

استكشاف واقع التنمية البشرية في المؤسسات
التعليمية في عمان من وجهة نظر المديرين

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الملخص: هدفت الدراسة إلى التعرف على واقع التنمية البشرية في المؤسسات التعليمية في سلطنة عمان من وجهة نظر المديرين. ولتحقيق أهداف الدراسة، تم استخدام المنهج الوصفي من خلال استبيان كأداة رئيسية تضمنت ٢٥ فقرة تتعلق بالتنمية البشرية. تم التحقق من صحة الاستبيان من صدق المحكمين. وتم التحقق من استقرارها باستخدام معامل ثبات ألفا كرونباخ (٠,٨٨) وتم جمع البيانات من عينة عشوائية من ٢٠٠ مدير في مدارس ظفار. تم تحليل البيانات إحصائياً باستخدام برنامج (SPSS)؛ حسب المتوسط والانحراف المعياري والوزن النسبي واختبار t واختبار تحليل التباين. وجدت الدراسة أن المؤسسات التعليمية في عمان تساهم بشكل معتدل في تحقيق متطلبات التنمية البشرية بشكل عام. كما أوصت بزيادة الميزانية المخصصة للبحث العلمي في المدارس وتفعيل الشراكات الإيجابية بين المدارس ومؤسسات الإنتاج والاقتصاد في المجتمع.

الكلمات الدلالية: الواقع، التنمية البشرية، المؤسسات التعليمية، مديري المدارس.

Exploring Reality of Human Development at Educational Institutions in Oman from the Principals' Perspective

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Abstract: The study aimed to identify the reality of human development at the educational institutions in the Sultanate of Oman from the Principals' perspective. To achieve the objectives of the study, the descriptive approach was used through a questionnaire as a main tool, which included 25 paragraphs related to the human development. The validity of the questionnaire was verified by the sincerity of the arbitrators; and its stability was verified by using the Alpha-Cronbach stability factor (88%). Data were collected from a random sample of 200 principals in Dhofar schools. The data were analyzed statistically using the (SPSS) program; depending on mean, standard deviation, relative weight, t test, and variance analysis test. The study found that educational institutions in Oman moderately contribute to achieve human development requirements in general. It also recommended increasing the budget allocated to scientific research in schools and activating positive partnerships between schools and production institutions and the economy in society.

Keywords: Reality, Human Development, Educational Institutions, Sultanate of Oman, School Principals.

Introduction

Omani society, like other contemporary societies, has witnessed rapid and continuous developments in all fields of life, especially during the period of the blessed renaissance that began in 1970 after the reign of His Majesty Sultan Qaboos bin Said. It also looks forward to a bright future that can be inferred from great pride in the past and glorious cultural heritage; awareness of present challenges and life's changes; realization of its civilizational responsibility and its Arab and international affiliation; believing in the development of a new Omani generation capable of taking responsibility and competing locally, regionally and internationally.

The Sultanate of Oman, therefore, has relied on education as a major and effective tool in educating, raising, care and development of the Omani citizen. It has been guided by a clear and distinct philosophy and educational policy emerged from the nature of the Omani society. Its principles have been derived from the heritage and values of Omani society; its political and social trends, while meeting its current and future needs, which ultimately reflects on the personality of the individual and the community positively. This would contribute to develop a fully grown individual living as a good citizen who is beneficial and adaptable to his community (Issan, 2010).

The educational institutions in the Sultanate of Oman are also striving to develop their employees by providing both the quantity and quality of education which aims to achieve full enrollment rates in public education; increase the absorptive capacity in higher education and provide an education in line with the overall goal of the state and lifelong learning. The Sultanate has thus achieved a competitive position in a growing global knowledge-based economy.

However, numerous voices were raised, and the views differed between supporters and opponents on the reality of human development within these institutions in all its dimensions (scientific, cultural, social, etc.), which led the researchers to carry out the current study to identify the reality of human development at educational institutions in the Sultanate of Oman.

Contribution of this paper to the literature

The paper contributes to

1. Activate the application of the principles of the Omani education policy within schools, especially with regard to human development, thus providing real investment for the Omani citizen who can compete locally, regionally and internationally.
2. Assist school principals to provide an appropriate learning environment for the overall balanced growth of students, and to invest them effectively.
3. Promote the awareness and national belonging among students, which will reflect positively on the academic achievement and employ their abilities and talents to serve the society.
4. Add information on dimensions of human developing in context of developing societies.

Objectives and Research Questions

The study aimed to

1. Recognize the reality of human development at public schools in the Sultanate of Oman.
2. Determine whether there are differences between the views of school principals on the reality of human development at public schools in the Sultanate of Oman due to gender variables, educational stage and years of experience.

The study problem was identified in the following questions

1. What is the reality of human development at educational institutions in the Sultanate of Oman from the Principals' perspective?
2. Are there statistically significant differences at (0.05) level between the Principals' opinions about the reality of human development at the educational institutions in the Sultanate of Oman due to gender variables, educational stage and years of experience?

Procedural Definitions of Study Terms

1. Educational institutions in the Sultanate of Oman

They are places or sites established by the Omani society for the purpose of raising and educating its children scientifically, culturally, socially, economically and politically, in accordance with its declared educational policy, in order to achieve investment and development of human resources qualified for its development. Here, in this study, the educational institutions refer to public schools in the Sultanate of Oman.

2. Human Development

It is the total knowledge, skills, competencies, endogenous capacities, and other characteristics that the student possesses in the pre-university stage in the Sultanate of Oman, which will provide him with scientific, cultural, social, economic and political benefits that will achieve national prosperity.

The Theoretical Background of the Study

1. The Education System in the Sultanate of Oman

The Sultanate of Oman has constantly reviewed and developed its educational policies from time to time; rearranging its priorities and renewing its objectives in line with the requirements of each stage of development in the Omani society in order to achieve a better future for all.

The Sultanate witnessed a qualitative and quantitative leap in education in all its institutions, as a result of continuous efforts of the Ministry of Education concerned, and the royal directives of His Majesty Sultan Qaboos bin Said who provided his full support for education in all its forms, leading to the spread of education throughout the Sultanate and the development of its institutions and methods, resulting in the scientific, economic, agricultural and commercial progress we are now witnessing.

This progress comes not only from the work and efforts of the Ministry of Education alone, but also from joint efforts and organizational work between the

institutions and ministries of the State concerned. The education system in the Sultanate of Oman, as defined by Al-Nabhaniya (2015), can be clarified as follows:

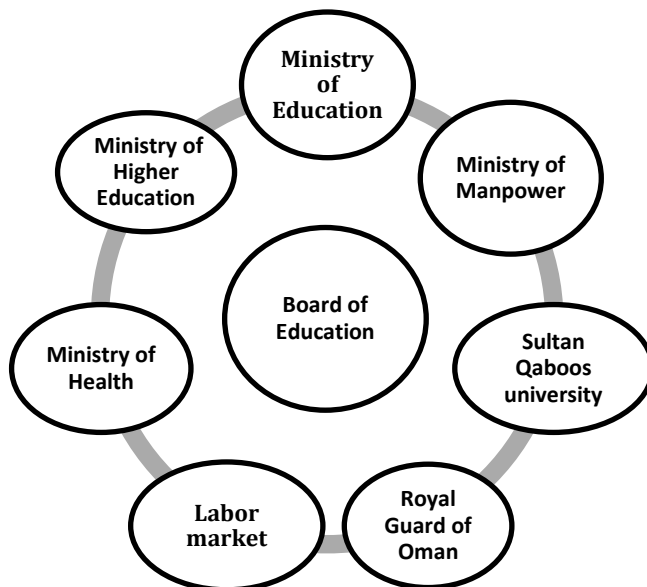


Figure 1. Education System in the Sultanate of Oman

2. Vision and Mission of the Ministry of Education in the Sultanate of Oman

The vision of the Ministry of Education in the Sultanate of Oman is determined to improve the educational environment of the administration, teachers and students at schools so that they can cooperate to build a skillful, active and loyal generation capable of continuous learning and coexistence with others and meet the demands of the labor market within a framework of commitment and responsibility. Its mission is to prepare a generation that achieves the economic and social development of the society through improving the teaching and learning processes in the school administration, providing physical and human resources, curricula, buildings and high quality assessment tools, with high utilization of technology in line with Oman's Digital Society, and greater activation of the role of the private sector and the community in promoting educational services. (Ministry of Education, 2017)

3. Principles of Educational Policy in the Sultanate of Oman

The educational policy in the Sultanate of Oman is based on an Arab-Islamic philosophy that combines authenticity and modernity. It aims to prepare a citizen who believes in God and is loyal to his country and to His Majesty Sultan Qaboos. He is capable of dealing with the course of the events; contributing to sustainable development in all sectors of Omani society; acquiring the skills of scientific thinking and the principles and values of the Islamic religion. This philosophy stems from sixteen principles identified by al-Harithi (2014) as follows:

- The integrated growth of the learner.
- Identity and citizenship.
- National pride and prestige.
- Values and good behaviors.
- Education for Sustainable Development.
- Responsibility and accountability.
- Education is a national responsibility and partnership.
- Teaching human rights.
- Lifelong learning.
- Education for Peace and Tolerance.
- Teaching the principle of consultation.
- Science and work.
- High quality education for all.
- Thinking and scientific research.
- Entrepreneurship and innovation.
- Society of knowledge and technology.

4. Human Development in the Sultanate of Oman

Nowadays, Human Capital is the real wealth of countries and societies. Despite the importance of physical capital and natural resources and their necessity to all developed and developing countries, they do not have a good value and effective return without trained and efficient human capital capable of employing and exploiting these resources perfectly in the production processes and development in all fields, resulting in progress and prosperity for all.

The term "Human Capital" has been used since the early 1960s in the 20th century. This is confirmed by Schultz's (1961) and Becker's (1964) writings. It is defined as the experiences, knowledge, capabilities and skills that individuals possess and use in production processes, which can be measured through training, development and incentive system (Fitzenz, 2000).

Hasiba (2009) stated that human development of individuals is focused on three basic components:

1. Competencies: a set of knowledge, attitudes, actions, and behaviors derived from the experience necessary to practice a particular profession.
2. Experience and expertise: the various scientific and practical experiences and expertise gained through practicing a particular profession.
3. Knowledge and qualifications: the varied information accumulated through training and education.

Human capital can be measured and identified through two main trends: the first trend is the underlying competitiveness index, which is based on several factors: net enrollment rate in secondary and tertiary education; expected life expectancy; adult literacy and spending on education. The second trend is described as a dynamic and comprehensive direction, based on variables that reflect the different dimensions of human capital: the potential; skill acquisition; availability and efficiency (Ayesha, 2007).

All countries of the world have devoted particular attention to human development and investment of human capital in order to cope with the lack of natural resources through the restructuring of education and developing its programs and

systems so that the characteristics of Human Capital can fit with the current requirements of economic and social development (Rimi, 2012).

Al-Ajmi (2010) emphasizes that education is at the top of investment in human capital. Some countries have allocated huge budgets for education, with changing their perception of the nature of spending on education, which is now seen as an investment with a profitable economic return, not just a service that societies provide to their citizens for social and political reasons only.

Human Development is a comprehensive civilizational process including scientific, cultural, social, economic and cultural aspects, despite its different concept in developing countries from the developed countries. In developing countries, development is meant to change fundamentally the backward conditions, while in developed countries, development is meant to change the existing conditions which are not necessarily backward.

In this regard, many Arab and foreign studies have been conducted, all of which emphasized the importance of Human Capital in meeting the demands of development in all its forms in any society and the important vital role of education and its various institutions in the preparation and development of trained and qualified manpower for production and prosperity. Among these studies are: Sobh (2013), Tamimi (2012), Maarouf (2012), Abel & Deitz (2012), Barakaat and Awad, (2011), Abdullah and Ismail (2011), Raza, et al (2011), Ayub (2010), Dodscu and Abrudan (2010).

The Sultanate of Oman, like all other countries of the world, was keen to invest and develop Human Capital. The Sultanate paid great attention to Human Development, considering that insofar as the society succeeds in promoting and developing its human resources, its success is in building the modern and developed state. This is well illustrated in most of His Majesty Sultan Qaboos bin Said's speeches, including the sublime speech at the annual meeting of the Council of Oman, which emphasizes the importance of human resources. His Majesty said: "The interest in human resources development, providing different means to develop its performance, stimulating its potential and possibilities, diversification of its creative

capabilities and improve its scientific and practical capabilities is the basis for authentic development and the cornerstone of its solid construction based on solid foundations" (Eidros, 2009).

This is confirmed by the results of the Saadi study (2011), which indicated that economic growth leads to increased spending on education. At the same time, increased spending on education is causing increased economic growth. It also pointed to increased investment to Gross domestic product (GDP) resulting in increased spending on education, and vice versa as well.

The future vision of the Omani economy (2020) has also adopted a set of recommendations, the most important of which is the need to develop and train human resources effectively to increase their productive efficiency, increase their participation in the Omani economy and deal with the rapid developments in the field of technology (Ministry of National Economy, 2007).

In this regard, the Ministry of Education in the Sultanate has taken important steps in the rehabilitation and training of the human resources subject to it, through the creation of the Department of 1996 to undertake these tasks, which was then called the Training and Rehabilitation Department. It was affiliated to the Directorate General of Curricula, and then it was renamed to the Human Resources Development Department under Ministerial Decision No. 110 of 2002, and became subordinate to the Under-Secretary for Educational Planning and Projects. The Department, under the new decision, consisted of the main training center and four main sections: the Training Program Planning Section, the Rehabilitation Program Planning Section, the Training Follow-up and Evaluation Section, and the Training Affairs Section (Human Resources Development Department, 2005).

This has led to the development of a strategy that requires training and qualification of human resources working in the field of education, especially teachers, supervisors, school principals and other technical and administrative cadres working at the Ministry of Education, as well as expanding the education and its various institutions, increasing expenditure on it and developing study curricula and programs.

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According to the UN Human Development Report 2010, "The True Wealth of Nations - Pathways to Human Development", the Sultanate ranked first in the world among 135 countries in the rate of improvement compared to 1970. The source of this progress is not oil and gas revenues, as it may be assumed, but rather the result of the Sultanate's significant achievements in health and education, i.e., the two dimensions unrelated to income from the Human Development Index (HDI). This is a conclusive evidence that the Sultanate has adopted a broad concept of human resource development, which believes that the human being is the ultimate goal and end of the development process, and not only a means to achieve it according to the traditional concept of development.

METHOD

The study was based upon the case study methodology to collect and analyze data as a descriptive method by focusing on the questionnaire as a data collection tool to identify the reality of human development at the educational institutions in the Sultanate of Oman.

Study Population and Sample

The study population consisted of the public schools Principals in Dhofar Governorate of 149 male and female Principals in the academic year 2016/2017. The study sample was selected randomly, representing 67% of the study population. The study sample was distributed according to the variables of gender, educational stage and years of experience, as shown in the following table:

Table 1. Distribution of the study sample according to the variables: gender, Educational stage, and years of experience

Sr.	Variables	Variable Categories	Percentage %
1	Gender	Male	44
		Female	56
		Total	100
2	Educational Stage	Grades (1-4)	15
		Grades (5-10)	19
		Grades (10-12)	4
		Grades (11-12)	2
		Grades (5- 12)	22
		Grades (1- 12)	38
		Total	100
3	Years of Experience	Less than 5 years	9
		(5 to 10) years	20
		More than 10 years	71
		Total	100

Instrument

1. The Questionnaire In Its Initial Form

The questionnaire was designed as a primary instrument for collecting data on the five-point Likert Scale (always, often, sometimes, rarely, never), which included (5) fields related to the reality of human development at the educational institutions in the Sultanate of Oman, which consisted of (28) items.

2. Validity of the Instrument

After preparing the questionnaire in its initial form, its Validity was confirmed by presenting it to a group of experts and specialists of (10) arbitrators. After reviewing the remarks, some items were reformed, others were deleted, to reach to the final form of the instrument, which consisted of (5) fields with (25) items.

3. Reliability of the Instrument

To ensure the reliability of the questionnaire, it was applied to a survey sample of the schools Principals (30 male and female Principals) in Dhofar Governorate.

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Then the reliability coefficient of Cronbach's Alpha was calculated for each of the fields of the questionnaire and the questionnaire as a whole, as shown in the following table:

Table 2. Results of Cronbach's Alpha Test to measure the reliability of questionnaire

Sr.	Field	Number of Items	Alpha Coefficient	Reliability Degree
1	Scientific Development	5	0.88	High
2	Cultural Development	5	0.87	High
3	Social Development	5	0.91	High
4	Economic Development	5	0.90	High
5	Political Development	5	0.86	High
All fields of the questionnaire		20	0.88	High

Table (2) shows that the values of the reliability coefficient of the questionnaire with different themes are high, providing an indication of the validity of the questionnaire for application.

Field Application of the Study

After the questionnaire was prepared in its final form, it was applied to the study sample of (200) male and female Principals, during the first semester of the academic year 2016/2017.

Statistical Methods

The Statistical Package for the Social Sciences (SPSS), Volume 20, was used in the statistical analysis of the study data, based on the following statistical methods: percentage, repetitions, arithmetic mean, standard deviation, relative weight, Cronbach's Alpha Test, (T-Test) for two independent groups, and one-way ANOVA analysis.

RESULTS

1. Results of the study on the first question, discussion and interpretation

To answer the first question: What is the reality of human development at the educational institutions in the Sultanate of Oman from Principals' perspective? The arithmetic mean, standard deviation, relative weight, and level of the item were calculated for the responses of the study sample on the questionnaire as a whole in all fields, and the items of each field separately, as shown in Table (3).

Table 3. Responses of the individuals in the sample to the fields of the questionnaire in all its items

Field	Rank	Items	Mean	Std.	Relative	Level of
Div. Weight effect						
Scientific Development	31	The institution provides the necessary tools and possibilities for conducting scientific research.	3.29	1.07	65.75	Moderate
	22	Education in institutions provides physical and moral aspects to stimulate the creative people.	3.31	0.94	66.12	Moderate
	53	The Institution provides financial coverage for the dissemination of staff research.	2.54	1.10	50.82	Low
	14	The Institution regularly holds seminars and training workshops for its students.	3.87	0.92	77.46	High
	45	The Institution is dedicated to research aimed to achieve comprehensive development.	3.26	0.96	65.22	Moderate
Mean First Field (Scientific Development) 3.251.00 65.07 Moderate						
Cultural Development	11	The Institution focuses on the awareness of employees of cultural materials through various events and activities.	4.02	0.87	80.45	High
	42	The Institution encourages its employees to cooperate with different cultural centers.	3.44	0.90	68.73	High

Field RankNIItems Mean Std. RelativeLevel of Div.Weighteffect			
	23	The Institution is keen to correct the cultural misconceptions among students.	3.580.94 71.57High
	34	The Institution provides educational programs that improve students culturally.	3.570.95 71.49High
	55	The Institution regularly hosts researchers with diverse cultures to hold cultural seminars.	3.241.05 64.70 Moderate
Mean Second Field (Cultural Development)			3.570.94 71.40High
Social Development	11	The Institution is keen to hold training courses to students for professional career.	3.190.97 63.73 Moderate
	52	The Institution encourages periodic meetings with parents to discuss students' problems.	2.091.06 41.79Low
	23	The Institution encourages its employees to participate in social events.	3.170.87 63.43 Moderate
	44	The Institution provides students with programs that enable them to identify and develop the resources of the local community.	3.010.87 60.15 Moderate
	35	The Institution encourages students to participate in youth associations and charities.	3.070.93 61.42 Moderate
Mean Third Field (Social Development)			2.910.94 58.10Low
Economic Development	11	The Institution is keen to establish strong links between students and different production sectors.	2.940.84 63.73 Moderate
	52	The Institution contributes to develop students' awareness of how to invest environmental components and services.	3.130.86 62.60 Moderate

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Field RankNIItems Mean Std. RelativeLevel of Div.Weighteffect			
	23	The Institution provides an opportunity for students to interact with local community institutions.	3.810.96 76.20 High
	44	The Institution provides students with educational programs on professional disciplines needed by the local community.	3.380.85 67.60 Moderate
	35	The Institution supports students' ideas and studies that address the economic problems of the community.	3.040.93 60.80 Moderate
Mean Fourth Field (Economic Development) 3.26 0.89 66.20 Moderate			
Political Development	2 1	The Institution provides an opportunity for students to organize national seminars and exhibitions.	3.860.87 77.24 High
	1 2	The Institution participates in national events and various political actors.	4.120.77 82.46 High
	3 3	The Institution establishes the principle of democracy through elections of student council and clubs.	3.771.06 75.37 High
	5 4	The Institution encourages the Students' Union Council to issue political publications and magazines.	3.581.00 71.64 High
	4 5	The Institution adopts the principle of dialogue in resolving conflicts anddisputes.	3.590.94 71.72 High
Mean Fifth Field (Political Development)3.780.93 75.69High			
Mean Scores of the Questionnaire as a Whole 3.35 0.94 64.30 Moderate			

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From Table (3), it is noted that

1. The Mean score of the individuals' responses in the study sample to the questionnaire as a whole is (3.35) and at a "moderate" level.
2. The Mean values of the individuals' responses in the study sample to the five fields of the questionnaire ranged between (2.91 and 3.78) and at (low-high) levels.
3. The fifth field (Political Development) ranked the highest mean in the individuals' responses to the questionnaire, where the Mean responses were (3.78) at a "high" level, followed by the second field (Cultural Development) with a mean of 3.57 and at a "high" level, then the fourth field (Economic Development) with a mean of (3.26) and at a "moderate" level, then the first field (Scientific Development) with a mean of (3.25) and at a "moderate" level also, and finally the third field (Social Development) with a mean of (2.91) and at a "low" level.
4. The values of the arithmetic means of the individuals' responses in the study sample to the items of the first field (Scientific Development) ranged between (2.54 and 3.87) and at (low - high) levels.
5. The values of the arithmetic means of the individuals' responses in the study sample to the items of the second field (Cultural Development) ranged between (3.24 and 4.02) and at (moderate - high) levels.
6. The values of the arithmetic means of the individuals' responses in the study sample to the items of the third field (Social Development) ranged between (2.09 and 3.19) and at (low - moderate) levels.
7. The values of the arithmetic means of the individuals' responses in the study sample to the items of the fourth field (Economic Development) ranged between (2.94 and 3.81) and at (moderate - high) levels.
8. The values of the arithmetic means of the individuals' responses in the study sample to the items of the fifth field (Political Development) ranged between (3.77 and 4.12) and at "high" level.

According to previous results, educational institutions in the Sultanate of Oman moderately contribute to achieve Human Development requirements in general. As for their contribution to developing the various aspects of human development, they have a high degree in political and cultural development, a moderate degree in economics and scientific development, and a low degree in social development.

These results are due to the fact that the educational institutions in the Sultanate put into practice the principles of educational policy related to Human Development in a limited fashion, compared to the theoretical statement of this policy, especially with regard to the social, scientific and economic aspects respectively. Also, there is a gap between the theoretical and philosophical aspects set by specialists from the Ministry of Education and the practical aspects that translate these aspects into action in the field. Moreover, these institutions do not put the social aspect within their tasks, and focus only on other aspects of development.

These results are consistent with the results of Tamimi (2012), Maarouf (2012), Abel and Deitz (2012), Barakat and Awad (2011).

2. Results of the study on the second question and its discussion and interpretation

To answer the second question of the study: Are there statistically significant differences at (0.05) level between the Principals' opinions about the reality of human development at the educational institutions in the Sultanate of Oman due to gender variables, educational stage and years of experience? These differences are determined as follows:

(A) For the gender variable, the *t* test was used for two independent groups, as shown in the following table

Table 4. The results of (T) Test to determine significance of the differences between responses of the study sample according to the gender variable

N	Field	Gender	N	Mean	SD	<i>t</i> test	Sig.
1	Scientific Development	Male	56	3.12	0.78	0.066	0.430
		Female	44	3.13	0.59		
2	Cultural Development	Male	56	3.61	0.76	0.520	0.450
		Female	44	3.67	0.62		
3	Social Development	Male	56	3.01	0.74	0.544	0.700
		Female	44	3.07	0.59		
4	Economic Development	Male	56	3.08	0.67	0.692	0.120
		Female	44	3.01	0.57		
5	Political Development	Male	56	3.61	0.72	0.668	0.230
		Female	44	3.55	0.51		

Table (4) shows that there are no statistically significant differences at (0.05) between the principals' perspective on the reality of human development at the educational institutions in the Sultanate of Oman due to gender variable. This means that educational institutions for males and females experience similar circumstances, and apply almost the same mechanisms to meet the demands of Human Development. This result is consistent with that of the following study: Sobh (2013), Tamimi (2012), Barakat and Awad, (2011).

(B) For the variable of the educational stage, One-Way Analysis of variance (ANOVA) was used, as shown in the following table

Table 5. The results of the one-way analysis of variance (ANOVA) to determine the Statistical significance of the differences between the responses of the study sample according to the variable "the educational stage"

Sr.	Field	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F	Sig.
1	Scientific Development	Between Groups	8.70	5	1.74	2.612	0.020*
		Within Groups	62.63	94	0.66		
		Total	71.33	99			
2	Cultural Development	Between Groups	7.40	5	1.48	2.01	0.080
		Within Groups	69.14	94	0.73		
		Total	76.55	99			
3	Social Development	Between Groups	7.7	5	1.54	1.90	0.100
		Within Groups	75.81	94	0.80		
		Total	83.51	99			
4	Economic Development	Between Groups	3.99	2	0.80	3.10	0.080
		Within Groups	70.99	97	0.81		
		Total	74.98	99			
5	Political Development	Between Groups	2.88	2	1.49	2.16	0.200
		Within Groups	68.99	97	0.76		
		Total	71.87	99			

* Refers to Function at the level (0.05)

From Table (5), it is noted that:

1. There are statistically significant differences at the level (0.05) between the principals' perspective on the reality of human development at the educational institutions in the Sultanate of Oman in terms of scientific development due to the variable of the educational stage.
2. There are no statistically significant differences at the level (0.05) between the principals' perspective on the reality of human development at the educational institutions in the Sultanate in terms of cultural, social, economic and political development due to the variable of the educational stage.
3. To determine the direction of the differences between the individuals' responses in the field of scientific development according to the variable of the educational stage, the Least Significant Difference (LSD) Test was used for post hoc comparisons and the results are shown in Table (6).

Table 6. The results of the LSD test for the post hoc comparisons of the individuals' Responses in scientific development according to the variable" the educational stage"

	Grades (1- 4) **M= 4.43	Grades (5- 10) M= 3.64	Grades (10- 12) M=4.5	Grades (11- 12) M= 4.86	Grades (5- 12) M= 3.82	Grades (1- 12) M= 3.87
Grades (1- 4) M= 4.43	-	0.78*	-0.07	-0.42	0.60*	0.55*
Grades (5- 10) M= 3.64	-0.78*	-	-0.86	-1.21*	-0.18	-0.23
Grades (10- 12) M=4.5	0.07	0.86	-	-0.35	0.67	0.62
Grades (11- 12) M= 4.86	0.42	1.22*	0.35	-	1.03	0.98
Grades (5- 12) M= 3.82	-0.60*	0.18	-0.67	-1.03	-	-0.05
Grades (1- 12) M= 3.87	-0.55*	0.23	-0.63	-0.98	0.05	-

* Refers to the Significance at the level (0.05), ** Refers to the Mean.

From Table (6), we note that:

1. There are statistically significant differences at the level (0.05) between the principals' opinions in grades (1-4) and the rest of the other grads on the reality of Human Development at the educational institutions in the Sultanate of Oman in terms of scientific development in favor of grades (1-4).
2. There are statistically significant differences at the level of (0.05) between principals' opinions in Dhofar governorate in grades (5-10) and grades (11-12) on the reality of Human Development at the educational institutions in the Sultanate in terms of scientific development in favor of grades (11-12).
3. The above results are due to the fact that educational institutions for females are more concerned with the development of the scientific side than institutions for males, in addition to the ease of implementing the scientific development requirements in grades (1-4) because of the lack of these requirements at that stage compared to grades (5-10) and (11-12). These results are consistent with those of the study of: Tamimi (2012), Maarouf (2012).

(C) For the variable years of experience, One-Way Analysis of variance (ANOVA) was used, as shown in the following table:

Table7. The results of the analysis of variance to determine significance difference between responses of the sample of the study according to the variable "years of experience"

Sr.	Field	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F	Sig.
1	Scientific Development	Between Groups	2.79	2	1.39	1.97	0.140
		Within Groups	68.54	97	0.70		
		Total	71.33	99			
2	Cultural Development	Between Groups	4.64	2	2.32	3.13	0.080
		Within Groups	71.90	97	0.74		
		Total	76.55	99			

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Sr.	Field	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F	Sig.
3	Social Development	Between Groups	1.54	2	0.77	0.92	0.404
		Within Groups	81.96	97	0.84		
		Total	83.51	99			
4	Economic Development	Between Groups	4.85	2	0.78	3.15	0.090
		Within Groups	71.99	97	0.85		
		Total	76.84	99			
5	Political Development	Between Groups	2.80	2	1.51	1.99	0.150
		Within Groups	69.54	97	0.73		
		Total	72.34	99			

Table (7) shows that there are no statistically significant differences at the level (0.05) between the Principals' opinions on the reality of human development at the educational institutions in the Sultanate of Oman due to the variable years of experience. This means that Principals of different years of experience apply almost the same mechanisms to meet human development requirements. This result is consistent with that of the study by Sobh (2013), Abel and Deitz (2012).

RECOMMENDATIONS

In light of the results of the study, it would be possible to recommend to:

1. Provide clear evidence by the Ministry of Education in the Sultanate of Oman to activate the requirements of achieving human development in all its dimensions, including the executive procedures and application requirements.
2. Increase the budget allocated for scientific research in educational institutions, and marketing and adopting the results of good research that will serve the interests and purposes of development.
3. Develop the school curricula and programs in educational institutions from the perspective of market and society needs.
4. Activate the positive partnerships between educational institutions and production institutions and the economy in the society, in a way that serves the institution and society together.
5. Intensify courses, programs, seminars and (intellectual, cultural, religious, scientific, political) lectures for public education among students.

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