.

14. Are you a leader who views himself/herself as? Why did you choose? To be a successful principal, you have to have those qualities and skills.

X organized

X cooperative

X charismatic

X supportive

X powerful

X skilful

X analytic

X inspirational **(You can choose more than one)**

Appendix 4

Interview with Principal 2 of Public School 2

The following questions helped to determine the principals' self-perception of their leadership roles, styles and behaviors. The answers were analysed and compared with the results of the questionnaires.

Permission to tape the interviews was taken and a translation of the questions into French and Arabic was done for convenience.

The interviews remained anonymous.

My name is Najat Aramouni and I am gathering information about the Lebanese principals' and/or heads of cycles' roles, leadership styles and behaviors in secondary cycles as part of my master thesis.

Ref: P/02

Participant Name: Principal 2 (P2)

Participant Degree: Masters in Math

School Name: Public School 2 (S1) Sector: Public

Position: Principal

Years of experience: 5 years (with a teacher's contract)

Age: 55

Leadership workshops attended: 2 months ago (a workshop organised by the Ministry of Education)

Questions:

1. What is your role as a principal and/ or head of the secondary cycle?

Choose one, two or all of the three.

X managerial X instructional X reform or change agent

2. If you choose managerial role, how do you execute such a role?

- Communication with parents
- Running meetings with teachers and coordinators
- Setting deadlines of exams
- Organising extracurricular activities
- Organising workshops for professional development

3. If you choose instructional, how do you execute such a role?

- Attending classes
- Coaching and mentoring teachers
- Organising workshops and training sessions for the use of smart boards and technology

4. If you choose reform or change agent, how do you execute such a role?

- I had a project, which is installing smart boards in classes and training teachers to use them. I am also working on getting the students ipads which is still under study by the Ministry of Education.

5. How do you make sure that your role is successfully executed?

I usually have teachers attend each others' classes and I do a follow up plan to check the progress of coaching.

6. Who makes the last decision on any issue? Why?

I always discuss whatever with the teachers and coordinators; I mean all the staff before I make the decision. So I can say the decision is made by all.

7. Do you feel that your job contributes to the successful implementation of the school vision and mission? If yes, how does your job help in reaching your objectives? If no, why?

I do have a clear vision and working together with the coordinators and teachers to reach it.

8. Can you impose decisions when they are crucial to the school success? Is imposing decisions a part of your job description? Are those imposed decisions delegated by other superiors at the school? Why?

.It depends; internal decisions are made by me (with the help of my staff) and external are done by the Ministry of Education. By internal I mean, meetings, schedules, results, passing or failing students....and by external I mean, reporting a teacher.

9. Can you describe your relationship with the subject coordinators?

Friendly but firm

10. Can you describe your relationship with the teachers?

I can say we are a big family, so it is always friendly.

11. What kind of leadership frame or management style do you use in executing your role as a principal and/ or head of cycle?

Structural: an institution is viewed as roles and responsibilities to be divided.

Human resources: an institution is viewed as a family with individuals who have needs and emotions.

Political: an institution is viewed as an arena with individuals competing to reach power.

Symbolic: an institution is viewed as a community with rites and traditions.

You can choose more than one.

2 structural 1 human resources _____ political _____
symbolic

12. Why did you choose the frame or management style?

- Human resources because I believe that an institution should be consisted of individuals where each has his/her needs and emotions (when staff feels they are treated as members of a family, then there is no need to be reminded of their roles and responsibilities) .
- Structural : In a school where its members belonged to different backgrounds, it is essential that structures exist. Each individual has to have his own share of responsibility.
- Symbolic: There is a small space for at my school for celebrations of certain traditions or rites, simply because the school staff and even students belong to a variety of religions and backgrounds, so it is very difficult when the community members come from different areas, religions and backgrounds. Our school is more secular and we try to celebrate occasions that have to do with patriotism like Independence Day. Moreover, most of the subject coordinators and teachers are not full-timers and to gather them all seems impossible and very tiring.

13. How would you describe an institution?

It is a big family.

14. Are you a leader who views himself/herself as? Why did you choose

X organized

X cooperative

X charismatic

X supportive

_____powerful (I don't have the authority)

X skilful

X analytic

X inspirational **(You can choose more than one)**

Appendix 5

Interview with Principal 3 of Private School 1

The following questions helped to determine the principals' self-perception of their leadership roles, styles and behaviors. The answers were analysed and compared with the results of the questionnaires.

Permission to tape the interviews was taken and a translation of the questions into French and Arabic was done for convenience.

The interviews remained anonymous.

My name is Najat Aramouni and I am gathering information about the Lebanese principals' and/or heads of cycles' roles, leadership styles and behaviors in secondary cycles as part of my master thesis.

Ref: P/03

Participant Name: Principal 3 (P3)

Participant Degree: CAPES and Masters in Biology

School Name: Catholic School 1 (S3A) Sector: Private

Position: Head of the secondary cycle

Years of experience: 2 years

Age: 41

Leadership workshops attended: Every year 2 to 3 workshops

Questions:

1. What is your role as a principal and/ or head of the secondary cycle?
Choose one, two or all of the three.
X managerial X instructional X reform or change agent
2. If you choose managerial role, how do you execute such a role?
 - Organisation of time (deadlines of exams, meetings with parents, teachers, coordinators and students)
 - Management of secretaries', supervisors' work
 - Monitoring maintenance
 - Supervising the entire department
3. If you choose instructional, how do you execute such a role?
 - Analysis of students' results
 - Comparing classes results
 - Following teachers' methods of teaching
 - Proposing new methods of teaching
 - Interfering in the biology curriculum because I am the biology coordinator
 - Being up-to-date
4. If you choose reform or change agent, how do you execute such a role?
 - Organising workshops for professional development especially in technology because all classes are equipped with smart boards

- Division of classes to work in half groups (one group works with the Arabic teacher and the other works with the English teacher, in an im to improve the oral skills.....)
 - Introduction of IC in secondary classes
 - Introduction of time management periods for students (students are trained to organise their time, improve their memory and improve their methods of studying)
 - Proposition of a cinema club
5. How do you make sure that your role is successfully executed?
- Observation and follow up
6. Who makes the last decision on any issue? Why?
- With disciplinary issues, I make the last decision
 - With other issues like the follow up with teachers, it is the rector who makes the last decision
7. Do you feel that your job contributes to the successful implementation of the school vision and mission? If yes, how does your job help in reaching your objectives? If no, why?
- Definitely, by executing her role as managerial, instructional and reform agent
8. Can you impose decisions when they are crucial to the school success? Is imposing decisions a part of your job description? Are those imposed decisions delegated by other superiors at the school? Why?
- Proposing only up till the present; however, it can happen but implicitly
9. Can you describe your relationship with the subject coordinators?

- Confidence, discussion, formal to friendly, good relationship based on communication

10. Can you describe your relationship with the teachers?

- Based on confidence, formal to friendly (especially that I was a colleague at a time, I treat everyone the way he/she deserves. It is delicate, I have to maintain certain equilibrium)

11. What kind of leadership frame or management style do you use in executing your role as a principal and/ or head of cycle?

Structural: an institution is viewed as roles and responsibilities to be divided.

Human resources: an institution is viewed as a family with individuals who have needs and emotions.

Political: an institution is viewed as an arena with individuals competing to reach power.

Symbolic: an institution is viewed as a community with rites and traditions.

You can choose more than one.

2 structural 1 human resources _____ political 3 symbolic

12. Why did you choose the frame or management style?

- Human resources: I believe that an institution should be a big family
- Structural: duties and obligations should be divided according to each one's potential. I do believe in hierarchy.
- Symbolic: it is a Catholic School after all.

13. How would you describe an institution?

An institution is a bee hive family where everybody knows their duties with a leader who believes in communication and hard work to reach the honey.

14. Are you a leader who views himself/herself as? Why did you choose? I have to have all these skills to be a good leader.

X organized

X cooperative

X charismatic

X supportive

X powerful

X skilful

X analytic

X inspirational **(You can choose more than one)**

Appendix 6

Interview with Principal 4 of Private School 1

The following questions helped to determine the principals' self-perception of their leadership roles, styles and behaviors. The answers were analysed and compared with the results of the questionnaires.

Permission to tape the interviews was taken and a translation of the questions into French and Arabic was done for convenience.

The interviews remained anonymous.

My name is Najat Aramouni and I am gathering information about the Lebanese principals' and/or heads of cycles' roles, leadership styles and behaviors in secondary cycles as part of my master thesis.

Ref: P/04

Participant Name: Principal 4 (P4)

Participant Degree: Masters in Education

School Name: Catholic School 1 (S3B) Sector: Private

Position: Head of the secondary cycle

Years of experience: 4 years

Age: 59

Leadership workshops attended: rarely and it is done through the institution

Questions:

1. What is your role as a principal and/ or head of the secondary cycle?

Choose one, two or all of the three.

X managerial X instructional ____ reform or change agent

2. If you choose managerial role, how do you execute such a role?

- Preparation of school calendar (exam dates, meetings with teachers, coordinators, parents and school staff)
- Time management

3. If you choose instructional, how do you execute such a role?

- Meeting with teachers
- Coaching and mentoring teachers
- Meeting with teachers, coordinators and students to discuss students' progress and prepare them for a good future

4. If you choose reform or change agent, how do you execute such a role?

.....

..... How do you make sure that your role is successfully executed?

I am never 100% sure. I hear echoes from teachers, parents, students and coordinators

5. Who makes the last decision on any issue? Why?

I do; however, for serious matters and issues it is the rector because he takes the entire responsibility.

6. Do you feel that your job contributes to the successful implementation of the school vision and mission? If yes, how does your job help in reaching your objectives? If no, why?

I have a clear vision which is to help those students be successful in their life, help them to become autonomous. Sometimes I don't see an immediate result because some students can be irresponsible while others are really very grateful and learn quickly.

7. Can you impose decisions when they are crucial to the school success? Is imposing decisions a part of your job description? Are those imposed decisions delegated by other superiors at the school? Why?
Never, I can only listen, argue and insist, then come up with a decision.

8. Can you describe your relationship with the subject coordinators?

Very good

9. Can you describe your relationship with the teachers?

Very good

10. What kind of leadership frame or management style do you use in executing your role as a principal and/ or head of cycle?

Structural: an institution is viewed as roles and responsibilities to be divided.

Human resources: an institution is viewed as a family with individuals who have needs and emotions.

Political: an institution is viewed as an arena with individuals competing to reach power.

Symbolic: an institution is viewed as a community with rites and traditions.

You can choose more than one.

2 structural 1 human resources _____ political 3 symbolic

11. Why did you choose the frame or management style?

Human resources: I feel with others

Structural: there is work to be accomplished so duties and responsibilities have to be divided, though I don't believe in hierarchy. All the

coordinators and teachers at this school are professionals who know what they are doing. There is no need to remind them of their job description.

Symbolic: it is a Catholic School

12. How would you describe an institution?

An institution is made up of professional people with roles and responsibilities working in relational sympathy. After all, when a person is working at ease, he can give more.

13. Are you a leader who views himself/herself as? Why did you choose?

X organized

X cooperative

X charismatic

X supportive

_____ powerful (I am powerful only when it comes to students)

X skilful

X analytic

X inspirational (**You can choose more than one**)

Appendix 7

Interview with Principal 5 of Private School 2

The following questions helped to determine the principals' self-perception of their leadership roles, styles and behaviors. The answers were analysed and compared with the results of the questionnaires.

Permission to tape the interviews was taken and a translation of the questions into French and Arabic was done for convenience.

The interviews remained anonymous.

My name is Najat Aramouni and I am gathering information about the Lebanese principals' and/or heads of cycles' roles, leadership styles and behaviors in secondary cycles as part of my master thesis.

Ref: P/05

Participant Name: Principal 5 (P5)

Participant Degree: Masters in Translation

School Name: Catholic School 2 (S4) Sector: Private

Position: Head of the secondary cycle

Years of experience: 1 year

Age: 48

Leadership workshops attended: often especially that I work at St. Joseph University

Questions:

1. What is your role as a principal and/ or head of the secondary cycle?

Choose one, two or all of the three.

X managerial X instructional ____ reform or change agent

2. If you choose managerial role, how do you execute such a role?

- Setting exam dates, meetings with teachers, coordinators, parents and school staff
- Time management

3. If you choose instructional, how do you execute such a role?

- Regular class visits and feedback
- Coaching and mentoring teachers
- Meeting with teachers, coordinators and students to discuss students' progress and prepare them for a good future

4. If you choose reform or change agent, how do you execute such a role?

.....

5. How do you make sure that your role is successfully executed?

I receive monthly reports from subject coordinators, and I, myself, attend classes to check for teaching methods, instructions and class management.

6. Who makes the last decision on any issue? Why?

I do after discussing with my staff; mainly with subject coordinators as they have more free time than teachers and it is one of their duties. For

more serious issues, it is the rector who decides, for he takes the full responsibility. I will never impose decisions; I listen!

7. Do you feel that your job contributes to the successful implementation of the school vision and mission? If yes, how does your job help in reaching your objectives? If no, why?

I have a clear vision which is to accompany those students throughout their studies and prepare them for a successful life especially with the rapid evolution of technology.

8. Can you impose decisions when they are crucial to the school success? Is imposing decisions a part of your job description? Are those imposed decisions delegated by other superiors at the school? Why?

Never, I can only listen, argue and insist, then come up with a decision.

9. Can you describe your relationship with the subject coordinators?

My relationship is based on mutual respect. As I am new to the school, I have to learn about everyone in order to be able to execute my role properly. My first year at JMS is very delicate; I don't want to be seen as an intruder especially that the school administration hasn't chosen a head of the secondary section from the staff that has a long history with the school.

10. Can you describe your relationship with the teachers?

My relationship is based on mutual respect. As I am new to the school, I have to learn about everyone in order to be able to execute my role properly. My first year at S4 is very delicate; I don't want to be seen as an intruder especially that the school administration hasn't chosen a head of the secondary section from the staff that has a long history with the school.

11. What kind of leadership frame or management style do you use in executing your role as a principal and/ or head of cycle?

Structural: an institution is viewed as roles and responsibilities to be divided.

Human resources: an institution is viewed as a family with individuals who have needs and emotions.

Political: an institution is viewed as an arena with individuals competing to reach power.

Symbolic: an institution is viewed as a community with rites and traditions.

You can choose more than one.

2 structural 1 human resources _____ political 3 symbolic

12. Why did you choose the frame or management style?

Human resources: knowing your staff's needs and emotions will help develop the school enormously

Structural: Duties and responsibilities have to be divided clearly to remove confusion. Job description is the best way to define what every individual has to do.

Symbolic: it is a Catholic School

13. How would you describe an institution?

An institution is a family where everyone knows their roles and responsibilities and are willing to walk the extra mile without being told to. They are simply happy to be here. . I am saying this not because it is my first year at this school and I want to make a good impression. It is in my nature! I don't want to be an intruder.

14. Are you a leader who views himself/herself as? Why did you choose? A leader has to have all these skills to reach success.
X organized

X cooperative

X charismatic

X supportive

X powerful

X skilful

X analytic

X inspirational **(You can choose more than one)**

Appendix 8

Leadership Orientations (Self)

Leadership Orientation Questionnaire (LOQ) (Self) was used to find how school principals self-perceived their leadership styles and behaviors. It was divided into three sections:

Section I explored the corresponding behaviors of leadership styles and consisted of 32 statements representing leadership behaviors used by principals in their day-to-day performance of tasks.

Section II contained six questions in an aim to find out which management style principals fitted in.

Section III explored the background information (gender, age and years of experience) of the principals.

Questionnaire

ref : _____

Your name: _____

This questionnaire asks you to describe your leadership and management style.

I. Behaviors

You are asked to indicate *how often* each of the items below is true of you.

Please use the following scale in answering each item.

1	2	3	4	5
Never		Sometimes		Always
	Occasionally		Often	

So, you would answer '1' for an item that is never true of you, '2' for one that is occasionally true, '3' for one that is sometimes true of you, and so on.

Be discriminating! Your results will be more helpful if you think about each item and distinguish the things that you really do all the time from the things that you do seldom or never.

1. _____ *Think very clearly and logically.*
2. _____ *Show high levels of support and concern for others.*

3. _____ *Have exceptional ability to mobilize people and resources to get things done.*
4. _____ *Inspire others to do their best.*
5. _____ *Strongly emphasize careful planning and clear time lines.*
6. _____ *Build trust through open and collaborative relationships.*
7. _____ *Am a very skilful and shrewd negotiator.*
8. _____ *Am highly charismatic.*
9. _____ *Approach problems through logical analysis and careful thinking.*
10. _____ *Show high sensitivity and concern for others' needs and feelings.*
11. _____ *Am unusually persuasive and influential.*
12. _____ *Am able to be an inspiration to others.*
13. _____ *Develop and implement clear, logical policies and procedures.*
14. _____ *Foster high levels of participation and involvement in decisions.*
15. _____ *Anticipate and deal adroitly with organizational conflict.*
16. _____ *Am highly imaginative and creative.*
17. _____ *Approach problems with facts and logic.*
18. _____ *Am consistently helpful and responsive to others.*
19. _____ *Am very effective in getting support from people with influence and power.*
20. _____ *Communicate a strong and challenging sense of vision and mission.*
21. _____ *Set specific, measurable goals and hold people accountable for results.*
22. _____ *Listen well and am unusually receptive to other people's ideas and input.*
23. _____ *Am politically very sensitive and skilful.*
24. _____ *See beyond current realities to generate exciting new opportunities.*
25. _____ *Have extraordinary attention to detail.*
26. _____ *Give personal recognition for work well done.*
27. _____ *Develop alliances to build a strong base of support.*

28. _____ *Generate loyalty and enthusiasm.*
29. _____ *Strongly believe in clear structure and a chain of command.*
30. _____ *Am a highly participative manager.*
31. _____ *Succeed in the face of conflict and opposition.*
32. _____ *Serve as an influential model of organizational aspirations and values.*

II. Leadership Style

This section asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:

- _____ a. *Analytic skills*
- _____ b. *Interpersonal skills*
- _____ c. *Political skills*
- _____ d. *Ability to excite and motivate*

2. The best way to describe me is:

- _____ a. *Technical expert*
- _____ b. *Good listener*
- _____ c. *Skilled negotiator*
- _____ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

- _____ a. *Make good decisions*
- _____ b. *Coach and develop people*
- _____ c. *Build strong alliances and a power base*
- _____ d. *Energize and inspire others*

4. What people are most likely to notice about me is my:

- _____ a. *Attention to detail*
- _____ b. *Concern for people*

- _____ c. *Ability to succeed, in the face of conflict and opposition*
- _____ d. *Charisma.*
5. My most important leadership trait is:
- _____ a. *Clear, logical thinking*
- _____ b. *Caring and support for others*
- _____ c. *Toughness and aggressiveness*
- _____ d. *Imagination and creativity*
6. I am best described as:
- _____ a. *An analyst*
- _____ b. *A humanist*
- _____ c. *A politician*
- _____ d. *A visionary*

III. Background Information

1. Are you: _____ Male _____ Female
2. How many years have you been in your current job? _____
3. How many total years of experience do you have as a manager? _____

Appendix 9

Leadership Orientations (Other)

Leadership Orientation Questionnaire (LOQ) (Other) was used to find how school principals' their leadership styles and behaviors were perceived by subject coordinators and teachers. It was divided into three sections:

Section I explored the corresponding behaviors of leadership styles and consisted of 32 statements representing leadership behaviors used by principals in their day-to-day performance of tasks.

Section II contained six questions in an aim to find out which management style principals fitted in.

Section III explored the background information (age and years of experience) of the subject coordinators and teachers.

Name of person described: _____ Ref: _____

This questionnaire asks you to describe the person that you are rating in terms of leadership and management style.

I. Leader Behaviors

You are asked to indicate *how often* each item is true of the person that you are rating.

Please use the following scale in answering each item.

1	2	3	4	5
Never		Sometimes		Always
	Occasionally		Often	

So, you would answer '1' for an item that is never true of the person you are describing, '2' for one that is occasionally true, '3' for one that is sometimes true, and so on.

Be discriminating! The results will be more helpful to the ratee if you think about each item and distinguish the things that the ratee really does all the time from the things that s/he does seldom or never.

1. _____ *Thinks very clearly and logically.*

2. _____ *Shows high levels of support and concern for others.*
3. _____ *Shows exceptional ability to mobilize people and resources to get things done.*
4. _____ *Inspires others to do their best.*
5. _____ *Strongly emphasizes careful planning and clear time lines.*
6. _____ *Builds trust through open and collaborative relationships.*
7. _____ *Is a very skilful and shrewd negotiator.*
8. _____ *Is highly charismatic.*
9. _____ *Approaches problems through logical analysis and careful thinking.*
10. _____ *Shows high sensitivity and concern for others' needs and feelings.*
11. _____ *Is unusually persuasive and influential.*
12. _____ *Is an inspiration to others.*
13. _____ *Develops and implements clear, logical policies and procedures.*
14. _____ *Fosters high levels of participation and involvement in decisions.*
15. _____ *Anticipates and deals adroitly with organizational conflict.*
16. _____ *Is highly imaginative and creative.*
17. _____ *Approaches problems with facts and logic.*
18. _____ *Is consistently helpful and responsive to others.*
19. _____ *Is very effective in getting support from people with influence and power.*
20. _____ *Communicates a strong and challenging vision and sense of mission.*
21. _____ *Sets specific, measurable goals and holds people accountable for results.*
22. _____ *Listens well and is unusually receptive to other people's ideas and input.*
23. _____ *Is politically very sensitive and skilful.*
24. _____ *Sees beyond current realities to create exciting new opportunities.*
25. _____ *Has extraordinary attention to detail.*
26. _____ *Gives personal recognition for work well done.*
27. _____ *Develops alliances to build a strong base of support.*

28. ____ *Generates loyalty and enthusiasm.*
29. ____ *Strongly believes in clear structure and a chain of command.*
30. ____ *Is a highly participative manager.*
31. ____ *Succeeds in the face of conflict and opposition.*
32. ____ *Serves as an influential model of organizational aspirations and values.*

1. Leadership Style

This section asks you to describe the leadership style of the person that you are rating. For each item, give the number "4" to the phrase that best describes this person, "3" to the item that is next best, and on down to "1" for the item that is least like this person.

1. The individual's strongest skills are:

- ____ a. *Analytic skills*
- ____ b. *Interpersonal skills*
- ____ c. *Political skills*
- ____ d. *Ability to excite and motivate*

2. The best way to describe this person is:

- ____ a. *Technical expert*
- ____ b. *Good listener*
- ____ c. *Skilled negotiator*
- ____ d. *Inspirational leader*

3. What this individual does best is:

- ____ a. *Make good decisions*
- ____ b. *Coach and develop people*
- ____ c. *Build strong alliances and a power base*
- ____ d. *Energize and inspire others*

4. What people are most likely to notice about this person is:

- ____ a. *Attention to detail*

- _____ b. *Concern for people*
- _____ c. *Ability to succeed, in the face of conflict and opposition*
- _____ d. *Charisma.*
5. This individual's most important leadership trait is:
- _____ a. *Clear, logical thinking*
- _____ b. *Caring and support for others*
- _____ c. *Toughness and aggressiveness*
- _____ d. *Imagination and creativity*
6. This person is best described as:
- _____ a. *An analyst*
- _____ b. *A humanist*
- _____ c. *A politician*
- _____ d. *A visionary*

III. Background Information

The following information will not be provided to the ratee, but will contribute to our efforts to understand how perceptions of leadership styles are influenced by the relationship between rater and ratee.

1. Are you: _____ Male _____ Female
2. Which of the following best describes your work relationship with the ratee:
- _____ The ratee is at a higher level in the organization than I am.
- _____ The ratee and I are at about the same organizational level.
- _____ I am at a higher level in the organization than the ratee.
- _____ I am a client or customer of the ratee's organization.
- _____ Other. Please specify: _____

Appendix 10

Computing Scores of Styles in Leadership Orientation Questionnaire (LOQ)

This appendix showed how section II of Leadership Orientation Questionnaire (LOQ) was calculated and interpreted.

Section II of Leadership Orientation Questionnaire (LOQ) in both versions (Self and Other) contained six questions in an aim to find out which management style principals (Structural, human resources, political and symbolic) fitted in. Participants had to rank principals from 1 (most like individual) to 4 (least like individual).

The scores were calculated with a total of 24.

Structural (ST) = $1a + 2a + 3a + 4a + 5a + 6a$

Human resources (HR) = $1b + 2b + 3b + 4b + 5b + 6b$

Political (PL) = $1c + 2c + 3c + 4c + 5c + 6c$

Symbolic (SY) = $1d + 2d + 3d + 4d + 5d + 6d$

Scores ≥ 12 were considered as having the style and scores < 12 were considered as not having the style.

1. Structural leaders emphasize rationality, analysis, logic, facts and data. They are likely to believe strongly in the importance of clear structure and well-developed management systems. A good leader is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done.

2. Human resource leaders emphasize the importance of people. They endorse the view that the central task of management is to develop a good fit between people and organizations. They believe in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. A good leader is a facilitator and participative manager who supports and empowers others.

3. Political leaders believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit's or the organization's goals and objectives. Political

leaders emphasize the importance of building a power base: allies, networks, coalitions. A good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

4. Symbolic leaders believe that the essential task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational mission. A good leader is a prophet and visionary, who uses symbols, tells stories and frames experience in ways that give people hope and meaning.

Appendix 11

Computing Scores of Behaviours in Leadership Orientation Questionnaire (LOQ)

This appendix showed how scores in section I of the Leadership Orientation Questionnaire (LOQ) were calculated.

Section I explored the corresponding behaviors of leadership styles and consisted of 32 statements representing leadership behaviors used by principals in their day-to-day performance of tasks. A five-point Likert-scale ranging from 1 (never) to 5 (always) was used to rate how often the described behavior occurred. The 32 statements were grouped into four leadership styles: the structural, human resources, political and symbolic. Each of the leadership styles were also subdivided into two subscales:

1. Structural (items 1,5, 9, 13,17,21,25,29) was divided into two subscales:
 - a. Analytic (items 1,9,17,25)
 - b. Organized (items 5,13,21,29)
2. Human resources (items 2,6,10,14,18,22,26,30) was divided into two subscales:
 - a. Supportive (items 2,10,18,26)
 - b. Participative (items 6, 14, 22,30)
3. Political (items 3,7,11,15,19,23,27,31) was subdivided into two scales:
 - a. Powerful (items 3,11,19,27)
 - b. Adroit (items 7,15,23,31)
4. Symbolic (items 4,8,12, 16, 20, 24, 28, 32) was subdivided into two scales:
 - a. Inspirational (items 4,12,20,28)
 - b. Charismatic (items 8,16,24,32)

The maximum score for each subscale was 20 as it consisted of four questions and a maximum score for each question was 5 and the minimum was 1. Any score ≥ 10 meant that the behavior occurred, and any score < 10 meant the behavior did not occur. The maximum scores for each two subscales (analytic and organized, supportive and participative, powerful and adroit, and inspirational and charismatic) were calculated out of 40 and a minimum of 5. Any score ≥ 20 meant the two behaviors occurred and any score < 20 meant the two behaviors did not occur.

Appendix 12

Permission to Access Schools

This appendix showed the permission to access to two secondary public schools in Beirut in order to run a survey and some interviews on leadership management styles and behaviours. This permission was signed by Mr. Fady Yarak, the General Director of Education and by Mr. Mohyedeem Kashny, the General Director of Secondary Education.

وزارة التربية والتعليم العالي
 مديرية التعليم الثانوي
 بيروت في ٢٤/٣/٢٠١٥ رقم حـ ٥١/٢٥٤٤

الجمهورية اللبنانية
 وزارة التربية والتعليم العالي
 المديرية العامة للتربية
 رقم الصاغر: ٢/٢٤٩٠
 بيروت في

جائب مديرية التعليم الثانوي

الموضوع: تسهيل مهمة الطالبة الجامعية نجاة العرموني.
 المرجع: كتاب جامعة سيدة اللويزة تاريخ ٢٠١٥/٣/٢٤.

إشارة إلى الموضوع والمرجع المبينين أعلاه،

للفضيل بالاطلاع مع الموافقة على السماح للطالبة في جامعة سيدة اللويزة نجاة ادمون العرموني بدخول ثانوية الأشرفية الأولى الرسمية وثانوية الأشرفية الثانية الرسمية خلال العام الدراسي ٢٠١٥/٢٠١٤ لإجراء دراسة ميدانية للحصول على معلومات حول أساليب القيادة في العلاقة بين المدير وأفراد الهيئة التعليمية، على أن يصار إلى التنسيق مع إدارتي الثانويتين بغية تنفيذ المطلوب وتأمين حسن سير العمل فيهما.

المدير العام للتربية
 فادي يرق

٥/٢٥٤٤
 ادارة ثانوية
 دار الطابع والعمل بموافقة
 السيد المدير العام رقم
 ٢/٢٤٩٠

مدير التعليم الثانوي
 محمد الدين كسبي

Appendix 13

Translation of the Permission to Access Public Schools

Subject: Facilitate Miss Aramouny's work (a student at university)


University: Notre Dame University

This is to certify the acceptance for Miss Najat Edmond Al Aramouny, NDU student, to run a survey and some interviews at Ashrafieh Public School, the First and Ashrafieh Public School, the Second. Her Master thesis is in Educational Leadership and Management. Coordination with the administration of both schools is needed for the completion of the work at hand.

Appendix 14

Permission to Access Schools

This appendix showed the permission to access secondary public and private schools in order to run a survey and some interviews on leadership management styles and behaviours. This permission was signed by Dr. Joseph Tannous, Chairman of the Department of Psychology, Education and Physical Education.



March 24, 2015



To whom it may concern,

This is to certify that Ms. Najat AL Aramouny , a student at Notre Dame University – Zouk, is writing her MA Thesis in Educational Leadership and Management. Ms. Aramouni needs to run a survey and some interviews in your respectful institution. The results will not be published nor revealed for any purpose.

Thank you for your cooperation,

Sincerely,

Dr. Joseph Tannous,
Chairperson of the Department of Psychology, Education, and Physical Education

CHAIRPERSON
DEPARTMENT OF
PSYCHOLOGY, EDUCATION
& PHYSICAL EDUCATION

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