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Examining Multiple Approaches for the Preparation of New Principals: A Mixed Method Comparative Study of Two Programs

Hanin Wasel Alahmadi
University of Windsor

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By

Hanin Alahmadi

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Hanin Alahmadi

APPROVED BY:

_____

Dr. Debbie Kane
Faculty of Nursing

_____

Dr. Glenn Rideout
Faculty of Education

_____

Dr. Dragana Martinovic, Advisor
Faculty of Education

24 May 2016

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ABSTRACT

The preparedness of principals has received much attention in recent years. Many countries require that school leaders complete preparation programs offered by school boards, or colleges. Do these programs, however, truly prepare novice principals to be effective school leaders? Do new principals receive adequate preparation to meet real-life school challenges? This comparative study explored the differences and similarities between principal preparation programs in Saudi Arabia and Ontario, Canada, and examined the effectiveness of these programs, as perceived by the new principals, in preparing them for this position. In addition, it inspected if these programs implement the recommendations of the field of research regarding the skills the principals need (e.g., technologically proficient and having political skills)? This study also explored the possibility of establishing an exemplary program by combining aspects of the two different program approaches. By taking what is best from both models, such a program could be effective and dynamic, and mitigate the shortcomings of the existing programs.

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CHAPTER ONE: INTRODUCTION

Emerging Research Interest

My interest in the work that principals did began when I was a student in Saudi Arabia and had rare opportunities to see my principal at school. My interest in the principal's preparation for a position grew when I taught at an elementary school in Saudi Arabia whose principal claimed that she would benefit from taking a leadership course. The school was multicultural, with teachers and students from different backgrounds. Unfortunately, the principal lacked the knowledge on how to deal with school diversity or to provide effective leadership. Although the principal had great time management skills, organizing and managing facilities, she lacked communication skills with school staff and ways for engaging them in decision making and creating collaborative learning environment in school diversity.

According to the Ministry of Education in Saudi Arabia (MoE-SA) regulations (nomination for principalship, MoE teachers network), principals are not required to complete course work in the theories of administration and leadership before assuming their position. The MoE-SA assumes that having candidates with administrative experience (8 years) would be enough for aspiring principals to gain necessary skills. Even though MoE-SA offers some workshops after assigning candidates to their positions, these workshops rely more on the participants' professional credit and administrative experience. However, how can Saudi principals learn about the theories of educational leadership only through experience? Aldebian (2009) and Al-Athayleh (2004) argue that Saudi principals have an understanding of school

environment and demands, but they need to be more knowledgeable about educational leadership and motivated to learn.

When I first came to Ontario, Canada, I learned that in this province, aspiring principals must undertake the formal Principal's Qualification Program (PQP) in order to serve as a school leader. In contrast to the Saudi program, the PQP concentrates on course-based learning, with rich curriculum content about educational leadership and school structure. This program provides a theoretical grounding in educational leadership through case studies and peer discussions in the classroom. However, the limitation of course-based learning is lack of exposure to real-life challenges (Luu, 2010; Walker, Bryant, & Lee, 2013). Although the PQP offers a 60-hour internship, it may be insufficient to prepare principals for the demands of today's schools.

Principals need to have both extensive knowledge about educational leadership and real-life training in order to effectively lead schools (Darling-Hammond, Meyerson, LaPointe, & Orr, 2010). Therefore, the pre-service program should fairly combine both educational- and experience-based features and combining the Saudi and Canadian approaches may provide the outlines for assembling an exemplary program.

Research on Principalship

In general, educational policy makers have paid increasing attention to school leadership in recent years, and much research has been conducted on effective leadership styles and how leaders' characteristics influence school outcomes. This research has revealed the crucial role of principals in school improvement (EQAO, 2005; Hauserman & Stick, 2013; Mulford, 2003). Since the 1990s, the focus of research on school improvement has shifted from teaching and classroom quality to the importance of school leaders in the development of the educational process (e.g., Fullan, 1991; Leithwood, 1992; Sergiovanni, 1994; Waters, Marzano, & McNulty,

2003; Leithwood & Jantzi, 2008; Robinson, Lloyd, & Rowe, 2008). A study of 38 secondary schools in Australia found that leadership is a primary factor in producing "outstanding school outcomes" (Dinham, 2004, p. 339). The principal no longer serves only as a school administrator; principals are now accountable for creating collaborative, supportive work environments, setting goals, and improving schools. Principals' role in schools has become so vital that the withdrawal of an effective leader has a negative impact even on successful schools (Hargreaves & Fink, 2004). Research conducted by organizations, such as the Wallace Foundation and the National Association of Secondary School Principals (NASSP), has underscored the importance of the principals' role in the improvement of schools.

Modern-day principals are expected to increase students' test scores, nurture staff members, and manage the school environment. The principal's role extends to include creating a school culture and climate, and to setting an achievable vision and goals, all of which have impact on school outcomes. A positive school culture is considered a key factor in school improvement, therefore, "[t]he principal must be the intellectual leader of the school and forge a climate in which academic success is a basic goal" (Hoy & Miskel, 2013, p. 199). Most principals are also responsible for evaluating teachers' performance while following district and state protocols. In addition, they must assist teachers in meeting the new demands of the curriculum and help integrate technology into the classroom. For school administrators, effective leadership is a difficult task, which requires building relationships of trust with their schools' stakeholders (Hoy & Miskel, 2013). Principals also must lead under the pressure of unprecedented responsibilities, challenges, and managerial issues in today's schools. It is clear that principals need to be well trained in order to fulfill all that is demanded from them.

Although there are many programs aimed at helping aspiring principals develop their skills as leaders, most programs are criticized for lacking the resources to fully equip and realistically prepare principals for their schools' challenges and demands (Orr, 2011; Walker, Bryant, & Lee, 2013). To adequately prepare school administrators for both current and future demands, a major shift in principal preparation is needed (Orr, 2011). According to Orr, existing programs must establish or add sufficient content to prepare principals for lifelong learning. These programs should be more flexible and adaptable in order to meet fast-changing demands and appropriately equip future principals to meet those demands.

Theoretical Framework

This study compares two programs operating in different cultural contexts; each culture has its own sociological paradigms. Because an aim of the research is to propose creation of an international preparation program, the research employed Functionalism Theory. This theory has the benefit of transmission, where the "individuals accept their roles within the social structure of society" (Palestini, 2003, p.14). This concept would assist in preserving cultural integrity during the preparation of the aspiring principals. Hallinger and Leithwood (1998) developed a framework for cross-cultural study of educational leadership. This framework highlighted the need to understand the indigenous meaning of cultural concepts of principal leadership and school outcomes, which are intimately associated with the cultural norms that predominate within a given social structure.

In the functional leadership model, leadership does not preform by one person but depend on a set of behaviours by the group that gets work done (Burke et al., 2006). Any member of the group can perform these behaviours, so any member can participate in leadership. The Functional theory of leadership, places greater emphasis on how an organisation or task is being

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led rather than who has been formally assigned a leadership role (Burke et al., 2006). One of the best known and most influential of functional theories of leadership, used in many leadership development programmes, is John Adair's "Action-Centred Leadership" (Bolden, Goslin, Marturano, & Dennison, 2003). John Adair developed a model of Action-Centred Leadership has connecting circles that overlap because:

- the task can only be performed by the team and not by one person
- the team can only achieve excellent task performance if all the individuals are fully developed
- the individuals need the task to be challenged and motivated (Bolden et al., 2003, P.11).

There is also another theory that was developed in Frankfurt school by Karl Marx – Critical Theory. Its main idea, in contrast to functionalism, is that coercion and power play primary roles in leadership and social control (Seiler, 2006). While Functionalism Theory considers acceptance and distribution of social roles in society, since for Critical Theory the whole society is like an organism, it suggests that society is divided into small groups, each of which competes for economic and social resources (Dahms, 2011). Therefore, in terms of leadership and principalship development, proponents of Critical Theory claim that dominance is necessary for leaders in order to keep their power (Dahms, 2011).

It is also worth considering the third theory of leadership, especially in relation to principalship development, which is Situational Leadership. This theory is based on the relationship and interconnection between the behavior of a leader and a particular situation or circumstances (Graeff, 1997; Grint, 2011). Thus, according to the situational leadership, leaders can emerge and develop only as a result of cultural, social and economic conditions. It is then viable to say that Situational Leadership Theory is a refinement of Functionalism and the Critical

Theory, which are focused on leaders and their actions, rather than on situations, changes and the environment.

Summarizing all the written above about different theories in regards to principalship development, it might be concluded that these theories are based on different principles. However, internationally leader have different circumstances in their environment. and in terms of creation of an international preparation program for aspiring principals, combining all the above theories together may provide a more holistic venue for approaching better results and developing better leadership skills.

Statement of the Problem

Quality school leadership is necessary to improve school performance, student achievement, and other outcomes of educational organizations (Dinham, 2004; Leithwood, 2006). Therefore, aspiring principals need adequate training programs to enable them achieve the desired educational outcomes. However, education leadership preparation programs have been regularly criticized for insufficiently preparing aspiring leaders for the changing demands of the educational field (Hess & Kelly, 2005). Bush and Jackson (2002) found many programs for aspiring, beginning, and experienced principals but few offering a coherent curriculum that meets all principal's needs. Principals' pre-service programs need to address the new challenges faced by school leaders, especially by those new to their jobs.

Preparation programs for principals differ throughout the world and typically emphasize either education-based leaning with a small period of internship/practical or experience-based learning with some course work (Huber & West, 2003). Some jurisdictions, such as Ontario, Canada, combine course-based learning with internships of varying lengths (usually less than a year) with emphasis put on the educational part. In Saudi Arabia, however, their program also

combines experience-based opportunities with little course-work with emphasis put on having administrative experiences. In certain countries, including the United States and Canada, completing a preparation program is mandatory to be eligible for a principal's position, but this qualification is optional elsewhere. Generally, either governmental or non-governmental institutions deliver principal preparation programs (Huber & West, 2003). In most Western countries, including the United States and Australia, universities hold a monopoly in the certification of educational leaders (Walker & Qian, 2006).

Differences among these programs include their primary approach (e.g., pre-service preparation or learning through work) and length. For example, in some countries, programs for educational leaders emphasize in-class education and require shorter, or none, on-the-job internships, while some other countries value on-the-job experience and mandate little, or none, in-class preparation. These differences indicate a challenge to develop an exemplary program that would fit educational systems in different countries. Indeed, comparative researchers have called for establishing an exemplary program that can work across systems (Huber & West, 2003; Walker & Qian, 2006). These researchers claim that, for principals to be equipped for their positions, they must be prepared gradually over the long-term. In the present study, I hypothesize that designing a well-balanced preparation program, which delivers the needed theoretical knowledge base and requires long-term internships that enable assessment of candidate's performance and provides opportunities for them to gain experience would help principals become effective leaders. Candidates need an "action-oriented" method (McIntyre, 1979, p. 32) to gain more realistic expectations about their future role.

Purpose of the Study

The purpose of this study is to identify strengths of two educational leadership approaches in order to propose a possibly more effective principal preparation program. The two programs are the Principal's Qualification Program (PQP-ON) administered in Ontario, which is largely course-based (education-based) and includes a 60-hour internship, and the Ministry of Education—Saudi Arabia (MoE-SA) preparation program, which requires mostly long-term, on-the-job experience (experience-based) and provides only a few workshops. Most previous studies have either examined the effectiveness of a particular program or compared programs which use the same approach but different structures. In the present study which compares the professional experiences of principals who obtained their certification/position through preparation programs that emphasized more experience or more education, I explore how combining features from these two types of programs could fairly expose principals to what is perceived as advantage of each program. .

Research Questions

The guiding research questions for the first phase of the study are as follows.

1. How do new principals evaluate their preparation program and selection for the principal's position?

    1.1. From the new principals' perspective, how successful was their program at preparing them for the real-life challenges they face in schools?

For the second phase of this study, the overarching research question is as follows:

   2. What do principals who completed a program that emphasizes education, identify as strengths and weaknesses of their program?

3. What do principals who completed a program that emphasize experience, identify as strengths and weaknesses of their program?

Definitions and Terms

- *Aspiring principals* are teachers who seek to be school leaders (principals).

- *Educational leadership programs (principal's preparation programs)* are programs that aspiring principals must complete before they may be considered for a principal positions.

- *Education-based programs* are principal preparation programs based on in-class learning, through which aspiring principals gain a degree or certificate after attending courses. These programs might or might not require internships but always provide theoretical knowledge of educational leadership and involve case studies and peer discussions.

- *Experience-based programs*, are principal preparation programs that primarily use work experience to prepare principals for their new role (aspiring principals are selected based on their teaching experience to be vice-principals and gain more administrative experience).These programs might or might not require course work.

- *PQP-CA,* abbreviation Principals Qualification Program in Ontario, Canada.

- *MoE-SA,* abbreviation Ministry of Education Program in Saudi Arabia.

CHAPTER TWO: LITERATURE REVIEW

Principals' Core Role

According to recent literature, effective leadership is among the most important school-based factors that influence student achievement, teaching quality, and school outcomes in general. A review of the literature on school improvement suggests that most findings indicate the importance of principals in all aspects of the educational process (Leithwood, 1992; Sergiovanni, 1994; Hurber & West, 2003; Mulford, 2003; EQAO, 2005; Hauserman & Stick, 2013). There is significant evidence of a correlation between effective principal leadership and student learning (Johnson, Uline, & Perez, 2011). After a six years long investigation of the relationship between educational leadership and student academic achievement, Louis, Leithwood, Wahlstrom, and Anderson (2010) support the claim that "leadership is second only to classroom instruction as an influence on student learning" (p. 9). Working with approximately 223 schools in U.S., Louis et al. (2010) stated that "we have not found a single case of a school improving its student achievement record in the absence of talented leadership" (p. 9). At the same time, the principal's role has become both increasingly crucial and increasingly demanding within any educational organization (Brauckmann & Pashiardis, 2012; Hansford & Ehrich, 2005).

The school leader has become a key element in the function of the school, and the impact of effective principals on schools has only risen as their responsibilities have increased (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Principals play an important role in schools, therefore, they must have an extensive understanding of developing a shared vision of the future,

building consensus on relevant short-term goals, influencing organizational aims, solving problems, sharing power, and managing the daily routines of the school (Hansford & Ehrich, 2005; Johnson et al., 2011). To execute these core practices, principals need "well-designed and implemented training programs … for their chosen path" (Hansford & Ehrich, 2005, p. 49).

According to Beatty (2008), in 1992, Mulkeen and Coopers were first who mentioned the need for preparing principals, and leadership research continues to point to this need. Since 1992, many programs for preparing principals have been established. However, Butler (2008) and Sherman (2008) evaluate U.S. principal preparation programs as inadequate to meet the real-life demands of the 21st-century schools. Luu (2010) issued the same criticism about the principal preparation program in Ontario. Luu's (2010) study concluded that although PQP-ON well prepared aspiring principals "for managerial tasks such as time management, budgeting and familiarity with stakeholder prioritization," it did not adequately prepared aspiring principals "to provide leadership to the school in the areas of problem solving in regards to interpersonal and supervisory relationship concerns" (p. 389).

Challenges Facing New Principals in Today's Schools

New principals might encounter technical and psychological issues in their schools. At times, the demands of the job overwhelm principals' abilities to deal effectively with these issues, making them feel vulnerable and incompetent (Darling-Hammond et al., 2010). Also, new principals might feel isolated when adapting to a new school community (Walker & Qian, 2006); keeping up with an excessive amount of paperwork sometimes requires principals to seclude themselves in their offices, apart from their colleagues and school's stakeholders.

The challenges facing novice principals in 21st-century schools arise from the rapid integration of technology into schools and social changes often related to globalization (e.g.,

diverse student populations). In addition, constant educational system reforms have produced more complex and dynamic school environments than in the past (Brauckmann & Pashiardis, 2012). The transition from an industrial to a post-industrial society not only has exacerbated the already complex work environment of school principals but has also raised expectations of what they should achieve (Crow, 2006). Hess (2003) claims that leaders are expected to, "leverage accountability and revolutionary technology, devise performance-based evaluation systems, re-engineer outdated management structures, recruit and cultivate non-traditional staff, drive decisions with data, build professional cultures, and ensure that every child is served" (p. 1). In addition, principals must "restructure schools and implement new educational paradigms that focus on pedagogical findings, foster the ideals of a just and humane educational system and prepare the populace to make moral and ethical decisions in an ever-changing society" (Cline & Necochea, 2000, p. 157). All these responsibilities create conditions for work pressure and high stress for principals. For aspiring principals, responsibilities have become a major concern, discouraging them from achieving their potential as school leaders.

Since today's principals perform the core functions of the school, all school staff members depend on their effectiveness as leaders. Principals are expected to provide leadership on issues regarding assessment, instruction, curriculum, parent demands, and teachers' rights and expectations for communication (Luu, 2010). All these responsibilities increase the stress level of principal's role, leading to a shortage of principals in the educational field (Walker & Qian, 2006). Studies in some Organization for Economic Co-operation and Development (OECD) countries (e.g., Canada, the United Kingdom, the United States, Finland) have documented the effects of these growing demands on school leaders (Schleicher, 2012). In the United Kingdom, most head teachers do not have a successful work–life balance because of "long working hours"

and "deficiencies in working practices" (Schleicher, 2012, p. 20). Principals often cannot manage their time well; Schleicher (2012) found that administrative demands are prioritized and consume 34% of school leaders' time. Principals work under pressure to meet other demands in their remaining time.

The severity of these challenges reach peak at the beginning of the school year and are difficult to handle for even experienced principals, let alone new principals (Villani, 2006). Unfortunately, existing preparation programs do not seem to provide aspiring principals with opportunities to develop adequate skills to manage these challenges (Luu, 2010).

Principal's Development as a Leader

Houchen et al. (2013) define the principal as a "learning leader," and they note that "principals in high-performing schools devote much of their focus to the process of teaching and learning and dedicate their efforts toward the improvement of both" (Houchen, 2013, p. 56). Leadership training and development is a crucial process when it pertains to those who are aspiring to become administrators in the Education field. Regardless, whether leadership training is organized for a school system's current personnel or for the attendees of a university's School of Education development program, there is much to consider.

First, as Mitgang (2012) mentioned, the problems of any leadership preparation program typically begin with a lenient admissions process. Many programs admit nearly everyone who decides to apply, without any consideration from the Ministry of Education or from the school districts. The selection process mainly focuses on academic background. The process often fails to probe for evidence of a candidate's ability to work well with teachers or within challenging school settings. The process reveals little about a candidate's resilience, integrity, and belief in all children's ability to learn – qualities central to a school leader's eventual success (Darling-

Hammond et al., 2007). According to Ash, Hodge, and Connell (2013), a strongly structured and effective selection process would promote the most qualified candidates for the principal position. These researchers have introduced a helpful process for recruiting principals, and it is summarized below:

.   The pre-screening process includes identifying committees and the required qualifications for principals.

.   The screening and interviewing process involves evaluating candidate applications and conducting candidate interviews.

.   The follow-up and selection process is comprised of selecting top candidates and developing follow-up questions before selecting the new principal. (Ash, Hodge, & Connell, 2013, pp. 98-99)

After properly screening candidates and correctly selecting the aspiring principals, next comes the important role of conducting effective preparation for principalship.

Second, in order to reinforce aspiring leaders to be successful leaders, the program must cover both "external" and "internal" factors (Leithwood, Day, Sammons, Harris & Hopkins, 2006, p. 68). Therefore, a program that fairly encompasses educational-based and experience-based factors would build successful leaders. Leithwood et al. (2006) state that external factors include (a) educational policies, (b) on-the-job leadership opportunities, (c) mentoring experiences, and (d) professional development initiatives. Furthermore, internal factors include (a) thoughts, (b) feelings, (c) educational histories, (d) professional identities, and (e) values. From my perspective, external factors could be encompassed by experience-based training, and the internal factors could be encompassed by education-based preparation. Therefore, this study aims to identify a combination of these two approaches in one stronger program.

Mitgang (2012) states that there are five lessons that could exponentially increase the level of qualified candidates for future principals and school administrators. The aim of Mitgang's book is not to specifically pinpoint principal certification programs and what they require, but to impress upon those who are seeking these kinds of leaders what to look for and what their vetting process should be. Mitgang (2012) recommends a rigorous and detailed selection process, ensuring that potential candidates have gained the proper leadership training in conjunction with a viable principal certification program and high-quality mentoring, particularly for first-year principals. Mitgang's book contributes to the rationale for affirming the empirical over the instructional. Evidence of this affirmation is found in lesson number five, which indicates the need for a high-quality mentorship. However, the five lessons, together, emphasise the need for the continued progression of pre-service training through various means (Mitgang, 2012).

Overview of School Leadership

In recent decades, the importance of developing an efficient pre-service leadership program for principals has increased in order to create successful educational leaders (Walker et al., 2013). Indeed, many recent researches have focused on finding a productive and high-quality leadership program.

For example, Houchen and Cabrera (2013) performed a comprehensive study on Western Kentucky University's (WKU) P-12 school principal certification program. WKU focuses its leadership training and development for principals on an instructional foundation by teaching the importance of the Common Core curriculum (Houchen et al., 2013, p. 56). The WKU program gives aspiring principals the capacity to impart valuable knowledge, and the curriculum can serve as the infrastructure for any educational institution (Houchen et al., 2013). Therefore, this

program is known for its rigorous education program, in which candidates are required to complete an instructional framework that outlines instructional leadership (Houchen et al., 2013). While the intensity of WKU's program has a reputation for providing the foundation for those seeking their principal certification, it is the program's strong framework that raises the standards as a whole. Mitgang (2012) also recommends a similar program to the aforementioned WKU principal certification program. However, it seems that Mitgang does not mind the candidates' administrative experience backgrounds; her message does not display an ideology favoring experience over an instruction-based pre-service program.

Furthermore, Darling-Hammond et al. (2010) examined eight pre-service principal preparation programs in the U.S., all of which were considered strongly productive. Most of these programs included the following features:

- A comprehensive and coherent curriculum aligned to state and professional standards.

- Philosophy and curriculum that emphasize leadership instruction and school improvement.

- Active, student-centred instruction.

- Knowledgeable faculty.

- Vigorous, carefully targeted recruitment.

- Well-designed and supervised administrative internships. (Darling-Hammond et al., 2010, pp. 181-182)

From an international perspective, Walker et al. (2013) argue that effective leadership is the indirect reflection of an organization's success, and they focus on the international development of a high-quality school leadership program; hence, there is an ideology of organizational leadership present within educational systems around the world. Walker et al.

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(2013) compared educational organizations in Asia, North America, and Australia, and they found that the gaps or differences between school systems, worldwide, seem to be closing and that there is now a global awareness of leadership development and leadership training programs. That accountability does not end or begin with the teacher in the classroom; it requires leadership that is knowledgeable in how to organize systems and to prepare staff in order for students to have the opportunities to become as successful as they can be academically.

Somewhat the antithesis of the previous review, the Leithwood et al.'s (2009) research study examined a more modern phenomenon in educational leadership known as *distributed leadership,* which is a part of an even larger movement of optimal and alternative ways of organizing school management and administration. Furthermore, the definition of distributed leadership is broad in its current maturation (even though the term and concepts date back to 1954), but it can be described as the *shared, democratic, and dispersed conceptions of leadership* (Leithwood et al., 2009)*.* However, the Leithwood et al. (2009) book, entitled *Distributed Leadership According to the Evidence,* provides a much broader presentation of distributed leadership and all of its various nuances in order to achieve its full meaning.

Educators and those who provide comprehensive leadership training for principals widely shun the theoretical ideologies of distributed leadership and its framework. Leithwood et al. (2009) present various schools around the world that have built an infrastructure around distributed leadership and that seem to thrive in that type of educational environment. However, while some may agree with its principles, others have not quite adapted to its theories and framework. Therefore, finding examples of distributed leadership as a training ground for principals is nearly impossible. In fact, distributed leadership seems to reject the idea of a leadership-training program for pursuing principal certification. The very nature of distributed

leadership creates an impression that it would be more suitable for actualizing an organized team that takes on all of the responsibilities of a traditional principal, constituting a leadership group that functions based on the principles of distributed leadership (Leithwood et al., 2009).

Furthermore, in the event that one could create such a leadership program for an organized group of leaders who act as a nucleus, this book would be a useful source for this kind of group training or team leadership. Additionally, the Leithwood et al.'s book examines *Theoretical Explanations of Distributive Leadership Effects* in its own *s*ection to outline the following: *Organizational Learning Theory, Distributed Cognition, Complexity Science,* and *High Involvement Leadership* (Leithwood et al., 2009).

Ultimately, this resource is an effective tool that contributes to this paper's rationale, as it fully contributes to the ideology of the empirical having the capacity to outweigh the instructional. Leithwood et al. (2009) found that distributed leadership fosters an educational environment that values all school personnel who can be deemed as contributing factors during the decision-making process; all contributing individuals participate in making and considering the policies.

In the next section, I explore two approaches used in principal preparation programs and how they equip aspiring principals for their positions.

Ontario's Program: Principal's Qualification Program

Teachers who want to pursue a career in school administration in Ontario need to successfully complete the PQP-ON. The Ontario College of Teachers coordinates the PQP-ON and guides program providers (Ontario College of Teachers, 2009).

Selection process for aspiring principals. Applicants must have a minimum of five years of teaching experience to qualify for the PQP-ON. Additional entrance requirements are as follows:

1. Being a member in good standing of the Ontario College of Teachers;

2. Possessing basic qualifications in three of four divisions (primary, junior, intermediate, senior), of which one must be intermediate;

3.   Holding a master's or doctorate degree, two additional specialist qualifications, or one additional specialist qualification and have completed half of a master's degree (Ontario Principals' Council, 2014).

Program content. The PQP-ON consists of two parts totaling 125 hours. Candidates must also complete a 60-hour leadership practicum (i.e., submit a leadership proposal practicum before Part I and successfully complete the practicum before beginning Part II). The content of Parts I and II covers five domains using the leadership framework of principals and vice principals developed by the Institute for Education Leadership (Walker, Bryant, & Lee, 2013). The Ontario College of Teachers controls the PQP-ON's curriculum to ensure consistency among all program providers (Walker et al., 2013).

Saudi Arabia Leadership Preparation Program

Until 2009, leadership preparation in Saudi Arabia followed no clear or coherent path. A shift toward involving academics and experts in developing and delivering a mandatory leadership preparation occurred in response to King Abdullah's public education development Tatweer program. The Tatweer program, administered by the MoE-SA, focuses on developing the education system across the country. The principal preparation project received priority as an initiative to improve the school system (Tatweer, 2012).

Aspiring principals in Saudi Arabia generally follow no particular pre-service program. However, the MoE-SA has established a highly strict process that aspiring principals must go through before obtaining positions as school leaders. The main goal of this process is to push aspiring principals to build their knowledge of leadership through experience in the educational field (MoE-SA, 2014).

Aspiring principals in the Saudi public school system must go through many sequential steps to achieve their goal. First, teachers must accumulate at least four years of teaching experience and gain the recommendation of their principal and superintendent to work as a vice principal. They should serve as vice principals for at least four years in order to obtain a principal position. The qualifications for aspiring principals are as follows:

1. Eight years' experience in the educational field (four years as a teacher and four as a vice principal);

2. A university degree (generally a bachelor's degree);

3. Outstanding job evaluations (not less than *very good*, i.e. 80%, for the past three years);

4. A work history without receiving any poor job evaluations or being found to be neglectful of duties;

5. Successful completion of an interview with members of the MoE-SA (MoE-SA, 2014);

6. Successful completion of the Qiyas (The National Center for Assessment in Higher Education) test for leadership.

The MoE-SA nominates principals based on a successful completion of these requirements. It is important to note that aspiring principals who want to be leaders in elementary schools must acquire experience at the elementary school level (the requirement is adequate for high school principals). Therefore, vice principals with even four years of experience at the

elementary school level cannot assume positions as high school principals. Current principals and superintendents are responsible for the nomination and selection procedure, where they select a candidate and recommended them for principalship. During the first year at their new position, school principals must attend at least one leadership workshop (Tatweer, 2012). The MoE-SA organizes these workshops, which mostly involve presentations and lectures, for all school leaders. Typically, these workshops can last from half-day to a week maximum in one school year (Tatweer, 2012).

There are special cases where the MoE-SA may grant principals position for candidates who do not have experience in teaching or educational field. Those candidates follow different regulations, such as: (a) having a postsecondary or master's degree (either in education or non-education major), (b) having administrative working experience, and (b) successfully completing an interviews process. However, these cases are rare and are applicable when there are more available positions than nominated candidates.

Education- and Experience-Based Models

Notably, the PQP-ON focuses on successfully educating aspiring principals, whereas the MoE-SA concentrates on principals' need for real-life experiences. The greater emphasis on accountability and expectation in recent years has increased the demand for continuous personal development and learning (Huber & West, 2003). Principals must strive to become lifelong learners. In professional development courses that assign the attendees reading, research, and project tasks, aspiring principals learn about emerging issues in education, improving schools, and dealing with accountability. An example of this model is the PQP-ON, whose program module extensively covers many aspects of education in Canada.

McIntyre (2001) describes three levels of effective learning: "familiarity, understanding, and application" (p. 31). The first two levels can be accomplished through reading, lecture, discussion, and student research, but the application of all the information learned requires field-based practice (McIntyre, 2001). Therefore, candidates in a predominantly education-based program will fulfill only two levels of effective learning and lack sufficient implementation of what they have learnt. On other hand, blending education-based with experience-based program could create balanced training program, which would help aspiring principals to accomplish all three levels of effective learning. Many researchers claim that principal preparation programs are out of touch with real-life demands (Butler, 2008; Luu, 2010; Sherman, 2008). Involving principals in real-life tasks can be accomplished through long-term, on-the-job experience, as in the Saudi principal preparation process. Principal preparation program research indicates the need to align training with practical experience (Olson, 2007). In the Luu's (2010) study, half of the new principals expressed the need for job shadowing and greater exposure to real-life situations and the ways with which school administrators handle them. Darling-Hammond et al. (2010) argue that preparation programs fail to utilize schools as a source of learning. Requiring aspiring principals to gain experience as vice principals for a period of time would help them to observe, become involved in, and learn to solve real-life school challenges. That is what MoE-SA emphases in their program.

Preparation programs with high performance outcomes give priority to "state and professional standards, as well as an emphasis on instructional leadership and school improvement, student-centred learning, knowledgeable faculty, cohort structures, rigorous participant selection, and well-designed internships" (Darling-Hammond et al., 2010, pp.181–182). All these elements are considered essential components of preparation programs. Table 1

shows how these elements are distributed in the PQP-ON and MoE-SA. This research will seek

to identify strengths of each model that might create an exemplary principal preparation

program.

Table 1

Important Elements for an Exemplary Pre service Principal Preparation Program in the PQP-

ON and MoE-SA

PQP-ON	MoE-SA
• State and professional standards • Instructional leadership and school improvement • Student-centered learning • Knowledgeable faculty • Cohort structure	• Formalized mentoring and advisement • Rigorous participant selection • Cohort structure

      The researcher expects that involving aspiring principals in an extensive program

combining both models might holistically prepare them for the real-life school demands. In

addition, the aspiring principals will develop skills, such as financial and time management,

which will help them in their everyday duties. With practical experience, either through an

internship of at least one year or administrative work, principals will know how to manage their

work environment to make it less stressful.

      This chapter has provided an overview of the literature regarding principals' preparation

program. It includes limitation of existing preparation programs. In addition, it presents how

other researches identify exemplary preparation program elements. The next chapter I will

explain my orientation to the research methodology.

CHAPTER THREE: METHODOLOGY

The aim of this study was to explore insights from new principals on their experiences through the pre-service and initial principalship years. In this chapter, I will explain the methodological approach that I utilize for the study. It will provide a detailed explanation of the research design, participants, data collection and analysis procedure.

Research Design

This study adopted a mixed method approach as a dynamic tool for expanding the scope and improving the analytic power of the study (Creswell & Plano Clark, 2011). Creswell (2002) describes the mixed method approach as a procedure for collecting, analyzing, and mixing both quantitative and qualitative data at certain stages of the research process in order to holistically understand a research problem. I selected this method in order to deepen the scope of the study (Sandelowski, 2000). In this study, I first assessed the effectiveness of both programs (PQP-ON and MoE-SA) through a survey that was distributed to new principals—education leaders in two cities (one in Ontario and the other in Saudi Arabia) who have been working for at most five years at this position. Post analyzing the survey data, I expanded the scope of the data through interviews with purposefully selected survey respondents. For example, the principals who thought their program did not effectively prepare them for their position, were selected for the interview. In the interviews, I also teased out from the new principals in one country their perspective of the principal's preparation approach in the other country by stating and explaining different approaches, and asking their opinion about a unified approach. It is well known that the quantitative and qualitative research methods complement each other, and that their combination allows for more complete analysis (Creswell & Plano Clark, 2011; Tashakkori & Teddlie, 1998). In this study, collecting quantitative and qualitative data helped provide an understanding of the

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needs of new principals and evaluated the effectiveness of the existing programs, providing some insight to how these programs could be combined and enhanced.

In a mixed methods approach, the researcher builds rich knowledge of and data of the study problem (Creswell, 2003). As a researcher, I selected the approaches, variables, and units of analysis most appropriate for finding answers to the research questions (Tashakkori & Teddlie, 1998). The effectiveness of the mixed method derives from the complementarity of the quantitative and qualitative methods. Therefore, combining different types of data will advance understanding of the research problem.

In designing a mixed methods study, three issues require consideration: priority, implementation, and integration (Creswell, Plano Clark, Guttman, & Hanson, 2003). Priority refers to whether quantitative or qualitative research is given more emphasis in the study. Implementation describes whether quantitative and qualitative data collection and analysis are performed in sequence (chronologically, one stage following another) or in parallel (concurrently). Integration refers to the phase in the research process when the mixing of quantitative and qualitative data occurs.

This study employed a sequential explanatory mixed method design and collected data in two phases (Creswell, 2002). Quantitative data were collected through a survey distributed to a sample of new principals in Canada and Saudi Arabia ($n = 139$) of which, 20 potential participants were from S.A. and 119 from the local Windsor School Boards. All 20 participants from Saudi Arabia responded to the invitation to complete an electronic survey and only five Canadian principals responded. This created an imbalance in the sample size. The purpose of this phase was to allow participants to evaluate the effectiveness of the programs they completed in their country of residence. This phase allowed for a purposeful selection of a sample of new

principal ($n = 3$) informants for interviews in the second phase. Qualitative data were collected through individual semi-structured interviews seeking to answer the following research question: *What do principals who completed an education-based/or experience-based program identify as strengths and weaknesses of their program?* The hope was that quantitative data analysis would enable identifying the strengths and weaknesses of each program, while qualitative data analysis would shed light on how participants view the combined program.

Figure 1 shows the procedures for this study's sequential explanatory mixed methods design. Priority in this study was given to quantitative data, because these addressed the major theme of the study (principals' views of unified approaches to principal preparation programs). Quantitative research was conducted first in order to explore new principals' views of the existing program in their country and its effectiveness. The quantitative and qualitative methods were integrated at the beginning of the qualitative phase while selecting interview participants based on their answers to survey questions. The results of the two phases were also integrated during the discussion of the outcomes of the entire study.

| First Phase | Quantitative data collection | → | Surveying samples in both countries (N= 25). 20 new principals from SA; 5 principals from ON. |

Statistical analyses to assess the effectiveness of existing programs and principals' views of the programs.

Purposeful Selection of Participants for the Second Phase

Selecting participants for interviews (*n* = 3); 2 new principals from SA; 1 principal from ON

| **Second Phase** | Qualitative data collection | → | Individual interviews with participants |

Coding interviews data and connecting to the quantitative phase results.

Figure 1. Illustration of the mixed method procedure (sequential explanatory design).

Participants

In the first (quantitative) phase of the study, the convenience sampling technique (Dillman, 2000) was used to recruit participants who have been principals for five years or less. In the second (qualitative) phase of the study, purposeful sampling was employed to deliberately select individuals with a good understanding of the central phenomenon (McMillan &

Schumacher, 1994; Miles & Huberman, 1994). For instance, the principals in Ontario who believe that the PQP-ON needs to include long-term internships were selected. The intention of this technique was to purposefully select participants who will be most informative regarding the research questions and provide the most meaningful information to the study (Patton, 1990).

The target population of this study consisted of principals who have held their positions for a maximum of five years. Consequently, the results were limited to this population and cannot be generalized to all principals (Lodico, Spaulding & Voegtle, 2010). The sample group was drawn from one city in each country: Windsor in Ontario, Canada, and Jeddah in Saudi Arabia.

In the first phase, I acquired a list of elementary and high school principals in Windsor from the website of the Greater Essex County District School Board and the Windsor Essex Catholic District School Board; at the time of writing, these two largest boards of education in Windsor had 119 principals. After receiving ethical research approval from the University of Windsor, I requested permission from the two school boards to send the survey to new principals who have worked in that position for 5 years or less. The survey was distributed to 20 principals in two boards. Only five surveys were completed after two months of the distribution time and repeated invitation to participate.

Permission from the MoE-SA was requested to conduct the study in Saudi Arabia. Next, the sample population was selected from Jeddah public schools. The Jeddah school system is segregated by gender, so there are separate schools for boys and girls. In all, Jeddah has 954 public elementary, secondary, and high schools. Therefore, the researcher used personal connections to recruit 20 new principals, who volunteered to take the survey. To be considered for participation in this study, the principals in Jeddah school system had to be new principals

who have been working for five years or less and who had gone through principals' preparation program. The survey was translated into Arabic and the language was modified to eliminate any misunderstandings about terminology. To achieve gender equality, the researcher recruited 10 male and 10 female principals. Finally, the survey's informed consent form stated that participants would be selected for voluntary, individual follow-up interviews.

For the second phase, eight participants, four from each country, were purposefully selected. Participants were selected based on the statistically significant differences in the survey results about program effectiveness, structure, content, and selection process. They also were selected based on their different responses to the critical questions. I attempted to contact the elected participants and set appointment for the interview. However, I only obtained signed consent for interview from three participants (one from ON, and two from SA).

Data Collection

Quantitative phase. Prior to starting this study, I obtained permission from the authors to utilize a survey instrument from *Preparing Principals for a Changing World: Lessons from Effective School Leadership Programs* (Darling-Hammond et al., 2010). This instrument's validity through earlier research was somehow maintained. Prior to using it, I adjusted the survey instrument in order to answer the study questions. For example, some questions were deleted because they were not related to the present study. The goal of this phase was to explore the effectiveness of existing programs, principals' views of the programs, and the structure and content of the programs. Thus, some questions in the original instrument (e.g., program cost, principal–teacher relationship) would not help to answer the research questions in this phase. In addition, some questions were added to clarify participants' responses. For example, questions

18-20 inquire about internship and work experience, and added question 20.1, asks how work experience helped participants in real-life challenges (e.g., school finance, school managing,…).

After receiving ethical clearance for the research from the University of Windsor, the Windsor school boards and MoE-SA, the revised survey (see Appendix A) was distributed in both countries. In Windsor, Ontario, the researcher contacted the school principals directly via email to inform them about the study and the survey. Then, the survey was sent to the schools' mailing addresses with a return envelope. On the other hand, for principals in Jeddah, Saudi Arabia, the survey was sent on-line to principals' e-mail to minimize cost. The researcher contacted the principals in Jeddah directly.

The survey includes items in different formats: multiple choice (asking respondents to select either one option or all that apply), dichotomous answers (such as *yes* and *no*), self-assessment items measured on a 5-point scale, and open-ended questions. The surveys were collected and categorized according to the program approach that participants underwent. Both principal preparation programs were evaluated based on participants' responses. The survey consists of 29 questions and was divided into three sections. The first section questions inquire about demographics (e.g., respondents' general teaching experience, how many years they have been principals, and their professional background). Questions about program structure and principals' selection process followed in the second section. This section has mostly open-ended and multiple-choice questions. Participants also ranked their responses using a 5-point scale, ranging from "not at all" = 1, to "a great extent"= 5, in order to provide data about their satisfaction with the program structure and the content. The types of questions about program assessment were varied in the third section. A 5-point scale, ranging from "not at all" = 1 to "very well" = 5 was used to evaluate program effectiveness by questions such as, "How

effectively did your formal leadership program prepare you?" Some questions in the survey had an open-ended "Other (specify)" option to allow participants to select an accurate answer for every item. The last two questions (28 and 29) on the survey were open-ended and ask for any additional information about principals' experience in their preparation program by illustrating strength and weakness of the program.

Qualitative phase. The second, qualitative phase of the study focused on explaining the results of the statistical tests conducted in the first, quantitative phase. Recorded interviews were used to collect the qualitative data. After receiving participants' consent (three from both countries), I held face-to-face interviews following the list of questions provided in Appendix B. The interview script had 10 to 15 open-ended questions, and other were added during the interview to follow up on participant's response. The goal of this phase was to allow participants to expand upon their survey answers, and to give more details and additional perspectives that explained and enriched conclusions from the quantitative phase.

After scheduling meeting times, I visited participants in both countries for an individual interview. The face-to-face interviews in Saudi Arabia followed a different procedure due to cultural considerations in interactions between females and males. As a female, I would not be welcome to do interview in male school and would increase sense of discomfort for the male interviewee. Therefore, a male assistant conducted interview with the male participant in Saudi Arabia. First, I conducted the interview with a female participant. Second, I instructed the male assistant on how to interview a male participant. Finally, I conducted a face-to-face interview with the third, Windsor, participant.

The interview questions were selected from the instrument survey in *Preparing Principals for a Changing World: Lessons from Effective School Leadership Programs* (Darling-

Hammond et al., 2010). The emphasis was on questions related to program assessment. Interviews also included questions that capture principals' views of the program type which they did not take and whether they think it would be useful to add a feature from one program to another.

Each participant received the questions before the scheduled interview and was informed that the interview would be recorded and transcribed verbatim. Respondents had an opportunity to review and, if necessary, make corrections to the interview transcriptions.

Procedures and Data Analysis

After receiving clearance for this research, I contacted the principals from the Windsor school boards, by sending the survey and consent forms to the schools' mailing addresses, along with a return envelope. In addition, I directly contacted the principals in Saudi Arabia and emailed them a link to a web-survey and consent forms.

Participants were asked to return the survey within two weeks or as soon as they completed it. I sent a reminder email to the principals one week after the first email.

Before the statistical analysis (which were one sample t-test and one-away ANOVA test) of the quantitative survey data in the first phase, data screening was conducted to identify outliers and missing data (Kline, 1998; Tabachnick & Fidell, 2000). Outliers were excluded from some analyses, because a case within one category of outcomes that shows a high probability of falling into another category might result in poor model fit (Tabachnick & Fidell, 2000). For example, due to technical issue there were two questions missing in the SA online version of the survey, which were question 15, sec. l and Question 23, sec. d. The corresponding variables were eliminated from the analysis. Data screening included descriptive statistics for all the variables, information about the missing data, linearity and homoscedasticity, and normality. Descriptive

statistics of the survey items were summarized and reported in a tabular form. Frequencies

identified valid percentages for responses to all the survey questions. All statistical analyses of

the quantitative data were conducted using the Statistical Package for Social Sciences software

(SPSS 23).

Variables in the Quantitative Analysis. The main focus in this phase was to identify

how principals in Saudi Arabia and Ontario evaluate their respective programs. The research

question for this phase was: *How do new principals evaluate their preparation program*

strengths and selection for the principals' position? This question was answered by sub-

questions: "From new principals' perspective, how successful was their program at preparing

them for the real-life challenges they face in schools?" Hence, this question predetermined

variables of interest for this study. Ten independent variables were used in data analyses. These

variables were grouped into three clusters based on the nature of each variable and for the

purpose of statistical analysis (see Table 2). These three clusters are: (a) demographics, (b)

program content and structure, and (c) program assessment. The first cluster was created based

on the survey questions 1–9. The second cluster encompassed the questions 10–24. Finally, the

questions 25–26 were corresponded to the dependent variables addressing the assessment of the

programs, namely: principal's evaluation of the program effectiveness and adequate preparation

for the real life challenges of the principal's position.

Table 2

The list of independent variables in the study

Cluster of Independent Variables	Independent Variables	Value
Demographics	Program model	MoE-SA, PQP-ON
	Working experience as principals	Number of years
	Type of school	Elementary, Middle, or High school

	Previous administrative position	Multiple choice
	Teaching experience	Number of years
Principals' preparation, program structure and content	Degree earned as part of leadership preparation	MA or MS, MEd, EdD or PhD, BA or BS, and BEd
	The emphasis of leadership qualities in the program	
	Learning practice and instruction in the course work	Not at all (1) - To a great extent (5)
		Yes, No, Multiple choice
	Internship or working experience	Yes, No
	The process for principalship	
Principals' Perceptions of Their Preparedness	Principals perspective to their preparation program	Not at all (1) - To a great extent (5)

Data analysis during the quantitative phase. The survey responses were collected and divided according to the program approaches participants underwent (MoE-SA or PQP-ON). Then, the responses was clustered into the following topics: (a) demographics, (b) principal preparation, program structure and content, and (c) the program assessment. Each program was evaluated based on participants' responses by applying inferential statistics. One-way t-test was used to examine significant differences within each group (MoE-SA or PQP-ON). Also, One-way ANOVA test was preformed to examine significant differences between two programs. One-way ANOVA test in particular is applicable for this study because "there is one independent variable with three or more levels, two or more dependent variables that all lie on a continuum, and one covariate that lies on a continuum; or two or more categorical independent variables, two or more dependent variables that all lie on a continuum, and one covariate that lies on a continuum" (Onwuegbuzie & Leech, 2006, p. 489).

Descriptive statistics were applied to analyze the data. The categorized data were used to answer the research sub-questions (RQ 1.1 and RQ 1.2). In order to identify how effective are

education- and experience-based principals' preparation programs relative to each other, participants used a 5-point scale to indicate the extent to which their program helped them gain leadership qualities, manage their tasks as principals, and make changes at their school. These data assisted to answer the research question "*How do new principals evaluate their preparation program?*" The last two questions (28 and 29-open-ended question) of the survey were used to identify the strengths and weaknesses of each program type. The purposeful selection of the participants for the next phase was based mostly on responses to these questions. The participants who emphasized weaknesses of the program were invited for the interview.

Data analysis during the qualitative phase. In the second phase, participants selected for the interviews were contacted to establish their availability and consent to do interviews. Meeting times were scheduled based on the participants' convenience to not disturb their work (i.e., mostly after working hours and in the neutral location, such as a public library or a coffee shop). After interviews were conducted and recorded, a transcript of each was made to allow clear analysis of the responses. The text data obtained from the interviews were coded and analyzed.

The major focus of the second phase was to answer the study's main research question: *How would combining aspects of experience- and education-based programs into a single program help prepare new principals for their positions?* Therefore, the analysis concentrated on whether principals who underwent an education-based program feel the need for long-term experience in education and whether principals who underwent an experience-based program feel the need for better education about leadership.

CHAPTER FOUR: RESULTS

Quantitative Findings

The purpose of this study was to compare two principals' preparation programs: one organized by the Ministry of Education in Saudi Arabia (MoE-SA) and the other by the Principals' Qualification Program in Ontario (PQP-ON). The goal was to identify similarities, as well as aspects in which these two programs differ in their approach. Based on the analyses of government documents available on the web sites (OCT, Tatweer, MoE), the researcher determined that the programs differ in how they value the experience of the potential principals, and in the educational approach they use in certifying principals. This aspect was covered in the Literature Review chapter of this thesis. In addition, the study aimed to find how fairly combining two different approaches would address identified program weaknesses and empower preparation program for principals (based on the current programs' evaluations by those principals who completed them recently). As mentioned in the Methodology chapter, the survey in Arabic was sent online to Saudi participants and the survey in English was sent by regular mail to Canadian participants. Due to some technical problems, there were some questions missing in the online survey (sent to Saudi Arabia). Therefore, these missing questions were eliminated from the data analysis in both surveys.

This chapter presents results of analysis of the data collected from principals in both Canada and Saudi Arabia. Forty surveys were initially sent to principals in public schools in Windsor-Essex region in Ontario and city of Jeddah in SA (n = 20 to Saudi principals and n = 20 to Canadian principals). All SA principals who were contacted by the researcher completed and returned their surveys (10 males and 10 females). Possible reasons for this successful response rate included: (a) the researcher's personal connections with a number of Saudi principals in that

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region; and (b) the surveys were distributed electronically, during the spring break, when there were no classes in school. In contrast, only five completed surveys were received from principals in Canada (2 males and 3 females). This low response rate was probably due to the distribution of the survey after the spring break, which was close to the end of the school year, when the principals were very busy with exams and report cards.

This big difference in the number of participants between MoE-SA and PQP-ON created limitation during the data analysis. Therefore, the researcher analyzed each group separately and then compared the corresponding mean values. In addition, for the items measured on Likert scale, one sample *t*-test was used to compare the values provided by the participants to the "norm", which was taken as "3" on a Likert scale with five options (1-5, where "3" = "to some extent"). For each country, the researcher then identified the representative values that significantly differed from the norm. Finally, the researcher used one-way ANOVA test at significant value of $p < .05$ in order to find the statistically significant differences between the two groups. For the purpose of statistical analysis, similar to how it was done in *Preparing Principals for a Changing World: Lessons from Effective School Leadership Programs* (Darling-Hammond et al., 2010) , the variables were grouped into three clusters based on their relation to: (a) demographics, (b) principals' preparation program's content and structure, and (c) principals' perceptions of their preparedness.

Demographics of the Respondents

Overall, there were 25 participants (*n* = 12, 48% males; *n* = 13, 52% females) in this study, with four times as many participants who underwent MoE-SA program (*n* = 20, 80%) than those who obtained certification in Ontario (*n* = 5, 20%). More than half of the participants (*n* = 14, 56%) were serving as school principals, while the rest were vice principals (*n* = 11, 34%).

The principals and vice principals represented elementary school (*n* = 14, 56%), middle school (*n* = 4, 16%), and high school (*n* = 7, 28%) administrators.

Principals' Teaching and Leadership Background. Participants were asked to provide information about their background experience in teaching, subjects they used to teach, and previous leadership experience. Table 3 shows the respondents' teaching and leadership background.

Table 3

The professional background of participants: Teaching field and leadership experience[1].

Teaching and leadership background of principals	MoE-SA (*N* = 20)		PQP-ON (*N* = 5)		MoE-SA & PQP-ON (*N* = 25)
Teaching Field:					
– Elementary School	–	60%	–	80%	– 64%
– Middle School	–	45%	–	0%	– 36%
– High School	–	50%	–	20%	– 44%
– Special Education	–	5%	–	20%	– 8%
– Did not teach	–	10%	–	0%	– 8%
– Math or Science	–	45%	–	80%	– 52%
– English/Language Arts	–	40%	–	80%	– 48%
– Social Science	–	40%	–	80%	– 48%
– Foreign Language	–	0%	–	20%	– 4%
– Vocational studies	–	5%	–	20%	– 8%
– Physical Education/Health	–	5%	–	80%	– 20%
– Other Subjects	–	30%	–	20%	– 28%
Leadership experience:					
– Department Head	–	0%	–	20%	– 4%
– Curriculum Specialist	–	0%	–	60%	– 12%
– Vice Principal	–	70%	–	100%	– 76%
– Guidance Counselor	–	20%	–	100%	– 36%
– Athletic Coach or Director	–	0%	–	60%	– 12%
– Sponsor for Student Club	–	15%	–	40%	– 20%
– Literacy or Mathematics Coach	–	10%	–	40%	– 16%
– Person in Charge of a School-Wide Function	–	25%	–	0%	– 20%
	–		–		–

[1]Percentages exceed 100% because some participants had multiple functions/experience/field.

Teaching and leadership background of principals	MoE-SA ($N = 20$)		PQP-ON ($N = 5$)		MoE-SA & PQP-ON ($N = 25$)	
– Grade level leader/chair person	–	30%	–	60%	–	36%
– Member of a shared decision-making	–	35%	–	60%	–	32%

First, the analysis of the data shows that 64% ($n = 16$) of the respondents had experience teaching in elementary schools: 60% ($n = 12$) of the MoE-SA principals and 80% ($n = 4$) of the PQP-CA principals. Second, 45% ($n = 9$) of the MoE-SA respondents had experience teaching in middle schools and none of the PQP-ON respondents. Third, 44% ($n = 11$) had experience teaching in the high schools: 50% ($n = 10$) were from MoE-SA and 20% ($n = 1$), PQP-CA. Fourth, one from each country had experience teaching in special education and two MoE-SA principals reported no teaching experience at all.

Specifically, there was an even representation of genders among the 20 participants from Saudi Arabia (50% male, 50% female). More than half ($n = 12$, 60%) of the participants were serving as principals, others were vice principals.

As mentioned earlier, there were two participants, who underwent MoE-SA, but with no experience in teaching. However, they used to occupy administrative positions outside education field, which was probably considered as adequate experience in MoE stander for principals' position. On the other hand, all respondents in PQP-ON had experience in teaching, predominantly in elementary school (80%).

In terms of subjects that they previously taught, all the participants from PQP-ON had taught several subjects. Four of them used to teach mathematics and science, English language/art, social science, and physical education/health, which are considered as the core subjects in the Canadian curriculum, while the core subjects in Saudi Arabia used to be taught by less the half (40%-45%) of the MoE-SA participants. It should be noted that no one of the 20

Saudi participants used to teach foreign language, while one Canadian participant taught foreign language.

Again, Table 3 shows principals' leadership experience. Having such experience would help principals in their current role; as such, leadership experience was one of the foci in the survey. The researcher provided ten possible leadership positions the participants could have occupied. It is noticeable that three out of 10 leadership positions (i.e., Department Head, Curriculum specialist, and Athletic coach or director) were not occupied by any of the Saudi participants. However, only one position of "Person in Charge of School wide Function," was not occupied by any Canadian participant.

All the 25 principals provided the number of years of teaching experience.

Table 4

Principals' years of teaching experience

	Years of Teaching Experience	Number of Participants
New Teacher	1 to 9	7
Prepared Teacher	10 to 19	11
Expert Teacher	19 to 29	7
Total		25

Table 4 shows the number of years of teaching experience reported by the various 25 respondents. According to the number of years of teaching, the researcher categorized teacher experience into three groups: 1 to 9 years, 10 to 19 years, and 19 to 29 years. Seven of the respondents had over 20 years of teaching experience. Eleven respondents had between 10 and 20 years of teaching experience. Only seven respondents had less than 10 years of teaching experience. Half of the respondents (10) from MoE-SA were prepared teachers, while six were new teachers and four were expert teachers. On the other side, more than half of the respondents

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(3) from PQP-ON were experienced teachers, while one was new teacher and the other had mid-career experience as a teacher.

After distributing participants by gender, their teaching experience showed that more females presented new and teachers in their mid-career ($N = 11$), while more males were in the mid-career and beyond ($N = 10$) (see Table 5).

Table 5

Teaching experience according to the gender

	1-9 years	10-19 years	20-29 years	Total
Female	5	6	2	13
Male	2	5	5	12
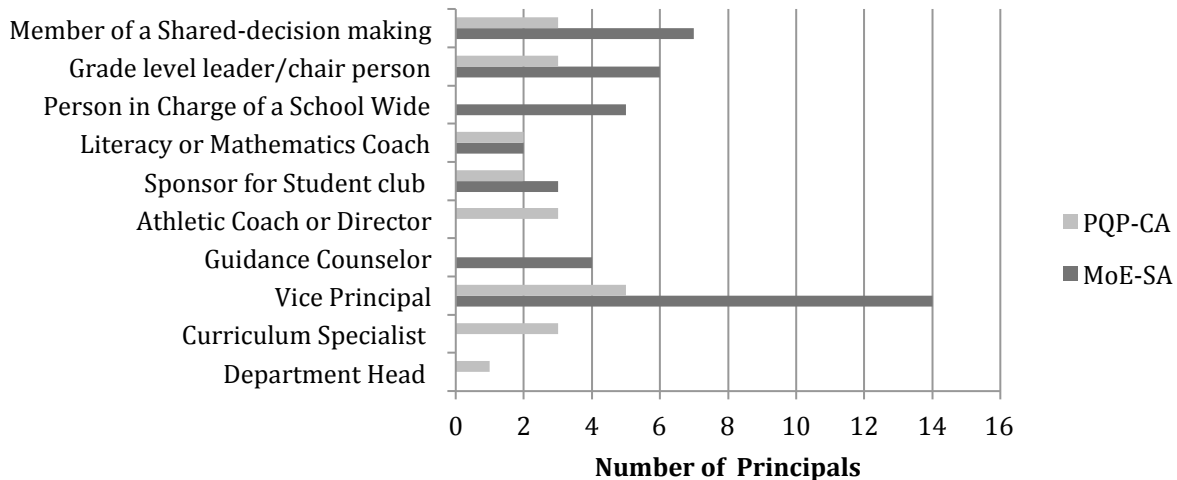
Figure 2. Leadership Experience for Participating Principals in Saudi Arabia and Ontario-Canada.

In the analysis of data on principals' experience in leadership, it became apparent that the five Canadian respondents occupied 9 out of 10 listed leadership positions, while Saudi principals occupied 7 out of these 10 positions. There were three other leadership positions (guidance counselor, sponsor for student club, and literacy or mathematics coach) that were each

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occupied by less than 20% of the Saudi principals. Among the Canadian participants, only one of them previously held a position of the department head.

Principals' Preparation Program's Structure and Content

   The selection process. Among the participants, there were six with a Bachelor's degree, all of whom were from SA. Twelve out of 25 participants were prepared at the level of Bachelor in Education. The number of participants with a Master's or Master of Education degrees was four. Only one of the respondents had a doctorate degree. Two participants did not have any of the listed academic degrees. While this presents the analysis of the entire sample, a case-processing summary where the grouping was done in terms of the two programs shows a finer analysis of the preparation of the principals in the two models (see Figure 3).
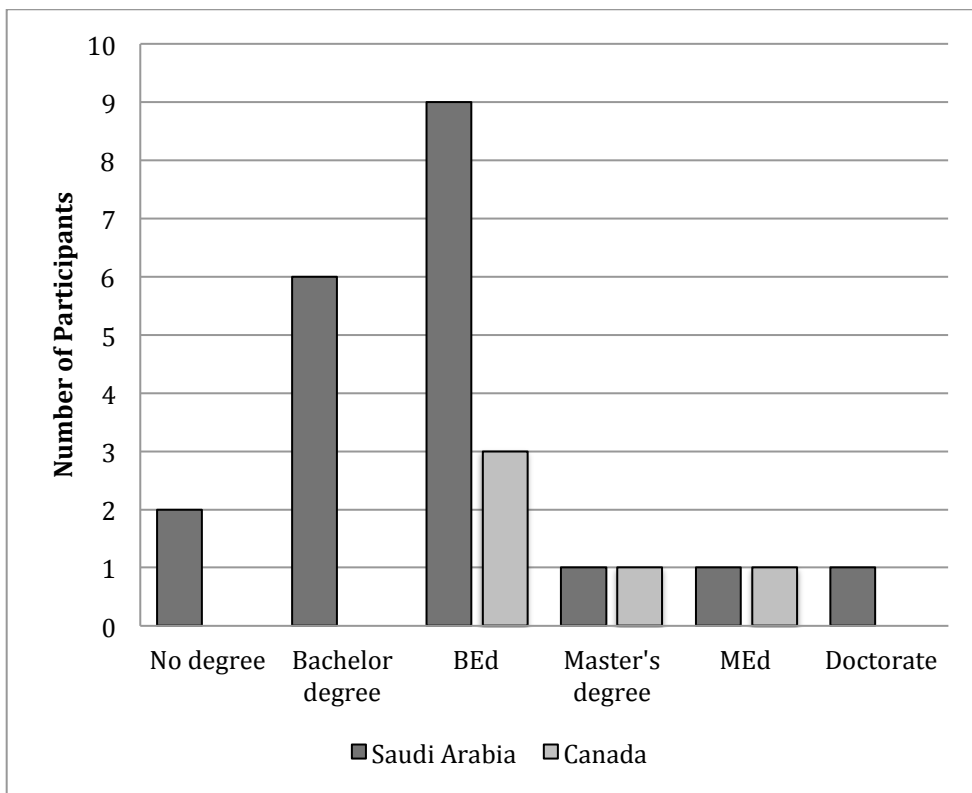
Figure 3. Principals' educational attainment.

Figure 3 shows that the MoE-SA program had a wide range of educational attainment; the most principals prepared at the bachelor's degree and bachelor in education level. It is noteworthy that the sample size in this group was four times larger than in the other group. It should be highlighted that PQP-ON principals with BEd as the highest degree also had earned an extra specialist degree. However, none of the 20 principals in Saudi Arabia had extra specialist degree.

Program feature. The researcher performed a one sample *t*-test separately for both programs to analyze their qualities. On a scale of 1 to 5, where 1 is "not at all", 3 is "to some extent", and 5 is "to a great extent", the participants were asked: "To what extent are the following qualities part of your preparation program?" Overall, the participants of both groups mostly have inimical responds to this question. As shown in Table 6, MoE-SA principals to some extent recognized the mentioned qualities in their program. However, PQP-ON principals to a great extent recognized the listed qualities in their program.

Table 6

One sample t-test for the qualities of both MoE-SA and PQP-ON programs (Test value = 3)

To what extent are the following qualities part of your preparation program?	N		Mean (p)		Std. Deviation	
	MoE-SA	PQP-ON	MoE-SA	PQP-CA	MoE-SA	PQP-ON
• The program content emphasized instructional leadership	20	5	3.11 (.65)	4.80**	.99	.45
• The program content emphasized leadership for school improvement	20	5	2.90 (.741)	4.40**	1.33	.55
• The program content emphasized managing school operation efficiently	19	5	2.79 (.429)	3.80 (.099)	1.13	.84
• The program content emphasized working with the school community and stakeholders	20	5	2.60 (.134)	4.00 (.089)	1.14	1.00
• The coursework was comprehensive and provided a coherent learning experience	20	5	2.35*	4.40**	1.23	.55
• I was in a student cohort, a defined group of individuals who began the program together and stayed together	20	5	2.50*	3.40 (.587)	1.000	1.517

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To what extent are the following qualities part of your preparation program?	N		Mean (p)		Std. Deviation	
	MoE-SA	PQP-ON	MoE-SA	PQP-CA	MoE-SA	PQP-ON
• Practicing school or district administrator taught in the program	20	5	2.50 (.163)	4.60**	1.54	.55
• The program provided many opportunities for self-assessments as a leader	20	5	2.15**	4.20*	1.04	.84
• I was often asked to reflect on practice and analyze how to improve it	19	5	2.58 (.119)	4.00 (.089)	1.12	1.00
• The program provided regular assessments to my skill development and leadership competencies	20	5	2.20**	3.80 (.099)	1.06	.84
• The program integrated theory and practice	20	5	2.00***	4.00 (.142)	.72	1.22
• The program gave me a strong orientation to the principalship as a career	20	5	2.20**	4.20*	1.10	.84
• The faculty provided many opportunities to evaluate the program	20	5	2.15**	3.40 (.477)	1.09	1.14

* Significant at p < .05 level, ** significant at p < .01 and *** at p < .001.

Table 6 shows the results of the one sample *t*-test conducted to determine if participants' opinions about the quality of their programs significantly differed from the test value for which the researcher used the middle value on the scale from 1-5 ("3 = to some extent"). From the analysis, the researcher found significant differences within each group. It is notable that all the statistically significant values in MoE-SA responses occurred when the sample mean was between $M = 2.00$ and $M = 2.50$, which means that Saudi participants evaluated the qualities of their program as rather lower than the middle value on the scale. For example, the item that asked participants to evaluate on the scale 1-5 if "[T]he coursework was comprehensive and provided a coherent learning experience," received an average score of $M = 2.35$, with standard deviation of $SD = 1.25$. This low score was statistically significantly lower than "3", ($t (19) = 2.37, p = .028$). Also, the item "[T]he program integrated theory and practice," scored on average the lowest among the SA participants ($M = 2.00, SD = .72; t (19) = 2.00, p =.000$).

On the other hand, statistically significant differences from the middle score pointed that the Canadian participants on average evaluated highly some aspects of PQP-ON program (e.g.,

the average scores were between $M = 4.20$ and $M = 4.80$). It appears that the Canadian principals perceived that most of the mentioned qualities were part of their program to a great extent.

By conducting a one-way ANOVA test, the researcher found that there were statistical differences between groups on all the qualities listed except on two items: "The program content emphasized managing school operation efficiently", and "I was in a student cohort, a defined group of individuals who began the program together and stayed together" (which both of them were fairly presented on the programs). In addition, there were four qualities that were statistically significant between groups at $p < .05$ (The program content emphasized leadership for school improvement, emphasized working with the school community and stakeholders, I was often asked to reflect on practice and analyze how to improve it, and The faculty provided many opportunities to evaluate the program), and the rest were significant at $p < .01$. All of them were highly presented on PQP-ON more than MoE-SA, in which the highest quality presented was "The program content emphasized instructional leadership" ($M = 4.80$, $SD = .45$, $F (1, 22) = 13.45$, $p = .001$).

Principals' learning practice. The participants were asked to state to what extent were the listed learning practices/instructional strategies part of their work/course. As in the previous case, the researcher conducted one sample t-test for both groups of participants in order to find if their average group responses significantly differed from the middle score of 3 (see Table 7).

Table 7

Results of an one-sample t-test for the learning practices of both MoE-SA and PQP-CA (Test value = 3)

To what extent were the following learning practices/instructional strategies part of the work-course?	N		Mean (p)		Std. Deviation	
	MoE-SA	PQP-CA	MoE-SA	PQP-CA	MoE-SA	PQP-CA
	19	5	2.37*	3.80	1.212	1.304

To what extent were the following learning practices/instructional strategies part of the work-course?	N		Mean (p)		Std. Deviation	
	MoE-SA	PQP-CA	MoE-SA	PQP-CA	MoE-SA	PQP-CA
a. Field project				(.242)		
b. Linkages between coursework and your internship or other field-based experience	20	5	2.50 (.116)	3.60 (.426)	1.357	1.517
c. Use of problem-based learning approaches	20	5	2.70 (.356)	3.60 (.305)	1.418	1.140
d. Action research or inquiry projects	20	5	2.40 (.097)	2.80 (.778)	1.536	1.483
e. Journal writing of your experiences	20	5	2.00**	3.80 (.374)	1.338	1.789
f. Analysis and discussion of case studies	20	5	2.35*	4.20*	1.182	.837
g. Lectures	20	5	2.45 (.069)	3.80 (.178)	1.276	1.095
h. Participation in small-group work	20	5	2.70 (.368)	4.00 (.189)	1.455	1.414
i. A portfolio demonstrating my learning and accomplishment	20	5	3.40 (.269)	3.40 (.587)	1.569	1.517

* Significant at $p < .05$ level, ** Significant at the $p < .01$.

From Table 7, three items showed significant differences within MoE-SA group. All three learning practices were evaluated by the participants as below the mid-value of 3 ($M = 2.00$ to 2.37), which meant that Saudi participants perceived that their work-course's learning practices/instructional strategies only partially included "Field project," "Journal writing of your experiences," and "Analysis and discussion of case studies." On the other hand, the Canadian respondents mostly agreed that the PQP-CA program fairly included most of the learning practices/instructional strategies that were listed on the survey. Only one learning strategy ("Analysis and discussion of case studies") was statistically significantly different from the middle score ($M = 4.20$, $SD = .84$, $t(4) = 3.207$, $p = .033$) within the group. Additionally, Table 7 shows that learning practice of analysis and discussion of case studies was evaluated by the corresponding participants as higher in PQP-CA ($M = 4.20$) than in MoE-SA ($M = 2.35$).

The researcher conducted a one-way ANOVA test to find the significant differences between two groups in their perception of learning practices/instructional strategies in their

programs. There were statistically significant differences between MoE-SA and PQP-CA programs on five learning strategy items, in which four of them (Field-based projects, Journal writing of your experiences, Lectures, and Participation in small group) were statistically significant at p< .05. "Analysis and discussion of case study" was significantly different at p < .01, which was highly present in PQP program ($M = 4.20$, $SD = .84$, $F(1, 23) = 10.7$, $p = .003$). In general, all five learning strategy items were present in PQP-CA more than MoE-SA as high as M= 4.20.

Principals' internship experience and assessment. In this section of the survey, the researcher investigated principals' internship experience and assessment in case they had one (see Figure 4). Firstly, the researcher wanted to identify the number of participants who went through an internship or a learning experience with a principal, working on administrative tasks. Figure 4 illustrates that among respondents from Saudi Arabia ($N = 19$), there was an equal number (47.4%, $n = 9$) of those who had experience working directly with principals on administrative tasks and those without such experience. Only one participant (5.3%) claimed having a supervised internship. On the other side, 80% ($n = 4$) of Canadian principals reported not having an internship or opportunity to work directly with a principal on administrative tasks. Only one out of five Canadian participants had a supervised internship.
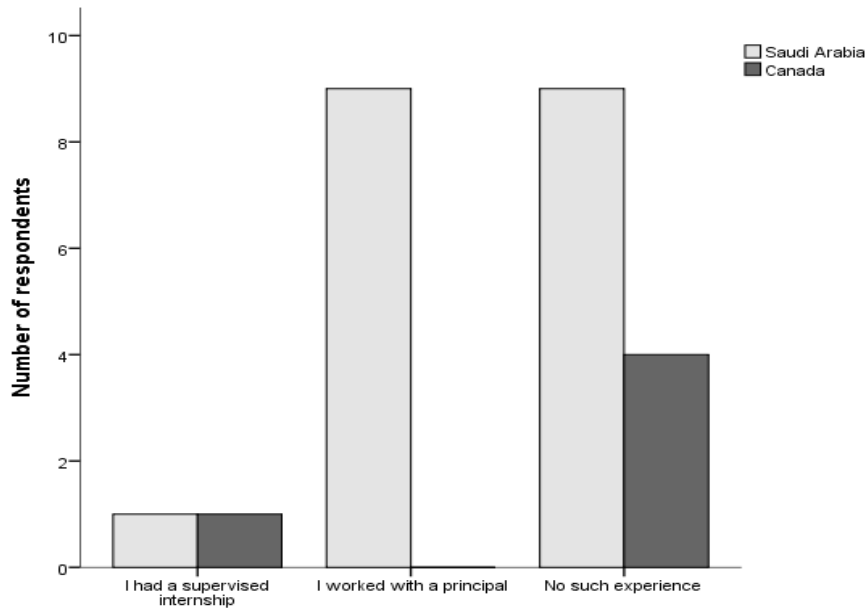
Figure 4. Principals' internship experience and assessment. The number of principals who had internship or worked directly with principals during their training.

The following sub-question asked the participants if their working experience with principals in administrative tasks assisted them as principals in: (a) managing the school; (b) managing school's demands and parents and teachers; (c) school finance; and (d) teacher assessment and development. All the respondents ($n = 9$) from MoE-SA agreed that their working experience with principals assisted them during their current work. However, only 5 out of 9 respondents mentioned that their working experience with principals helped them in school finance.

Further questions regarding the internship period and assessment were provided in the survey. Questions that did not receive any responses were eliminated from the analysis. For example, only one Canadian participant who had internship reported that it was 6 months long. Two out of 25 respondents reported they had a mentor during their internship, but three participants (two from MoE-SA; one from PQP-CA) answered whether their mentor worked with them regularly and offered advice, modeling, and feedback. As Table 8 shows, one

respondent from Saudi Arabia reported that mentor was rarely available, while one participant

from Saudi Arabia and one from Canada reported that they had a mentor who provided advice.

Table 8

Principals' internship assessment for MoE-SA and PQP-CA Programs

Did your mentor work with you regularly, offering advice, modeling, and feedback?	No, my mentor was rarely available to work with me directly on my personal development	Yes, a mentor was available to work with me regularly in at least one of my internship sites	Total
Saudi Arabia	1	1	2
Canada	0	1	1
Total	1	2	3

The participants had the opportunity to assess their leadership experience/internship on a

5-point scale, where, 1 = "not at all" and 5 = "to a great extent." Most of the respondents from

both PQP-CA and MoE-SA were satisfied with their internship experiences. Two respondents

from Canada assessed their leadership experience from working as vice principals and working

in the board of education (see Table 9).

Table 9

Mean score of two groups regarding the participants' leadership experience (1= "not at all"

and 5 = "to a great extent")

	N		Mean	
To what extent did your educational leadership internship/experiences reflect the following:	MoE-SA	PQP-CA	MoE-SA	PQP-CA

	N		Mean	
To what extent did your educational leadership internship/experiences reflect the following:	MoE-SA	PQP-CA	MoE-SA	PQP-CA
I worked in one or more schools serving students with a variety of socioeconomic backgrounds.	11	2	3.73	5.00
I was closely supervised and assisted by knowledgeable school leaders.	11	2	3.36	4.00
I had responsibilities for leading, facilitating and making decisions typical of an educational leader.	11	3	3.27	4.33
I was able to develop an educational leader's perspective on school improvement.	10	3	3.60	4.67
My internship experience was an excellent learning experience for becoming a principal.	11	3	4.18	4.67

In order to find out if there are any significant differences between the groups, the researcher performed a one-way ANOVA test. There was no statistically significant differences between the groups regarding their evaluation of the internship/leadership experience.

Principals' Perceptions of Their Preparedness (Program Assessment)

In order to examine principals' perspectives of their program, the survey contained 23 questions related to different tasks that principals could face during their career. The questions used a 5-point scale (1= "Not at all", 2 = "poorly", 3 = "to some extent", 4 = "well", and 5 = "very well"). To help in analyzing the answers, the researcher grouped the questions into the following five groups: (a) Lead organizational learning, (b) Develop school vision, (c) Serve as instructional leader, (d) Manage school operations, and (e) Engage parents and community. Table 10 shows the grouping of these questions.

Table 10

Grouping of questions according to the tasks that principals could face during their career

Lead organizational learning:

Create a collaborative learning organization.
Use data to monitor school progress, identify problems, & propose solutions.
Engage staff in decision-making about school curriculum and policies.
Lead a well-informed, planned change process for a school.
Engage in comprehensive planning for school improvement.
Redesign school organizations to enhance productive teaching and learning.
Engage in self-improvement and continuous learning.

Develop school vision:

Develop broad agreement among staff about the school's mission.
Mobilize the school's staff to foster social justice in serving all students.
Use effective written and communication skills.
Develop a clear set of ethical principles to guide decision-making.

Serve as an instructional leader:

Understand how different students learn and how to teach them successfully
Create a coherent educational program across the school.
Evaluate curriculum materials for their usefulness in supporting learning.
Design professional development that builds teachers' knowledge and skills.
Evaluate teachers and provide instructional feedback to support their improvement.

Manage school operations:

Handle discipline and support services.
Find and allocate resources to pursue important school goals.
Analyze budgets and reallocate resources to achieve critical objectives.
Create and maintain an orderly, purposeful learning environment.
Manage facilities and their maintenance.

Engage parents and community:

Work with parents to support students' learning
Collaborate with others outside the school for assistance and partnership

Table 11

One sample t-test shows MoE-SA's effectiveness (Test Value = 3)

Aspects of program's effectiveness	N	Mean	Std. Deviation	Sig. (2-tailed)*
Serve as instructional leader	19	2.93	1.11	.776
Engage parents and community	20	3.25	1.22	.371
Manage school operations	19	3.27	1.12	.302
Develop school vision	18	3.36	1.08	.172
Lead organizational learning	19	3.34	1.07	.176

* Significant at p < .05

A one-sample *t*-test was conducted in order to find how effectively the program prepared

the MoE-SA principals. Their collective stand, as seen in the mean value of their responses did

not statistically significantly differ from the middle value. The Saudi principals perceived that

their program somewhat effectively prepared them on all five aspects for their career.

Similarly, a one-sample t-test was conducted on responses from Canadian participants

(see Table 12). There was statistical significance with respect to the middle value of "3" in the

program's high effectiveness toward three items: Effectiveness in managing school operation,

developing school vision, and in lead organizational learning ($M = 3.6$, $M = 3.7$, and $M = 4$,

respectively). This highlights that Canadian principals perceived receiving highly effective

preparation from their program, contrary to the Saudi principals' perception about their program.

Table 12
One sample t-test on aspects of the PQP-CA program's effectiveness (Test Value = 3)

Aspects of program's effectiveness	N	Mean	Std. Deviation	Sig. (2-tailed)*
Serve as instructional leader	5	3.28	.46	.245
Engage parents and community	5	3.10	.55	.704
Manage school operations	5	3.60	.32	.013*
Develop school vision	5	3.70	.37	.013*
Lead organizational learning	5	4.00	.63	.024*

* Significant at p < .05

Investigating whether there was statistical significance between the perceived

effectiveness of both programs, a One-way ANOVA test was conducted; there was no

statistically significant difference between the groups on five aspects of program effectiveness.

Qualitative Findings

The qualitative data consisted of participant responses to open-ended questions in the end

of the survey and of one-to-one interviews. The researcher completed interviews with three

participants from both programs, two principals from MoE-SA and one principal from PQP-CA. Their responses complemented the answers to survey questions (see Appendix 2). The interviews lasted between 10 to 15 minutes. Prior to each interview, the researcher went through the transcripts of open-ended survey questions and highlighted some answers in which the respondent unleashed their perspective about preparedness through the program. In addition, the researcher replaced the interviewees' names with fictitious ones. In the further text some excerpts are provided from the qualitative data obtained from two interviewees from MoE-SA (female—"Maryam", male— "Ahmed") and one interviewee from PQP-CA (male—"Danny").

Maryam has been a principal for two years in a compound school (such that includes all levels, from elementary to high school). She mentioned that she just began to understand how to be a more instructional leader. In her case, the MoE offered her the position after the workshop for prospective principals was done in her region, due to lack of qualified principals. She said,

I felt lost; I had a lot of questions with no answer. It is like….you know

….they throw me in the sea and I barely can swim, with no help. Luckily,

when I was a vice principal, I had very wonderful principals who guided

me and helped me a lot in my first year.

With a lack of proper education, she struggled to manage school financial matters. She said, "I had to contact the previous principal for help in finance, thank God she was nice," and, "I asked one of our teachers who has background in economics, and assigned her to allocate the school budget." She strongly suggested that MoE establishes a standard program similar to the one in Canada.

Ahmed has been a principal for three years in elementary school. He pointed out that it was not easy to pursue his dream to be a principal. It needed a lot of practice as well as self-

discipline and professional development. He mentioned that the MoE is deficient in covering the entire topic that principals need in their position. He said, "One of my weaknesses as a principal is that I could not get the proper workshops [on the topics] that every principal needs to know, [for example] in how to manage school, or deal with parents and teacher assessment." He said, "The MoE provide us (as principals) with limited workshop for professional development, they focused more on self-learning from practicing your role [at work]."

Danny has been a vice principal for four years. He is very satisfied with the PQP program. He mentioned that the program improved his leadership skills as well as introduced him to his professional colleagues, with whom he could get in touch with in case he needs help. He has agreed that aspiring principals in addition to a very good education also need to be exposed to the role of the principals before they get into their position. He said, "Simply sitting and reading the book for me personally does not provide what the role [demands]." He somewhat supported the idea of fairly combining education and experience (with one year internship) for aspiring principals, yet he emphasized that it could be challenging serving this one-year term. He said,

> I would agree with one year kind of internship in school as long as the
>
> opportunity to serve that internship is available if it is not then you will have a
>
> lot of people stagnated in their career looking to challenge themselves and
>
> nowhere to do it.

Clearly, his concern was that the internship length would influence aspiring principals decision to pursue their potential as principals. Danny argued that, "every person comes to the point where they are ready for the role in different time."

Finally, all three participants supported the idea of an integrated preparation program that

would combine the educational and practical approaches. The next chapter discusses detailed summaries of the integrated findings from the quantitative and qualitative data and relates them to the literature and the theoretical framework for the study. It also contains the implications and limitations of the study, as well as recommendations and suggestions for future research.

CHAPTER FIVE: DISCUSSION

Introduction

The following chapter relates findings from this study to findings of the research introduced in the literature review. This study explored the differences between preservice programs for school principals in Ontario and Saudi Arabia. Data were collected from 25 individuals working as principals and vice principals of schools in Saudi Arabia ($N = 20$) and Canada ($N = 5$). The data were obtained by using questionnaires sent over email to Saudi Arabian participants and over regular mail to participants in Ontario, Canada. The study aimed to identify the best features (according to participants) of both preservice programs and to suggest the creation of a program that would integrate the most helpful components for developing leadership standards in principals.

Discussion of Study Results

The researcher conducted a survey with principals and vice-principals from primary, secondary and high schools in both countries. This survey aimed to compare two preparation programs, one at MoE-SA (Ministry of Education in Saudi Arabia) and one at PQP-CA (Principals Qualification Program in Canada). Each program has different emphases in which the program based on it. MoE- SA is experienced- based where emphases laid on having administrative / on- the-job experience with few course work. PQP- CA is education- based where emphases laid on certified course work with short length internship. Further analysis sought to ascertain the similarities and differences in these two programs with respect to their respective concentration on future principals' experience and education. Based on the perceptions of new school administrators expressed in the survey, the researcher sought to

propose a combination of these two approaches that would help to create an exemplary preparation program for principals.

In order to discuss these findings further, this section continues by focusing on the two research questions: *How do new principals evaluate their preparation program and selection for a principal position? What do principals identify as strengths and weaknesses of their program approach?*

Program Assessment

In order to answer the first question of this study, this section will discuss findings regarding the selection process for principals as well as the structure and content of both preparation programs.

The selection processes for principals. Although the process of selecting aspiring principals has not received much attention, "candidate recruitment and selection can be an important factor in the design of a principal development program, affecting the quality, diversity, and experience base of program participants" (Darling-Hammond, Meyerson, LaPointe, Orr, & Cohen, 2007, p. 101). Apparently, both programs under study would prefer a candidate who earned a university degree with teaching experience for the principal position. As indicated in the previous chapter, most participants had, at minimum, a bachelor's degree. The MoE-SA program is satisfied with a BEd or BA degree. There is no requirement for higher education even though it would be preferable. This finding explains why more than half of the Saudi participants ($N = 15$) had a bachelor's/BEd degree, as shown in Figure 3. The PQP-CA program requires an additional degree complementing the bachelor's degree, either a specialist's or a master's degree. These are one of the admission requirement for the PQP, in which additional educational certificate is welcomed. That further emphasizes how PQP-CA is more

focused on educational approach.

During the selection process, both programs consider the principal's background. Candidates are required to have teaching experience: MoE-SA required a minimum of four years (in addition to four years as vice principals), and PQP-CA required five years. The analysis of Saudi data revealed that the respondents had experience teaching in elementary, middle, and high schools, while the Canadian respondents had experience teaching in elementary and high schools. A minority of (10% or 2 people) Saudi participants lacked any previous teaching experience, but had occupied administrative positions outside of schools. That might demonstrate how MoE-SA has been focused more in having administrative experience than on the educational part. All PQP (Canadian) respondents had taught in schools at some point in their careers.

The literature indicated that principals with leadership experience are likely to be "instructionally grounded, transformative leaders" (Darling-Hammond et al., 2007, p. 145). Interestingly, leadership experience is not required in the PQP-CA program, though it is preferable. MoE-SA required at least four years of experience as a vice principal before being nominated for the principal position; however, Saudi principals have occupied fewer leadership positions than their counterparts in Canada, as shown in Figure 2. This shows how PQP-CA principals are more highly motivated for learning and self-professional development.

According to Ash, Hodge, and Connell (2013), a strongly structured and effective selection process could promote the most qualified candidates for the principal position. These researchers have introduced a helpful process for recruiting principals, summarized below:

.   The pre-screening process includes identifying committees and the required qualifications for principals.

. The screening and interviewing process involves evaluating candidate applications and conducting candidate interviews with them.

. The follow-up and selection process is comprised of selecting top candidates and developing follow-up questions before selecting the new principal. (Ash, Hodge, & Connell, 2013, pp. 98-99)

Interestingly, the above process parallels the MoE-SA selection process. The superintendents nominate candidates and receive non-nominated applications. Afterwards, the candidates go through interviews in order to be selected for principalship. Recently, MoE-SA added a required leadership test for candidates seeking to proceed to the interview level (Tatweer, 2012).

Clearly, the emphases on rigorous selection in both programs is split according to the program's approach. MoE-SA is seeking skilled candidates through nomination and interviews. In addition, MoE-SA is focused on having candidates with eight years of total experience in teaching and serving as vice principal. On the other hand, the PQP-CA program seeks to build leadership skills through education and practice. It requires an undergraduate degree, specialist or master's degree, and a PQP certificate.

The structure and content of both preparation programs. A well-structured and standard program could help navigate aspiring principals seeking to reach their potential in principalship (Darling-Hammond et al., 2007, Darling-Hammond et al., 2010). SA participants evaluated the significance of coursework on a scale of 1-5 at $p = 0.281$, indicating that the MoE-SA pre-service program lacked most of the standard learning practices. Saudi principals did identify, however, the practice of creating documents, such as "field project," "journal writing on experiences," and "analysis and discussion of case studies." Aldebian (2009) points out that

Saudi principals fall short with such instruction and need to be educated. The present study thus aimed to design a well-balanced preparation program that delivers the needed theoretical knowledge while requiring lengthy internships that enable assessment of candidates' performance while providing opportunities for them to gain experience. These measures would likely help principals become effective leaders.

Some countries have understood the significance of leadership in principals and have created programs assisting them to gain skills and experience. Following the same comparative example, in Canada, aspiring principals are mandated to undertake a formal Principals' Qualification Program (PQP) in order to assume the position. The PQP concentrates on course-based learning, with rich curriculum content about educational leadership and school structure. This program provides a theoretical grounding in educational leadership through case studies and peer discussions in the classroom. However, course-based learning is limited due to the lack of exposure to real-life challenges (Luu, 2010; Walker, Bryant & Lee, 2013). Although the PQP offers a 60-hour internship, it seems insufficient to prepare principals for the demands of today's schools. In recent research conducted on Canadian principals, 60% of participants agreed with the statement that their internship was satisfactory, but they derived most of their knowledge from previous work administrative experiences, which explains how Canadian principals had occupied more leadership positions than Saudi principals (see Figure 3). This finding corresponds to Luu's (2010) participants asserting "that previous experience in special education and extensive job-related leadership experience" supported their professional leadership skills, "not the PQP" (p. 389). Comparative researchers have called for establishing an exemplary program that can work across systems (Huber & West, 2003; Walker & Qian, 2006). These researchers claim that principals must be prepared gradually over the long-term to be equipped

for their positions. Candidates require a more "action-oriented" method (McIntyre, 1979, p. 32) to gain more realistic expectations about their future roles.

In comparing the two programs at the level of their qualities, it became apparent that half of the participating principals agreed that the PQP-CA program was more centered on learning compared to the MoE-SA preservice tests. Survey results revealed that Canadian participants ranked their leadership program's effectiveness at a significantly higher degree on the Likert scale 1-5 ($M = 4$, see Table 11) compared to Saudi principals who evaluated their program at a moderately satisfactory level ($M = 3$). This result indicates that Saudi principals probably await changes in their preparation program, which became clear during the interviews. Also, principals who had undergone the PQP felt that the program benefitted their performance in leading their schools. This simple inference from the data collected through the survey suggests that there are advantageous and disadvantageous aspects in both systems.

Identifying Strengths in the Preparation Programs

The survey data allowed the identification of positive and negative aspects of both Canadian and Saudi Arabian principal preparation programs. The positive and negative aspects of both systems require closer scrutiny. A summary of all the different aspects found in the study are summarized in Table 13.

Table 13

Summary of Positive/Negative Aspects of the Canadian and Saudi Arabia Preserve Systems

Positive Aspects	
Canadian Preservice System	**Saudi Arabia's Preservice System**
- Satisfactory course-based learning - Good reputation - Variety of on-the-job teaching experience - Provincial and professional standards - Satisfactory instructional leadership and school improvement - Mandatory student-centered learning - Sound cohort structure - High motivation for learning - Decentralized control over preservice programs	- Newly-established norms and policies in developmental stages - Good reputation - Variety of on-the-job experience - Higher emphasis on previous experiential records - Formalized mentoring and advising - Rigorous participant selection
Negative Aspects	
Canadian Preservice System	**Saudi Arabia's Preservice System**
- Lack of requirements for mandatory administrative experience prior to job allocation - Lack of formalized mentoring and advising structure - Lenient participant selection	- Lack of formal program to instigate leadership skills - Lesser emphasis on special and advance education for administrative skill building - Unsatisfactory cohort structure - Lower motivation for learning - Centralized control over preservice programs

The advantages and disadvantages, as well as the apparent positive and negative aspects of the programs require in-depth discussion. Beginning with the Canadian Preservice Program, this section outlines its positive and negative aspects.

Positive aspects of Canadian preservice system. Positive aspects in the Canadian preservice program include several factors:

- *Course–based learning.* Aspirants are expected to have a fair knowledge of all the courses offered in the curricula. Canadian principals were found to have taken specialization courses prior to gaining their current positions. All five respondents had taken specialization courses and had received leadership-learning guidelines that included clear instruction on various learning strategies (see Table 7).

- *Strong reputation.* The participants were all members in good standing with the Ontario College of Teachers (OCT). They had solid academic backgrounds from reputable institutions. The principals also had been credited with good leadership experience endeavours even though it was not required.

- *On-the-job teaching experience.* Participants were required to meet basic qualifications in three of four divisions (primary, junior, intermediate, and senior). An intermediate level is mandatory. Most principals had this level of experience, especially in subjects such as mathematics, sciences and foreign languages. However, none of the respondents had experience in physical education and sports-related activities.

- *Provincial and professional standards*. The PQP program teaches institutional management that aligns with the provincial educational standards. Principals from Canadian schools were engaged in management-related and academic-related school activities.

- ***Instructional leadership and school improvement***. To meet this goal, candidates must take a mandatory academic class followed by an examination to complete the selection process. Principals had completed lessons and certifications prior to assuming office.

- ***Student-centered learning***. The program's experience and knowledge requirements mandate that the principal be familiar with teaching different grades of students. The pre-service course also provides study and experience for aspirants. The research showed that principals take specialization courses to better understand concepts being taught in class as well as the latest trends in teaching.

- ***Cohort structure***. All of the principals agreed that they were fairly satisfied with the study environment provided by the PQP program. They credited the development of their leadership skills to the program's structure. They noted that this structure provided a great deal of support.

- ***Higher motivation for learning***. Canadian principals agreed that their coursework motivated them to continue learning during the term.

- ***Decentralized control over preservice programs***. Program standards are maintained by universities, colleges, and district school boards, allowing efficient policy making and making frequent revision and updating easier (Ylimaki & Jacobson, 2013). There were various experiences of the PQP program depending on the provider.

Negative aspects of Canadian preservice system. The negative aspects of PQP-CA are explained as followed:

- ***Lack of requirement for mandatory administrative experience prior to job allocation***. The mandatory benchmark for in-situ experience was only 60 hours of situational leadership experience. Three of the five respondents admitted that although their training

experience was positive, they had mostly derived their experience from previous occupational roles as vice principals, chairpersons or school board members.

- *Lack of formalized mentoring and advisement structure.* As aspirants, principals did not receive any mentorship from experts. The participants negated having any mentorship experience working under other vice principals and principals. Their knowledge was derived from positions held as vice principals and school board employees only.

- *Lenient participant selection.* Aspirants need only the PQP certificate to qualify for principalship.

By comparison, the Saudi Arabian preservice program was found to have the following positive and negative aspects.

Positive aspects of Saudi Arabia's preservice system. The positive aspect of MoE-SA concluded:

- *Newly established norms and policies in developmental stages.* The system was re-established in 2009 and has been in place for nearly six years—a tenure shorter than most principal preservice programs that exist in North America. Developmental implementation holds promising prospects.

- *Rigorous participant selection*. This program highlights a positive reputational credit and puts higher emphasis on previous experiential record. Aspirants have to undergo rigorous background checks, including previously held positions. Most aspirants agreed that the provision was necessary, and they were satisfied with the measure.

- *Variety of on-the-job experiences*. Most respondents had at least four years of formal teaching experience followed by four years of experience as vice principal. Some respondents also had experience in non-teaching job roles within schools.

- *Mentoring and advising*. Although the system does not particularly espouse a formal mentoring and advising course, the mandate to have compulsory experience for four years working under a principal is one way of ensuring that the aspirant has received adequate experience to take on the role of educational leader.

Negative aspects of Saudi Arabia's preservice system. The negative aspects of MoE-SA are summarized as:

- *Lack of formal program to instigate leadership skills*. Principals either denied having any formal training or workshops on developing leadership skills, or were not satisfied with the training they received.

- *Lesser emphasis on advanced and special education for skill building*. Very few respondents had any added experience, certification or specialization before assuming their positions. However, most of the principals held at least a bachelor's degree. Only one respondent had a doctorate, and one respondent lacked a degree altogether. Less emphasis on advanced education further negatively influenced educational leaders' motivation.

- *Unsatisfactory cohort structure*. Participants qualified a cohort structure as unsatisfactory or negligibly existent. The formal school setting formed the venue where educational leaders recognized colleagues.

- *Lower motivation for learning.* As described previously, very few aspirants went through a formal learning experience for leadership skill building and other educational leadership-based skills. Motivation for continuous learning was attributed to personal interest rather than the preservice programs available in the country.

- *Centralized control over preservice programs*. In–situ policies need to be created to provide effective administration. Although the Ministry of Education provides effective guidelines for policies, it is also in charge of creating such policies. This format makes implementation overly general, slow and cumbersome. There exist few preservice programs other than interviews and examinations as well as attendance at leadership programs within one year of recommendation. This training is highly inadequate.

Analysis of Programs' Differences in View of the Literature

Differences between the compared programs include their primary approach (e.g., pre-service preparation vs. learning through work) and duration. For example, the MoE-SA program for educational leaders emphasizes in-situ education and does not require internships, while the Canadian system values short length (60 hours long) internship and mandates in-class preparation.

Researchers have regularly criticized education leadership preparation for insufficiently preparing aspiring leaders for the changing demands of the educational field (Hess & Kelly, 2005). Canada combines course-based learning with internships of varying lengths, most of which are less than six months long. Completing such a program is mandatory to be eligible for a principal's position, but such a qualification program is optional or non-existent in the case of Saudi Arabia. Generally, either governmental or non-governmental institutions deliver principal preparation programs (Huber & West, 2003). In Saudi Arabia, the MoE mandates the key preservice programs. In Canada, however, universities hold a monopoly on the certification of educational leaders (Walker & Qian, 2006).

Bush and Jackson (2002) found many programs for aspiring, beginning and experienced principals, but few offering a coherent curriculum that would meet all principals' needs. This

study has also found that the programs under scrutiny lack certain necessary provisions; for instance, the mentorship significance level was fairly low in both programs. These aspects indicate that various challenges still exist in developing an exemplary program aligning with the educational systems of different countries.

Recommendations

From the previous discussion, certain ideas began to emerge. First, because principals play an important role in schools, it is crucial that they be given the opportunity to obtain an extensive understanding of ways to develop a shared vision of the future, build consensus on relevant short-term goals, influence organizational aims, solve problems, share power, and manage the daily routines of schools (Hansford & Ehrich, 2005; Johnson et al., 2011). Second, there is a need to execute these core practices within a well-structured pre-service program because principals need a "well-designed and implemented training programs … for their chosen path" (Hansford & Ehrich, 2005, p. 49). Third, it may be beneficial to develop an integrated system incorporating the positive aspects of both programs while minimizing their deficiencies. Such a system would emphasize practical experience, use a cohort structure, increase university-based influence, develop mentorship standards, and utilize the leadership community to initiate and improve leadership practices.

This recommended system would include certain features from both educational systems under study, such as.

1. Well-designed structure of the preservice program would require certain modifications in terms of content and duration of practical experience hours. Saudi system has a sound four-year of experience policy, which can be shortened to at least 6 months or more of training in order to facilitate adequate experience.

2. A mentorship/ internship program should be developed that takes into account the

   mentor's and aspirant's responsibility to fulfill certain basic requirements of the course,

   including hours of consultation, approvals and advisory credits. A recognition-based

   award system for the mentors could improve the mentors' motivation to help aspirants

   develop leadership skills for their future endeavours. This recommendation results from

   the fact that the research has revealed a severe lack of mentorship options for aspiring

   principals.

3. A cohort structure should be implemented during the educational phase of the leadership

   program. New principals might encounter technical and psychological issues in their

   schools. At times, the demands of the job overwhelm principals' ability to deal

   effectively with these issues, making them feel vulnerable and incompetent (Darling-

   Hammond et al., 2010). New principals might also feel isolated when adapting to a new

   school community (Walker & Qian, 2006), and they may end up staying confined to their

   offices dealing with paperwork rather than interacting with the faculty and students. A

   cohort system would not only help them perform their educational tasks in the program,

   but also assist them in creating a support group during their first few months of official

   work.

4. Encouraging continuous learning in leaders could occur through various certification

   programs during and after the preservice programs. Some of these programs could be

   made compulsory based on the educational standards of a particular region. Leadership

   programs that address issues related to daily problems in a school setting can also be

   convened at regular intervals to help principals cope with such issues. Such programs

would help principals to innovate and create schooling environments that are conducive to better performance for both students and faculty.

5. Completion of the preservice leadership program leads to the start of a verification process regarding the aspirant's previous records, a cumbersome and drawn-out process. An aspirant could become demotivated by delays. To avoid such a situation, a one-step verification could occur when an aspirant enrols in the program. The examination, certification and recommendation process should work side-by-side with the second verification process to save time and effort. This measure would ensure fast and accurate verification of aspirants' experience and character while eliminating undeserving aspirants before they can further themselves.

Apart from recommendations for the new system, this study also points to further research in the development of such systems. Clearly, such research is of the utmost importance in collecting relevant information through adequate data. Future studies could include more diversity in the comparison by adding more examples of the preservice systems and receive input from principals who have started their work through such systems. Preservice leadership programs are available in countries like the United States and Australia, but they are also being implemented in several developing countries. Much remains to be done in creating stable programs that can include insights from education, leadership and motivation experts.

The key is to understand that the role of the school principal has evolved from being an educational leader to an institutional leader, although remaining an educational one. Principals have the responsibility of maintaining high educational standards while conforming to all other organizational requirements, similar to those of any functional organization. Their biggest responsibility is to optimize school performance in such a manner that it benefits the whole

community. Indirectly, principals also share the burden of community as educational leaders. Such diverse responsibilities may be a burden if the aspirant is ill prepared for them. Lack of preparation can and will lead to poor performance, further hurting the institution itself. The aim of preservice leadership programs should be to prevent such situations. Principals have to make choices and commitments that are lifelong; creating balanced, motivating and learning-induced programs can help provide better leaders to schools and other educational institutions, thus creating a balanced and effective educational system.

Conclusions

This study has some limitations. The first limitation is that the samples from the two countries were not balanced. The samples were also very small and thus did not provide opportunity to generalize from them. For the most part, however, the results aligned with previous research on the subject, as presented in the literature review. The novelty of this research and its contribution rests in comparing two different models. Although this comparison suggests that there may be benefits to creating a process that involves some parts of the two systems, more emphasis would be needed to reduce the complexity of the pre-service process.

As such, this study has provided an opportunity to propose a significant shift in preparation programs for aspiring principals. While the discussion about combining programs should continue, developing a global framework for aspiring principals represents an important and worthwhile ideal.

The new recommended system combines both programs under study with several improvements in functionality and efficiency. The exemplary program would implement the academic curricula of the Canadian system with the experience approach of the MoE-SA system. The new preservice program would have a two-fold verification system to complete while

ensuring a selection and recommendation process. The suggested program also has a module to encourage mentorship of aspirants, an aspect missing in both of the programs under study. Finally, this program includes the introduction and implementation of a cohort system that would help principals to build up a support system and access sustainable options for constant improvement of their leadership skills.

The ultimate goal of any preservice educational leadership program should be to inspire aspiring principals to tap into their leadership skills while developing qualities that provide them with a chance for better governance of their schools. In the end, the aim of all these efforts is not just creating better educational leaders but forming a stronger educational system that can be sustainable, nurturing and dynamic while providing education to young minds.

Future studies could select candidates who have not yet assumed administrative positions in schools. Also, implication for internationally preparation programs should consider culture impact to the program. The debate about combining programs likely will continue, but developing a framework for a combined program could provide an effective, dynamic option for aspiring principals globally. In the future, an in-depth analysis of the unified program will help to assess its effectiveness.

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Survey Questionnaire

Fill in the entire circle that corresponds to your answer for each question on the survey. Do not use check marks.

Section I: Demographics

1. What is your position?

            O   Principals   O Vice principals

    1.1. What is your gender?

              O   Male   O   Female

    1.2. If you are willing to participate in an following interview check

        What is your school name? _____.

        What is your name?_____.

2. INCLUDING this school year, how many years have you served as the principal of THIS school? _____.

3. INCLUDING this school year, how may years have you served as a principal of ANY school?_____.

4. What grades does your school include? (fill in all that apply)

        O   Pre K – K.

        O   Elementary school.

        O   Middle school.

        O   High school.

5. How many total hours do you spend on ALL school-related activities for this school during a typical week? (Include hours spent working during the school day, before school, after school and on weekends)_____.

6. How many years of teaching experience have you had in total ?_____.

7. What subject areas and grade levels have you taught? (*fill in all that apply*)

o Elementary school.	o Social science.
o Middle school.	o Foreign language.
o High school.	o Vocational studies.
o Special education (K–12).	o Physical education/health.
o Mathematics or science.	o Other (specify)_____.
o English/language arts.*	o None, I have not taught [Go to 8].

_____

* For Saudi Arabia Principals' survey: Arabic language and Art.

8. If you never taught, what was your prior employment before entering the program or the principalship?

        O   A position in K–12 education (*specify*)_____

        O   A job outside of K–12 education (*specify field and position*)_____.

9. Have you held any of the following school positions? (*include temporary positions; fill in all that apply*)

        O   Department head.

        O   Sponsor for student clubs, debate teams.

O Curriculum specialist or coordinator.
O Literacy or math coach.
O Vice principal.
O Person in charge of/responsible for director school wide functions.
O Guidance counselor.
O Grade level or subject area team leader/chair person.
O Athletic coach or director.
O Member of a shared-decision-making/ school-based leadership team or committee.

Section II: Principals' preparation Program Structure and Content

10. What degree did you earn as part of your formal leadership preparation?
O Master's degree (MA, MS).
O Master's of Education (MEd).
O Specialist's degree.
O Doctorate (EdD or PhD).
O Bachelor's degree (BA, BS).
O Bachelor's of Education (BEd).
O No degree.

11. Are admission standards for attending the preparation program set by
o University   o Board*   o School

12. When did you begin the program?
_____(month/year)
    12.1 When did you finish the program?
     _____(month/year)

13. Is it necessary to take a knowledge test after completing the leadership preparation program in your region?
    Yes   No

14. Does one have to pass the test in order to proceed working as a principal?
    Yes   No

15. Were you referred by your school or Board* to participate in this leadership preparation program? (*fill in just one*)

       Yes, I was formally nominated or recommended to attend the program.

       Yes, informally someone in my school or Board* suggested that I attend.

      No, I initiated participation in the program.

* In the Saudi Arabia survey: The Ministry of Education-SA.

To what extent were the following true of your educational program? (*select one answer for each item*)	Not at all	Some-what	Some extent	To a great leadership	qualities
	1	2	3	4	5
a. The program content emphasized instructional leadership.	O	O	O	O	O
b. The program content emphasized leadership for school improvement.	O	O	O	O	O
c. The program content emphasized	O	O	O	O	O

managing school operations efficiently.					
d. The program content emphasized working with the school community and stakeholders.	O	O	O	O	O
e. The coursework was comprehensive and provided a coherent learning experience.	O	O	O	O	O
f. I was in a student cohort—a defined group of individuals who began the program together and stayed together throughout their courses.	O	O	O	O	O
g. Practicing school or district administrators taught in the program.	O	O	O	O	O
h. The program provided many opportunities for self-assessment as a leader.	O	O	O	O	O
i. I was often asked to reflect on practice and analyze how to improve it.	O	O	O	O	O
j. The program provided regular assessments of my skill development and leadership competencies.	O	O	O	O	O
k. The program integrated theory and practice.	O	O	O	O	O
l. The faculty members were very knowledgeable about their subject matter.	O	O	O	O	O
m. The program gave me a strong orientation to the principalship as a career.	O	O	O	O	O
n. The faculty provided many opportunities to evaluate the program.	O	O	O	O	O

16. To what extent were the following learning practices/instructional strategies parts of your coursework?

	Not at all				To a great extent
	1	2	3	4	5
a. Field-based projects in which you applied ideas in the field.	O	O	O	O	O
b. Linkages between coursework and your internship or other field-based experience.	O	O	O	O	O
c. Use of problem-based learning approaches.	O	O	O	O	O
d. Action research or inquiry projects.	O	O	O	O	O
e. Journal writing of your experiences.	O	O	O	O	O
f. Analysis and discussion of case studies.	O	O	O	O	O
g. Lectures.	O	O	O	O	O

h. Participation in small-group work.   O   O   O   O   O
i. A portfolio demonstrating my learning   O   O   O   O   O
    and accomplishments.

17. Did you have a supervised internship or experience working directly with a principal on administrative tasks?

        Yes, I had a supervised internship [Go to 19]

        Yes, I had experience working [Go to 20]

        No [Go to 23]

18. How long was your internships? _____.

    19.1. If you had an internship, did you have a mentor at your internship site(s)? (*fill in all that apply*)

       No, I did not have a mentor at any internship site.

       Yes, the principal served as my mentor.

       Yes, someone else served as my mentor (*specify role*) _____.

    19.2. Did your mentor work with you regularly, offering advice, modeling, and feedback?

       No, my mentor was rarely available to work with me directly on my personal development.

       Yes, a mentor was available to work with me regularly in at least one of my internship sites.

(if you have internship, SKIP question 20 and GO directly to question 21)

19. IF YOU HAVE EXPERIENCE WORKING WITH PRINCIPALS IN ADMINISTRATIVE TASKS, What was your position working directly with a principals in administrative task?

      Head teacher.   consultant.

      Vice principals.

    20.1. Do you think your work experience assist you as principals in (Apply all) ?

      School managing (e.g., paper work)   Managing school's demands (e.g., working with students, parents, and teachers)

      School finance.   Others (*specify*)_____.

      Teacher assessment and development.

20. How many weeks was your internship/field experience? (Please give total number of weeks if you had more than one internship or field experience.) _____

    21.1 How many hours TOTAL was your internship/field experience?

21. How did you manage the time needed for your educational leadership internship/field experience?

      My full-time position was my internship/ field experience; I did not teach or hold another job at the same time.

      I had some release time from my teaching to carry out my internship.

      I carried a full teaching load and did my internship work during non- teaching time during the school year.

      I did my internship work during the summer and was not teaching at the   time.

      Other (*specify*)_____.

22. If YOU did NOT have internship or experience working with the principals, did you have another kind of supervised educational leadership internship experience?

      No   Yes (*please describe briefly*)_____

23. To what extent did your educational leadership internship/ experience(s) reflect the following attributes?(select one answer for each item)

	Not at all 1	2	3	4	To a great extent 5
a. I worked in one or more schools serving students with a variety of socioeconomic backgrounds.	O	O	O	O	O
b. I was closely supervised and assisted by knowledgeable school leaders.	O	O	O	O	O
c. I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	O	O	O	O	O
d. My internship achievements were regularly evaluated by program faculty.	O	O	O	O	O
e. I was able to develop an educational leader's perspective on school improvement.	O	O	O	O	O
f. My internship experience was an excellent learning experience for becoming a principal.	O	O	O	O	O

Section III: Principals Preparation Program Assessment

24. How effectively did your formal leadership program prepare you to do the following? (select one answer for each item)

	Not at all 1	Poorly 2	To some extent 3	Well 4	Very well 5
a. Understand how different students learn and how to teach them successfully.	O	O	O	O	O
b. Create a coherent educational program across the school.	O	O	O	O	O
c. Evaluate curriculum materials for their usefulness in supporting learning	O	O	O	O	O
d. Design professional development that builds teachers' knowledge and skills	O	O	O	O	O
e. Evaluate teachers and provide instructional feedback to support their improvement.	O	O	O	O	O
f. Handle discipline and support services	O	O	O	O	O
g. Develop broad agreement among staff about the school's mission.	O	O	O	O	O
h. Create a collaborative learning organization.	O	O	O	O	O
i. Find and allocate resources to	O	O	O	O	O

	pursue important school goals				
j.	Analyze budgets and reallocate resources to achieve critical objectives	O	O	O	O	O
k.	Create and maintain an orderly, purposeful learning environment	O	O	O	O	O
l.	Manage facilities and their maintenance	O	O	O	O	O
m.	Mobilize the school staff to foster social justice in serving all students	O	O	O	O	O
n.	Work with parents to support students' learning	O	O	O	O	O
o.	Use data to monitor school progress, identify problems, and propose solutions	O	O	O	O	O
p.	Engage staff in a decision making process about school curriculum and policies.	O	O	O	O	O
q.	Lead a well-informed, planned change process for a school.	O	O	O	O	O
r.	Engage in comprehensive planning for school improvement	O	O	O	O	O
s.	Redesign school organizations to enhance productive teaching and learning.	O	O	O	O	O
t.	Use effective written and communication skills, particularly in public forums.	O	O	O	O	O
u.	Collaborate with others outside the school for assistance and partnership.	O	O	O	O	O
v.	Engage in self-improvement and continuous learning.	O	O	O	O	O
w.	Develop a clear set of ethical principles to guide decision making.	O	O	O	O	O

25. If you knew the challenges of the principal's position, would you chose this career path anyway?

        Definitely yes.

        Probably yes.

        Not sure.

        Probably not.

        Definitely not.

    26.1. Please explain why you chose this answer:_____

_____.

    26.2. If you knew the challenges of the principal's position, would you chose the same program to prepare you for the position?

Definitely yes.

Probably yes.

Not sure.

Probably not.

Definitely not.

26.3. Please explain why you chose this answer:_____

_____.

26. Was it easy for you to go through a whole process for principalship (from a teaching position to a principal position)?

       Yes [Go to 27.1]   No [Go to 27.2]

27.1. Do you think the process should be more rigorous? If so, please explain in which way?

_____.

27.2. What aspects of the process do concern you or your colleagues?

_____.

27. Overall, what do you think the program is most successful at accomplishing?

28. Overall, what do you think are the program's areas of weakness? Be specific. Examples?

APPENDIX B
Questions for Interview

1. What factor(s) motivated/led you to get your administrative credential? (Prompt: greater salary? more decision-making authority? opportunity to leave the classroom?)

2. Did you were concerned about today's principals' responsibilities, when you attend to be principals?

3. What has been your greatest professional development experience as principal? Why was it valuable?

4. What are your particular skills and knowledge strengths? Weaknesses?

5. Did you gain you strength after attending the preparation program or through you current experience as principals?

6. What do you think should be added in the preparation program to reduce these weaknesses?

7. How does this program prepare you for your career goals? What are the program's distinguishing features?

8. What do you think about experience-based/ education based program?

Do you think if you have long term experience/ get educated about leadership will help you in role position? how be specific?

NAME: Hanin Alahmadi

PLACE OF BIRTH: Mecca, Saudi Arabia

EDUCATION: Bachelor of Science and Education (Mathematics)
King Abdul-Aziz University
Jeddah, Saudi Arabia
2001-2005

Master of Education (Educational Administration)
University of Windsor
Windsor, Ontario, Canada
2013-2016