Examining the Existence and Importance of Ten Skills for Successful School Leaders from Saudi Principals’ Perspectives

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EXAMINING THE EXISTENCE AND IMPORTANCE OF TEN SKILLS FOR SUCCESSFUL SCHOOL LEADERS FROM SAUDI PRINCIPALS’ PERSPECTIVES

by

Khalifah Albalawi

A dissertation submitted to the Graduate College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Leadership, Research and Technology of Western Michigan University April 2016

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EXAMINING THE EXISTENCE AND IMPORTANCE OF TEN SKILLS FOR SUCCESSFUL SCHOOL LEADERS FROM SAUDI PRINCIPALS’ PERSPECTIVES

Khalifah Albalawi, Ph.D.

Western Michigan University, 2016

In 2011, the Ministry of Education (MOE) in Saudi Arabia began reform of its educational system to improve school performance, especially student achievement. The MOE has realized the importance of developing school leadership to lead the process of change, focusing on principals as change agents. The new MOE vision, therefore, places principals at the center of education reform initiatives. As a result, principals are expected to enact different roles, and must improve their leadership capacities to successfully lead reform efforts. Specifically, the new expectations for principals include:

- Building a vision concentrated on student education and learning,
- Developing the process of education and learning,
- Managing the process of change according to a scientific methodology,
- Communicating with all stakeholders, and
- Creating an innovative environment to develop learning communities.

In order to meet these expectations, principals in Saudi Arabia first need to examine their current leadership capacities based on a validated leadership assessment. The National Association of Secondary School Principals (NASSP) developed a framework called, *10 Skills for Successful School Leaders*, which provides such a
validated assessment (NASSP, 2014). The NASSP (2014) framework closely matches the new MOE vision, and therefore, was used to guide this study.

This descriptive survey research sought to determine the degree to which Saudi principals believe they currently use NASSP’s (2014) 10 leadership skills, and their perceptions of the importance of these skills to the process of school change. In a web-based administration of the survey, data was collected from 338 public school principals in Tabuk, Saudi Arabia. Findings indicate the principals perceived using the 10 skills with high to moderate frequency. Written communication, teamwork, and oral communication skills were perceived to be used in their work more than other skills. The principals, however, believed all skills were highly important for leading and facilitating change. Principals rated the ability to understand one’s own strengths and weakness, teamwork, and oral communication skills as most important to being a successful school leader. Finally, there was a positive liner relationship between the use and importance of the 10 skills. Suggestions for policy, practice, and future research are offered.
DEDICATION

I would like to dedicate this dissertation to several important people in my life. First, I dedicate this project to the soul of my father whose great reputation inspired me to pursue my study and achieve my dream. Dad, I wish you could be present to share in this accomplishment. I also would like to dedicate this body of work to my mother, Seetah Albalawi. Mom, your love, support, prayers, and encouragement during this project, and throughout my life, are limitless. I cannot thank you enough for your support, and my attainment of this goal is a small gift for you.

Second, this dissertation is dedicated to my brilliant and outrageously loving wife. My love, Awatif, I know how hard it was to be away from your husband, but your sacrifice enabled me to achieve our life dream. Awatif, you are a living testament to the wisdom that says, “Behind every great man there is a great woman.” With my wife, I also dedicate this project to my children, Adi, Mayar, Aya, and Ebaa. Without your constant love, support and encouragement this project would not have been successfully completed.

Finally, this dissertation is dedicated to all of my family members, including my brothers and sisters, who always encouraged me to complete the doctorate program. You always expected the best from me and would accept nothing less. You always believed in me.
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# TABLE OF CONTENTS

ACKNOWLEDGMENTS ........................................................................................................... ii

LIST OF TABLES .................................................................................................................. xi

LIST OF FIGURES ............................................................................................................... xiii

CHAPTER

I. INTRODUCTION ............................................................................................................. 1

   Problem Statement ......................................................................................................... 4

   Purpose Statement ......................................................................................................... 7

   Research Questions ....................................................................................................... 9

   Methods Overview ....................................................................................................... 9

   Theoretical Perspective ............................................................................................... 10

   Conceptual Framework and Explanation ................................................................... 11

   Significance of the Study ........................................................................................... 13

   Limitations .................................................................................................................. 14

   Summary ....................................................................................................................... 14

II. LITERATURE REVIEW ................................................................................................. 15

   Overview of School Leadership ............................................................................... 15

      Transactional Leadership ....................................................................................... 17

      Transformational Leadership ............................................................................... 18

      The Roles and Responsibility of School Principals .......................................... 19

      The Impact of School Principals on Student Learning .................................... 22

   vi
Table of Contents—Continued

CHAPTER

The Importance of Using School Leadership as a Strategy for Reform...... 24

Principals’ Professional Development as a Strategy for Change ...... 24

International Experiences of Principal Professional Development as a School Reform Strategy............................................................... 27

Overview of Saudi Education Reform......................................................... 31

The Saudi Strategy to Reform Education ............................................... 33

The New School Vision...................................................................... 34

Tatweer Development Schools as Models of Change ........................ 36

The Role of School Leadership in the Process of Change.................. 37

The Momaris Project to Improve School Leadership ......................... 39

10 Skills for Successful School Leaders Framework ........................ 41

Theoretical Foundations ..................................................................... 42

10 Skills of Successful School Leaders Definitions.......................... 43

NASSP 10 Skills for Successful School Leaders and Their Relationship to Educational Leadership Policy Standards .................. 46

Educational Leadership Policy Standards: ISLLC (2008) as
Adopted by the National Policy Board for Educational Administration.......................................................... 47

Justification for Choosing the Framework ...................................... 50

Validity and Trustworthiness of the NASSP Framework .............. 51

Summary............................................................................................ 52
# Table of Contents—Continued

## CHAPTER

### III. METHODOLOGY

- Research Design .......................................................................................................................... 55
- Research Questions ....................................................................................................................... 57
- Population, Sample, and Site .......................................................................................................... 58
- Instrumentation ............................................................................................................................. 59
- Data Collection Procedures ............................................................................................................ 63
- Data Analysis Procedures .............................................................................................................. 64
- Limitations and Delimitations ....................................................................................................... 68
- Summary ....................................................................................................................................... 69

### IV. RESULTS

- Research Questions ....................................................................................................................... 71
- Summary of Participant Demographic Characteristics ................................................................. 71
- Leadership Skills Self-assessment Survey Descriptive Statistics ................................................ 74
- Statistical Data Analysis of the Research Questions ................................................................. 81
  - Results for Research Question 1 ............................................................................................... 81
  - Results for Research Question 2 ............................................................................................... 86
  - Results for Research Question 3 ............................................................................................... 88
  - Results for Sub-question 1 ........................................................................................................ 92
  - Results for Sub-question 2 ........................................................................................................ 97
- Summary ....................................................................................................................................... 101
Table of Contents—Continued

CHAPTER

V. DISCUSSION AND RECOMMENDATIONS .......................................................... 103

Discussion of Major Findings ............................................................................... 104

Findings Related to the Perceived Use of NASSP’s 10 Leadership Skills .................. 104

Findings Related to the Perceived Importance of NASSP’s 10 Leadership Skills to Lead and Facilitate Education Reform Initiatives in Saudi Arabia .......................................................... 107

Findings Related to the Relationship Between the Perceived Use and Importance of the 10 Leadership Skills .......................................................... 109

Revised Conceptual Framework ........................................................................... 110

Relationship of Results to Existing Studies ......................................................... 110

Implications for Future Research ......................................................................... 113

Implications for Practice, Policy, and Organizations ........................................ 115

Closing Thoughts .................................................................................................. 117

REFERENCES ......................................................................................................... 119

APPENDICES ......................................................................................................... 128

A. National Association of Secondary School Principals’ Permission .................. 128

B. Saudi Ministry of Education’s Approval .......................................................... 130

C. Western Michigan University HSIRB Approval ............................................. 132

D. Informed Consent and Survey ........................................................................ 134

E. Leadership Skills Self-assessment .................................................................... 136

F. Arabic Consent Form and Arabic Translated Survey ....................................... 147
APPENDICES

G. Translated Leadership Skills Self-assessment .................................................. 149
H. Email to the Ministry of Education at Tabuk..................................................... 156
I. Email to Principals......................................................................................... 158
J. First Reminder Email to Principals................................................................. 160
K. Final Reminder Email to Principals............................................................... 162
L. Translated Email to the Ministry of Education at Tabuk.............................. 164
M. Translated Email to Principals..................................................................... 166
N. Translated First Reminder Email to Principals............................................. 168
O. Translated Final Reminder Email to Principals.......................................... 170
# LIST OF TABLES

1. The Relationship Between ISLLC and NASSP’s 10 Skills for Successful School Leaders Framework ................................................................. 47

2. The Match Among MOE Expectations, MOE Qualities and Skills, and NASSP Skills .................................................................................. 51

3. Population Characteristics ......................................................................................................................................................... 60

4. Random Distribution of the 67 Survey Questions Based on the 10 Skills ................................................. 62

5. Summary of Participation Rate by Response Type ......................................................................................................................... 72

6. Return of Rate Disaggregated by Variables ................................................................................................................................. 74

7. Reliability Statistics ........................................................................................................................................................................ 76

8. Descriptive Statistics of Responses to the NASSP Survey Questions for Perceived Use ........................................................................................................ 78

9. Descriptive Statistics of Responses to the NASSP Survey Questions for Perceived Importance ........................................................................................................ 80

10. Descriptive Statistics Derived from the Leadership Skills Self-assessment Survey ....................................................................................................................... 82

11. Correlation Matrix of Perceived use of the 10 Leadership Skills ................................................................. 85

12. Descriptive Statistics of the Perceived Importance of the 10 Leadership Skills ....................................................... 88

13. Correlation Matrix of Perceived Use and Importance of the 10 Leadership Skills ....................................................... 91

14. Means and Standard Deviations of the Leadership Skills for Perceived Use by Gender ........................................................................................................ 94

15. Means and Standard Deviations of the Leadership Skills for Perceived Use by School Type ........................................................................................................ 94

16. Means and Standard Deviations of the Leadership Skills for Perceived Use by Years of Experience ........................................................................................................ 95
List of Tables—Continued

17. Means and Standard Deviations of the Leadership Skills for Perceived Use by Education ................................................................. 95

18. Means and Standard Deviations of the Leadership Skills for Perceived Importance by Gender .......................................................... 99

19. Means and Standard Deviations of the Leadership Skills for Perceived Importance by School Type ..................................................... 99

20. Means and Standard Deviations of the Leadership Skills for Perceived Importance by Years of Experience ........................................ 100

21. Means and Standard Deviations of the Leadership Skills for Perceived Importance by Education ....................................................... 100
LIST OF FIGURES

1. The use and importance of NASSP’s 10 skills from the perspectives of Saudi principals................................................................. 8
2. NASSP’s 10 skills for successful school leaders................................................................. 12
3. NASSP’s 21st century leadership skills.............................................................................. 44
4. Chi-square QQ plot for sub-question 1........................................................................... 96
5. Chi-square QQ plot for sub-question 2.......................................................................... 101
6. Revised conceptual framework....................................................................................... 111
CHAPTER I
INTRODUCTION

Internationally, there has been increased interest in developing school leadership as a strategy for education reform. Education reform in countries such as the United States, the United Kingdom, Canada, Finland, Australia, Singapore, and Saudi Arabia have shown that school leadership plays a critical role in leading the process of change (MOE, 2011; Schleicher, 2012). The success of education reform initiatives in these countries has, in fact, largely depended on the existence of effective school leadership.

The ultimate responsibility of school leadership in implementing and leading reform initiatives explains why there has recently been an international focus on developing principals’ leadership capacities. Overall, the development of school leadership is considered the keystone for any successful change effort (Fullan, 2009). The National Association of Secondary School Principals (NASSP), therefore, has developed guidelines for the development of successful school leadership (NASSP, 2014). According to the guidelines, principals must engage in professional development based on self-examination of their own leadership capacity in order to be effective leaders. Moreover, principals must also be able to identify their own strengths and weaknesses (NASSP, 2014).

The significant impact of principal leadership on the learning process and student achievement justifies the increasing demand for improved principal leadership (Robinson, 2011; Wallace Foundation, 2011). Marzano, Waters, and McNulty (2005) conducted a meta-analysis of 69 studies to determine the effect of principals on student achievement. In general, their findings indicate 25 percent of student achievement is
attributed to the school leadership, particularly principal leadership. In particular, the study’s results identified 21 leadership responsibilities associated with student achievement, confirming the crucial role of effective principal leadership as a prerequisite for school improvement and the success of educational reform initiatives.

As school leadership has a paramount role in initiating and implementing change efforts, education reformers have focused on developing school leaders (NASSP & NAESP, 2013). Researchers, practitioners, policymakers and education reformers all acknowledge the crucial role school leaders have in improving and maintaining school performance, especially in the time of significant change (Cotton, 2003; Darling-Hammond, LaPointe, Meyerson, & Cohen, 2007; Peterson, 2002). The current focus of principal leadership, therefore, is centered on equipping principals to effectively lead and facilitate the process of change by inspiring school staff and developing a shared vision, clear direction, and a supportive environment (Lucas & Valentine, 2002).

Similar to education reform initiatives around the world, school leadership development has become a national issue at all levels of the Saudi education system and society. The Saudi Ministry of Education (MOE), in cooperation with universities, policymakers, and the wider society, developed a dramatic new vision to reform the Saudi education system. This new vision focuses on transforming schools to be learning organizations, and principals to be change agents in that process (MOE, 2011). To this end, the new vision of schooling calls for principals to be effective school leaders who initiate change rather than sustain the status quo. The MOE’s expectations for how principals lead their schools, therefore, have changed, representing almost a complete departure from what was historically expected (MOE, 2011).
As stated, the MOE believes principals need to be the change agents for educational reform. It therefore considers development of principals’ leadership capacity as the cornerstone of successful school change. As such, developing principals’ leadership skills has become an important part of the mission and focus of education at the national and state levels. In order to achieve this mission, the MOE established a national education project called Tatweer, which aims to reform the entire Saudi education system. Tatweer focuses on various components of education including: (a) students, (b) teachers, (c) principals, (d) school leadership, (e) curriculum, (f) instruction, (g) policy, (h) evaluation, (i) assessment, (j) school climate, and (k) parental involvement.

Developing principals as school leaders, however, is a primary focus of the ministry initiative (MOE, 2011).

In order to address the challenge of developing principal leadership to be successful change agents, the MOE launched another project called Momaris. The purpose of Momaris is to increase principals’ knowledge of leadership, to develop their leadership skills, and to cultivate their experience through professional development activities. As stated in an MOE reform document, this initiative is based on best practices as provided by the Singapore National Center for Education (MOE, 2011). Momaris is expected to maximize the impact of school leadership in Saudi Arabia, since it focuses on transforming principals to be change agents. Education reformers believe that this project will enable principals to lead and facilitate the process of change effectively and efficiently (MOE, 2011).

Embracing school leadership as a strategy for leading education reform efforts in Saudi Arabia also necessitates a close examination of principals’ leadership capacities.
This requires principals to assess their own leadership capacity, to know how to achieve the MOE vision, and to identify their professional development needs. The current reform demands principals to take on different roles, moving from familiar zones to novel practices, and also to examine their strengths and weakness to better receive effective professional development (NASSP & NAESP, 2013).

In conclusion, given the importance of school leadership (especially principal leadership), in the process of learning, principals must be given professional development that examines their current leadership knowledge, skills, and practice of effective school leadership. Cultivating principals’ leadership capacity is the starting point to prepare them to be agents of change, which they should initiate and lead (Fullan, 2009). Furthermore, there is a strong need to assess principals’ leadership skills, strengths, and weaknesses based on valid and reliable assessments. As Whitaker (2012) stated, “Effective principals know that positive change in their schools is up to them” (p. 22). One such assessment that most closely matches the Saudi Ministry’s vision and expectations is found in NASSP’s 10 Skills for Successful School Leaders (NASSP, 2014).

**Problem Statement**

The Saudi education system has historically operated as a highly centralized system, wherein the MOE develops the vision, mission, goals, and expectations for all public schools. Principals in public schools traditionally would receive detailed plans from the MOE and then act as school managers, merely implementing the plans from the central government. Principals have been prepared and continue to lead schools for specific purposes set by the MOE (Duhaish, Shalash, & Radwan, 2006); however,
conditions have changed dramatically as a result of recent changes, especially the Tatweer project. Tatweer required the MOE to respond to new priorities for principal development (MOE, 2011).

As a result of the change for the vision of the Saudi education system, schools require effective, innovative leadership that can respond to current and future demands. One of the current demands for school improvement requires school principals to work as change agents rather than school managers. The MOE now considers principals as leaders for the process of change in their schools and, as a result, requires principals to develop and implement reform initiatives based on the needs and interests of the students and community (MOE, 2011). The entire vision of the role of school leadership has changed, moving from transactional leadership style to transformational leadership.

With the implementation of the new education reform initiatives, more of the transitional work now occurs at the school level. This places developing principals’ leadership knowledge, skills, and dispositions as a top priority (MOE, 2011). Unfortunately, previous studies found principal preparation programs to be ineffective, and an absence of continuous professional development. These are important issues that limit principals’ capacity to be effective school leaders (Duhaish, Shalash, & Radwan, 2006; Nasar, 2010). It is not clear now how principals understand the impetus for the new MOE vision for the principals’ roles and expectations, or how Saudi principals will be prepared to meet the new expectations for how they carry out their roles.

Several recent studies that examined the current status of school leadership in Saudi Arabia (Aljohani, 2008; Althomali, 2014) found the need for a more intense and sustained principal professional development program based on research and best
practices. They identified a gap between the MOE vision and policies, and the practices of school leaders. The new vision requires school leaders to think differently and acquire new knowledge, dispositions, and skills. To accomplish this, school leaders need to be involved in identifying new and more effective professional development programs.

Based on current research concerning school transformation, there is an urgent need to examine the effectiveness of principals’ current leadership capacities. According to NASSP (2011), examining leadership capacities is a necessary beginning step before expecting principals to lead reform initiatives and school improvement effectively. This includes conducting a thorough analysis of leadership behaviors that improve instruction and promote required school change. Unfortunately, there is limited research examining Saudi principals’ current leadership capacities to embrace the change and practices they need to be successful school leaders. The current Saudi literature does not address this topic from either the principals’ perspectives or from the perspectives of other leadership team members (Alotabi, 2008; Alsubai, 2009; Althomali, 2014; Alqurashi, 2008).

Studies that specifically address the perceived needs of Saudi principals for developing leadership knowledge and skills are also largely absent from the literature. So are studies that address how principal self-assessments can be used to improve leadership practice and determine professional growth needs. Furthermore, the researcher found there were no studies that examined how Saudi principals assess their current leadership capacity, nor how they perceive the importance of learning the leadership skills necessary to lead MOE education reform initiatives (Alotabi, 2008; Alqurashi, 2008; Alsubai, 2009; Althomali, 2014).
The paucity of research related to the current ability of Saudi principals to lead school reform suggests the need for further study to determine principal leadership capacity, and to better understand how they perceive the importance of having these leadership skills to meet the new MOE expectations. In essence, there is an urgent need for research to determine current principals’ leadership capacity and professional development needs, especially concerning the role of the school principal as a transformational leader. As Portin (2009) discussed, educators cannot expect school leaders to be change agents unless they gather and act based on the right information associated with effective leadership performance. In examining various approaches for developing leadership, the 10 Skills for Successful School Leaders developed by NASSP (2014) most closely matches Saudi educational goals and expectations, as shown in Figure 1.

Figure 1 illustrates how the NASSP framework matches the MOE vision and expectations. After reviewing the MOE reform vision, expectations and skills required for school leaders, the NASSP framework provides the closest match. The relationship between MOE vision and NASSP framework will be discussed in detail in Chapter II.

**Purpose Statement**

As stated, there is a paucity of research related to the ability of Saudi principals to lead school reform under the new MOE initiatives. The purpose of this study, therefore, was to examine how Saudi principals perceive their current use of NASSP’s (2014) 10 skills for successful school leaders, and to determine how they perceive the importance of these skills given the new MOE vision and expectations. The specific research questions used to guide the study are stated below.
Figure 1. The use and importance of NASSP’s 10 skills from the perspectives of Saudi principals.
Research Questions

The overarching research questions for this study were:

1. How do Saudi school principals assess their current use of the leadership skills required for school change as defined by the 10 Skills for Successful School Leaders model (NASSP, 2014)?

2. How do Saudi principals perceive the importance of applying the 10 Skills for Successful School Leaders to facilitate school change?

3. Is there a relationship between school principals' current use and perceived importance of the 10 Skills for Successful School Leaders?

Sub-questions:

1. Are there any significant differences in principals’ current use of the 10 leadership skills based on gender, school type, years of experience, and level of education?

2. Are there any significant differences in principals’ perceived importance of the 10 leadership skills based on gender, school type, years of experience, and level of education?

Methods Overview

To address the above research questions, this study utilized survey research methods to analyze data gathered from an online self-assessment survey of the principals serving in Tabuk Public Schools in Saudi Arabia. The primary instrument used in this study was adapted from the National Association of Secondary School Principals. Together, NASSP and the Interstate School Leaders Licensure Consortium (ISSLC) developed a self-assessment tool for successful school leaders to assess their use of 10 identified skills (NASSP, 2004, 2014). This tool was used as the second section of the
survey to examine the current use of the 10 skills from Saudi school principals’ perspectives. Two other sections were added to modify the instrument. Section 1 gathered basic demographic information, such as gender, type of school, years of experience, and education levels. Section 3 examined the principals’ perceptions of the importance of each of the 10 skills. Data collected from the survey provides information from principals about their perceived use and the importance of the 10 skills for successful school leaders. The data is also disaggregated based on the principals’ gender, school type, school level, and years of experience.

**Theoretical Perspective**

The theoretical concept that guides this study is based on the National Association of Secondary School Principal’s framework for successful school change (NASSP, 2014). In *Breaking Ranks II*, NASSP (2014) developed a new framework called *10 Skills for Successful School Leaders*. In this model, NASSP (2014) focuses on developing school leaders who are responsible for leading the process of change. According to NASSP (2014), “The only way to improve schools is to increase the capacity of those who work in schools” (p. 5).

NASSP (2014) considers developing the performance of school leaders as the first step of change in the process of improving overall of school performance. Specifically, in order to develop school leaders as successful change agents, NASSP (2014) argues school leaders need to be engaged in professional development activities that enable them to identify their strengths and weaknesses. Furthermore, NASSP (2014) also considers enabling school leaders to examine their readiness for change through self-assessment as a basic requirement for effective change. According to NASSP (2014), the effectiveness
of professional development for principals is contingent on the ability of principals to assess their performance and identify their professional needs.

As stated, the NASSP (2014) model consists of 10 leadership skills. These skills include: (1) setting instructional direction, (2) teamwork, (3) sensitivity, (4) judgment, (5) results orientation, (6) organizational ability, (7) oral communication, (8) written communication, (9) developing others, and (10) understanding your own strengths and weaknesses. Based on this framework, NASSP (2014) developed a self-assessment to examine the existence of these skills from the principal’s perspective. For this reason, the NASSP (2014) framework fits nicely as a comprehensive model for examining the leadership capacity of Saudi principals to lead current educational reform initiatives and the vision established by the MOE.

Conceptual Framework and Explanation

Figure 2 illustrates the conceptual framework used to guide this study, as developed by the National Association of Secondary School Principals. As stated throughout this chapter, NASSP (2014) developed a framework called *10 Skills for Successful School Leaders*. NASSP’s (2014) *10 Skills for Successful School Leaders* framework was utilized in this study to determine Saudi principals’ perceptions of the current applications and perceived importance of these skills. The use and importance of NASSP’s (2014) 10 skills was examined in the light of the Saudi MOE’s new vision and expectations for school leaders.

The first level of the framework shown in Figure 2 shows the four major themes used to organize the 10 skills comprising the NASSP (2014) framework. These themes include: (1) educational leadership, (2) resolving complex problems, (3) communication,
Figure 2. NASSP’s 10 skills for successful school leaders.
and (4) developing self and others. The 10 skills are represented in the next level of rectangles. The educational leadership theme, for example, includes setting educational direction, teamwork, and sensitivity. NASSP (2014) argues that all 10 leadership skills are essential for effective school leaders.

The next part of the framework illustrates how the perception and use of the 10 skills provided NASSP framework relates to the MOE vision and expectations. This leads into the two research questions represented by the two boxes on the side, followed by the third research question represented by the rectangle below. The last rectangle represents the results of the study.

**Significance of the Study**

This study may be significant to the Ministry of Education in Saudi Arabia, as its education reform initiatives depend on principal leadership capacity to lead in a time of dramatic, unprecedented change. The study presents a snapshot of how one group of Saudi principals perceive their use and the importance of the NASSP’s (2014) 10 skills in relationship to the new Saudi MOE vision for principal roles and responsibilities. Three different levels of the education system, including principal professional development, school performance, and the Saudi MOE might benefit from the results of the study.

The study might also contribute to the literature on the development of principal leadership capacities to be effective 21st century school leaders. As current literature acknowledges the critical role of school leaders to improve school performance and the process of change, this study might contribute to the field by producing meaningful understandings of the perceived use and importance of the leadership skills required for change.
Limitations

This study is limited to public school principals employed by Ministry of Education, who belong to Tabuk School District and participated in the study. Therefore, the results from this study cannot be generalized beyond the Tabuk province or to principals in private, religious, and foreign schools.

Summary

The MOE, school community, and society at large are beginning to hold current principals in Saudi Arabia accountable for improving student achievement and leading the process of change. As a result of the implementation of the new MOE vision, principals are expected to play different roles and must improve their leadership ability to successfully lead schools. The literature demonstrates the importance of principals’ role in overall school performance, as well as the importance of developing principals’ leadership skills, and suggests a need for new leadership skills for the 21st century (Davis et al., 2005; Fullan 2001; Razzaq & Forde, 2013; Schleicher, 2012; Wallace, 2007). The literature does not, however, reveal how Saudi principals perceive their use of these leadership skills in order to be successful school leaders, nor does it reveal the importance of these skills to Saudi principals. The purpose of this study, therefore, was to determine the degree to which Saudi principals believe they use these leadership skills and how they perceive the importance of these leadership skills under the new MOE vision and expectations. The current literature regarding the importance of school leadership from different global perspectives, school leadership and change, Saudi education reform, and the 10 Skills for Successful School Leaders model are discussed next in Chapter II as they relate to this study.
CHAPTER II

LITERATURE REVIEW

In today's ever-changing world, education systems focus on increasing students' academic achievement, and providing them with the skills needed to meet the increasing demands of life and work. To achieve this goal, education reform efforts around the world place school leadership, especially the leadership of principals, at the center of reform processes (Schleicher, 2012). As Harvey and Holland (2013) noted, “The simple fact is that without effective leaders most of the goals of educational improvement will be very difficult to achieve” (p. 15). Therefore, cultivating leadership capacity of principals (i.e., knowledge, skills, and dispositions) through professional development is imperative for leading successful education reform initiatives. This chapter addresses the literature relevant to school leadership, principal professional development as a school reform strategy, the Saudi education reform initiative, and the 10 Skills for Successful School Leaders (NASSP, 2014) framework as they relate to the three research questions identified earlier.

Overview of School Leadership

Leadership in general is considered to be one of the most complex phenomena (Burns, 1978; Schein, 2010). The complexity of the definition is exacerbated by the many conceptualizations of leadership (Bush, 2011). Leadership has been defined in different ways, such as the position of leaders, the process leaders use, power relationships, or the impact of leadership. Northouse (2010) considers the differences in leadership definitions as the result of viewing leadership from a personality, skills, or transformational perspectives. Nevertheless, accepting the complexity of leadership is a crucial step to
conceptualizing the concept and understanding the impact of leadership on organizations and people (Gardner, 2000). This is especially important as the concept is getting more complicated with the current explosion of information, technology, and the requirements for high standards of competence (Schein, 2010).

Burns (1978) attributed the misunderstandings of leadership to the irresponsible exercise of power by leaders. Burns (1978), therefore, focused on the importance of building an intellectual framework to understand the concept, elements, and standards of leadership. He described the lack of a clear understanding of leadership as a crisis wherein many people do not know the real meaning of leadership or the characteristics of leaders. Burns (1978) believed that without a clear understanding of the concept of leadership, people cannot distinguish among leaders, rulers, power wielders, and others, and cannot evaluate their leaders. According to Burns (1978):

If we know all too much about our leaders, we know far too little about leadership. We fail to grasp the essence of leadership that is relevant to the modern age and hence we cannot agree even on the standards by which to measure, recruit, and reject it. (pp. 2-3)

Burns (1978) defined leadership as “A structure of action that engages persons, to varying degrees, throughout the levels and among the interstices of society” (p. 3). He considered understanding the nature of influence that ties leaders and followers together as indispensable in understanding the process of leadership. Gardner (2000) defined leadership as “The process of persuasion or example by which an individual or leadership team induce a group to pursue objectives held by the leader or shared by the leader and his or her followers” (p. 17). Finally, Kouzes and Posner (2011) defined leadership as a
relationship that can be exercised by anyone. In conclusion, leadership is a collective process that includes leaders and followers, wherein an individual or a group of individuals motivate and encourage followers to achieve common goals (Burns, 1978; Bush, 2011; Cuban, 1988; Gardner, 2000; Northouse, 2010; Yukl, 2002).

As leadership has different definitions, it also has different theories as well. The uniqueness of the field of education, however, limits the application of some of leadership theories (Bush, 2011). What works in public organizations or private businesses sometime does not necessarily work in education. The next section addresses the most common theories used in the Saudi education system, which includes transformational and transactional leadership. In recent years, the Saudi Ministry of Education decided to improve the educational system by utilizing transformational leadership theories, especially at the school building levels.

**Transactional Leadership**

Transactional leadership is a process of reciprocity and exchange between a leader and his or her followers (Burns, 1978; Miller & Miller, 2001; Northouse, 2010). According to this definition, the exchange between leaders and followers is the main engine that drives the process. Leaders expect followers to do something, and at the same time, followers expect leaders to do something in return. The process is characterized by mutuality, expectations, obligations, commitment, and rewards. As Burns (1978) noted, “Such leadership occurs when one person takes the initiative in making contact with other for the purpose of an exchange of valued things” (p. 19). The exchange or transaction can take different forms depending on the purpose and needs of the two
parties. Transactional characteristics of this kind of leadership can be seen clearly in the role of the leader within the group, or between the groups and other external people.

Transformational Leadership

The purpose of transformational leadership is to transform or change the relationships among people. Transformational leadership is about making a strong connection wherein the leader influences a group of constituents to achieve common goals (Northouse, 2010). Burns (1978) also described the process of transformational leadership as occurring “when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 20). Leithwood, Jantzi, and Steinbach (1999) further defined transformational leadership being based on a leader’s ability to increase followers’ personal commitment to meet organizational goals. The essence of transformational leadership resonates around the leader’s ability to influence followers and achieve shared goals (Northouse, 2010).

Morality and commitment are also cornerstones of the concept of transformational leadership. They have a great impact on both the leader and the followers by raising the level of human conduct and ethical aspiration (Burns, 1978; Leithwood et al., 1999). Transformational leaders establish mutual relationships to communicate their vision, values, and goals with followers, which allows them to develop broad discussions and strong commitments. Furthermore, these relationships give leaders the opportunity to better understand followers’ motives, needs, and interests, which can also be used to raise motivation. In the process of transformational leadership, leaders focus on responding to constituents’ needs and motives to achieve the goals of organization.
Finally, transformational leadership is not just about meeting individual needs and interests, but is also about inspiring followers to adapt their vision, goals, and values to meet and execute the needs of the organization (Leithwood et al., 1999). The success of transformational leadership depends mainly on the quality and characteristics of leaders, as they are the taskmasters and goal-setters in the process of leadership.

**The Roles and Responsibility of School Principals**

Many education systems around the world acknowledge that the school principal plays and will continue to play an indispensable role in educational reform and school improvement. Specifically, the acknowledged function of the principal lies in the multiple roles and responsibilities an effective principal has in leading the process of change (Davis et al., 2005; DeVita, Colvin, Darling-Hammond, & Haycock, 2007; Fullan 2001; Razzaq & Forde, 2013; Schleicher, 2012). This includes dealing with different internal and external stakeholders.

The importance of the school principal is described in the following quote by Whitaker (2012), who considered the principal as the school filter when he stated, "When a principal sneezes, the whole school catches a cold" (p. 36). The National Association of Elementary School Principals (2008) described the new expected role of principals by saying,

- Principals can no longer simply be administrators and managers. They must be instructional leaders focused on improving student achievement.
- They must be the force that creates collaboration and cohesion around school learning goals and the commitment to achieve those goals. (p. 2)
Other scholars went beyond this description, describing the nature of principalship as, "The kind of job where you're expected to be all things to all people" (Barnes, Camburn, Sanders, & Sebastian, 2010, p. 58). Overall, the scope of school leadership has increased, as principals represent a source of influence that goes beyond the school walls to the different people and organizations around them.

Principals play essential roles in setting school direction, which includes developing shared goals, managing the curriculum, monitoring organizational performance, and promoting effective learning and teaching for all learners (Davis et al., 2005; DeVita et al., 2007; Fullan 2001; Leithwood, 1994; Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004). They also play an important role in the process of staff development (Hallinger, 2003). Principals develop deep understandings on how to improve the effectiveness of teachers and other staff by monitoring their performance and providing them with necessary support and professional development (Portin, 2009; Whitaker, 2012).

The principals' core job is also to provide all learners and school staff with an educational environment conducive for learning and creativity (Fullan, 2001). Effective principals focus on creating and maintaining healthy learning cultures for all learners by transforming schools into learning organizations (Leithwood et al., 2004; Thorne 2011). Building mutual communication between schools and communities is an essential key to creating such a learning environment. Establishing effective communication with a large range of stakeholders enables principals to enhance school effectiveness through collaborative work, networking, and sharing resources. These relationships help to increase the influence of school leadership in the community, and to reach greater
numbers of stakeholders. Overall, involving the local community in the school process helps the principal to achieve school goals more effectively (Leithwood & Jantzi, 2006; Portin, 2009; Schleicher, 2012).

Beyond what has already been described, Davis et al. (2005) identified several additional roles of school principals, which included: (a) educational visionaries, (b) instructional and curriculum leaders, (c) assessment experts, (d) disciplinarians, (e) community builders, (f) public relations experts, and (g) facility managers. Stakeholders also expect principals to play the role of mediator in solving conflicts of interest among parents, teachers, students, district office officials, unions, and state and federal agencies. Furthermore, Davis et al. (2005) emphasized the significant role of principals in meeting current and future student needs.

To conclude this section, Leithwood et al. (2006) summarized the main responsibilities of successful school leaders under four categories:

- **Developing a vision and giving direction:** Identifying and formulating a vision, creating a shared interest, demonstrating high expectations for performance, promoting the acceptance of group objectives, monitoring organizational performance, and communicating.

- **Understanding and developing people:** Providing intellectual stimulation, giving individual guidance, and setting a good example. The school leader builds on the knowledge and skills of teachers and other personnel to achieve school objectives.

- **Redesigning the organization:** Building on culture and cooperative processes, managing the environment and working conditions, building and maintaining
productive relations with parents and the community, and connecting the school with the wider environment.

- **Managing the teaching and learning program**: Creating a productive working environment for both teachers and students, promoting organizational stability, guaranteeing effective leadership with the focus on learning, appointing teachers and supporting staff to implement the curriculum, and monitoring school activities and performance. (pp. 11-13)

**The Impact of School Principals on Student Learning**

As discussed above, the increased global interest in developing school leadership focuses on the influence principals have on the overall learning process, especially student achievement. Recent studies examining the impact of school leadership on student achievement found leadership ranks second only to teacher quality among school influences on student learning (Leithwood et al., 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010). Leithwood et al. (2006) linked the success of schools to the availability of effective leadership as they stated, "There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership" (p. 5).

Marzano, Waters, and McNulty (2005) conducted a meta-analysis of 69 studies to determine the effect of school leadership on student achievement. The findings of the study indicate that there is a strong positive relationship between school leadership and student achievement. The authors also identified 21 leadership responsibilities associated with student achievement. Marzano et al. (2005) classified these responsibilities into 66
practices of first and second orders of change. Overall, the main products of analysis confirm the crucial role of principals as change agents for school success.

School leadership indeed plays a major role, especially on the part of school principals, in the process of learning and student achievement (Leithwood et al., 2004). As mentioned, Davis et al. (2005) reviewed research regarding the influence of school leadership on student learning. The findings of the study confirmed the effects of school leadership on student achievement as the second most important element after the quality of the classroom teachers. Finnigan and Stewart (2009) examined principal leadership in low-performing U.S. schools, and found that principals play an indispensable role in leading the process of school development, not only having an affect on student achievement, but also on teacher performance and school culture.

An additional major role and responsibility of principals is to support and encourage teachers to grow professionally. As suggested, effective principals create and maintain a learning environment conducive for creativity, not only for students, but also for teachers and other staff to be successful. Helping teachers to grow professionally influences the classroom and student performance. Thus, teacher professional development should be one of the top priorities of principals. Several activities that principals can implement to help teachers to be more successful in the classroom include mentoring, workshops, open discussions, and self-reflection (Whitaker, 2012; Yager & Yager, 2011).

To conclude, research supports the importance of acknowledging and understanding the role of principals to lead school improvement and the process of change (Davis et al., 2005, Duke, 1988; Leithwood et al., 2004; Portin, 2009; Schleicher,
The concept of school leadership has moved beyond promoting teaching and learning as educators; policymakers, the public, and other stakeholders have begun to accept the importance of providing principal professional development to lead education. This has placed greater pressures and accountability on principals.

**The Importance of Using School Leadership as a Strategy for Reform**

There has been increased international interest in school leadership as a reform strategy over the last two decades (Schleicher, 2012; Wallace et al., 2011). The global consensus concerning school leadership acknowledges the essential role of the principal in leading education reform and school improvement. Since the success of education reform initiatives depends on the effective leadership skills of principals, different education systems around the world are now addressing professional development for principals (Davis et al., 2005; Bush, 2011; Fullan, 2009; Hallinger, 2003; Schleicher, 2012; Wallace et al., 2011). In essence, school leadership as a reform strategy requires advancing principal professional development in order to successfully lead school reform initiatives.

**Principals’ Professional Development as a Strategy for Change**

The increasing demand on principals to lead education reform initiatives has elevated developing principals' capacity to the top of global education priorities. Recent research, suggests principals' professional development has become the cornerstone for not just education reform initiatives, but also in creating sustainable school improvement. How leaders can develop the necessary knowledge, skills, and dispositions to exercise their new role as the leaders of change, however, remains in question.
Paese and Singar (2014) studied the role of leaders in time of change. The findings of the study showed organizations that do not provide leaders with sufficient guidance, professional development, and support, pay a high price in both the short and long-term. Leaders have been developed and trained for a specific purpose, but now many things have changed. If organizations want to survive, they have to think about their leaders as change agents who will lead the process of change to accomplish organizational goals. The study by Paese and Singar (2014) indicates that a unique mix of leadership skills is necessary to lead the process of change. Therefore, leaders who are expected to lead change must also be considered as primary recipients of the training and sustained support needed to successfully navigate and adapt to change.

Research suggests that principal preparation and professional development programs should link their content to national standards to ensure effective influence on practice (Robison, 2013; Throne, 2011). Without building nationwide professional development programs based on standards, the effectiveness of these programs will be inconsistent (Davis et al., 2005). Linking principals’ capacities, knowledge, skills, and dispositions to professional leadership standards enables principals to overcome current limitations, and to deal with the new realities of the job.

Thorne (2011) believed improving the professional practices of principals begins with recognizing the unique position they occupy. Sometimes principals receive professional development with teachers or with other school staff even though their roles and responsibilities go beyond teaching and instruction. Hitt, Tucker, and Young (2012) recommended that the content of principal professional development should be individualized and job embedded. They found that principals provided with
individualized professional development perform better those who received more general professional development. Mendels and Mitgang (2013) also emphasized that ongoing individual support is essential not only for novice principals, but also for experienced principals. They considered individualized coaching as an essential continuous approach for principal professional development.

Considering principal viewpoints might help professional development providers to identify principals' needs and design specific, meaningful supports accordingly. Duke (1988) believed that including principals in defining their own professional development needs plays an important role in retaining successful principals over time. Similarly, Leithwood et al. (2004) believed it is essential for professional development providers to seek out principals' attitudes in developing effective principal support.

In order to increase principals' capacities to lead school reforms, Fullan (2009) supported exposing principals to real reform situations through creating growth opportunities relevant to school improvement and change. This strategy helps principals to conceptualize their own theories of change and consistently apply them into new situations. This strategy also enables schools to become better learning organizations that lead the process of change as they invest in principal professional development. Davis et al. (2005) reviewed several professional development programs for school leaders provided by universities and found an obvious disconnect between these programs and real-life settings. Currently, many programs do not recognize the importance of dealing with principals as change agents, nor do they provide them with specialized professional growth.
Findings of NASSP interviews with hundreds of school leaders found that one of the shortcomings of principal professional development programs is the lack of a focus on leadership skills required for effective school improvement and change (NASSP, 2014). In fact, many school leaders consider preparation programs as programs that merely provide them with leadership theories and practices without any practical application. In contrast, Mendels and Mitgang (2013) suggested the development of effective principals requires four essential elements: “principal standards, high-quality training, selective hiring, and a combination of solid on-the-job support and performance evaluation” (p. 49). Linking leaders’ performance to national leadership standards can help guide principal assessment and establish professional development. Without agreed-upon criteria, observers will not be able to differentiate between effective and ineffective leaders.

International Experiences of Principal Professional Development as a School Reform Strategy

Contemporary educational reform efforts around the world show that different countries share similar concerns; however, often implement different strategies to reform education systems. Increasing student achievement is always the main goal of reform. This leads education reformers to address major influences on school improvement such as curriculum, instruction, teachers, and school leadership. The development of school leaders to facilitate the process of change has become a major goal of school reform efforts in countries such as Canada, the United States, the United Kingdom, Singapore, Scotland, Finland, Australia, and Saudi Arabia. The Organization for Economic Co-operation and Development (OECD) presented a background report for an international
summit on the teaching profession. This report summarized the different global efforts in reforming education (Schleicher, 2012).

In 2004, the Ontario government launched a new education reform plan called, Energizing Ontario Education, to increase student achievement, narrow the gaps in student achievement, and increase public confidence in education. To achieve these goals, Ontario worked with different key stakeholders, including school boards, teachers unions, school administrators, other practitioners, and academicians to come up with a shared strategy for school reform. The reform strategy focused on developing effective school leaders by recruiting highly qualified principals and providing them with continuous professional development based on a specific leadership framework (Schleicher, 2012).

The Ministry of Education in Australia also focused on the development of school leaders as a change strategy to improve the process of teaching and student achievement (Schleicher, 2012). This led to the implementation of a new strategy to improve school leadership, which consisted of designing national professional standards for teaching and school leadership and providing high-quality professional development for teachers and school leaders. The National Professional Standard for Principals include three requirements for leadership: (1) vision and values (2) knowledge and comprehension, and (3) personal qualities and social and communication skills. These requirements focus on developing school leaders to lead the process of learning, developing self and others, leading school improvement, innovation and change, leading school management, and engaging and working with the community (Schleicher, 2012).

Education reform initiatives in the United States also indicate that the
development of school leadership has become a top priority to reform educational outcomes and increase student academic achievement. DeVita et al. (2007) explained the essential role of school leaders for education reform, stating, “Our efforts to improve public education in this country will not succeed until we get serious about strengthening school leadership” (p. 4). The national focus in the United States has gone beyond acknowledging the role of school leadership, to the investment and implementation of school leadership as a change strategy. This shift has placed greater focus on developing school principals to be the leaders of change, especially after the NCLB Act of 2001.

DeVita et al. (2007) addressed four realizations that should be taken into account in order to developed effective school leaders. The first realization is that school leadership is the cornerstone for reform success. The second is districts should select future leaders deliberately and provide them with training and professional development. Thirdly, principal preparation programs should be improved in order to develop successful school leaders. The fourth realization is that continuous professional development should be always available for both veteran and novice leaders. School leaders are the cornerstone and key success to lead education reform successfully (Fullan, 2009). Paying attention to developing school leaders increases the potential for success in education reform.

In the United Kingdom, the recent education vision focuses on transforming schools to be academies. This transformation also depends on strong school leadership. The new vision has placed British school leaders at the center of the reform process to transform schools to academy status. This change increased principals' responsibilities, and transformed their roles to lead unprecedented changes. The new changes in the UK
education system brought opportunities for learning, but at the same time, presented challenges for school leaders. The National College for Teaching and Leadership (NCTL) is an executive agency sponsored by the UK Ministry of Education to improve the quality of the education (gov.uk, 2015). NCTL believes that achieving the new vision begins from acknowledging the crucial role of principals in school improvement, clearly defining principals' new responsibilities, and providing them with appropriate professional development. It is the belief of NCTL that these recommendations will enable principals to enhance school outcomes and overcome unexpected challenges (Earley et al., 2012; Wallace et al., 2011).

Singapore, in recent years, has also focused on developing school leaders as a change strategy. Implementing this strategy has led Singapore to become one of the most successful countries in developing school leaders. Singapore's leadership development strategy focuses on assessing potential leaders and fosters leadership opportunities among young teachers. This strategy focuses on selecting successful teachers as potential future school leaders and provides them with specific professional development opportunities to become change agents. Selected potential leaders spend a great amount of time at the Ministry of Education, and attend school leadership and management programs at Singapore’s National Institute for Education. Singapore's school leadership project includes ongoing professional development, incentives, and job advancement, where experienced principals can aspire to become superintendents or heads of departments at the Ministry of Education. Singapore's education reform strategy has broad recognition, and has influenced many countries to focus on developing school leaders as change agents (Schleicher, 2012).
Finland’s interest in school leadership development is quite different from other countries. Because of their current success in academic achievement, the Finnish education system considers school leadership an essential factor for sustaining their current competitive advantage in student performance. The results of the OECD (2007) review recommends that Finland should pay attention to the development of school leadership through ongoing development of principals, not only to maintain their current success, but to also overcome potential future challenges, such as principal retirement, school budgets, and immigration issues (Schleicher, 2012).

Finally, the recent education reform efforts around the world that consider principals as change agents have encouraged Saudi Arabia to strongly consider school leadership as a vital change strategy in the process of education reform. Educators in Saudi Arabia have realized the critical importance of developing principals' leadership capacity to enable them to lead the process of education reform. The Saudi MOE has made some necessary changes in its education system to enhance the leadership capacity of principals to enact the new MOE vision and expectations. Part of the MOE vision focuses on identifying principals' new responsibilities, increasing their power, and developing their leadership capacity to successfully lead change process (MOE, 2011).

**Overview of Saudi Education Reform**

The process of reforming the Saudi educational system is discussed in a Ministry of Education document entitled, “National Strategy for Education Development” (MOE, 2011). This document addresses several topics including reasons for change, MOE’s efforts to reform the educational system, the new vision, goals, strategies, and projects to
implement reform initiatives. Each one of these topics is discussed briefly in the next sections based on analysis of reform document.

Reforming the educational system has become a top priority of the Saudi society and government. There is a national consensus on the importance of improving school performance to fulfill the requirements of the 21st century. Local and global challenges have increased the sense of urgency for a systematic and organized efforts to reform the Saudi education system to equip students with the knowledge, skills, and trends of the 21st century through a strategic vision and plan. Saudi society and government have realized these challenges and the crucial role education plays in leading the improvement process to achieve the ambitions of the nation.

The Saudi education system has historically operated as a highly centralized system wherein the MOE develops the vision, mission, goals, and expectations for all public schools. Principals in public schools would traditionally receive detailed plans from the MOE and then act as school managers, merely implementing the plans from the central government. The top-town education system is considered to be one of the major challenges to the process of change in schools. The lack of principal preparation has made this issue even more complicated, as principals have been prepared to lead schools for the former purposes set by the ministry. The MOE, therefore, decided to gradually decentralize the educational structure, starting with giving regional offices and schools more power, authority, and responsibilities to lead the change process. The gradual implementation of learning communities provides schools with a developmental process to help them achieve the new desired vision more quickly and effectively.
The MOE has responded to national concerns and taken great steps to improve education outcomes. In particular, the MOE has established several projects addressing different aspects of education, such as developing a national curriculum, providing preschool education for all students, providing programs for gifted students, and providing professional development for teachers and principals.

**The Saudi Strategy to Reform Education**

After conducting a comprehensive examination of the Saudi educational system focused on diagnosing its conditions, identifying aspects of strength and excellence, and determining its shortcomings, a group of MOE experts decided how to develop the new strategy for change. The new strategy focused on enabling principals to be transformational leaders and to lead the process of change in the light of the MOE vision and expectations. The strategy lays out a set of broad goals to guides the desired vision. These goals include: (a) creating a positive learning culture, (b) improving learning performance, and (c) developing strong relationships with the community. The MOE also developed strategies to achieve reform goals, including the following:

- Building a development model based on a new vision for school, its roles, its operations, and its relationship with the internal and external stakeholders.

- Increasing the capacity to make the change at all education levels that include Ministry of Education, offices of education, and schools.

- Achieving sustainable development through effective policies and organizations, including establishing new organizations within the education system and restructuring current organizations. The new changes also focus on rebuilding the
capacity of current organizations to make continuous improvements in operations and policies.

- Managing change and social communication. Achieving the school new model concentrated on students requires continuous communication with all internal and external stakeholders to achieve the complete societal partnership, and to manage change effectively as well. (MOE, 2011, p. 37)

To summarize, for school reform to be successful in Saudi Arabia, the MOE realized the importance of revising the current educational system based on its new goals. Developing a new vision aligned with the broad goals of schooling is essential to ensuring consistent nationwide changes in all schools.

**The New School Vision**

The Ministry of Education in Saudi Arabia is officially in charge of developing and reforming the education system. As result of different internal and external challenges, especially low student achievement, the MOE decided to reform the education system based on a clear vision. The new vision of education reform in Saudi Arabia focuses on transforming schools to become learning organizations, and principals to be change agents for that process (MOE, 2011). Senge (2000) defined learning organizations as, “Involving everyone in the system in expressing their aspirations, building their awareness, and developing their capabilities together” (p. 5). The purpose of creating learning organizations is to give schools more power and independence, to improve educational outcomes, and to increase student achievement. The following points summarize the characteristics of learning organizations provided by the new Saudi vision:
• Schools should focus on the learner as the center of the learning process.

• Schools should provide learners with a high quality education corresponding with 21st century requirements.

• All the school facilities should be attractive and conducive to learning.

• Schools should be learning organizations that support learning for all school personnel.

• Schools should be led by professional leaders and qualified teachers.

• Schools should build community partnerships. (MOE, 2011, p. 46)

Recognizing this, the MOE school reform effort in Saudi Arabia is based on the concept of developing learning communities. The principal plays an essential role in this process as schools transition from top-down bureaucratic structures to become learning organizations. As stated, the MOE’s new vision, therefore, places principals at center of education reform. The new vision focuses on giving principals more autonomy and responsibilities to meet the new expectations: (a) building a vision concentrated on student learning, (b) developing the process of education and learning, (c) managing the process of change wisely, (d) employing communication skills with all stakeholders, and (e) fostering a creative and innovative environment to develop learning communities (MOE, 2011).

To conclude, the new expectations developed by the MOE for how principals lead their schools, are a complete departure from historical expectations (MOE, 2011). Principals are expected to take different roles and responsibilities according to the process of change. Principals will be in charge of leading and maintaining reform initiatives in their schools. The new role of principals is discussed in the next section.
Tatweer Development Schools as Models of Change

In order to reform the Saudi education system and to translate the new MOE vision into practice, the MOE established a national education project called Tatweer. Tatweer focuses on the different components of education, including students, teachers, principals, school leadership, curriculum, instruction, policy, evaluation, assessment, school climate, and parental involvement. Developing principals as school leaders, however, is a primary focus of the Ministry initiative (MOE, 2011). The initial focus of the new Tatweer school development project was on empowering offices of education and schools to work together to build professional learning communities in schools. The Tatweer project also aims to identify the internal and external relationships that can help facilitate the process of change. In sum, the project seeks to restructure schools to support the concept of professional learning communities as a model for school reform throughout the country.

The Tatweer school development model gives opportunities for all levels of school leadership to exchange knowledge and experience. It also establishes a set of tools for the development and constant improvement of the learning process. Beyond this, Tatweer enables schools to grow and develop by building professional networks among all educational organizations. Furthermore, these learning communities may have a positive impact on students, teachers, administrators, and principals, which would be reflected in the success of the school. The Tatweer strategy for education reform consists of this specific set of strategic principles: (a) the concept of learning communities, (b) the model is a process rather than a result, and (c) the model is developed incrementally (MOE, 2011).
These principles illustrate the theoretical framework for school development that aims to achieve the characteristics of effective and life-long learning. Achieving these characteristics requires collective efforts of from the entire MOE and its regional offices. All these departments should work in a collective and consistent way to achieve the Tatweer goals. The school takes, however, a distinct position in the embodiment of quality educational practices according to the concept of learning communities. Thus, the development of school leaders has an important impact in creating institutional change.

**The Role of School Leadership in the Process of Change**

As stated, in order to transform schools to be learning organizations, the MOE embraced a new strategy focused on empowering school leadership, especially school principals. The MOE believes that principals are the change agents of education reform, and considers developing principals’ leadership capacity as the cornerstone of implementing and leading reform initiatives. The MOE also believes the success of education reform depends on the presence of effective school leaders who are able to translate creative thoughts into practice. Without such leadership, schools cannot be transformed to become learning organizations. The MOE, therefore, identified a set of specific leadership qualities and skills for principals to achieve the vision of the MOE that include: (a) visionary and direction skills, (b) change management skills, (c) motivational skills, (d) decision making skills, (e) problem solving skills, (f) communication skills, and (g) leadership skills (MOE, 2011).

The MOE considers transforming schools from their current situation to professional learning communities as a primary task of leading schools in this time of change. Changing schools to be learning organizations requires effective school
leadership that harnesses and uses all available tools and resources to achieve this goal. It’s the responsibility of school leadership, especially principals, to transform schools through communication of clear, common visions, missions, goals, and values. The MOE knows that achieving these aims depends on the principal’s ability to involve everyone in the process of change. As stated in the MOE vision, “What distinguishes learning organizations from other types of organizations is the collective commitment of certain guidelines that determine what all school members believe and seek to accomplish” (MOE, 2011, p. 39), while the mission of school leadership is to create a supportive climate where all school personnel believe they are valued members of the school community and contributors to the change process.

The MOE embraces the concept of transformational leadership as a school leadership strategy. According to the MOE, transformational leadership is defined as a professional collective human process, based on scientific principles (MOE, 2011). This process provides technical and professional support for all school staff, especially teachers, to improve the effectiveness of teaching and learning. Transformational leadership is one of the most important leadership strategies in the implementation of education reform initiatives that principals use to improve school performance and lead the process of change (MOE, 2011).

School leadership in the new system is expected to take into account the role of internal and external stakeholders. The MOE considers both parties as essential to complement each other in the process of transforming schools to be learning organizations. At the school building level, the principal is expected to work with all school personnel to make sure the concept of professional learning communities is
everyone’s vision. Specifically, the central task of school leadership in Tatweer schools focuses internally on assisting and enabling teachers to perform in an effective and efficient way. Increasing teacher performance within the concept of professional learning communities is a top priority of the principal.

School leaders are also expected to work with external stakeholders to make sure the MOE new vision is communicated and supported by the school community. The school community has an important role in the process of supporting for professional development projects by providing the school with additional resources. Transforming schools to be professional learning organization requires collective internal and external efforts that must be understood and recognized by all stakeholders, especially school leaders.

Finally, enabling principals to lead the process of change requires improving their leadership capacities based on their strengths and weaknesses. It is the responsibility of the MOE, offices of education, and districts to provide principals with professional development programs. The MOE launched a new project, Momaris, to provide principals with more personalized supports that might enable them to be more effective school leaders and meet the MOE new expectations.

**The Momaris Project to Improve School Leadership**

As mentioned earlier, the Tatweer project focuses on different areas of the education system in Saudi Arabia (MOE, 2011). Developing school leadership is one of the most important areas, and has received a lot of attention throughout the reform process. The MOE considers the existence of effective school leadership as a critical foundation for professional learning communities. Effective educational leaders must
have sufficient knowledge, necessary skills, and a real willingness to lead the process of change. Thus, the MOE established a specific program specifically designed to improve principals’ leadership capacities. The Momaris project was developed to further prepare principals to transform their schools toward a professional learning community model.

Momaris was designed to increase principals’ leadership knowledge, develop their leadership skills, and cultivate their experience through specific professional development activities. As stated in a MOE reform document, this initiative is based on best practices as provided by the Singapore National Center for Education (MOE, 2011). This project is expected to maximize the impact of school leadership in Saudi Arabia, since it focuses on transforming principals to be change agents. Education reformers believe that this project will enable principals to lead and facilitate the process of change effectively and efficiently (MOE, 2011).

The Saudi MOE signed an agreement with the Singapore National Institution of Education to provide professional leadership development for educational leaders. As stated, the Momaris project aims to prepare leaders for their new roles in improving the quality of education outcomes. Principals are being exposed to topics such as self-leadership, change leadership, planning leadership, resources leadership, societal partnership leadership, total quality leadership, self-evaluation leadership, professional community leadership, and the leadership of education and learning. This project is intended to enable leaders to be able to do the following: (a) develop educational leaders professionally according to 21st century professional leadership standards, (b) acquire the required skills and experience to be able to deal with local and global changes, (c) develop educational leaders’ skills to be able to examine and measure the school’s
performance, and (d) enable educational leaders on leading the process of change according to learning theory (MOE, 2011, p. 76).

This project has been designed to send small groups of principals and supervisors to Singapore for an intensive three-week training, including several school visits. When trainees return to Saudi Arabia, they use what they have learned to train other principals under a “train the trainer” model for disseminating the professional development (MOE, 2011). While the program was designed based on best practices in other countries, it was implemented in Saudi Arabia without considering principals’ needs and interests.

In order to meet MOE expectations, a close examination of principals’ current leadership capacities must be conducted. Specifically, principals’ leadership knowledge, skills, and dispositions must be determined before providing them with necessary professional development to be successful school leaders. Achieving the MOE’s new vision and goals requires deliberate professional development based on principals’ needs and school goals. To receive effective professional development, therefore, principals should assess their leadership’ strengths and weakness in the light of MOE vision and expectations. One such assessment that most closely matches the Saudi MOE’s vision and expectations is found in the National Association of Secondary School Principal’s framework, *10 Skills for Successful School Leaders* (NASSP, 2014).

**10 Skills for Successful School Leaders Framework**

The National Association for Secondary School Principal’s framework developed in the second edition of *Breaking Ranks: 10 Skills for Successful School Leaders* focuses on providing a workable structure to guide for professional practice (NASSP, 2014). This
framework consists of 10 leadership skills required to improve learning and lead change successfully.

**Theoretical Foundations**

NASSP developed the *10 Skills for Successful School Leaders* framework as a guide for principals to improve school performance and lead the process of change (NASSP, 2014). The theoretical foundation of the NASSP framework is based on the critical role principals play in the process of change. NASSP believes real change requires enabling principals to identify their strengths and weaknesses. Therefore, NASSP focuses primarily on developing school leaders’ skills. According to NASSP (2014), “The only way to improve schools is to increase the capacity of those who work in schools” (p. 5). NASSP considers developing school leaders’ performance as the first step of change in the process of improving the overall performance of the school.

NASSP also considers understanding and examining leaders’ personal capacities as a prerequisite for effective change. In order to develop school leaders into successful change agents, NASSP (2014) requires involving them in the process of professional development. Leaders must be able to identify their strengths and weakness through self-assessment, as the model was built based on the concept that says, “No reflection leads to no adjustment” (NASSP, 2014, p. vii). Through self-reflection school leaders, are able to assess their performance, identify their needs, and set their priorities for professional development.

According to NASSP (2014), enabling school leaders to examine their readiness for change by the self-assessment is also basic requirement for effective change. Evaluating the readiness for change helps leaders in the process of needs analysis.
NASSP (2014) also believes that the self-assessment process enables principals to determine what their goals are, and how to approach them. As NASSP (2014) noted, developing principals depends on their personal ability to assess their performance and determine their needs for professional development.

NASSP (2014) developed the 10 Skills for Successful School Leaders framework based on an analysis of research and real-life practices. NASSP (2014) focused on only analyzing factors affecting school leaders’ performance to develop a full portrait of school reform. The resulting 10 leadership skills include: (1) setting instructional direction, (2) teamwork, (3) sensitivity, (4) judgment, (5) results orientation, (6) organizational ability, (7) oral communication, (8) written communication, (9) developing others, and (10) understanding your own strengths and weaknesses. Thus, the 10 Skills of Successful School Leaders framework is a useful tool for examining the existence of principal leadership skills, and their potential leadership ability to meet the MOE’s new expectations. The NASSP model is described below.

10 Skills of Successful School Leaders Definitions

The subsections below define the 10 NASSP (2014) leadership skills, and are organized according to NASSP’s (2014) four themes (i.e., educational leadership, resolving complex problems, communication, and developing self and others).

Educational leadership. The skills within the educational leadership theme include: (a) setting instructional direction, (b) teamwork, and (c) sensitivity.
Figure 3. NASSP's 21st century leadership skills.
Setting instructional direction. Implementing strategies for improving teaching and learning including putting programs and improvement efforts into action. Developing a vision of learning and establishing clear goals; providing direction in achieving stated goals; encouraging others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.

Teamwork. Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment.

Sensitivity. Perceiving the needs and concerns of others. Dealing tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.

Resolving complex problems. The skills within the resolving complex problems theme include: (a) judgment, (b) results orientation, and (c) organizational ability.

Judgment. Ability to make high quality decisions based on data. Skill in identifying educational needs and setting priorities. Assigning appropriate priority to issues and in exercising caution. Ability to seek, analyze, and interpret relevant data.

Results orientation. Assuming responsibility. Recognizing when a decision is required. Taking prompt action based on data as issues emerge. Resolving short-term issues while balancing them against long-term objectives.

Organizational ability. Planning and scheduling one’s own and the work of others so that resources are used appropriately. Scheduling flow of activities. Establishing
procedures to monitor projects. Practicing time and task management. Knowing what to delegate and to whom.

**Communication.** The skills within the communication theme include: (a) oral communication and (b) written communication.

**Oral communication.** Clearly communicating. Making oral presentations that are clear and easy to understand.

**Written communication.** Ability to express ideas clearly and correctly in writing; to write appropriately for different audiences—students, teachers, parents, and others.

**Developing self and others.** Finally, the skills within the developing self and others theme include: (a) developing others and (b) understanding your own strengths and weaknesses.

**Developing others.** Teaching, coaching, and helping others. Providing specific feedback based on observations and data.

**Understanding your own strengths and weaknesses.** Identifying personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning.

**NASSP 10 Skills for Successful School Leaders and Their Relationship to Educational Leadership Policy Standards**

The relationship between the NASSP (2014) 10 skills framework and the ISSLC (2008) standards is complementary. ISSLC standards represent the overall performance that school leaders must achieve to be effective. On the other hand, NASSP skills represent the practical applications school leaders practice to meet the standards. In this way, the NASSP skills clarify the desired performance from ISSLC. The definitions, descriptions, and functions of skills and standards explain the strong relationships
between the NASSP framework and ISSLC standards in the context of school setting are shown in Table 1. The matrix also illustrates the importance of the NASSP (2014) skills to meet the ISSLC (2008) standards.

Table 1

*The Relationship Between ISLLC and NASSP’s 10 Skills for Successful School Leaders Framework*

<table>
<thead>
<tr>
<th>NASSP 10 Skills</th>
<th>ISLLC 2008 Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S1</td>
</tr>
<tr>
<td>Setting Direction</td>
<td>✓</td>
</tr>
<tr>
<td>Teamwork</td>
<td>✓</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>✓</td>
</tr>
<tr>
<td>Judgment</td>
<td>✓</td>
</tr>
<tr>
<td>Results orientation</td>
<td>✓</td>
</tr>
<tr>
<td>Organization</td>
<td>✓</td>
</tr>
<tr>
<td>Oral communication</td>
<td>✓</td>
</tr>
<tr>
<td>Written Communication</td>
<td>✓</td>
</tr>
<tr>
<td>Developing others</td>
<td>✓</td>
</tr>
<tr>
<td>Understanding your self</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Educational Leadership Policy Standards: ISLLC (2008) as Adopted by the National Policy Board for Educational Administration**

**STANDARD 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Functions:**

A. Collaboratively develop and implement a shared vision and mission.

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.

C. Create and implement plans to achieve goals.
D. Promote continuous and sustainable improvement.
E. Monitor and evaluate progress and revise plans.

**STANDARD 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Functions:**

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
B. Create a comprehensive, rigorous, and coherent curricular program.
C. Create a personalized and motivating learning environment for students.
D. Supervise instruction.
E. Develop assessment and accountability systems to monitor student progress.
F. Develop the instructional and leadership capacity of staff.
G. Maximize time spent on quality instruction.
H. Promote the use of the most effective and appropriate technologies to support teaching and learning.
I. Monitor and evaluate the impact of the instructional program.

**STANDARD 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Functions:**

A. Monitor and evaluate management and operational systems.
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.

C. Promote and protect the welfare and safety of students and staff.

D. Develop the capacity for distributed leadership.

E. Ensure teacher and organizational time is focused to support quality instruction and student learning.

**STANDARD 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Functions:**

A. Collect and analyze data and information pertinent to the educational environment.

B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.

C. Build and sustain positive relationships with families and caregivers.

D. Build and sustain productive relationships with community partners.

**STANDARD 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Functions:**

A. Ensure a system of accountability for every student’s academic and social success.

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
C. Safeguard the values of democracy, equity, and diversity.

D. Consider and evaluate the potential moral and legal consequences of decision-making.

E. Promote social justice and ensure that individual student needs inform all aspects of schooling.

**STANDARD 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Functions:**

A. Advocate for children, families, and caregivers.

B. Act to influence local, district, state, and national decisions affecting student learning.

C. Access, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

**Justification for Choosing the Framework**

For the purpose of this study, the researcher examined different educational leadership frameworks such as McREL Balanced Leadership, the NASSP (2014) *10 Skills for Successful School Leaders*, the Vanderbilt Assessment of Leadership in Education, the School Leadership Capability Framework, Australia’s National Professional Standard for Principals, and the Wallace Five Pivotal Practices that Shape Instructional Leadership. After examining several frameworks, the researcher found that the *10 Skills for Successful School Leaders Framework*, developed by NASSP (2014)
was a good fit for the purpose of the study. Table 2 explains how the NASSP (2014) framework fits the Saudi MOE’s vision and expectations.

The MOE in Saudi Arabia has established a set of new expectations for potential principals to lead the process of change. In order to meet MOE expectations, principals in Saudi Arabia need to not only increase their knowledge, but also to assess their leadership skills based on a validated leadership framework. The *10 Skills for Successful School Leaders* (NASSP, 2014) framework most closely matches the MOE expectations, and will enable principals to identify skills required to lead change successfully.

Table 2

<table>
<thead>
<tr>
<th>MOE Expectations</th>
<th>MOE Qualities and Skills</th>
<th>NASSP 10 Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Build a vision concentrates on students’ learning</td>
<td>• Vision and direction skills</td>
<td>Educational Leadership:</td>
</tr>
<tr>
<td>• Develop the process of education and learning</td>
<td>• Leadership skills</td>
<td>• Setting instructional Direction</td>
</tr>
<tr>
<td>• Manage the process of change wisely</td>
<td>• Motivation skills</td>
<td>• Teamwork</td>
</tr>
<tr>
<td>• Establish mutual communication channels with all stakeholders</td>
<td>• Decision-making skills</td>
<td>• Sensitivity</td>
</tr>
<tr>
<td>• Create and maintain learning environments</td>
<td>• Change management skills</td>
<td>Resolving Complex Problems:</td>
</tr>
<tr>
<td></td>
<td>• Communication skills</td>
<td>• Judgment</td>
</tr>
<tr>
<td></td>
<td>• Problem-solving skills</td>
<td>• Results orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Written Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing Self and Others:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understanding your own strengths and weaknesses</td>
</tr>
</tbody>
</table>

Validity and Trustworthiness of the NASSP Framework

The NASSP (2014) framework focuses on behaviors that improve instruction and promote necessary school change, anchored in standards. These skills are practical, measurable, and based on national leadership standards. NASSP (2014) developed these
skills based on the results of research on school leadership over the last few decades. NASSP (2014) found these skills to be the most effective for successful leaders. The content of each one of the 10 skills is also related to the ISLLC (2008) standards, which focuses on effective leadership performance.

The NASSP (2014) framework also has a strong and valid 360º self-assessment that can be used in different contexts, from multiple perspectives. Leaders can assess their skills, and in turn can be assessed by their supervisors. Including multiple perspectives in the assessment enhances leaders’ performance and reinforces the acceptance of this idea in the field of education. Furthermore, through use of the assessment, supervisors are able to diagnose principals’ strengths and weaknesses before tailoring their professional development and growth. Finally, the 10 Skills for Successful School Leaders Framework has all criteria mentioned by Portin (2009). It is, therefore, a reliable and valid assessment that measures what it is designed to measure, is consistently applied in different contexts, tested for fairness, and a tool for effective performance and contentious continuous improvement.

**Summary**

A better understanding of the importance of school leadership from multiple global perspectives, the role and responsibilities of school leaders in the process of change, education reform in Saudi Arabia, and the 10 Skills for Successful School Leaders, along with the current research on such items were addressed in this chapter. Overall, principals are responsible for improving school performance, and lead the process of change. Research does not currently exist on principals’ opinions of the effective leadership skills (i.e., NASSP’s 10 leadership skills) required to be successful.
school leaders. This study focuses on this research gap. A description of the methods used to conduct the study is provided in Chapter III.
CHAPTER III

METHODOLOGY

There has been a great deal of research examining the impact of school leadership, especially the role of principals, on the improvement of student achievement and school performance (Darling-Hammond, LaPointe, Meyerson & Cohen, 2007; Marzano et al., 2005). A growing body of recent international research has focused on examining the role of school principals as change agents (Schleicher, 2012). However, none of these studies have examined Saudi principals’ capacities to lead the process of change in the light of the MOE’s new vision and expectations. The studies reviewed in Chapter II have overlooked the importance of examining leadership skills required of principals to be effective school leaders, especially from their perspectives, to determine where they are and what they need. This suggests the need for studies that focuses on examining the leadership skills necessary for Saudi principals to lead educational reform initiatives. As Portin (2009) stated, “How can we expect school leaders to improve their performance if we aren’t gathering, and acting on, the right information about the effectiveness of their behaviors and actions as leaders of learning” (p. 2)?

Chapter III presents the research design that was used to collect, analyze, and interpret data about Saudi principals’ perceptions regarding the use and importance of the 10 leadership skills for successful school leaders identified by NASSP (2014). Additionally, the sampling population along with data collection methodologies and their appropriateness to the research design are also discussed. Then, this chapter addresses the data analysis and the techniques used to analyze data in consideration of their
appropriateness to the research questions. The final section of this chapter discusses the limitations and delimitations of the study’s findings.

**Research Design**

The purpose of this study was to examine how Saudi principals self-assess their current use of the 10 skills for successful school leaders (NASSP, 2014) in their work as school leaders, and to determine how they perceive the importance of these skills under the MOE’s vision and expectations. In 2011, the Saudi MOE established a set of new expectations for leading the process of change, which included: (a) building a vision that concentrates on student education and learning, (b) developing the process of teaching and learning, (c) managing the process of change according to a scientific methodology, (d) employing communication skills with all stakeholders, and (e) creating a creative and innovative environment to develop learning communities (MOE, 2011, p. 81).

In order to meet these expectations, principals in Saudi Arabia first need to examine their current leadership capacities based on a validated leadership assessment. The National Association of Secondary School Principals (2014) developed a framework called *10 Skills for Successful School Leaders*, which provides such a validated assessment. NASSP (2014) considers understanding and examining leaders’ personal capacities is a prerequisite for effective change. The NASSP framework closely matches the new MOE vision and expectations, and therefore was used to guide this study. Moreover, the NASSP framework provides school leaders with a self-assessment to identify their leadership skills required to be successful 21st century leaders.

Survey research was conducted to obtain data relevant to the purpose of this study; that is, exploring Saudi principals’ perceptions of the current use and perceived
importance of the 10 skills for successful school leaders under new MOE expectations. Examining principals’ perceptions in the light of MOE expectations helps to determine principals’ capacity to lead the educational reform initiatives launched by MOE. Babbie (2007) considered survey research as the best social method to examine the attitudes or perceptions of an issue from a large group of individuals who cannot be observed directly. According to Gay, Mills, and Airasian (2012) survey research is defined as a process of data collection from individuals to answer questions or test hypotheses through questionnaires, interviews, and observations. Based on this definition, there are three major characteristics involve in survey research design: (1) examining a current issue, attitude, or concern; (2) collecting numerical information from a group of people; and (3) using a questionnaire to answer closed-ended questions.

As stated, descriptive survey is a useful and efficient research method that matches the purpose and goals of the study to collect numerical information of a large population. A descriptive survey approach was appropriate for this research since the purpose of the study was to assess and describe the perceptions of a large group of Saudi principals in regard to a current issue. According to Fraenkel and Wallen (2009), “descriptive survey research involves asking the same set of questions, often prepared in the form of a written questionnaire, of a large number of individuals” (p. 12). The questions of this study focused on examining the current perceptions of Saudi principals regarding the use and importance of the 10 leadership skills required to lead and facilitate change.

The survey in this study was a self-administered, web-based questionnaire used to collect data from participants at just one point in a time. The use of electronic surveys,
especially on-line surveys, has increased dramatically over the past few decades for a number of reasons, including versatility, efficiency, and potential generalizability (Check & Schutt, 2012; Mertens, 2005). The rapid changes in technology and the information explosion have also increased the usefulness of examining the characteristics, behaviors, or attitudes of a specific population using electronic surveys (Dillman, Smyth, & Christian, 2009; Fowler, 2014). Moreover, the process of conducting web-surveys also provides researchers with faster and lower cost results compared with traditional survey research methods. The cost, confidentiality, easiness, standardized procedures, quick results, and accessibility all make online survey more attractive and effective than other survey types. For example, data collected from an online survey can be downloaded on a computer as an Excel spreadsheet and analyzed accordingly (Babbie, 2007; Dillman et al., 2009; Fowler, 2014; Gail, Borg, & Gail, 2007).

Research Questions

The overarching research questions for this study included:

1. How do Saudi school principals assess their current use of the leadership skills required for school change as defined by the 10 Skills for Successful School Leaders model (NASSP, 2014)?

2. How do Saudi principals perceive the importance of applying the 10 Skills for Successful School Leaders to facilitate school change?

3. Is there a relationship between school principals' current use of the 10 Skills and the perceived importance of these skills for Successful School Leaders?

Sub-questions:
1. Are there any significant differences in principals’ current use of the 10 leadership skills based on gender, school type, years of experience, and level of education?

2. Are there any significant differences in principals’ perceptions of rating the importance of applying 10 leadership skills based on gender, school type, years of experience, and level of education?

**Population, Sample, and Site**

Work email addresses were used to recruit and invite all Tabuk school principals to participate in this study. The population for this study, therefore, included all public school principals in Tabuk, Saudi Arabia who belonged to the Ministry of Education Regional Office at the time of the study. Surveying the entire population is considered to be an effective survey technique to collect information from a group of people if the entire population of interest is not too large and is accessible (Gay, Mills, & Airasian, 2012). Fraenkel and Wallen (2009) also considered studying the entire population as preferable by researchers if the process of communication with participants is possible, inexpensive, and not time-consuming. The entire population of 846 Tabuk school principals was easily reached directly via their work email addresses.

As previously stated, with the recent explosion of information technology, including the entire population in a study has become an efficient and reasonable goal of survey research. The use of a web-based survey helped this researcher, who was in the United States, to reach all participants and overcome the challenge of a large geographical distance (Dillman et al., 2009). It is recommended data collection take place within the entire target population if possible instead of making a sample; therefore, no sampling techniques were used in this study. Using the entire population instead
increased participation rate and produced quality information. Furthermore, including all members of population in the study provided them with an equal opportunity to participate in the study, given that a good communication tool was available (Babbie, 1990). Babbie (1990) considered information gathered from participants who belong to the same organization using their membership list as representative and sufficient if all members are included in the study. In summary, including the entire population in this study using an online survey method ensured high participation and increased the quality of information collected from the population.

Potential participants of the study included all public school principals in Tabuk, Saudi Arabia. The total numbers of principals identified were 846 including male, female, elementary, middle, and high school principals as described in Table 3. A link to the survey, a paragraph of explanation and a request for participation were supplied to participants. In addition, two email reminder messages were also sent. The director of the Department of Principal Professional Development in the Tabuk District agreed to provide an email lists to distribute the survey to all public school principals. Prospective respondents’ identities and school affiliation were confidential. So, all individuals had the possibility to participate in the study and at the same time without affecting other individuals.

**Instrumentation**

The data for this study was collected via an online survey titled, “Examining the Existence and Importance of 10 Skills for Successful School Leaders from Saudi Principals’ Perspectives.” The National Association of Secondary School Principals (NASSP) and the Interstate School Leaders Licensure Consortium (ISSLC) developed the
Successful School Leaders survey used in this study to enable principals to assess their own leadership skills (NASSP, 2004). Permission was obtained from NASSP to use the self-assessment survey. Again, the purpose of the survey in this study was to examine principals’ perceptions regarding the perceived use and importance of the 10 leadership skills to lead the process of change. SurveyMonkey was utilized to type the instrument and to create the link to send out to participant emails. SurveyMonkey was also used to download the data into an Excel spreadsheet for further analysis. Descriptive results were generated concerning the demographic information of participants, including gender, school level, years of experience, and the level of education.

Table 3

Population Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Characteristics</th>
<th>Survey Sent</th>
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<tbody>
<tr>
<td>Gender</td>
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<tr>
<td></td>
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<td>School type</td>
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<td></td>
<td>Middle school</td>
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<td></td>
<td>High school</td>
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<td>Gender by school</td>
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<td>Male Secondary</td>
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<td></td>
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<tr>
<td></td>
<td>Female High</td>
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</tr>
<tr>
<td></td>
<td>Total Population</td>
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</tbody>
</table>
The survey consisted of three sections. The first section focused on demographic information including gender, school level, years of experience, and level of education. The second section focused on principals’ perceptions of their use of the 10 leadership skills, which was assessed using a 5-point Likert scale ranging from 1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always. The 67-item measure of principals’ self-assessment of their use of the 10 skills for successful school leaders were randomized in the survey as illustrated in Table 4. Setting instructional direction consisted of 9 items, teamwork consisted of 6 items, sensitivity consisted of 9 items, judgment consisted of 9 items, results orientation consisted of 5 items, organizational ability consisted of 7 items, oral communication consisted of 7 items, written communication consisted of 4 items, development of others consisted of 6 items, and understanding your own strengths and weaknesses consisted of 5 items. For each skill, summing the responses across the items and dividing the scores by the number of associated items created a composite score. The composite scores ranged from 1 to 5. Higher scores indicate higher perceptions of application of the skill, and lower scores indicate lower perceptions of application.

The third section of the survey focused on rating the perceived importance of the 10 leadership skills using a 10-point Likert scale. Respondents were provided with a clear definition of each skill as given by NASSP (2014), and asked to rate the importance of the skills on a 10-point Likert Scale items ranging from 1 = not important to 10 = very important.
Table 4

*Random Distribution of the 67 Survey Questions Based on the 10 Skills*

<table>
<thead>
<tr>
<th>NASSP 10 Skills</th>
<th>Number of Items</th>
<th>Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Instructional Direction</td>
<td>9</td>
<td>Q3, Q12, Q33, Q49, Q56, Q62, Q63, Q65, Q66</td>
</tr>
<tr>
<td>Teamwork</td>
<td>6</td>
<td>Q7, Q13, Q23, Q37, Q1, Q6</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>9</td>
<td>Q4, Q11, Q16, Q20, Q39, Q44, Q54, Q55, Q60</td>
</tr>
<tr>
<td>Judgment</td>
<td>9</td>
<td>Q27, Q14, Q15, Q17, Q24, Q25, Q28, Q35, Q48</td>
</tr>
<tr>
<td>Results Orientation</td>
<td>5</td>
<td>Q26, Q32, Q47, Q57, Q5</td>
</tr>
<tr>
<td>Organizational Ability</td>
<td>7</td>
<td>Q9, Q10, Q18, Q46, Q53, Q64, Q67</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>7</td>
<td>Q21, Q22, Q34, Q40, Q41, Q50, Q61</td>
</tr>
<tr>
<td>Written Communication</td>
<td>4</td>
<td>Q45, Q51, Q52, Q55</td>
</tr>
<tr>
<td>Developing Others</td>
<td>6</td>
<td>Q8, Q31, Q38, Q42, Q43, Q59</td>
</tr>
<tr>
<td>Understanding Your Own Self</td>
<td>5</td>
<td>Q2, Q19, Q29, Q30, Q36</td>
</tr>
</tbody>
</table>

Since the language of the NASSP self-administered survey is different from the respondents’ language, it was recommended to work with a committee or a group of native-speaking colleagues to translate the instrument (Mertens, 2005). The survey was translated into Arabic first by the researcher. Then, two different persons who speak Arabic and English fluently translated the survey back to English to ensure the original content of the instrument was still preserved. Comparing the first version to the two translated versions confirmed the accuracy of the translation process. Moreover, a group of native speakers were given the survey to test the clarity, accuracy, and easiness of the
translation before conducting the study. The process of back translation was done multiple times until a comprehensive instrument reached (Fowler, 2014; Mertens, 2005).

The reliability of the *10 Skills of Successful School Leaders* (NASSP, 2014) survey was established in previous studies wherein acceptable Cronbach’s alpha coefficients were calculated. Face validity refers to the extent to which the content of the instrument covers what it is supposed to be measuring (Babbie, 2007; Gay et al., 2012). NASSP established the face validity of the self-administered instrument through its research-based approach to developing the instrument (Dempster, 2013). Dempster (2013) also determined validity by conducting a factor analysis of the instrument.

As mentioned above, the NASSP (2014) self-administered survey was modified and translated into Arabic language to fit the purpose of this study. It was therefore important to reestablish the reliability of the instrument during the process of analysis in this study by calculating internal consistency. Internal consistency focuses on examining how items are related to each other and with the constructs of the test as a whole. Cronbach’s alpha coefficient was the calculation utilized in this study, as it is the most commonly used test when there are multiple Likert questions in a questionnaire. As Tavakol and Dennick (2011) noted, alpha should be investigated each time the test is administered. Gliem and Gliem (2003) went beyond that, considering calculating and reporting Cronbach’s alpha coefficient for internal consistency reliability as mandatory when using Likert-type scales. The results of this calculation are presented in Chapter IV.

**Data Collection Procedures**

Prior to lunching the survey, approvals were obtained from the Western Michigan University Human Subjects Institutional Review Board and the Tabuk School District.
Respondents’ confidential information was not collected, nor known. SurveyMonkey was used to store responses using password-protected access. At the conclusion of the administration timeframe, the data was exported Excel and then to SPSS (Version 21.0) for statistical analysis. A link to the survey was sent to all 846 principals within Tabuk, Saudi Arabia. The email also contained a cover letter explaining the purpose and significance of the study. The cover letter clearly explained the importance of participating in the study by emphasizing the critical role principals have in leading the process of change in Saudi Arabia. The timeframe for the data collection was four weeks, wherein respondents were given an initial two weeks to respond to the survey, and then another two weeks after a follow-up reminder email with the survey link was sent encouraging them to respond if they had not done so. The follow-up email also included an expression of the researcher’s thanks to participants who had already responded. About five days after sending the first reminder, the researcher checked the database and sent a second follow-up reminder. Questionnaires were monitored constantly as respondents returned them, and data was cleaned up before beginning the analysis (Fowler, 2014; Mertens, 2005).

**Data Analysis Procedures**

Data was exported from SurveyMonkey to Excel and then SPSS (Version 21.0) to perform all necessary data analysis. Frequency tables were used to present the data collected, which included the 67 5-point Likert scale questions for self-assessment of perceived use of the 10 successful school leaders’ skills, the 10 10-point Likert scale questions for assessing the perceived the importance of the 10 skills, and the four
demographic questions. Descriptive statistics such as means and standard deviations were used to summarize the responses of the Likert-scale items.

Research question 1 was: *How do Saudi school principals assess their current use of the leadership skills required for school change as defined by the 10 Skills for Successful School Leaders model (NASSP, 2014)*? For each skill, summing the responses across the relevant 5-point Likert scale survey items and dividing the scores by the number of associated items created a composite score. The composite scores ranged from 1 to 5. Higher scores indicate higher engagement of the skill. To answer research question 1, descriptive statistics (such as means and standard deviations) of the composite scores for each skill are used to summarize Saudi school principals’ perceptions of using each of the 10 Skills for Successful School Leaders (NASSP, 2014). Dependent t-tests were conducted also to see if there were any mean differences among the perceived use of the 10 leadership skills. Correlation coefficients were determined to measure the associations among participants’ perceptions of the 10 leadership skills.

Research question 2 was: *How do Saudi principals perceive the importance of applying the 10 Skills for Successful School Leaders to facilitate school change*? To answer research question 2, descriptive statistics (such as means, standard deviations, and frequencies) of the ratings of the importance for each skill were used to summarize Saudi school principals’ perceptions of the importance of the 10 skills for successful school leaders.

Research question 3 was: *Is there a relationship between school principals’ perceptions of using the 10 skills and the perceived importance of these skills for successful school leaders*? To answer research question 3, Pearson’s correlation
coefficients were computed for self-assessments of use and importance for each leadership skill (Lomax & Hahs-Vaughn, 2012). A p-value less than 0.05 indicates the correlation is significant. The Pearson’s scale ranges from -1.00 to 1.00, where -1.00 indicates a strong negative relationship and 1.00 indicates a strong positive relationship. Values between -.50 and .50 are considered moderate negative or positive relationships. A value of 0 represents a weak relationship (Lomax & Hahs-Vaughn, 2012).

Research question 3 also had two sub-questions. The first sub-question was: Are there any significant differences in principals’ perceptions of using the 10 leadership skills based on gender, school type, years of experience, and level of education? For this question, there were 10 dependent variables (i.e., perceptions of the use of the 10 leadership skills) and four independent variables (i.e., gender, school type, years of experience, and level of education).

Multivariate analysis of variance (MANOVA) measures the strength of the relationship between multiple dependent variables and multiple independent variables. Thus, MANOVA were used to answer this question. According to Olson (1976), Pillai-Bartlett trace statistic is more robust than other multivariate statistics. Pillai-Bartlett trace statistic, therefore, was used as the test statistic in this study to test the hypotheses that none of the independent variables predicts any of the dependent variables. The test is significant if \( p < .05 \) (Lomax & Hahs-Vaughn, 2012). The results for this sub-question were not statistically significant at the \( p < .05 \) level, as shown in Chapter IV. If the results of the multivariate tests had been significant, then 10 analyses of variances (ANOVAs) (one for each dependent variable) would have been conducted to investigate the effects of the four independent variables on each dependent variable.
Two assumptions of MANOVA are: (a) multivariate normality of the residuals, and (b) homogenous variances of residuals conditional on the independent variables. The chi-square QQ (quantile-quantile) plot was used to assess multivariate normality. When the points lie very nearly along a straight line, the normality assumption remains tenable. Box’s M test was used to test for homogeneity of the variance-covariance matrices. If serious violation of the assumptions occurs, data transformation is required before performing any statistical analysis.

The second sub-question was: Are there any significant differences in principals’ perceptions of rating the importance of applying 10 leadership skills based on gender, school type, years of experience, and level of education? For this question, there were 10 dependent variables (i.e., perceptions of the importance of the 10 leadership skills) and four independent variables (i.e., gender, school type, years of experience, and level of education).

MANOVA was also used to answer this question. Again, Pillai-Bartlett trace statistic was used as the test statistic in this study to test the hypotheses that none of the independent variables predicts any of the dependent variables (Lomax & Hahs-Vaughn, 2012). The test is significant if $p < .05$ (Lomax & Hahs-Vaughn, 2012). The results for this sub-question were also not statistically significant at the $p < .05$ level, as shown in Chapter IV. If the results of the multivariate tests had been significant, then 10 analyses of variances (ANOVAs) (one for each dependent variable) would have been conducted to investigate the effects of the four independent variables on each dependent variable. As with the first sub-question, chi-square QQ (quantile-quantile) plots were used to assess
multivariate normality. Box’s M test was used to test for homogeneity of the variance-covariance matrices.

**Limitations and Delimitations**

This study is limited to public school principals in Tabuk, Saudi Arabia, who belong to the Ministry of Education Regional Office at the time of this research study. Therefore, the results from this study cannot be generalized to principals in private, religious, and foreign schools in Tabuk, nor can it be generalized to schools in other states or countries. Despite this limitation, having basic information regarding public school principals’ perceptions is important since no such data could be found at the time of this study.

The second limitation for this study was lack of knowledge on how often principals use their official emails. Although principals’ official email addresses were used to send the survey, there was no assurance that principals used those accounts consistently. The researcher discussed with the directors of MOE Regional Office and Department of School Leadership the best way to contact principals. Principals’ official emails were suggested, as they are the official communication channels with principals. Emails were checked before sending the survey to make sure that all emails are accurate as possible. An invitation letter was sent two weeks ahead to test the email addresses and to encourage principals to participate in the study. Updating principals email list could eliminate the chance that outdated or incorrect email addresses existed and potentially increase participation in the study.

A final limitation to this study was the accuracy of the findings, since self-administered surveys depend on self-report of attitudes, knowledge, and behaviors. Thus,
the validity of information gathered is linked to participants’ honesty. There is a possibility that principals might have responded to the survey in a way they believed would please the MOE, or they may have feared the results might not be totally anonymous and thus affect their positions. However, it is assumed that participants responded to the survey with honest and accurate information.

**Summary**

This chapter explained the methodology used to conduct this study, including the research design, data collection and instrumentation procedures, data analysis, and the limitations of the study. The following chapter illustrates the findings of the study through the use of SPSS, and includes descriptive and inferential statistics. There has been a great deal of research conducted on school leadership that addresses different issues associated with the role of principals as change agents in general. However, none of these studies have examined principals’ leadership skills in Saudi Arabia. Furthermore, most studies have overlooked the importance of examining leadership skills required for principals to be effective school leaders, especially from their perspectives. As Portin (2009) stated, “How can we expect school leaders to improve their performance if we aren’t gathering, and acting on, the right information about the effectiveness of their behaviors and actions as leaders of learning” (p. 2)? Therefore, this study sought to examine current principals’ perceptions of the use and importance of the leadership skills required to increase school improvement and lead the process of change. The results are presented below in Chapter IV.
CHAPTER IV
RESULTS

Chapter IV presents the results of the analyses conducted to answer the research questions of this study. It provides demographics summaries of the study’s sample, as well as the results of tests conducted to make statistical inferences. The purpose of this study was to examine how Saudi principals assess their current use of the *10 Skills for Successful School Leaders* (NASSP, 2014) in their work as school leaders, and to determine how they perceive the importance of applying these skills under the new Ministry of Education vision and expectations.

The remainder of Chapter IV is organized as follows: First, the research questions are restated. Second, participant demographics are presented. Third, descriptive statistics of the response to the study’s survey titled, “Examining the Existence and Importance of 10 Skills for Successful School Leaders from Saudi Principals’ Perspectives” are provided. This section also includes results on the internal consistency reliability analysis conducted to determine Cronbach’s alpha coefficient for the 77 items contained in the survey. The next sections provide the results of analyses used to answer the research questions of the study. These analyses include: (a) correlation analyses to determine the relationships between principals’ perceptions of the current use of NASSP’s (2014) 10 skills and their perceptions of the importance of applying these skills for leading schools change; and (b) multivariate analyses of variance (MANOVAs) to determine if there is a difference between principals’ perceptions of the use and the importance of the 10 leadership skills based on multiple independent variables. The chapter concludes with a summary.
Research Questions

This chapter presents the results of the statistical tests as related to the purpose of the study guided by the following major research questions:

1. How do Saudi school principals assess their current use of the leadership skills required for school change as defined by the 10 Skills for Successful School Leaders model (NASSP, 2014)?

2. How do Saudi principals perceive the importance of applying the 10 Skills for Successful School Leaders to facilitate school change?

3. Is there a relationship between school principals' perceptions of using the 10 Skills and the perceived importance of these skills for Successful School Leaders?

Sub-questions:

1. Are there any significant differences in principals’ perceptions of using the 10 leadership skills based on gender, school type, years of experience, and level of education?

2. Are there any significant differences in principals’ perceptions of rating the importance of applying 10 leadership skills based on gender, school type, years of experience, and level of education?

Summary of Participant Demographic Characteristics

An online survey titled, “Examining the Existence and Importance of 10 Skills for Successful School Leaders from Saudi Principals’ Perspectives” was sent to all public school principals in the Tabuk District of Saudi Arabia. The study sample for this research included 846 principals spread over 418 elementary schools, 259 middle
schools, and 151 high schools. After cleaning and organizing the data for analysis, only 419 out of 846 principals returned the surveys, representing 50% of the study sample. As shown in Table 5, of 846 surveys distributed, 338 principals returned completed surveys, 81 returned uncompleted surveys, and 427 did not complete the surveys. Some participants opened the link but did not complete the survey, while other participants completed just the demographic section and did not move to the next page.

Table 5

*Summary of Participation Rate by Response Type*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total participation</td>
<td>419</td>
<td>50</td>
</tr>
<tr>
<td>Complete</td>
<td>338</td>
<td>40</td>
</tr>
<tr>
<td>Incomplete</td>
<td>81</td>
<td>10</td>
</tr>
<tr>
<td>Not returned</td>
<td>427</td>
<td>50</td>
</tr>
<tr>
<td>Total population</td>
<td>846</td>
<td>100</td>
</tr>
</tbody>
</table>

*Note. N = number of surveys.*

The failure to return or complete the surveys successfully could be attributed to different reasons. The first issue that might have affected the return rate is the time of year the study was conducted. Principals at this time of the year are typically busy with the student grading processes and closing the school. The second issue might have been the time needed to complete the survey. Principals are generally busy with paperwork and other responsibilities. The third issue that might have been the increasing number of surveys principals have received over the past few years. The director of professional development brought up this issue during the process of getting the district’s permission to conduct the study. In the past, studies have been done and information collected from principals, with the unfulfilled promise of sharing the results.
In spite of potential reasons for non-response, the response rate is considered adequate to analyze the data, with around 40% of surveys completed (Gay et al., 2012; Millar & Dillman 2011). Receiving a 20 to 40% response rate is common in dissertations and considered acceptable. I examined eight recent dissertations in similar areas from Saudi Arabia, and found that the return rate in those studies range from 40 to 60%.

Additionally, the rate of participation in this study exceeded the minimum completed sample size required to analyze data collected from self-administered survey. Dillman et al. (2009) consider 278 as the minimum return rate for a sample size of 1000, with a 95% confidence level. Thus, the rate of return for this study is within the established norms of sufficient response rates for analysis.

Table 6 reports the demographic information of the 338 participants who completed the survey. Specifically, this table provides a numerical breakdown of the participation results disaggregated by gender, school type, level of education, and years of experience. The participation rate by gender is disaggregated first. Male participants returned 213 surveys, resulting in 63% of the total surveys returned. Female participants returned 125, representing 37% of the returned surveys. The second classification is based on school type. High school principals returned 122 surveys, representing 36.1% of returned surveys. Middle schools principals returned 88 surveys, or 26% of the returned surveys. Elementary schools returned 128 surveys, representing 37.9% of the returned surveys. The third classification is based on education. The results show that the majority of the participants had a bachelor’s degree (82%). Fifty-five participants had a master’s degree (16.3%), and 6 had a doctoral degree (1.8%). The fourth classification is based on years of experience. Over half of the participants had more than 5 years of experience as
a school principal. Specifically, 70 (20.7%) had 5 to 10 years of experience a principal, 10.7% had 11 to 15 years of experience, and 88 (26%) had more than 15 years of experience. One hundred forty-four (42.6%) respondents had less than 5 years of experience as a principal (see Table 6).

Table 6

*Return of Rate Disaggregated by Variables*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Characteristic</th>
<th>N Surveys Sent Out</th>
<th>N Surveys Returned</th>
<th>Total Percent of Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>416 (50%)</td>
<td>213 (51%)</td>
<td>63 %</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>430 (50%)</td>
<td>125 (29%)</td>
<td>37 %</td>
</tr>
<tr>
<td>School type</td>
<td>Elementary</td>
<td>418</td>
<td>128 (31%)</td>
<td>37.9 %</td>
</tr>
<tr>
<td></td>
<td>Middle</td>
<td>259</td>
<td>88 (33%)</td>
<td>26 %</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>169</td>
<td>122 (72%)</td>
<td>36.1 %</td>
</tr>
<tr>
<td>Education</td>
<td>Bachelor’s degree</td>
<td>277</td>
<td>82 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master’s degree</td>
<td>55</td>
<td>16.3 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>6</td>
<td>1.8 %</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>Less than 5 years</td>
<td>144</td>
<td>42.6 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-10</td>
<td>70</td>
<td>20.7 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>36</td>
<td>10.7 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than 15</td>
<td>88</td>
<td>26 %</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* N = number of surveys.

**Leadership Skills Self-assessment Survey Descriptive Statistics**

As stated earlier, the purpose of the study was to determine principals’ perceptions of their current use and the importance of 10 skills NASSP (2014) for leading school change in Saudi Arabia. The self-assessment survey developed by NASSP (2014) includes 67 questions. NASSP (2014) developed the self-assessment instrument as a personal development tool to help school leaders reflect on their own performance. By using this tool school, leaders are able to assess the strengths and weaknesses of their capacity to be successful leaders (NASSP, 2014).
The NASSP (2014) instrument is considered to be a valid self-assessment tool to determine school principals’ leadership skills as defined NASSP (2014). The instrument’s validity has been previously established (Dempster, 2013). To establish reliability, Cronbach’s alpha coefficient was calculated to determine the internal consistency of the instrument, or if the survey items were related to each other and measured the same concept or construct. Cronbach’s alpha is the most commonly used reliability test when there are multiple Likert-style questions in a questionnaire.

According to Gliem and Gliem (2003), the rule of thumb for Cronbach’s alpha values is:

> .9 = Excellent,
> .8 = Good,
> .7 = Acceptable,
> .6 = Questionable,
> .5 = Poor, and
< .5 = Unacceptable.

A high value of alpha is preferred in research, but a high value does not necessarily mean the instrument is reliable. The output of SPSS are presented in Table 7. The alpha value coefficient for the 77 items was .982, which might indicate a high level of internal consistency of the instrument, or that the items have relatively high internal relatedness. While the alpha value in this study is high, it is important to note this value does not imply that the measure is unidimensional, as alpha is a measure of internal consistency. The high value of alpha in this situation might be attributed to the length of the test and
the redundancy in the items. Alpha is also affected by the length of the test and dimensionality (Tavakol & Dennick, 2011).

Table 7

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach’s Coefficient Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
</tr>
<tr>
<td>Raw</td>
</tr>
<tr>
<td>Standardized</td>
</tr>
</tbody>
</table>

For this study, the researcher utilized the NASSP’s survey questions to determine how Saudi principals assess their perceptions of the current use of the 10 skills defined by the Successful School Leaders model (NASSP, 2014). The original survey was modified for the purpose of the study by translating the survey into Arabic, adding two sections to examine the perceived importance of the 10 leadership skills, and adding questions to collect demographic information. The modified survey titled, “Examining the Existence and Importance of 10 Skills for Successful School Leaders from Saudi Principals’ Perspectives” was used to collect all data. The survey was distributed to all Tabuk public school principals after permission was granted by NASSP, the MOE, and WMU.

The interpretations below include all 338 participants’ responses to the 67 NASSP survey questions and the additional questions. First, this discussion provides a snapshot of the highest and lowest perceived use of leadership practices. Table 8 shows a descriptive summary of participants’ responses for the survey. It reports principals’ perceived use of each skill in Part 1. A 5-point Likert scale was used to rate practices, where 1 = never and 5 = always. To present participants’ perceptions clearly, the scale
was reorganized into three categories. *Never* and *rarely* were grouped into one category, representing the least perceived use. *Sometimes* is the midpoint of the scale, representing the average perceived use. *Often* and *always were* also grouped into one category, representing the most perceived use. For original frequencies of the data, see Appendix.

The results of the descriptive statistics indicate items 10, 27, and 56 had the highest perceived use. Participants reported they *Often* or *Always* use these practices in their work more than other practices. Item 10, “I develop action plans to achieve goals related to student learning” (an organization skill) received the highest participant perception of use, with 304 of 338 (90%) participants reporting at the Most level. Item 27, “I assign priority to issues and tasks within the school’s vision for teaching and learning” (a judgment skill) received the second highest perception rate of use 303 (89.7%) of participants reporting they use this practice *Often* or *Always*. Item 56, “I set high performance expectations related to teaching and learning for myself and for others” (a setting instructional direction skill), received the third highest perception of use with 300 out of 338 (88.7%) participants perceiving they *Often* or *Always* use this practice. Overall, the high rate of perception indicates participants have a strong agreement they use these three practices more than other 64 practices.

The results of the descriptive statistics also indicate that item 6, “I contribute my ideas and opinions toward reaching solutions and improving student success” (a teamwork skill), had the lowest perceived use compared to the 66 other practices. Only 208 out of 338 (61.6 %) participants reported they practice this behavior *Often* or *Always*, while 81 (24%) reported they use it *Sometimes*, and 49 (14.4%) of participants use it *Rarely* or *Never*. 
## Table 8

*Descriptive Statistics of Responses to the NASSP Survey Questions for Perceived Use*

<table>
<thead>
<tr>
<th>Q</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q1</strong></td>
<td>Less Used: 8 (2.4)</td>
</tr>
<tr>
<td><strong>Q2</strong></td>
<td>Less Used: 9 (2.7)</td>
</tr>
<tr>
<td><strong>Q3</strong></td>
<td>Less Used: 9 (2.7)</td>
</tr>
<tr>
<td><strong>Q4</strong></td>
<td>Less Used: 16 (4.8)</td>
</tr>
<tr>
<td><strong>Q5</strong></td>
<td>Less Used: 16 (4.7)</td>
</tr>
<tr>
<td><strong>Q6</strong></td>
<td>Less Used: 49 (14.4)</td>
</tr>
<tr>
<td><strong>Q7</strong></td>
<td>Less Used: 23 (6.8)</td>
</tr>
<tr>
<td><strong>Q8</strong></td>
<td>Less Used: 24 (7.1)</td>
</tr>
<tr>
<td><strong>Q9</strong></td>
<td>Less Used: 7 (2.1)</td>
</tr>
<tr>
<td><strong>Q10</strong></td>
<td>Less Used: 5 (1.5)</td>
</tr>
<tr>
<td><strong>Q11</strong></td>
<td>Less Used: 11 (3.3)</td>
</tr>
<tr>
<td><strong>Q12</strong></td>
<td>Less Used: 8 (2.4)</td>
</tr>
<tr>
<td><strong>Q13</strong></td>
<td>Less Used: 20 (5.9)</td>
</tr>
<tr>
<td><strong>Q14</strong></td>
<td>Less Used: 9 (2.7)</td>
</tr>
<tr>
<td><strong>Q15</strong></td>
<td>Less Used: 19 (5.6)</td>
</tr>
<tr>
<td><strong>Q16</strong></td>
<td>Less Used: 14 (4.2)</td>
</tr>
<tr>
<td><strong>Q17</strong></td>
<td>Less Used: 40 (11.8)</td>
</tr>
<tr>
<td><strong>Q18</strong></td>
<td>Less Used: 20 (6.0)</td>
</tr>
<tr>
<td><strong>Q19</strong></td>
<td>Less Used: 14 (4.2)</td>
</tr>
<tr>
<td><strong>Q20</strong></td>
<td>Less Used: 17 (5)</td>
</tr>
<tr>
<td><strong>Q21</strong></td>
<td>Less Used: 17 (5.1)</td>
</tr>
<tr>
<td><strong>Q22</strong></td>
<td>Less Used: 13 (3.9)</td>
</tr>
<tr>
<td><strong>Q23</strong></td>
<td>Less Used: 13 (3.9)</td>
</tr>
<tr>
<td><strong>Q24</strong></td>
<td>Less Used: 23 (6.8)</td>
</tr>
<tr>
<td><strong>Q25</strong></td>
<td>Less Used: 20 (5.9)</td>
</tr>
<tr>
<td><strong>Q26</strong></td>
<td>Less Used: 22 (6.6)</td>
</tr>
<tr>
<td><strong>Q27</strong></td>
<td>Less Used: 7 (2.1)</td>
</tr>
<tr>
<td><strong>Q28</strong></td>
<td>Less Used: 33 (9.7)</td>
</tr>
<tr>
<td><strong>Q29</strong></td>
<td>Less Used: 21 (7.2)</td>
</tr>
<tr>
<td><strong>Q30</strong></td>
<td>Less Used: 10 (3)</td>
</tr>
<tr>
<td><strong>Q31</strong></td>
<td>Less Used: 12 (3.6)</td>
</tr>
<tr>
<td><strong>Q32</strong></td>
<td>Less Used: 34 (10.1)</td>
</tr>
<tr>
<td><strong>Q33</strong></td>
<td>Less Used: 26 (7.7)</td>
</tr>
<tr>
<td><strong>Q34</strong></td>
<td>Less Used: 29 (8.6)</td>
</tr>
<tr>
<td><strong>Q35</strong></td>
<td>Less Used: 14 (4.2)</td>
</tr>
</tbody>
</table>
Table 8—Continued

<table>
<thead>
<tr>
<th>Responses</th>
<th>Less Used</th>
<th>Sometimes Used</th>
<th>Most Used</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q36</td>
<td>14 (4.2)</td>
<td>48 (14.2)</td>
<td>276 (80.7)</td>
<td>4.19 (0.87)</td>
</tr>
<tr>
<td>Q37</td>
<td>21 (6.2)</td>
<td>65 (19.2)</td>
<td>252 (74.6)</td>
<td>4.05 (0.95)</td>
</tr>
<tr>
<td>Q38</td>
<td>17 (5)</td>
<td>50 (14.8)</td>
<td>271 (80.2)</td>
<td>4.12 (0.85)</td>
</tr>
<tr>
<td>Q39</td>
<td>17 (5.1)</td>
<td>40 (11.8)</td>
<td>281 (83.1)</td>
<td>4.20 (0.89)</td>
</tr>
<tr>
<td>Q40</td>
<td>15 (4.5)</td>
<td>62 (18.3)</td>
<td>261 (77.3)</td>
<td>4.10 (0.90)</td>
</tr>
<tr>
<td>Q41</td>
<td>13 (3.9)</td>
<td>48 (14.2)</td>
<td>277 (82.0)</td>
<td>4.20 (0.87)</td>
</tr>
<tr>
<td>Q42</td>
<td>13 (3.9)</td>
<td>47 (13.9)</td>
<td>278 (82.3)</td>
<td>4.22 (0.84)</td>
</tr>
<tr>
<td>Q43</td>
<td>20 (5.9)</td>
<td>34 (10.1)</td>
<td>284 (84.0)</td>
<td>4.29 (1.02)</td>
</tr>
<tr>
<td>Q44</td>
<td>18 (5.4)</td>
<td>47 (13.9)</td>
<td>273 (80.7)</td>
<td>4.21 (0.94)</td>
</tr>
<tr>
<td>Q45</td>
<td>11 (3.3)</td>
<td>42 (12.4)</td>
<td>285 (84.3)</td>
<td>4.22 (0.82)</td>
</tr>
<tr>
<td>Q46</td>
<td>13 (3.9)</td>
<td>43 (12.7)</td>
<td>282 (83.4)</td>
<td>4.25 (0.87)</td>
</tr>
<tr>
<td>Q47</td>
<td>3 (0.9)</td>
<td>39 (11.5)</td>
<td>296 (87.6)</td>
<td>4.46 (0.74)</td>
</tr>
<tr>
<td>Q48</td>
<td>14 (4.2)</td>
<td>66 (19.5)</td>
<td>258 (76.3)</td>
<td>4.12 (0.88)</td>
</tr>
<tr>
<td>Q49</td>
<td>25 (7.4)</td>
<td>51 (15.1)</td>
<td>262 (77.5)</td>
<td>4.10 (1.01)</td>
</tr>
<tr>
<td>Q50</td>
<td>9 (2.7)</td>
<td>40 (11.8)</td>
<td>289 (85.5)</td>
<td>4.29 (0.81)</td>
</tr>
<tr>
<td>Q51</td>
<td>17 (5)</td>
<td>44 (13.0)</td>
<td>277 (81.9)</td>
<td>4.19 (0.87)</td>
</tr>
<tr>
<td>Q52</td>
<td>7 (2.1)</td>
<td>32 (9.5)</td>
<td>299 (88.5)</td>
<td>4.43 (0.78)</td>
</tr>
<tr>
<td>Q53</td>
<td>9 (2.7)</td>
<td>41 (12.1)</td>
<td>288 (85.2)</td>
<td>4.30 (0.81)</td>
</tr>
<tr>
<td>Q54</td>
<td>11 (3.3)</td>
<td>38 (11.2)</td>
<td>289 (85.5)</td>
<td>4.33 (0.81)</td>
</tr>
<tr>
<td>Q55</td>
<td>10 (3)</td>
<td>37 (10.9)</td>
<td>291 (86.1)</td>
<td>4.33 (0.81)</td>
</tr>
<tr>
<td>Q56</td>
<td>9 (2.7)</td>
<td>29 (8.6)</td>
<td>300 (88.7)</td>
<td>4.40 (0.79)</td>
</tr>
<tr>
<td>Q57</td>
<td>14 (4.2)</td>
<td>59 (17.5)</td>
<td>256 (78.4)</td>
<td>4.11 (0.89)</td>
</tr>
<tr>
<td>Q58</td>
<td>16 (4.7)</td>
<td>58 (17.2)</td>
<td>264 (78.1)</td>
<td>4.13 (0.88)</td>
</tr>
<tr>
<td>Q59</td>
<td>10 (3)</td>
<td>57 (16.9)</td>
<td>271 (80.2)</td>
<td>4.20 (0.84)</td>
</tr>
<tr>
<td>Q60</td>
<td>22 (6.5)</td>
<td>62 (18.3)</td>
<td>254 (75.2)</td>
<td>4.05 (0.95)</td>
</tr>
<tr>
<td>Q61</td>
<td>16 (4.7)</td>
<td>36 (10.7)</td>
<td>286 (84.6)</td>
<td>4.22 (0.85)</td>
</tr>
<tr>
<td>Q62</td>
<td>20 (5.9)</td>
<td>57 (16.9)</td>
<td>261 (77.3)</td>
<td>4.09 (0.92)</td>
</tr>
<tr>
<td>Q63</td>
<td>20 (5.9)</td>
<td>58 (17.2)</td>
<td>260 (76.9)</td>
<td>4.09 (0.95)</td>
</tr>
<tr>
<td>Q64</td>
<td>18 (5.4)</td>
<td>61 (18.0)</td>
<td>259 (76.7)</td>
<td>4.07 (0.93)</td>
</tr>
<tr>
<td>Q65</td>
<td>21 (7.2)</td>
<td>46 (13.6)</td>
<td>271 (80.0)</td>
<td>4.07 (0.87)</td>
</tr>
<tr>
<td>Q66</td>
<td>24 (6.1)</td>
<td>39 (11.5)</td>
<td>275 (81.3)</td>
<td>4.13 (0.96)</td>
</tr>
<tr>
<td>Q67</td>
<td>31 (10.2)</td>
<td>57 (16.9)</td>
<td>250 (74.0)</td>
<td>3.99 (1.05)</td>
</tr>
</tbody>
</table>

*Note.* Numbers in parentheses in the Less Used, Sometimes Used, and Most Used columns are percentages. SD = standard deviation. Never/Rarely responses were combined into Less Used, and Often/Always responses were combined into Most Used.

Table 9 shows the participant responses to the perceived importance of the 10
leadership skills in facilitating and leading school change. A 10-point Likert scale was used to rate items, where 1 = *not very important* and 10 = *very important*. The original 10-point Likert scale was reorganized into 3-point scale to present the data in more efficient way. The *not important* level represents ratings 1 through 4, the *moderately important* level represents ratings 5 through 6, and the *very important* level represents ratings of 7 through 10. Combining these points together into three categories helped in presenting and comparing the participants’ perceptions clearly and effectively. The results of participants’ response indicate the perception that all NASSP 10 skills are very important for the success of school leaders to lead the process of education reform initiatives in Saudi Arabia. For more information about the original frequencies of the data, please see the Appendix.

### Table 9

**Descriptive Statistics of Responses to the NASSP Survey Questions for Perceived Importance**

<table>
<thead>
<tr>
<th>Rating of Importance</th>
<th>Setting direction</th>
<th>Teamwork</th>
<th>Sensitivity</th>
<th>Judgment</th>
<th>Results orientation</th>
<th>Organization Ability</th>
<th>Oral communication</th>
<th>Written communication</th>
<th>Developing others</th>
<th>Understanding your own strengths and weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Very Important</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Moderately Important</td>
<td>2</td>
<td>35</td>
<td>28</td>
<td>36</td>
<td>48</td>
<td>30</td>
<td>27</td>
<td>42</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Very Important</td>
<td>3</td>
<td>298</td>
<td>301</td>
<td>294</td>
<td>283</td>
<td>302</td>
<td>304</td>
<td>289</td>
<td>296</td>
<td>307</td>
</tr>
</tbody>
</table>

**Mean (SD)**

- Setting direction: 9.14 (1.63)
- Teamwork: 9.16 (1.57)
- Sensitivity: 9.07 (1.73)
- Judgment: 8.95 (1.71)
- Results orientation: 8.84 (1.76)
- Organization Ability: 9.12 (1.61)
- Oral communication: 9.15 (1.59)
- Written communication: 8.92 (1.75)
- Developing others: 9.02 (1.78)
- Understanding your own strengths and weaknesses: 9.21 (1.55)

*Note.* Original scale ranged from 1 = not very important to 10 = very important. In the combined scale, 1-4 = less important, 5-6 = important, and 7-10 = very important. SD = standard deviation.
Statistical Data Analysis of the Research Questions

This section presents and discusses the results for the major and sub-questions, based on the data collected from 338 participants. Before conducting the analysis, the researcher cleaned the data and excluded 81 participants due to missing or incomplete data.

Results for Research Question 1

Research question 1 was: *How do Saudi school principals assess their current use of the leadership skills required for school change as defined by the 10 Skills for Successful School Leaders model (NASSP, 2014)?* To answer this question, the researcher conducted descriptive analysis using the means and standard deviations to discuss the current perceived use of the 10 leadership skills. Dependent t-tests were also conducted to see if there were any mean difference among the perceived use of the 10 leadership skills. Correlation coefficients were conducted to measure the associations among participants’ perceptions of the 10 skills.

As indicated throughout this dissertation, the Successful School Leaders (NASSP, 2014) framework includes 10 leadership skills. Each one of these skills consists are represented by different random items in the survey as shown in Table 10. Participants were asked to answer all 67 questions to assess their perceptions of their current use of the 10 leadership skills. For each skill, summing the responses across the relevant 5-point Likert scale survey items and dividing the scores by the number of associated items created a composite score. The composite scores ranged from 1 to 5. Higher scores indicate higher engagement of the skill, and lower scores indicate never to rarely perceived use.
Table 10 shows the means and standard deviations of self-perceived use of the 10 leadership skills in facilitating and leading school change. On average, participants have high perceptions of their current application of all 10 leadership skills, with means ranging from 4.07 to 4.34. The two highest perceived used leadership skill were written communication ($M = 4.34, SD = 0.68$) and teamwork ($M = 4.31, SD = 0.64$). The lowest perceived used skills were understanding your own strengths and weaknesses ($M = 4.07, SD = 0.77$) and results orientation ($M = 4.10, SD = 0.72$).

Table 10

*Descriptive Statistics Derived from the Leadership Skills Self-assessment Survey*

<table>
<thead>
<tr>
<th>Skill</th>
<th>N Items</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting instructional direction</td>
<td>9</td>
<td>4.18 (0.70)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>6</td>
<td>4.31 (0.64)</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>9</td>
<td>4.13 (0.71)</td>
</tr>
<tr>
<td>Judgment</td>
<td>9</td>
<td>4.15 (0.70)</td>
</tr>
<tr>
<td>Results orientation</td>
<td>5</td>
<td>4.10 (0.72)</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>7</td>
<td>4.21 (0.70)</td>
</tr>
<tr>
<td>Oral communication</td>
<td>7</td>
<td>4.26 (0.68)</td>
</tr>
<tr>
<td>Written communication</td>
<td>4</td>
<td>4.34 (0.68)</td>
</tr>
<tr>
<td>Developing others</td>
<td>6</td>
<td>4.13 (0.70)</td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>5</td>
<td>4.07 (0.77)</td>
</tr>
</tbody>
</table>

Note. SD = standard deviation, N = Number of individual random questions in the survey for each skill.

As shown in Table 10, the means of participants’ perceived use of the 10 leadership skills are very close to each other. In this case, it was recommended to conduct additional analysis to determine if there was a mean difference in the perceived use of the 10 leadership skills as compared to each other. Examining the differences among variables is essential to determining the levels of applications among the 10 skills. Three different comparisons were conducted. The first comparison was between the highest and
lowest means of perceived use. The second comparison was between the highest mean to each of the other nine leadership skills individually. The third comparison was between the lowest mean of perceived use to each of the other nine skills individually.

As stated, the first comparison was a dependent samples $t$-test to determine if there was any difference between written communication skill, the highest mean ($M = 4.34, SD = 0.68$) and understanding your own strengths and weaknesses, the lowest mean ($M = 4.07, SD = 0.77$). The assumptions of normality, homogeneity and independence were tested. The results of the dependent $t$-test indicate there was a statistically significant difference between the use of writing and understanding skills ($t = 9.327, df = 337, p < .001$). Participants reported that they use written communication skill in their schools more than understanding their own strengths and weaknesses skill.

The second comparison was between written communication skill as the highest perceived used skill to each of the other nine leadership skills. The results of the comparisons indicate there are statistically significant differences between the perceived use of written communication skill as compared with the means of eight of the nine leadership skills, the exception being teamwork skill ($t = 1.369, df = 337, p = .172$). This means the level of application between the written and teamwork skills is not different.

Since written communication skill is not statistically different from teamwork skill, a further comparison was conducted to see if there was a difference between teamwork skills as compared to each of the other eight leadership skills. The results of the dependent $t$-tests indicate there are statistically differences between teamwork skills as compared to each of the other eight leadership skills. The results of the comparisons confirm participants perceive they use written communication ($M = 4.34, SD = 0.68$) and
teamwork skills ($M = 4.31, SD = 0.64$) more frequently than the other eight leadership skills.

The third comparison was between understanding your own strengths and weaknesses skill ($M = 4.07, SD = 0.77$) as compared to each of the other nine leadership skills. The results of the dependent $t$-tests indicate there are statistically significant differences between understanding your own strengths and weaknesses skills as compared to eight of the other nine leadership skills, the exception being results orientation skill ($t = -1.480, df = 337, p = .140$). Participants perceive they use understanding your own strengths and weaknesses skill less than the other eight leadership skills.

Since results orientation skill is not significant with understanding their own strength and weakness skill, further comparisons were conducted to see if there was a difference between results orientation skill ($M = 4.10, SD = 0.72$) as compared to each of the other eight leadership skills. The results of the dependent $t$-tests indicate that there are six statistically significant differences between results orientation skill as compared to each of the other eight leadership skills. The perceived use mean of results orientation skill was statistically different from setting instructional direction, teamwork, judgment, organizational ability, written communication, and oral communication skills ($p < 0.05$). However, there were not statically significant differences between results orientation, sensitivity, and developing other skills.

The results of the dependent $t$-tests indicate there are statistically significant differences among the perceived use of three of the 10 leadership skills. As such, it is important to examine the relationships among participants’ perceived use of the 10
leadership skills using Pearson’s correlation coefficient. Examining the association between the 10 leadership skills helps determine how these skills are related to each other to make meaningful interpretations.

A Pearson correlation coefficient was computed as a measure of association to determine if there is a relationship between each one of the 10 leadership skills. The test was conducted using an alpha of 0.01. The assumptions of independence and normality were met. The results of Pearson correlation indicate there are statistically significant relationships among all 10 skills. This suggests strong positive correlations among all 10 skills since all values are very close to 1, ranging from 0.920 to 0.737, as shown in Table 11. This suggests that Saudi principals perceive the use of all 10 leadership skills to be important for leading the process of change. The strong relationships among the leadership skills might be attributed to the original selection and construction of these skills as developed by NASSP.

Table 11

*Correlation Matrix of Perceived use of the 10 Leadership Skills*

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.862</td>
<td>.911</td>
<td>.898</td>
<td>.903</td>
<td>.910</td>
<td>.913</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>.884</td>
<td>.884</td>
<td>.822</td>
<td>.881</td>
<td>.862</td>
<td>.770</td>
<td>.832</td>
<td>.842</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>.911</td>
<td></td>
<td>.920</td>
<td>.883</td>
<td>.884</td>
<td>.909</td>
<td>.817</td>
<td>.883</td>
<td>.870</td>
<td></td>
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<tr>
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<td>.857</td>
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<td>.907</td>
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<td>.883</td>
<td>.861</td>
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<td>.810</td>
<td>.862</td>
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<tr>
<td>10</td>
<td>.877</td>
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<td>.871</td>
<td>.857</td>
<td>.847</td>
<td>.737</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* 1 = Setting instructional direction, 2 = Teamwork, 3 = Sensitivity, 4 = Judgment, 5 = Results orientation, 6 = Organizational, 7 = Oral communication, 8 = Written communication, 9 = Developing others, 10 = Understanding own strength and weakness. All correlations were significant at the 0.01 level.
In summary, the results of the dependent $t$-tests and Pearson correlation coefficient to answer the first research question show participants perceive that they often and always use all 10 leadership skills in their schools. Although the levels of perceived use are similar according to principals’ self-perceptions, participants believe they use written communication and teamwork skills more frequently than the other eight leadership skills. The results also indicate participants believe they use understanding your own strengths and weaknesses skills less than eight of the other nine leadership skills. Finally, based on the analysis results of participants’ perceptions, all 10 leadership skills are frequently used and related to each other, as they should be according to the NASSP theoretical foundation.

**Results for Research Question 2**

Research question 2 was: *How do Saudi principals perceive the importance of applying the 10 Skills for Successful School Leaders to facilitate school change?* To answer this question, the researcher conducted descriptive analysis using frequencies, means, and standard deviations to determine perceived importance of the 10 leadership skills.

Participants were asked to rate the importance of each of the 10 skills in facilitating and leading school change successfully, with $1 = \text{not at all important}$ and $10 = \text{very important}$. Table 12 shows means and standard deviations of ratings for the importance of 10 leadership skills in facilitating and leading school change successfully. The number of participants reporting high importance is also provided.

Based on the results of the descriptive analysis, participants believed all 10 leadership skills are highly important to facilitate and lead school changes successfully,
with means ranging from 8.84 to 9.21. However, there are very small differences among participants’ perceptions in rating the importance of these skills. Participants rated understanding your own strengths and weaknesses \((M = 9.21, SD = 1.55)\), teamwork \((M = 9.16, SD = 1.57)\), and oral communication skills \((M = 9.15, SD = 1.59)\) as the most important skills, as compared to the other seven leadership skills. Participants also rated results orientation \((M = 8.84, SD = 1.76)\), written communication \((M = 8.92, SD = 1.75)\), and judgment \((M = 8.95, SD = 1.71)\) as the least important skills, as compared to the seven other leadership skills.

The number of participants reporting high importance of the 10 leadership skills ranges from 307 to 283 responses. Understanding your own strengths and weaknesses received the largest number of the highest response, 307 out of 338. Oral communication skills received the second highest number of responses. Results orientation received the lowest number of participants, 283, rating it as least important. The number of participants reporting high importance of skills provided the same results of the means and standard deviations, with the understanding your own strengths and weaknesses skill rated as the most important, and result orientation skill rated as the least important.

In conclusion, participants believed that all 10 leadership skills are very important to lead and facilitate school reform initiatives in Saudi Arabia. The understanding your own strengths and weaknesses skill \((M = 9.21, SD = 1.55)\) was ranked as most important, and results orientation skill \((M = 8.84, SD = 1.76)\) was ranked as the least important skill as compared to the other 10 leadership skills. Overall, participants’ perceptions indicate there is strong agreement on the importance of having all NASSP leadership skills to lead and facilitate the process of change successfully.
Table 12

*Descriptive Statistics of the Perceived Importance of the 10 Leadership Skills*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Mean (SD)</th>
<th>High Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting instructional direction</td>
<td>9.14 (1.63)</td>
<td>298</td>
</tr>
<tr>
<td>Teamwork</td>
<td>9.16 (1.57)</td>
<td>301</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>9.07 (1.73)</td>
<td>301</td>
</tr>
<tr>
<td>Judgment</td>
<td>8.95 (1.71)</td>
<td>294</td>
</tr>
<tr>
<td>Results orientation</td>
<td>8.84 (1.76)</td>
<td>283</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>9.12 (1.61)</td>
<td>302</td>
</tr>
<tr>
<td>Oral communication</td>
<td>9.15 (1.59)</td>
<td>304</td>
</tr>
<tr>
<td>Written communication</td>
<td>8.92 (1.75)</td>
<td>289</td>
</tr>
<tr>
<td>Developing others</td>
<td>9.02 (1.78)</td>
<td>296</td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>9.21 (1.55)</td>
<td>307</td>
</tr>
</tbody>
</table>

*Note.* SD = standard deviation, High Importance = number of participants reporting high importance.

**Results for Research Question 3**

Research question 3 was: *Is there a relationship between school principals’ current use and perceived importance of the 10 Skills for Successful School Leaders?* To answer this question, Pearson’s correlation coefficients were computed to examine the relationships between the use and importance for each leadership skill as presented in Table 13. The Pearson’s scale ranges from -1.00 to 1.00, where -1 indicates a strong negative relationship and 1 indicates a strong positive relationship. Values between -.50 and .50 are considered to be moderate relationships, and 0 is a weak relationship (Lomax & Hahs-Vaughn, 2012).

Based on the results from Pearson’s test, all correlations were moderately positive (ranging from 0.22 to 0.42), and significant at the 0.01 level; that is, there was a positive linear relationship between principals’ perceptions of the current use and perceived importance for each of the 10 leadership skills. In particular:
• The perceived use of the setting instructional direction skill had a moderate correlation with ratings of importance for three skills: organizational, written communication, and developing others \((r > 0.3)\). The perceived use of the setting instructional direction skill had modest correlations with the ratings of importance for the remaining seven leadership skills \((r > 0.2)\).

• The perceived use of the teamwork skill had a moderate correlation with ratings of importance for five skills: setting instructional direction, organizational, oral communication, written communication, and developing others \((r > 0.3)\). The perceived use of the teamwork skill had a modest correlation with ratings of importance for the remaining five leadership skills \((r > 0.2)\).

• The perceived use of the sensitivity skill had a moderate correlation with ratings of importance for six skills: setting instructional direction, sensitivity, organizational, oral communication, written communication, and developing others \((r > 0.3)\). The perceived use of the sensitivity skill had a modest correlation with ratings of importance for the remaining four leadership skills \((r > 0.2)\).

• The perceived use of the judgment skill had a modest correlation with ratings of importance for understanding your own strengths and weaknesses skill \((r > 0.2)\), and a moderate correlation with ratings of importance for the remaining nine leadership skills \((r > 0.3)\).

• The perceived use of the results orientation skill had a moderate correlation with ratings of importance for all 10 leadership skills \((r > 0.3)\).

• The perceived use of the organizational skill had a moderate correlation with ratings of importance for two skills: oral communication and written
communication ($r > 0.3$), and a modest correlation with ratings of importance for the remaining eight leadership skills ($r > 0.2$).

- The perceived use of the oral communication skill had a modest correlation with ratings of importance for four skills: teamwork, judgment, results origination, and understanding your own strengths and weaknesses ($r > 0.2$), and a moderate correlation with ratings of importance for the remaining six leadership skills ($r > 0.3$).

- The perceived use of the written communication skill had a modest correlation with ratings of importance for three skills: teamwork, judgment, and understanding own strength and weakness ($r > 0.2$), and a moderate correlation with ratings of importance for the remaining six leadership skills ($r > 0.3$).

- The perceived use of the developing others skill had a moderate correlation with ratings of importance for all 10 leadership skills ($r > 0.3$). Note that self-assessment of developing others skill seems to have the stronger correlation with the ratings of importance for the skills, as some correlations were greater than 0.4.

- The perceived use of the understanding your own strengths and weaknesses skill had a moderate correlation with ratings of importance for three skills: setting instructional direction, oral communication, and written communication ($r > 0.3$), and a modest correlation with ratings of importance for the remaining seven leadership skills ($r > 0.2$).
### Table 13

**Correlation Matrix of Perceived Use and Importance of the 10 Leadership Skills**

<table>
<thead>
<tr>
<th>Perceived Use Importance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.29</td>
<td>0.29</td>
<td>0.26</td>
<td>0.26</td>
<td>0.27</td>
<td>0.30</td>
<td>0.29</td>
<td>0.33</td>
<td>0.32</td>
<td>0.24</td>
</tr>
<tr>
<td>2</td>
<td>0.31</td>
<td>0.30</td>
<td>0.28</td>
<td>0.28</td>
<td>0.28</td>
<td>0.30</td>
<td>0.31</td>
<td>0.32</td>
<td>0.31</td>
<td>0.28</td>
</tr>
<tr>
<td>3</td>
<td>0.33</td>
<td>0.28</td>
<td>0.31</td>
<td>0.27</td>
<td>0.28</td>
<td>0.31</td>
<td>0.32</td>
<td>0.34</td>
<td>0.34</td>
<td>0.27</td>
</tr>
<tr>
<td>4</td>
<td>0.34</td>
<td>0.30</td>
<td>0.34</td>
<td>0.32</td>
<td>0.30</td>
<td>0.32</td>
<td>0.35</td>
<td>0.34</td>
<td>0.33</td>
<td>0.29</td>
</tr>
<tr>
<td>5</td>
<td>0.36</td>
<td>0.32</td>
<td>0.34</td>
<td>0.34</td>
<td>0.34</td>
<td>0.37</td>
<td>0.34</td>
<td>0.38</td>
<td>0.33</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0.29</td>
<td>0.25</td>
<td>0.25</td>
<td>0.22</td>
<td>0.23</td>
<td>0.26</td>
<td>0.30</td>
<td>0.33</td>
<td>0.27</td>
<td>0.23</td>
</tr>
<tr>
<td>7</td>
<td>0.33</td>
<td>0.27</td>
<td>0.30</td>
<td>0.27</td>
<td>0.29</td>
<td>0.33</td>
<td>0.33</td>
<td>0.38</td>
<td>0.33</td>
<td>0.28</td>
</tr>
<tr>
<td>8</td>
<td>0.34</td>
<td>0.25</td>
<td>0.30</td>
<td>0.27</td>
<td>0.30</td>
<td>0.34</td>
<td>0.31</td>
<td>0.34</td>
<td>0.27</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>0.42</td>
<td>0.38</td>
<td>0.39</td>
<td>0.38</td>
<td>0.38</td>
<td>0.40</td>
<td>0.42</td>
<td>0.41</td>
<td>0.39</td>
<td>0.38</td>
</tr>
<tr>
<td>10</td>
<td>0.30</td>
<td>0.25</td>
<td>0.26</td>
<td>0.24</td>
<td>0.23</td>
<td>0.29</td>
<td>0.30</td>
<td>0.33</td>
<td>0.29</td>
<td>0.23</td>
</tr>
</tbody>
</table>

*Note.* 1 = Setting instructional direction, 2 = Teamwork, 3 = Sensitivity, 4 = Judgment, 5 = Results origination, 6 = Organizational, 7 = Oral communication, 8 = Written communication, 9 = Developing others, 10 = Understanding your own strengths and weaknesses. All correlations were significant at the 0.01 level.

Based on the analysis results of research question 1 and research question 2, the order of the 10 leadership skills is different. The results of research question 1 indicate written communication and teamwork skills are perceived as the most used. Understanding your own strengths and weaknesses was perceived the least used skill. On the other hand, the analysis of research question 2 indicates that understanding your own strengths and weaknesses is perceived as the most important skill, and written communication was perceived one of the least important skills. Therefore, was important to specifically examine the relationship between the pairs of the most perceived used and most important skills.

Based on the results from Pearson’s correlations coefficients, there are statistically significant relationships between each pair of skills in terms of perceived use and perceived importance. The relationship between the perceived use and perceived
importance of understanding your own strengths and weaknesses is statistically significant \((p < 0.01)\). The results indicate there is a moderate positive linear relationship between perceived use and perceived importance of understanding your own strengths and weaknesses \((r > 0.23)\). The relationship between the perceived use and perceived importance of written communication is statistically significant \((p < 0.01)\). The results indicate there is also a moderate positive linear relationship between the perceived use and perceived importance of written communication skills \((r > 0.31)\). Finally, the results of the correlations between the use and importance of all skills indicate there is a moderate positive linear relationship. However, there are might be additional factors that affect the relationship between the practice and importance of NASSP’s 10 leadership skills.

**Results for Sub-question 1**

As stated, research question 3 also had two sub-questions. The first sub-question was: *Are there any significant differences in principals’ perceptions of using the 10 leadership skills based on gender, school type, years of experience, and level of education?*

MANOVA was used to determine if there were any differences between the 10 dependent variables (i.e., principals’ perceptions of using the 10 leadership skills) and the four independent variables (i.e., gender, school type, years of experience, and level of education). Note that for years of experience, 5 to 10 years and 11 to 15 years were combined into one category (i.e., 5 to 15 years); for education, master’s degree and doctorate were combined into one category (Master’s degree/Doctorate) because of the small numbers. Tables 14 to 17 show the means and standard deviations of the 10 self-
assessment principals' leadership skills, stratified by gender, school type, years of experience, and level of education, respectively. The results of MANOVA showed:

- There was no statistically significant difference in any of the 10 self-assessment principals' leadership skills between male and female principles, Pillai’s trace = 0.066, \( p = 0.140 \).

- There was no statistically significant difference in any of the 10 self-assessment principals' leadership skills among principals of the three types of schools, Pillai’s trace = 0.090, \( p = 0.065 \).

- There was no statistically significant difference in any of the 10 self-assessment principals' leadership skills among principals with different years of experience, Pillai’s trace = 0.060, \( p = 0.456 \).

- There was no statistically significant difference in any of the 10 self-assessment principals' leadership skills among principals with bachelor’s degree and principals with master’s degree/doctorate, Pillai’s trace = 0.022, \( p = 0.688 \).

As the MANOVA results were insignificant, no further tests (ANOVAs) were performed.

The two assumptions of MANOVA, multivariate normality and equality of variance-covariance matrices, were checked. The chi-square (QQ) plot (Figure 4) was used to assess multivariate normality (Lomax & Hahs-Vaughn, 2012). It appeared that the points lay nearly along a straight line, and hence, the multivariate normality assumption remained tenable. The results of the Box’s M test for homogeneity of dispersion matrices did not support the conclusion of homogeneity of variance-covariance matrices, \( p < 0.001 \).
Table 14

*Means and Standard Deviations of the Leadership Skills for Perceived Use by Gender*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (N = 213)</td>
</tr>
<tr>
<td>Setting instructional direction</td>
<td>4.15 (0.74)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.27 (0.68)</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>4.09 (0.74)</td>
</tr>
<tr>
<td>Judgment</td>
<td>4.14 (0.74)</td>
</tr>
<tr>
<td>Results orientation</td>
<td>4.11 (0.75)</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>4.16 (0.73)</td>
</tr>
<tr>
<td>Oral communication</td>
<td>4.23 (0.72)</td>
</tr>
<tr>
<td>Written communication</td>
<td>4.31 (0.72)</td>
</tr>
<tr>
<td>Developing others</td>
<td>4.11 (0.72)</td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>4.06 (0.80)</td>
</tr>
</tbody>
</table>

*Note.* N = number of participants.

Table 15

*Means and Standard Deviations of the Leadership Skills for Perceived Use by School Type*

<table>
<thead>
<tr>
<th>Skill</th>
<th>School Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary School (N = 128)</td>
</tr>
<tr>
<td>Setting instructional direction</td>
<td>4.18 (0.69)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.32 (0.60)</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>4.10 (0.69)</td>
</tr>
<tr>
<td>Judgment</td>
<td>4.13 (0.70)</td>
</tr>
<tr>
<td>Results orientation</td>
<td>4.03 (0.73)</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>4.20 (0.67)</td>
</tr>
<tr>
<td>Oral communication</td>
<td>4.25 (0.65)</td>
</tr>
<tr>
<td>Written communication</td>
<td>4.38 (0.61)</td>
</tr>
<tr>
<td>Developing others</td>
<td>4.11 (0.69)</td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>4.03 (0.80)</td>
</tr>
</tbody>
</table>

*Note.* N = number of participants.
Table 16

**Means and Standard Deviations of the Leadership Skills for Perceived Use by Years of Experience**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Years of Experience</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 5 (N = 144)</td>
<td>5-15 (N = 106)</td>
<td>More than 15 (N = 88)</td>
<td></td>
</tr>
<tr>
<td>Setting instructional direction</td>
<td>4.07 (0.75)</td>
<td>4.20 (0.70)</td>
<td>4.35 (0.59)</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.21 (0.70)</td>
<td>4.32 (0.65)</td>
<td>4.46 (0.50)</td>
<td></td>
</tr>
<tr>
<td>Sensitivity</td>
<td>4.01 (0.75)</td>
<td>4.12 (0.70)</td>
<td>4.31 (0.60)</td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td>4.02 (0.74)</td>
<td>4.17 (0.69)</td>
<td>4.32 (0.63)</td>
<td></td>
</tr>
<tr>
<td>Results orientation</td>
<td>4.02 (0.76)</td>
<td>4.09 (0.72)</td>
<td>4.26 (0.63)</td>
<td></td>
</tr>
<tr>
<td>Organizational ability</td>
<td>4.08 (0.73)</td>
<td>4.25 (0.70)</td>
<td>4.36 (0.59)</td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>4.15 (0.73)</td>
<td>4.27 (0.69)</td>
<td>4.43 (0.55)</td>
<td></td>
</tr>
<tr>
<td>Written communication</td>
<td>4.25 (0.71)</td>
<td>4.33 (0.71)</td>
<td>4.51 (0.56)</td>
<td></td>
</tr>
<tr>
<td>Developing others</td>
<td>4.04 (0.75)</td>
<td>4.15 (0.68)</td>
<td>4.27 (0.63)</td>
<td></td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>3.96 (0.82)</td>
<td>4.09 (0.73)</td>
<td>4.24 (0.70)</td>
<td></td>
</tr>
</tbody>
</table>

*Note. N = number of participants.*

Table 17

**Means and Standard Deviations of the Leadership Skills for Perceived Use by Education**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Education</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor’s Degree (N = 277)</td>
<td>Master’s Degree/Doctorate (N = 61)</td>
<td></td>
</tr>
<tr>
<td>Setting instructional direction</td>
<td>4.19 (0.68)</td>
<td>4.15 (0.81)</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.32 (0.61)</td>
<td>4.25 (0.78)</td>
<td></td>
</tr>
<tr>
<td>Sensitivity</td>
<td>4.14 (0.69)</td>
<td>4.05 (0.80)</td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td>4.16 (0.68)</td>
<td>4.09 (0.79)</td>
<td></td>
</tr>
<tr>
<td>Results orientation</td>
<td>4.11 (0.70)</td>
<td>4.05 (0.80)</td>
<td></td>
</tr>
<tr>
<td>Organizational ability</td>
<td>4.21 (0.67)</td>
<td>4.20 (0.80)</td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>4.28 (0.66)</td>
<td>4.20 (0.80)</td>
<td></td>
</tr>
<tr>
<td>Written communication</td>
<td>4.36 (0.64)</td>
<td>4.25 (0.84)</td>
<td></td>
</tr>
<tr>
<td>Developing others</td>
<td>4.15 (0.68)</td>
<td>4.05 (0.80)</td>
<td></td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>4.09 (0.76)</td>
<td>4.01 (0.82)</td>
<td></td>
</tr>
</tbody>
</table>

*Note. N = number of participants.*
However, as pointed out by Tabachnick and Fidell (2013), Box’s M is “a notoriously sensitive test of homogeneity of variance-covariance matrices” (p. 254); thus, we would further check the standard deviations of the dependent variables within each group of the independent variables before we concluded that the assumption of homogeneity of variance-covariance matrices was not satisfied. For the 10 dependent variables, the standard deviations range from 0.56 to 0.80 (for gender, see Table 10), 0.60 to 0.80 (for school type, see Table 11), 0.50 to 0.82 (for years of experience, see Table 12), and 0.61 to 0.84 (for education, see Table 13). Additionally, for no dependent variable does the ratio of largest to smallest standard deviation approach 10 to 1 (the ratios range from 1.09 to 1.56). Thus, although the sample sizes by the independent variables were somewhat discrepant, with very small differences in the standard deviations, the use of MANOVA is still valid and robust, especially with the use of Pillai’s trace (Tabachnick & Fidell, 2013).

![Figure 4. Chi-square QQ plot for sub-question 1.](image-url)
**Results for Sub-question 2**

The second sub-question for research question 3 was: *Are there any significant differences in principals’ perceptions of rating the importance of applying 10 leadership skills based on gender, school type, years of experience, and level of education?*

MANOVA was used to determine if there were any relationship between the 10 dependent variables (i.e., the perceived importance of each of the 10 leadership skills) and the four independent variables (i.e., gender, school type, years of experience, and level of education). Note that for years of experience, 5 to 10 years and 11 to 15 years were combined into one category (i.e., 5 to 15 years); for education, master’s degree and doctorate were combined into one category (Master’s degree/Doctorate). Again, these variables were combined to make the sample size per group as balanced as possible.

Tables 18 to 21 show the means and standard deviations of the perceived importance of each of the 10 leadership skills, stratified by gender, school type, years of experience, and level of education, respectively. The results of MANOVA showed:

- There was no statistically significant difference in the perceived importance of each of the 10 leadership skills between male and female principles, *Pillai’s trace* $= 0.030, p = 0.444$.

- There was no statistically significant difference in the perceived importance of each of the 10 leadership skills among principals of the three types of schools, *Pillai’s trace* $= 0.038, p = 0.902$.

- There was no statistically significant difference in the perceived importance of each of the 10 leadership skills among principals with different years of experience, *Pillai’s trace* $= 0.046, p = 0.115$. 
There was no statistically significant difference in the perceived importance of each of the 10 leadership skills among principals with bachelor’s degree and principals with master’s degree/doctorate, Pillai’s trace = 0.052, \( p = 0.638 \). As the MANOVA results were insignificant, no further tests (ANOVAs) were performed.

Again, the two assumptions of MANOVA, multivariate normality and equality of variance-covariance matrices were checked. The chi-square QQ plot (Figure 5) was used to assess multivariate normality. It appeared that the points lied nearly along a straight line, and hence, the multivariate normality assumption remained tenable. The results of Box’s M test for homogeneity of dispersion matrices did not support the conclusion of homogeneity of variance-covariance matrices, \( p < 0.001 \). However, as pointed out by Tabachnick and Fidell (2013), Box’s M is “a notoriously sensitive test of homogeneity of variance-covariance matrices” (p. 254), thus, we further checked the standard deviations of the dependent variables within each group of the independent variables before we concluded that the assumption of homogeneity of variance-covariance matrices was not satisfied.

For the 10 dependent variables, the standard deviations ranged from 1.35 to 1.93 (for gender, see Table 14), 1.23 to 2.04 (for school type, see Table 15), 1.07 to 2.05 (for years of experience, see Table 16), and 1.46 to 2.11 (for education, see Table 17). Additionally, for no dependent variable does the ratio of largest to smallest standard deviation approach 10 to 1 (the ratios range from 1.29:1 to 1.79:1). Thus, although the sample sizes by the independent variables were somewhat discrepant, with very small differences in the standard deviations, the use of MANOVA is still valid and robust, especially with the use of Pillai’s trace (Tabachnick & Fidell, 2013).
Table 18

*Means and Standard Deviations of the Leadership Skills for Perceived Importance by Gender*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Male (N = 213)</th>
<th>Female (N = 125)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting instructional direction</td>
<td>9.02 (1.68)</td>
<td>9.35 (1.52)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>9.07 (1.66)</td>
<td>9.33 (1.37)</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>8.93 (1.84)</td>
<td>9.30 (1.51)</td>
</tr>
<tr>
<td>Judgment</td>
<td>8.87 (1.80)</td>
<td>9.07 (1.55)</td>
</tr>
<tr>
<td>Results orientation</td>
<td>8.79 (1.82)</td>
<td>8.90 (1.66)</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>9.04 (1.70)</td>
<td>9.27 (1.43)</td>
</tr>
<tr>
<td>Oral communication</td>
<td>9.05 (1.67)</td>
<td>9.32 (1.42)</td>
</tr>
<tr>
<td>Written communication</td>
<td>8.92 (1.70)</td>
<td>8.92 (1.84)</td>
</tr>
<tr>
<td>Developing others</td>
<td>8.90 (1.93)</td>
<td>9.22 (1.47)</td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>9.12 (1.66)</td>
<td>9.36 (1.35)</td>
</tr>
</tbody>
</table>

*Note.* N = number of participants.

Table 19

*Means and Standard Deviations of the Leadership Skills for Perceived Importance by School Type*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Elementary School (N = 128)</th>
<th>Secondary School (N = 88)</th>
<th>High School (N = 122)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting instructional direction</td>
<td>9.29 (1.27)</td>
<td>9.14 (1.68)</td>
<td>9.00 (1.90)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>9.31 (1.23)</td>
<td>9.05 (1.68)</td>
<td>9.09 (1.78)</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>9.20 (1.49)</td>
<td>9.16 (1.58)</td>
<td>8.86 (2.04)</td>
</tr>
<tr>
<td>Judgment</td>
<td>9.09 (1.46)</td>
<td>8.91 (1.72)</td>
<td>8.83 (1.94)</td>
</tr>
<tr>
<td>Results orientation</td>
<td>8.94 (1.53)</td>
<td>8.86 (1.74)</td>
<td>8.71 (1.99)</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>9.23 (1.32)</td>
<td>9.14 (1.61)</td>
<td>9.00 (1.86)</td>
</tr>
<tr>
<td>Oral communication</td>
<td>9.26 (1.30)</td>
<td>9.10 (1.63)</td>
<td>9.07 (1.82)</td>
</tr>
<tr>
<td>Written communication</td>
<td>9.09 (1.58)</td>
<td>8.84 (1.79)</td>
<td>8.81 (1.89)</td>
</tr>
<tr>
<td>Developing others</td>
<td>9.17 (1.48)</td>
<td>9.00 (1.81)</td>
<td>8.88 (2.02)</td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>9.32 (1.24)</td>
<td>9.19 (1.52)</td>
<td>9.10 (1.85)</td>
</tr>
</tbody>
</table>

*Note.* N = number of participants.
Table 20

Means and Standard Deviations of the Leadership Skills for Perceived Importance by Years of Experience

<table>
<thead>
<tr>
<th>Skill</th>
<th>Years of Experience</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 5</td>
<td>5-15</td>
<td>More than 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(N = 144)</td>
<td>(N = 106)</td>
<td>(N = 88)</td>
<td></td>
</tr>
<tr>
<td>Setting instructional direction</td>
<td>9.08 (1.75)</td>
<td>9.19 (1.56)</td>
<td>9.20 (1.50)</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>9.06 (1.72)</td>
<td>9.17 (1.50)</td>
<td>9.32 (1.37)</td>
<td></td>
</tr>
<tr>
<td>Sensitivity</td>
<td>8.94 (1.91)</td>
<td>9.08 (1.61)</td>
<td>9.26 (1.56)</td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td>8.83 (1.90)</td>
<td>9.09 (1.54)</td>
<td>8.97 (1.56)</td>
<td></td>
</tr>
<tr>
<td>Results orientation</td>
<td>8.63 (2.00)</td>
<td>9.01 (1.64)</td>
<td>8.97 (1.43)</td>
<td></td>
</tr>
<tr>
<td>Organizational ability</td>
<td>9.01 (1.72)</td>
<td>9.20 (1.60)</td>
<td>9.23 (1.42)</td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>8.96 (1.82)</td>
<td>9.31 (1.50)</td>
<td>9.27 (1.24)</td>
<td></td>
</tr>
<tr>
<td>Written communication</td>
<td>8.78 (1.89)</td>
<td>8.98 (1.78)</td>
<td>9.08 (1.47)</td>
<td></td>
</tr>
<tr>
<td>Developing others</td>
<td>8.82 (2.05)</td>
<td>9.21 (1.62)</td>
<td>9.13 (1.41)</td>
<td></td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>9.05 (1.80)</td>
<td>9.29 (1.53)</td>
<td>9.36 (1.07)</td>
<td></td>
</tr>
</tbody>
</table>

Note. N = number of participants.

Table 21

Means and Standard Deviations of the Leadership Skills for Perceived Importance by Education

<table>
<thead>
<tr>
<th>Skill</th>
<th>Bachelor’s degree (N = 277)</th>
<th>Master’s degree/Doctorate (N = 61)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting instructional direction</td>
<td>9.23 (1.54)</td>
<td>8.75 (1.94)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>9.21 (1.46)</td>
<td>8.93 (1.97)</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>9.13 (1.64)</td>
<td>8.79 (2.08)</td>
</tr>
<tr>
<td>Judgment</td>
<td>9.00 (1.64)</td>
<td>8.70 (2.00)</td>
</tr>
<tr>
<td>Results orientation</td>
<td>8.85 (1.72)</td>
<td>8.77 (1.93)</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>9.20 (1.50)</td>
<td>8.79 (1.99)</td>
</tr>
<tr>
<td>Oral communication</td>
<td>9.17 (1.51)</td>
<td>9.08 (1.93)</td>
</tr>
<tr>
<td>Written communication</td>
<td>8.91 (1.77)</td>
<td>9.00 (1.67)</td>
</tr>
<tr>
<td>Developing others</td>
<td>9.04 (1.70)</td>
<td>8.93 (2.11)</td>
</tr>
<tr>
<td>Understanding your own strengths and weaknesses</td>
<td>9.26 (1.46)</td>
<td>8.97 (1.92)</td>
</tr>
</tbody>
</table>

Note. N = number of participants.
Summary

Chapter IV presented the results and interpretations of the data analysis guided by the research questions. The first major finding of the study indicates Saudi principals perceive they frequently use all 10 leadership skills (NASSP, 2014). Principals reported they often or always use written communication and teamwork skills in their work, more than other leadership skills. The second major finding indicates Saudi principals believe all skills are highly important for leading and facilitating the process of school improvement and change according to MOE expectations. Principals rated the ability to understand your own strengths and weaknesses, teamwork, and oral communication skills as the most important leadership skills to possess in order to be successful school leaders. The third finding indicates there is a moderate positive linear relationship between perceived use and perceived importance the 10 leadership skills.

In addition, although participants believe they do not use all 10 leadership skills frequently, they believe the 10 leadership skills are very important to successfully lead
the process of school improvement and education reform initiatives in Saudi Arabia. The fourth finding includes that NASSP 10 leadership skills are consistent and related to each other. Finally, the fifth finding indicates there are no statistically significant differences in participants’ perceptions regarding the use and importance of the 10 leadership skills based on gender, school level, education, and years of experience. Implications, and recommendations regarding these findings will be discussed in detail in Chapter V.
CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The findings of previous research have shown the vital role principals have in improving school performance, especially student achievement (Darling-Hammond et al., 2007; Marzano et al., 2005; Peterson, 2002; Schleicher, 2012). NASSP (2014), for example, considers cultivating and improving school principals’ leadership capacity as a crucial and indispensable step of change in order to improve overall school performance. Previous research has also confirmed the importance of examining leaders’ personal leadership capacity by gathering information based on valid and measurable assessments and acting accordingly (NASSP, 2011; Portin, 2009). As Chapter II explained, very little previous research, however, exists examining the presence and perceived importance of NASSP’s 10 leadership skills required for school reform, and none from the perspectives of Saudi principals.

NASSP’s (2014) 10 Skills for Successful School Leaders framework guides this study because it closely matches the Saudi MOE’s new vision and expectations. Hence, the intent of this study was twofold. First, this study examined how Saudi principals assess their current use of the 10 Skills for Successful School Leaders (NASSP, 2014) in their work as school leaders. Second, this study examined Saudi principals’ overall perspectives on the importance of having these skills as leaders of change under the new Saudi MOE vision and expectations.

Chapter V discusses in detail the practical meaning of the study findings. First, this chapter provides a summary of the major results obtained from an online instrument titled, “Examining the Existence and Importance of 10 Skills for Successful School
Leaders from Saudi Principals’ Perspectives.” The survey was sent to all principals and completed successfully by 338 out of 846 public school principals in Tabuk, Saudi Arabia. Then, the chapter is divided into three additional sections: discussion of the findings, implications for future research, and recommendations for policy, practice, and organizations. These sections revolve around the research questions, with a primary focus on the use and importance of the 10 leadership skills as identified by NASSP (2014). In summary, the practical value of this study is to determine the extent to which Saudi principals believe they can lead the process of change within the MOE’s new vision and expectations.

Discussion of Major Findings

Results presented in this study represent the perceptions of 338 Saudi public school principals in Tabuk, Saudi Arabia. The findings of the study presented the current perceived use and perceived importance of NASSP’s 10 leadership skills to lead and facilitate the process of change under the new Saudi MOE vision and expectations from Saudi principals’ perspectives. Data collected from the study revealed three major findings presented in the next section.

Findings Related to the Perceived Use of NASSP’s 10 Leadership Skills

Research question 1 assessed participants’ perceived current use of the 10 leadership skills as identified by the 10 Skills for Successful School Leaders model (NASSP, 2011). Specifically, Saudi school principals responded to the Self-assessment Leadership Survey (NASSP, 2014) to determine their perceived use of the 10 leadership skills required for school change. Descriptive statistical analyses including frequencies were conducted to determine principals’ perceptions. Along with descriptive analysis,
dependent $t$-tests were also conducted to order skills based on degree of application. According to the descriptive statistics, principals perceived they frequently use the 10 leadership skills identified by NASSP (2011). The average perceived use of each of NASSP’s 10 skills falls between often and always. This means Saudi principals believe they regularly use the leadership skills necessary to promote effective change in their schools.

In addition, the findings of this study reveal Saudi principals believed they are using written communication ($M = 4.31$, $SD = 0.64$) and teamwork skills ($M = 4.34$, $SD = 0.68$) in their work more frequently than the other eight leadership skills. According to the NASSP skills definitions and descriptions of written communication skills, Saudi principals believe they demonstrate technical proficiency in writing. Saudi principals believe they communicate and express their ideas in writing very often. Principals’ perceptions indicate they use written communication skills to deliver their ideas to all stakeholders. Saudi principals perceive they write appropriately for each of the different audiences in the school community. Furthermore, they believe written communication skills ensure delivering the message to targeted audiences such as students, teachers, parents, and others. The findings of the study suggest that Saudi principals use written communications skills not to only deliver their message, but also to know their audiences by seeking feedback from all stakeholders.

Saudi principals also perceive they use teamwork skills ($M = 4.34$, $SD = 0.68$) more often than the other eight leadership skills. This suggests Saudi principals believe they have the teamwork skills required to lead the process of change successfully. The average perceived use of teamwork skills indicates principals recognize the diversity and
uniqueness of each member of the school staff. Principals believe they seek and encourage the involvement of school team members by supporting group accomplishments. Principals believe they support the ideas and views offered by team members to resolve problems. Saudi principals also believe they encourage others to share their ideas and opinions to improve teaching and learning. Principals perceive they provide team members with direction and assistance needed to complete tasks effectively. Finally, this finding means Saudi principals believe and understand the significance of using teamwork skills to lead the process of school improvement.

In addition, Saudi principals also perceive they use understanding their own strengths and weaknesses ($M = 4.07$, $SD = 0.77$) and results orientation skills ($M = 4.10$, $SD = 0.72$) less than the other eight leadership skills. According to NASSP’s definitions and descriptions of the 10 leadership skills, Saudi principals perceive they identify their personal strengths and weaknesses for professional development less than the other eight skills. The findings of the study reveal Saudi principals believe they engage in professional development activities to build on their strengths and manage weaknesses less than the other eight skills. The findings also suggest principals model professional learning and they also share their personal plans for professional growth with others, but less than other skills. Furthermore, the results of this question speak to the importance of the absence of MOE expectations for understanding their own strengths and weaknesses. The MOE did not include understanding your own strengths and weaknesses skills in its expectations and leadership skills necessary for leading and facilitating education reform initiatives in Saudi Arabia. Thus, less use of understanding your own strengths and
weaknesses skills is an expected result since the MOE does not demand it from principals.

Finally, Saudi principals also perceive they use results orientation skills ($M = 4.10$, $SD = 0.72$) less than the other eight leadership skills. According to NASSP’s definitions and descriptions of result orientation skills, Saudi principals believe they collect data relevant to issue or problems and make decisions accordingly less than other eight skills. This finding indicates principals perceive the importance of making decisions based on data collected, but do not use them frequently. Moreover, principals believe they gather data to guide the improvement of student learning, but not more than the other eight leadership skills. Principals also perceive they balance between short and long-team goals when making decisions. Finally, the findings of analysis suggest Saudi principals assume the responsibility to gather data and make decisions.

Findings Related to the Perceived Importance of NASSP’s 10 Leadership Skills to Lead and Facilitate Education Reform Initiatives in Saudi Arabia

The second major findings of the study are about the importance of using the 10 leadership skills as identified by NASSP (2011) to lead and facilitate change in Saudi Arabia. Participants rated the importance of applying the 10 leadership skills to lead the process of change in the light of the MOE’s new vision and expectations. Descriptive analyses such as means, standard deviations, and frequencies were used to determine the degree of importance of the 10 leadership skills. The rating of importance ranged from 1 to 10, with 1 = *not at all important* and 10 = *very important*. Based on the results of the descriptive analysis, participants believe all 10 leadership skills are highly important to successfully facilitate and lead school changes, with means ranging from 8.84 to 9.21. However, there are some small differences among participants’ perceptions in rating the
importance of NASSP 10 leadership skills in order to be successful school leaders.

Principals rated understanding your own strengths and weaknesses ($M = 9.21$, $SD = 1.55$), teamwork ($M = 9.16$, $SD = 1.57$) and oral communication skills ($M = 9.15$, $SD = 1.59$) as more important than the other seven leadership skills. Principals also rated results orientation ($M = 8.84$, $SD = 1.76$), written communication ($M = 8.92$, $SD = 1.75$), and judgment ($M = 8.95$, $SD = 1.71$) as less important than the other seven leadership skills to facilitate and lead school improvement and education reform initiatives.

It’s interesting to note that although principals perceived they use understanding your own strengths and weaknesses skills less than the other nine leadership skills ($M = 4.07$, $SD = 0.77$), they believe it is more important to have this skill in order to be a successful school leader. This finding means principals recognize the importance of participating in their personal growth by identifying their strengths and weakness. Principals consider taking responsibility for personal professional development as an essential leadership skill. It’s the starting point to provide principals with personalized professional development. As NASSP (2014) discussed, school leaders cannot be developed without effective engagement in identifying their own needs to determine their professional development accordingly. Enabling principals to understand their strengths and weaknesses is the success key for any effective professional development. Successful school leaders design their professional development based on their needs and the school goals (NASSP, 2014).

On the other hand, principals rated results orientation skill as the least important skill to possess as school leaders. Rating this skill as less important than other leadership skills could be attributed to several possible reasons. Principals might not use these skills
in their work because they delegate these tasks to the assistant principal or other leadership team members. Finally, principals believed all leadership skills are highly important, and the differences among their perceptions are not significant.

**Findings Related to the Relationship Between the Perceived Use and Importance of the 10 Leadership Skills**

The third finding involves the relationship between the perceived use of the leadership skills and the perceived importance of these skills as required for leading and facilitating education reform initiatives in Saudi Arabia. Pearson’s correlation coefficient test was computed to determine if there is a relationship between principals’ perceptions of the use and perceived importance of NASSP 10 skills for successful school leaders. Specifically, the 10 skills were compared to each other to examine if there is a correlation. The results suggest there is a positive relationship between principals' perceived use and perceived importance of the 10 leadership skills. All correlations were positive, ranging from 0.22 to 0.42, and significant at the 0.01 level.

As stated, this research reveals there is a positive correlation between the perceived use and perceived importance of NASSP’s 10 leadership skills. The analysis of this study showed there is positive association among all 10 leadership skills. However, the results of Pearson’s test cannot be used to establish causality between the perceived use and perceived importance of the 10 skills. We cannot say the high use of the skills increases the rate of importance. These relationships simply mean the use and importance of the 10 skills are related to each other in some fashion. The effective use of leadership skills might have influenced principals’ perceptions in rating the importance of the 10 leadership skills.

There is another finding revealed from this question that affirms the consistency
of the 10 leadership skills. NASSP conducted research and observations over the last three decades to identify the most effective leadership skills for successful school leaders. The results of NASSP studies found these 10 leadership skills are the most important skills for leaders in the 21st century to lead school improvement and change. Thus, the results of analyzing the internal relationship among the 10 leadership skills indicate high correlations between all 10 skills. In conclusion, the results of the analysis affirm that NASSP’s 10 skill for successful school leaders are perceived to be important by Saudi principals.

Revised Conceptual Framework

The purpose of the study was to examine the current use and perceived importance of the 10 leadership skills as identified by NASSP (2014) from Saudi principals’ perspectives. The NASSP framework was utilized to guide the study since it matches MOE expectations as explained in Figure 1. The findings of the study helped to revise the current conceptual framework based on the perceived use and perceived importance of the NASSP 10 leadership skills. Figure 6 illustrates the new order of NASSP 10 leadership according to Saudi principals’ perceptions.

Relationship of Results to Existing Studies

Examining the findings of the study in light of existing studies produces meaningful understandings and gives an extra dimension to this study’s findings. Dempster (2013) conducted a similar study in the United States, examining the use of the 10 leadership skills as identified by NASSP (2014) from different perspectives. Dempster (2013) focused on examining the application of NASSP’s 10 leadership skills from the
perspectives of principals, leadership team members, and teachers, whereas the current study focuses on examining the use and importance of each one of the 10 leadership skills. To make equivalent comparisons, the 10 leadership skills examined in the current study were regrouped back into NASSP original classification as four themes to match Dempster’s (2013) findings. The first theme is educational leadership, which includes setting instructional direction, teamwork, and sensitivity skills. The second theme is resolving complex problems, which includes judgment, results orientation, and organizational ability skills. The third theme is communication, which includes written and oral communication skills. The fourth theme is developing self and others, which
includes developing others and understanding your own strengths and weaknesses skills (NASSP, 2014). The results of the comparisons will be examined below.

After reviewing and comparing principals’ perceptions in Saudi Arabia with principals in the United States, this researcher found Saudi and U.S. principals’ perceptions regarding the perceived use of NASSP 10 leadership skills are very similar. The results of both studies indicate principals in Saudi Arabia and the United States believe they frequently use the 10 leadership skills to lead the process of change as identified by NASSP; that is, principals in Saudi Arabia and the United States believe they use the 10 leadership skills often and always in their schools.

As it relates to specific themes, U.S. principals \((M = 4.56, SD = .52)\) and Saudi principals \((M = 4.3, SD = .68)\) perceived they use communication skills more than other leadership skills. U.S. principals perceive that they use the skill of developing self and others less than the other leadership skills \((M = 4.36, SD = .46)\). Saudi principals also perceive that they use the skill of developing self and others less than the other leadership skills \((M = 4.1, SD = .73)\). Moreover, the results of both studies confirm the perceived importance of NASSP’s 10 leadership skills for successful school leaders in the 21st century.

Although principals in the United States and Saudi Arabia perceive themselves as frequently using the 10 leadership skills, we cannot use their perceptions alone as evidence. Principals might perceive they use the 10 leadership skills when they actually do not use them. Examining the use of the 10 skills from different perspectives that include teachers and other leadership members is important to determine the actual implementation of these leadership skills by principals. The findings of this study,
therefore, must be supported by further studies. Examining the use and importance of NASSP’s 10 leadership skills in further studies would enrich the literature and enhance principals’ leadership practices by identifying leadership skills required to lead the process of change.

**Implications for Future Research**

As it mentioned earlier, little research is available concerning Saudi principals’ perceptions on the use and importance of the 10 leadership skills identified by NASSP (2011). There is only one recent study focused on examining the level of application of NASSP’s 10 leadership skills from multiple perspectives that include principals, leadership team members, and teachers in the United States (Dempster, 2013). The current study focuses on examining the application and perceived importance of NASSP 10 leadership skills from Saudi principals’ perspectives under the MOE new vision and expectations. The sample of this study is Tabuk state principals in Saudi Arabia, where the results from this study were analyzed accordingly. Besides determining the perceived use and importance of NASSP’s 10 leadership skills, the results of this study revealed important issues and some corresponding recommendations for future research.

As dependence on the school principal to lead education reform initiatives has increased around the world, the need to examine principal leadership increases too. Educators, policymakers, and community members hold principals accountable to lead the process of school change. However, assessing school leaders’ readiness for change must be examined before holding them accountable. This process of evaluation should be based research-based and focused on principals’ needs for professional development in
this area. Thus, further research is needed to expand on the findings revealed in this study.

Perceptions of Saudi principals’ application of the 10 leadership skills (NASSP, 2011) from multiple perspectives, such as those of supervisors and teachers, have not yet been researched. The voices of these educators are very important to validate principals’ perceptions of their use of the by comparing teachers and supervisors’ perceptions of principals’ use to that of the principals. Addressing the issue from multiple perspectives including teachers, assistant principals, and supervisors using the same study methodology might produce meaningful themes that can be addressed in professional development. The results of such a study might identify each group’s needs, allowing them to receive personalized professional development accordingly. Future studies might reveal differences or deficiencies between groups that can be used by current and future leaders to develop themselves and be successful school leaders.

Conducting qualitative multiple or single case studies examining principals’ leadership capacities from the vantage point of teachers and supervisors would also add valuable insights. Including teachers and other leadership team members in the process of assessments by collecting their thoughts and perceptions would help principals in the process of need analysis for triangulation of perceptions. Also including the researcher in the process by observing the practices or behaviors of the principals based on the results of both parties’ perceptions might add meaningful understandings to the findings.

This study provided educators with a basic understanding of the application and importance of the 10 leadership skills from Saudi principals’ perspectives. Expanding on this understanding could provide great insights into the rationale behind principals’
perceptions regarding the use and importance NASSP’s 10 leadership skills. Being able to ask principals why they use or rate certain skills over others, or to explain their thoughts on these skills, might generate deep and meaningful understandings. Further studies might be done to investigate how principals learned these skills. For example, as stated in Chapter IV, the majority of participants in this study stated they frequently use the 10 leadership skills in their schools. It would be beneficial to expand on those perceptions by asking principals to explain how they use each skill, and how those skills were learned. It would be interesting to understand where principals’ knowledge base was coming from, and how current professional development provided by the MOE affected their understanding and attainment of the 10 leadership skills.

Without further questioning and explanation, self-reporting inflation may have played a role in participants’ responses, and thus affected analysis. Examining whether principals engage in critical self-reflection is an important issue that might be addressed further in future studies. Finally, conducting a similar study in different states or countries might produce similar or different results that can be used to make comparisons. Comparing the results of this study with the results of other studies is necessary to evaluate the significance of implementing NASSP’s 10 leadership skills framework to lead the process of change in schools.

**Implications for Practice, Policy, and Organizations**

The findings of the study presented several implications for effective leadership practice, policy, and organizations. The study results implications go beyond developing current school principals’ leadership skills, to informing the preparation and practices of future principals, principal supervisors, and personnel from departments of education,
ministries of education, and higher education organizations. It was evident that the principals in this study believe they have the leadership skills required to lead and facilitate change successfully. Principals also perceive that the 10 leadership skills are very important for the success of education reform efforts.

Based on the findings of the study, the researcher urges policymakers to recognize the importance of engaging principals in self-reflection as a professional development strategy to enable principals to lead the process of change. Policymakers might support implementing self-reflection strategies by revising current policies and developing new ones to facilitate the implementation process at the national level. Policymakers might also provide valued resources and meaningful support structures to overcome challenges and boost the effectiveness of school leaders. Policymakers should work with schools and districts to identify school leaders’ needs to support the ongoing professional development of improving principals’ performance. Policymakers need to do what it takes to have successful school leaders who are able to identify their strengths and weaknesses for professional development.

The MOE in Saudi Arabia might use the analysis of principals’ perceptions resulting from this study to improve principals’ leadership performance in the light of NASSP (2011) model. The MOE is encouraged to embrace the NASSP model as a lens to examine education reform vision and expectations. The NASSP model could be used to also to examine the MOE’s current professional development programs. The MOE could implement similar self-assessments and observer assessments to examine the effectiveness of the principal professional development programs in other states based on the 10 leadership skills. The departments of education in each state, especially Tabuk, are
encouraged to benefit from the findings of this study to improve and enhance principal leadership performance.

The final implication of the study is for higher education organizations. Universities and other higher organizations have double responsibility toward public education, as they are in charge of preparing future leaders and developing current principals. One of the top responsibilities of colleges of education in Saudi Arabia is to improve public education. The effectiveness of principal preparation programs should be revised constantly in the light of the findings of recent studies. The findings of this study might help higher education organizations to examine and revise professional development programs provided to principals according to the NASSP model.

Closing Thoughts

The crucial role principals play in leading education reform efforts have been well-documented in previous research, which increases the need for effective school leaders. This role will continue to be crucial in the future, especially in Saudi Arabia, as the responsibility of initiating and implementing school improvement is more strongly placed on principals’ shoulders. As NASSP (2011) discussed in Breaking Ranks: The Comprehensive Framework for School Improvement, effective school leaders are a prerequisite for the success of education reform initiatives in the 21st century. Therefore, school leaders must have the necessary leadership knowledge, skills, and dispositions to lead the process of change effectively. Individual school leaders must have the ability to assess their performance, identity their needs, and participate in designing their professional development accordingly.

Educators cannot expect school leaders to lead education reforms initiatives
successfully unless they have knowledge, skills, and mindsets required for leading change in the 21st century. In order to be successful, school leaders must have the ability to identify their personal and professional needs as the starting point for effective professional growth. It’s the responsibility of people in charge of change to enable school leaders to self-assess their strengths and weaknesses. School principals also should participate in the process of designing their own professional development programs to lead change effectively and face other challenges.

Finally, as previous research documented the critical impact of school leaders on the process of learning, our next mission is to maximize this impact to lead and maintain education reform initiatives effectively. Providing school leaders with personalized professional development that is relevant and meaningful is an effective way to improve their performance and consequently increase their impact. However, enabling school leaders to be lifelong learners is crucial to be effective in the 21st century workplace. Moreover, school leaders must have a visionary mindset for change if they are expected to successfully lead education reform initiatives on a global level. Leadership knowledge, skills, and dispositions are essential for effective change, but school leaders must also engage deeply in critical self-reflection and practice the role of change agents to make dramatic lasting changes. Our challenge is not just to provide school leaders with effective professional development based on their needs and organization goals, but also to enable them to be critical thinkers and lifelong learners.
REFERENCES


Appendix A

National Association of Secondary School Principals’ Permission
June 16, 2015

Dear Khalifah,

Thank you for your inquiry regarding permission to include, “21st Century School Administrator Skills Survey” in your dissertation at Western Michigan University.

Permission is granted for your use of NASSP materials as requested. This is a one-time only permission. Future requests must be repeated. Please credit material appropriately, and add to credit line: “Copyright (year) National Association of Secondary School Principals. www.nassp.org. Reprinted with permission.”

If you need further assistance, please feel free to contact us again.

Sincerely,

Beverly J. Hutton, Ed.D.
Deputy Executive Director, Programs and Services
NASSP
Appendix B

Saudi Ministry of Education’s Approval
السماح عليكم ورحمة الله وبركاته


وسلام عليكم ورحمة الله وبركاته،

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To: Human Subjects Institutional Review Boards at Western Michigan University

From: The general director of education in Tabuk State Dr. Muhammad Al Juhaydun

According the doctoral student Khalifah Hammad Albalawi's request to conduct his study entitle Examining the Existence and Importance of the '10 Skills For Successful School Leaders In a Cross-Cultural Setting from Saudi Principals Perspectives, I hereby agree to allow Khalifah Albalawi from Western Michigan University to conduct his study at Tabuk schools in 2014-2015 school year.

Should you have any questions, please email me at tabukedu@tabukedu.gov.sa
Appendix C

Western Michigan University HSIRB Approval
Date: May 19, 2015

To: Joseph Kretovics, Principal Investigator
   Khalifah Albalawi, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair

Re: HSIRB Project Number 15-05-09

This letter will serve as confirmation that your research project titled "Examining the Existence and Importance of 10 Skills for Successful School Leaders from Saudi Principals’ Perspectives" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note: This research may only be conducted exactly in the form it was approved. You must seek specific board approval for any changes in this project (e.g., you must request a post approval change to enroll subjects beyond the number stated in your application under "Number of subjects you want to complete the study"). Failure to obtain approval for changes will result in a protocol deviation. In addition, if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

Reapproval of the project is required if it extends beyond the termination date stated below.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: May 18, 2016
Appendix D

Informed Consent and Survey
Please read this consent information before you begin the survey.

You have been invited to participate in a research project titled “Examining the Existence and Perceived Importance of NASSP 10 Leadership skills from Saudi School Principals’ Perspectives”
This project will serve as Khalifah Albalawi’s dissertation for the requirements of the Doctor of Philosophy. This consent document will explain the purpose of this research project and will go over all of the time commitments, the procedures used in the study, and the risks and benefits of participating in this research project. Please read this consent form carefully and completely and please ask any questions if you need more clarification.

This online questionnaire is comprised of 77 close –ended questions that will take approximately 15 minutes to be completed. The survey questions will focus on examining how school principals use the 10 Leadership Skills to be Successful School Leaders and how they rate the importance of these skills for leading the process of change.

Your replies will be completely anonymous. When you begin the survey, you are consenting to participate in the study. If you do not agree to participate in this research project simply exit now. If, after beginning the survey, you decide that you do not wish to continue, you may stop at any time. You may choose to not answer any question for any reason. If you have any questions prior to or during the study, you may contact Dr. Joseph Kretovics at (269- 387-6867), Khalifah Albalawi at (269-615-7628), the Human Subjects Institutional Review Board (269) 387-8293 or the vice president for research (269) 387-8298.

This consent has been approved by the Western Michigan University Human Subjects Institutional Review Board (HSIRB) on “date”. Do not participate after “date” (The end date cannot be more than one year from the approval date). Participating in this survey online indicates your consent for use of the answers you supply.

Do you consent to participate in this survey?

☐ Yes

☐ No
Appendix E

Leadership Skills Self-assessment
Survey of “EXAMINING THE EXISTENCE AND IMPORTANCE OF NASSP10 SKILLS FOR SUCCESSFUL SCHOOL LEADERS FROM SAUDI PRINCIPALS’ PERSPECTIVES”

1. Demographic Information

1. What is your gender?
   - Female
   - Male

2. What is your school building level?
   - Elementary School
   - Secondary School
   - High School

3. What is the highest level of education you have completed or the highest degree you have received?
   - Bachelor’s degree
   - Master’s degree
   - Doctorate degree

4. How long have you been in the administrative position?
   - Less than 5 years
   - From 5 to 10
   - From 10-20
   - More than 20 years
2. Examining of the Existence of Successful School Leaders’ Skills

Instructions: On a scale of 1 (never) to 5 (always) for each indicator, please rate how often you engage in the behavior described.

5. To what extent do you engage in the following behaviors?

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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<tbody>
<tr>
<td>1. I articulate a clear vision for the school and its efforts to teaching and learning.</td>
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<td>2. I set high performance expectations related to teaching and learning for myself and for others?</td>
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<td>3. I encourage innovation to improve teaching and successful learning for every student.</td>
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<td>4. I set measurable objectives for student academic success and effective instruction.</td>
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<td>5. I generate enthusiasm and work to persuade others to work together to accomplish common goals for the success of every student.</td>
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<td>6. I develop alliances and resources outside the school to improve the quality of teaching and learning.</td>
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<td>7. I clearly articulate expectations regarding the performance of others as it relates to effective instruction and student success.</td>
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<td>6.</td>
<td>I acknowledge and celebrate the achievements and accomplishments of others in their efforts to ensure student success.</td>
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<td>9.</td>
<td>I seek commitment of all involved to a specific course of action to improve student learning.</td>
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<td>10.</td>
<td>I support the ideas and views offered by team members to resolve problems and improve learning.</td>
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<td>11.</td>
<td>I encourage others to share their ideas and opinions regarding improved teaching and learning.</td>
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<td>12.</td>
<td>I contribute my ideas and opinions toward reaching solutions and improving student success.</td>
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<td>13.</td>
<td>I seek input from team members regarding ideas to improve learning.</td>
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<td>14.</td>
<td>I assist the team in maintaining the direction needed to complete tasks.</td>
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<td>15.</td>
<td>I seek to develop consensus among team members.</td>
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<td>16.</td>
<td>I interact appropriately and tactfully with people from different backgrounds.</td>
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<td>17.</td>
<td>I elicit perceptions, feelings, and concerns of others.</td>
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<td>18. I voice disagreement without creating unnecessary conflict.</td>
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<td>19. I anticipate responses of others and act to reduce negative impact.</td>
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<td>20. I communicate necessary information to the appropriate persons in a timely manner.</td>
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<td>21. I express verbal and/or non-verbal recognition of feelings, needs, and concerns of others.</td>
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<td>22. I respond tactfully to others in emotionally stressful situations or in conflict.</td>
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<td>23. I take action to divert unnecessary conflict.</td>
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<td>24. I respond in a timely manner to others who initiate contact with me.</td>
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<td>25. I assign priority to issues and tasks within the school's vision for teaching and learning.</td>
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<td>26. I exercise caution when dealing with unfamiliar issues and individuals.</td>
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<td>27. I avoid reaching quick conclusions and making decisions with limited data.</td>
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<td>28. I evaluate information to determine the elements that affect teaching and learning.</td>
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<td>29.</td>
<td>I communicate a clear learning-related rationale for each decision.</td>
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<td>30.</td>
<td>I seek additional information about issues and events relevant to the school and its mission.</td>
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<td>31.</td>
<td>I use relevant sources for data and information to confirm or refute assumptions.</td>
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<td>32.</td>
<td>I ask follow-up questions to clarify information.</td>
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<td>33.</td>
<td>I seek to identify the causes of problems.</td>
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<td>34.</td>
<td>I continually gather data to guide the improvement of student learning.</td>
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<td>35.</td>
<td>I take responsibility for implementing initiatives to improve teaching and learning.</td>
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<td>36.</td>
<td>I determine criteria that indicate a problem or issue is resolved.</td>
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<td>37.</td>
<td>I consider the long-term and short-term implications of a decision on teaching and learning before taking action.</td>
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<td>38.</td>
<td>I see the big picture related to student learning as the mission of the school.</td>
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<td>39.</td>
<td>I establish priorities for self and other that reflect the school’s vision, goals, and focus on student learning.</td>
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<td>40. I monitor the progress and completion of delegated responsibilities.</td>
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<td>41. I develop action plans to achieve goals related to student learning.</td>
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<td>42. I monitor progress and modify plans or actions as needed.</td>
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<td>43. I establish timelines, schedules, and milestones for timely completion plans.</td>
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<td>44. I prepare thoroughly for meetings and presentations.</td>
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<td>45. I use available resources effectively to accomplish the student learning goals of the school.</td>
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<td>46. I communicate broadly across the spectrum of internal and external stakeholders.</td>
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<td>47. I communicate frequently and ensure consistency across messages.</td>
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<td>48. I demonstrate effective presentation skills, e.g., opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids.</td>
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<td>49. I tailor messages to meet the needs of each unique audience.</td>
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<td>Question</td>
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<td>50. I clearly present thoughts and ideas in one-on-one conversations.</td>
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<td>51. I clearly present thoughts and ideas in communication with small groups.</td>
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<td>52. I clearly present thoughts and ideas in formal, large-group presentations.</td>
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<td>53. I clearly communicate the purpose of the message.</td>
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<td>54. I demonstrate technical proficiency in writing.</td>
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<td>55. I express ideas clearly in writing through multiple media.</td>
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<td>56. I write appropriately for each of the different audiences in the school community</td>
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<td>57. I help others identify their strengths and improvement needs.</td>
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<td>58. I motivate others to change behaviors that inhibit their professional growth and student learning.</td>
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<td>59. I suggest specific developmental activities to improve others' professional capacity to contribute to student learning.</td>
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<td>60. I align professional development activities with the vision and focus of the school.</td>
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<td>61.</td>
<td>I provide others specific behavioral feedback that based on my observations and their self-assessment.</td>
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<td>62.</td>
<td>I seek agreement on specific actions to be taken for individual and collective development.</td>
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<td>63.</td>
<td>I identify my own strengths and improvement needs in skill, knowledge, and attitudes.</td>
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<td>64.</td>
<td>I engage in professional developmental activities that build on my strengths and manage weakness.</td>
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<td>65.</td>
<td>I plan my own professional development within the context of my school's vision and focus.</td>
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<td>66.</td>
<td>I select development strategies that align with my learning style and development objectives.</td>
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<td>67.</td>
<td>I model professional learning by creating and sharing a personal plan for professional growth.</td>
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3. The Importance of NASSP 10 Skills for Leading the Process of Change

Instructions: On a scale of 1 (not at all important) to 10 (extremely important) rate the importance of having these skills to be successful school leader based on the definition for each skill dimension.

The 10 items on this page are the ten skills in NASSP Model you will rate. For each indicator, please rate how important you should have this skill to be successful school leader.

   Setting Instructional Direction is defined as implementing strategies for improving teaching and learning including putting programs and improvement efforts into action; developing a vision and establishing clear goals; providing direction in achieving stated goals; encouraging others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.

   Not at all Important              Extremely Important
   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

7. Teamwork Skill
   Teamwork skill is defined as seeking and encouraging involvement of team members; modeling and encouraging the behaviors that move the group to task completion; supporting group accomplishment.

   Not at all Important              Extremely Important
   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

8. Sensitivity Skill.
   Sensitivity skill is defined as perceiving the needs and concerns of others; dealing tactfully with others in emotionally stressful situations or in conflict; knowing what information to communicate and to whom; appropriately relating to people of varying ethnic, cultural, and religious backgrounds.

   Not at all Important              Extremely Important
   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

   Judgment skill is defined as reaching logical conclusions and making high quality decisions based on available information; assigning appropriate priority to significant issues; exercising appropriate caution in making decisions and in taking action; seeking out relevant data, facts and impressions; analyzing and interpreting complex information.

   Not at all Important              Extremely Important
   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
10. ■ Results Orientation Skill.
Results Orientation skill is defined as assuming responsibility; recognizing when a decision is required; taking prompt action as issues emerge; resolving short-term issues while balancing them against long-term objectives.

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11. ■ Organizational Skill.
Organizational skill is defined as planning and scheduling one's own and the work of others so that resources are used appropriately; scheduling flow of activities; establishing procedures to monitor projects; practicing time and task management; knowing what to delegate and to whom.

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12. ■ Oral communication Skill.
Oral Communication skill is defined as clearly communicating when speaking to individuals, small groups, and large groups; making oral presentations that are clear and easy to understand.

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13. ■ Written communication Skill.
Written Communication skill is defined as expressing ideas clearly in writing; demonstrating technical proficiency; writing appropriately for different audiences.

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Development of Others skill is defined as helping others grow professionally by teaching and coaching; providing specific feedback and developmental suggestions based on observations and data.

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Appendix F

Arabic Consent Form and Arabic Translated Survey
نموذج الموافقة

جامعة برلين الشرقية

الموافقة على برنامج ضمان القانون والتشريعات

هذه الموافقة تهدف إلى توضيح القواعد واللوائح التي تتعلق بمراقبة إجراءات التشريع، والتعامل مع القضايا القانونية في برنامج برلين الشرقية.

ما هي الأخطار المحتملة خلال هذه المرحلة؟

هذا البرنامج يتضمن إجراءات ضبطية على مستوى البلدان والمنظمات والشركات، وضمان السجل القانوني للمؤسسات والفرص المهنية.

كيف يمكن للمشاركين المشاركة في هذا البرنامج؟

هذا البرنامج هو جزء من التدريب الوظيفي، والذين يتعاملون على مستويات مختلفة من الشركة.

فيما يتعلق بتوثيق هذا البرنامج:

يجب على جميع المشاركين المشاركة في هذا البرنامج.

فيما يتعلق بتوثيق هذا البرنامج:

بشكل عام، يجب على جميع المشاركين المشاركة في هذا البرنامج.

فيما يتعلق بتوثيق هذا البرنامج:

بشكل عام، يجب على جميع المشاركين المشاركة في هذا البرنامج.

أ. توقيع برنامج ضمان القانون والتشريعات

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ب. توقيع برنامج ضمان القانون والتشري...
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**إلى أي مدى تحقق مهارات القيادة في القرن الراحل والمعاصرين لقيادة التغيير في التعليم العام؟**
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4. مهارة التفكير

مهارة التفكير تعني القدرة على استخدام الموارد بشكل مبتكر ونوعي، وإيجاد حلول للقضايا والأمور، سواء بالطرق التقليدية أو غيرها. ومهمة امتناع التفكير العقلي، فهيئة التفكير العقلي، تمارس قدرتها في البحث والتشكيك والبحث عن حلول.

5. مهارة التواصل

مهارة التواصل تعني القدرة على التواصل بشكل مبتكر ونوعي، وإيجاد حلول للقضايا والأمور، سواء بالطرق التقليدية أو غيرها. ومهمة امتناع التفكير العقلي، فهيئة التفكير العقلي، تمارس قدرتها في البحث والتشكيك والبحث عن حلول.

6. مهارة التفكير القطبي

مهارة التفكير القطبي تعني القدرة على استخدام الموارد بشكل مبتكر ونوعي، وإيجاد حلول للقضايا والأمور، سواء بالطرق التقليدية أو غيرها. ومهمة امتناع التفكير العقلي، فهيئة التفكير العقلي، تمارس قدرتها في البحث والتشكيك والبحث عن حلول.

7. مهارة التفكير المعرفي

مهارة التفكير المعرفي تعني القدرة على استخدام الموارد بشكل مبتكر ونوعي، وإيجاد حلول للقضايا والأمور، سواء بالطرق التقليدية أو غيرها. ومهمة امتناع التفكير العقلي، فهيئة التفكير العقلي، تمارس قدرتها في البحث والتشكيك والبحث عن حلول.

8. مهارة التفكير الاستراتيجي

مهارة التفكير الاستراتيجي تعني القدرة على استخدام الموارد بشكل مبتكر ونوعي، وإيجاد حلول للقضايا والأمور، سواء بالطرق التقليدية أو غيرها. ومهمة امتناع التفكير العقلي، فهيئة التفكير العقلي، تمارس قدرتها في البحث والتشكيك والبحث عن حلول.

9. مهارة التفكير الاستراتيجي

مهارة التفكير الاستراتيجي تعني القدرة على استخدام الموارد بشكل مبتكر ونوعي، وإيجاد حلول للقضايا والأمور، سواء بالطرق التقليدية أو غيرها. ومهمة امتناع التفكير العقلي، فهيئة التفكير العقلي، تمارس قدرتها في البحث والتشكيك والبحث عن حلول.

10. مهارة التفكير الاستراتيجي

مهارة التفكير الاستراتيجي تعني القدرة على استخدام الموارد بشكل مبتكر ونوعي، وإيجاد حلول للقضايا والأمور، سواء بالطرق التقليدية أو غيرها. ومهمة امتناع التفكير العقلي، فهيئة التفكير العقلي، تمارس قدرتها في البحث والتشكيك والبحث عن حلول.
Appendix H

Email to the Ministry of Education at Tabuk
To the Ministry of Education at Tabuk,

I am doing my Ph.D. dissertation examining *Tabuk* principals’ perceptions about their use and perceived importance of NASSP 10 leadership skills required to lead the process of change. The purpose of this study is to examine how Saudi principals assess their current use of the 10 Skills for Successful School Leaders (NASSP, 2014) in their work as school leaders and determine how they rate the importance of having these skills as leaders of Saudi schools under the new Ministry of Education vision and expectations.

I am looking for your support by sending the invitation letter of my study to all *Tabuk public school* principals via email and encourage them to participate in the study. I know that you and the principals are extremely busy, but I hope the results of this study add valuable insights to your department. Please ask the principals to provide their input by taking the survey.

If you have any questions, please feel free to contact me via email at leader828@yahoo.com or by telephone at 0506589527.

Thank you for your time and consideration.

Please click on the link to the online survey below:

[https://www.surveymonkey.com/s/ZMGDSKK](https://www.surveymonkey.com/s/ZMGDSKK)

Sincerely,

Khalifah Albalawi
Western Michigan University
Doctoral Candidate
leader828@yahoo.com
0506589527
Appendix I

Email to Principals
Dear Principal,

I am inviting you to participate in a study on principals’ perceptions examining their use and perceived importance of NASSP10 leadership skills required to lead the process of change under the ministry of education new vision and expectations. The purpose of this study is to examine how Saudi principals assess their current use of the 10 Skills for Successful School Leaders (NASSP, 2014) in their work as school leaders and determine how they rate the importance of having these skills as leaders of Saudi schools under the new Ministry of Education vision and expectations.

I know that you are extremely busy, but I hope you will take the time to participate in this study. The survey is user-friendly and you should be able to complete it in 15 minutes or less. Your responses will be kept completely confidential. Please provide your input by taking the survey.

If you have any questions, please feel free to contact me via email at leader828@yahoo.com or by telephone at 0506589527

Thank you for your time and consideration.

To begin, please click on the link to the online survey below:  
https://www.surveymonkey.com/s/ZMGDSKK

Sincerely,

Khalifah Albalawi
Western Michigan University
Doctoral Candidate
leader828@yahoo.com
0506589527
Appendix J

First Reminder Email to Principals
Dear Principal,

Thank you for considering participating in my survey. This email is to remind you to participate in a study that examines principals’ perceptions about their use and perceived importance of NASSP 10 leadership skills required to lead the process of change under the ministry of education new vision and expectations. The purpose of this study is to examine how Saudi principals assess their current use of the 10 Skills for Successful School Leaders (NASSP, 2014) in their work as school leaders and determine how they rate the importance of having these skills as leaders of Saudi schools under the new Ministry of Education vision and expectations.

If you have already completed the survey, thank you. If not this is the last friendly reminder.

I know that you are extremely busy, but I hope you will take the time to participate in this study. The survey is user-friendly and you should be able to complete it in 15 minutes or less. Your responses will be kept completely confidential. Please provide your input by taking the survey.

If you have any questions, please feel free to contact me via email at leader828@yahoo.com or by telephone at 0506589527

Thank you for your time and consideration.

To begin, please click on the link to the online survey below:
https://www.surveymonkey.com/s/ZMGDSKK

Sincerely,

Khalifah Albalawi
Western Michigan University
Doctoral Candidate
leader828@yahoo.com
0506589527
Appendix K

Final Reminder Email to Principals
Dear Principal,

Thank you for considering participating in my survey. This email is a final reminder that I am inviting you to participate in a study that examines principals’ perceptions about their use and perceived importance of NASSP 10 leadership skills required to lead the process of change under the ministry of education new vision and expectations. If you have already completed the survey, thank you. If not this is the final friendly reminder.

I know that you are extremely busy, but I hope you will take the time to participate in this study. The survey is user-friendly and you should be able to complete it in 15 minutes or less. Your responses will be kept completely confidential. Please provide your input by taking the survey. This survey will close two weeks from the date of this email.

If you have any questions, please feel free to contact me via email at leader828@yahoo.com or by telephone at 0506589527.

Thank you for your time and consideration.

To begin, please click on the link to the online survey below:
https://www.surveymonkey.com/s/ZMGDSKK

Sincerely,

Khalifah Albalawi
Western Michigan University
Doctoral Candidate
leader828@yahoo.com
0506589527
Appendix L

Translated Email to the Ministry of Education at Tabuk
وزارة التعليم في تبوك

الإخوان الأعزاء في إدارة تعليم تبوك

أنا أقوم بدراسة لإكمال درجة الدكتوراه في بحث "وجود وأهمية مهارات القيادة في القرن الواحد والعشرين لقيادة التغيير من وجهة نظر مدراء المدارس في المملكة العربية السعودية". تهدف الدراسة إلى التعرف على آراء مدراء المدارس حول مدى وجود وأهمية مهارات القيادة في القرن الواحد والعشرين لقيادة التغيير من وجهة نظرهم. أطلع لدعمكم وذلك من خلال إرسال رابط استماعي الإلكتروني لجميع مدراء مدارس تطوير وحثهم على المشاركة والتفاعل.

أتطلع لدعمكم وذلك من خلال إرسال رابط استماعي الإلكتروني لجميع مدراء مدارس تطوير وحثهم على المشاركة والتفاعل.

أعلم تماما مدى انشغالكم ومدى انشغال مدراء المدارس لكن أتمنى أن تكون نتائج دراستي أثر جيد للمشروع لهذا إن كان لديكم أي استفسار الرجاء الاتصال بي على جوال 06589527، أو مراسلتي عبر الإيميل التالي: leader828@yahoo.com

شكرا لكم تعاونكم وتعاملكم، الرجاء إرسال رابط الاستماع التالي:

https://www.surveymonkey.com/s/ZMGDSKK

تحياتي
خليفه البلوي
جامعة غرب متشجن الأمريكية
مرشح دكتوراه
leader8282@yahoo.com
0506589527
Appendix M

Translated Email to Principals
الإخوان الأعزاء مدراء مدارس تبوك

أنا أقوم بدراسة لإكمال درجة الدكتوراه في بحث "وجود وأهمية مهارات القيادة في القرن الواحد والعشرين لقيادة التغيير من وجهة نظر مدراء المدارس في المملكة العربية السعودية". تهدف الدراسة إلى التعرف على أراء مدراء المدارس حول مدى وجود وأهمية مهارات القيادة في القرن الواحد والعشرين لقيادة التغيير من وجهة نظرهم.

أتطلع لدعمكم وذلك من خلال الإجابة على الاستبيان المرفق. أعلم تماما مدى انشغالكم ولكن مشاركتك مهمة جدا لي.

ولن تأخذ من وقتكم أكثر من 15 دقيقة وستكون إجاباتكم سرية للغاية.

إن كان لديكم أي استفسار الرجاء الاتصال بي على جوال 0658952705، أو مراسلتي عبر الإيميل التالي:

leader828@yahoo.com

شكرا لكم تعاونكم وتعاملكم.

الرجاء الدخول على رابط الاستبيان من هنا:

https://www.surveymonkey.com/s/ZMGDSKK

تحياتي
خليفة البلوي
جامعة غرب متشجن الأمريكية
مرشح دكتوراه
leader828@yahoo.com
0506589527
Appendix N

Translated First Reminder Email to Principals
الإخوة الأعزاء مدراء مدارس تبوك

شكرًا لاهتمامكم ورؤية دراستي لهذا إميل تذكيري للمشاركة في الدراسة التي أنا أقوم بها لإكمال درجة الدكتوراه. هذه الدراسة تركز على مهارات القيادة في القرن الواحد والعشرين، وتحديداً في المملكة العربية السعودية. تهدف الدراسة إلى التعرف على آراء مدراء المدارس حول مدى وجود و أهمية مهارات القيادة في القرن الواحد والعشرين، وتحديداً من وجهة نظرهم.

أتطلع لدعمكم وذلك من خلال الإجابة على الاستبيان المرفق. إن قمت بالإجابة من قبل نشكرك على هذا ولا داعي لإكمال الرسالة.

أعلم تماماً مدى انشغالكم ولكن مشاركتك مهمة جداً لي ولن تأخذ من وقتكم أكثر من 15 دقيقة وسنكون إجاباتك سرية للغاية.

إن كان لديكم أي استفسار من فضلكم الاتصال بي على جوال 0506589527، أو مراسلتي عبر الإيميل التالي:
leader828@yahoo.com

شكراً لكم تعاونكم وتعاملكم.

الرجاء الدخول على رابط الاستبيان من هنا:
https://www.surveymonkey.com/s/ZMGDSKK

تحياتي
خليف البلوي
جامعة غرب منتشن الأمريكية
مرشح دكتوراه
leader828@yahoo.com
0506589527
Appendix O

Translated Final Reminder Email to Principals
الإخوة الأعزاء مدراء مدارس تبوك

شكراً لاهتمامكم وبدراستي وهذا إيميل تذكيري آخر للمشاركة في الدراسة التي أنا أقوم بها لإكمال درجة الدكتوراه في بحث بعنوان "وجود وأهمية مهارات القيادة في القرن الواحد والعشرين لقيادة التغيير من وجهة نظر مدراء المدارس في المملكة العربية السعودية". تهدف الدراسة إلى التعرف على آراء مدراء المدارس حول مدى ووجود وأهمية مهارات القيادة في القرن الواحد والعشرين لقيادة التغيير من وجهة نظرهم. أطلع لدعمكم وذلك من خلال الإجابة على الاستبيان المرفق، وإن قمت بالاجابة من قبل نشكرك على هذا ولا داعي لإكمال الرسالة. أعلم تماماً مدى انشغالكم ولكن مشاركتك مهمة جداً لي ولن تأخذ من وقتكم أكثر من 15 دقيقة وستكون إجاباتك سرية للغاية.

إن كان لديكم أي استفسار الرجاء الاتصال بي على جوال 06589527، أو مراسلتي عبر الإيميل التالي:
leader828@yahoo.com
شكراً لكم تعاونكم وتعاملكم، الرجاء الدخول على رابط الاستبيان من هنا:
https://www.surveymonkey.com/s/ZMGDSKK

تحياتي
خليفه البلوي
جامعة غرب متشجن الأمريكية
مرشح دكتوراه
leader828@yahoo.com
0506589527