

**THE ROLE OF THE PRINCIPAL IN CATHOLIC SCHOOLS
IN POST-WAR LEBANON**

by

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Conductors of great symphony orchestras
do not play every musical instrument;
through leadership the ultimate production
is an expressive and unified combination of tones.

Bailey, T.D. in Bookbinder (1992: 3)

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THANKS AND ACKNOWLEDGMENTS

This dissertation marks the culmination of significant academic endeavours of the last three years of my life. It is, in fact, a milestone of my religious mission as a Maronite priest: to serve and to love. This entails giving the best of myself to the cause of the Church, particularly Catholic education in Lebanon.

This work is largely due to the numerous people who filled my life with unconditional support, understanding, and belief in what I am doing. I am indebted to these people with sincere appreciation and gratitude.

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PREFACE

On April 13, 1975 the war in Lebanon broke out. Since I was a boarder at school, I was standing in line waiting for a sign from the proctor to enter the study room. When the news was announced to us, none of us took it seriously. One week later, schools started closing primarily because school buses were under immediate fire from all sides. For the next twenty years up to present day, educational institutions have been suffering the effects and consequences of an unjustified and demeaning war, which left the educational process in Lebanon in shambles.

With a will of iron, school leaders faced insurmountable internal and external hardships. From a bus that was stuck somewhere with 30 children who were waiting for the shelling to quiet down, or to a mother looking for her baby among some 2000 students rushing out of school, the atmosphere was panic stricken. From a car full of shrapnel making headway during emergency school recess, to a next door building hit by a rocket while in class, or to an explosion bursting half a kilometre away while onlookers were sent flying, the situation was a state of frenzy. These were some of the harried conditions under which many children (including myself) in Lebanon had to receive their education.

On another level, between 1986 and 1988, I had the privilege of serving as an assistant principal, experiencing the typical struggles of a principal's life in a Catholic school. The personal impact was very negative as all these pictures described above were still imprinted in my mind. My concept only changed when I realised what the mission and vision of an educational institution is. Before then, I had always asked the question: what kind of school leaders are needed to be able to cope with such circumstances? This question has intrigued me since.

Having decided recently to undertake this research study, I found that little literature - if any - has been produced on the subject of principalship, much less the Catholic principalship in Lebanon. It is noteworthy that I based my study mostly on Western resources and references, particularly American literature. Moreover, it is relevant to mention that the literature on Middle Eastern education tended to be outdated, but still proved useful in providing basic background information.

Thus, in a larger scope or sphere, this study hopes to contribute to Middle Eastern education in general. In particular, it strives to focus on the unique case of Lebanon and the private

Catholic school system. In either case, a study of the principalship in terms of management and leadership is relevant and provocative for the future of schools. Especially in Lebanon, the principal in Catholic schools has been the symbol of a humanistic or compassionate approach to operating schools. Now more than ever, the principalship requires this approach along with a pronounced acquisition and application of practical management and leadership skills.

In retrospect, I can see that strong faith and determination were capable of giving the Catholic principals in Lebanon a tremendous drive that is strong as the rock of Peter. These Catholic principals and their constituencies - students, teachers, staff, and parents - are witness of unwavering dedication. To all these invaluable individuals, I owe this academic contribution. Especially in the aftermath of the recent war, it is meant to give them reassurance of the mission they undertook, encouragement to continue, and a platform to excel.

THE ROLE OF THE PRINCIPAL IN CATHOLIC SCHOOLS IN POST WAR LEBANON

In the past, Catholic schools have made a significant contribution to educational provision in Lebanon. In the restructuring of society in post-war Lebanon, Catholic schools are called on to continue to provide academic excellence. To meet this need, principals of Catholic schools are challenged to provide instructional leadership and manage schools effectively.

Against this background, this study explores the Catholic school principal's role with regard to its management and leadership capacity. A literature study investigates theories of management and leadership as applied to the principal. An overview of the Catholic school system in Lebanon is given against the backdrop of historical, social, political and economic factors. The role and tasks of the Catholic school principal are examined with particular focus upon the unique spiritual dimension of the role. From this theoretical and descriptive base, the research design is described. A qualitative investigation of the principal's role was conducted.

Data gathering was done by means of an preliminary questionnaire, individual interviews and a focus group interview as well as participant observation in a Catholic school in Lebanon. The interviews explored the themes of management and leadership as experienced by a small sample of principals of Catholic schools. Data was analysed, discussed and synthesised. Significant issues discussed included management topics such as delegation, strategic planning, time management, financial management and the evaluation and staff development of teachers; leadership topics comprised vision, mission, faith formation, and school culture.

The findings provide a basis for a recommended profile and model for the Catholic school principal. The study suggests that the future effectiveness of the principalship rests upon the clear conceptualisation and implementation of both management and leadership functions. In the light of this, the present formation and training of the principal may fall short in meeting the increasingly complex demands of Lebanese Catholic schools. Without strong endorsement and training for educational management and leadership principals in Catholic schools could face a precarious future. Further research and management training and formation is needed to lead Catholic school principals into a steadfast future.

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LIST OF ABBREVIATIONS

CS:	Catholic school
CSs:	Catholic schools
CSL:	Catholic school in Lebanon
CSsL:	Catholic schools in Lebanon
CSP:	Catholic school principal
CSPs:	Catholic school principals
CSPL:	Catholic school principal in Lebanon
CSPsL:	Catholic school principals in Lebanon
CSS:	Catholic school system
CSSL:	Catholic school system in Lebanon

CHAPTER 1

BACKGROUND TO THE PROBLEM, FORMULATION OF THE PROBLEM AND AIMS

1.1 Introduction to the problem

At a decisive time when Lebanon is searching to restructure after the latest war (1975-1990), the country's institutions have been shaken to their very foundations by the hardest war events it has ever had to face. At a critical stage when the social structure in Lebanon has changed, and many new ideologies have surfaced, affected by the redistribution of the population and the political power, education has the central responsibility to lead the country into the twenty-first century (Andrews 1996: 10-11). Coupled with religion, which is the foundation of personal status in Lebanon, education shapes the values, beliefs, and direction of Lebanese society (*Ensemble-Supplément* 1995-1996: 3-5).

Answering the call of history, the Catholic school in Lebanon (CSL) is a cornerstone as a place in maintaining standards of academic excellence. Furthermore, historically, the CSL has contributed remarkably to the socio-cultural and pastoral realm of the educational institution of Lebanon. Even today, CSL provides for an uplifting process of human development - with the surest of orientations and the ultimate end: Christ (Béchara 1994: 5).

It might be worthwhile at this early juncture to inquire after the degree to which the CSL has remained faithful to its mission, and whether it is in a position to participate in the edification process of society-at-large in Lebanon, especially exercising influence upon the Christian faithful and its youth. The obligation to remain constant to the CSL mission dates back many centuries: commitment to faith and knowledge, pursuance of liberty, and remarkable reflection of brotherliness and tolerance. Furthermore, the CSL has kept throughout its existence its influential status with an enormous responsibility and a high honour within the Lebanese school system (Bashshur 1978: 28).

It is particularly important to recognise the value of educational institutions, especially the CSL, in the rebuilding of post-war Lebanon. The leading role of education focuses upon the strength and influence of the school principal to implement and to maintain the mission of these

institutions. While it is characteristic of our age that concern for today is overshadowed by anxiety over tomorrow, it is the vision with which CSL will meet the future that will determine the outcome of the challenge (Zaidan 1994: 7-11). Thus, the person of the principal remains the key element to any process of humanistic development and the primary agent of change within the CSL.

1.1.1 Key role of the principalship

Historically, the role of the principal has evolved in its supervisory capacity. From the middle of the nineteenth century to the present day, the duties and responsibilities have increased in complexity, now encompassing a wide range of complicated tasks related to leadership and management (Bookbinder 1992: 10). Leadership activities are commonly thought of as those that initiate newness and change, stimulate and invigorate, and inspire followers to "unparalleled heights of greatness". Through leadership, the principal brings an active and personal attitude toward the achievement of goals. Simultaneously, the principal as manager conducts the practical operational basis for the school. The principal brings sensibility coupled with knowledge in performing tasks related to his/her managerial position (Sergiovanni 1991: 20).

Therefore, principals who are both successful leaders and managers have the combined ability necessary to establish an effective school. Principals should consider themselves in an exemplary role for leadership. Similarly they can convert routine duties into leadership, depending largely upon how they interpret their activities. Typical responsibilities can become opportunities for defining a mission, monitoring student progress, promoting instructional climate, and communicating expectations for student performance (Holmes 1993: 33). A daily operational agenda provides an opportunity to cultivate both management and leadership.

The principalship, then, serves two parallel functions: providing the management of school affairs and instructional leadership. However, even with this established two-fold structure, some principals may still regard themselves as teachers of teachers, others as applied philosophers, managers, or professionals imbued with some special knowledge and understanding of the behavioural sciences as they relate to the school administration (Bookbinder 1992: 10-12). Nonetheless, according to Bookbinder (1992: 11) the key role of the modern principal as described in current literature defines his/her primary characteristics as being a:

- * catalyst of leadership and management
- * co-ordinator of mission, goals, and objectives
- * visionary
- * dynamic agent of change
- * person able to understand school constituency
- * shaper of school culture

Bookbinder (1992: 67) states that an effective principal is able to recognise the appropriate role to be played, and to change roles as needed in cultivating the essential elements of both leader and manager.

1.1.2 Challenges to the principalship

To investigate the role of the principalship also involves examining its challenges and problems, which are intrinsic and fundamental to the position. In educational leadership and management, challenges and problems are two facets of one reality. To the principal, it is the ability to relate the past to the present with a projection into the future. The basic issue is one of determining at which point, in educational organisations, for example, leadership is exercised in order to ensure the existence of both “organisational survival” (requiring social control) and “organisational progress” (requiring individual and/or group development). In other words, the basic questions to be asked are: What is the nature and the degree of social control needed for organisational or communal survival? What is the nature and the degree of individual and/or group development needed for organisational progress? Based upon the premise that educational administration is a moral enterprise, these questions force us to come to terms with the concepts of leadership and management in relation to the values which shape individuals in organised educational settings. Quite simply, what will determine the final outcome will depend on the attitude with which the principal faces the issues at hand. Calabrese, Short & Zepeda (1996: 212) suggest that the principal needs to frame problems into challenges. They further contend that problems imply something is wrong with us, whereas challenges infer something we have to stretch to acquire. In any event, the principal cannot hesitate about the problems or challenges that are uncovered.

Being cognizant of his/her continually developing role, the principal is constantly faced with ongoing issues of organisational survival and advancement. Each principal, then, is met with

specific challenges conducive to a particular situation. Generally speaking, the principal is confronted with the following challenges:

- * Transition from theory into practice
- * Development, implementation and maintenance of vision
- * Consistency of mission, goals, and objectives
- * Knowledge of current educational trends
- * Integration of technology into the school structure

(Araki 1993: 102).

The principal's success resides in his/her ability to transform these concerns into potential opportunities.

If schools are to meet the challenges of the future, principals must empower their constituencies to function effectively in the society in which they will live. There is no doubt that societies change drastically with time, which requires principalship to adapt to these changes.

1.1.3 Problems particular to the principalship in Lebanon

Lebanon is a quite exceptional and culturally pluralistic society in the Middle East. Composed of eleven Christian and four Muslim confessions, in addition to the Druze and two other lesser minorities, the school system in Lebanon is confronted with the essential interaction between education and diversity. Wallace (1994: 14) states that the diversity of the society is amply reflected in schools which teach variously in Arabic, French, or English and follow a wide range of agendas. To produce a new history book, acceptable to all strands of Lebanese society, for example, would be close to impossible (Salibi 1990: 249-253). Due to political and cultural diversity, it is believed that difficulties are so overwhelming that they incapacitate any government educational organisation in reaching a consensus for a unified curriculum. Due to the effect of the latest war, there has been practically no serious revision of the curriculum since 1972. The education ministry traditionally controlled by Maronite Christians, but now opening up to other influences, faces immense political problems in attempting to standardise the curriculum.

Within the schools, rote learning, a narrow concentration on academic subjects, and authoritarian approach to learning are still the basic order of the day. Similarly, the drop-out rate

by the end of the primary cycle, increasing through intermediate grades, rises to 70 percent by the beginning of the secondary cycle at age 14. Hundreds of untrained teachers employed during the war years remain in post, and there is a dearth of educational resources. Consequently, this presents unique challenges to the educational system in general, and to the role of principalship in particular: personal, institutional, or national (Wallace 1994: 14).

For instance, the principal might be met with personal problems such as definition and view of his/her role, development of his/her position towards high achievement, or proper training in supervisory skills. Moreover, the principal may be oriented towards organisational progress, not organisational survival. Therefore, the personal level involves the ability to assess one's own capabilities.

The principal could also be confronted with institutional and national problems. This may include a contribution to a specific charter for education in Lebanon, a truly nationalised educational institution, and therefore a school program reflective of life's needs. Overall, the principal could promote educational endeavours to develop aspiration of future generations. In institutional and national concerns, the principal is confronted with being effective and efficient, i.e. do the right things and the things right; he/she must determine the place of the institution in terms of national standards and try to affect them.

Being at the heart of these challenges, the CSL is, nevertheless, presented with the same challenges and problems. However, being in a dominant position in the Lebanese systems in terms of educational quality and quantity, the Catholic school principals in Lebanon (CSPsL) have the responsibility to shape the role of principalship in terms of leadership and management.

1.2 Rationale of the investigation

The core issue is the fact that educational managerial appointments in the Lebanese schooling system, private or public, including the CSL, are not the result of personal achievement and competency in the field of educational administration. They often are the consequences of other achievements, or the result of a politicised structure in terms of "who you know" not "what you know".

1.2.1 Explanation of academic rationale

There are no extensive scientific resources related to the characteristics of the CSPsL, nor appropriate studies that outline their influence on the efficiency of the school and its production (Théodori 1981: 16). The primary reason is the lack of scientific research in the field of school administration in Lebanon in general; the secondary reason is that the role of the principal has not been defined in terms of management, leadership or task.

During the years of war, little had gone into the development of instructional leadership for either principals or teachers. This study is based upon the hypothesis that it is necessary to rebuild the post-war Catholic School (CS) infrastructure. Its foundation can be re-strengthened by exploring the latest trends in educational administration, while helping principals to cope with current educational administrative problems.

1.2.2 Explanation of personal qualifications

As a concerned priest and educator, I have had the opportunity to assume a managerial position in one of the major schools in Lebanon from 1986 to 1988. I was very involved with the youth on every level, especially educationally and spiritually, while the country was still torn apart by the war. As a scholar who has studied school administration, I am adding to those years more experience in the administrative field, along with setting new educational programs in various parishes in the US and South Africa. In this regard, I see myself now in a position where I can contribute to the betterment of the Lebanese schooling system in general, and the CS in particular.

1.3 Formulation of the problem

From its inception until today, the CSL has had through its leadership, a special mission that sets it apart from public schools and most other private schools (Convey 1992:1). Against this background, a need exists to describe and explore the role of the principal in the CS in post-war Lebanon in order to highlight the importance of the mission entrusted to these principals and to propose recommendations for an effective realisation of the principals' role. The research problem can be outlined under several contingent problems enumerated as follows.

- What are the general characteristics of the principal's role as school manager and leader identified in the literature? How is the principal's role and task defined and what is the difference between the principal-manager and principal-leader as illustrated by recent and current leadership and management theories? What contemporary problems and challenges does the principal face?
- What is the background of the Lebanese Catholic school system (CSS)? What historical, social, political and economic factors impact on this system? What is the role of the church in defining the mission and setting the goals and objectives (policies) of the school? How are Catholic schools organised with particular reference to the post-war period?
- Against the background of the CSL and its mission, how is the role of the Catholic school principal described?
- How do Lebanese Catholic school principals (CSPs) experience their role as educational managers and leaders?
- How can these findings contribute to the enhancement of the principals' role in Catholic schools in post-war Lebanon?

1.4 Aims of the investigation

In view of the above research problem, the following aims for this research may be identified:

- The investigation intends to provide a thorough background to the role of the principal as manager and leader in terms of leadership and management theories. By investigating the current literature on educational management, the relevant tasks related to his/her performance, and challenges to the principalship are identified and described.
- The investigation aims at describing the system of Catholic schooling in post-war Lebanon. The background of the Lebanese CSS will be presented and the historical, social, political and economic context will be described in order to shed light on past

development and the current situation and to provide insights into the factors which are helping to redefine the post-war role of the Catholic school principal in Lebanon (CSPL). In addition, the study aims at describing the role of the CSPL against the framework of the system of Catholic schooling in that country as presented in the available literature.

- Furthermore, it is intended to investigate the post-war managerial and leadership role of the CSPL by means of an exploratory qualitative study. In this way data is gathered which can be used to expand insight into and knowledge of the Catholic principal's present role and the particular challenges faced by him/her. This is done with the aim of making recommendations with a view to enhancing that role. This can eventually contribute to the improvement of the effectiveness and efficiency of the CSP in post-war Lebanon.

1.5 Methodology

A brief overview of the methodology, the choice of qualitative methodology and research design is presented in this paragraph. Firstly, a literature study is undertaken to investigate the management and leadership role of the principal in general as portrayed in management and leadership theories. A literature review is also used to describe the system of Catholic schooling in post-war Lebanon and the role of the principal in that system. The literature study is regarded as an introductory phase of the qualitative research. The literature study exemplifies the purpose of illustrating pivotal points in former studies, elucidates diverse horizons related to the theme under investigation, and identifies unclarified points left behind from the literature. This approach allows for the exploration of current conditions as well as emergent features of the study. This opens the door to innovative questions to be addressed through the qualitative study. Thus, the literature study contained in Chapters 2, 3 and 4 creates a beneficial infrastructure for the qualitative data gathering concerning the CSPsL entertained and analysed in Chapter 6.

The literature study was extended by informal discussions which were also conducted with many important figures in the Catholic education system inside and outside Lebanon, reflecting on the nature of the principal's post-war role. In addition, written and printed documents and records have been collected which serve as supplemental sources of information thereby enhancing this thesis.

A qualitative investigation, employing data gathering techniques such as individual interviews, a focus group interview and a period of participant observation is used to investigate the role of CSPsL. A small sample of five principals who have held key positions in notable educational establishments for at least the last seven years, and still have retained their office both during and after the war were purposefully selected for the individual interviews and three principals took part in a focus group interview. Schools in which participating principals serve have a large school enrollment, a long history, and a certain academic record. Generally speaking, the schools have grade levels K to 12, mixed gender, and substantial student populations. Participants were chosen from different Catholic denominations, as well as from both national and international religious orders. A short period of participant observation undertaken in a school allowed entry into the world of the participants and also created opportunity for further checking of data. Interviews were audio taped and the tapes were later transcribed for closer examination. The use of multiple methods of data gathering served to enhance the validity of the research findings. The data was finally analysed by a process of systematically searching and arranging the interview transcripts and field notes accumulated by the researcher.

The intent of this qualitative study is exploratory and descriptive. Although the small sample characteristic of qualitative methodology cannot be said to be representative of all Catholic school principals in Lebanon, this kind of data gathering yields rich data. The small sample used is aimed at making this investigation "hypothesis generating", rather than "hypothesis proving". The objective of the investigation is to increase understanding of and to describe the role of the Catholic principals interviewed from their own frame of reference.

1.6 Division into chapters

The second chapter outlines the task of the principal in theory and practice. The role is defined in terms of the latest managerial and leadership theories. Basic characteristics of the principal's personality are formulated. Problems are explored. A synthesis of ideas on managing and leadership skills is discussed and new trends in educational management and leadership are presented.

The third chapter examines the CS in the Catholic school system in Lebanon (CSSL). An overview describing historical, social, political, and economic factors is presented. The role of the church, its goals, objectives, and schooling system is described.

In chapter four, the CSPL is scrutinised regarding such areas as management, leadership and task. Special emphasis is placed upon the unique spiritual dimension of the role.

In the fifth chapter, the research design is presented as well as methodology and the choice of methods concerning collection of data. The rationale of the choices and procedures above is discussed.

In the sixth chapter, there is a comprehensive report of the research findings. Responses to both planned and non-planned topics discussed during interviews are given.

In the seventh chapter, the researcher gives a commentary on the research findings. He makes recommendations for the CSPL arising from the study.

The final chapter includes a synopsis of the findings. The limitations of this study are detailed and suggestions made for future investigation of the CSPL.

1.7 Summary

This chapter essentially describes the importance of considering the CSL as a crucial element in improving and changing the Lebanese education system. Focusing on the role of the CSP is fundamental to revise the current task performance to meet the post-war needs related to the present day society. The key role of the principalship is defined, while pin-pointing the challenges to the position. In particular, specific problems to the principalship in Lebanon are presented. With establishing the rationale for the study, the problem is formulated so as to identify the role of the CSP in post-war Lebanon aimed at a pragmatic conceptualisation of a futuristic vision. Choice of methodology and research design is briefly discussed. Finally, the division of chapters is outlined.

CHAPTER 2

TASK OF THE PRINCIPAL: THEORY AND PRACTICE

2.1 Introduction

In choosing to investigate the role of the principal, it is implicitly admitted that this person occupies a significant position. The principal is the most important and influential individual in any school (Krajewski 1996: 3). This decisive position encompasses a wide spectrum of complex functions pertaining to *management* and *leadership* (Hodgkinson 1991: 53). In this capacity, he/she sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. As *manager*, the principal is responsible for the practical operation of the school; while as a *leader*, he/she evokes newness and change, encourages, and inspires (Beck & Murphy 1993: 190-191).

Describing the essence of *management* and *leadership* within the principalship is crucial to depicting the successful principal. Hence, it is important to discuss the *principal's role*, *management* and *leadership theories*, along with *tasks* and *strategies* in this chapter. *Key characteristics* as well as *challenges* are examined. Finally, *new trends* for the principalship are explored.

Evans (1995: 5) concludes that whatever the issue, the principal is the pivotal player in facilitating change or maintaining the status quo in a school. The importance of this role is emphasised and supported by extensive research and experience. However, it should be kept in mind that while there are countless ideas and theories concerning the principalship, there is no one secret formula for success (Robbins & Allyn 1995: xiii).

2.2 Definition of the principal's role

In basically defining the principalship, Sergiovanni (1991: 16) states that the principal's job is the co-ordination, direction, and support for the work of others. This is accomplished by defining objectives, evaluating performance, building a supportive climate, and otherwise helping to keep

the school running day-by-day. In order to accomplish these functions, the principal's role is essentially dual-dimensional with two key headings: management and leadership. The successful principal fulfils both functions with balance for effective school administration.

The principal's responsibility is specifically defined according to situational requirements for management and/or leadership application. The principal should be able to discern which role function is appropriate. For example, as manager, the principal becomes supervisor of key areas: instruction, curriculum development, in-service education, group development, and action research (Spillane 1994: 2). As leader, the principal embodies the school philosophy and mission by guiding achievement of school objectives, and providing a supportive school structure and climate (Bookbinder 1992: 14).

However, each principal also brings to the job a value system that encapsulates his/her comprehension of the principalship. He/she decides what is relevant in terms of *management* and *leadership*. The principal determines his/her own expectations of managing and leading. This determination requires a historical perspective of education and an appreciation of how the culture functions within the school. It requires a clearly articulated set of educational values, a sophisticated level of knowledge about how people learn, skill in management, and a deep understanding of self (Sybouts & Wendel 1994: 3). As both manager and leader, the principal should be able to articulate these essential features in order to exemplify school success.

These roles of manager and leader essentially determine the crucial position of the principal. Further study is now undertaken to specifically examine the principal in terms of *management* and *leadership* respectively.

2.3 Management theories

To instigate a broad overview of the role of the principal, the position of principal is investigated according to the key functions of manager. According to Bookbinder (1992: 59-63), the principalship embodies the ultimate achievement of school management - responsibilities of people, programs, services, facilities, as well as daily operation of the school. Management can be specifically defined as a controlled action that leads to an outcome (Glatthorn 1990: 86). In schools this definition can be viewed more elaborately. It is a controlled action that has the following characteristics:

- * School managers must decide what the functions and tasks of the staff are.
- * They must establish performance standards.
- * Principals must review these performances to determine whether the mission of the organisation is being realised.
- * By creating processes and procedures, school managers control how functions and tasks are implemented.
- * Rewards and incentives are developed to increase the level of performance of their subordinates.

2.3.1 Basic quality of competence

In the investigation of any management theory, proper and effective management is equated with the *competent* administration of the principal. The most important qualification for the position of the principal is *competence*. This refers to an administrator's ability to enable the staff to fulfil the school organisational goals while he/she is pursuing their personal goals. When this occurs, the principal has earned the acceptance and respect of the staff and actually has transferred official power into unofficial acceptance (Lewis 1983: 4).

Competency implies that the principal has the essential knowledge and skills to manage people and resources to attain a desired outcome. Basic knowledge of the following is required:

- * administrative, organisational, political and learning theory
 - * technical areas of administrative practice
 - * behavioural and social sciences
 - * foundations of education
 - * research
 - * advanced technologies
 - * ethical principles of the profession
- (Piek 1991: 6).

Additional skills needed for effective, *competent* school management are:

- * to manage oneself
 - * to manage others
 - * to manage operational functions
- (Piek 1991: 6).

In the final analysis, the fundamental notion of *competency* underlying management theory depends on the definition of management as an *art*. While it is true that knowledge and skills are essential, Bookbinder (1992: 60) claims that no one can be an effective manager by applying a set formula to all types of situations.

Furthermore, management calls for the ability to analyse and interpret the variables involved in making a decision based on past managerial experience. Inherent in analysing and interpreting variables is the ability to foresee the various consequences of different decisions. The manager creates and chooses the consequence that will produce the most desired effect. The art of management can be learned mainly from personal experience and practising its principles (Rebore 1988: 39-41).

Bookbinder (1992: 61) states that the study of *management theory* has increased with major schools of management thought which describe approaches and perspectives. There are noted differences in the basic values, assumptions and action implied by the various approaches. There follows a selection of well known management theories.

2.3.2 Classical organisational theory

A major school of management thought, referred to as *classical organizational theory*, developed out of the need to find guidelines for managing complex organisations (Sergiovanni 1991: 17-18). Henri Fayol (1841-1925) is acknowledged as the founder of this classical management school of thought in that he was the first to systematise it. Fayol believed that solid managerial practice falls into certain patterns that can be identified and analysed, and he developed the blueprint for a cohesive doctrine of management, one that retains much of its relevance to this day. He focused primarily on the managerial activity of his organisational structure. Fayol defined five basic functions of management (Guthrie & Reed 1991: 205):

- * *planning* - devising a course of action,
- * *organising* - mobilising material and human resources,
- * *commanding* - providing direction for employees,
- * *co-ordinating* - making sure resources and activities are in sync
- * *controlling* - monitoring the plans

(cf 2.4).

2.3.3 Scientific management

In tracing further the history of management concepts, Frederick Taylor (1856-1915) pioneered the theory of scientific management. This early philosophy focused on worker-machine relationships in manufacturing plants (Guthrie & Reed 1991: 194). *Scientific management* rests on four basic principles:

- * The development of a true science of management, so that, for example, the best method for performing each task could be determined.
- * The scientific selection of the workers so that each worker should be given responsibility for the task for which he/she is best suited.
- * The scientific education and development of the worker.
- * Intimate, friendly co-operation between management and labour.
(Guthrie & Reed 1991: 194; Covey 1990: 176-177; Senge 1990: 350).

Scientific management emphasised employee selection and training processes and sought the best way to do a task. However, it is the human element of management that can now be addressed in terms of thought or concept.

2.3.4 Behavioural school

Bookbinder (1992) and Guthrie and Reed (1991: 234-235) cite the emergence of the *behavioural school*, another major school of management thought. Managers found the classical organisational approach failed to achieve complete production efficiency and workplace harmony. They continued to face problems because people do not always follow predictable or rational patterns of behaviour. Therefore, the *behavioural school* focuses on helping managers deal with the human element of organisation. It has made striking contributions to the understanding of individual motivation, group behaviour, interpersonal relationships at work, and the importance of work to human beings. As a result, managers have become more sensitive and sophisticated in dealing with personnel and have gained new insight in areas of leadership, conflict resolution, the acquisition and use of power, organisational change, and communications.

2.3.5 The systems approach

In response to the schools of thought previously described, various approaches to management have appeared to further extrapolate upon theoretical conjecture. For example, the *systems approach* to management (Sybouts & Wendel 1994: 175-176) views the organisation as a unified, purposeful system comprised of interrelated parts. Rather than dealing separately with various parts of the organisation, the *systems approach* suggests managers view an organisation as a whole and as part of the larger external environment. Consequently, *systems theory* is a reminder that the activity of any part of an organisation affects the activity of every other part (Guthrie & Reed 1991: 196-198; Senge 1990: 15; Sparks 1993: 12).

Moreover, Bookbinder (1992: 63) says that certain key concepts of *general systems theory* are contained within the language of management. Familiarity with the *systems* vocabulary is useful to keep abreast of current trends:

- * *Subsystems* are the parts that make up the whole of a system.
- * *Synergy* means the whole is greater than the sum of the parts (Covey 1990: 37-38).
- * *Open and closed systems* are those that do or do not interact with their environments.
- * *System boundary* separates the system from its environment.
- * *Flows* are the information, materials, and energy (including human), that enter the system from the environment, undergo transformation within the system, and exit the system as outputs.
- * *Feedback* is the key to systems control to insure that information be returned to the appropriate people so that assessments can occur.

The *systems approach* has permeated current management thinking and is considered an integral part of the thought processes and research models of practitioners and academic theorists of all three major schools (Kimbrough & Burkett 1990: 8).

2.3.6 The contingency approach

Another approach to management that has been highly regarded as appropriate and purposeful is the *contingency approach* (Guthrie & Reed 1991: 235-238). Often used in the military

environment, a common response to questions of military tactics is - *it depends on the situation and the terrain*. This is a suitable approach to current questions as it focuses on the interdependence of the variables involving managerial situations.

This *contingency approach* was developed by managers, consultants, and researchers in their efforts to apply concepts of the major schools concerning particular circumstances, and at a particular time; these concepts best contribute to the attainment of his/her management goals in real life situations. They found that methods that were highly effective in one situation would not be the case in another situation. They found that results differ because situations differ, or techniques suitable in one situation will not necessarily work in all cases. Accordingly, the task of managers is to identify which technique will, in each situation, under particular circumstances, and at a particular time, best contribute to the attainment of his/her management goals.

It is noteworthy that the systems approach emphasises the interrelationships between parts of the organisation. The *contingency approach* builds upon this perspective by focusing on the kinds of relationships that exist between these parts. It defines those factors specific to a certain task or issue and clarifies functional interactions between related factors. Because of this, advocates of the *contingency approach* see it as a leading school of management thought today (Guthrie & Reed 1991: 236).

2.3.7 Implications for school management

These approaches in management have considerable *implications* in dealing with school management. Educators can operate with these assumptions about school organisation to respond to ongoing challenges of organisation goals and decisionmaking.

The management of schools is the story of theory striving to keep pace with practice. Bookbinder (1992: 63) concludes that even the best of strategic planning(cf 2.4.1.6) often extrapolates the past and misses the future. The past does not forecast the future and today's problems do not arrive in neat component parts. It is difficult to project and to offer simple solutions. Management of schools calls for a new, creative form of thinking which is not easily measured by traditional theory. Both traditional and new theories have important roles to play in bringing about quality schooling providing they are matched to situations of practice. Deciding when to use each of the theories requires a level of sophistication and skill that is not as widespread as it should be in the principalship (Sergiovanni 1991: 41).

2.4 Management tasks

After considering the various theoretical bases for school management, the course of action or *task* of the principal as manager is examined. Classical organisational theory identified the management tasks of; planning, organising, commanding or leading, co-ordinating, and controlling (cf 2.3.2). Bookbinder (1992: 65-67) further clarifies school managers as organizational *planners, organisers, leaders, and controllers*. Each of these basic *management tasks* are reviewed.

2.4.1 Planning

Planning is the most fundamental of management tasks. Henri Fayol as quoted in Dlamani (1995: 11) reported that "If foresight is not the whole of management, at least it is an essential part of it. To foresee in this context, means both to assess prognostications about the future and make provision for it; that is, forecasting is itself action already". In other words, planning requires predictions, or looking ahead in terms of present and anticipated facts along with a high degree of constructive analysis - an ability to project activities which are yet to take place.

2.4.1.1 Defining and characterising planning

Planning can essentially be seen as a decision with regard to course of action whereby a sequence of acts which are mutually related as means to an end, and therefore, are viewed as a unit. According to Gorton as cited in Piek (1991:11), *planning* is concerned primarily with the question of how a goal or objective is to be achieved or decision implemented. As quoted by Marx in Piek (1991: 11) claims that *planning* is the management task which incorporates active reflection about the goals of the organisation, the means available, the activities involved, and the drafting of the most suitable plan for the efficient achievement of those goals (Sergiovanni 1991: 7).

Moreover, *planning* includes a broad range of definition and concepts:

- * formulation and implementation of both short and long plans
- * comprehensive and systematic strategy for use of resources
- * elimination of performance gaps in school performance

- * recognition of internal and external variables that may affect *planning*
 - * continuous process with regular, timely review
- (Piek 1991: 7).

There is a distinction to be made from forecasting. Forecasting is one fundamental element of *planning* which predicts will happen on the basis of certain assumptions. *Planning* is an attempt to determine what should occur and what steps must be taken to make it happen (Lewis 1983: 5).

The principal pinpoints crucial areas of school organisation to improve the results of *planning*. He/she views strengths and internal variables and opportunities as external variables that may affect planning positively. Likewise, weaknesses are viewed as internal variables and problems as external variables that affect planning negatively unless corrective action is taken. The interrelationship of these variables must be understood to arrive at an information base to make adequate planning decisions (Lewis 1983: 6).

2.4.1.2 Elements of planning

According to Piek (1991:7), *planning* consists of two main phases in which a number of *elements* can be identified:

- ** Formulation of a plan which includes:
 - * problem-identification and problem-solving
 - * diagnosis
 - * setting objectives
 - * decision-making.

- ** Implementing of the plan which includes:
 - * coordinating
 - * delegating
 - * initiating
 - * communicating
 - * evaluating.

With these fundamental considerations, Piek (1991: 8) writes that *planning* does not exist in a vacuum, i.e. goals and objectives must be set. Since development takes place over a period of time, *planning* that is designed to achieve development has to be seen as an unbroken, continually spiralling process.

As such, *planning* can be seen as one of the most important tasks that educational leaders must perform in their managerial activities since it forms the basis of all other management tasks. How effectively the other management tasks will be carried out, will depend on the quality of the *planning* activity. *Planning* aims at accomplishing specific, explicit objectives.

2.4.1.3 Nature and activity of planning

According to Piek (1991: 8), the nature of *planning* particularly emphasises the following:

- * definition of task: what needs to be done?
- * resource needs to accomplish objectives with time parameters
- * selection of personnel
- * definition and assignment of responsibility
- * coordination needs
- * specifying supervisory relationships
- * communication relationships
- * evaluation criteria.

The importance of *planning* centres upon the determination of these priorities. It is the starting point of the management activity or process. It enables one to determine whether the school as an organisation is still focused on its determined objectives. *Planning* allows time for reflection and enables the school principal to think ahead while being given an opportunity to consider alternative plans.

Furthermore, the requirements for effective *planning* include:

- * sufficient information to plan purposefully
- * provision for short and long range *planning*
- * careful and precise planning of delegated work.

For practical application, the *planning* activity contains:

- * confirmation of the policy
- * formulation of explicit objectives
- * identification of means and limitations
- * consideration of different alternatives
- * implementation of the preferred plan in written form
- * evaluation of the plan.

(Piek 1991: 9; Bookbinder 1992: 61-62)

Therefore, the basic elements, nature, and activity of *planning* require constant monitoring and review of the above mentioned considerations.

2.4.1.4 Major types of planning

Accordingly, the principal needs to analyse and examine the major types of plans - *operational* (short-term) or *strategic* (long-term) - in use by most organisations, and determine which will facilitate an awareness of the barriers to effective planning and how to overcome them. There is a concern with the effective and efficient attainment of goals and objectives. It may be conceptualised, therefore, as essentially synonymous with implementation which, at its core, is characterised by the various activities of management. Through appropriate management planning, the people responsible for the execution of these decisions will maximise the probability that goals and objectives will be achieved. The principal is charged with planning the efforts of the school to achieve organisational goals. He/she gives central importance to planning for effectiveness (Piek 1991: 9).

2.4.1.5 Operational planning

Operational planning deals with daily activities and is aimed at the short term (Van der Westhuizen 1991:141). This encompasses two types of *operational plans* with short range objectives:

- * Single-use plans such as programs, projects, and budgets
- * Standing plans involving policies, procedures, and rules.

The specific elements of planning are closely linked to the procedure of problem-solving and decisionmaking, and consideration of methods to ensure effective *operational planning* (Stoner & Wankel 1986: 88).

These steps can enable the principal to assess the obstacles or hindrances for *operational planning*. He/she develops a sure path to achieve meaningful, realistic goals for the school (Lewis 1983: 196).

2.4.1.6 Strategic planning

One of the major tasks for the principal in a managerial role is to plan the efforts of the school to meet stated organisational goals. The effective school manager is cognizant of both *effectiveness*, doing the right things, and *efficiency*, doing things right. Accordingly, the principal determines and analyses which planning procedure to facilitate. As Bookbinder (1992: 68) suggests, the effective principal is fully aware that in order to organise, lead, or control, he/she must develop purposeful plans for the direction of school goals. The principal decides what needs to be done, *when* and *how* it needs to be done, and *who* is to do it in a clear step-by-step process developing from establishing goals to reaching goals.

Practically speaking, effective planning involves *strategic* or long-term *planning* - a key management task where the principal is guided as manager of the school (Gorton & Schneider 1991: 29-30; Hughes 1994: 209-210). Some define *strategic planning* as "anticipatory decision making", while others describe it as "the process by which guiding members of an organisation envision its future and develop the necessary procedures and operations to achieve that future". Moreover, *strategic planning* helps an organisation to both plan and create its future (Goodstein, Nolan & Pfeiffer 1992: 1-2). In an educational administration context, this process assists the principal in his/her efforts to anticipate the future and also suggests procedures and practises needed to achieve future goals. *Strategic planners* make more effective schools with traditional practises combined with restructuring procedures. This may bring about change in the school's goals, management structures, accountability practises, and general community relationships and communication.

Strategic planning can be more implicitly described as:

- * a management process for change and transformation in the school
- * a management philosophy
- * a way of thinking about and solving problems
- * a school-community education and involvement process.

(Bradley & Vrettas 1990: 31-37)

This organisation of strategy is a logical sequence of measures (Bailey & Adams 1990: 22-28). Pertinent data is gathered and analysed into a preliminary review of school structure, calls for tasks to be completed in a timely fashion, and meaningful discussion of purpose and effort of these tasks to the school community.

One of the most crucial aspects of *strategic planning* is the development of a mission statement. There is a brief, clear statement of the reasons for an organisation's existence, the purpose or function it desires to fulfill, and the primary methods through which it intends to fulfill this purpose. The primary objective for having such a mission statement is to bring clarity of focus to members of the school organisation, and to give them an understanding of how what they do is tied into a greater purpose. The mission statement must be congruent with the desired organisational values and consequent value plan for the school (Goodstein et al 1992: 31).

The *strategic plan* defines further the aims of the school while outlining the goals, objectives, time lines, responsibilities, specific activities, and planned results. The implementation of this plan is reviewed and adjusted to satisfy the commitments to the school community. Thus, the evaluation and review of the strategic plan demonstrates the dynamic nature of *strategic planning* itself. There is the opportunity and potential to increase awareness of necessary changes, the sense of purpose and direction, and of the organised tasks and activities designed to meet the school's goals (Lewellen 1992: 6-7; Goodstein et al 1992: 52-55).

Strategic planning is not just long-range or comprehensive planning; it also defines the desired outcome through its own planning function and develops strategies to achieve these outcomes. Unlike operational planning, *strategic planning* puts greater emphasis on vision, leadership, and broad-based involvement. This process sets the planning tone and direction to find solutions from within.

2.4.2 Organising

In any school there is a myriad of interactions between personnel and their environment. How the school principal provides for an orderly management of that environment is vitally important. People need stability in their everyday activities. There is a consummate need by personnel in an organisation to recognise within the structure a certain efficiency and effectiveness that indicates purpose. People are generally willing to work within established limits when there are viable reasons that in the end allow the individual to be more effective (Burden & Whitt 1973: 37).

Organising stems from effective planning. Stoner and Wankel (1986: 233) define *organising* as "the way work is arranged and allocated among members of the organisation so that the goals of the *organisation* can be effectively achieved." Van der Westhuizen (1991: 162) describes *organising* as a management task which subdivides various duties and allots them to specific people so that educative teaching may be realised in an orderly manner.

2.4.2.1 Steps in organising

According to Sergiovanni (1991: 14), "organising involves the bringing together of human, financial, and physical resources in the most effective way to accomplish goals". In order to accomplish these aims, the principal is mindful of certain steps to organise. He/she can:

- * determine fundamental objectives
- * detail all work for the school's goals and objectives
- * delegate the workload
- * coordinate work of school members
- * monitor effectiveness and make needed adjustments.

By setting clear objectives in each of these steps, the principal conveys to staff a thorough understanding of intentions (Lewis 1983: 174).

2.4.3 Leading

Along with planning and organising, *leading* is an elemental management task. *Leading* is the work managers perform to influence people to take effective action. Principals must know how to lead. They can achieve results through and with others only if they have skill in selecting and

developing people, in communicating with and motivating others, and in making decisions that others will follow. School principals should be skilled in getting their staff to work because they want to and not because they have to (Piek 1991: 7).

Sergiovanni (1991: 17) says *leading* refers to guiding and supervising subordinates. The principal should make decisions that involve the staff and empower staff members to make the necessary decisions on their own, not inhibit staff performance by arbitrary and autocratic practises (Lewis 1983: 176).¹

2.4.4 Controlling

Controlling completes the management task agenda in fundamental considerations. According to Piek (1991: 16), *control* can be defined as the work school managers perform as they assess and regulate work in progress, and to assess results secured. *Controlling* or evaluating can also be defined as the process of examining as carefully, thoroughly, and objectively as possible, an individual, group, product, or programme, in order to ascertain strengths and weaknesses.

Controlling is the principal's evaluation responsibilities and includes reviewing and regulating performance, providing feedback, and tending to standards of goal attainment. It represents one of the most important processes that a principal can employ. He/she should engage in the:

- * evaluation of others, e.g. teacher and student evaluations
- * evaluation or *controlling* of a school product, process, or programme
- * evaluation or *controlling* of self

(Sergiovanni 1991: 18; Piek 1991: 17).

With *controlling*, a combination of well planned objectives, strong organisation, capable direction, and motivation solidify an adequate system of control (Stoner & Wankel 1986: 573).

Van der Westhuizen (1991: 216) describes *controlling* as the work the manager does to assess and regulate work in progress and completed. In other words, *controlling* is the manager's means of checking up. It is a systematic attempt to set standards appropriate to the objectives of the organisation, to observe actual achievements, to compare them with standards, and to

¹ The upcoming section, 2.6, further details the importance of *leading* and *leadership*.

take corrective measures to ensure that all the resources of the organisation are used as effectively as possible to accomplish its mission and objectives.

With performance standards the principal establishes clear-cut criteria for performance evaluation. He/she understands the difference between effective and ineffective performance. There are clear performance measures with staff involvement. Thus, they have ownership of the objective (Lewis 1983: 176).

2.4.4.1 Advantages of controlling

With *controlling*, there are certain benefits for the principal. There are:

- * means for correcting performance
- * means for detecting deviations in plans and performance
- * means for ensuring attainment of short and long-range goals
- * means for follow-up action to assure that decisions have been implemented
- * means for providing information for corrective action to reach goals and objectives
- * means for assessing the internal and external environments to determine the degree to which plans or performance are within standards.

(Lewis 1983: 195)

Control gives assured mechanisms for monitoring management effectiveness.

2.4.4.2 Effectual controlling aspects

The principal can utilise *control* methods and systems with these aspects. For example, he/she can employ pre-action evaluation, control while work is in progress, and post-action evaluation.

The school manager can then check for systematic qualities of *control*:

- * accuracy for information on performance
- * timely information
- * clear and understandable control
- * organisationally realistic
- * flexibility

- * corrective behaviour
 - * acceptance by staff members
- (Lewis 1983: 196).

Thus, *controlling* along with planning, leading, and organising constitutes the foundation of the management task notion of the principalship.

2.4.5 Expanded range of management tasks

Based upon the notions of planning, leading, organising and controlling, every school manager assumes a much wider range of *tasks* to direct the school towards its stated goals (Stronge 1990: 2). Specifically, principals:

- * *Act as channels of communication within the school system.*
He/she works with personnel to establish, plan, and achieve school long-range objectives while providing accurate information (Grace, Buser & Stuck 1987: 72; Valentine & Bowman 1991: 3; Lewellen 1992: 9-11)
- * *Are responsible and accountable.* They see that specific tasks are completed successfully. Although all school personnel are responsible for their particular *tasks*, the principal is held accountable for his or her own work as well as the work of others (Benham 1996: 35; Gorton & Schneider 1991: 42-43).
- * *Balance competing goals and set priorities.* Each principal must establish a balance between various goals and needs while prioritising daily *tasks*.
- * *Must think analytically and conceptually.* The principal breaks each problem down into parts, scrutinises these components, and then arrives at a reasonable solution. He or she can also view the entire *task* in concept form and connect it to other *tasks*. The final product must be that the principal works towards the whole school's goals.
- * *Are mediators.* Resolving personnel differences demands skill and tact from the principal (Gorton & Schneider 1991: 89).

- * *Are politicians.* School managers act like politicians in order to build relationships as well as to use persuasion and compromise in promoting organisational goals to move the school forward. They also demonstrate other political skills like building alliances and coalitions to gain support and co-operation in carrying out various projects and activities (Fredricks 1992: 62).
- * *Are symbols.* The principal exemplifies the success or failure of a school (Kelly & Bredeson 1990: 6).
- * *Make difficult decisions.* They are expected to provide solutions to difficult problems, even though their decisions may not be popular or well-received (Evans 1995: 6; Rosson 1990: 91-92; Stronge 1990: 3).

According to Sybouts and Wendel (1994: 15), the principal has the management responsibility of making sure that certain tasks are completed by teachers and other staff members. Principals co-ordinate, direct, and support the work of others by defining objectives, evaluating performance, providing resources, planning, scheduling, keeping records, resolving conflicts, and keeping the school running smoothly on a daily basis.

Management assumes a wide range of factors such as the improvement of quality through the mission, values, goals, policies, process improvement, financial support, measurements, communication, supervision, and training. The management of these activities should be considered necessary for the job of the principal to improve learning and teaching (Sybouts & Wendel 1994: 16).

In summation, the principal must be cognizant of the particular management *tasks* required at any given time. The success of these functions depends largely upon the techniques employed by the principal as manager.

2.5 Management techniques

Management tasks require organisational *techniques* to assure the achievement of overall administrative goals. The principal who understands and practises solid principles and *techniques* of management for success is more likely to render consistently good results - and

be appraised for efficiency. Noteworthy management techniques are referred to in the *Front Line Management Programme* (Bookbinder 1992: 67):

- * maximising productivity through delegation
- * making more effective decisions
- * improving work through constructive criticism
- * building teamwork to increase results (Payant & Gardner 1994: 8)
- * communicating with employees to improve morale
- * establishing and meeting deadlines
- * setting an example for other employees
- * handling disputes to maintain employee teamwork
- * motivating employees to exhibit the maximum capability to give
- * supervising fairly to avoid the pitfalls of favouritism.

These basic *techniques* can serve as practical guidelines for the accomplishment of any projected management task regarding effective school administration.

Furthermore, *management techniques* include the following:

- * *Management and leadership behaviour* implies utilising effective human relations skills, encouraging the capabilities of others, and inspiring all concerned to join in accomplishing the school's mission (Kimbrough & Burkett 1990: 264; Hughes 1994: 11-13; 46-47).
- * *Organisation* requires the comprehension and utilisation of validated principles of effective time management, with the envelopment and application of equitable and effective schedules (Rosson 1990: 308; Gorton & Schneider 1991: 601-602).
- * *Fiscal* planning signifies the planning, preparing, justifying, and defending the school budget, while managing the school within the allocated resources (Rosson 1990: 256; Hughes 1994: 261).
- * *Political* aspects denote the understanding of the dynamics of local, state and national politics, and developing plans and strategies in order to achieve

appropriate financial support of education (National Association of Elementary Schools Principals as quoted in Rosson, 1990: 83-85).

Incorporating the *management technique* bases referred to above yields a concrete foundation for the successful school manager.

2.5.1 Conclusions

When considering the classroom, school-site, community, and support service, management responsibilities seem to move from the inside of the school (the classroom) to the outside world (support services) (Robbins & Allyn 1995: 21). The classroom, school site, community and support services are clearly linked. The principal can successfully take advantage of this linkage, aware of relationships based upon communication with real people, not just structural institutions.

The principal as manager cannot be underestimated in the importance of effective schools. The effective principal recognises that the vitality of a well-run school rests upon his/her understanding of the principal as manager. A managerial role is crucial for productive schools. The recognition of its importance is not just to fill the role with hollow, meaningless prescriptions of job definition, theory, task assignment, and technique. It is evident that it is only with a thorough understanding of these role components that the principal can effectively function. Therefore, the diverse nature of the role of the principal as manager continues to present a dynamic, non-static process in school administration.

2.6 Definition of leadership

Following the discussion of the principal as manager, the other nature of the position is investigated in terms of the role as *leader*. Shifting away from the sole idea of the principal as merely a school manager, the focus on *leadership* is becoming more and more sharp.

Defining the concept of *leadership* in general has been a challenging and major task for educators and social scientists. *Leadership* is not some new or intrusive concern (Holmes 1993: 9). Volumes have been written about *leadership* - the qualities of a good leader, characteristics of an effective leader, *leadership* styles, or the role and function of *leadership*.

Literature is replete with varied and sometimes conflicting definitions. It is commonly described as the application of reason, logic, values, and political will to the achievement of educational objectives through the deployment of available resources. For instance, Lipham as quoted by Hughes (1994: 23) defines *leadership* as "the initiation of a new structure or procedure for accomplishing an organisation's goals and objectives". Cunningham as cited in Hughes (1994: 23) describes this concept as a "curious blending of leading and following, provoking and calming, disturbing and stabilising... generating new strength and capability along the way".

Leadership, according to Sergiovanni (1991: 16), "involves introducing something new or helping to improve present conditions". Burns as quoted by Hughes (1994: 23) believes that leaders should "induce new, more activist tendencies in their followers; arouse in them hopes and aspirations and expectations". A simplified definition by Halpin as cited in Hughes (1994: 25) describes the leader as "the outstanding member of a class". Still others identify *leadership* in terms of the attainment of group goals, the fulfilment of designated responsibilities, the policy and rule making, or the process of problem solving.

Moreover, *leadership* is the dynamics of the process of leading. In this instance, it is the principal exerting influence in a school setting. The *leadership* role of the school principal is a critical aspect in determining the overall efficiency and effectiveness of the school to promote organisational success. In other words, *leadership* exemplifies the capability of the principal to do things right and to do the right thing. Consequently, in this role as leader, the principal can be described as an organisational architect, social architect, or moral agent (Daresh 1990: 161; Hughes 1994: 20-22).

Having these various definitions and perspectives, in which direction is *leadership* going? What mission can be accomplished? As leader, the principal is required to build a shared vision, to bring to the surface and to challenge prevailing mental models, and to foster more systemic patterns of thinking. In short, leaders in learning institutions are responsible for building organisations where people are continually expanding their capabilities to shape their future - that is, leaders are responsible for learning (Senge 1990: 9).

2.6.1 Leadership theory

Leadership has been analysed and dissected in various ways in an effort to gain a better understanding of *leadership theory*. It is a very compelling, yet relevant commodity which warrants an in-depth review and discussion of *theory*.

Leadership by principals is critical to the success of programs in schools; individuals who want to be principals can increase their effectiveness by knowing about principles of leadership. In *leadership theory*, there are three common approaches: *psychological*, *sociological*, and *behavioural* (Sybouts & Wendel 1994: 33-36).

2.6.1.1 Psychological approach

The *psychological approach* to the study of leadership is based largely on the concept that behaviour is determined by each person's unique personality structure. Those who subscribe to the "great person" theory think that leaders are different from others, leaders are "born and not made", and inherent traits are of greater significance than training. Followers of the *psychological* theory pursue biographical and autobiographical accounts of "great persons" to learn from these leaders. Those who espouse this approach are most interested in personality traits that may account for leadership. With the *psychological approach*, dominance, achievement drive, and identification with superordinates rather than with subordinates are a few personality traits associated with leadership (Sybouts & Wendel 1994: 36).

2.6.1.2 Sociological approach

Sybouts and Wendel (1994: 34) further suggest *psychological* factors have not fully accounted for leadership, so attention has been turned to study of *sociological* factors. There is a shift from analysis of personality traits to one of roles and relationships - from a focus upon characteristics of individuals to one of characteristics of groups. In the *sociological approach*, leadership is thought to be determined more by the needs of group members than by individuals. The size and complexity of interactions among and between group members have direct effects upon the demands placed on those in leadership positions.

2.6.1.3 Behavioural approach

The approach to the study of leadership which recognises both *psychological* and *sociological* factors is the *behavioural approach*. This approach focuses upon observed behaviours where a distinction is made between leadership and leader behaviour (Rosson 1990: 12-13). Individuals can develop their leadership skills or leader behaviour by analysing their actions and those of others to determine effective actions. To what extent do those with effective leadership have inherent persuasion with interpersonal skills to discern the situation? Perhaps absolute answers to these questions cannot be found. However, people who desire to develop leadership skills or leader behaviours still may learn how to work more effectively with individuals and groups.

2.6.1.4 Implications for the principal

With these hypothetical considerations of Sybouts and Wendel (1994: 44), the principal can improve his/her leadership through several avenues. First, he/she should not view leadership as "good" or "bad". He/she should instead analyse the interactive and descriptive factors that comprise leadership. It should not be examined in a simplistic fashion, but rather for the complexity of forces that constitute leadership. In working with groups, for instance, the leadership roles of initiator, information seeker, opinion seeker, opinion giver, clarifier, energiser, supporter, harmoniser, and gatekeeper can serve as the basis of analysis.

Secondly, the principals should take a long-range view of their leadership behaviour. In many cases, the effect of leadership acts may be evident only after a long passage of time. The effect of leadership acts cannot be an overnight change in attitudes and behaviours. Thirdly, the results of leadership stem from complex forces, so principals should view leadership from that vantage point. The principal who broadly announces high expectations for students and teachers alike must realise setting these high expectations is not enough. For example, decisions regarding the curriculum, equipment, in-service training for teachers and allocation of their resources are needed to meet and to support these expectations (Sybouts & Wendel 1994: 48).

Fourth, the principal should not focus or rely upon one factor as "the key to success". High levels of achievement in one or two academic subjects is not sufficient evidence of leadership. Moreover, the principal needs to be concerned about varying views of his/her actions. For

example, students, teachers, parents, or patrons each may view the principal's actions quite differently. Therefore, the principal may have several options to demonstrate his/her leadership. Over time, many experienced principals can develop their guiding theory and principles for leadership. The principal may realistically provides leadership by setting goals which elicit the support and participation of others. He/she obtains input from many sources, appropriately delegates, monitors progress toward deadlines, and organises necessary resources. If the objectives are lofty and desirable, the staff is motivated to provide enthusiastic support and participation. If realistic and challenging deadlines are set and met, the final result should be leadership. To initiate and to bring projects to fruition, the principal must lead personnel to work together to accomplish clearly defined tasks, and to manage groups, processes and tasks along the way (Sybouts & Wendel 1994: 46).

2.6.1.5 Sergiovanni's model of leadership

Another theoretical perspective of leadership is entertained by Sergiovanni (1991: 111-113). He argues that leadership can be analysed metaphorically as a set of five underlying forces: technical, human, educational, symbolic, and cultural (Rosson 1990: 19-20). These exterior forces of the technical and human along with interior factors such as educational, symbolic, and cultural comprise the fundamental leadership basis. When these forces are brought together especially in expressions of the principal's leadership, they provide a catalyst for influence. The more these forces materialise, the more powerful the principalship can be. Viewing the forces within the context of school success the following deductions can be made (Sybouts & Wendel 1994: 111-113):

- * *Educational, symbolic and cultural leadership forces* are situational and contextual, deriving their unique qualities from specific matters of education and schooling. These are the qualities that make educational leadership unique or special.
- * *Technical, human, and (some aspects of) educational leadership forces* are essential to competent schooling; their absence contributes to ineffectiveness. The fact and strength of their presence alone, however, are not sufficient to bring about success in schooling.

- * *Cultural, symbolic, and certain aspects of educational leadership forces* are essential to success in schooling.
- * The greater the presence of *educational, symbolic and cultural leadership forces*, the less important are technical and human forces.

Sybouts and Wendel (1994: 35) suggest that as these forces are brought together by the principal, the principalship itself becomes a powerful means for enhancing quality schooling. Each force is the dominant metaphor for the principal's leadership role and behaviour, which provides an important theoretical construct for the dynamics of school leadership.

2.6.2 Leadership characteristics

In addition to the theoretical and normative dimensions of the school principal's management and leadership role entertained in this chapter, it is crucial to investigate the basic *leadership characteristics* of an effective principal (Guthrie & Reed 1991: 10).

Are these fundamental traits inherent or acquired? Where do they originate from and where do they lead to? The prerequisites for leadership may be genetically determined, so conferred on only a few. In the overwhelming proportion of organisational settings, effective leaders need not possess exotic innate abilities. No one can be leader in every setting. However, almost everyone can become a leader in a setting appropriate to his/her talents, training, and interests.

Effective leadership entails the successful chronological co-incidence of a constellation of individual characteristics and an appropriate institutional context in which to exercise them. Moreover, the mixture of individual skills, abilities, and understanding can be learned (Kimbrough & Burkett 1990: 116). Diligence, discipline, and devotion may be necessary to comprehend and polish these characteristics, but these are traits well within the range of most human beings to acquire.

In further examination of leadership qualities, recent literature provides numerous descriptions of traits of the effective leader. For instance, Calabrese et al (1996: 4-8) suggest the following criteria which are highly appropriate qualities for the school principal as leader:

- * *The ability to express patience* during periods of chaos and to have confidence that a well-grounded process leads to productive outcome (Shannon 1994: 21).
- * *The ability to use effective judgment.* The principal knows when to act decisively. The judgment used by the principal is based on fairness, equity, and justice.
- * *The ability to apply wisdom to any action.* The principal is able to discern, through reflection, what has to be done in the best interest of the people he/she leads.
- * *The ability to apply courage to any action.* The principal has the will to act and is prepared to move beyond the stage of talking, theorising and preparation toward one of action.
- * *The ability to take charge.* The principal understands the judicious use of power and respects the power that is vested in him/her because of his/her position (Kimbrough & Burkett 1990: 109).
- * *The ability to succeed.* The principal's success orientation is a primary source of hope for the members of the school, providing inspiration to develop new progress and encouraging risk taking (Hughes 1994: 18, 46, 70).
- * *The ability to demonstrate sensitivity.* The principal is able to show a high degree of empathy with the members of the school, whether faculty, student, or parent (Guthrie & Reed 1991: 11).
- * *The ability to be involved.* The principal is visibly present for the school members and is aware of the ever changing school culture. A physical and emotional presence is a requirement of a leader. The principal is the symbolic leader of the school (Hughes 1994: 143-144).
- * *The ability to act interdependently.* The principal has the capacity to act independently, but understands every action has a corresponding effect on others in the organisation. Thus, the principal realises that interdependent activity is a primary guide for effective leaders (Beckley & Sarvis 1993: 25-27).

- * *The ability to communicate.* The principal can communicate effectively through a variety of means, ranging from formal settings to non-verbal mannerisms (Kimbrough & Burkett 1990: 124-125).
- * *The ability to adapt.* The principal is aware of the ambiguity of operating a complex organisation. As a result, he/she is able to adapt to a wide variety of situations. Thus, adaptability rejects rigidity and embraces a sense of fluidity (Marshall 1995: 8).
- * *The ability to persevere.* The principal is able to persevere during difficult times. He/she provides the members of the school community with the sense of hope and a buoyant sense of optimism that the members of the school community have the inner strength to sustain their efforts (Sparks 1993: 15).
- * *The ability to demonstrate a strong sense of integrity.* The principal's set of ethics is beyond reproach. The principal's actions are consistent with his/her words (Holmes 1993: 104; Covey 1990: 95; Guthrie & Reed 1991: 11).
- * *The ability to develop a clear sense of vision.* The principal is able to develop a set of well-defined goals that are consistent with the needs of the organisation and its members (Lezotte 1992: 14-15; Hughes 1994: 18-19).

Guthrie and Reed (1991: 11) reiterate and expand upon some of the above mentioned characteristics. They comment that successful modern leaders repeatedly exhibit these typically important characteristics and engage in common activities. For example, the authors emphasise that leaders must have a clear vision of what the school organisation should be like. The principal must also provide motivation coupled with inspiration for staff and students alike. Lastly, he/she is intensely sensitive to and continually reflects upon school organisational dynamics.

2.6.2.1 Vision

Leadership qualities and subsequent activities are connected by the same thread: VISION. Guthrie and Reed (1991: 11) label leadership **V-I-S-I-O-N** in order to provide an easily

remembered mnemonic. The mnemonic translates as six key elements of leadership: **V**ision, **I**ntegrity, **S**trategy, **I**nspiration, **O**rganisation, and **N**ewness.

While all these features are important and intertwined, vision continues to be the focal point of discussion for leadership (Hughes 1994: 36-37). For the school leader, *vision* is the mental image of the kind of school he/she is trying to build for the future. Sergiovanni (1991: 180) argues that vision is a noun that describes what principals and others bring to the school. He emphasises *purposing* as a verb that points to what principals do to bring about a shared consensus of community. This does allow for individual self-expression as well. *Purposing* and *vision* inspire and provide moral leadership. Thus, most of the work of the principal is to cause the organisation to function efficiently and effectively, collectively, and individually.

Vision includes the aspirations for the present and future pupils in the school, the quality of teaching and learning which is attainable and the values which should influence everything that is occurring (Holmes 1993: 16). Knowing what an organisation should accomplish and how it should proceed is important for a leader, but the ways in which he/she expresses this *vision* and moves to incorporate it as a component of the organisational culture are equally important. Barth (1993) as cited in Barnett (1995: 79) describes the concept of "collaborative visioning" as a kind of moral imagination which gives school people, individually and collectively, the ability to see their school not only as it is, but as they would like it to become. It is an overall conception of what educators want their school to stand for, a map revealing how all the parts fit together, and above all how the *vision* of each individual is related to the collective *vision* of the organisation.

Murphy (1994: 96-97) describes the principal as neither the sole nor the primary determiner of the *vision*. His/her role is one of helping formulate a shared *vision* for the school. Goldman, Dunlap & Conley (1991: 2-4) reiterate that the *vision* is embodied by the process rather than the individuals - with the principal as a "valued participant".

The very essence of leadership is one of clearly articulated *vision*, forceful on every occasion (Lezotte 1992: 14; Calabrese et al 1996: 66-67). One cannot blow an uncertain trumpet. Every principal must have a clear idea of the future school direction. Hence, a *vision* is value driven and marks the distant goal where progress is constantly measured. It is born out of interaction among the principal and teachers, teachers and students, principal, teachers, students, and parents (Robbins & Allyn 1995: 46).

Calabrese et al (1996: 66) highlight criteria that measure the effectiveness of a *vision*. Firstly a *vision* must inspire and challenge all members of the organisation. While it stands the test of time, a *vision* is also evolutionary. Furthermore, a *vision* guides members during times of chaos and it empowers all school constituencies. Lastly, as it belongs to the future, a *vision* is achieved through thousands of small, often insignificant decisions.

Vision ought to be vital to successful leadership. In a changeable world, *vision* signifies a well articulated, long-term sense of where one is going. This provides the platform from which the principal can securely and confidently lead the effective school.

2.6.3 Leadership categories

As leader, the principal is charged with an extensive range of *tasks* or responsibilities. Since the basic character of leadership is multifaceted, the principal must assume differing roles in order to fulfil his/her position. Whether it be the assignment of transactional, *transformational*, *cultural*, or *instructional*, the different categories of leadership determine the specific duties for the principal.

2.6.3.1 Transactional leadership

Basically, there are two related leadership categories: *transactional* and *transformational*. *Transactional leadership* is a “bargain basement” approach offering to followers specified external rewards and privileges in exchange for the completion of duties and responsibilities outlined by the organisation. It rests on a foundation of external rewards and is an exchange characterised by duty (Sergiovanni 1991: 126).

Transactional leadership centres in the mind of the follower, for it is a rational agreement to work toward organisational goals and values in exchange for rewards offered by the leader. *Transactional leadership* operates at the “receive, respond” level of affective development where followers give “lip service” to those goals and values with little or no personal commitment to them. This does little to enhance the development of the individual or the organisation. Consequently, the *transactional* leader is a maintainer and is competent in intensely stable organisations where there is little or no perceived need for change. A solid, even effective, status quo is maintained as long as resources are adequate to supply needed services (Sergiovanni 1991: 125).

2.6.3.2 Transformational leadership

Transformational leadership builds upon the *transactional* approach by elevating the organisation and its members to higher levels of moral response. It serves as the uniting force, uniting members in a mutually beneficial and transforming shared purpose. *Transformational leadership* in its highest sense moves an organisation from its custodial orientation to a climate of creative awareness and response. *Transformational leaders* reflect upon the reality of current conditions and dare to question existing practises. They use their knowledge and skills to work both within and outside of the organisation to map new directions. *Transformational leaders* secure and mobilise old and new resources; they respond to both present challenges and what they perceive to be future challenges. Such leaders assume change is inevitable. Indeed, they see it as necessary and strive after it (Hughes 1994: 69-70).

2.6.3.3 Cultural leadership

Yet another category with certain task consideration is *cultural leadership*. This embodies three process variables of school culture that affect student achievement. For instance, there must be collegiality and collaborative planning. Providing a sense of community is also important as it gives the *cultural leader* a clear mission, supported by definite goals and high expectations.

Expanding upon these essential variables, *cultural leadership* can be further examined in terms of synergy, risk taking and learning community. In building the process of synergy, a principal acts as a *cultural leader* by establishing and reinforcing key values, beliefs, rituals, and social norms associated with the school's mission. As a risk taker, the principal provides a setting for the spirit of learning without fear or threat of failure. Lastly, the school leader provides an environment that promotes and sustains learning among all members of the school community (Hughes 1994: 33-34).

2.6.3.4 Instructional leadership

Ultimately, *instructional leadership* is indeed the most commonly investigated role of school leaders. This crucial and pivotal role pinpoints the essential nature of the school leadership task and responsibility. According to Hughes (1994: 217-220), *instructional leadership* emphasises goal attainment as the key task requirement for the school leader. In this case, the principal must consider both person-specific and situation-specific needs. It is critical to examine these

needs in order to influence and finally attain school organisational goals. Furthermore, certain leadership functions stem from the basic objective of goal attainment. Hughes (1994: 218) and Calabrese et al (1996: 79) suggest that continual monitoring of teaching practices with specific feedback, collaboration among faculty and staff development. This advances the school mission while augmenting professional growth of teachers. In other words, the *instructional leader* executes central responsibilities by aiding directly at the development of followers in connection with long-term school goals.

In addition, Hughes (1994: 219) and Calabrese et al (1996: 80) both agree that in order for the principal to function as an *instructional leader*, he/she is charged with the supervision of the instructional program and staff. He/she must have the ability to harness the talents and enthusiasm of his/her staff in an atmosphere of trust and mutual respect.

Sergiovanni (1991: 81-82) also points out the importance of strong *instructional leadership* and its task implications for the principal. He cites a script from the Minnesota Department of Education (1989) which describes the charge for the effective *instructional leader*. Knowledgeable about the process of schooling, he/she establishes specific procedures and criteria for evaluating classroom instructors; the principal observes the classroom regularly and meets with teachers to discuss and improve classroom practises. Practically speaking, the school leader offers ongoing, constructive feedback to the teaching staff on their effectiveness. The *instructional leader* definitely rewards teachers for excellence in teaching.

Depending upon each situation, it is believed that principals should develop a distinct comprehension of their leadership roles and tasks. For instance, there should be an aspiration towards and a knowledge of group dynamics; principals can be academically and professionally honest with a desire to cut red tape. They should be understanding, patient, imaginative, and innovative; finally, principals must exhibit the virtues of equity, integrity, co-operation, and concern for others (Burdin 1989: 406). A clear discernment of the different functions and demands of school leadership can certainly help to facilitate successful schools.

2.7 Synthesis of ideas: management and leadership

After exploring management and leadership as separate studies, this section discusses the two roles together. How can the two functions be *synthesised*? What are the implications of the integration of these coinciding roles?

A principal must essentially maintain a balance between managing and leading. When a principal overcompensates in the area of management, the school probably runs very efficiently, but, more than likely, not too effectively. On the other hand, when the principal compensates on leadership the school is headed in the right direction and out in front of other schools who lack the same emphasis on leadership. However, this school may be doing all the right things, but not doing them right. How is the principal to know *when* to manage and *when* to lead? How is the principal to know *where* to manage and *where* to lead (Calabrese et al 1996: 219)?

In order to answer these questions, the role or behaviour of the principal in a school setting cannot be fully understood unless schools are viewed as dynamic and open, rather than as static, official offices. The role of the principal can be described theoretically as leader and manager, yet not always practically defined in clear cut, black and white terms. For the most part, the importance of good basic leadership skills and the effect of the management practises of the principal, have been both implicit and left to the ability of each individual. The role is reduced to a series of functions assumed as experience provides. However, according to Sybouts and Wendel (1994: 22), a distinction can be insightful to the effect that to manage signifies a head who is responsible and has a sense of accomplishment. Leading is influencing, guiding or directing a course, action, or opinion. The distinction is consequential. The difference might be summarised as activities of vision and judgment-effectiveness versus activities of mastering routines-efficiency.

This relatively long-lived dichotomous battle has not advanced the theory and practice of leadership and management very far. Subsequently, it is crucial not to view this interaction on a good-bad continuum, but consider each as a factor that can be described appropriately, according to the situation. Hughes (1994: 31) summarises by stating that separating management and leadership helps to show that these terms are really interrelated. Management is not by itself bad or less important than leadership. While leadership may describe dynamic effort such as an active vision, the creation of change and development of new policies and procedures, management emphasises a supportive status quo to provide

stability and balance in the workplace so that school members can work in relative comfort. In other words, in the real world of running complex organisations, the person in charge must attend to *both* leadership tasks and management tasks. A successful organisation does not have leaders running one way and managers another.

Commenting upon the synthesis of the two roles of the principal, Robbins and Allyn (1995: 10) re-iterate that leadership must be discussed hand-in-hand with management i.e. good leadership is equal to effective management. The arena for these leadership and management roles is an organisation with goals and people and processes contextualised in an external environment. In a school, major foci are curriculum, instruction and selected other activities as dictated by the situation and its context.

Cuban (1990: 7) further explains the difference between leaders and managers by framing the distinction as a congruent: managers accept goals of others, but leaders define, examine, and refine goals; managers try to avoid conflict, but leaders seek conflict as an opportunity for growth. Managers solve routine problems, but leaders seek and define problems. Hughes (1994: 31) cites Hughes and Ubben (1989) for the two dimensions of the principalship. Both managerial and leadership behaviour involve five functions:

- * curriculum development
- * instructional improvement
- * services to pupils
- * community relations
- * financial and managerial aspects.

With these basic functions, successful principals manage and lead. They apply the “craft” of administration by their judicious balancing of the science of management and the art of leadership for the improvement of the curriculum, instruction, and other pertinent elements of the school.

Fullan (1991: 158) reaffirms that successful principals and other organisational heads perform both functions simultaneously and relatively. The main point is that both leadership and management characteristics are essential and must be blended or otherwise attended to within the same person or team. According to Pigford (1995: 53), no longer can the principal be recognised just for efficient management tasks. He/she must be the effective manager *and*

leader. Hughes (1994: 43) concludes that the operational trick is for the principal to get the ship sailing smoothly so he/she or others can do their jobs creatively.

2.8 Challenges of the principalship

In the principalship, the basic *challenge* of management and leadership is to achieve a balance between these two potentially competing imperatives. Both obligations of managing and leading are unavoidable and neglect of either creates problems. Schools must be run effectively and efficiently if they are to survive; management and leadership values must be in place so that principals can effectively meet the essential moral *challenge* of the position (Sergiovanni 1991: 329). Thus, the school principal is charged as leader and manager to shape the school's future, to pursue the core mission, and to build an effective staff (Holmes 1993: 82). The response of the basic *challenge* of the very nature of management and leadership determines the final outcome of his/her effectiveness, and the success of his/her school organisation.

2.8.1 The principal as problem solver

The fundamental challenge of the nature of the principalship extends to the critical point of the *problem solving* process. Unforeseen dilemmas can command focal attention as dire *challenges* to the principalship. The routine of the position can produce a complex scenario of dilemmas and *challenges*. Typically, these crucial issues can stem from standards, quality, resource use, and/or difficult people.

First of all, in both managing and leading, the school principal must be able to discern or to identify problems. Instead of going from crisis to crisis, the principal must begin to identify underlying problems which eventually can manifest themselves in troublesome, repetitive problem areas; if uncorrected, this could ultimately lead to serious consequences for the school. Simultaneously, principals cannot sit back and wait for problems to land on their desks, since at that point such problems may have developed into crises much more difficult to resolve (Holmes 1993: 10).

Principals must consider elements common to many problems. Before most problems can even be solved, principals need to take careful steps to identify *and* diagnose the problem, setting goals and making decisions; they also need to plan, initiate, communicate and co-ordinate the

action. Consequently, principals who fail to engage in problem identification will eventually be besieged with crises which seem to come on to them suddenly and from which there appears to be no respite (Holmes 1993: 10-11).

In this respect, the principal should have a clearly defined procedure to deal with problems to ensure a continuously successful outcome. No one best approach to *problem solving* could cover every problem, circumstance, and individual. The effective *problem solvers* base their actions on the following principles, based upon a review of the educational and social science literature:

- * Do not wait for problems to manifest themselves, try to anticipate problems or potential problem areas, which if not given attention, may result in significant trouble.
- * When faced with a problem, seek more information about its causes, nature, and severity. Avoid leaping to quick or easy solutions.
- * Search for more than one or two alternative solutions to a problem. Avoid settling on the first possible solution that is apparent, or viewing any proposed solution as the only one that must be implemented and eventually assessed. Evaluation is particularly important if future mistakes are to be avoided and effective problem solving approaches are utilised (Gorton & Schneider 1991: 77-78).

Successful *problem solving* is rarely easy. It usually requires perceptive anticipation, careful analysis, thorough planning and the involvement of people who can offer useful information, ideas, and constructive assistance. There is no short cut or easy way to successful problem solving (Gorton & Schneider 1991: 78). This constitutes an ongoing challenge to the principalship.

2.8.2 The principal as agent of change

Another relevant challenge to the successful principal is to be recognised as an *agent of change*. The call for school *change* continues to grow louder. Contingent upon rapid and drastic changes taking place in schools, these transformations require significant shifts in the

nature of the school organisation as well as demands placed upon school principals. Research suggests that principals are the key to applying meaningful *change* in their respective schools (Bradshaw & Buckner 1994: 78; Gainey 1994: 26). In order to survive, principals must learn to cope effectively with the accelerated pace of change. Successful principals learn to understand and cope with this transition. Those who are not successful will have relinquished the initiative and merely reacted to *change*.

If today's and tomorrow's principals truly function as agents of transformation rather than reactors to *change*, they must fully understand the critical variations occurring and their implications for management and leadership strategies. The principal's challenge to *change* is underscored by the major pressures affecting schools today. For example, there is:

- * the organisation's role as an involved, concerned element of society,
- * the growing complexities of today's organisation, and
- * the ongoing shifts in professional values of individuals.

(Bookbinder 1992: 120)

Schools reflect societal problems, so there is increasing pressure for schools to provide solutions. Trends affecting the role of the school in relation to society make it clear that principals need a broader perspective of increased responsibility. Basically interwoven with society pressures, the shift of individual values is the most significant and fast moving change facing principals. The traditional value stance seems threatened. Commitment is more in terms of the task, job, or profession rather than loyalty to the school system (Bookbinder 1992: 121).

The process of cultivating values demands a shared belief system - belief in the leadership, in the integrity of all the participants, in the vision they develop, and in the agreement on goals. The key ingredient is trust, beginning with the leaders and their understanding of leadership. This crucial element shows the leader's ability to convey "a sense of commitment and optimism" shared by all participants. Although a slow building process, trust grows with mutual respect for individuals, especially when leaders are honest and consistent (Ferrera 1992: 31-32).

Even though the premise of *change agent* might appear obvious and straightforward, the school principal is often unclear or unprepared as to how to exactly deal with change. This role as *agent of change* should be confronted since it focuses importance in sustaining the school vision and mission more than any other program innovation or item.

Furthermore, the challenge of the principal as *agent of change* has come front and centre. The role as *change agent* spans from executing specific innovations to changing the very culture of the school. In order for the *change agent* role to materialise, the principal must embody the leadership styles of *responder* as well as *initiator*. As *responder*, the school leader is interested in attending to requests and needs from the staff and students to maintain an air of satisfaction. The principal as *initiator* effects intervention and collaboration to take actions to consult with teachers and to focus more on students and learning.

Bradshaw and Buckner (1994: 79) further discuss the idea of initiator to involve collaboration and shared school leadership. In this regard, significant changes can only be accomplished through shared decisionmaking that actually motivates people for *change*. To make this a reality, principals and other members of the school community must be taught certain skills to bring about substantial transformation. According to Bradshaw and Buckner, these are:

- * the ability to give meaningful feedback
- * the ability to think creatively
- * the ability to plan
- * the ability to function as a member of a team
- * the ability to gather resources
- * the ability to deal with resistance to *change*.

Hence, the collaboration and involvement of staff and parents alike validates a broader leadership base for schools while providing the information and skills needed to bring about meaningful *change*. The principal establishes the basic initiative for this school improvement plan where there are opportunities to practise skills, share information, and received feedback.

Essentially, the principal as *change agent* is claimed by Fullan (1991: 152-156) to be someone who does not lead *change* efforts single-handedly. Rather, principals work with other *change* facilitators, who in most cases are making a large number of interventions also. It was discovered in earlier studies that the key is not merely having other *change* facilitators active at the school site; the important difference seems to be related to how well the principal and these other *change* facilitators work together as a *change facilitating team*. It is this team of facilitators, under the lead of the principal, that makes successful *change* happen in schools.

As an *agent of change*, the principal must adhere to certain commitments to ensure effective results. Specific core beliefs are essential:

- * Leaders for *change* are *transformational* in nature, engaging in a relationship with followers that inspires them to accept and to accomplish value-driven, higher-level goals beyond their own self interest (Sergiovanni 1991: 125).
- * Leaders for *change* use *collaborative*, inclusive structures in the decision-making processes related to school improvement (Piek 1991: 136).
- * Leaders for *change* believe that school needs and the answers to those needs are defined by the school's *context* (Holmes 1993: 75).
- * Leaders for *change* evaluate the effects of improvement efforts in terms of a variety of student outcomes (Hughes 1994: 251-253).

The predictable outcome of leaders for *change* includes a values-driven leadership based upon collaborative, team building implementation (Tucker-Ladd, Merchant, & Thurston 1992: 402).

Bringing about lasting, significant *change* is difficult (Bradshaw & Buckner 1994: 79). As an *agent of change*, the principal is indeed challenged to lead the school in a forward momentum. Challenges of change for the principal are inevitable, but one can not learn or be successful without them.

2.8.3 The principal as risk taker

Being an agent of change goes hand-in-hand with being a confident *risk taker*. Hughes (1994: 18) succinctly terms it as "venturesomeness" where the principal displays *risk taking* behaviour, courageous decisionmaking, or other activities indicative of an achievement-oriented leader (Reitzug & Burrello 1995: 48). Principals who often take risks and are goal-oriented are more likely to stress accomplishment, mastery, and high achievement than principals who take risks only infrequently.

The *risk taking* principal seeks out and poses challenges of professional interest where he/she challenges the staff to use their skills to improve what they do. The principal must establish a

school environment where individuals are permitted and encouraged to take risks and to express different points of view (Robbins & Allyn 1995: 6).

Today's school leaders must be willing to venture into uncharted areas of organisational realities. Principals have a responsibility to facilitate growth: organisational growth, personal growth, and the growth of others. For some principals, meeting this responsibility may require the development of previously unclaimed potential. Thus, *risk taking* calls forth the full range of possibilities for an effective school administration. Bookbinder (1992: 43) further discusses *risk taking* as a focal point for the principal. He stresses *creativity* as a new and novel response to a task that can not be approached in a clear and straightforward manner. Since creativity is connected with the new, the unknown, or the untried, it almost always involves risk, especially in education. *Risk takers* can become organisational innovators.

Principals should be encouraged to take risks in the schools' best interest, and to promote school innovation. As a *risk taker*, the school leader views the school environment from a different perspective. Changes and challenges are seen as opportunities, not threats. Furthermore, the *risk taking* principal views the environment as something he/she should actively shape. In this regard, the principal develops and introduces programs and services that anticipate and create even further programs and services. Bookbinder (1992: 45) concludes that *risk taking* for the principal is essentially linked to creativity and innovation.

Risk taking does not or cannot be acquired overnight. It is the result of a maturity process that involves at different stages collaboration and co-operation from the constituencies of the school (Ferrera 1992: 31). As a final outcome, *risk taking* can be a strong predictor of accomplishment and improvement of the school. In turn, there is a strong predictor of staff commitment with a strong sense or identification of ownership in the school. Hence, *risk taking* indeed adds to the rich genre of leadership (Hughes 1994: 8).

In still another view of the challenge to the principalship, Mackler (1996: 84-88) defines four significant issues concerning the preservation of the school leader's identity as both *manager* and *leader*. The principal must contemplate the fundamental definition of his/her role, the power and authority to execute the job, work relations, the respect, recognition and rewards of the job. Essentially, the principal must keep a perspective concerning the position; he/she invests in the job, but within limits i.e. the school leader functions with optimism tempered by reality. The challenge for the principal is to seek not only survival, but a true balance between personal and professional time given to the position.

2.8.4 Conclusions

In summary, the school leader is uniquely positioned to define and to interpret educational challenges. Although the majority of these dilemmas will revolve around three themes - quality, people, and choices, the underlying issue - and the best starting point for solutions - is how any dilemma relates to the basic mission and purpose of the school. The principal requires courage and integrity to confront these organisational challenges to fully achieve school objectives. Above all, the successful school leader orients himself to solving problems and risk taking. The school leader is prepared to seek solutions and other learning opportunities in the wider interest of the school (Holmes 1993: 106-7).

2.9 New trends for the principalship

From the previous discussion of management and leadership, one must consider emergent trends for the principalship. What impact then do *new trends* hold for the school leader? In which direction can the principal try out with new strategies and tactics? What are the projections and expectations for the principal as both manager and leader into the twenty-first century? Most likely, demands will increase as society calls for the school principal to answer the increasing needs of staff and students. Cognizant of both theoretical and practical trends, the principal must be ready to establish a certain future for the school.

2.9.1 Stated future vision

The future status and potential of the principalship relies upon the consideration and implementation of the *stated school future vision*. Certain trends are embedded in the materialisation of this prospective vision. According to Hughes (1994: 44-53), the principal must first of all, display and exert influence; this influence begins with the school leader and then extends to a sharing of this influence as a collaborative effort between principal and staff to seek and to solve problems.

2.9.2 Conserver and catalyst

A stated future vision for the school encompasses two key considerations. The principal will function as a *conserver* of what is useful and practical and a *catalyst* for what needs to be

changed. The traditional approach to the job will not be adequate as diversity and ambiguity steadily grows. The principal will then respond as a consensus builder to achieve useful solutions. The school leader will be a communication centre in order to build this consensus for goals and processes (Chamely, Caprio & Young 1994: 1-4).

2.9.3 The flow of power

New trends lay emphasis on sharing *power*. Traditional concepts in education of *power* as domination from within a hierarchy will be replaced by *power* through knowledge and understanding of how people learn and achieve in a modern world. Hughes (1994: 33) along with Dunlap (1991: 24) claims leaders will learn "facilitative power". The leader will be the leader of the school, among many leaders in knowledge and learning; he or she will work not only with knowledgeable professionals in education, but also with diverse family and community members who will be stakeholders in the knowledge business.

Hughes (1994: 34-36) further suggests that principals of the future will be leaders of schools that move from a boss-centred, top-down *power* model to a client-centred, service-unit model. There is a shift away from the traditional, archaic assumptions of downward flow of *power*, clear hierarchical levels, clear chain of command, status by position, and restricted communication channels. The client-centred model requires new assumptions: facilitative *power*, consensus building, service orientation, status by competence, open communication, and decisions made close to the customer. In effect, the clients become an *operating* board influencing the organisation's daily operations. New concepts of *power*, professionalism, and leadership will require new concepts of organisation.

2.9.4 Total Quality Management (TQM)

An influential management trend is *Total Quality Management (TQM)*, reflecting a worthy philosophy of consideration by the school leader. This approach of managing and leading can serve as a foundation to move the principal into the future. According to Sybouts and Wendel (1994: 16), the objective of *TQM* is to succeed by continually improving all facets of the organisation. For some, *TQM* is a concept or philosophy for management of organisations. It is a set of action-oriented principles, ideas, or management practices, and its proponents insist that is a culture, a call for doing things differently, a framework for improvement, and an ultimate way of life. *TQM* promotes proactive steering of change, continuous focus upon improvement,

and performing what is done right the first time. The management of activities is routine, but should be considered a necessary part of the job of principals to improve learning and teaching.

In contrast, leadership activities are commonly thought of as initiating newness and change, and also stimulating, invigorating, and inspiring followers to unparalleled heights of greatness. Through leadership, principals bring an active and personal attitude toward reaching goals. Based upon *TQM*, principals who are both successful leaders and managers empower others. The system as a whole begins to function effectively with the improvement of teaching and learning for students.

TQM emphasises transformation under a leader who possesses authority of office, knowledge, personality, persuasive power, and tact as claimed by Deming quoted in Shelton (1995: 170-171). As manager and leader, the principal helps the school members to optimise the system so that everybody will benefit. This new role for the future has essential components. The school leader:

- * *understands and conveys the meaning of the school organisation*
- * *helps others to see themselves as components of a system, to work in co-operation with preceding stages and following stages toward optimising the efforts of all stages to achieve the aim.*
- * *understands that people are different from each other. He tries to create interest, challenge, and joy for all in work. He stresses education, skills, hopes and abilities of everyone. This is not ranking people; it is recognising differences between people, and trying to put everyone in a position for development.*
- * *is a coach and counsel, not a judge*
- * *has five sources of power: authority of office, knowledge, personality, persuasive power, and tact. He/she develops the second and third points, but rarely relies on the first. However, the principal has an obligation to use authority of office to change the process - equipment, materials and methods to bring about improvement.*

- * *studies results with the aim to improve his performance as a manager of people*
- * *creates trust.* He creates an environment that encourages freedom and innovation.
- * *does not expect perfection*
- * *listens and learns without passing judgment.*

With these guidelines for leadership, *TQM* suggests the establishment of favourable attitudes and trust among all school members. There must be a high level of skill in personal interaction and group problem solving along with sufficient technical competency to hold high performance goals. Finally, the principal must maintain a highly effective social system of interaction, problem solving, mutual influence and organisational achievement.

Bounds (1996: 2-3) explains that the enlightened school principal of the future will reflect the notion of *quality* based upon *excellence*. This idea has become what might be called a "movement" or "paradigm shift" in the field of school management (Covey 1994: 29). This signifies that practising managers and educators are changing their beliefs about managerial roles, goals, and methods for accomplishing their goals. They are considering new questions, as well as new answers, about how to manage school organisations.

Principals can refer to *quality* as a philosophy, which means that it consists of an interrelated set of principles. These principles guide thought and action and are mutually supportive to form an integrated whole; each principle fits with the others in some way. Bounds (1996: 3) suggests six basic principles that comprise the philosophy of quality improvement philosophy:

- * Focus on customer (school member) value as a top priority (Badenhorst 1997: 336-337).
- * Challenge the status quo and continuously improve every aspect of the organisation.
- * Study systems and processes to learn about the causes of observed results.
- * Use a scientific approach to develop knowledge about the causes.

- * Work in teams to achieve integration and improve everyone's performance.
- * People are a primary resource to be developed through training and education.

School leaders can begin to develop *quality* based upon *excellence* by utilising these fundamental philosophical concepts.

Thus, *TQM* encourages the principal to re-examine his/her basic attitude towards management and leadership. The integration of *TQM* into the school leader's philosophy can steer the principalship into a cohesive, productive future.

2.9.5 Social trends

The influence of *social trends* is an important consideration for the future status of the governing principal. Among the many social factors which may impact on the nature of schools in the 1990s, four seem especially powerful and their effects predictable:

- * *Economic*: movement from the agricultural and industrial base toward an information technology base. It requires the accomplishment of a more ambitious and complex set of goals (higher order thinking skills) (Bookbinder 1992: 205-207).
- * *Diversity*: increasing cultural, religious and ethnic diversity within communities which will have their effect on schools (Hollenbach 1996: 89-90).
- * *Rights*: increasing respect for the rights of individuals independent of income, class, ability, religion, age, race, or sex (McNay 1995: 21).
- * *Family*: increasing attention will be paid to schools to reinforce family structure and values in order to promote a stable environment for students (Bookbinder 1992: 200-201; Holmes 1993: 29-30).

These overall considerations are essential to address a broader, more complex set of goals with a larger repertoire of strategies for a vision of future schools. Due to these social demands and movements, the application and direction of the school will be profoundly influenced. There will

be a shift away from traditional hierarchy to the empowerment of each member of the school administration. Thus, the principalship can be a reflection of collaborative staff effort in addressing the social trends and impact on schools (Rourke 1992: 11-14).

The future *trends* posed for the principalship will be increasingly demanding. The principal will be called upon to analyse available political, social and economic information and utilise it holistically towards influencing innovative educational paradigms (Rourke 1992: 15). Thus, the school leader will be faced with the recognition and implementation of future trends to ensure the realisation of school vision.

2.10 Conclusion

Management and leadership constitute a journey of discovery. Once that journey is successfully completed, the principal will have discovered when to lead and when to manage, how to lead and how to manage, and how to blend both leadership and management into a synergistic flow of energy that benefits all members of the school (Calabrese et al 1996: 216-217).

In essence, successful school leadership and management are generated from within the principal. This calls for the principal to display the courage to look internally for the qualities of effective leadership and management. The answers are always within each person; they are seldom, if ever, found fully in a text.

What characterises successful school leadership is not one particular style or method but a consistent commitment to a few, very important principles. These principles might be summarised as : purposes, audiences, processes, quality, and culture. They are not the only way of viewing the notion of school leadership, but they are good starting points (Holmes 1993: 9-10).

In summary, this chapter entertained the two basic aspects of a school principal: management and leadership. Theoretical and practical outlines have been presented and discussed, as well as basic characteristics and tasks. Challenges and trends were investigated to chart the future course of the principalship. This chapter suggests that the principalship can exemplify the complex blending of management and leadership for successful schools.

CHAPTER 3

THE CATHOLIC SCHOOL SYSTEM IN LEBANON

3.1 Overview of the Catholic school system in Lebanon

Chapter 2 dealt with the role and task of the school principal with regard to his/her management and leadership functions. Chapter 3 focuses on the circumstances that compelled the inception and shaped the development of the Catholic schools in Lebanon (CSsL). It describes the present condition in terms of basic information pertaining to the system in post-war Lebanon. Outlining the Lebanese educational system, this chapter presents an overview of the different aspects of its historical formation and its present school structure and operation. This provides a platform for understanding the CSPL today.

3.1.1 Basic Lebanese education

Two unique features of education distinguish Lebanon from the rest of the Arab world. The first feature is the high percentage of literacy in the general population and the high rate of school attendance of children of primary school age; the second feature is the pivotal role which the private national and foreign schools played in the education in Lebanon. Among the Arab states, Lebanon has the highest percentage of literacy (Andrews 1996: 15). Although the war between 1975 and 1990 has left a negative impact on the general level of education, Lebanon, according to the Encyclopaedia Britannica (1993: 238), continues to maintain the highest standard of literacy in the Arab world - and among the highest literacy rates in the world. It is estimated that, in Lebanon 92% of the population is literate in comparison to 71% in Syria, 51% in Egypt and 87% in Jordan (UNESCO Statistical Yearbook 1997: 1-13).

Moreover, Lebanon continues to maintain the highest rate of attendance of primary school age among the Arab states, namely 109% in 1995. This is a considerably higher rate than the neighbouring countries of Syria, Egypt, and Jordan where it was respectively 101% in 1995, 100% in 1995, and 94% in 1992 (UNESCO Statistical Yearbook 1997: 23, 49, 51, 55, 56).

This high rate of literacy is largely due to the efforts of the private, national, and foreign schools rather than of public schools (Howard 1970: 23). Private national and foreign schools have

always been largely sectarian. The recent war of 1975 to 1990 has deepened this reality (Saadeh 1993: 90-91). The Lebanese regions suffered the displacement and exodus of their sectarian minorities. This led to the concentration of Christians in major areas and Muslims and Druze in their respective areas. Although this socio-political diversity in schooling existed prior to the most recent war, the new influx of Islamic fundamentalism has intensified and institutionalised this reality (Willaime 1990: 86-87). Such a situation require more than a normal solution to restabilise the social trends which to prescribe the general norms by which societies interact (Navalpotro 1996: 31-32).

3.1.2 Public and private schooling options

In comparison to most of the Arab world, the Lebanese people are privileged to have the choices between two available options for schooling their children: the public school system and the private school system. However, most the Lebanese prefer private to public schools. In 1993, the Educational Centre for Research and Development, a Lebanese government agency, estimated that 67% of the student population is enrolled in private institutions while 33% attends public schools (Helou 1994:18).

Funded by the government, the public school system offers basic education from grades Kindergarten (K) to 6. The curricula and programs are legislated by the Ministry of National Education, Youth, and Sports. In contrast, private and foreign schools generally fall into two types - French and American-British. These private schools are operated by private money, depending on whether the school is religious or non-religious. Self-sufficient, private schools cover grades K to 12 with their basic curricula and programming partially legislated by the government. Of the two systems, Lebanese public education, however, has shown itself incomplete by the limited number of high school students in proportion to the lower level grades. In comparison, the existence of foreign and private schools offers a comprehensive, yet diverse system to fully meet the demands of educating Lebanese students (Saadeh 1993: 91).

For example, private, non-religious schools can be foreign schools with their specific curricula conducted in conjunction with the requirements of the Ministry of National Education, Youth, and Sports. Typically, these schools are controlled by boards and societies and operated on a non-profit basis, while others are owned and controlled by individuals for profit (Matthews & Akrawi 1949: 504).

Religious private schools are established by major Eastern Christian denominations in Lebanon. The largest single group of schools is the one founded by the Maronite Catholics. Of the total number of pupils attending private schools, 54% attend Maronite establishments, 12% attend non-Catholic schools, and 9.93% go to Greek Catholic (Melkite) institutions. As for the Muslim educational enterprises, though fourth in the number of private religious schools, they have the second highest student enrolment with 22% of the total number of students. Finally, Armenian schools, both Orthodox and Protestant, comprise the next student population, followed by the Druze (*Ensemble-Supplément* 1995-1996: 28) (cf Table 3.1).

3.1.3 The unique position of the Catholic school

Among private schools, the CS occupies a privileged position in the complex educational mosaic of Lebanon. Maintaining an outstanding place throughout its history, the CS has held a steadfast commitment to its Christian mission during turbulent times and national upheaval (Zaidan 1995 a: ٢٠). Especially today, in the aftermath of the 1975-1990 war, the CS warrants further examination to arrive at the specific focus of the essential role of the CSPL (cf Chapter 4).

Catholic education in Lebanon today is critical for the preservation and promotion of the Christian faith in the Middle East. Furthermore, it is a beacon of the preservation of the pluralistic, socio-religious identity of Lebanon (Conversion, Unity, and Service 1996: 130-131; Noujaim 1997: 96-97). Therefore, CSs are not only academically excellent institutions, but they are also dynamic centres of dialogue and a crossroad of cultural and religious interaction (*Ensemble-Supplément* 1995-1996: 3). Furthermore, they play a major role in respecting the pluralistic make-up of Lebanon by providing equal access to education for non-Christians (Marmal 1994: ١٨). They respect the religion of non-Christian attendees with no force of conversion.

3.2 Development of the Catholic school in Lebanon

The development of the CSL is reviewed briefly from its inception to the present in order to assess current and future implications. Both the short and long-term goals of the CSL are also examined.

TABLE 3.1
Global total of pupils by affiliation 1995 - 1996

	Pre - K	Primary	Complimentary	Secondary	Complimentary Technical	Technical Baccalaureate	Superior Technical	Total
Maronite Catholics	21372	40450	24902	10640	923	761	529	99577
Greek Catholics (Melkites)	3894	7427	4657	1964	177	132	66	15317
Syrian Catholics	222	456	245	95	10	4	12	1044
Armenian Catholics	319	647	368	120	8	16	5	1483
Chaldeans	58	84	76	22	4	2	-	246
Latins	218	321	232	130	13	10	4	928
Non - Catholics	4614	8579	5432	2590	158	176	68	21617
Non - Christians	11487	18724	7991	2698	230	128	74	41332
TOTAL	42184	76688	43903	18259	1523	1229	758	184544

Source: Ensemble - Supplément: Répertoire des Écoles Catholiques au Liban (1995 - 1996: 28)

Throughout its history, the CSL has profoundly influenced the education of the Lebanese people. Without doubt, the CSL has impacted upon the educational system by fulfilling basic societal needs for the last three centuries (Zaarour 1989: 109). This section addresses the various historical, social, political, and economic elements that have forged the role of the CSL.

3.2.1 Historical factors

Examining one's origins involves the study of various contributing elements. For instance, early educational endeavours in Lebanon developed concurrently with the rise and flourishing of religious activities such as the missionary movements (Dau 1984: 598-599). This development was reflective of convergent religious and educational efforts (Awit 1994: 86-89).

In Lebanon, the meeting of religious and educational undertakings had a unique niche (Dau 1984: 598-599). During the seventh century, religious minorities fled from Syria and other areas in the Arab world into Lebanon. For example, the Maronite Catholics found a natural shelter within its mountains and valleys (Harb 1994: 1). Eastern churches such as the Maronite Catholics sought to preserve their identity, communal characteristics, the desire for independence, and the practise of their rituals and traditions (Andrews 1996: 15-16).

Although independent, these groups established spiritual and cultural links outside Lebanon. For example, the Maronite Catholics attached themselves to the Papacy in Rome (Conversion, unity, and service 1996: 126) and then to France (Black & Brown 1992: 314); the Greek Orthodox attached themselves to Russia. The Sunnite Moslems had links to the Ottoman Empire, the Shiite Moslems were connected to Iran and Iraq, and the Druze were aligned with Great Britain. Thus, in the history of Lebanon, a new, two dimensional societal and cultural order developed - an internal order deriving from religious denominational elements, and an external order connecting these religious groups with spiritual and cultural sources outside Lebanon (Ferkh 1991: 15).

3.2.1.1 From the sixteenth to the eighteenth century

The initial intermittent efforts of educational institutions in Lebanon produced a positive outcome whereby the Eastern rite churches reinforced their edifying endeavours. Along with the Maronite Catholics, many other religious denominations contributed to education from the sixteenth to the eighteenth centuries. For instance, the Armenian Catholics established the

School of Bzemar in 1797; the Melkite Catholics founded a school called Ain Trez in 1811 and the Greek Orthodox opened a school in Balamand in 1835 (Boustani 1950: 72-23).

Especially among the Maronites, these early educational efforts were especially marked first by the return of students from the Maronite College of Rome, second by the introduction of the printing press, and third by the decisions of the Louaize Synod or the Lebanese Synod of 1736 (Baroud 1984: 263; Salibi 1990: 202).

In 1584 Pope Gregorious XIII established the Maronite College of Rome, destined to educate Maronite clergy in order to perform their communal duties in a better fashion (Baroud 1984: 271, 272; Salibi 1990: 202). This college is credited with the education of many renowned Maronite clergy who either remained in the West to write, to translate and to teach about the Orient, or those who returned to Lebanon to occupy major church offices as well as to establish better schools than their predecessors (Awit 1994: 86). These schools spread throughout the Maronite regions using an augmented and revised curriculum that included classical languages such as Greek or Latin (Hourani 1991: 242).

The introduction of the printing press into Lebanon in 1610 added to the intellectual and educational movement. This provided an avenue for publishing and thus making available books for readers and colleges. The first in the Middle East, two hundred years before Napoleon brought his printing press to Egypt, this printing press was headquartered in the Monastery of Qozhaya (Dau 1984: 585; Mouanes 1996: 4).

This intellectual and educational movement expanded until the Maronite hierarchy convened a synod to assess general and community affairs (Hachem 1986: 321-337). Known as the Louaizé or Lebanese Synod, this assembly met in Louaizé near Beirut in 1736. The main objective of the Synod was to study the means to strengthen ties between the Holy See and the Maronites. The Lebanese Synod was considered to be the first educational congress in Lebanon. The assembly ordered the secular and regular religious authorities to open schools, to hire good teachers, and to actively recruit students. More importantly, the Synod declared it mandatory to educate both boys and girls. Where they were poor and orphans, the Church covered their expenses. Both the Church and the parents shared the salary of the teachers (Lebanese Synod 1736: 529-530; Noujaim 1997: 99).

The Lebanese Synod had a fundamental effect on the process of establishing private schools. Moreover, the Synod was instrumental in the Maronite church to espousing education among

its constituencies. Many established schools can be named at this stage: Zahle and Zgorta (1735), Ajaltoun and Becharreh (1751), Jbeil and Machmoucheh (1762), and Deir-el-Kamar (1872). The spirited educational efforts before 1900 culminated in the founding of the school Ayn Waraqah (1789) by Archbishop Joseph Estephan. This is often called the "mother" of national schools in Lebanon. The plan of Ayn-Waraqah was inspired by the seminaries in Rome. It gave instruction in Syriac, Arabic, Italian, Latin, philosophy, theology, and civil law for both lay students and clergy candidates (Dau 1984: 568; Daccache 1989: 131; Rizk 1992: 134).

In most villages and rural areas, the most successful and popular school type was the school under a tree, in a church, or in a building next door to a church or mosque. A priest, monk, sheik, or learned lay person would teach the basics of reading, writing, and mathematics (Zaarour 1989: 104; Harb 1995: 72). Hence, most of these educational attempts stemmed from a religious base. Although humble, these schools were responsible for increasing literacy as well as preparing students to continue their education.

3.2.1.2 The nineteenth century: The Lebanese Renaissance

The history of education in Lebanon shows the nineteenth century as a remarkable era of Renaissance. This was the result of the political stability and its by-product - economic prosperity. The "Mutasarifat" regime in 1861 was the catalyst for this stability and prosperity (Sfeir 1986: 31-32; Ferkh 1991: 16). The number of newly established schools had exceeded the number established in previous centuries. 1834 was considered a turning point in the history of cultural life in Lebanon. During this year, the Anturah College was reopened after having been closed down in 1773 (Tayah 1987: 81; Kuri 1992: 138). At the same time, the American printing press had been brought from Malta to Beirut. For the first time in the history of the Middle East, a private school for females was established (Hitti 1986: 747).

The primary fruit of foreign influence was mostly the large flow of missionaries into Lebanon who founded schools alongside other religious groups. This resulted in major competition among the different Christian denominations. The most renowned delegations were the French Jesuit Catholics, American Protestants, as well as British Anglican. The Jesuit envoy culminated its efforts in 1875 with the foundation of St. Joseph University as a full academic establishment, after having begun as only an institute in 1843. Similar educational efforts were demonstrated by the Protestant delegation that established the American University in 1866. Both of these

prominent, academically recognised institutions are still operating to this day (Chartouni 1993: 79 ; Noujaim 1994: 4).

The nineteenth century was indeed a time of cultural prosperity not only for the general society, but for the local religions, especially Christians (Ferkh 1991: 16). Striving to open new cultural centres, the endeavours of foreign missions influenced the endemic denominations to follow in their footsteps. For example, the Maronites began to convert their major monasteries into schools. In 1836, the Maronite Visitandines Order, and in 1895, the Maronite congregation of the Holy Family were founded in order to educate girls (Dib 1971: 225; Dau 1984: 739-740). In addition, in 1875, Archbishop Yusuf al-Debs established the Al-Hikma College which produced a large number of prominent Lebanese figures such as writers, poets, journalists, and clergymen (Zaarour 1989: 106).

3.2.1.3 Twentieth century : from the French Mandate (1918-1943) to the beginning of the war (1975-1990)

The French dominated Lebanon culturally even before their actual political mandate in 1918. Their influence deeply affected the socio-political and cultural strata up to the present day (Seklawi 1992: 140). The French Mandate (1918-1943) maintained the status quo of earlier organisational structures, and at the same time, granted favourable patronage, much like that of an organised state. Educationally speaking, the system relied on three fundamentals: (a) resurgence of the French language and culture; (b) unity of the academic programs and exams; and (c) institution of a centralised administration with assurance of the private sector participation (Black & Brown 1992: 285) (cf Table 3.2).

Table 3.2 shows the distribution of the student population between the public, private, and foreign educational sectors, distributed by denomination in 1939.

Accordingly, we can summarise the following:

- * One out of seven students is enrolled in a public school and two out of seven in a foreign and four out of seven in private schools (Black & Brown 1992: 286).

Table 3.2

Number of schools and students in the public, private and foreign educational sectors, distributed by denomination in 1939

	TOTAL SCHOOLS	TOTAL STUDENTS	CHRISTIANS	MOSLEMS	DRUZES	JEWS	OTHER	TOTAL
A-PUBLIC SECTOR	182	19,878	30%	64%	6%	0%	0%	100%
B-PRIVATE SECTOR								
Moslem Schools	126	16,778	2%	97%	1%	0%	0%	100%
Druzes	28	2,158	6%	4%	90%	0%	0%	100%
Jewish Schools	1	239	0%	0%	0%	100%	0%	100%
Maronite Schools	421	26,669	97%	1%	1%	0%	0%	100%
Melkite Schools	157	7,737	92%	6%	2%	0%	0%	100%
Syrian Catholic	4	1,075	95%	2%	1%	0%	1%	100%
Armenian Catholic	9	1,440	100%	0%	0%	0%	0%	100%
Chaldeans	1	67	91%	6%	3%	0%	0%	100%
Greek Orthodox	193	15,938	96%	2%	2%	0%	0%	100%
Syrian Orthodox	3	426	99%	0%	1%	0%	0%	100%
Armenian Orthodox	35	5,497	100%	0%	0%	0%	0%	100%
Armenian Protestant Schools	5	1,450	100%	0%	0%	0%	0%	100%
Protestant Schools	2	125	84%	14%	2%	0%	0%	100%
Other Schools	17	2,060	64%	10%	25%	1%	0%	100%
TOTAL	1,002	81,659	74%	22%	4%	0%	0%	100%
C- FOREIGN SCHOOLS								
French schools	267	35,616	90%	4%	2%	4%	0%	100%
American Schools	35	4,727	62%	30%	3%	5%	1%	100%
British Schools	11	1,337	57%	14%	27%	1%	0%	100%
Italian Schools	9	1,685	83%	14%	1%	1%	0%	100%
Other Schools	3	393	99%	1%	0%	0%	0%	100%
TOTAL	325	43,758	86%	8%	3%	4%	0%	100%
GRAND TOTAL	1,509	145,295	71%	23%	4%	1%	0%	100%

Adapted from: National Education and the School, Second Social Week of Beirut, April 27 - May 3rd 1941, Imprimerie Catholique, Beyrouth 1941

- * Private education was exclusively religious. Each denomination attracted mostly children of its own religion to the extent that enrolment from other sects was negligible.
- * Only three out of ten students enrolled in public schools were Christians, the rest non-Christians.
- * The majority of students in foreign French and Italian schools were Catholics, whereas a higher number of non-Catholics attended American and British schools. However, it is relevant that Christians in many of these schools constituted the majority (Bashshur 1978: 38).

After Lebanese independence in 1943, some changes to the school system were instituted while others were adapted or amended to the existing rules. Primarily, there was a removal of all the constitutional sections that referred to the French Mandate. Arabic was declared the formal national language. However, one finds that the French cultural imprint permeated the academic programs of 1946 which remained in effect until 1968 (Bashshur 1978: 41; Spencer 1990: 88). Moreover, the Lebanese government took nominal measures to unite private and public schools; private and foreign schools continue to control secondary education.

3.2.1.4 The war period: 1975 - 1990

In 1975, the war ravaged Lebanon and therefore shattered its educational system, forcing the best qualified teachers to flee abroad and to put development on hold (Wallace 1994: 14). The schools operated on a day to day basis in what it was called the 'survival policy'. Although basically functioning, both public and private systems suffered intrinsic moral and physical damage. Morally, there was a breakdown of the educational system. The schools closed as fighting intensified; consequently, teaching standards dropped significantly as qualified teachers began to leave the country (Haag 1995: 48).

Both urban and rural schools were affected. In particular, urban schools located in the Beirut area faced constant pressure. For instance, in 1988-89, schools opened for only a few months. In 1990, schools in East Beirut closed for more than seven months. Moreover, the hardest of all were the tragic events involving students, teachers, or staff during routine duties. Fear controlled the lives of everyone which, in turn, adversely affected academia (Grieger 1992: 12).

From the physical point of view, the schools suffered tremendous material and financial losses. The destruction from the bombardments made the situation extremely arduous, if not outright intolerable. It is important to recognise that during the war period, public schools followed the directives of the political faction that governed the areas of their respective locations with an attachment to the weakened central government (Yacoub & Yacoub 1991: 33; *Al-Madrasa Al-Rasimia Ta'f'kod Dawraha Limaslahat Madrasa Khasa Toudaef Aksataha Sanawiyan* 1994: ٢١). Nevertheless, Catholic and private schools remained more cohesive and resolute regardless of the exertion of multiple pressures, be it of a social, political, or financial nature (Saadeh 1993: 90-91).

By the end of the war in 1990, the Lebanese school system, both public and private, was poised for restructuring. However, with military expenditures outweighing education spending from the government, the public school system faced the arduous task of re-organisation. Nevertheless, the private system was able to regroup cohesively and move forward.

Accordingly, three important developments summarise the independence period up to the present time:

- (a) Lebanon tried to impress a national trademark on the academic programs, but did not work resolutely on eliminating the prerogatives that the French language and culture embodied during the French Mandate period;
- (b) since its independence in 1943, Lebanon preserved the general guidelines that were in effect during the Mandate especially with regard to the diversity of education as well as privileges granted to private schools; and
- (c) Lebanon has replicated the French Mandate period with regard to the organisation of the governmental body of schools.

Lebanon's educational administration was centralised and built on the base of a pyramid system, that is, a top-bottom policy. The historical time-line shows the progressive development of the CSL (cf Figure 3.1).

3.2.2 Social and demographic factors

An education system is the mirror of a society. Along with historical elements, there are undoubtedly multiple social and demographic factors that have affected educational

	* 7th Century: Religious minorities fled from Syria into Lebanon
1584	- Maronite College of Rome established
1610	- Printing press first brought into the Middle East to Lebanon
1736	- Louaizé Synod - first educational congress in Lebanon
1789	- Religious minorities fled from Syria into Lebanon
	* 19th Century: Lebanese Renaissance
1834	- American printing press introduced to Lebanon
1834	- First female college opens
1836	- Maronite Visitandines Order established
1861	- Mutasarifat Regime: stability and prosperity
1866	- American University of Beirut established
1875	- St. Joseph University gains official status as a university
1875	- Maronite Holy Family Congregation for girls established
1875	- Al-Hikma College established
	* 20th Century
1918 - 1943	- French Mandate
1943	- Lebanese Independence, Arabic official language
1975 - 1990	- War
1996	- New Structure of Education in Lebanon

Figure 3.1
Historical time-line of educational development in Lebanon

development in Lebanon (*Ensemble No. 1* 1994: 8). These different components reflect diversity in the societal development, namely historical, religious, and cultural. Based upon the demographic context of Lebanon, diversified ancient civilisations such as the Phoenician, Greco-Roman, and Arabic have contributed to Lebanon's continuing social identity. Thus, the geographical crossroads location of Lebanon has had an overwhelming impact on its socio-demographic formation (Maroun 1969: 9-12).

There are considerable differences between the social structures of the larger communities. For example, the Maronites were mostly an agricultural community found mainly along the mountain side of the Northern and Chouf regions before 1914. Many of the large estates were broken up in the course of the nineteenth century as a class of freehold farmers was created. As a whole, the Maronite standard of living was higher than most other communities, owing to the fertility of their lands and emigration of some members to the New World. In comparison to other Eastern Christian denominations, the Maronite church supported this superior standard with its highly educated priests (Saadeh 1993: 50-52).

The Greek Orthodox and Melkite Catholics were partly peasant communities found mostly on the shores of the Northern regions and the Bekaa Valley, but also formed a considerable part of the commercial class. Occupying the Southern and middle shores, the Sunnite Moslems were almost wholly an urban community and they formed a great part of the proletariat of towns. They consisted of commercial and professional bourgeoisie and some large land owning families. The most impoverished of the communities, the Shiite Moslems, were mainly peasantries found in the extreme South and Bekaa Valley (Hourani 1947: 65). Although the recent war has changed the current Lebanese social strata considerably, the information above is still to a large extent relevant today. In other words, the Christians, together with the Sunnite Moslems, still retain high social standing (Salibi 1990: 208-209).

From a religious point of view, the Christian denominations further exemplified diverse social trends in Lebanon. The Christian communities had considerable educational impact on Lebanese society (Mouanes 1996: 5-6). In general, this profound effect sprang from the fact that education was mainly in the hands of private organisations, largely confessional or foreign missionary societies. This was particularly true of secondary and higher education. Of the local private schools, the greatest number was controlled by the Maronite, Greek Orthodox, and Melkite Catholic communities, while the majority of the foreign schools were owned by French Catholic missions (*Ensemble-Supplément* 1995-1996: 21-25). From the beginning of each school establishment, each denomination catered almost exclusively for children of its own

religion, though not necessarily of its own sect or denomination. There were already sectarian, societal differences among the people of Lebanon which was reflected in the student composition of various private schools (Yacoub & Yacoub 1991: 32). Thus, Lebanese education reflected religious variety, yet it was predominantly Christian and clerical in spirit and control, and more particularly Catholic.

The extremely distinct historical and religious elements in Lebanese society should invariably lead to cultural diversity. This can be qualified by two considerations. First of all, there was the attempt of each sect to attract to its own schools the children of its own community, so their children would not go to schools of a different sect. Secondly, a new outlook was advocated by some of the Lebanese that their culture should follow the lines of the so-called "Mediterranean culture". The protagonists of this cultural theory maintain that Lebanon has always been a bridge between the East and the West and has always been influenced by Eastern and Western cultures alike (Chartouni 1993: 82-83). Whether in Phoenician, Greco-Roman, Arab, or even Crusader times, Lebanon was always in direct relationship with other parts of the Mediterranean world and was influenced by the cultures emanating from that particular world. At the same time, since it was attached to the Eastern soil and populated by races of Semitic and Arabic origin, it could not help being influenced by Eastern cultures as well.

From this perspective, "Mediterranean culture" seems to signify combining the present Arab culture of the East, other Semitic cultures and modern Western influence - particularly French-Catholic culture with its background in Greco-Roman culture (Hitti 1986: 748-749). Largely French Catholic sympathisers, who did not easily take to the participation of Lebanon in the Arab League, endorsed this cultural theory. They further believed that Lebanon should not be swayed too far to the East, to the point of losing its identity in the Arab-Muslim majority and in the Arab-Muslim ideology. Due care should be taken instead to keep in close touch with the West - the Christian Catholic West in particular - in order to have a balanced culture in Lebanon.

One should keep in mind that historical memory of persecution, annihilation, and absorption played an important role in the mind of these sympathisers. On the other hand, their antagonists were made up largely of sympathisers with the Arab cause who would like to see the Arabic, particularly Moslem culture of Lebanon maintained (Farhat 1976: 43-44). They accused their adversaries of paying more than enough attention to French and Western cultures. They also asserted that what is called "Mediterranean culture" was nothing more than a thin veil for an attempt to preserve French Catholic influence and education in Lebanon (*Awda Ila Al-Madi Am Mouhawala Lisaleh Al-Toulab Fi Al-Madrassa Al-Rasmiya* 1994: ٤٩). Many of these Moslem

antagonists who were affluent or made part of this "elite" or sent their children to be educated at the private Christian schools including that of the Maronites. In fact, many of the Moslem politicians of Lebanon are the product of the Christian schools and universities in Lebanon.

This cultural controversy intensified specifically at the end of the French Mandate and the declaration of Lebanon's independence in 1943 along with the rise of the Arab League in 1945. Although years of prosperity had somehow served to postpone attempts to solve these cultural dilemmas, the latest war in Lebanon unfortunately rekindled the debate on cultural identity, thus bringing these issues back once again to the forefront (Chartouni 1993: 75-76).

Therefore, the diverse and complicated social and demographic factors in Lebanon have pronouncedly affected the development of the CSL. The social controversy of the pro-West versus the pro-Arab has given the unique character of modern Lebanon (Noujaim 1994: 3). Private Catholic education in Lebanon has striven to provide society with a choice and maybe a balance between the two cultures without compromising openness, cultural sensitivity and religious freedom.

3.2.3 Political factors

Along with historical, social and demographic elements, political factors are examined which have influenced the development of the CSL. Like other Arab countries, Lebanon was basically under the Ottoman regime for at least 400 years from 1516 to 1918. Accordingly, the political dynamics used by the Ottoman authorities affected educational activities in Lebanon (Rizk 1997: 65).

It was important for the Turkish Sultan government to keep the Arab provinces under its control, but there was more than one way of achieving this. In provinces long distances from Istanbul, it was too far or difficult to send imperial armies. Therefore, the method of control could not be the same for every conquered land. In the course of time, different systems of government developed with varying balances between central and/or local control (Hourani 1991: 226).

In view of the description above, Lebanon maintained a quasi-independence under an occupying empire. The Ottoman Turks had formally applied the system of "millet" to the minorities in Lebanon (Hourani 1947: 20; Tayah 1987: 83-84; Salibi 1988: 159). This meant the recognition by the ruling power of the independence of the religious minorities in their

internal affairs. This referred especially to marriage, divorce, heritage, adoption and particularly education (Choueiri 1988: 76). This arrangement also recognised a series of privileges accorded to the European countries, especially France, as dictated by the Pacts of 1535 and 1673, which was considered as the protectorate of religious minorities (Salibi 1990: 186). This complicated the situation since it allowed the presence of governments within the territory of another religious minority, while every religious group as an individual entity became sectarian. As previously mentioned, the Maronites and Melkites were aligned with France, the Greek Orthodox with Russia, and the Protestants with England (cf 3.2.2).

By giving the religious minorities their independence in internal affairs, the Ottoman regime gave the non-Islamic denominations basic guarantees such as social equality, along with personal and religious freedom. They also set their own policies of education regarding affiliation and programs. This resulted in these minorities embracing the programs of their adopted affiliates in Lebanon (Haag 1995: 38).

Consequently, France benefitted educationally from the privileges allowed by the Ottoman Turks. On November 13, 1901, a Franco-Turkish accord was signed giving the French schools increased guarantees, authorisation for building expansion and adding administrative staff without having to consult the Ottoman authorities. Contingent upon this agreement, the schools established by the French government became exempt from the requirements of school permits from the Turkish government. However, the Ottoman government reserved the right to protest any of these French policies within six months of the establishment of the French schools (Haag 1995: 39).

More important was the accord signed in 1913 which outlined the restriction placed on the French government to build new institutions in Islamic neighbourhoods, thereby dividing the educational responsibilities. Turkey put itself in charge of the Islamic encounter while acknowledging the right of the French government to educate the non-Moslems. Up to 1943, the French external dominance provided Lebanon with a mandatory power (Hourani 1947: 69). The French policy was directed towards making Lebanon a bulwark of French political and cultural influence. This aim coincided with the Christian hope for a socio-religiously free and secure country. These two elements contributed to the creation of an independent Lebanon with the definition of its present day frontiers. The combination of the French policy along with Lebanese Christian expectations, has inspired attempts to maintain a Christian majority in spite of the extension of the frontiers and increase of the Moslem population (Spencer 1990: 88).

Hence, every attempt was made to align the Christians more closely with France by the rapid and systematic spread of the French culture, favouring the Christians politically, as well as playing upon their fears of Moslem persecution (Saadeh 1993: 40-41, 61). Up to the end of the 1975-1990 war, all parts of the political organisation of the Lebanese state showed the influence of these arrangements. For instance, the President of the Republic has always been a Christian, usually Maronite Catholic. To counterbalance this, the Prime Minister has usually been a Sunnite Moslem, and the Head of the Parliament a Shiite Moslem (Navalpotro 1996: 31; *Lebanon* 1996: 1).

Such arrangements have resulted in multiple advantages and disadvantages. Lebanon became a constant platform for foreign countries, especially Arab states, to promote their cultural and political ideologies (Hourani 1991: 430-431). This reality has made Lebanon extremely vulnerable to the extent that its 1975-1990 war was ultimately inevitable (Shehadi & Mills 1988: 195; Yazbek 1994: 2).

Apart from the differences between particular communities, there is a general division between Christians and Moslems which is not quite the same as that existing in the neighbouring countries (Andrews 1996: 15). Lebanon is the only Arabic-speaking country in which the Christians have managed to preserve an autonomous Christian life, both individual and social, and to resist the tendency of moral and social assimilation (Hanf 1993: 3-4). Throughout the occupation by numerous civilisations, Lebanese Christians, especially the Maronite Catholics, have resisted attempts by the reigning powers to reduce them to a second-class standing. The Maronites had extolled a heavy price for their religious freedom, yet they were able still to maintain a connection with the main body of Western Christendom. This is due to their position on the Mediterranean coast, to their traditional connection with the French government, and to the work of the Catholic missions among them (Hourani 1947: 68). More importantly, it is the drive of the Maronites in particular, and the Christians in general, that had enabled them to carry the torch of knowledge and the zeal for betterment in life.

3.2.4 Summary

In summary, tracing the development of CSs entails the examination of three contextual factors: historical, social and demographic, and political. These factors reflect the Church's prominent influence in enhancing Lebanese education.

3.3 The role of the Catholic Church in education in Lebanon

How is the Catholic Church viewed today after persevering through a volatile, unstable Lebanese history? What is its role in the present scenario of education in Lebanon? The ensuing section attempts to answer these questions.

3.3.1 The religious motivation of the Catholic Church

To answer these questions about the Church's contemporary relevance, one must review the Catholic Church's platform and consequent mission. Essentially, its religious base was founded and is motivated by the principles of Christ. That is to live in the essence of salvation or grace. Its ultimate objective is to serve humanity in the spirit and intention of Christ's message (*The Catholic School* 1994: 1). This religious foundation is not only in the personal affairs of the common man, but also integrates itself into the philosophy of education (Grace 1996 c: 5). Thus, the Church provides this religious essence to society which it recognises as indispensable to the process of true education (Convey 1992: 1).

3.3.2 The steadfast commitment to education

The Church constantly declares its religious premise to be intertwined with the concept of education. In other words, according to Church philosophy, human formation equates with educational formation (Antoun 1996: 11). With its steadfast commitment to education based upon Christianity, the Church's mission is linked to fostering personal and communal evolution (Heft & Reck 1991: 9). For the Church, the school is an arena where a particular vision of self, history, and the surrounding world is formulated and sustained (Zaidan 1995 b: ٤٧ ; Grace 1996 b: 215). To achieve this development, its aim consists of providing positive resources for human formation to meet the constant challenges presented by a diverse society such as Lebanon. This basic objective has moved the Church through Lebanese history and still constitutes its educational mission today (Convey 1992: 1; Barakat 1993: 112).

3.3.3 Educational participation within a culturally plural society

The CSSL validates the educational mission of the Universal Church by addressing the cultural plurality of Lebanese society. This reflects an educational philosophy in which faith, culture and everyday life are brought into harmony (*The Religious Dimension of Education in a Catholic*

School 1988: 34; Ristau & Rogus 1991: 19). According to the Church, education based upon the principles of Jesus Christ enables one to better discern values which can uplift the person from social calamity, commonly associated with a multi-cultural society such as Lebanon (Buetow 1988: 14). Therefore, cultural variety leads the Church to underline its mission of education to ensure strong character formation, especially for the young (Kahi 1992: 19-21; Grace 1996 c: 4).

3.3.4 Student preparation for Lebanese society

In the CSL, the student attains academic achievement while being prepared to meet the challenge of living in the diverse Lebanese society. As Link (1991: 30-31) states, the Church provides an open arena for learning by not retreating or hiding the student from the reality of life (Jemaa 1993: 454-455). Its tenacity throughout Lebanese history offers a sense of identity and continuity even through the most uneven, turbulent times. The Church thus offers a solid, practical base of education so essential to function successfully in Lebanese society (*Al-Shaen Al-Tabawi Kharej Moushkilat Al-aksat, Darourat Al-Nouhoud Bilrasmi Wanahnou Nousahem* 1994: ٢٢).

3.3.5 The Catholic school in Lebanon and its universal implications

How does the role of the Church in Lebanese education connect to the larger scope of the Universal Church and its role in education? Reflecting the Universal Church's commitment to education, the Church in Lebanon applies the basic universal platform and mission. Hence, it utilises its educational institutions to ensure a pastoral action within the larger evangelical scope of the church (Bacha 1989: 349). In this regard, Catholic education especially addresses the challenges of cultural pluralism (Béchara 1989: 353-355). Vatican Council II has clearly addressed itself to these issues. Its ecumenical vision exemplifies respect and charity made known especially to non-Christians (Maroun 1969: 27; Grace 1997: 215-216). In the case of CSsL, it is relevant that these institutions express human vocation to co-operate in the development of minds and hearts by dispensing the benefits of education at its best (Maroun 1969: 36; Lowry & Potterton 1997: 20-21).

The Eastern rite Catholic Churches have carried the torch of education from its very early stages. In particular, the Maronite Church was a pioneer in the remarkable contribution to Lebanese education. Thus, the Church did not refrain from sacrificing any means in order to

make sure that this objective became a reality. Previously in 1577 and 1584 the Church encouraged students at any early age to attend the academic centres of Europe. They returned and opened schools to help advance their communities, and therefore directly benefitted the Lebanese society (Harik 1968: 96). While the CSS signifies strength in a diverse society such as Lebanon, this underlines the consistency of Catholic education in the rest of the world. Its role in human formation built upon a religious base, mission, and operation in a multi-cultural society calls for future trends in the Church to continue playing a prominent role in educating Lebanese society (Grace 1996 a: 70-71).

3.4 The Catholic school system in Lebanon

Over the last three centuries, the CSL underwent multiple modifications. This is due to the many religious, social, demographic and political changes that occurred throughout these arduous times. From the humble beginnings under the tree into huge centres of learning, the CS became a marker of diligent work and significant accomplishments. Even to the present day, the Catholic Schools (CSs), both foreign and local, remain conveyors of educational progress and excellence in Lebanon. Therefore, in the following section, the academic status and parameters of what constitutes these institutions today will be elaborated upon. Consequently, this provides the background to where the Catholic principal operates in Lebanese society.

3.4.1 General description

Firstly, a physical description of the CSs entails an examination of school structure. This framework details the operational aspects of CSS. The number of schools in Lebanon during the fiscal year 1994-1995 was 2 469, including both the public and the private sectors. If we consider the private sector - payable and gratuitous - we can conclude that in 1994-95 there were 307 CSs out of 1 202 private schools, yielding a percentage of 25. Furthermore, ranging from K to 12th grade, these schools are mostly co-educational (cf Tables 3.3 & 3.4).

Table 3.3
Distribution of schools in Lebanon (1994-1995)

SECTOR	NUMBER	PERCENTAGE
Public school	1267	51.3%
Private Gratuitous school	368	14.9%
Private Payable school	834	33.8%
TOTAL	2469	

Source: Ensemble (1995-1996: 33)

Table 3.4
Distribution of Catholic gratuitous and payable schools in rapport to the total number of schools in Lebanon (1994-1995)

SECTOR	NUMBER	CATHOLIC SCHOOLS	
		NUMBER	PERCENTAGE
Public school	1267	-	0%
Private Gratuitous school	368	120	32.6%
Private Payable school	834	187	22.4%
TOTAL & PERCENTAGE	2469	307	12.4%

Adapted from: Ensemble - Supplément (1995-1996: 34)

3.4.2 Goals and objectives

The goals and objectives of the CSL mission derive from the universal mission of the Church grounded in the principles of the Gospel and carried out in the beliefs of its faithful members (*The Catholic School* 1994: 1). These goals exemplify powerful and clear statements of beliefs and direction for Catholic education in Lebanon. The objectives fundamentally affirm the relationship between Catholic identity and academic excellence (Grau & Texier 1982: 134-135). This is an integral part of the mission of the CS which is a unique faith-centred community. These goals and objectives incorporate thinking and believing in ways that encourage intellectual growth, nurture faith, and inspire action (Guerra 1995:12).

The goals offer an inclusive vision for "all children... all students... and every school..." (Guerra 1995: 12). The objectives of the CSL are primarily directed to successful student formation - in the internal and external sense. The internal qualities relate to the intellectual and spiritual cultivation of the student; the external characteristics deal with academics and civil duty. The CSS affords the pupils the optimal opportunity of achievement in both these areas. These CSs indeed make the educational process uniquely superior in Lebanese society (Zaidan 1994: 7-11). Reflecting these qualities, the essential aims are outlined according to the education plan of the Church:

INTERNAL FORMATION

- * Spiritual cultivation
- * Value cultivation and promotion
- * De-prioritising materialism
- * Fostering positive attitudes

EXTERNAL FORMATION

- * Pursuit of academic excellence
- * Cultivation of critical thinking/assessment
- * Preparation for academic/business challenges of the future
- * Civic duty or responsibility
- * Creating catalysts for social change
- * Co-operation and positive, charitable interaction with others
- * Diffusion of tensions

(Statut de L'Enseignement 1992: 18).

Generally, these goals speak of providing a supportive and challenging climate which offers effective education for students of all cultural, religious, racial, and ethnic backgrounds. This is an affirmation by the CSL of the dignity of all persons within the school community (Mullaly 1996: 4-6; Guerra 1995: 14). Thus, the aims of the Church mission constitute a solid base to move the educational process forward. The ultimate purpose is to attain the well-balanced formation of the student based on specified Christian values, which will enable him/her to function successfully as a national and global citizen (Bechara 1989: 354).

3.4.3 Fundamental policy, governing bodies and services

The previously mentioned goals and objectives are embodied in certain fundamental policies of the CS. These policies direct the course of how the educational plan of the CSL is realised. This section explains the origins of the CS policy and its strategy for implementation.

A central governing body formulates basic policy for Lebanese Catholic education with sub-groups for educational matters. This structure is under the umbrella of the Assembly of Catholic Patriarchs and Bishops of Lebanon. The Episcopal Commission for Education stems from the Assembly, which sets the policies of philosophy, orientation, and politics of education. The next connective governing body is the General Secretary for Catholic Education; the Executive and General Councils assist the General Secretary for implementing educational matters and issues (*Ensemble No. 1 1994: 31*).

These governing organisations are responsible for thorough communication within the school entities, handling affairs such as administrative needs and financial services. Statistical studies and academic research are also conducted. Altogether, the governing bodies ensure educational standards according to church requirements.

The strategy of goal application is to put forth into an agenda of action by these various governing groups. This plan carries the stated objectives by constant communication with the school institutions and review of new, relevant government and/or Church policies. This is conveyed via newsletters, monthly meetings focusing on pertinent legislation, sharing data gathering results, updated teacher training, and strengthening national or international educational ties (*Statut de L'Enseignement 1992: 18*).

With the Episcopal Commission, there is a solid commitment of policy to carry out the CSL goals and objectives of the fundamental mission of student formation (cf Figure 3.2).

3.4.4 Basic structure

From the basic description of goals/objectives of policy, the CS platform is described. In this ensuing section, the phase levels, curriculum, examination/assessment, and problems/challenges are discussed.

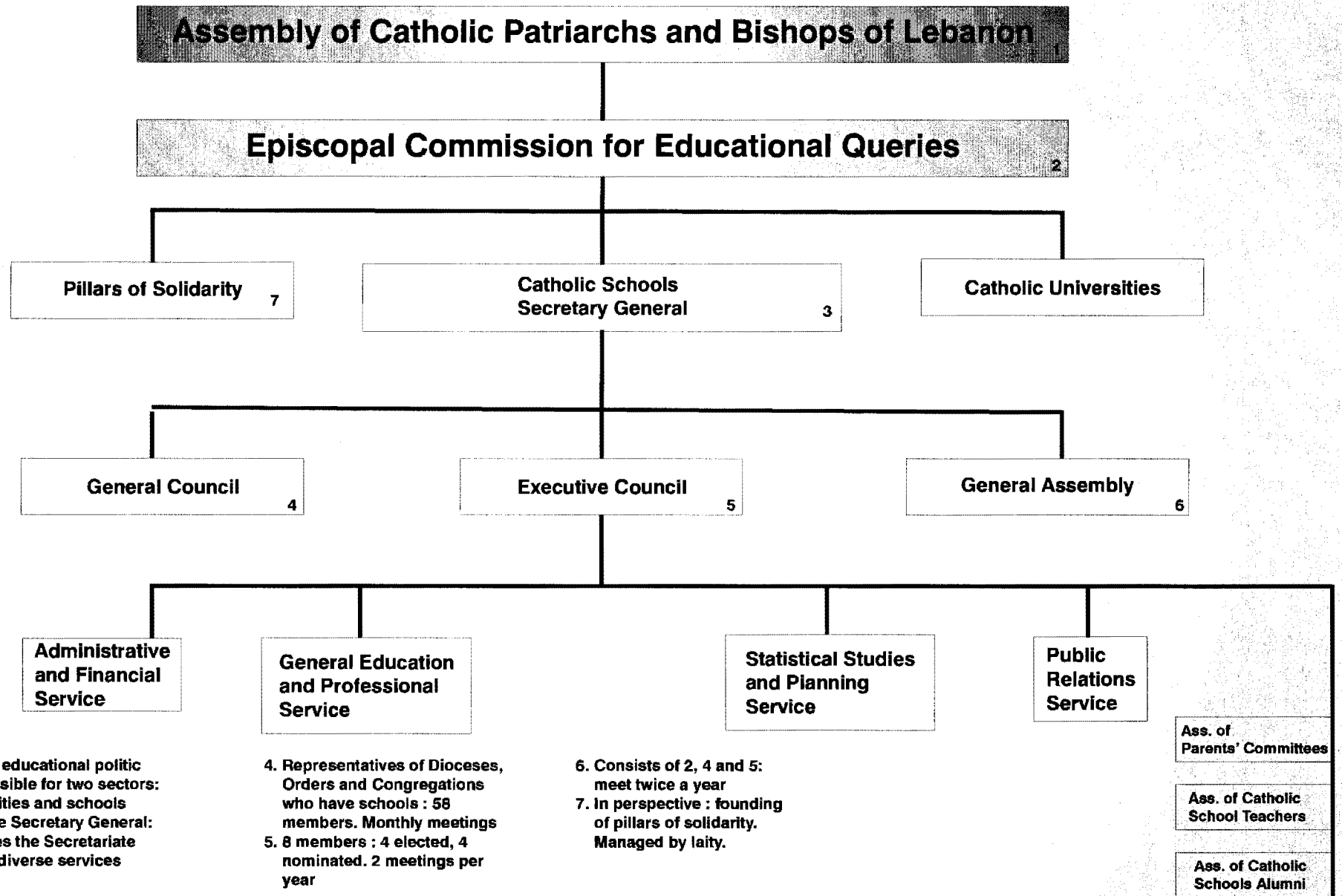


FIGURE 3.2

Organizational Chart of the Catholic Episcopal Commission for Educational Queries in Lebanon

Source: Ensemble - Supplément: Répertoire des Écoles Catholiques au Liban (1995 -1996 : 6)

3.4.4.1 Phase or grade levels

In order to explore the components of the present day CSs curricula, the phases or the academic structure that comprise the school system are explained. This presentation is based upon three past studies. Howard (1970: 40) clarifies phase or grade levels in an urban setting as prescribed by the American and French systems. Bashshur (1978: 131) describes grade levels as defined by the general public academic structure in Lebanon. Both indicate a consistent picture of phase order which coincides with today's CSS. This is exemplified by the recent studies of Antoun (1994 a: 2) (cf Figure 3.3).

According to Antoun (1994 b: 2), grade levels in the CSL can be more fully detailed. In general, CSs offer their students educational services from K to 11 usually together on one campus. This normally applies to urban schools, but in a rural setting, this could also be relevant. Rural CSsL mostly provide grade levels from K to 5, or K to 9.

The phase structure of every school follows a similar, if not identical stage pattern. The CS starts accepting students at the early age of three to four or four to five and places them in pre-kindergarten (**classe enfantine**). As they begin to learn the letter of the alphabet, children are promoted to kindergarten (called the twelfth class-**douzième**). The formal first grade is the **onzième**. The primary school consists of five grades divided into three courses: the preparatory course in the first grade, the elementary in the second and third grades (**dixième** and **nevième**), and the middle course (**cours moyen**) in the fourth and fifth grades (**huitième** and **septième**) (Antoun 1994 a: 4).

Upon reaching the **septième**, a student in good standing may pass to the middle school level located at his/her own school without having to pass a government examination. However, pupils transferring from other schools are tested for the purpose of placement in the appropriate grade. The high school or secondary level consists of seven years. This is divided into a first cycle of middle school grades, sixth to ninth (**sixième** to **troisième**), and a second cycle with the first two years having tenth and eleventh (**seconde** and **première**) leading to the **baccalaureate** examination, referred to as the **baccalaureate** first part. Lastly, the twelfth grade (**classes de philosophie, mathématique élémentaire ou sciences expérimentales**) concludes with another **baccalaureate** examination referred to as **baccalaureate** part two (Matthews & Akrawi 1949; Antoun 1994 a: 3-4). These final exams will be further described in the upcoming section on assessment/examination.

MARKET PLACE	DEGREES	BRANCHES OF LEARNING				AGE	CLASSES AS PER PROGRAMMES			PHASES
							LEBANESE	FRENCH	ANGLO AMERICAN	
General or Technical Baccalaureate	Philosophy Experimental Sciences Maths Social Sciences Applied Sciences Social Sciences Applied Sciences	TECHNICAL	17-19	Third	PRE-SCHOOL	Ter	12	SECONDARY		
			16-17	Second		Père	11			
			15-16	First		S de	10			
Intermediate or General Vocational	GENERAL	VOCATIONAL	14-15	Fourth		3e	9th	COMPLIMENTARY		
			13-14	Third		4e	8th			
			12-13	Second		5e	7th			
			11-12	First		6e	6th			
	GENERAL		10-11	Fifth	PRIMARY	7e	5th	PRIMARY		
			9-10	Fourth		8e	4th			
			8-9	Third		9e	3rd			
			7-8	Second		10e	2nd			
			6-7	First		11e	1st			
	GENERAL		5-6	Third	PRE-SCHOOL	12	K.g III	PRE-SCHOOL		
			4-5	Second		ZII	K.g II			
			3-4	First		ZI	K.g I			

Figure 3.3

Structure of today's Lebanese education system applied in all Lebanese schools
Source: Antoun (1994 a: 2)

NB: This figure should be read from right to left as it is a direct translation from Arabic.

Thus, the CSL provides a complete range of grade levels. High school students also have the option to attend vocational schools upon completion of the fifth grade, or technical school upon completion of the ninth grade. This gives a total educational opportunity in the academic or practical application (Chapman 1964: 12-14).

A new proposal on education for Lebanon has recently been introduced. Prepared by the Educational Centre for Research and Development (under the Ministry of National Education, Youth, and Sports), this plan is to be instituted on a phase basis effective from the 1997-1998 fiscal year (cf Figures 3.4 & 3.5). The new structure offers a combined system of educational phases along with specifications for the handicapped and/or gifted student. The actual application of the new plan is aimed at yielding significant improvements for the Lebanese educational system.

3.4.4.2 Catholic school curriculum

Based upon its educational plan and goals, the CS curriculum embraces all those academic, moral, social, and physical experiences necessary to foster the growth of its students. It reflects an organised course of study with a Christian thread woven through the entire program (Buetow 1988: 96; Fonck 1993: 111). Therefore, the CSL reinforces its traditional mission while simultaneously cultivating the intellectual and character development of all their students (Bryk & Holland 1993: 102).

The current curriculum in the CSL reflects a general development stemming from a consistent process. Generally, the curricula in all Lebanese schools have evolved during three major historical phases: the first one during the French Mandate, and then two phases after Lebanese Independence. Notable dates include August 5 and December 14, 1924 when the French government legislated (No. 2642 & 2852) exams and curricula, and on January 8, 1929, when legislation (No. 4430) of the Lebanese baccalaureate was instituted. In October 1946, the second phase shows more legislation (No. 6998, 6999, & 7001) of the review of curricula for K-12 for both public and private institutions. Mandated government exams (No. 7002/3/4) conforming to the respective grade levels were set. More recently, in 1968, 1970 and 1972, many addenda to legislation were issued pertaining to the restructuring of curricula and exams. These mandated items are still adhered to today by both the public and private educational systems in Lebanon (Bashshur 1974: 1-2).

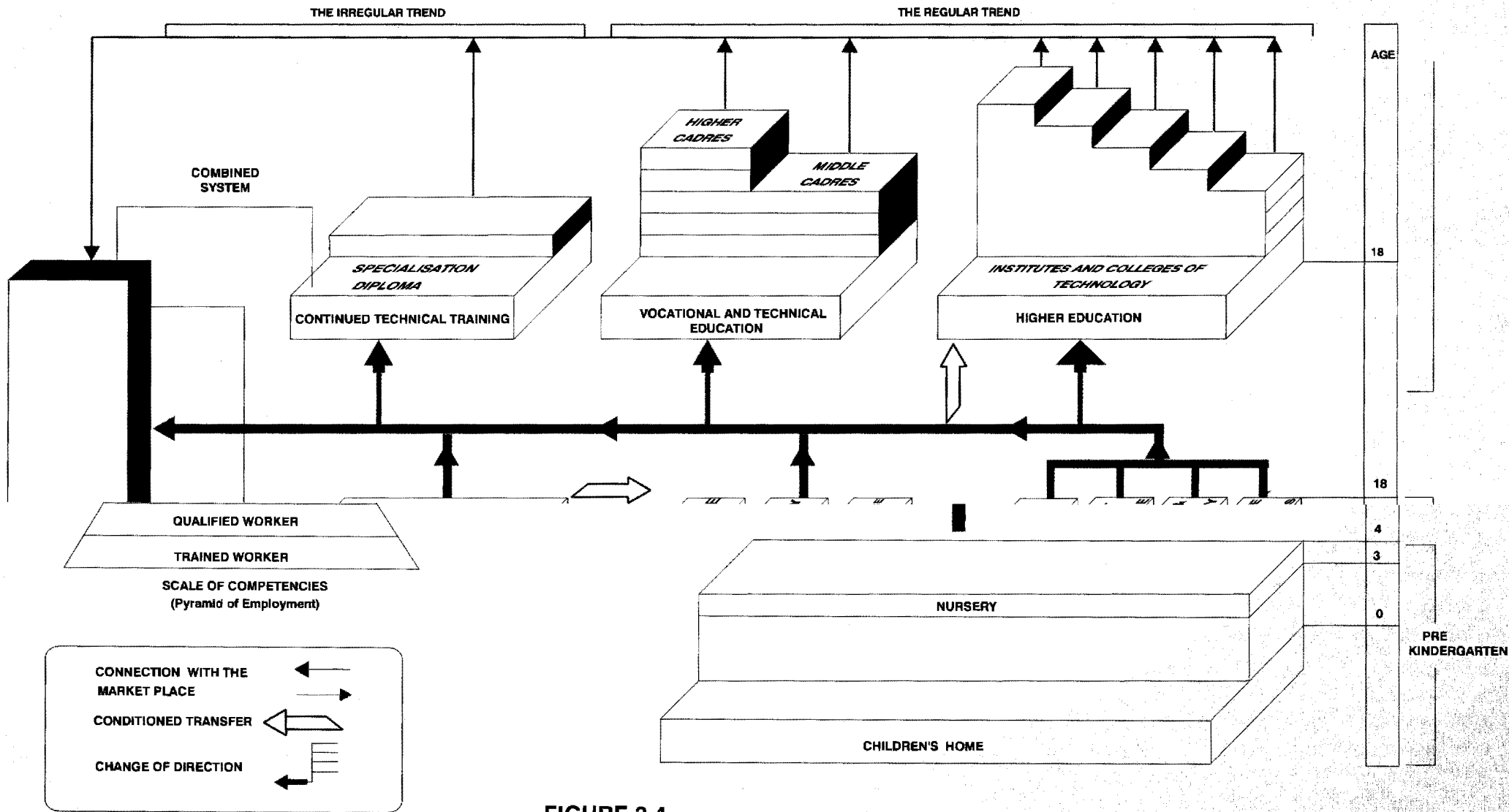


FIGURE 3.4

THE NEW STRUCTURE OF EDUCATION IN LEBANON

Source : The Educational Centre for Research & Development

Ministry of National Education , Youth & Sports

N.B. : This Figure should be read from right to left as it is a direct translation from arabic.

(cf. Original arabic document in Appendix A)

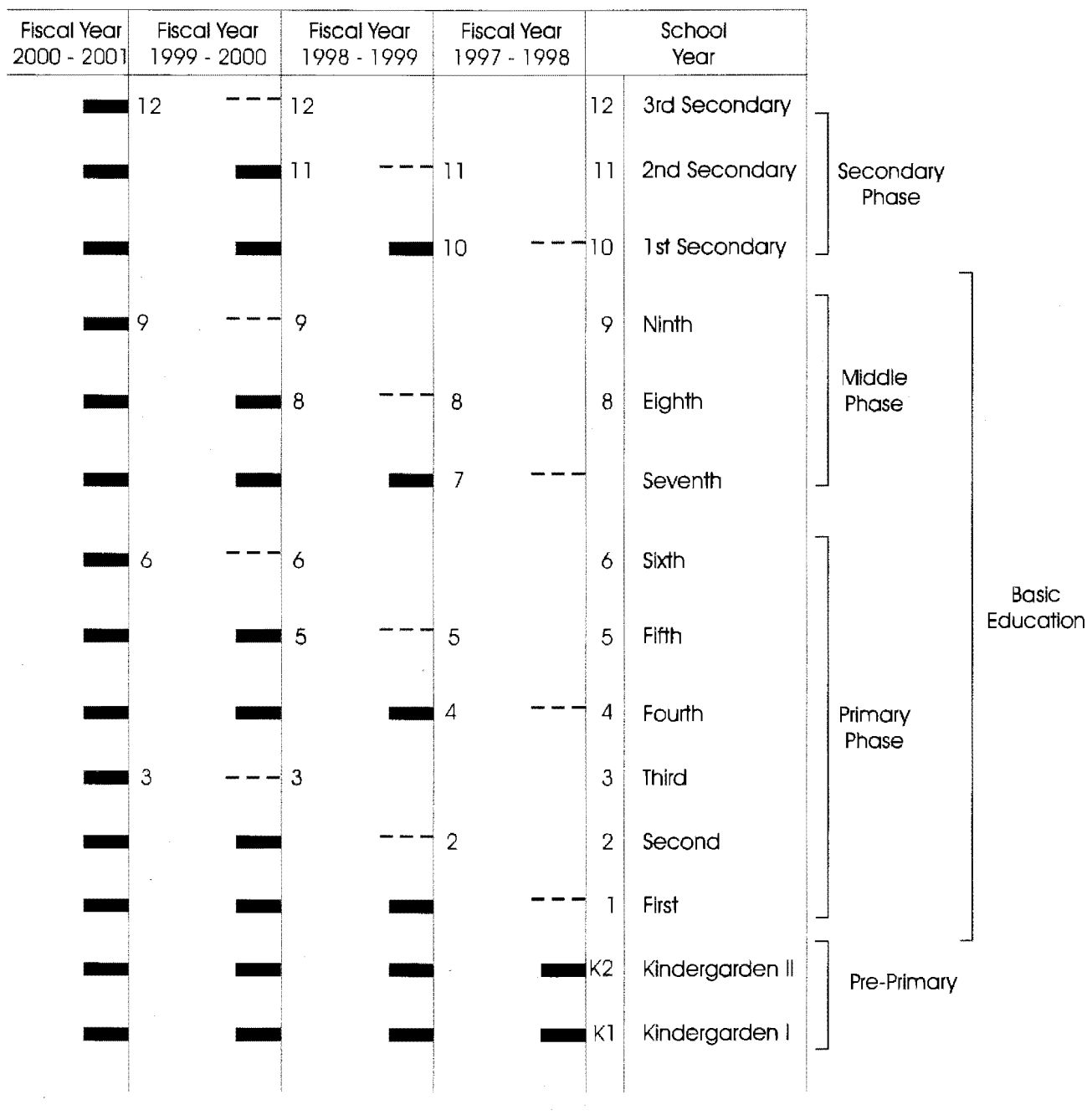


Figure 3.5

Time-Line for implementation of the new structure of education in Lebanon

Source: Ministry of National Education, Youth and Sports, The Educational Centre for Research and Development.

Note: This document must be read from right to left as it is a direct translation from Arabic.
(cf. Original Arabic document in Appendix B)

Consequently, the present day curricula of Lebanese schools is legislated by the government. In the case of private and/or Catholic schools, there is the option to use most textbooks of their choice; the schools can add different topics of study at the primary and elementary levels as long as the subjects correspond to the general standards of the Ministry of National Education, Youth, and Sports for the respective exam requirements (*Le Liban et l'Education* 1984: 156).

3.4.4.2.a Curricula levels in Catholic schools in Lebanon

A brief survey detailing the CSL is described according to elementary, middle and secondary levels.

3.4.4.2.b Elementary level

Primary education in the CSL serves two purposes. It represents either a terminal course, upon completion of which students seek employment, or a preparatory unit of instruction which leads to further academic study. The pattern of teaching, like the public system, follows the French trend. The programme of studies encompasses the following core requirements: religion, civics, reading, composition, grammar, penmanship, mathematics, history, geography, art, music, and physical education.

3.4.4.2.c Middle level

Upon completion of primary school in the CSL, the students may follow two types of available curricula:

- a) The Upper Primary: a four year course pursued as a complete certificate, or as preparation for entrance into technical school, for admission into the teacher training school, or for entrance into the Baccalaureate programme. The purpose of the curriculum is to facilitate the transfer of students who later decide to pursue an academic course. The fourth year in this middle programme, however, includes studies of a practical nature. The curriculum includes Arabic, history and geography. It also requires mathematics, science, and foreign language such as French or English.
- b) The Vocational school: a three-year practical course which prepares students for working in the lower trades. Vocational education in the CS, like in the public system,

is under the supervision of the government agency, Directorate of Vocational Education. Courses preparing students for manual occupations and trades are usually completed in the "École Professionnelle" (ages 11-14), though occasionally students continue two additional years (ages 14-16) in the vocational school of technical training. Neither vocational options, however, qualifies the student for further academic work. Therefore, the middle phase core courses consists of religion, civics, national and world history, art, music, physical education, French, and Arabic reading and dictation, earth and natural sciences, along with mathematics (Chapman 1964: 21-22).

3.4.4.2.d Secondary level

As in public and other private schools, CS secondary education in Lebanon is under the mandate of the Directorate of Secondary Education, a major branch of the Ministry of Education, Youth, and Sports. For example, curricula and selection of textbooks come under the authority of this governmental agency. The Directorate sets regulations that apply to syllabi, number of hours per week required for various subjects, examinations leading to government certificates, language of instruction and other related requirements. If the CSs wish to include additional courses, they can do so, but they still need to meet the government regulations concerning curricula and language. Hence, the secondary core requirements are religion, civics, Arabic language and literature, national and world history, philosophy, English, French, earth and natural sciences, and mathematics (Chapman 1964: 23-24).

The CS curricula reflects a direct, active course of study for the academic success of the student. There is a cohesive structure to advance the educational process while encouraging the student's best efforts (Bryk & Holland 1993: 124).

3.4.4.3 Examination/assessment

From the described mandatory course plan, the students of the CSL, like all other pupils in the general education system, are subject to official examination and assessment. This evaluation of progress from one level of learning to the next is based on the French type of external examination, which is formulated by officials from the Ministry of Education, Youth, and Sports. The sequence of testing is briefly summarised (Maalouf 1997: interview).

First, upon completion of the primary course, students take the government prescribed examinations of core courses such as Arabic, arithmetic, geography, history, or foreign language. They are required to maintain a minimum average of 50 percent, that is, 60/120 on the basis of 10 - a perfect score in each of the subjects involved. The Certificate of Primary Studies (Certificat d'Etudes Primaires Préparatoires) is awarded to those who successfully pass the exams (Azar, R. 1997: interview).

The next middle level culminates with comprehensive testing which lead to the "Brevet d'Etudes" required for further academic studies. The completion of the regular vocational course by government testing entitles the student to a certificate. Grading is on the basis of 0-20. A total perfect score in all examinations is 220, whereas the minimum total perfect score for receiving the degrees is 110. A student with a grade of 0 in any of his/her subjects becomes ineligible for a degree (Azar, R. 1997: interview).

Most studies conclude that the testing system which has been carried over from the French Mandate period suffers from profound deficiencies. It reflects low reliability and validity and tends to rate only the ability of memorisation with the focus on passing the tests, not real learning. The exams tends to foster an inflexible classroom environment, while it imposes a heavy psychological toll upon both students and their families (Black & Brown 1992: 297).

3.4.5 Concluding remarks

After surveying and describing the CSL system, certain questions of viability and vitality are posed for discussion. How can the CS continue to be viable with a unique position in Lebanon's education system? How can the cultivation of its very own system meet the tumultuous challenge of Lebanon's future especially in post-war rebuilding? Will the CS maintain and foster its vitality for continued superior education?

In reality, the strong characteristics of the CSL portrayed in this chapter are presently challenged. The latest war in Lebanon resulted in many changes for the society in general. In the aftermath of the war, the factions or parties and the Maronite church hierarchy in particular are faced with delicate issues that need to be handled responsibly. The resurgence of religious differences and the redistribution of power after the Taif Agreement (Yazbek 1994: 2) have given the various religious denominations more participation in the political process; the demographic changes and the general economic rebuilding also factor in to the role of the CSL.

Hence, these situational components impact greatly upon CSL endurance and vigour in a changing society.

The CSL is confronted today with viability and vitality which can be linked to extrinsic, intrinsic and circumstantial conditions. For example, extrinsic matters stem from political situations. The previously described political factors in this chapter have confronted the CSL with current extrinsic issues: the occupation of Lebanon, national education policy with the controversy of arabizing curricula, co-operation with other sectors and lastly, the assessment by the CS in response to government education mandates.

Moreover, the intrinsic issues deal with the unique pastoral cohesion of the CS mission i.e. the integration of service and spirituality into academia. This also signifies a social, co-operative integration within the CSS itself to ensure a unified educational platform. This is necessary in order to address the issues of the Islamic student population and religious fundamentalist movements and the affect upon the CSS.

Lastly, circumstantial conditions are also important to the CS sense of viability. Management of the teaching staff exemplifies the standard of professional competence and commitment to the CS mission itself. The reality of financial implications also describes the circumstantial conditions for resources, responsibility, along with wage and operational costs. In all these instances, careful, diligent planning and preparation are the key to fostering the viability of the CS.

Finally, the vitality of the CSL relies upon appropriate conditions which the energetic, realistic progress of the educational system requires. For instance, these conditions involve the structure of the governing hierarchy and religious orders. They must both convey a sense of pastoral effectiveness for crucial inner vitality. The cultivation of grace, charity, and family values must become the real source of vitality to move the CS into the future.

3.5 Summary

The CSSL has been traced from its early origins within the context of the country's historical development. From a struggling, uneven history, the CS endured on-going challenges. The

CSL has remained faithful to its mission for Lebanese education despite arduous historical, social, and political conditions.

However, the CSPL has been left with many clear and unresolved issues. To further explore the CSS for pertinent post-war issues, the role of the CS principal is central. He/she has the elemental position within the system to determine the direction of the CS. The progression of the CSL is dependent on the ability to manage and to lead in an educational context, especially in rebuilding Lebanese society.

CHAPTER 4

THE PRINCIPAL IN THE CATHOLIC SCHOOL SYSTEM IN LEBANON

4.1 Introduction

A general survey of the CSSL in Chapter 3 indicates that the core of the system centres upon the principalship. Chapter 4 examines the CSPL in terms of manager and leader with a focus on his/her position in the aftermath of the recent war.

The continued edification of the CSSL relies upon the principal carrying forward the immeasurable responsibility of education for Lebanese students, as Ackerman, Donaldson and van der Bogert (as cited in Jacobs 1996: V), state. This analysis will now be applied specifically to the Catholic principal in post-war Lebanon. The role will be scrutinised in terms of precise job description, management, leadership, related tasks and responsibilities, and finally, problems and challenges to the Catholic principal in today's Lebanon.

4.2 The Catholic principal

The CSP has the same basic description worldwide - with the role and its universal application: to further the educational mission of the Catholic Church (Jacobs 1996: 45). As outlined in Chapter 2, the role generally encompasses the basic management and leadership capabilities of coordinating and guiding. Furthermore, the CSP supports the work of others by establishing objectives, evaluating performance and building a supportive climate for the school. Reflecting these characteristics, he/she also embodies a Christian school philosophy, values and mission for the entire school community (Grace 1995: 173).

Although much of the work of the CSP is similar to that of his/her public school counterpart, the nature of school leadership has a distinctive character. Both the public and the CSPs value academic excellence and educational attainment by students. For the principal in the CSL, however, there is also a *spiritual* dimension of leadership that is apt to be absent from the concerns of public school administrators (Grace 1997: 11-12). This spirituality is shown in the

language of community that the principals use to describe their schools; they work to achieve the goal of community (Bryk & Holland 1993: 156; Buetow 1988: 259-260).

The uniqueness of the role lies in the responsibility to be the *spiritual* leader of the school. In this capacity, the principal promotes and shapes the Catholic identity of the school and motivates the staff to be faithful to its basic mission: the integration of religious truth and values into life. In this regard, in the CS, the principal cannot have any doubts about the school's exact identity in exercising his/her role. In other words, the CSP in today's world encompasses the following:

- * the call of the principal to be *spiritual leader*
 - * the call of the *educational leader* to excellence
- (Ciriello 1996: vii-viii).

The expectations of the CSP flow from the dual mission of the schools and are shaped by its organisation. Since the CSs provide both academic and religious education, the principal is expected to supply both educational and spiritual leadership (Kealey 1992: 4).

Fostering school improvement, the CSP can shape and influence life within schools as no other single person can. Articulation of purpose, consensus and Catholic vision of life guide the principal to a philosophical and theological purpose - the heart of the Catholic educational apostolate (Jacobs 1996: v-viii). Hence, the CSP must not only embrace the administrative and general management and leadership qualities, but must have the core spirituality as well (Grace 1996 c: 7).

4.3 The Catholic principal in Lebanon

Throughout the world the CSPs job description is the same; the role in CSL is fundamentally parallel with prescribed duties and expectations. Since he/she has the traditional role of educational and spiritual administrator, he/she has to be endowed with the appropriate knowledge as well as the capacity to ensure the presence of God amongst his/her constituency (Kealey 1992: 67). The CSPL also traditionally has the humanistic and empathetic dimension in dealing with the principalship.

Moreover, along with these fundamental expectations, the CSPL has always to face socio-cultural matters of a complex nature pertaining to the job responsibilities. For instance, during and after the 1975-1990 war, sectarian sentiments and their associated loyalties appear to have reasserted themselves more powerfully than ever before. For example, Maronite Christians felt that their religious freedom and identity were at stake while the Shiite Moslems believed they should claim their political rights. Religious loyalties had become so intense generating a pervasive, societal paranoia. More surprising, they bear an inverse relationship to the degree of religiosity (Geha 1981: 140-141).

Preliminary results of a survey on the socio-psychological effects of the war reveal that while the religiosity (measured by the extent of changes in beliefs and the practice of religious duties) of a selected sample of the Lebanese people has been declining, their confessionalist religious basis and prejudices are becoming more pronounced. This implies, among other things, that religion in Lebanon is not just a spiritual force to establish self-identity, but a means of communal and ideological mobilisation (Shehadi & Mills 1988: 195-196). In other words, this shows how the repercussion of the most recent war in Lebanon has fractured the relationships among the diverse groups that constitute the Lebanese society. It also reflects the fragility of a socio-political system not operating within a strong consitutional process (Chartouni 1993: 39; Hourani 1996: interview).

From the above sampled discussion, it is obvious that the CSP faces special issues in Lebanon. Against such a background, the CSP as *manager* and *leader* must recognise the impact of the cultural, social, religious, and political factors upon the role and its responsibility. As an effective administrator, the CSP must act as cultural leader in the midst of cultural diversity and its ensuing challenges. In addition, the array of both Christian and non-Christian groups within the CSS calls especially for the principal to instill the Catholic value of education (*To Teach as Jesus Did* 1973: 29).

Finally, the CSPL is required to function and to progress according to high Catholic standard of education. This is particularly important since the Lebanese education system reflects a lack of government policy or control in the areas of administration and teacher recruitment. This contributes to a questionable future path (Yacoub & Yacoub 1991: 32-33). How the CS administrator confronts this precarious situation will indeed reflect the strength of the position of the CSL. In addition, post-war Lebanon has brought to the forum new socio-economic dimensions. Hence, CSPsL should possess the ability to discern the demands of these situations (Zaidan 1995 b: ٤٢). They should replace the old attitudes and value patterns with

new, more constructive and meaningful concepts that further both pupil and staff development (Abou Moussa 1997: informal exchange).

4.3.1 The Catholic school principal in Lebanon as manager

With his/her unique and critical position in the post-war Lebanese school system, the CSP as *manager* is examined. Drawing upon the definition of the principal's role as entertained in Chapter 2, the principal as *manager* is again a vital consideration (cf 2.3, 2.4 & 2.5). The principal's ability to respond effectively to a variety of responsibilities essential to the successful running of an educational institution is of great importance in this context (Drahmann & Stenger 1989: 13-14).

As manager, the Catholic principal provides practical support for both meaningful and efficient function. Reflecting on the essence of effective CS management, Hind (as quoted in Torrington & Weightman 1989: 1-4), states:

Christ was the most effective executive in the history of the human race. The results He achieved are second to none. In three years, He defined a mission and formed the strategies and plans to carry it out. With a staff of twelve unlike men, He organised Christianity ... He recruited, trained, and motivated twelve ordinary men to become extraordinary. He is the greatest manager and developer of people ever.

Building upon this theologically based philosophy, the CSPL manages the school with primary responsibilities. These major areas of concern in management include administering personnel matters, fostering institutional relationships, and facilitating the school's finances (Bansemer, Gelpi & Schuele 1991: 37-38). All these aspects of management require administrative skills enhanced by the spiritual quality of the CSPL.

4.3.1.1 Personnel management

The first important area of responsibility for the CSPL is *personnel management*. The effective staffing of a school is a direct reflection of the principal's managerial capabilities. The fundamental human resource issues include:

- * recruitment, interviews, selection and orientation for school staff

- * knowledge and skill of organisational management, delegation of responsibilities and communication skills
 - * staff development
 - * use of effective group process skills
 - * evaluation of staff
- (Drahmann & Stenger 1989: 31).

In his/her work with personnel, a high standard is expected of the CSP as manager. The basic *personnel management* process is essential to the future of the CS. Today's Lebanese CSP must have specific skills to recruit, assess, develop, and evaluate a wide variety of personnel who fill a variety staff positions in the CSL. Furthermore, he/she must be knowledgeable in group dynamics, budgeting, canon and civil law, public relations, governance, current technology, and long-range/strategic planning (Ciriello 1994 a: 8; Ciriello 1996: 70).

4.3.1.1.a Personnel search and selection

The *search* and *selection* of instructional personnel is a critical function of the CSPL as manager. Convey (1992: 59) suggests that choosing the appropriate CS personnel will affect the teachers satisfaction, success, and longevity as well as student achievement. The *selection* process of recruiting candidates should reflect a cross-section of those who reflect the multi-cultural perspective of the Catholic Church (Ciriello 1996: 75). This is particularly crucial in Lebanese schools that boast a culturally and religiously diverse population. Recruited directly by each principal, the candidates are given special screening based upon this cultural pluralism issue as said by Shea (quoted in O'Brien & McBrien 1986: 13).

This theme of cultural diversity calls for particular discernment by the principal in the interviewing process. He/she also looks for qualities of listening and observation, positive morale, motivating students, time commitment and management and efficient planning and organisation for the classroom. The *search* and consequent *selection* of staff (teachers) requires the careful scrutiny of candidates by the CSPL (Bryk & Holland 1993: 130-132).

4.3.1.1.b Staff development

Furthermore, personnel management includes the duty of *staff development*. Ciriello (1996: 94) suggests this can be based upon a transactional, "give and receive" idiom to sustain staff

cohesion. The CSPL designs a yearly plan with various opportunities for the personnel to be stimulated, motivated, and enriched.

The effective CS manager employs a *consensus* form of decisionmaking in the process of developing a personnel development program (Convey 1992: 35). The staff works with the administrator in planning such programs as regular staff meetings and ongoing assessment with teacher involvement and feedback. Together, the principal and staff formulate goals and objectives to achieve the overall vision and mission.

The CSP endeavours will be fruitful when teachers and staff involve themselves in an intrinsic, transactional reward system. In others words, the staff including teachers should feel they are able to make a significant contribution to an endeavour (Ciriello 1996: 79). Thus, the CSPL encourages the staff and teachers to become essentially self-managed and self-motivated (Bell 1992: 141-142; Ristau & Rogus 1991: 32).

4.3.1.1.c Personnel appraisal

In still another human resource capacity, the CSPL is in charge of *personnel appraisal* for professional renewal. This is central to school improvement. Moreover, the CSP uses appraisal to support teachers professionally. With this appraisal, the CSPL garners the means to support the teachers in furthering their own professional goals. Therefore, teacher involvement in appraisal is essential.

This process of personnel evaluation is directly connected to teacher involvement of the entire appraisal system. According to Ciriello (1994 b: 32), there are six levels of assessment that include input to teachers:

- * The school principal must capture the essence of a teacher's responsibility
- * CSPs and teachers set performance goals together. The teachers' input is crucial because they basically hold the key to successful goal attainment
- * The principal gathers appropriate information regarding the moral and legal implications for personnel appraisal
- * The principal assesses the actual performance of the teacher
- * The principal communicates assessment findings.

The outcome of this *appraisal* is professional renewal for teachers. In other words, the CSPL utilises the evaluation as a continual process involving personnel planning and implementation. Individualised professional renewal builds upon the job-related strengths of the individual teachers and seek to enhance their knowledge, skills, and abilities (Bell 1992: 131-133; Viel 1995: 26).

4.3.1.1.d Process skills for personnel management

As manager, the CSPL must maintain the stability and security of a school organisation. The cultivation of stability and security presents dynamic opportunity and responsibility for the principalship. In personnel management, the principal relies on *process skills*, that is, people skills - for both himself/herself and the staff - to encourage the school organisation to maintain ongoing levels of effectiveness. For instance, *team building* and *delegation skills* are often cited as the most essential for effective personnel management by the CSPL. Also, *conflict management* skills are fundamental for the effective CSP (Ciriello 1994 b: 26). In combination, these abilities constitute important aspects of the CS management.

4.3.1.1.e Team building skills

The CSPL exemplifies his/her fundamental process skills by the efforts of *team building*. This is an effective strategy for bringing school personnel together around a common mission. Ciriello (1996: 82) states that successful teams have several traits:

- * Clarity in team goals
 - * An improvement plan linked to an organisational mission
 - * Clearly defined team member roles
 - * Clear communication processes
 - * Beneficial team member behavior
 - * Ground rules and decision-making procedures
 - * Significant contributions by all team members
- (Langer & Welegala 1989: 50-51; Payant & Gardner 1994: 14-15).

This calls for both the CSPL and the school personnel to draw upon and to coordinate their skills to build lasting solutions to the complex problems of schooling in post-war Lebanon. In his/her

management role, the CSPL must especially provide an impetus to and guidance for the *team building* process.

4.3.1.1.f Delegation skills by the Catholic school principal

In relating to team building, the CSPL should delegate more responsibility to teachers. Through *delegation* the CSPL motivates teachers by enabling individuals to exercise their unique gifts - with the power of total staff involvement. He/she provides an opportunity for teachers to be an integral part of the decision-making process which yields significant school outcomes (Drahmann & Stenger 1989: 31).

For effective *delegation*, the CSPL should:

- * delegate *gradually* for the building of confidence and competence
- * delegate the *whole task*, avoiding any micro-management of individuals or teams
- * delegate *task-related* decisionmaking and problem-solving authority to individuals and/or team members

(Bell 1992: 80; Convey 1992: 92-95).

Thus, the principal demonstrates his/her own management skills based upon this practice of *delegation*. The success of the staff and/or teachers reflects the effectiveness of *delegation* skills by the CSPL (Viel 1995: 21-24).

4.3.1.1.g Conflict management

Finally, the process skills of the CSPL includes *conflict management*. In typical circumstances, this applies to emergency situations, but in Lebanon, this also refers to volatile internal, politically induced crises. The CSPL must foster a constructive environment where the principal seeks not only to create conditions that minimise conflicts, but also facilitates the resolution of conflicts as they emerge.

The CSPL should, however, be mindful that the CS is a faith community which values the individual and respects the diversity among people. He/she has a variety of tactics to demonstrate *conflict management*. The effective CSPL manages inevitable conflicts that arise by taking into consideration the needs of the individuals involved. For instance, he/she listens

carefully and gives priority to the concerns of the individual teacher. Sergiovanni as referred to in Ciriello (1996: 83) claims that conflict is minimised and tasks effectively completed when individuals are treated as professionals.

In summary, *personnel management* signifies a broad scenario of opportunities to display management skills. The CSPL engages in *staff search and selection, staff development and personnel evaluation*. The administrator utilises the process skills of *team building, delegation, and conflict resolution*. Through these areas of administration, the principal establishes himself or herself as an effective *personnel manager*.

4.3.1.2 Institutional management

In addition to the aspect of human resource management, the CSPL must also address matters of institutional administration. These issues of *institutional management* include:

- * establishing an orderly school environment and promoting of student self-discipline
- * a sound relationship between school and the General Secretary of the Coss
- * a sound relationship between the school and its neighbouring CS
- * a sound relationship between the school and his/her diocese (the district under the pastoral care of a specific bishop) or religious (the monastic order such as the order of Maronite Missionaries or Antonine Sisters) educational coordinator
- * the incorporation of civil and canon law as it applies to CSs
(Ciriello 1994 b: 93; Ciriello 1996: 70).

It is of great consequence how the CSPL relates to the respective hierarchical church structure. The CSL, diocesan or religious, has diverse funding sources and governance structures by which they operate. There does not exist one set of policies, much less practises, that direct all these schools (Azar G.M. 1997: informal interview).

In this section, an outline of the church governance and structure will be formatted with brief explanation of the possible institutional relationships pertinent to the CSPL.

4.3.1.2.a Diocesan Catholic school principal

In diocesan schools, at the secondary level, the usual practise is to have a diocesan priest serve as the principal of the school. In those instances where a female clergy or a lay person was appointed principal, the usual practise is for the bishop to appoint a priest as academic and/or spiritual director. In this way, as institutional manager, the *diocesan principal* usually answers directly to the bishop in order to fulfil the operational duties of the school (Bryk & Holland 1993: 149).

4.3.1.2.b Religious Catholic school principal

The *religious CSP* shares a similar appointment process to the diocesan CSP. However, unlike diocesan schools managers, those who serve as administrators of religious schools have unique relationships with their religious congregations such as the Maronite Holy Family Sisters or Society of Jesus. It is noteworthy that the principal is a member of the religious congregation and is appointed by the Superior General to serve a specific term. Even though associated with an order or congregation, the principal enjoys almost total autonomy in the daily institutional administration of the school and the evaluation of personnel (Sheehan 1995: 4-5).

Operating a private school without significant financial support from either the diocese or religious congregation, the principal usually has the responsibility for a balanced budget within approved limits. As institutional manager, he/she has also the responsibility for capital improvements and repairs. Hence, ultimately accountable for the administration of the budget, it is important that he/she has a solid understanding of all financially related issues (Ciriello 1996: 43).

Private religious schools in Lebanon have traditionally operated in dioceses as a significant part of the congregation's mission. The bishop relates the school mission through the Superior General of the congregation, or directly with the principal. The relationship between the bishop and the respective private religious schools is generally reserved for common school concerns and good relations. The bishop has no direct authority over the internal affairs of the school whatsoever (Halabi 1997: commentary).

In conclusion, personalities, politics, and policies at the local level can really influence the governance and accountability of the CSL. Moreover, it remains true that local autonomy is a

noteworthy element in the CSL; this contributes to the school's effectiveness. However, it is always of benefit to all educational institutions to follow instructions and guidelines provided on issues related to the common good of the whole CSS, especially during times of upheavals and controversies (Zaidan 1994: interview; Viel 1995: 26).

Whether it is a diocesan or private religious school, the CSPL assumes *institutional management* responsibilities. This is yet another aspect of the crucial role of the CSPL as manager.

4.3.1.3 Financial management

As manager, the CSPL is accountable for yet another area of great importance: the finances and budget of the school. He/she demonstrates abilities in managing the school's financial resources in developing and monitoring a school budget. The CSP effectively understands the basic strategies of long-range planning and applies them in developing plans for the school. He/she seeks resources and support to enhance the school's sound financial status (Ciriello 1994 c: 184-185; Ciriello 1996: 97).

Financial management is a fundamental component for preserving the CS, that is assuring the viability of a school's essential activities. This includes the funding needed to accomplish the fundamentals of the school operation. As manager, the CSPL takes responsibility for the financial existence of the school and therefore, the continuation of its religious and academic mission (Jacobs 1996: xv).

Financial management includes two considerations: first, knowing the school's present and future needs, and second, mapping a strategy for funding all those needs. It requires the principal to work according to the existing policies of the diocesan or religious congregation and in conjunction with their in-school business (as it is the case in the CSL) (Drahmann & Stenger 1989: 33).

In *financial management*, the CSPL applies a variety of management skills:

- * establishing and maintaining a vision
- * sustaining qualitative and quantitative goals
- * including cooperation and productivity

- * acting decisively
- * realising a comprehensive plan for school improvement
(Btaiche 1996: informal exchange).

Successful *financial management* depends upon the utilisation and effectiveness of these key abilities.

4.3.1.3.a Budgeting

For the CSPL, financial management is unavoidably integrated with budget making. As the key to financial control, budgeting begins with a clear understanding of the mission and philosophy of the school. The *budgeting* process seeks to establish the cost-per-pupil of operating the school and then to project the income for meeting these costs. Once the budget is determined, the CSPL ensures that the various budgeted funding goals are met and that spending does not exceed prescribed outlays. If the principal is not successful in these two primary responsibilities, budgeted programs and personnel necessary to the school's mission will be in jeopardy.

Further relating to budgeting, the CSPL as financial manager also focuses on other monetary matters. *Salaries* and *benefits* are the responsibility of the principal. These labor costs make up the greatest part of any school's budget.

On June 13, 1996, a new set of laws (Government Journal 1996: Resolution 1148) organising the non-gratuitous private schools has been released by the Lebanese Government. It outlines the new requirements for the school budgets; 65% of the total annual projected budget must basically cover the salaries and related expenses, as well as the overheads such as social security, pension and family compensation. The remaining 35% includes any provisional expenses, emergencies, medical aid, maintenance, equipment and capital improvement. On the other hand, it stipulates and formats the presentation of an annual balance sheet and income/expense schedules. It regulates the students' tuition, teachers and staff benefits, as well as the parents association's role in the school which entails overseeing the financial fiscal year and regulations of problem-solving related issues.

Some considerations in budgeting are:

- * the long-term objective or strategy regarding compensation
 - * the review of salary scales for effectiveness and being current
 - * compensation issues requiring attention beyond the standard scales and benefit provisions
 - * personnel assignments to be funded for the first time
 - * tuition escalation vs. economic inflation
 - * maintaining equilibrium of collection of funds (tuition) versus paying out higher personnel salaries
 - * all this addressed in the budget
- (Government Journal 1996: Resolutions 1148-1152; Halabi 1997: commentary).

On the issue of *financial aid*, if the school has a plan for allocating tuition reductions or other grants-in-aid, the CSPL is responsible for the allocation of the total amount of aid available and a formula for its dispensation. This is crucial for the principal in maintaining a balanced budget. In most cases, financial aid is allocated from the general funds of the school itself, practically the only direct source of financial assistance. However, occasional funding is received from various outside sources like foreign relief organisations. In any case, the principal solely remains responsible for the distribution of this money (Btaiche 1997: interview).

Finally, regarding *tuition*, the CSPL establishes a process for dealing with tuition costs and postponed or waived payments. The principal is responsible for the collection of all owed funds of tuition. It is interesting to know that every CS determine its tuition schedule according to its budget. In other words, the tuition fee is calculated according to the money the school needs to operate, divided by the number of students enrolled per fiscal year. The profit margin is almost 35% before any extra expenses are incurred such as new equipment or hiring of advanced trained teachers which require higher payment than marked by the government quota. The Ministry of National Education, Youth, and Sports receives detailed income/expense statements with all attachments proving the authenticity of the auditing (Government Journal 1996: Resolution 1150).

As financial manager, the CSPL utilises constant planning and evaluation to ensure the financial health of the school institution. In this financial planning, he/she calls upon *strategic* thinking which combines both creative and analytical processes (Viel 1995: 17). This *strategic* thinking prepares the school for sound financial management within the context of the school's defined mission. The principal seeks assistance and advice from those in the school community who

can contribute practical skills for business and financial analysis. Lastly, once the plan is initiated, the CSPL evaluates the success of the financial plan (Joseph 1997: informal exchange).

4.3.1.4 CSPL management summary

For the CSPL, the demands of management are often unrelenting, demanding enormous amounts of energy and time. Prudent attention to issues of personnel management, institutional management and finance is an important part of the principal's management efforts. It is important to point out that principals will accomplish little without the cooperation and dedication of others (Drahmann 1992: 38-39). As manager, the CSPL consolidates his/her own skills with the competence and commitment of the school staff. This management effort yields successful school administration (Viel 1995: 17).

4.3.2 The Catholic principal in Lebanon as leader

The key position of the Catholic principal in Lebanon as *leader* is now discussed. Complementary to the role of manager, the CSPL exerts the most important influence in a school setting (Convey 1992: 107). This demands *leadership* which is a crucial aspect in determining the overall efficiency and effectiveness of the CSL. As alluded to in the previous chapter, the CSP as *leader* represents an organisational, social, and moral architect for the school community (Jacobs 1996: vi).

In particular, the CSPL as *leader* focuses upon the vision and consequent mission of the school. This encompasses the varying roles, characteristics, and functions central to the successful outcome of this vision and mission (Ristau & Rogus 1991: 25). True to the biblical quote, "Where there is no vision, the people perish" (Proverbs 29: 18), the Catholic principal adheres to this focus in his/her leadership capacity.

In this section, the CSPL will be described according to certain leadership roles depending upon the varying situational needs. Specifically, the aspects of *spiritual* and *educational leadership* will be described and analysed.

4.3.2.1 Spiritual leadership

Leadership of the CSPL focuses upon the unique *spiritual* dimension of every successful Catholic leader. This kind of *spiritual* leadership is particularly traced to the model offered by Jesus Christ - one of servant leadership (Gorman 1989: 29; Jacobs 1996: 17). Christ signifies the *spiritual* cachet in schools that must be ingrained within the CSP (Grace 1996 a: 74).

Regarding the dimension of spiritual leadership, there are definite beliefs espoused by the principal:

- * the CS is an integral part of the church's mission to proclaim the Gospel, build faith communities, celebrate through worship and serve others
- * the spiritual formation of the entire school community is an essential dimension of the CS mission (Ciriello 1996: 45; Jacobs 1996: 15; Convey 1992: 101-103).

4.3.2.1.a Faith development

Based upon these central CS beliefs, the *spiritual leadership* of the CSPL indicates a certain responsibility. The main focus is fostering *faith development* in the school community (Pistone 1990: 12). Cultivation of spiritual faith rests upon the specific admonishments of Vatican II where it describes the mission and purpose of CSs:

- * to create for the school community an atmosphere enlivened by the Gospel spirit of freedom and charity
- * to help the student in such a way that the development of personality will be matched by the growth of the new creation which the person became by baptism; and
- * to relate all human culture to the news of salvation, so that the light of faith will illumine the knowledge which students gradually gain of world, of life, and humanity

(*Declaration on Christian Education* 1967: 8; Groome 1996: 119-120).

For the CSPL, this *faith development* signifies the promotion of Christian values within the school community and the attention to the moral and ethical development of students (O'Donovan 1995: 18-20). This is reliant upon the principal knowing the history of CS philosophy while utilising church documents and directives as guiding principles for the school program (McLaughlin 1996: 141). The CSPL implements the school vision and mission above all else.

In a sense, this *spiritual leadership* calls for the principal to be transformational while guiding the *faith development* of staff and students. It is central, rather than peripheral, to the very identity of the CS (Doyle, Kinate, Langan & Swanson 1991: 1-6).

4.3.2.1.b Areas of spiritual nurture

The principal as *spiritual leader* constantly fosters opportunities for spiritual growth. This process includes consistency in developing and administering the school mission and priorities. The CSPL communicates with staff, students, and parents alike. Finally, he/she motivates all personnel to take responsibility for the religious mission of the school (*To Teach as Jesus Did* 1973: 29).

Furthermore, the CSPL cultivates the spiritual centre of the school. This involves the articulation of organisational Catholic purposes and strategies along with scheduling formational and religious activities for students and staff. He/she provides opportunities for the school community to celebrate faith, while supporting and fostering consistent practices of Christian service (Azar, R. 1997: interview).

In conclusion, the unique spiritual dimension of leadership involves many areas of faith development for the school. This is a remarkable, intrinsic distinction between the CSP and the conventional principal in other school settings (Skillen 1993: 49, 53-54)

4.3.2.2 Educational leadership

Together with being a spiritual leader, the CSPL is also called to be *educational leader*. Related to the mission and vision of the school, this aspect of leadership is directly related to the path and direction of school, both academically and culturally.

4.3.2.2.a Curriculum and instruction

The CSPL provides *educational leadership with curriculum and instruction*. In this regard, he/she utilises a broadly developed set of understanding and skills. He/she supports a vision of achieving excellence in academics within the context of a community of faith (Buetow 1988: 95-97).

In the development and application of *curriculum*, the principal in a CS is expected to understand the developmental stages of children and youth to integrate the content and methods of religious education and Christian values into the curriculum. The educational leader is expected to recognise and provide for cultural and religious differences in the presentation of the curriculum (Ciriello 1994 a: 116-117; Ciriello 1996: 44-46).

The CSPL constructively supervises the instructional aspects of the school. He/she is expected to understand a variety of educational and pedagogical skills and to direct the faculty in developing inclusive instruction for all students. Since evaluation is an important component of educational improvement, the principal should demonstrate an understanding of effective procedures for evaluating the learning of students and the general school program (Roberts 1993: 64-65).

For educational leadership, *curriculum* is the major vehicle by which the school mission is achieved by the CSP. First, the principal incorporates the distinctive Christian mission, reflective of religious and human values, into a comprehensive curriculum. Based upon a Christian purpose, this includes the premise of philosophy, family, church, and state/nation influences, and a definite global vision/world view. The implementation of policies, goals, guidelines and objectives constitute a concrete curriculum.

Furthermore, in *curriculum* the CSPL employs instructional strategies that apply to appropriate learning theory. This constantly involves the process of staff development with emphasis on content with its scope and sequence and instructional materials. For instance, the CSPL involves department coordinators in the selection of instructional strategy and materials. Finally, the principal utilises a systematic and periodic assessment/evaluation with an ongoing *curriculum* assessment cycle (Viel 1995: 26).

The principal is called upon to develop a thorough *curriculum* and the subsequent appropriate instruction. This challenges students while imparts and shares gospel values. Consequently, the *curriculum* reflects a global vision by the principal, staff, and students alike. This reflects a basic dignity to all persons in a multi cultural understanding underlined by the Gospel of Jesus Christ (Ciriello 1994 a: 38-39; Hayek 1994: 81-82).

For *curriculum* development, the procedures for assessment and goal setting are used in an ongoing process. The philosophy or theory evolves into real practice. These efforts must be recognised by the entire school community. The goals of curriculum show the needs of students and interact in content appropriately.

For *curriculum*, instructional strategies are instituted by the principal through staff development. This is how the teachers stay knowledgeable about learning theories, styles and application of teaching strategies. Consequently, the education gap between theory and practice is closed by applying new theories and trends. For instance, the instructors make use of computer assisted programmes, or audio-visual facilities.

Furthermore, the principal selects instructional materials to reflect the CS philosophy. This should also meet the needs of the students and enable them to learn the content and skills of the *curriculum*. For example, the students learn during music lessons the background of Christian music. In art lessons, they learn the developments of Christian art and how it affected their respective societal periods (Ristau & Rogus 1992: 20).

The scope and sequence of learning objectives concentrate on theory and skills for specific subject areas like religion, language arts (reading, writing, and speaking), mathematics, science, social studies, music, art, physical education, health, and foreign languages - to impart gospel values.

Curriculum planning by the educational leader needs to be systematic. This is an on-going long range process with a Christian focus. A regular plan for *curriculum* development includes review and assessment of philosophy, policies, guidelines, goals, objectives, along with scope and sequence (Ciriello 1996: 65). Accordingly, *curriculum* is a key area to demonstrate the CSPL's leadership capability.

4.3.2.3 Aspects of cultural leadership

In the case of *educational leader* in CSL, the principal is expected to demonstrate *cultural leadership* skills, applying a Catholic educational vision to the daily activities of school life, that is the ethos and value climate of a school and the quality of interpersonal relations within it (*Life to the Full* 1996: 18-19). He/she promotes healthy staff morale and recognises and fosters leadership among staff members (Reynolds 1995: 65). Using research and current trends to guide action plans, the principal identifies and effects needed change. Finally, the principal attends to his/her own personal growth and professional development (Ciriello 1996: 43).

In establishing school *culture*, there must be effective educational leadership for the CSPL with the following guidelines, as Purkey and Smith cited in Ciriello(1996: 54), state:

- * strong instructional leadership
- * high expectations for student achievement
- * well-defined goals, especially for a strong academic program
- * local control over instruction and staff in-service programs
- * a cohesive approach to discipline
- * system of monitoring students progress and
- * regular student attendance.

This directly affects school climate, permeating all aspects of school life, that is culture has to be firmly established by the CSPL. This includes student and teacher morale, teacher-principal relationships, and a school belief and value system (Mosley, Meggins, & Pietri 1993: 243).

School *culture* is directly connected to school improvement as set forth by the principal. It provides a bonding spirit that helps teachers to teach, students to learn, and for parents, administrators, and others to contribute to the instructional process. This *culture* gives communication for school identity through shared values. In other words, school culture exudes a climate that in turn affects student outcomes, behaviour, values, growth, and satisfaction (Mullaly 1996: 6).

Accordingly, with the cultural component of leadership, the CSPL is challenged to develop a school climate that cultivates effective schools. The school *culture* also is influenced and shaped by the values and beliefs of Catholicism. The result of successful cultural leadership

is the bonding together of students, teachers and others as believers in the work of the school (*The Ministry of Teaching*, undated: 1-4). In the school cultural sense, this completes the whole leadership role for the CSPL in both a religious and academic sense. The principal therefore is called upon to be an educational leader who sets the climate and *culture* for the school (Convey 1992: 89; Groome 1996: 115).

As educational leader, the CSPL, acts in key areas like academic and cultural concerns. He/she oversees and promotes curriculum and instructional policies for academic excellence. The principal also leads the fostering of a positive, Christian culture for the school. These aspects of educational leadership define the principalship for a solid progression of the school plan and program.

4.4 Selection/appointment

The selection of the CSPL is a complicated process to characterise. Even so, there is tendency today to appropriate the selection process of the CSPL. The position is these days filled by a capable person, but many times by someone who is not formally trained in administration. This stems from the administrative interests of the religious order, congregation, or diocese administrative interests where the philosophy of administration does not necessarily reflect a working knowledge of current management trends. Nevertheless, the selection process can be generally outlined.

4.4.1 Selection trends

The routine of appointing or promoting the Lebanese CSPs to administrative positions is generally based upon the leverage of *seniority*. However, some consideration is given to the "personality" of the aspirants. Sara (1988: 262) cautions that the term is not used in its precise meaning; it is not suggested that none of the educational systems in the Arab region uses personality tests. What Sara was alluding to is that persons who were more gifted in "speaking talents" (or preaching) and/or had a "balanced temperament" or were close to the religious or diocesan leadership were often favored choices as candidates to hold administrative duties.

Furthermore, only a small number of school administrators have actual degrees in educational administration or pre-service certification. The majority of appointees are often highly

experienced in many fields of expertise, yet do not necessarily claim management or leadership training. This situation is somewhat compensated for by those appointees who have nonetheless gathered on-the-job training and experience. However, there is still a lack of real training for progressive management and leadership to effect real momentum in carrying the school forward in the CSSL (cf 6.2.2).

4.5 Challenges to the Catholic school principal in Lebanon

In his/her role as an administrator, the CSPL is faced with various problems and challenges that are intrinsic for progression of the school. These variables can be critical in the long-term if not attended to in the short-term. Following the previous discussion of management and leadership of the CSPL, these challenges can be viewed from two perspectives: *personal* and *interpersonal*. These dilemmas require particular discernment from the principal in his/her management and leadership capacities.

4.5.1 Personal

There are certain *personal* implications of the role of the CSPL as a manager and leader. He or she will be exposed to a sea of change over a long period of time. Post-war changes in Lebanon already have particularly shifted the social, political and technological domains. As a spiritual and educational leader, the CSPL has to be able to determine his/her role in response to these changes. The aftermath of the recent events has resulted in new global and local realities. This, in turn, implies a new *personal* mandate for the CSPL - a shift of paradigms conducive to better discernment of tasks, yet absolutely imperative (Antoun 1994 b 1; Smith 1995: 74-75). Ideally, this is dependent upon the principal's ability to portray his/her leadership role: a trustworthy spiritual leader for the school community, anchor of stability, catalyst of change, and lastly, facilitator for both staff and student.

In a changing society like Lebanon, the CSPL must respond to its demands. In his/her spiritual leadership, the principal is an anchor of stability, yet also an agent of change which reflects the Gospel message and values (*Al-Mou'tamar Al-Sanawi Al-Sani Lil-Madares Al-Katoulikia. Al-Madrassa Al-Katoulikia fi Khidmat Al-Jamii* 1994: ٦). He/she provides consistency and openness within the societal turbulence. This denotes that the principal employs the latest ideologies, strategies and methodologies in order to move the educational process into the

future. Consequently,, the changes in Lebanese society and the resulting demands upon the CSPL will indeed pose a *personal* challenge in a management and leadership sense (Hoyt 1996: interview).

4.5.2 Interpersonal

Along with the *personal* implications for the CSPL, the role of the principalship carries definite *interpersonal* meaning as well. This affects his/her actual productive interaction among staff and students alike. For instance, from the point of view of educational leadership, the CSPL has to face up to it that his/her efficiency is basically measured according to the performance of his/her students in the government examinations. Especially after the latest war, this indicator appears to be incomplete on many counts. Firstly, these examinations may not be the true measure of educational standards. Secondly, success in the government examinations depends upon many variables that sometimes makes an objective analysis quite unachievable. On the other hand, a school is responsible not only for the mental, but also for the physical and moral development of the students (Zaidan, A. 1996: interview).

Another serious constraint on the *interpersonal* level is the noticeable inadequacy of training facilities for the school principals in Lebanon which hinders their professionalisation. A reference to this has been already made in the relevant section (cf 4.2). The gap between the assigned roles and actual behaviour of the school principals is reduced. This enables them to play their role more effectively; institutional arrangements providing them with expanded training (both pre-induction and in-service) will have to be expanded at all levels (Azar, G.M. 1995: informal exchange).

Furthermore, with the emerging social scenario in Lebanon, one finds that the cultural values are changing so fast that a *generation gap* is developing - a definite interpersonal challenge to the principal as manager and leader. This issue is generated by the present generation seeing the application of science and technology as the solution to human problems. Its members are growing up with television, Internet, and other media which expose them to the larger world with all its diversity of culture and view. They have seen humanity experience release from earth into space and they are living with the prospect of complete automation with its attendant impacts on lifestyles and values systems in the near future. With the rapid development of communication media, the youth no longer takes its cues from carefully

monitored messages from adults at both school and home. The young are creating their own reality out of the messages they receive from different sources.

Connected to the matter of technology and its impact, the school is a reflection of where learning of all kinds takes place - and there are many other sources of learning which are equally important. For instance, the powerful modern media of communication - the press, radio, television, cinema, and Internet - can mould an individual's character more than any teacher or school principal could even hope of moulding and shaping (Maalouly 1997: interview).

Furthermore, post-war technological developments in Lebanon are not to be underestimated. Although the country has not reached its full capacity, a move towards automation and computerization is underway. This demands that education in Lebanon continues to undergo revolutionary change to meet the emergent global challenges of telecommunication (Thomas & Knezek 1991: 265). They will include changes in the content of the subject fields, in the methodologies of teaching (among others team teaching and micro-teaching), as well as new technology (use of TV and computers). There will be new insights from research in the social and behavioral sciences, that is, sociology, psychology or systems theory and new ideas about education resulting from the changes in the other areas. Developing technologies are now bringing many of these goals within reach. All these changes portend new roles for the CSPL on an *interpersonal* level of both management and leadership (Hoyt 1996: interview).

This generation gap is likely to expand if the CSPL and teachers do not play their roles effectively to bridge the gap well in time. They can do so only if they are able to come close to the experience of youth, only if they themselves can continuously narrow the gap between their own cultural background and the present, without alienating themselves from the earlier generation and the authority system of society (Maalouf 1997: interview).

On the political front, due to the strong post-war influx of Islamisation into the governmental strata, there has been a tremendous official (not to say governmental) pressure on the CSL to consent to arabising their curricula, that is, all course work should be conducted in Arabic, not in French or English (Béchara 1995: ١٤; Zaidan 1995 a: ١٩). As a result, the CSPL in his/her management and leadership capacity, has to deal with this new protracted reality, even more if the government succeed in imposing its policies (Hourani 1997: interview).

Furthermore, the latest war in Lebanon has left multiple effects, inter alia post-war injuries and reconstruction. Thus, rebuilding and reform require the CSPL as manager and leader to consider:

- (a) the education of the children with motor handicaps and other mild disabilities in common with normal children in most of the schools. This requires the CSPL not only to arrange for procurement of the necessary equipment and material but also to get the teachers to be reoriented to deal with the special difficulties of the handicapped children.
- (b) the vocationalisation of education which will require the introduction of vocational courses in general higher secondary schools. The CSPL is asked to provide for vocational and educational guidance services (*Igtimaa Al-Haia Al-Aama* 1995: ٧٨). For example, he/she arranges for the reconstruction of sheds for workshops, and for procurement of equipment. The CSPL approaches the concerned institutions for the training of teachers in vocational courses, obtains instructional materials, and establishes linkages with factories for apprenticeships in the vicinity of their schools (Btaiche 1997: interview).

Finally, examination of the emerging trends reveals a very different education for the future where the learners will become responsible for their own learning. The school principal and teachers will become facilitators helping the learners to understand their needs, plan and execute their activities and evaluate the results. The notion that the teacher is the "fountain of knowledge" will be minimised. At the heart of each school, there will be a learning resource center for students to collect the necessary information or to develop the needed skills. As a result, the new roles of the CSPL will augment the resources of the learning resources center on a continuing basis to meet the needs of students; the principal arranges for in-service training of teachers to prepare them to face numerous, subtle, and multifaceted challenges.

Accordingly, the challenges of the CSPL as manager and leader can be viewed from *personal* or *interpersonal* implications. This requires a reflective self-review of the principal in his/her capacities as manager and leader in the CSL.

4.6 Conclusion

The CSPL was defined according to the universal church expectations. In many respects, his/her operation in this key position is identical to his/her counterparts in other countries. The basic role of the principalship has therefore been described in theory and in the consequent ideal expectations. The major difference emphasized between the principal in a public secular setting as opposed to one in the private Catholic system was the key element of spiritual leadership. Taken together, all these aspects of management and leadership present the optimal function of the CSPL.

However, for the CSPL, the conditions of Lebanon particularly demand strengthened management and leadership capabilities. Further investigation and research will provide insight and evaluation of how the principal may or may not meet these projected expectations. The continued progression of the CSS is dependent upon the principal in his/her all encompassing, core administrative role. Especially in post-war times, it will be seen if the CSPL can fully assume the key roles of management and leadership to successfully meet the demands of today's Lebanese educational situation.

CHAPTER 5

RESEARCH DESIGN AND METHODOLOGY

5.1 Introduction

The role of the CSPL has been discussed in terms of managing and leading in Chapter 4. However, the reality of this dual role must be concretely and realistically investigated. How does the Catholic principalship in Lebanon reflect in reality crucial aspects of management and leadership in post-war times?

Chapters 2 and 3 constituted an extensive background to the study thus far. Chapter 2 focused on the task of the principal as a manager and leader as described in the relevant literature. Theory and practice were examined in terms of essential qualities of the successful school administrator as found predominantly in Western, and particularly American literature. There is now a need to contextualise the role of school principal in terms of CSs in post-war Lebanon. Subsequently, in Chapter 3 Catholic schooling in Lebanon was reviewed. The historical development of the CSs was traced, leading to its present day role. Attention was then focused primarily on the CSPL. The concepts of management and leadership of the CSPL were further examined with particular reference to the spiritual dimension of the Catholic principal's task in Chapter 4.

In Chapter 5 the research design for the study of the CSPL is described. The researcher explored the experience of the CSP in post-war Lebanon in terms of its management and leadership functions in the post-war period. The researcher also probed how the principal views himself/herself specifically as manager and leader. Does the principal reflect a progressive momentum for the school edging into the next century?

5.2 The researcher's role

Qualitative researchers study the participants' perspectives - feelings, thoughts, beliefs, ideals, and actions in natural settings. They use interactive strategies such as ethnographic observation or interviews; they also employ an emergent research design. Qualitative researchers enhance

reliability by making explicit all aspects of their designs. In a qualitative study, the researcher becomes "immersed" in the situation and the phenomenon is examined. The researcher assumes interactive social roles in which he/she records observations and interactions with participants in many situations. There is an emphasis on data collected by a skilled, prepared person rather than a single instrument (Schumacher & McMillan 1993: 374).

The researcher fills an important role in the social relationship with a participant requiring the identification of his/her status within the group - as insider or outsider. The researcher must consider if being an insider within the social group will limit reliability of the findings. A qualitative study also normally details the personal or professional experiences of the researcher that enables him/her to empathise with the participants, that is, he/she recognises the observed processes and participant meanings. Moreover, the field researcher is aware of ethical responsibilities and legal constraints in collecting and reporting data with informed consent, and ownership of information (LeCompte & Preissle 1984: 108-109).

A qualitative researcher should communicate his/her projects and needs effectively to members of the group being investigated. He/she communicates effectively to ascertain ascriptive characteristics such as age, gender or nationality. For this reason, the following section comprises a personal statement of subjectivity.

5.2.1 The researcher's background and present position

I am a Lebanese by birth, raised as a Maronite Catholic. I was educated in CSsL from K to 12. My seminarian studies began at age 17 and culminated in a B.A. in Theology. After my ordination into the priesthood, I was then involved with school administration and teaching in CSsL as well as spiritual programs for the youth. Meanwhile, I was still pursuing academic endeavours with the completion of another B.A. in Philosophy. Two years after my early school administration experience, I went to the USA where I obtained an M.Ed. At the same time, I was an assistant pastor at a Maronite Catholic Church. For the next seven years, I was posted as pastor in various locations across the US and South Africa. Currently, I am the Superior of the Maronite Catholic Church in South Africa.

Throughout my experience in Lebanon, my core interest has been involvement with youth organisations. I personally organised and supervised programs such as organisational meetings, summer camps, rallies, and conferences. This had given me exceptional access to

the core issues and concerns of the youth, for example, their likes and dislikes, aspirations and educational ambitions. This provided invaluable insight in understanding and establishing a rapport with them. The comprehension of young peoples' realities carried over into my experience as school administrator and teacher. The overall experience of youth involvement taught me basic leadership skills and managerial abilities, but also helped me develop my capacities to listen and to respond to people's needs.

From my most recent experience in academia and advanced managerial training, I have further cultivated my skills in the areas of management and leadership. The pursuing of graduate studies, attending training seminars and practical experience gave me on-going opportunities for enhancement of both administrative and people skills. I have been especially effective in coordinating new church projects and programs on all levels; I have been successful in effecting change for staff and church communities alike.

Consequently, I can bring my background and wealth of expertise with an insider's perspective into the research question. Since I am a product of the CSSL and a Maronite priest, I have credibility to conduct research into this particular question of the CSPL. The advantage of my status as an insider is the relatively easy establishment of rapport with the participants. I was already acquainted with half of the participants, so I found them to be responsive and curious about the research project. However, I had to establish credentials with the rest of the participants. Even so, these participants were also willing and cooperative with the research.

5.2.2 Researcher's assumptions

On the basis of my own experience and inside knowledge of the CSSL, I assumed certain outcomes of this study. The CSPL most likely would view himself/herself as an equal balance of management and leadership. I assumed that principals would contend that they uniformly demonstrated administrative capabilities. However, the research would probably indicate a lack of adequate formal managerial and leadership training. I was aware that while many CSPsL have had extensive, on-the-job training, they might not be attuned to or utilise current management trends in education.

The principals may also have a lack of experience with professional resources concerning management and leadership such as training manuals, limited availability of professional development seminars and workshops and overseas management literature other than what

has been published in French. The increased accessibility of these resources are a key to ensure progressive Catholic education in Lebanon. This was to be an especially important observation - as I consider adequate management and leadership training a positive factor in the rebuilding and restrengthening of the CS in a post-war era.

I expected also to observe the spiritual dimension of the Catholic principalship in terms of vision, mission, development of faith and religious formation. However, I assumed the investigation would most likely reveal that the spiritual dimension of the Catholic principalship will be de-emphasised in contrast to the mainstream administrative duties of the position, which will probably predominate. Generally, I wanted to surmise whether the principals had a clear understanding of management and leadership topics.

5.3 Research methodology

To begin the discussion of the research design, the choice and rationale of the methodology are outlined.

5.3.1 Choice of approach

First of all, a *qualitative* approach was selected to undertake this investigation. Since the overall purpose of *qualitative* methodology is a better understanding of real life, individuals or groups, this approach was deemed appropriate to construct research in an area which has hitherto not been explored extensively. This *qualitative* methodology enables the researcher to interact with participants, to conduct actual interviews with them, to observe their routines, and thereby to reconstruct their reality and environment from their own point of view (Silverman 1993: 9). The *qualitative* methodology allows findings to be represented in the common, everyday language of the situation, not scientific or statistical jargon as in quantitative research (Rubin & Rubin 1995: 1-2).

Data collection was done by means of *qualitative* methods: interviewing and participant observation. A preliminary questionnaire was used also to gather biographical data of participants. This questionnaire administered prior to interviews indicated the nature and content of the envisaged interviews and was an icebreaker in establishing rapport with the participating principals, especially those who were not known to the researcher.

5.3.2 Theoretical orientation

A *qualitative* approach is based, among others, upon a certain school of social science termed “*interpretive*” social science in which there is a social construction of meanings leading to *qualitative* hypotheses. Accordingly, *qualitative* research focuses on the description and illumination of meaning of the social world as prescribed by the “*interpretivist*” paradigm (Silverman 1993: 28; Vulliamy, Lewin & Stephens 1990: 11).

In other words, the *qualitative* method involves inductive research in which theory is derived from the material in the collection process. Therefore, the research procedure itself forms an active part of the formulation and explanation of the actual theory. Since this kind of theory is ascertained from the data during the research process, it is called “grounded theory” (Schumacher & McMillan 1993: 508, 511-512). This is based on exchanges in which the participants can talk back, clarify and explain their points. These explanations and theories are not just of academic interest; as Glaser and Strauss as quoted in Rubin and Rubin (1995: 4) contend, they can have practical implications. In this regard, theory is generated by and formulated from the data itself.

5.3.3 Characteristics of qualitative methodology

Being mindful of its characteristics, the researcher adopted the *qualitative* approach, as synthesised from these varying depictions:

- the primary purpose is to describe and only secondarily to analyse
- the concern lies with the process, that is, with what has transpired, as much as with the product or outcome.
- the emphasis is on inductive analysis of data as in putting together the parts of a puzzle as well as on: essential concern with what things mean, that is, the why as well as the what (Tuckman 1988: 388-389).
- seeing through the eyes of or taking the subject's perspective
- understanding action and meanings in their social context
- emphasizing time and process
- the use of everyday contexts rather than experimental conditions
- a concern with the 'micro' features of social life (a single setting or group)

- a range of sources of data collection: surveys, interviews and participant observations (Silverman 1993: 24-26).

The accommodation and flexibility of this kind of field research allows the development of theory to be pursued in a highly effective and economical manner (Tuckman 1988: 28). Moreover, while certain speculations have been made regarding the outcome of this research (cf 5.2.2), a *qualitative* approach was particularly valuable in expanding a hypothetical base. This enabled the researcher to explore new areas of investigation or to fill in gaps in knowledge. Thus, the *qualitative* approach encouraged building upon a preliminary hypothesis during the actual process of the research.

5.4 Choice of data gathering instruments

Two qualitative data gathering techniques were selected: the *in-depth interview* or intensive interviewing (individual interviews and focus group interviews) and *participant observation*. A preliminary questionnaire provided specific data pertaining to the background and current standing of the participants (cf 5.4.1).

The interview allowed for exploration of issues identified in the literature study. In addition, participant observation was also undertaken to further explore key issues of management and leadership of the principal. The daily routine of a selected principal were observed to either reinforce or dispute findings of the survey and interview. These data gathering techniques were applied during a field trip made to Lebanon in February/March 1997.

5.4.1 Preliminary questionnaire

Firstly, a *preliminary questionnaire* was administered to obtain biographical data and orientate participants to the interviews. This kind of instrument was chosen because of its effectiveness in terms of convenience and time (Schumacher & McMillan 1993: 280). It also provided a basic starting point for probing relevant information during interviews. A *data background sheet* profiled key information about each informant. A number of general questions concerning the dual role of the principal as manager and leader introduced the topic of the subsequent interviews, but no statistical inferences were made from this and it did not form part of the research findings. I presented the *preliminary questionnaire* in three languages: Arabic,

French and English. The three options of translations allowed the participants to select the preferred language format, thus to clarify any ambivalence in meanings. I am fluent in all three languages.

5.4.1.1 Principals who completed preliminary questionnaire

Nine CSPs in different regional bases in Lebanon were asked to complete the preliminary questionnaire. Five of these eventually agreed to participate in the interview and another participated in the focus group interview. These principals represented a significant segment of the largest private educational enrollment as contrasted with the public school system in Lebanon. This stems from the fact that CSsL account for about 35-40% of the total student population in Lebanon (cf 3.4).

These principals were selected as follows:

- they came from schools in the six *Muhafasats* (districts). With the new political order after the latest war, Lebanon was redivided into six districts. Participating principals came from schools from all six districts. They were selected based on information found in the *Ensemble-Supplément: Répertoire des Écoles Catholiques au Liban (1995-1996)*. In three districts where there is a concentration of CSs, the sampling was done randomly; whereas in the other three regions, the sampling was purposeful to reflect a CS with the largest enrollment in the area.
- they came from schools with a student body population of at least 1200
- the gender of the participants was not a consideration
- one principal came from a diocesan school with the rest having religious affiliated
- there was one lay person among the clergy.

Various national and international religious orders/congregations were represented in the choice of participants, but not deliberately so. National and international headings signify the geographic origins - whether it be Lebanese or foreign - of the respective orders and/or congregations. For example, a Lebanese order/congregation may have originated in Northern or Mount Lebanon. Its spirituality is based upon oriental ascetism and monasticism. A foreign religious order/congregation could come from France and emphasise the missionary life founded upon the spirituality of its patron saint. These affiliations share the same operational

principles of religious formation, both moral and intellectual. There are some differences in the fundamentals of religious philosophy such as issues of interpreting religious vows, mission life and general outlook of the world. These aspects influence and determine each school's educational approach. In this regard, I decided to indicate the differing religious orders/congregations as a notable aspect of the participant selection process.

To initiate the procedure, telephone calls were made as means of introduction for the questionnaire and the interview. Due to difficulties with the telephone lines in Lebanon, it took five days to complete the contact calls. The participants were mostly readily amenable to participate in the research. However, the researcher did notice some hesitancy and/or reluctance in a couple of cases. The researcher believed this was due to the extremely busy schedules of the principals, and probably a lack of identification with the research project. Overall, the initial contact process went fairly well. Secondly, I made thorough arrangements for delivery of the research package to the participants. The distribution process required careful planning due to time constraints on the researcher, inclement weather, hazardous road conditions and ongoing traffic congestion. Because of poor, unreliable government postal service and costly private postal deliveries, I organised drivers and elicited help from colleagues for delivery of the preliminary questionnaire. There was even one case where I delivered the preliminary questionnaire to the participant who was also consented to an interview as well as the participant observation. The delivery time covered a four period in this case.

Participants were given a covering letter, consent form and preliminary questionnaire. All documents were provided in Arabic, French, and English (cf Appendices C, D & E). The covering letter introduced the researcher and the objective of the research (cf Appendix C 1). There were directions for completing the preliminary questionnaire in the preferred language of Arabic, French, or English. There was a request to return the questionnaire by a five day deadline. The covering letter also referred to a request for an interview as follow up. A consent form acknowledged the official status of the research from University of South Africa (UNISA) (cf Appendix C 2). The participant was reassured that gathering of data was completely confidential and for scholarly purposes only.

After delivery, the response period from the principals in most cases was within the requested time frame. However, some participants took seven days to return the questionnaire. Any delay in returning the questionnaire on time was due to factors such as hand delivery restraints. Returning the questionnaire required the same means as the delivery: drivers, runners and colleague assistance.

TABLE 5.1
Profile of questionnaire participants and their respective school data

Participant Number/ Pseudonym	Gender	Age	Nationality	Educational Qualifications	Work Experience	School Year Founded	Size	Admp. Staff	Teaching Staff
1 (St. Christine)	F	48	Lebanese	BA	Former French teacher; Assistant Principal	1933	1 635	11	88
2 (Fr. Paul)	M	49	Lebanese	MA	Vocational School; Director	1874	2 222	14	180
3	M	44	Lebanese	BA/Certified in School Administration	Teacher; Assistant Principal; Delegate to Lebanese Ministry of Education	1939	2 550	12	155
4 (St. Blanche-Marley)	F	58	Lebanese	MED	Teacher for 12 years; 21 Years Principal, Assistant/Head to, then General Superior for 6 years.	1981	2 087	15	140
5	F	50	Lebanese	BA/Graduate studies	Teacher; Assistant Principal, Delegate to Lebanese Ministry of Education	1953	2 835	26	136
6 (Fr. Peter)	M	67	Lebanese	2 BA's	Teacher outside Lebanon Assistant/head Principal Director of Seminary; General Superior	1966	2 300	22	108
7	M	46	Lebanese	PhD	Journalist; Adjunct Director of publications; Teacher; Professor/spiritual director	1953	2 772	22	210
8 (St. Anne)	F	46	Syrian/French	BA/Graduate Studies	Teacher; Assistant Principal Member of the Bureau of Catholic Schools	1847	1 130	33	61
9	M	53	Lebanese	MA	Department Head at Ministry Of Education; French and History teacher; Principal	1961	733	6	53

5.4.1.2 Characteristics of principals who completed questionnaire

According to the biographical data gathered , the principals who completed the preliminary questionnaire provided the following (cf Table 5.1):

- name
- age
- educational qualifications
- work experience: teaching and/or administrative
- school size: administrative and teaching staff.

It should be mentioned that no distinction was made between urban and rural location of the schools, since Lebanon is only 10,452 square kilometres in size. The population of 4 million is closely distributed, making it irrelevant to define according to urban or rural status. The preliminary questionnaire provided the necessary biographical data and introduced the subsequent interview procedure. Thus, the questionnaire created an open, congenial atmosphere for the interviewing process (Le Compte & Preissle 1984: 160-16) as five of the nine respondents eventually agreed to participate in the interviews (cf 5.4.2.4).

5.4.2 Interviews

I used individual interviews and a focus group interview to obtain data about the CSP's experience of the principalship. The *qualitative* approach with the "*interpretive*" view was particularly evident in the interviewing process. It emphasised how people understand their worlds and how they create and share meanings about their lives. In the interviewing process, the "*interpretive*" approach does not categorise and classify, but deciphers what events mean, how people adapt and how they view what has happened to them. In the face of human complexity, time and context are important as social life is seen as constantly changing (Rubin & Rubin 1995: 35). In the case of this research, both individual and a focus group interviews were conducted.

5.4.2.1 Characteristics of qualitative interviewing

The interview process displayed the following features:

- **transparency** - the opportunity of the participants to see the basic processes of data collection. This gave an assessment of intellectual strengths, weaknesses, biases, and conscientiousness of the interviewer. In other words, the researcher orchestrated the research project in an ethical manner in that all the objectives were completely explained. Hence, transparency was easily apparent to the participants.
- **consistency** - coherence of themes to give rise to consistencies in the individuals, and also consistencies across cases. This showed itself in selection of participants and the consistent pre-determined topics which featured in all interviews although adequate opportunity was allowed for emergent themes.
- **communicability** - research that is vivid and detailed. The interview reflected a well-documented, coherent and consistent research instrument that is convincing and credible. There was rich, exact detail of each experience in the form of exact description extracted from taped interviews and their transcriptions.

These qualities reflected the multi-dimensional structure of the interview instrument.

5.4.2.2 Interview strategy

Selection of an *qualitative interview strategy* represented the following context and aims:

- to obtain the present perception of activities, roles, feelings, motivations, concern, and thoughts of the CSPL
- to obtain future expectations or anticipated experiences
- to verify or extend information obtained from other sources, and
- to verify or to extend hunches and ideas developed by the participants or researcher (Schumacher & McMillan 1993: 426).

Finally, taking cognizance of the suggestion by Schumacher and McMillan (1988: 428-432), both individual and group interviewing were audio taped and transcribed.

5.4.2.3 Interview format

Interviewing was conducted in both an individual and group setting. For the two types of interviews, an *Interview Guide* was followed (cf Appendix G). Topics were outlined in advance by the researcher with a framework of questioning in certain sequence:

- statement of researcher's purpose and focus
- confidentiality of the interview through use of pseudonyms
- prerogative to refuse the answering of certain questions
- consent to tape the interview on audio cassette.

The interview questions were based loosely upon issues identified during the literature study. Some of these topics had been introduced to the principals in the preliminary questionnaire. Thus, in the individual interviews, questions were based on the interview guide (cf Appendix G). Lasting about an hour and a half each, questioning probed further into personal views of management and leadership for the principalship. It took approximately five days to complete the individual interviews while the focus group interview was finished within one day.

The focus group interview provided an opportunity to broaden the researcher's perspective on issues such as communication, time management, laity participation and delegation. It was particularly useful to discuss as a group crucial concerns of Lebanese CSs such as post-war challenges and managing in times of crisis. The group interview gave the researcher a chance to thoroughly cross-check data with these issues. While certain topics were covered in all interviews, free discussion allowed for clarification, digressions, and anecdotes on the part of the participants.

5.4.2.4 Selection and location of the interview participants

5.4.2.4.a Individual interviews

The nine participants who completed the preliminary questionnaire were invited to participate in individual interviews and were contacted by telephone regarding the possibility of an individual interview. Five principals contacted agreed to be interviewed. Three interviews were done in the natural setting of the principal's own school. One of these three interviews was made in conjunction with the participant observation (cf 5.4.3 & 6.13). One interview was

conducted at my residence; I agreed to meet with the other at a convenient half-way location, a convent.

5.4.2.4.b Focus group interview

I initially invited four principals to participate in the *focus group interview*. However, as one was unable to participate due to a previous engagement, the group interview consisted of three principals. The three group focus interview participants were not interviewed individually. This was done purposefully to allow for cross checking of data gathered in individual interviews. One participant was of the group that had completed the preliminary questionnaire but was not individually interviewed. The second participant was selected for expertise as both a principal and ranking member of a prominent council that deals with high level decision-making and responsibility for educational issues for the entire CSsL. The third participant was a representative of the largest number of schools operated by one particular religious order. This focus group provided more relevant, diverse discourse concerning management and leadership.

5.4.2.5 Characteristics of the interviewed participants

Biographical data was obtained by means of the preliminary questionnaire which provided information about age, gender, nationality, and educational and administrative qualifications. The data of individual and focus group participants characteristics are presented in Tables 6.1, 6.2, 6.3 and 6.4.

5.4.3 Participant observation

As a further means of cross-checking data, I decided to undertake one participant observation to enhance his investigative research of the CSPL. Thus I wanted to ensure a real-life, first-hand data gathering process (Schumacher & McMillan 1993: 415). A log was kept to detail the school observation (cf Appendix K; 6.13.2). The participant observation completed the *qualitative* circle of exploration.

5.4.3.1 Participant observation strategy and format

I planned the observation of the principal with the intent of linking or comparing findings from the interviews. Therefore, the participant observation followed the typical daily routine of a

CSPL. A log or journal of activities was kept to note comments about the facilities, administration, personal and staff scheduling, and departmental meetings. These observations encompassed primarily the principal, but also included notes from others such as teachers, aides, and administrative staff.

The principal allowed me to observe her typical day which consisted of meetings with teachers and staff. Her briefings included those having to do with administration, department heads, finance officers, and maintenance staff. Her schedule also encompasses classroom observation.

5.4.3.2 Selection of a principal for the participant observation

The candidate for the participant observation, Sr. Blanche-Marie (cf 6.1, 6.2 & 6.3) had completed the preliminary questionnaire and was also interviewed individually. As a comprehensive step in cross-checking data, she was thus selected for the participant observation (cf 5.7.3). Three factors influenced my decision in approaching her for the period of participant observation. Firstly, the school of which she was principal had an outstanding reputation for *academic excellence* with its unique trilingual system of Arabic, French, and English; secondly, the school embodied a clear *vision* of its Catholic mission as indicated by the strength of its committed staff and programming. Lastly, the academic qualifications and practical experience of the principal was well-known in bringing a *wealth of knowledge* to the position with 26 years' experience as teacher and administrator. The findings of the participant observation will be discussed in the following chapter (cf 6.13).

I contacted Sr. Blanche-Marie by telephone to discuss participation in study. An appointment was granted, during which the preliminary questionnaire was personally hand delivered by the researcher. At that time, the opportunity for the participant observation was discussed and then scheduled.

5.4.3.3 Characteristics of the selected principal

Biographical data from the principal selected for observation was obtained from the preliminary questionnaire. The period of participant observation sought to clarify and to expand upon the findings of the interviews; it provided an opportunity for closure to the data gathering procedure. See Table 6.2 for summarised characteristics of this participant, Sr Blanche-Marie.

5.5 Recording, transcribing and storage of data

All interviews were audio-taped with each tape providing about an hour's data. Fortunately, the recordings were clear enough with no interruptions in the interview process. This lent itself to concise transcriptions in the respective languages of Arabic, French, and English. I reviewed the transcripts and listened to the tapes with a view to extracting pertinent details. Two copies of each interview document were produced. The tapes and transcriptions will be stored for a period of three years. Examples of transcripts in these respective languages are included in the appendices (cf Appendices L1, L2, L3 & L4).

5.6 Data analysis

The research incorporated *inductive analysis*. In other words, categories and patterns emerged from the data rather than being strictly imposed on the data prior to data collection. There was a process of continuous *discovery* in the research instruments where it was possible to identify tentative themes. *Inductive analysis* targets the category and ordering of data, typically after data collection. This is another aspect of qualitative study - the data is assessed for trustworthiness, so the researcher can refine the understanding of recurring patterns. Finally, *inductive analysis* enabled the researcher to write an abstract synthesis of themes and/or concepts.

5.6.1 Predetermined categories

The interview guide comprised a set of *predetermined categories derived* from the research problem and literature survey. I classified these categories as primarily *emic* as a goal to represent the situation from the people's perspective. I gathered participant perspectives and tactics, processes and activities. An *etic* view was also considered. This referred to what the phenomenon meant to me from the perspective of my own personal experience and knowledge (LeCompte & Preissle 1984: 282).

5.6.2 Pattern-seeking process

Stemming from inductive analysis, *patterns* were noticed. This *pattern-seeking process* meant examining data in as many ways as possible, that is, searching for patterns and trying to understand complex links between various aspects of people's situations, mental processes, beliefs and action. Finding patterns started with informed hunches and a heightened awareness of the data; it demanded a thorough search through the data, challenging each major hunch by looking for negative evidence and alternative explanations. This circular process required me to return to the data to validate each pattern (Schumacher & McMillan 1993: 479).

5.6.3 Analytical techniques

Analytical techniques for understanding data included the following points:

- gauging trustworthiness of data
- evaluating discrepant or negative evidence
- ordering categories into patterns
- sorting categories into patterns
- doing logical cross-analyses (Schumacher & McMillan 1993: 481)

The main intellectual tool for analysis was a constant *comparison of data* to determine the distinctive characteristics of each topic and category. The technique of comparing and contrast was used in practically all intellectual tasks during the analysis: identifying segments of data, naming a topic/category and grouping each data segment into a topical category. The goal was to discover distinctions between patterns of categories.

5.6.4 Field note analysis

I also wrote many "observer comments" in field notes, an observation log and interview transcripts to look for possible themes, interpretations, and ensuing questions. In this manner, I summarised observations and interviews to synthesise and focus the study. What was learned about the topic? What are the important details that are related to a pattern? This field note activity served two purposes: to clarify meaning conveyed by participants and to refine one's understanding of these meanings (Schumacher & McMillan 1993: 482-483).

5.7 Reliability and validity

As an important component of the data analysis procedure, *reliability* and *validity* were considered to gauge the effectiveness of this research study. Measures to enhance reliability include a complete description of the research process so that independent researchers may replicate the same procedures in compatible settings. Validity concern the accuracy of the findings (Schumacher & McMillan 1993:385).

5.7.1 Reliability

Factors discussed by Schumacher and McMillan (1993: 386-88) applicable to this study follow:

- The researcher's role. The importance of the researcher's relationship with the participants requires that the researcher's role and status within the group is identified. This was discussed in section 5.2.1.
- Selection of participants: Participants must be described as well as the process used in their selection. This was done in sections 5.4.1.2, 5.4.2.3, 5.4.2.4, 5.4.3.1 and 5.4.3.2.
- Social context. The context of the interviews influences data and a description should be included of the people, time and place where interviews took place (cf 5.4.2.4).
- Data collection and analysis strategies. Precise descriptions of the varieties of interviewing (cf 5.4.2.1, 5.4.2.2, 5.4.2.3, 6.5, & 6.7) and observation (cf 5.4.3.1, 5.4.3.2 & 6.13) as well as the way in which data was recorded and under what circumstances must be given. Retrospective accounts must be provided of how data was synthesised analysed and interpreted (cf 5.6).

Moreover, as stressed by (Sowell & Casey 1982: 70-72), reliability of data collection was enhanced by the use of recorded data, transcripts and field notes. The recorded and written documentation sustained the reliability of data gathered.

5.7.2 Validity

Along with *reliability*, I also sought *validity* of the research design. The meanings of participants' answers will be considered regarding their match to realities of the world. *Validity* is the key element to either support or dispute the issues of the investigative study, that is, the findings should have real world applications (Tuckman: 1988: 5-6).

I used the following checks for validity as suggested by Schumacher and McMillan (1993: 386-392):

- Lengthy data collection period to reflect analysis, comparison and basic description. The research was conducted over a period of four weeks.
- Field research. The interviews and participant observation took place in natural settings and not in a contrived or laboratory setting
- Participant language. Participants were encouraged to tell their experiences in their own words.

5.7.3 Triangulation

I used *triangulation* which is the cross-validation among data sources, data collection strategies, time periods, and theoretical themes, as explained by Schumacher and MacMillan (1993: 498) to increase the validity of the research. Three kinds of recognised forms of triangulation were used in this study. Firstly, data from individual interviews were compared with data from the focus group interview. Moreover, the practises observed during the participant observation were compared with interview data. Thus, I compared different sources, situations, and methods to see if the same pattern recurred. Data was checked for interconnected patterns. This gives a holistic approach to piece the research together into a meaningful result. *Triangulation* requires a careful evaluation of data not to generalise too much about the outcome of the research (Silverman 1993: 157-158).

In selecting the research instruments, namely the interviews and participant observation, I questioned how these formats reflect both *reliability* and *validity*. How did this research model examine the fundamental issues of management and leadership? How reliable and valid were

the results in demonstrating support or discrepancy in the fundamental premise of the study? (Rubin & Rubin 1995: 92-93).

5.8 Conclusion

After reviewing the basic description of the research design and methodology, I anticipated significant and insightful findings. The choices of research instruments: interviews and participant observation formed a sound context in which to investigate crucial issues of management and leadership. The potential for data gathering of the interviews and participant observation assisted me in gaining valuable information concerning the CSPL.

CHAPTER 6

RESEARCH FINDINGS

6.1 Introduction

In Chapter 6 the findings of the qualitative research concerning the post-war CSPL are presented. The data gathering instruments - individual and focus group interviews and participant observation - provided rich data regarding the role of the CSPL. Mindful of my background and present position (cf 5.2.1) and assumptions (cf 5.2.2), the findings outlined in this chapter note dominant predetermined management and leadership themes, processes and interpretation of results. Emergent themes are also presented which also present significant challenges to the CSPL. Finally, conclusions are drawn from the entire presentation of research data in preparation for recommendations and a proposed model for the CSPL.

6.2 Overview: assumptions of the researcher in view of research findings

As previously asserted in Chapter 5 (cf 5.2.2), I made certain assumptions with regard to the outcome of the qualitative field research concerning the management and leadership tasks of the post-war CSPL.

6.2.1 Assumptions of the researcher

I expected a particular outcome of the principalship study. For example, I predicted that the CSPL would present himself/herself as fulfilling the tasks of manager and leader in a balanced manner. With this self-ideal, the participant principals showed their administrative ability. However, I had also assumed that the research would reflect a lack of formal training in educational management and a lack of utilisation of professional resources by the principals. Finally, I speculated that the principals' perception of responsibility would emphasise the administrative aspect over the spiritual dimension of their task.

6.2.2 Preview of actual findings

Against the background of these tentative expectations of the research, I found that the principals participating did indeed consider themselves to be both managers and leaders, yet they had limited cognisance of how these concepts translate into an effective job performance. This was revealed in their self-perception as both school principal and member of clergy in the CSL setting. Moreover, I decided that access to, utilisation and cultivation of professional resources were key factors in showing how prepared the principals - both conceptually and practically - are to meet the future educational demands of the CSL. There was evidence of administrative demands pressurising the spiritual quality of the principalship.

6.3 Identification of predetermined and emergent themes

The data gathering instruments allowed the exploration of predetermined as well as emergent, unanticipated themes (cf 6.3.1, 6.10, & 6.11). An interview guide was used and the following topics were raised:

Management topics

- delegation
- strategic planning
- leading
- controlling
- organising
- financial management
- teacher evaluation and training

Leadership topics

- vision
- mission
- Christian/faith formation
- school culture

These topics provided the basic arena for discussion about the principalship in Lebanon which took place during the interviews.

6.3.1 Emergent themes

The research did not rest solely upon the topics contained in the interview guide. The nature of the interviews allowed the participants raise other concerns about the principalship. Therefore, the following *emergent themes* were also noted:

- time management
- laity/clergy collaboration
- identity of CSL with regard to an increasing non-Christian student population and the identification/ maintenance of a religious/patriotic aim
- humanistic respect
- consistency amidst flux

These *emergent issues* were considered crucial when discussing the daily operation and future prospects of the CSPL as defined by the participants (cf Figure 6.1).

6.4 Preliminary questionnaire

The *preliminary questionnaire* was the first data gathering instrument administered to the participant principals. This established a starting point for interaction between the participants and myself (cf 5.4.1) and established a framework for the credibility of the study (cf 5.3.1), especially among the principals selected for the interviews. Moreover, the *preliminary questionnaire* introduced them to the research project.

6.4.1 Presentation of biographical data

From the preliminary questionnaire (cf 5.4.1.1), biographical data concerning participants was retrieved. This provided profiles of the participants and their schools which served as background for the subsequent interviews and participant observation. Confidentiality was ensured by using pseudonyms for each participant.

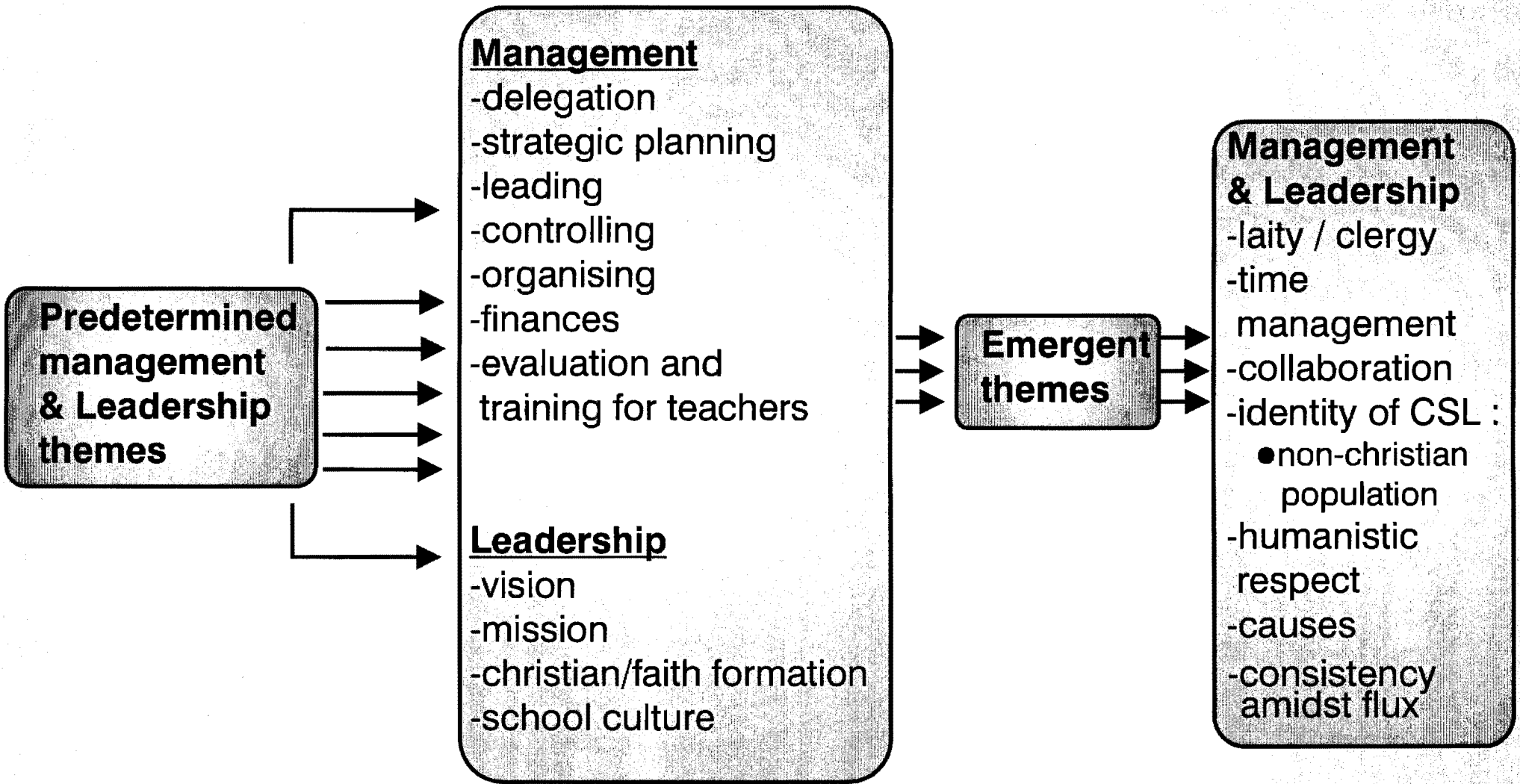


Figure 6.1
 Correlated Chart of Predetermined and Emergent
 Management and Leadership Themes

6.5 Individual interviews

Reflecting a qualitative, interpretative view (cf 5.4.2.1), the *individual interviews* were based upon an interview guide which included topics extracted from the literature review contained in Chapters 2, 3 and 4 (cf Appendices C,D, & E). The participants' responses showed the complex nature of each topic pertaining to management and leadership.

Five of the principals who completed the preliminary questionnaire were able to participate in *individual interviews* (cf 5.4.2). Generally, the interviews can be characterised as a means of providing rich data concerning management and leadership of CSPL. The following *interview narratives* give a framework which will be expanded upon in detail in the subsequent sections (cf 6.8.1, 6.9, 6.10, & 6.11). They indicate the general rapport, instigation and conditions, highlighted interview response and researcher comments for each interview. In reporting the narratives, pseudonyms are used. The extracts of interviews are translated from French and Arabic, that is, the languages in which they were conducted. To ensure clarity of expression, I have added an explanatory word or phrase at times. These are indicated by brackets.

6.5.1 General rapport

In general, the rapport between myself and the participants in the interviews was friendly, open and co-operative. There was a genuine sense of congeniality throughout every interview. I found no reluctance among the participants to respond to the presented issues of management and leadership.

6.5.2 Interview with Sr. Christine

I began the individual interviews with *Sr. Christine* (cf Table 6.1). *Sr. Christine's* age, being in the late 40's, was similar to the rest of the participants and her Lebanese nationality matched that of the majority of the respondents. *Sr. Christine* holds a BA with both teaching and assistant principalship experience (cf Table 6.1). Representing a CS in northern Lebanon with a sizeable student population of 1 635, her staff numbers compared less favourably than other participating schools (cf Table 6.2). *Sr. Christine's* interview showed that she identified more with leadership themes than those of management. The narrative of her interview especially highlights her particular concept of delegation and spiritual formation.

TABLE 6.1

Educational and work experience of principals interviewed

Pseudonym of participant	Educational qualifications	Work experience
Sr Christine	BA	Former French teacher, assistant principal.
Fr Paul	MA	Vocational School Director.
Sr Blanche Marie	MED	Teacher for 12 years; 21 years as a principal; assistant / head to then General Superior for 6 years.
Fr Peter	2 BA's	Teaching outside Lebanon; assistant / head principal; Director of Seminary, General Superior.
Sr Anne	BA = Graduate Studies	Teacher; assistant principal; member of the Bureau of Catholic Schools.

TABLE 6.2

Profile of schools of principals interviewed

PSEUDONYM OF PARTICIPANT	YEAR FOUNDED	PUPIL ENROLMENT	ADMINISTRATIVE STAFF	TEACHING STAFF
Sr Christine	1933	1635	11	88
Fr Paul	1874	2222	14	180
Sr Blanche Marie	1981	2087	15	140
Fr Peter	1966	2300	22	108
Sr Anne	1847	1130	33	61

6.5.2.1 Instigation and conditions

Sr. Christine was the first respondent to return the preliminary questionnaire. Soon afterwards, she was contacted by telephone to set a time and place to conduct the interview. She was an acquaintance of mine through religious order spiritual and social functions such as clergy ordinations and concerts. On the proposed date, she happened to be in the area where I was

residing in Jounieh. Thus, she agreed to drive with me to her Mother Convent - the residence and headquarters of the General Mother Superior and her governing body - where both of us had to attend the same function. The Mother Convent was half way between her actual residence and my place of residence.

While travelling, the two of us had the chance to converse informally about different areas related to the subject of schools in Lebanon which set the tone for the recorded interview. After the function at the Mother Convent, the private meeting was conducted in the late afternoon in a side office. For the duration of the interview, there were no interruptions such as telephone calls or unexpected visitors.

6.5.2.2 Interview highlights

Sr. Christine related easily to leadership topics such as school culture (cf 6.9.4) and a strong visible presence of the principal (cf 6.10.4). On the other hand, she did not easily identify with management themes. She had difficulty conceptualising topics such as general management procedure and strategy.

Nevertheless, *Sr. Christine* did explain her own idea of management procedure. She straightforwardly admitted to her own lack of educational management training, so she made up for it by delegation of responsibility. In other words, this participant principal actually assigned her management tasks to other staff members. This is not to say she was totally removed or unaware of the results of each of these tasks, but she plainly stated her inability or lack of knowledge in fulfilling these tasks herself. *Sr. Christine* explains:

I came to the administration of a school that already was considered among the best in its area. I was well aware of its academic level especially in the scientific fields. My role was to preserve it even though I am not well versed in this area. This situation made me involve coordinators as department heads for each discipline capable of handling the task. I reserved my role as principal to the task of general coordinator. Thus, almost every task in my school is delegated. Nevertheless, I follow the policy of a strong presence without being domineering.

In addition to her unique way of delegating tasks for which she feels she lacks expertise, she has a particular view of her personal development as a principal. She comments:

I indeed can't say that it is really a problem of [professional] formation, but it's really something else. It is a problem of information [which I need]. It is in

acquisition in the field, and of experience. Until now, I considered that I couldn't acquire enough because I really needed prior formation [such as training] in many areas. Thus, where I am able to acquire [the necessary information], I strive; where it is not going well, I delegate.

Sr. Christine further concludes:

Experience is always important, but it is never sufficient. You would sometimes find yourself in a situation where you are facing an impasse. One has to be a manager at any place he/she is in, in any situation or handling any affair. If this is not the case, why suffer or put ourselves into awkward situations? Why? Because we are not prepared and formed! We need previous formation [that is, training for the principalship], to continue this self-development during our course of work.

6.5.2.3 Comments by the researcher

Since this was my first interview, I considered how the participant had responded to my overall questioning about management and leadership. I wondered how well she would relate or identify with the concepts. I did notice that *Sr. Christine* was struck by the concepts about the principalship and thought carefully about the exact meaning of my line of questioning - as if the terminology was new to her. Nevertheless, throughout the interview, I maintained a professional attitude towards *Sr. Christine*, even when there were apparent gaps in her knowledge about the given topics. Although there was some hesitancy at times, the general mood of the interview was friendly.

6.5.3 Interview with Sr. Blanche-Marie

Sr. Blanche-Marie was the most well-articulated participant and had strongly held views about the principalship as a result of her own years of experience. She was foisted into the position of principal, but she had gradually established herself with confidence and moved away from her initial trepidation about the role. I also undertook the participant observation at her school.

Under the pseudonym *Sr. Blanche-Marie* (cf Table 6.1), her biographical data shows her to be 58 years of age and of Lebanese origin. *Sr. Blanche-Marie* holds a Master's degree in education with working experience that includes twelve years of teaching and 21 years as principal. Situated in the Mount Lebanon area, her school was founded in 1981. The student enrolment is 2 087 with an administrative staff of 15 and a teaching staff of 140 (cf Table 6.2).

6.5.3.1 Instigation and conditions

This individual interview was held in conjunction with the participant observation (cf 5.4.3). The interview was conducted as the last step in the participant observation. This meeting was held during mid-afternoon at the school in *Sr. Blanche-Marie's* private office in her residence on campus, but away from the school itself. This gave us silence and privacy. The atmosphere was simple and organised with nothing on her desk.

6.5.3.2 Interview highlights

With her earlier experience as a teacher, *Sr. Blanche-Marie* admitted to the fact she had been suddenly thrown into the overwhelming role of principal. Even though she had no real administrative training prior to becoming a principal, she seemed to have a genuine instinct for running the school. *Sr. Blanche-Marie* reminisces and brings herself to the present:

When they appointed me [the first time] superior of the school I cried; I did not want it. I saw my role more in teaching and with the youth movements rather in administration. I obeyed because I had to obey. People congratulated me, but I was very unhappy. I was asked what my plans for the school were? I said I have no plans for the school, I am in it. I am working in it and am going to continue. This school is growing and I am growing with it. This was my first reaction. I grew up with it. Now, looking back, it is a different story. Now after seven years, I look back and see where are the gaps.

As for her current and future endeavours as principal, *Sr. Blanche-Marie* comments:

I assure you in my school, wherever I am now, we will do more and I will organise it, but it still not enough because if the teachers and the staff are not completely hooked on the project, then we are moving backward. Nobody can be a principal without a 'give and take' attitude and 'sharing'. If you want to be the captain of the ship, you have to know where you are going, how far you are and what means do you have.

6.5.3.3 Comments by the researcher

Based upon her great sense of confidence, *Sr. Blanche-Marie* created her own image as principal, using the metaphor of an orchestrator and a conductor. I found that she related to the topics of management and leadership with no hesitancy whatsoever. *Sr. Blanche-Marie's* self-confidence and extensive experience as principal partially explain her apparent

conceptualisation of the topics. Her certain natural instinct for the principalship seemed to prevail throughout the entire discussion. The interview concluded with a sense of complete interest and engagement throughout the discussion for both the participant and me.

6.5.4 Interview with Fr. Paul

Fr. Paul is 49 years of age and Lebanese, with a Master's degree and prior work experience as a vocational school director (cf Table 6.1). Situated in the Beirut vicinity, his school was founded in 1874; the student population is 2 222 with 14 administrative employees and 180 teachers (cf Table 6.2). The interview with *Fr. Paul* was characterised by his candidness and his acutely realistic perception of himself as principal.

6.5.4.1 Instigation and conditions

I contacted *Fr. Paul* by telephone to set up the time and place for the interview. I had already known him as a classmate many years ago, but I had not made contact with him since our days together at the university. He was amenable to the idea and scheduled the meeting for the next morning. When I arrived at the school, I had to seek out the principal's office on the second floor. Returning from his monitoring of the start of a school day, *Fr. Paul* greeted me at the door of his office. We then had the interview in his busy working office. Once the interview started, there were no interruptions. The mood of the discussion was lively and animated with the participant taking a very active interest in the array of management and leadership topics. *Fr. Paul's* sense of humour enhanced the interview.

6.5.4.2 Interview highlights

Fr. Paul particularly focused on the issue of laity running the schools. (cf 6.10.3) and the idea of cause for the CSL (cf 6.11.2). With regard to management, he especially comments that he elicits the support of his staff:

Someone cannot be a manager alone. He needs an administrative staff that has bought into the vision of the school. They conduct the actual affairs in the presence as well as the absence of the principal.

Even though he exhibited a knowledgeable attitude concerning the role of the principal, *Fr. Paul* expressed the idea that no one had completely mastered the position. *Fr. Paul* described the

principal's role as an open-ended one in which he continually had to acquire new knowledge and skills. In his own words, he says:

No one can claim that one knows everything, and if so, he doesn't really know anything. In reality, one forgot what he/she knows.

6.5.4.3 Comments by the researcher

Giving frank responses to each interview topic, *Fr. Paul* generally displayed an understanding and confidence with each management and leadership topic discussed. He showed a definite familiarity with many diverse areas of the principalship. He was straight-forward and articulate in conveying his opinions. There were no visible signs of hesitancy in answering any of the questions.

6.5.5 Interview with Sr. Anne

Sr. Anne is 46 and the only non-Lebanese participant, being of Syrian/French nationality (cf Table 6.1). *Sr. Anne* hold a Bachelor's of Arts degree and has undertaken certain graduate studies. Her experience includes being a teacher and assistant principal while being a member of the Bureau of CSs. Her school in the Beirut area was founded in 1847; the student enrolment is 1 130 with a staff of 33 for administration and 61 for teaching (cf table 6.2). Although she was not familiar with certain management and leadership terminology, *Sr. Anne* was amenable and curious about discussing the issues.

6.5.5.1 Instigation and conditions

After completing the preliminary questionnaire, *Sr. Anne* called me and then arranged for me to collect the completed preliminary questionnaire along with conducting the interview. I had taken a long drive in West Beirut which I had not ventured into since 1975. This was a former war zone, so the area was unfamiliar to me. I spent time asking for specific directions to finally get to the school. Once there, I met *Sr. Anne* at her office. This was the first time I made her acquaintance and found her to be friendly and poised. We made a brief tour of the school which gave us a chance to become familiar with each other. The interview was conducted back in her office where we could have total privacy. The atmosphere of her office depicted her as a busy, yet organised principal.

6.5.5.2 Interview highlights

In beginning the interview, *Sr. Anne* easily connected with the presented issues. She appeared generally acquainted with the management and leadership topics; where she was not familiar with a certain idea, she showed a genuine curiosity to discuss and to learn more about it. *Sr. Anne* was frank and held strong opinions with no apparent signs of reservation. For example, she clearly expressed her views on topics such as the survival of the school (cf 6.11.1) and its Christian ideology amidst rising Islamic fundamentalism. This was a pertinent concern since most of her students are Moslem.

Sr. Anne commented on how to establish the principalship:

The principal must have in mind what she wants for her school, and try to get the others to realise it. Be present and attentive to direction of the school. Take care of the school, studies, and the level of work - to the point of creating and guiding an educational team. This is to ensure the 'coming together' - the involvement and co-ordination among the different groups.

She added that special consideration must be given by the principal to all aspects of school life:

Give full attention to the 'human'. Pay attention to the size of the school; keep it small to give attention to students. Ensure relationships between staff and families for personal interest and attention. Ask others for advice, be informed, show respect and consideration as inclusion, so they will be interested in the decision or the outcome. This creates linkages with supporters of the school, so that we can collaborate as one family.

6.5.5.3 Comments by the researcher

Even though *Sr. Anne* seemed unfamiliar with certain management terminology, she was thoroughly engaged in detailed discussion of management and leadership points. Therefore, the interviewing process reflected an even flow of ideas between me and *Sr. Anne*.

6.5.6 Interview with Fr. Peter

Fr. Peter is a 67 year old Lebanese; his education includes two Bachelors of Arts degrees (cf Table 6.1). His work experience includes teaching abroad, assistant and head principal, along with being a director of a seminary. Located in southern Lebanon, his school was established

in 1966. The student population is 2 300 and there is an administrative staff of 22 with a teaching staff of 108 (cf Table 6.2). Similar to the interview with Sr. Anne, the discussion with *Fr. Peter* was characterised by the overriding concern about the Moslem majority among the students in his school.

6.5.6.1 Instigation and conditions

I arranged for the interview with *Fr. Peter* in the evening at my place of residence at a local school. He drove to meet me from the south of Lebanon. In *Fr. Peter's* case, I already knew him as a colleague. The interview was in a private office and since it was conducted after school hours, there was no disruptions or noise.

6.5.6.2 Interview highlights

Fr. Peter was also concerned with the Christian identity of his school since most of his student population is Moslem. Therefore, his key discussion points revolved around school culture and faith activities that shape both the moral and patriotic direction of the school. For example, he explicitly said:

In the school there is no space for sectarianism, or any illusion to factionalism. There is one party; it is Lebanon.

In other words, the CSL should aim to establish in a moral and patriotic sense (cf 6.11.2) the Lebanese identity in the student - whether he or she is Christian and Moslem. In order to achieve this formation of a Lebanese identity, he claims there must be:

[a belief] in the continuity of education, to work with the people. The problem solving process succeeds when people are working with you. It is built upon friendship and obligation, first. This yields quality for the students.

Moreover, *Fr. Peter* comments on the fundamentals of student formation and quality:

The communists used to say, 'Give us the young; we want to form them'. Thus, CSS can continue to form a balanced, complete being, that is, an adult who is open, and cultivated. This means we are consecrated to this work. To be a principal takes a lifetime; we cannot do it halfway. We cannot be it and be another thing too. It is all or nothing. Thus, if we are servers of the school, we are in service to Christ. We have to demand of the CSPsL to be what they have to be. I would like to add that CSPsL need to look for respect, not for profit.

There is no doubt that we have to enhance the management side. We should have what makes our work and our facilities productive. We must have results.

Finally, he concludes:

Circumstances are the expressions of life. They do impose attitudes in life that obligate you to move in some directions or incite you to behave in a certain manner whether you be a student, teacher, someone else. Daily things teach you many things.

A principal has to have high expectations of himself even though he may never get there. Yet, without these high expectations or even an idea, he/she will get nowhere.

6.5.6.3 Comments by the researcher

Fr. Peter was thoughtful and thorough in his answers with a definite openness and genuineness. He displayed a true identification with and understanding of the issues. I did wonder, however, since the interview was outside his school, if I missed the chance to gather impressions about him in his own environment which may have affected the tone and answers of the interview questions.

6.6 Conclusion on narratives of individual interviews

During the individual interviews I explored how the principals related to the issues raised. How do they relate their experience as principal to the tasks of management and leadership? What gaps exist in their development as principal and what is the need for formal professional training which focuses on skills as well as theoretical knowledge required by school managers? The individual interviews produced abundant information which related to the research study, but I did anticipate further emerging issues. A focus group interview was then arranged to allow for additional exploration of issues.

6.7 Focus group interview narrative

The *focus group interview* comprised three principals whose data is given in Table 6.3 and whose schools are described in Table 6.4. One participant had completed the preliminary

questionnaire but had not given an individual interview. This was Fr. Anthony, a 49 year old Lebanese with a BA and certification in school administration. Situated in the Jounieh area, his school was founded in 1939 and has at present a student enrolment of 2 550, the largest school represented by participants. His staff consists of 12 administrative and 165 teaching (cf Table 6.4). The other two participants had not given individual interviews were purposefully chosen for the focus group for a range of reasons. Sr. Benedict is 57 years old and of Lebanese nationality. She holds an MA in philosophy and has experience as teacher and principal. Her school is in the Byblos vicinity; founded in 1895, the school has a student population of 1 220 with 9 administrative and 94 teaching staff (cf Table 6.4). Finally, the third participant, Sr. Augustine, is 50 years of age and Lebanese and has done advanced studies in modern literature. Near Jounieh, her school was founded in 1975, and at present has 2 300 students with a staff of 15 administrative and 210 teaching (cf Table 6.4).

The forthcoming *focus group interview narrative* gives the instigation and conditions, rapport, interview highlights and researcher comments.

TABLE 6.3
Profile of focus group participants

Pseudonym of Participant	Gender	Age	Nationality	Education / work experience
Fr Anthony	M	44	Lebanese	BA. Certified in School Administration; Assistant Principal; delegate to Lebanese Ministry of Education
Sr Benedict	F	57	Lebanese	MA; teacher; principal
Sr Augustine	F	50	Lebanese	BA

TABLE 6.4
Profile of schools of focus group participants

Pseudonym of Participant	Year founded	Pupil enrolment	Administrative Staff	Teaching Staff
Fr Anthony	1939	2 550	12	165
Sr Benedict	1895	1 225	9	94
Sr Augustine	1975	2 300	15	210

6.7.1 Instigation and conditions

The *group focus interview* was arranged by a contact person who originally contacted four potential participants, but only three participants (including the contact person himself) finally agreed to the meeting. None of the participants had been informed whom the other focus group participants would be, although they were in fact acquaintances. This ensured that the discussion would be spontaneous and interactive. It was conducted at a participant's school during the school term in the evening. We met in a private office with no interruptions.

6.7.2 Rapport

As the participants knew each other, the interview flowed easily and kept a steady momentum. Moreover, the atmosphere for discussion was comfortable. There was a sense of an open forum - like in a panel discussion. It was engaging for me as well as the participants since I observed the different viewpoints of school principals who operate in a single school district.

6.7.3 Interview highlights

The focus group interview focused primarily on the topics of time management (cf 6.10.1) and laity participation (cf 6.10.3). These findings are reported in conjunction with the individual interviews.

Sr. Benedict comments on the future prospects of the CSPL:

I am convinced that if there is not really a vast formation for the principals, schools are going to be in a deep dilemma...Principals have to have not only diplomas, but a culture and the personality to be able to cope with the task. I also observe that the existing principals have a stronger experience in management and are more equipped than the ones just arriving. The most recent [principals] are more fragile, less multi-dimensional, and sometimes not prepared. A nun who is in charge of a teaching department cannot become a principal tomorrow. A priest from a parish cannot take over a school tomorrow. There is a lot of preparation that is needed.

6.7.4 Conclusion on the focus group interview

All three participants in the focus group interview clearly identified and understood the issues discussed. There was no hesitancy to answer any of my questions concerning management and leadership. The focus group interview was concluded on a high note with a shared feeling of rapport among all present.

6.8 Key themes discussed in the interviews

While the participants in the individual and focus group interview narratives each highlighted certain particular issues, there was considerable consensus of opinion in both instances about the management and leadership themes discussed. The themes identified in the interview guide are firstly reported together to give a general picture of principalship concerns.

6.8.1 Management themes

Pertinent management themes contained in the interview guide were presented to the participants for discussion. In particular, management was discussed according to:

- delegation (cf 4.3.1.1f)
- planning, organising, leading, and controlling (cf 2.4)
- strategic planning (cf 2.4.1.6)
- financial management (cf 4.3.1.3)
- teacher evaluation and training (cf 4.3.1.1.c)

6.8.2 Delegation

Delegation was a management topic which was debated intensely and emerged as a key issue. In accordance with the definition of Drahmman and Stenger (1989: 31) (cf 4.3.1.1 f), participants mostly described delegation as a function whereby the principal relegated duties to staff/teachers/coordinators and expected a return result. For example, in her individual interview, Sr. Blanche-Marie elaborated on *delegation* as key element in her principalship and related it to the task of control:

Not only do I delegate responsibility, I deliberately look for the return product.

According to the individual interview with Sr. Anne, *delegation* should not merely mean giving out tasks to staff but also signifies an obligation to include staff and teachers in sharing responsibility for the school. She explained:

The principalship is not just a command post; that is, the principal in today's world cannot just command as such and simply get the others to execute.

However, Sr. Benedict in the focus group interview claimed:

Delegation does not always work. The principal is expected personally to handle common, even the most trivial situations that arise between administration and constituencies. Therefore, *delegation* in my school is not readily accepted [among staff] since the principal is expected to be involved in every function of the school.

Nonetheless, Sr. Benedict still contended that *delegation* is a management task principals must be develop gradually and apply on a daily basis for effective running of the school.

6.8.3 Planning, organising, leading, and controlling

The four issues of *planning*, *organising*, *leading*, and *controlling* were also discussed in the interviews. As emphasised by Bookbinder (1992: 65-67) (cf 2.4), these are traditionally viewed as the four fundamental components of the principal's management task. Sr. Anne commented on *planning* and *organising*. In doing so she reflected the difficulty of the CSP in fulfilling these tasks in a turbulent time of war:

In general, *planning* involves foreseeing the future and knowing the right direction. One can project the day, week and year, but in times of war, all *planning* can be instantly null and void. I see *organising* as basically giving out or assigning tasks to others which can also involve parents and alumni as well as teachers involved in team teaching to instruct the classes. By *organising*, I create and oversee a linkage between staff and community.

In comparison, in Fr. Peter's individual interview, he spoke of *planning*, *organising*, *leading* and *controlling* as interwoven tasks. In regards to *planning*, like Sr. Anne, he understands the difficulty of effective planning because of the effect of the latest war.

Planning never really gets to the end. The process keeps going since many realities affect and even disrupt *planning*.

Fr. Peter commented on *organising* as a task of management which he experiences negatively. He has to endeavour to deal effectively with *organising* with an unqualified staff. Thus, even with the best intentions on behalf of the principal, effective organisation can be affected by staff experience, political and even geographical factors. Consequently, where the conditions for effective *planning* and *organising* are lacking, Fr. Peter has found that:

Leading and *controlling* only get results to a certain degree. There are just not all the necessary elements to effect 100% outcome.

6.8.4 Strategic planning

There was much discussion concerning *strategic planning* among the participants. When the question was asked "How do you plan strategically? Are you a *strategic planner*?" The answers reflected degrees of understanding of the actual meaning of *strategic planning* among participants. Both short- and long-term objectives were seriously deliberated upon. For example, Sr. Christine in the individual interview was apparently unfamiliar with this management term which entails the four aspects of planning, organising, leading, and controlling in the long term. Sr. Blanche-Marie in the individual interview with her, however, felt that *strategic planning* was a clear management concept in which definite short- and long-term planning was done by her to achieve school goals.

Fr. Paul in his individual interview further clarifies that *strategic planning* must be essentially long-term:

The daily strategy can change, but the long-term should not. This strategy of administration [long-term planning] is not a problem to implement if the school vision remains in place along side of it. If you have a *strategic plan*, then there is always something to fall back on.

Fr. Peter commented that:

Strategic planning is necessary, but it must be realistic to accommodate sudden changes and obstacles. For instance, there are currently new laws coming from the Lebanese government which can turn a school's strategic planning opposite from its original direction.

6.8.5 Financial management

The multi-faceted duty of *financial management* of the school was also discussed. Sr. Anne mentioned financial responsibility had become more pronounced during and after the recent war. Now the principal has to deal with:

- expanded budgets
- contending with government policy and subsidy on salary and tuition
- extravagant spending on school improvements

Fr. Peter explained:

The finances of the school must be kept within limits to avoid extravagant spending on school buildings and luxury building materials. This requires the financial discernment of the principal as manager.

6.8.6 Teacher evaluation and training

As suggested by Ciriello (1994b: 32), Bell (1992: 131-132), and Viel (1995: 26) (cf 4.3.1.1c), *training and evaluation of teachers* should be done in various areas to identify needs for staff development. For example, Sr. Christine delegated teacher evaluation to her co-ordinators. Yet, she frequently conducted careful observation of teachers herself. Sr. Blanche-Marie also delegated training and evaluation to the co-ordinators as a regular process; personnel involvement was limited to a specific or severe problem. In either instance, she always received the results of the *training and evaluation* which was done by the coordinators.

Ongoing *training* was also mentioned by Fr. Paul as important and necessary. He even frequently sends his teachers outside Lebanon for *training*, while he attends *training* at a local information centre whenever available. In-service *training* was also discussed by Sr. Anne. *Training* occurs on the school premises and is given by both assistant principals and coordinators who ensure the quality of teaching. In this *training and evaluation*, the teachers spend time discussing problems face- to-face with the coordinator or assistant principal. Finally, Fr. Peter claims ongoing *training* is for the older teachers who need refresher courses. The coordinators also provide periodical *training* for monitors and other staff. Throughout this *training*, the results are ultimately communicated to the principal. What was notable about these comments was the extent to which staff *training* and development is a delegated task which is not fulfilled by the principal him/herself.

6.8.7 Conclusion on management themes

Clearly certain management topics dominated the discussion and these were of the most concern for the participants. The interview topics ranged from *delegation to teacher evaluation and training* in a lively, animated discussion. The discussion of management themes displayed a general lack of concrete management techniques which could be attributable to participants' limited professional training and/or educational formation for the principalship. In many instances principals relied heavily on experience and intuition.

6.9 Leadership themes

Vision (cf 2.6.2.1) mission (cf 4.3.2), faith formation (cf 4.3.2.1a), and school culture (cf 4.3.2.3) prevailed as the most prominent leadership themes in the interviews.

6.9.1 Vision, mission and faith formation

Among the participants there was an overriding concern to define, to maintain and to cultivate the spiritual *vision* and *mission* of the schools. The participants expressed consensus regarding the pressure exerted upon Catholic schools by the Lebanese government, Islamic fundamentalism and an increasing non-Christian student enrolment in schools. This, in turn, directly affects the fundamental issues of *vision, mission* and *faith formation*.

6.9.2 Vision and mission

As suggested by Ristau and Rogus (1991: 25)(cf 4.3.2), Sr. Anne defines vision as:

...having a project with the spirit of the Gospel values, in other words, truth, integrity and solidarity. The vision must retain the Christian base by preserving Catechism and Mass which is central to the care of Christian students.

Moreover, the *vision* and *mission* relies upon faith formation which is both teachers and parents' responsibility, according to Sr. Blanche-Marie:

If we are going to continue like this without a really profound [spiritual] formation, many schools are going to fail. This is due to the general political climate facing schools both internally and externally, or because they don't know how to manage this aspect. Some schools will survive [as schools] but they won't be accomplishing their mission. Thus there is no reason for their existence, because a principal that administrates a school like any other establishment, who doesn't recognise that he/she has a [spiritual] mission to fulfil, I see that doesn't make any sense.

6.9.3 Faith formation

The fulfilment of vision and mission relies upon *faith formation* (cf 4.3.2.1a). This was stressed as Catholic schools must survive in "an ocean of Moslems". First of all, there is a need to help the Christian students with catechism. According to Fr. Peter and Sr. Anne, Moslem students are instructed in morals even though they do not attend catechism. This approach reflects an open heart towards Moslem students and instills confidence in them. Therefore the Moslem students are offered a Christian moral formation even though they do not attend Mass. Consequently there is no sacrifice of the CSL philosophy. Sr. Anne maintains that catechism remains a priority and is only for the Christian students. The consensus of the group interview was that *faith formation* is based on regularly scheduled catechism classes and at least Christian ethic classes for the Moslems.

In the individual interviewing Fr. Paul also stressed *faith formation* as taking care of the Christian student first, even though in his school the Christians are a minority. His religious staff takes this task seriously:

There must be a high level of Christian, spiritual maturity shown in both behaviour and manners. Staff must show truthfulness in the work with the

children. This is how they witness to others in integrity and project themselves as Christian people.

Sr. Augustine also addresses the fact that *faith formation*, although not graded like other schools subjects, remains of utmost importance.

We all do our best...because in this area you can't claim that you are not a simple partner. For example, everyone knows that the teaching of math or French is compulsory, they have to have a grade for it, or a diploma. For religious instruction, a diploma is not necessary. In their way of thinking it does not sanction their work, thus it is not relevant...

For example, we sent a group of students from the seventh grade for courses in water skiing. They asked their monitor if it was going to be graded; the answer was 'Yes; why send you here if not?' 'Oh!' the student said 'I had better apply myself.'

We must motivate the students to learn faith formation on the grounds of convictions not grades.

6.9.4 School culture

The subject of *school culture* garnered many responses from the participants (cf 4.3.2.3). For example, Sr. Anne describes school culture in a particular way using the metaphor of the family:

School culture is a family concept where the spirit of the house circulates in the school. The students are not coerced to come to school, rather they come willingly and spontaneously. They are drawn to the ambience of the family spirit.

Fr. Peter cites *school culture* as again a family atmosphere, but there is a moral and patriotic tone and direction. In this regard, the principal claims there have been no conflicts between the Christian and Moslem students in his school for 30 years. In other words, *school culture* can instill a solid sense of Lebanese identity in the student, whether he or she is Christian or non-Christian. In discussing *school culture*, the participant principals stressed its importance. Sr. Christine described the essential ingredient as herself. In this regard, the Catholic school principal brings a unique dimension to the role as creator of school culture:

I am a nun who is the symbol of care - the key to *school culture*. I represent concern and compassion for all students - Christian or non-Christian which is a reflection of Christian values for the school. The children in this regard are my first concern or priority, I must establish a family atmosphere since one does not know the effects of the home environment.

[It is important for me to mention] that a Moslem does not understand how a nun can be so loved by the children. A nun can be so attentive and even give affection to some children that are deprived of it at home. There are some people that bring their children daily to school from far away because they have seen a nun assisting their child regularly.

I can't tell you to which extent the parents blame us sometimes because we plead the cause of their children. They say: 'Sister, is this your child or my child?' We live their situations. In a case of a divorce, I contact the mother or the father; 'Your children are on risk. What are you doing to solve the problem?' This is the role we are playing. We have the cachet of motherhood that we acquired from our religious formation. This is where the children need me because I am sensitive to their misery and unhappiness.

Consequently, the *school culture* is family value-based where all is honest and in the open - both the negative and positive aspects. There is an inter-religious dialogue in which every sect represented in the school can participate.

Sr. Blanche-Marie actively cultivates *school culture* where she invites outside views from staff and teachers. This also means respect for the children's contributions or input. This shows a closeness between her and the students, far removed from the traditional fear of the head teacher or the other nuns. She has also deliberately created a physical environment in her school where the children find beauty and comfort in the school surroundings (cf 6.13.3.5).

6.9.5 Conclusions on leadership

I concluded that these participants - as clergy - had a clearer understanding of the leadership dimension rather than management dimension regarding their tasks. They have been thoroughly trained to lead in their spiritual capacity whereas educational management entails a more secular aspect requiring particular training which they have not been afforded in their professional development.

6.10 Emergent themes

Emanating from the discussion of topics contained in the interview guide, additional unanticipated, emergent themes focused upon the issues of *time management*, *humanistic respect*, and *laity participation* in school management.

6.10.1 Time management

Time management was a major emergent theme with all the interview participants. The participants agreed that relegating sufficient and appropriate time to each demand of the school day is a strenuous task. The principal's typical day consists of time consuming activities such as taking telephone calls and meeting people coming in with complaints, especially parents who are concerned about their children and/or financial matters. Even though this kind of problem solving can be partially dealt with by staff members, the final dilemma still ends up on the principal's desk.

Sr. Augustine says:

I delegate someone to resolve a problem, he/she doesn't succeed, so it comes back to you. Yes, we say we have an assistant, but this notion of established organisational law that necessitates no explanation doesn't exist. We have always to explain the context [to the assistant]. This takes a lot of time and wastes a lot of time in inefficient work and time, which cannot be accounted for.

Sr. Benedict further comments on the problems of effective delegation in relation to *time management*:

The first thing that comes to my mind - it is not in a chronological order - one of the difficulties in the functioning of delegation is that we are people of oral tradition. The trait that is one of our riches is also one of our handicaps. It is double-edged; there are many things that we can solve in writing, with a note or a message, but often we have to handle the issue directly with the concerned person or orally with a messenger. All this requires time spent with the different partners: parents, teachers, personnel, and students. This takes 80% of our time, while you are trying to expedite the work without having the time to study or plan. Study time and planning for the school has to happen during our personal time, on weekends or in the evenings.

A common complaint was that there is not enough time left for the principals' own professional training, to even read about or much less apply new strategies and trends in school administration.

Another point of *time management* is that as a priest or nun, the principal is also the head of the religious community living on the premises of the school. This requires other responsibilities as clergy. For example, Sr. Blanche-Marie is the Superior of her school, as well as the Superior of the religious community that lives on the premises of the school. Moreover, the principal

frequently has to attend functions outside the school, such as funerals or weddings, which are not necessarily connected with the school activities.

Generally, the participants expressed the frustration of time wasted for everyone in dealing with these matters. Sr. Augustine suggested in the group interview:

The principal should try to have moments to counterbalance this sense of dissipated time. For example, to compensate for this feeling of lost time, I may teach some classes or deliberately spend time with students.

A key issue in *time management* focuses on the principal's spending private time on school matters; this leaves the principal feeling burnt out. In the group interview, Fr. Anthony summed up this stressful situation by saying:

We are always the first and the last reference [for problems]. We, the principals, are always then the point of arrival and departure - thus a point of convergence.

This dominant predicament of *time management* seems to impair the sense of professional accomplishment experienced by these principals. There was an overall feeling of frustration concerning their own self-development/formation and the problems surrounding the ability to effectively delegate in order to manage time more effectively.

6.10.2 Humanistic respect

At the centre of leadership is the *respect* for the human being, according to Sr. Christine. Principals felt that this basic stance of *respect* for everyone - students, teachers, staff and community - is central to the exercise of leadership. Sr. Anne also stated that:

The human element is fundamental. The core point of *respect* signifies paying attention to the size of the school and classes and still seeing the individual. This ensures the relationship between staff and students/families. Thus, the student will be paid personal interest and attention - a basic sign of *humanistic respect*.

The human emphasis is also reflected by the principal when he/she actively seeks the advice of others, that is, there is a *respect* and consideration for inclusion of all stakeholders in the life

of the school. This creates an interest in and ownership of the decision and outcome, thereby creating a linkage with all involved with the school.

6.10.3 Laity participation

Laity working as or in conjunction with the principal was a strongly debated issue - with more delegation and responsibility to *lay* staff increasing. Sr. Anne suggested:

...that *lay* persons [should] work in partnership with collaboration on all levels. The *laity* needs to preserve the religion and its institutions on all levels, but now they neither have the capability nor are they ready for it. Thus, there must be [solid training and then] strong delegation to a *lay* person [by the principal].

On the contrary, Fr. Paul claims that although much can be delegated, the priest or nun should always be the principal of a school, not a *lay* person. The priest as principal:

... represents the spirit of the school with an enfolding power.

1. The clergy at the head of the educational pyramid has a special role especially with the Eastern mentality - for both Christian and Moslem.
2. The priest transmits the definition of the church as "Mater and Magistral" - the role of mother as care and teacher. Thus, religion must remain present and at the centre of the school under clergy guidance.

In the group interview, agreeing with Fr. Paul, Sr. Benedict agrees that lay persons should not run the school. She relates this to the communication of school objectives to staff which is difficult when *laity* are involved:

Clergy were used to bridge the gaps in communication and to keep the spirit [of the school] alive. Now with more *laity* and less clergy, they do not do this. Before there was never a need to write out or to reiterate the 'why' of the CSS. The principal as nun or priest took it for granted before that the spirituality was intact for the *laity*.

Sr. Benedict now holds training sessions concerning the school vision and mission for *lay* staff. There is a need especially now for teamwork between clergy and staff to articulate and achieve school objectives. Consequently, the principal cannot assume that the vision and mission has been articulated for all the staff - for both clergy and non-clergy. He must give guidance to *laity* in this regard. Moreover, according to Sr. Augustine, *laity* involvement must be firmly established within the particular parameters of a Catholic school.

The commitment of *lay* people is the key to the meaning to all administrative work. There is a Christian dimension in the school objective. Within five years there will be less CSs; if there is less clergy, the school will lose the spirit, especially if the *laity* is not formed to continue the mission. The clergy and *laity* must not lose direction through the daily routine. The number one priority is to invest more in the significance of Christian values.

Finally, the issue of *laity* signifies that the structure of the CSL has to be reformed. With less clergy available to fill the teaching positions, *laity* has to participate more and be adequately trained. Most importantly, *lay* persons must know and understand the spiritual directorate of the organisation in order to reflect reform and direction.

6.10.4 Presence of the principal

When discussing each management and leadership issue, participants stressed the importance of the principal's *presence*. This physical *presence* did not just symbolise the principal as the head of the school, but also demonstrated an active involvement in the school on all administrative levels. This was described by Sr. Christine as an obvious *presence* with demands for maintaining the standards of the school, but not as a domineering presence. Sr. Blanche-Marie explained this *presence* as one of giving support, but also motivating staff and students. Fr. Paul aptly stated:

The principal has to have a daily *presence*. A car cannot run by itself. Even if he is absent, his shadow has to remain there everyday. He has to form his team consisting of staff and teachers to ensure the smooth running of the operation. His *presence* gives them daily energy to sustain the right course. Thus, I have never been absent from the school. A visible *presence* of the principal is crucial to any viable description of the position.

In the aftermath of the [recent] Lebanese war, the first thing I feel we need to begin is the change of the mentality [which predominated during the war]. We are already in the process of doing so, in the way in which we are directing our schools. I am convinced that we have to turn 360 degrees. Thus, if we have to alter [the change must come] on the level of spirit and solidarity and in this the principal's presence is a key factor.

6.11 Challenges experienced by principals

Certain emergent themes were clearly considered as challenges to the CSPL. For example, there was much concern for the *survival of the CS and school, patriotic, and Maronite cause*.

Other emergent challenges included the role of principals as *servers of Christian education*, along with the problems of *negativism and poor morale among students, decline of church standards* and the challenge of *maintaining certainty within flux*.

6.11.1 Survival of Catholic schools

The issue of *survival of Catholic schools* revolved around two basic concerns: *non-Christian enrolment* and *the demands of the Lebanese government*. According to Fr. Paul, there is a challenge to schools to *survive* - to stay Catholic even if the constituency becomes less and less Christian. The trend for non-Catholics to go to Catholic schools is increasing. This invariably leads to change and may affect even the essence of the primary objective of the school. In other words, the principal must strive to preserve catechism and Mass to keep the school objective sound, thereby ensuring its *survival*. Sr. Anne comments:

Keep the spirit of the founders alive in the evangelical tradition because there are less and less Christian students. But don't get out of the skin of religion. Maintain Christian education and values.

In the individual interviews with Sr. Anne claimed that there is a challenge to survive within a context of Moslem influence. The policies of the current Lebanese government also present a challenge. Moreover, the success of the public schools in Lebanon is also related to the success of the CSL. The latter gives students a firm base should they later enter the public schools. However, a strong point agreed upon by the participants is that the CSS remains more unified than ever before. There are few individual agendas for the schools, yet each school retains its unique character. This unity is an asset amidst complex pressures from the government, public schools and parents.

6.11.2 Academic, patriotic and Maronite cause

The interviews stimulated lively discussion concerning *academic, patriotic and Maronite cause* where these convictions struggle for survival in an unstable society. The participant principals explained the role of the Catholic school as teaching a *patriotic* and *religious* code of ethics. Firstly, there must be affinity between the CSPL and the *academic cause*, which also has a *patriotic* dimension according to Fr. Paul:

There is not only an *academic cause*, but a *patriotic cause* as well. If there is no love of country first, then the CS cannot flourish. The principal has this primary obligation for preparing the student as a responsible citizen - the key to Lebanon's future. Promoting *patriotism* requires collaborating with other private schools to cultivate good Lebanese citizens. Before the war, patriotism was not taught in schools. Now the youth are questioning their future, so this issue is important. The challenge is overwhelming where the principals are not ready to confront it.

Sr. Benedict mentioned that there is also a *Maronite cause* (cf 3.2.1):

This is essential to the survival or existence of Lebanon. There must be an awareness of Maronite thinking - yet not where it is just Maronites first and the others (other religious groupings) second. The role of educators should promote a *religious cause* without fanaticism - for both Christian and non-Christian.

6.11.3 Servers of Christian education

Fr. Paul cited that principals must remain *servers of Christian education*. This entails being in the service of the teachers, students and community. Principals must reflect a consciousness of the privilege of the work of service that must be done. This understanding of service is the basis of formation for all - for Christian and non-Christian alike. He further added:

....since we are dedicated to this work, this is a life-long task. We cannot do it half way; we cannot be it and be another thing also. It is either all or nothing. Thus, if we are *servers* [servants] of *Christian education*, in the school, we are in service of Jesus Christ. We have to demand of the CSPL to be what he or she has to be in this context.

6.11.4 Negativism and poor morale

According to Fr. Peter, there is a challenge to counter the *negativism and poor morale* in the children attending the schools:

The young people are spoiled probably due to the parents making up for what they did not have [in the past]. It is like a revenge through the children rather than themselves. This is a ramification from the hardships, disappointments, or displacement caused by the latest war.

6.11.5 Decline of Church standards

From the standpoint of the principals, the standards of training provided for service in the Church are declining. The general educational system as well as the Church need to address the issue by providing adequate training for those who will staff Catholic schools. According to Fr. Peter:

The universities in Lebanon will have to instigate new standards with relevant curriculum to prepare the principal for managing and leading. The CSS has a shortage of this, but it has improved from before the [recent] war. There is still a need for professional people to serve in schools who have received adequate training.

6.11.6 Certainty within flux

The participants agreed that owing to the difficulties due to the latest war, there is a need for on-going organising and provision in schools of a secure environment within chaotic external conditions brought on by governmental and societal flux. This basically denotes the need for stability in many areas of society. First of all, academic standards which will contribute to a higher standard of professional life in Lebanon must be maintained. The CSS can play an important role in this regard by providing stable environments for students. However, the CSS image must be protected from hype and distortion by the media and government. Schools should ensure that the suggestions that the Catholic school system is a huge money-maker or attempts deliberately to undermine the public schools are countered.

To establish any viable certainty, the participants agreed that the future, whether it be that of the Church, Christians, or the Lebanese in general lies in the quality of education in the country. The participants felt that if the youth are not considered as a precious asset and educated appropriately, their continued existence as Lebanese in all the Middle East is jeopardised. This is especially applicable to Christian youth. Moreover, the churches may not have the right to exist in the secular, materialistic or Islamic world unless the youth are protected and formed within Catholic schools. Consequently, in order to ensure an ongoing Christian witness to the faith, the sound education of Christian youth in Catholic schools is indispensable for Lebanese society.

6.12 Conclusions on emergent themes and challenges

The discussion concluded with convergence of the themes of management and leadership. The participants agreed that the principal must fulfil the role of manager and leader simultaneously, although some participants lacked theoretical understanding of literature dealing with these two aspects. If these roles are not fulfilled, many schools may possibly close due to internal and external pressures upon their operation. Mismanagement will prevail if the schools fail to accomplish their mission and objectives. As Sr. Benedict said:

If the principal is not devoted in spirit, strong, and conscientious, we lose the spirit of the CS. If we assemble the forces, for example, if the religious attend to their students, welcoming, orientating, teaching, taking care of the apostolic movements, and forming the laity, it might be okay. But, if it does not go in this direction, I am worried.

6.13 Participant observation

The brief period of *participant observation* was a first-hand data gathering process (cf 5.4.3) where I could observe management and leadership tasks applied in practice. It was anticipated that this shadowing of a school principal would give an additional and tenable viewpoint to the data obtained in interviews. In this manner, the *participant observation* sought to cross-check the qualitative research process, especially in terms of the opinions offered during the individual interviews.

6.13.1 Description

The establishment and process of the participant observation has been previously described (cf 5.4.3, 5.4.3.1, 5.4.3.2 & 5.4.3.3). The selection of St. Thomas School (a pseudonym) where Sr Blanche-Marie is principal, proved to be propitious. Pseudonyms were used to protect the identify of the school and the participant principal.

6.13.2 Observation log

I kept an observation log for the entire duration of observing Sr. Blanche-Marie (cf Table 6.1) at St. Thomas School (cf Table 6.2). The record is replete with information concerning the daily

schedule of school operation as well as notes made at particular times during the visit. The hourly log reflected Sr. Blanche-Marie's basic organisation of the school day.

Her work began early approximately 7:30 a.m. with meetings with service personnel such as security, drivers, maintenance, landscaping and other work crews. She also sent a clerk to the bank which was followed by sending paperwork to the accountant and the secretary. Sr. Blanche-Marie made several telephone calls. Following her review of school operations and then her personal calendar, Sr. Blanche-Marie spent time in the central office to check on administrative follow-up work or new concerns. She personally talked with her three office clerks to get an idea of the day's status. In the main office area, she showed me around.

I then accompanied Sr. Blanche-Marie to a departmental meeting with her French department coordinator. There I observed how the principal is attuned to the real academic progress of the students. Here she viewed some samples of their tests and work. There was also some discussion about the teachers' teaching ability regarding how smoothly the curriculum was being delivered to the students. Although the meeting was held in French, she politely translated the main points of the meeting to me in Arabic and English, although I am proficient in French.

By 10h00, we arrived at the kindergarten building where she showed me everything. I was duly impressed by Sr. Blanche-Marie's apparent closeness or affinity to the young children as we passed them in the passages. She greeted them lovingly and showed genuine affection for them. The physical environment was quite remarkable as well. The principal made a special point to show me the colours, space and many audio/visual enhancements throughout the kindergarten building. This evidenced a true concern by Sr. Blanche-Marie for the children's total learning experience at the school - to be as positive as possible.

We then attended a kindergarten departmental meeting with supervisors and teachers present. I noticed the sense of trust and confidence emanating from Sr. Blanche-Marie. She was confident and the kindergarten staff felt secure in her leadership throughout the meeting. Delegation was clearly at work in this meeting with a willing give and take from the principal and her staff.

By 11h00 we went to yet another meeting where the teachers were discussing a programme called "Mister and Miss Lebanon." This pageant rewarded the students for outstanding behaviour and manners. Sr. Blanche-Marie was only able to sit in on a part of the meeting, but I observed the rapport among the teachers even after the principal had left the meeting. They

displayed open communication, trust and solid team effort. Willing delegation of tasks was also evident.

From 12h00 to 13h00 we enjoyed lunch with the resident sisters. Afterwards, I conducted the in-depth individual interview with Sr. Blanche-Marie (cf 6.5.3). After witnessing the morning's activities at the school, it was fitting to then discuss management and leadership issues with her. We were able to draw from examples in her typical day to clarify her ideas of the CSPL. Since she had a clear conceptualisation of the topics, Sr. Blanche-Marie exhibited a practical attitude to the principalship.

To end the day at St. Thomas, Sr. Blanche-Marie took me a on brief tour of the construction and the improvements being made on the school grounds and facilities. Her demeanour imparted a genuine enthusiasm coupled with meticulousness about the progress of the school. This was yet another instance in which I was certain of her strategic planning. Sr. Blanche-Marie explained both her short- and long-term goals for the progression of the school. The participant observation ended on a sincere note of personal gratitude.

6.13.3 Comments

After completing the tour of the school, I felt that St. Thomas School was the ideal choice as my field trip only allowed for a single, brief participant observation. With its superlative reputation (cf 5.4.3.2), the visit to the school especially underscored certain points of management and leadership:

- *strategic planning* (cf 2.4.1.6 & 6.8.4)
- *time management* (cf 6.10.1)
- *delegation* (cf 4.3.1.1 f & 6.8.2)
- *rapport*
- *school culture* (cf 4.3.2.3 & 6.9.4)
- *Christian and humanistic respect* (cf 6.10.2)
- *problem-solving* (cf 2.8.1)

This credibly emphasised the real life task of the post-war principal in Lebanon.

6.13.3.1 Strategic planning

Firstly, I observed evidence of *strategic planning* done by Sr. Blanche-Marie. She showed a clear self-articulation on which to base *strategic planning*. The mission of her position as principal was obvious - seen through the first and last course of action for the day when she oversaw additional extensions and improvements to the school which are part of the long-term plan for the school. She met the workers, staff and students and her tasks showed that they fitted into a *strategic plan*. The latter includes the fundamental management tasks of planning, organising, leading and controlling (cf 2.4) which make *strategic planning* a success.

6.13.3.2 Time management

Owing to her strategic planning, *effective time management* was a particularly crucial element of her principalship. Sr. Blanche-Marie demonstrated an ability to manage meticulously the organisation of an immense student population - nearly 3 000. This student enrolment coupled with a long student waiting list presents a huge school with an arduous responsibility for any school principal. The observation log (cf Appendix L) shows her carefully planned time table and the necessity for setting concretely both a daily and weekly agenda. Throughout her day during meetings with workers and staff, the principal exercised delegation with a pronounced capacity to prioritise in order to make *time management* effective.

6.13.3.3 Delegation

The observed principal freely *delegates* responsibility to her staff members. However, Sr. Blanche-Marie expects a return product. In this regard, she delegates, but also is heavily involved with the process and product of each given task. Thus, I saw a strong emphasis on *delegation* with the aim to build teams during her interaction with her staff, especially in the meetings observed. Trust, confidence and reliability was the core of this effective *delegation* by Sr. Blanche-Marie.

6.13.3.4 Rapport

A genuine *rapport* was visible between the principal and teachers and students. Sr. Blanche-Marie commanded respect, showed affinity with both the staff and students and communicated effectively with them. Notwithstanding her strong sense of her position, the principal reflected

approachability where no fear or condescension was noticeable. Moreover, Sr. Blanche-Marie was obviously a symbol of care for all persons in the school.

In this regard, Sr. Blanche-Marie reflected leadership through two basic elements. First, her encompassing love for children is the essential motivation which drives the principal in the overwhelming task of running the school. Sr. Blanche-Marie also stressed that respect is essential to leadership - Christian plus humanistic respect. These two core aspects were clearly evident in Sr. Blanche-Marie's rapport with both staff and pupils. This *rapport* was achieved by Sr. Blanche-Marie's continuing high visibility as principal for staff and students alike. Her active involvement and presence is attributed to this strong sense of *rapport*.

6.13.3.5 School culture

Connected to the notion of the principal as symbol of care, Sr. Blanche-Marie cultivated the *school culture* of St. Thomas by obvious endeavours in the academic, spiritual and physical realms. There were constant efforts by the principal to establish and to sustain an inviting atmosphere of learning for the students through:

- colourful decor
- open space
- offices with windows to see out on the students
- music
- gardens filled with birds.

She also regularly schedules programs that cultivate faith building for the staff, students and community. There were posters on faith formation everywhere which assisted in keeping the school culture positive and encouraging for all.

6.13.3.6 Conclusions on the participant observation

The management and leadership tasks of the principal were viewed in the participant observation. The key issues of *strategic planning*, *time management*, *delegation*, *rapport* and *school culture* dominated the observation study. The shadowing reinforced the real-life character of the CSPL and also the concrete evidence of the conceptualisation and practical

application of the issues. There was no sense of façade or pretence from the observed principal which could very well have been the case since it was a planned visit.

6.14 Summary

Topic contained in the interview guide reflected a basic starting point for discussion of management tasks such as delegation, strategic planning, organising, leading, and controlling, finances and evaluation/training of staff. Leadership topics focused on vision, mission, faith formation, and school culture. The discussion of these topics stimulated unpredicted themes which also emerged during the discussion. The participants stressed the issues of time management, laity/clergy administering the schools, the identity of the CSL, increasing non-Christian student population, humanistic respect, and operating in an environment of constant flux or uncertainty. The interviews showed that the strongest concerns were those concerning:

- time management
- laity running schools
- maintenance of school vision

These issues generated the most discussion and commentary. In the following chapter, recommendations for enhancing the role of the CSPL are presented.

CHAPTER 7

RECOMMENDATIONS AND GUIDELINES FOR IMPROVING THE ROLE OF THE POST-WAR CATHOLIC PRINCIPAL IN LEBANON

7.1 Introduction

In Chapter 6 the research findings of the qualitative inquiry were presented and discussed. Recommendations and guidelines for an integrated model of management and leadership for the CSPL will now be formulated. Firstly, the themes will be individually addressed. Then a synthesised, consolidated core model for the CSPL will be proposed on the basis of crucial management and leadership elements. Finally, the application of the principalship model will be explored based upon the conceptualisation of the research issues and subsequent recommendations in the context of the post-war CSL. However, it is important to mention that these comments and consequent recommendations for management and leadership are not final recipes, or absolute in themselves. On the contrary, they constitute an open platform for future discussion in an endeavour to aid the progress of Catholic educational institutions in post-war Lebanon. By addressing topics dealt with in the literature and themes explored in the qualitative inquiry, I wish to describe the components needed to improve the role of the CSPL in post-war times. Accordingly, themes, both pre-determined and emergent, are reviewed for general commentary (cf 6.3) in the following sections.

7.2 Management issues

Firstly, an in-depth response to management issues in the literature reviewed throughout Chapter 2 is presented against the backdrop of the research findings. Attention is given to *the principal's access to and cultivation of professional resources; managing a balance between administration and the spiritual dimension of the principal's role, as well as delegation of tasks.* Other issues discussed are *financial management of the school, organising, strategic planning and time management.*

7.2.1 Access to and cultivation of professional resources

All participants indicated a lack of *access to* and *cultivation of professional resources* for self-development as school manager. Not only does this address the extent to which the principals interviewed were aware of management and leadership issues or concepts but also the extent to which they are empowered to progress or develop in their capacity as manager/leader of a school. When considering the qualitative findings, I found that most participants lacked formal experience or studies in educational management other than teacher or supplemental training (cf 6.2 & Tables 6.1, 6.3). This identifies a need for such training within *university graduate programs* and warrants commentary on the provision of *professional formation action, platform development, networking*, and finally, *implementation of CSPL enhancement*.

7.2.2 University programs and resources for management training

The basis of professional training and development for school principals rests foremostly upon the *university programs and resources* available in Lebanon. *University graduate programs* for principal certification at local universities are practically non-existent (Azar, GM 1997: interview) (cf 6.11.5). It has been common instead for teachers to pursue degrees in elementary or secondary education, curriculum, social studies, or one of many other academic fields. A position of educational manager is usually taken after a few years of teaching experience and/or assisting in administration but without any formal additional training.

Since virtually no formal course work in educational management is currently provided in Lebanon, especially on a graduate level, I recommend that university courses are introduced with a required practicum as an innovative strategy for both laity and clergy to learn technical skills associated with management and leadership. However, even the introduction of a formal program in school management may not entirely fill principals' need for learning to cope with real-life problems such as the role clarification of the principal, socialisation into the principal's role or his/her need to receive regular constructive feedback about his or her performance as school manager and leader. The latter presents an added dimension of management training which should form part of the pre-service preparation of the future CSPL. Therefore, a practical pre-service preparation of the principal ought to include university course work together with a practicum.

To establish educational management programs and resource availability at the university level, it is recommended that:

- * certification programmes in Lebanon be established in collaboration with renowned universities abroad through their respective faculties of education
- * universities be encouraged to equip their libraries with literature in educational administration
- * literature be made available to teachers and principals through the distribution of a semestrial publication outlining articles benefiting the domain
- * bibliographies be published in different languages pertaining to the subject of educational management
- * subscription to international educational publications be promoted in schools to enhance professional development of teachers and principals.

7.2.3 Professional formation for practising principals

The research does not only indicate the need for university courses in educational management, but practising principals should also undergo *professional formation* (cf 6.5.2.2 & 6.7.3). *Professional formation for practising principals* constitutes an effort to put together those activities consciously directed towards helping people synthesise learning acquired through course work and field experience. It provides a person with a way of constructing a personalised moral and ethical stance to be used in framing responses to a wide variety of future administrative problems. *Formation* includes *personal development planning, educational platform articulation, mentoring, understanding interpersonal styles, and professional networking* (Daresh 1990: 2).

7.2.3.1 Personal professional development planning for school managers

The interviewed principals would have benefited from *personal professional development planning*. A first step in professional formation is a general scheme or plan for his/her professional path. This means putting all the insights gathered from traditional course work and field-based learning together with insights derived from monitoring, personal reflection, platform development and style analysis into a single, coherent action plan (Daresh 1990:6). While *personal professional development planning* might be seen as the culminating activity of a university programme, it should be integrated into the ongoing activities designed to address

the practising principal's professional formation needs. Both a future principal and a practising principal should be encouraged to accept personal responsibility to integrate formal course content and learning from the field and translate this into individual action (Daresh 1990:5).

7.2.4 Educational platform articulation

A further important issue in the development of the CSPL as school leader - whether he/she be a novice or experienced principal - is the preparation of a formal statement of a personal educational philosophy, beliefs and values about education. Every CSP should take time periodically to *articulate* as clearly as possible a personal *education platform* which fits the particular community the school serves. This comprises a mission statement for the school. As Ristau and Rogus (1991: 25) (cf 4.3.2) put it, the role of the CSP should encompass the varying tasks, characteristics and functions central to the successful achievement of this vision.

More importantly, each principal must be able to bring a value system that encapsulates his/her comprehension of the principalship to his/her *educational platform*. This value system must reflect the spirit of the institution's founder(s) and be embodied within the global educational mission of the church, that is to evangelise and to endow every person with the Gospel values. Hence, it is crucial that CSPL must not only embrace the administrative and general management and leadership responsibilities, but must have an articulated plan which also addresses the core spirituality of the school.

7.2.5 Mentoring

The school principals interviewed lacked contact with peers. This was mentioned in the focus group interview and all participants remarked on the value of sharing views as they had been able to do during the interview. A system of peer mentoring would go far to address this need for professional support. *Mentoring* is an accepted practise that has been endorsed as part of the development process in many fields. The inclusion of a mentoring relationship in CSsL would provide a major step toward finding ways to reduce the sense of isolation felt by many CSs administrators at the peer level. Moreover, it increases the opportunities available for individuals to receive feedback concerning their professional performance (Ristau & Rogus 1991: 26).

Pre-service teacher education programmes in university preparation, should already include the linking of student teachers with mentors, that is, experienced local school managers who are willing to provide advice and counsel to aspiring principals as a regular feature. This mentorship system could be fruitfully extended to allow accomplished principals link up with peers to promote professional exchange of knowledge, skills and support. These individuals would be more than the field supervisors or contact persons; they are positive role models and providers of psycho-social support to future leaders. Mentors could teach by example, and mentorship also allows aspiring and practising principals to learn from other people's success or failures in an environment of openness and humility in both *mentor* and learner (Ristau & Rogus 1991: 28).

7.2.6 Understanding interpersonal styles

A skill that is needed by every successful principal is an understanding of individual differences along with a recognition of the ways in which those differences may affect the principal's ability to exercise his/her own preferred mode of behaviour. This is important in daily communication and ongoing school relationships with staff and students alike especially in the case of team building (cf 4.3.1.1e). Therefore, the principal must be aware of the latest management styles which are helpful in understanding how people interact, how minds can be shaped and which attitudes correspond to which behaviour.

7.2.7 Professional networking for existing principals

In addition to individual mentoring, principals would also benefit by *professional networking* for the CSPL. This should include the establishment of regional development seminars as part of regional meetings sponsored by a recognised body. A professional network should be created and maintained to promote the latest information and trends in education. Moreover, in-house service training ought to be offered to principals on a regular basis. Finally, these existing principals should promote the subscription to and exchange of educational materials and publications for themselves and for circulation to their staff.

7.2.8 Application of the CSPL professional development

All these necessary components concerning professional principal development discussed above should be initiated by and provided for by a designated upper management body. I suggest the General Secretariat of CSL (cf Fig. 3.2) as this body for two reasons:

- a) This gives more leverage in becoming a centre of convergence for the CSPL.
- b) The envisaged strategies for the development of the principalship can be channelled towards creating a common denominator among the different religious orders or institutions.

This recommendation could also contribute to a unified educational platform related to the overall politics of Catholic education in Lebanon. It is needless to mention the momentum such an undertaking can create in general. Accordingly, the professional development of existing principals is not only strongly recommended, but should be seen as crucial for the principal's basic job description.

7.3 Administrative demands pressuring the spiritual dimension

A unique dimension of the CSPL as emerged from the interviews, which is not encountered by principals in secular schools and thus not addressed in the literature (as found throughout Chapter 2), is that fact that administrative demands of the principalship constantly pressure its important spiritual dimension. As Stronge suggests (1990: 2) (cf 2.4.5), the principalship in the context of the religious school requires a careful balancing act of competing goals - the administrative and the spiritual. The solution to the tension involves effective *time management* (cf 2.5) and *delegation* (cf 4.3.1.1f) where the sense of spiritual objective is not overwhelmed or drowned by mundane duties of the job.

According to Edwards, as quoted in Pistone (1990: 14), the delicate equilibrium of the administrative and the spiritual requires reflection and time on the part of the principal. It is recommended that the CSPL take the time to:

- * step back from the demands of their positions
- * meet with other principals

- * share common experiences and insights.

Principals are encouraged to continue to meet periodically to build the spirit of sharing and to establish an ongoing support network with their colleagues (cf 7.2.5 & 7.2.7). This will allow for a sharing of the faith and building of a common understanding which can affirm the principals in their unique role as leaders of Catholic schools.

7.4 Delegation

Judging from the interviews, *delegation* of tasks (cf 6.8.2.) to other members of staff was assumed by principals as standard practice. This ranged from *delegation* from a responsibility aspect with a definite return product to one of *delegation* of tasks out of lack of knowledge about the duties themselves. From the varied responses, it was apparent that *delegation* should reflect a characteristic of strength not a weakness of the principalship. The principal should rely on delegation as an important tool to enhance him/herself as well as the staff as mentioned in Front Line Management (cf 2.5). For himself/herself, the principal uses *delegation* as an important coping mechanism especially regarding time management. For the staff, *delegation of tasks* signifies trust and confidence in them on the part of the principal - affording staff a sense of empowerment, which is an integral part of TQM philosophy (cf 2.9.4). Thus, staff are given responsibility, allowed the opportunity to follow through, and to deliver a return product which is checked by the principal.

7.5 Strategic planning and organising

Based upon the research comments, I felt that *strategic planning* (cf 6.8.4 & 6.13.3.1) and *organising* (cf 6.8.3) are tasks of primary importance for the achievement of both short and long term objectives of CSsL. The principles must stay steadfast while the technicalities may change.

Although many of the interviewees have touched on these topics, they did not appear to have a clear understanding of either the concept of strategic planning or a sense of priority regarding its regular implementation. Because of the emphasis on crisis management during the war period, principals and staff, unconsciously, still focused on ad hoc planning techniques which

they had previously applied under unstable conditions. Many of them do not really understand the importance of regular and continuous long term planning (cf 6.8.7).

Cognizant of the challenges facing the CSS (cf 6.11) , it is of utmost importance that CSPsL engage in *strategic planning and organising the execution of long term plans*. Principals should be thoughtful, reflective people who not only solve problems but, more importantly, also anticipate them. Regrettably, on a general basis, the lack of formal management training and the reliance on the job experience as main source of preparation for the principalship (cf 7.2.1) has meant that the CSPL tends to be a reactive doer rather than proactive thinker. For example, the uncertainty and flux in Lebanese society (cf 6.12.6) may discourage the CSPL from even trying to be a *strategic planner*. Therefore, there remains a clear incentive or motivation for the CSPL to *strategically plan* . Thus he/she will be able to ensure the maintenance, cultivation, and progression of the basic school objectives.

7.6 Financial management

Financial management of schools, especially the lack of funds were of great concern for all participants (cf 6.8.5). All participants agreed on a feeling of frustration and near helplessness about how to fill the role of effective financial manager. The participating principals generally operated without a clear vision or certain plan because of new government edicts that might affect funding of schools. The present system of financial management of Catholic schools is tuition-based which makes it difficult for the CSPL to survive in the long run. This calls for new, innovative sources of funding. Firstly, the basic system of funding requires re-examination and re-definition. There is a need for funding based upon schools' development plans and needs. This entails establishing of progressive programmes through strategic planning (cf 7.5). For example, schools may solicit endowments from individuals, corporations, or foundations for specifically marked use only of monies. Major gifts from stewardship to support faith oriented programs is an important source of revenue; estate planning and development are also key financial sources. Furthermore, the CSS can tap alumni association resources through regular fund raising activities organised by schools. Finally, a policy of marketing schools and the recruiting of students should be implemented based on the strengths of Catholic schools which is a level of clear Catholic objective and quality of education (Thompson & Flynn 1988: 31).

To fund CSsL in the future is no easy task, but without a change in the present system's approach, there is a real possibility of further disintegration of CSL. Consequently, planning for schools without a strong development programme including the expansion of enrolments and the strengthening of the financial viability of schools is rather like mixing up the batter but never getting the cake in the oven (Thompson & Flynn 1988: x). The development plan for schools with an organised set of the above-mentioned resources and a clear financial plan is considered essential to post-war survival.

In this direction, new sources of revenue have to be sought and people with access to financial resources should be invited to participate in the decision-making process in schools. On the other hand, a word should be said about leadership. It can again be asked what is being done to train CSPL, teachers, parents and students about the value of CSs and the financial requirements to maintain these schools in future? A background in development projects as well as projects' development is essential for the leaders in CSsL. Without financial support, all the programmes stop. Search committees for principals should seek those candidates who can make a difference by improving the financial conditions as well as the faith conditions in CSsL. Both are essential elements of a quality programme.

7.7 Leadership

As mentioned in section 6.9, leadership themes discussed by participants include commentary on *vision, mission, faith formation* and *school culture*.

7.7.1 Vision

The interviews clearly showed that the principals linked the school *vision* to its fundamental *mission* and *faith formation of students*. However, in many instances they stressed a concern about the future maintenance and cultivation of *vision* and *mission in CSL*. Moreover, some of them expressed concern about how to keep the *vision* intact (cf 6.9.1 & 6.9.2). Knowing the intentions of the present Lebanese government which are directed at containing Catholic education in Lebanon, a new approach must be found if we are to create new paradigms for Lebanon's post-war CSs. Within this adjustment in ideals, there must remain, however, a "purposing" in the *vision* as Sergiovanni (1991: 180) has pointed out (cf 2.6.2.1). Although it is an asset for schools to accommodate different ideologies within the same structure, it is

imperative at times of major discernments or hardships to face pertinent issues together with a solid vision. Regarding the historical contribution made to Lebanese education by Catholic schools (as outlined in Chapter 3), the concept of clear *vision* has been the abiding force of these educational organisations for centuries. A vision is capable of projecting a shared picture of the future people wish to create. At times of both hardships and prosperity, it was the means to success.

However, at present, it appears that all CSs are not committed to one same *vision*. If there is a single vision, it is very subtle in its expression and sidetracked by overwhelming issues. A shared *vision* cannot but foster true commitment, not only compliance, on the level of all involved. A vision should not be dictated, it can be absorbed only through the heart and the will. Probably the best way to redefine it, is by asking oneself:

- a) what are we about?
- b) where are we going?
- c) how are we to get there?

It is of great importance for CSs in post-war Lebanon to redefine a global *vision* which in turn can provide a strong impetus for the CSPL to renew his/her commitment to evaluate, and access his/her position to ensure that he/she is not just riding the northbound train but is genuinely on track. One cannot have exhausted, frustrated people at the helm. Instead, there should be a platform for visionary risk-takers with high energy levels and a willingness to break from tradition. In finding a common vision, mentoring and networking (cf 7.2.5 & 7.2.7) among principals can play an important role as the recommendations suggest in section 7.2.9.

7.7.2 Mission

Mission is linked to organisational purpose and goals which require not simply taking initiative, but being responsible for it. In the research inquiry, participants linked a school *mission* to vision. They articulated their *mission* in terms of the church's global *mission* as well as their personal beliefs. A *mission* represented is a choice of what is desired for the school, based upon values, rather than on prevailing conditions. The ultimate objective of Catholic schools according to the participating principals is evangelisation using whatever means capable of achieving and promoting the development of the human person. Armstrong (1990: 3) cites that successful principals must keep their *mission* foremost in their mind at all times. This *mission*

is to educate human beings. The principal must not only articulate, but model the characteristics of integrity, trust, caring, listening, attention and global vision. The principal must also hold high expectations and take a positive approach to life, as well as show a sense of humour and an even temper. In this area, it is recommended that regular articulation as well as review of school *mission* should form the first phase of principals' strategic planning (cf 7.5).

7.7.3 Faith formation

Based upon the research findings, most participants stressed the importance of preserving the faith through religious education as well as the liturgical celebrations for the Christian students, and teaching moral values to non-Christians (cf 6.9.3). However, I believe that the post-war message with regard to *faith formation* should be reaffirmed: teaching the Catholic faith has always had a dual dimension. It is a ministry in which people form a community of faith, enabling its members to understand and to express this faith in the reality of their everyday lives. It is also a call to assist students to become intelligent participants and leaders in today's society.

Because of specialisation and departmentalisation in CSL today, many teachers fail to see themselves as ministers called to exemplify their role within the educational enterprise. Moreover, there is no such thing as a "value-free" subject. My observation has been that in many CSsL, teachers tend to get so involved with the demands placed on them for academic excellence in their chosen field of expertise that the faith dimension runs the risk of neglect. While not neglecting or underrating the importance of developing the intellectual, teachers and principals should also acknowledge the affective and spiritual needs of their students, no matter what area of the curricula they teach.

Spiritual education is not only addressed in CSs formally through religious classes, but through what is known as the hidden curriculum, that is, inter alia the climate and atmosphere of the classroom, the values the school espouses, its lived mission and philosophy; sense of commitment, trust and community orientation. Students in CSsL must be helped to find God experientially as well as cognitively. In this area the principal plays a pivotal role as instructional leader of the school and as role model for his/her staff.

7.7.4 School culture

From the comments of the participants I could see an awareness of the need for setting a positive *school culture* where students can grow and mature (cf 6.9.4 & 6.13.3.5). In a growing Islamic fundamentalist society, the CSsL must become more committed than ever to create a Catholic community culture. Thus, the climate or culture of the Catholic school should be emphasised by the principal (Mullaly 1996: 2). This can be done by:

- * creating a welcoming and caring environment
- * developing a shared vision through ritual ceremony
- * promoting a faith relationship with Christ
- * responding to changing culture in society.

The principal must see that the activities mentioned above are realised not only to deliver a mandate concerning guidelines for *school culture*, but in the final analysis, the materialisation of these aspects should also be evident in the daily operation of the school. *School culture* should combine the vision, mission and faith in action and should be evident to the staff and the students alike. The principal's contribution to creating an appropriate *school culture* is directly underscored by Sergiovanni (1991: 25) that one of the most important symbols a principal can provide is the *cultural* one (cf 2.6.3.3). The principal must make sure that certain attitudes are reiterated and reinforced by word and example so that these attitudes become virtually second nature among staff and students. For example, if the principal as a nun is a symbol of motherly care and concern, how is this shown in the school? If shown, how do the staff and students respond? Does this exemplify respect which is noticeable throughout the school environment?

In this regard, Sister Christine's remarks are most pertinent (cf 6.9.4). She and other participants felt it was in this area that they succeeded most. As Catholic school principals, they indeed provided a unique environment of care and love which distinguished Catholic schools from secular schools and as principals they acted as a symbol thereof. Therefore, it is reiterated that a unique *school culture* must be evident in all situations in the Catholic school from the onset to the finish. For example, one must sense a positive school climate ranging from the parents' interview with the school for placement of their children through the daily school routine to the student's final graduation. The cultivation and maintenance of this culture requires the careful focus of the principal and it should radiate throughout the school.

7.8 Emergent management/leadership issues

The research findings highlighted certain issues involving both management and leadership which emerged spontaneously in the interviews: *laity involvement*, *the identity of the school*, *respect*, and *consistency amidst flux*.

7.8.1 Laity involvement

The issue of *laity* involvement in the running of CSSL is becoming a crucial consideration in Lebanon (cf 6.10.3). Traditionally, the principalship was filled by clergy without any need for considering *laity* for the position. Since Vatican II Council in 1962-1964, there has been a calling for more collaboration between clergy and laity in order to foster a greater faith community for the Church. This has opened the door for more *laity involvement* and responsibility, especially in the operation of the CSL. At the same time, there has been an increasing shortage of clergy to fill key administrative positions such as the principalship. Thus, the issue of *laity* as school manager or principal is becoming central for the basic operation of CS (Jacobs 1996: 41). The qualitative inquiry reflected a fundamental concern for *laity* involvement (cf 6.10.3). Participants expressed a wide range of opinions: the traditional view that only clergy should be considered for the position of the principal to a more open stance in which qualified and trained *laity* could fill the principalship.

Endorsed by the comments of participants, I also envisage that *lay involvement* in the day-to-day running of the CSs will become a necessity in future. This situation calls for recommendations and strategic planning. If a model is suggested in which a *lay* person is the principal of a CSL, the following structure could be considered. At the top of the school's management should be a clergy in the office of president who will oversee at all times the overall functioning of the institution. He/she should guide the basic aims of his/her order, congregation or diocese to preserve the vision, mission and spiritual philosophy for the school. The president should also handle the development and public relations affairs of the school. The *lay* person, as principal, is responsible for the complete operation of the school in terms of both the administrative and spiritual and is accountable to the clergy/president. Assistant principals, who are *laity*, are in charge of the different grade level sections. Department heads will be *lay* people responsible for different subject areas.

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The research findings highlighted certain issues involving both management and leadership which emerged spontaneously in the interviews: *laity involvement*, *the identity of the school*, *respect*, and *consistency amidst flux*.

7.8.1 Laity involvement

The issue of *laity* involvement in the running of CSsL is becoming a crucial consideration in Lebanon (cf 6.10.3). Traditionally, the principalship was filled by clergy without any need for considering *laity* for the position. Since Vatican II Council in 1962-1964, there has been a calling for more collaboration between clergy and laity in order to foster a greater faith community for the Church. This has opened the door for more *laity involvement* and responsibility, especially in the operation of the CSL. At the same time, there has been an increasing shortage of clergy to fill key administrative positions such as the principalship. Thus, the issue of *laity* as school manager or principal is becoming central for the basic operation of CS (Jacobs 1996: 41). The qualitative inquiry reflected a fundamental concern for *laity* involvement (cf 6.10.3). Participants expressed a wide range of opinions: the traditional view that only clergy should be considered for the position of the principal to a more open stance in which qualified and trained *laity* could fill the principalship.

Endorsed by the comments of participants, I also envisage that *lay involvement* in the day-to-day running of the CSs will become a necessity in future. This situation calls for recommendations and strategic planning. If a model is suggested in which a *lay* person is the principal of a CSL, the following structure could be considered. At the top of the school's management should be a clergy in the office of president who will oversee at all times the overall functioning of the institution. He/she should guide the basic aims of his/her order, congregation or diocese to preserve the vision, mission and spiritual philosophy for the school. The president should also handle the development and public relations affairs of the school. The *lay* person, as principal, is responsible for the complete operation of the school in terms of both the administrative and spiritual and is accountable to the clergy/president. Assistant principals, who are *laity*, are in charge of the different grade level sections. Department heads will be *lay* people responsible for different subject areas.

In this type of proposed hierarchy, *laity* works with other *lay persons* to ensure smooth operation and comfortable staff working relationships for the school. However, clergy involvement is retained in the vital leadership areas of vision and mission. The discussions with participants showed that *laity involvement* in CS administration in Lebanon should be viewed as a serious concern to secure the future continuity of the CS. The commitment to the Christian mission of the schools must be adhered to-whether the principal is clergy or *lay*. In this regard, the *laity* must be considered on par with the clergy in fulfilling the ongoing commitment to Catholic education.

7.8.2 Identity of the CS

The participants discussed the threat to the *identity of the CS* with external forces at work which seek to minimise its distinctive role in Lebanese education (cf 6.11.1). The resolve to maintain identity demands the efforts of the whole school community - behind leadership of the principal - to combat elements that seek to weaken the CS core and purpose. There should be a constant unified effort in this regard since the security of the CSS identity can no longer be taken for granted in any way. In this respect, principals who are adequately trained in management and leadership are essential to guide Catholic schools at a difficult time (cf 7.2.2 & 7.2.3).

7.8.3 Respect

The focus on *respect* during the interviews grew from the issue of the non-Christian enrolment of students in most of the CSL (cf 6.10.2). The non-Christian student population is steadily increasing; this is a fact no principal can ignore or deny (cf 6.11.1) This means that his/her task is to demonstrate *respect* towards all as a leadership example for all to see. The CSPL underscores the dignity of all students in their right to obtain a high quality education. This needs underscores the need for formal training, both preservice and inservice, in aspects of management skills such as conflict resolution, interpersonal communication and negotiation skills.

7.8.4 Consistency amidst the flux

The rubric *consistency amidst the flux* encompasses virtually all the issues raised by participants in this study (cf 6.11.6). Any demonstration of management and leadership skills is currently being tested by the demands and nature of post-war Lebanese society.

Governmental and societal demands change on a daily basis as Lebanon seeks to rebuild itself after the latest war. Therefore, in all interviews there emerged an underlying need for the principals to employ strategic planning as a tool to cope with change, but with the understanding that there must always be room for change or flexibility within long-term planning. Strategic planning provides an overriding sense of continuity, although the principals may tend to dismiss any kind of strategic planning as a waste of time due to the uncertainty of conditions in Lebanon. Even so, this kind of planning will provide stability within a very fluctuating environment.

7.9 Emergent issues as challenges

Certain issues such as *time management*, *maintaining the CS existence*, *decline of church standards*, *demands of the government*, *secularisation of society*, *negativism* and *the image of the school system* emerged as key challenges for the participant principals. These aspects again stressed the need for formal management training for the Catholic school principal.

7.9.1 Time management

Difficulties in managing time described by participants revolved around issues concerning effective delegation and the overwhelming sense of responsibility experienced by principals who fill a dual role as both religious and school managers (cf 6.10.1). Overall, principals experienced an acute sense of wasted energy and time during a typical school day. Effective *time management* is directly linked to effective delegation (cf 6.8.2 & 6.13.3.2) in which staff support for the principal is crucial (Atkinson 1992: 168). To alleviate the burden or stress of top-sided time allocation, the CSPL should be able to delegate to a reliable, productive staff. In other words, the CSPL must have staff also trained in school management on whom he/she can rely upon to get certain tasks completed. This is in itself is an important element in easing the difficulties of *time management* for the principal.

Moreover, the CSPL must decide upon and maintain his/her personal focus by relying on concrete setting of goals (Shipman, Martin, McKay, & Anastasi 1983: 25, 44). This signifies prioritising and arranging his/her attention to pertinent issues accordingly. The CSPL must take a daily, concerted effort for this fundamental focus. With busy and distracting schedules, this is indeed not an easy task, but one that requires committed self-discipline.

7.9.2 Maintaining CSs existence

Survival of the unique character and function of CSL was understood by participants as *maintaining the existence of schools* (cf 6.11.1). This implies that parents, students and staff become aware of the reality of the environment in which schools operate, so they can assist in their survival. In this regard, principals have a task not only to articulate a vision and mission for the school and to design a strategic plan but also to communicate the former to all stakeholders. Thus principals can also help strengthen the prospects for survival. Moreover, effective communication of school goals and plans allows parents and students to develop a sense of ownership of the school which is essential to morale and cooperation.

7.9.3 Decline of church standards

The *decline of church standards* (cf 6.11.5) noted by participants was seen from differing perspectives. Changes in standards may be seen as the result of being progressive, but this should not mean dropping the compromise of church values which are also transmitted by the school. While the church today needs to adjust to the needs of a global society, schools must endeavour to maintain enduring values which give them their unique character (cf 7.8.2). These values should continue to form part of the essential vision and mission of the school. Particular attention should be given to values when laity head schools. In this regard the proposed model for lay principals is crucial (cf 7.9.1).

7.9.4 Demands of the government

In response to the *demands of the government* (cf 6.11.1), management training for principals should include skills in understanding and implementing public policy. Aspects such as: educational law; CS entitlements; the role of legislators - city, district, national; the administration of education in government and the necessity of public relation contacts for the school with government should be addressed by training.

7.10 A proposed integrated model for the Catholic school principal

The rationale behind an integrated model for the Catholic school principal is the need for a holistic structure. The encompassing proposal made here is aimed at helping the principal

envision the phases of development and establish the steps for the comprehensive implementation of the model. The different components of the model can also serve as a basic structure for future principal management training and profession formation. However, it should not limit the creativity of visionary implementation. Thus, the suggestion of a model for the profile of a CSPL is particularly appropriate at this stage. After the investigation of the principalship viewed both in theory (as noted throughout Chapter 2 and 4) and practise (as reviewed throughout Chapter 6) undertaken in this inquiry, there is a now compelling need for a serious consideration of a practical structure.

Having commented upon the various relevant topics in the foregoing sections, a model of critical elements for management and leadership for the CSPL is presented. Based upon the literature as well as the qualitative research, I selected these aspects deemed necessary to comprise a model for a CSPL profile (cf Fig 7.1):

- * Vision, mission and faith formation
- * Strategic planning
- * Balance of the administrative role with the spiritual role
- * Laity participation in schools
- * Community building

Vision, mission and faith formation are the premise or starting point for the post-war CSPL. This means the principal should understand these elements completely and be able to articulate or communicate them in deeds, action and daily operation. The linkage of these points is evident by the research inquiry: *vision plus mission yield faith formation* (cf 6.9.1, 6.9.2 & 6.9.3) and give the unique character to the Catholic school.

Vision, mission and faith formation are integral and intertwined components for safeguarding and/or creating a true Christian educational community. Through a constant effort from the principal involving all concerned parties he/she must keep a *vision* and *mission* which are articulated, active, visible and cultivated for an eventual impact on the school constituency, especially the pupils. Care must be taken not to alienate involved parties through the process, especially if a constituency includes non-Christians. Promotion of a *vision* and *mission* may include two facets: internally, it provides security, a value giving students, parents and staff a clear direction; externally, it projects the image of the school and its values. Without this steadfastness to *vision*, there is no *raison d'être* for distinction between the CS and other schools in Lebanon.

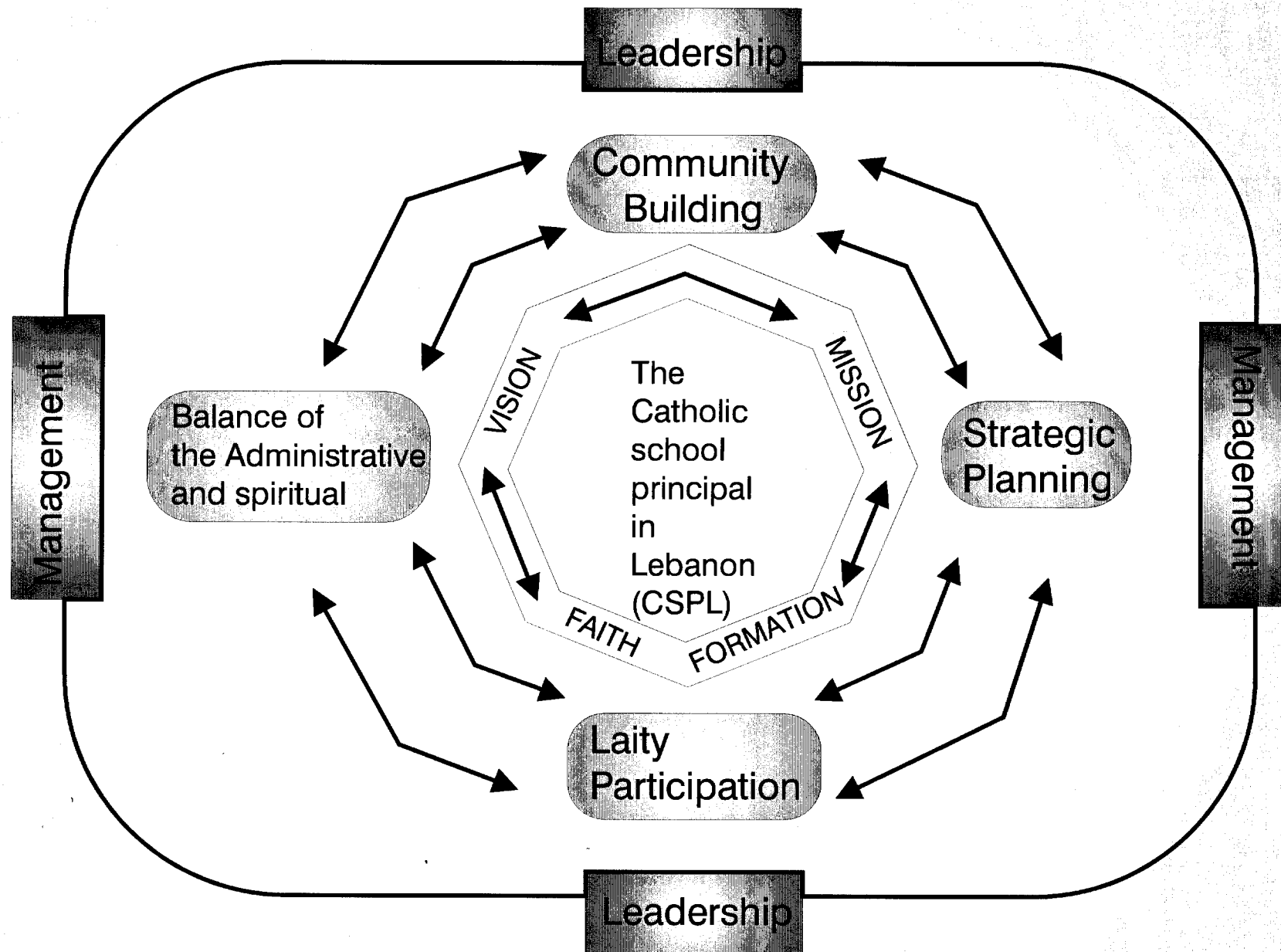


Figure 7.1
Integrated Management and Leadership Model

The principal shows the *vision* by exemplifying Christian values. He/she must demonstrate values to reflect *vision*, authenticity, sincerity and empowerment (McGovern 1995: 62). As principal there is an obligation to espouse Gospel values and demonstrate professional competencies (Roberts 1993: 68-69).

If initiated and maintained, then staff and students have to move the *vision*, *mission* and *faith formation* forward in the school. The principal guarantees opportunities for ongoing spiritual formation of staff and students in order to carry the *vision* and *mission* forward. He/she initiated the process, but the whole community must be behind him/her to make the *vision* and *mission* materialise. In this endeavour, the principal as manager guards the pace, and as leader, sets the pace (O'Brien 1994: 62).

Strategic planning is the second crucial element which determines the effectiveness of the principal. It is imperative to maintain and to further the school's position by deliberate and methodical planning. This involves careful discipline. As Bookbinder (1992: 60) mentions, *strategic planning* can be based upon a competency model. The principal should operate with a working knowledge of administrative, organisational theory. This will allow him/her to further monitor whether objectives are being realised (cf 2.4.1.6). Also, if the CSPL is mindful of the contingency approach to management as suggested by Guthrie and Reed (1991: 235-238) (cf 2.3.6), *strategic planning* can be put in practise and yet the principal can still retain the flexibility to respond to every circumstance (cf 7.9.4).

As mentioned, the Lebanese situation in general and the post-war condition in particular reflects instability. Socio-economic uncertainties, labour insecurity, family values mutation, and many other considerations are primary factors contributing today to the disintegration of the Lebanese socio-religious values, affecting the entire fabric of the society. This enigma has forced the educational institutions - especially during the years of war - to follow a day-by-day survival policy. In many institutions, this trend is still in effect today and many principals consider that planning is not the answer in such circumstances. This is a typical reactive policy that obviously implicates a continuous S.O.S situation. However, *strategic planning*, as limited as many think it could be, generates security and continuity. It gives the institution a proactive status and strength to face arising challenges. It sets the tone for planning ahead, forecasting future undertakings and influencing the outcomes.

Recourse to basics of *strategic planning* such as collaboration, involvement of professionals, and team building are always good recipes for success. In this direction, *strategic planning*

techniques must not remain untried or optional to CSPsL. In the long run, it cannot but only demonstrate its lasting value.

The *balance of the administrative and the spiritual dimension* is still another fundamental point for the post-war CSPL. This signifies a personal balance established by self-discipline. Time management skills, on the administrative side, coupled with a poised spiritual presence are primordial in this situation in order to avoid overlapping commitments which might create confusion and resentment. This balance also requires the ability of the principal to draw the staff support for a shared vision. This necessitates his/her confidence in effective delegation to his/her staff which alleviates the burdens brought on by time pressures inherent in the position (cf 4.3.1.1f) as still another example of balancing competing goals. It is also suggested that the principal centre himself/herself in the school spiritual activities for his/her own personal focus for maintaining this balance.

The issue of *laity participation* (cf 6.10.3) is increasingly becoming the key to the success of the principal as manager and leader. He/she must believe in the inclusion of *lay* people as capable of assuming responsibility as principals, assistants, support staff, or volunteers. This entails a concept of shared governance and vision, a shifting away from the typical top-down management paradigm. This new trend may involve the more traditionally oriented principal in risk-taking as described by Robbins and Allyn (1995: 6) (cf. 2.8.3). On the other hand, *lay participation* can also be seen as a chance for the CSPL to be a conserver and catalyst of faith formation and values (cf 2.9.2). Moreover, recognition and delegation to laity is a sign of a facilitative "flow of power" from the clergy to the laity. In any case, there must be solid commitment from both clergy and *laity* to the vision and mission of the school.

Many discussions have been entered into around the subject of *community building*. However, this whole issue cannot be dealt with by isolating it from the rest of the Catholic educational project in post-war Lebanon. The community should be integrated in the overall long-term new structure as integral stakeholders. Today the CSL and Catholic education is undergoing intense scrutiny and criticism from officials, staff, parent-teacher associations, students and their parents. The merit in involving the community - as political and pragmatic as it may sound - resides in the benefit of bringing them to the centre of the educational enterprise, helping them participate in the definition of a shared vision that they endorse and support. Embracing all stakeholders in such a manner builds consensus and a firm commitment to support the position developed through an open and collaborative process. *Community building* should involve the

leadership of the principal. There is a need to expand the base of support for the schools by involvement of parents, businesses and all related school constituencies.

No serious effort has been made so far in Lebanon to bring the school to the community, nor to bring the community to the school. If the Church's top management, characterised by the religious orders, congregations and dioceses, believe there is a dire need for the validity and existence of the CSSL, then programmes must be promulgated by appropriate people through the right channels of command to provide continuous support for development and opportunities for innovation. The CSPsL are to play an essential role in this campaign, primarily giving their instruction as to what the immediate short-term goals and long-term projections are. Ultimately, CSs must become an oasis of development, security and hope for the whole community. This involves promotion in both ways: school to community and community to school. Evans (1995: 6-7) claims that, while principals should neither be afraid to make a decision nor to postpone one, their best decision making is done in collaboration with others. Effective principals surround themselves with quality colleagues and facilitate their assumption of responsibility.

7.11 Implementation of a model based upon conceptualisation

The effectiveness of the model above depends largely on a clear *conceptualisation* of the role of the principal as manager and leader by school principals as well as the Church. How well are the issues of management and leadership understood or internalised by the CSPL and upper management? Are there indications of a support mechanism for a clear conceptualisation and implementation? To what extent is the *conceptualisation* of management and leadership dependent upon the provision of education and training at the university level as well as in-service professional development for existing principals? The deliberate cultivation of the principal as manager on all levels hinges on the meaningful understanding and the subsequent *implementation* of these concepts.

The relevance of *conceptualisation* (cf 6.2.2), its influences on the principal's perception of management and leadership, the general conception of principals and upper management's role therein will be discussed in the ensuing paragraphs. Finally, conclusions are drawn as to how these factors affect the significant implementation of a model for the CSPL.

7.11.1 Influences on the principals' conception of management and leadership

It is suggested that the *principal's perception* of management and leadership has been directly affected by the latest war (1975-1990); governmental and societal fragility are prevalent at present. This creates pressures for the CSS, such as the threat to identity and the ensuing reaction to protect or to possibly retreat from progress. These conditions affect the CSPL's self-perception as a manager and leader, as indicated by the principals' reaction to certain issues during the interviews (cf 6.8.3 & 6.84).

Complicating further the perception held by principal is the fact that CSPsL had no sooner shaken off the dust of war from their schools, than they were bombarded with a comprehensive set of new government laws grounded in controlling and reorganising the Lebanese education system. Moreover, CSPsL were overwhelmed with new worldwide initiatives established upon re-ascertained concepts of learning and reframed views of leadership, organisation and governance. Furthermore, coupled with these other mutations, there has been an environmental ambivalence. This has caused CSs to become free-floating entities with few clues and no defensive plan as to how to operate under new sets of rules.

This ambivalence can also be drawn to the conflicting and sometimes schizophrenic nature of latest government reform initiatives. It is not uncommon, for example, to find central authorities demand strong local control and governance, while at the same time mandating system wide and curriculum and assessment/control strategies. There is no doubt that the job of CSPsL who are seriously attempting to reform are becoming more delicate and challenging.

7.11.2 General conception among principals

Cognizant of the influences alluded to above, I noticed a *general conception among principals* concerning the implications of management and leadership of the CSPL. Generally, I witnessed an underlying concern about feeling boxed in or being limited by the role of manager and leader. On the one hand, the principal is operating under extreme pressure, that is, the whole system is forecasting a "sink or swim feeling". In contrast, there is an evident potential in terms of institutional power which is underscored by the number of schools, pupils, staff, teachers and alumni (cf 6.5.3.2, 6.5.5.2, 6.10.3 & 7.11). Upon presentation of the issues, principals identified with or related to them when raised in the interviews. However, even though the principals willingly participated in the discussions, one could sense that they were not used to these issues

being couched in management or leadership terms. In other words, they do not usually conceive of the principalship in terms of standard management terminology. Nevertheless, while they showed a progressive disposition towards managerial and leadership ideals, they seemed guarded or clouded regarding how to realise them both now and in future.

7.11.3 Upper management's impact

In order for the CSPsL to internalise and thus fully realise management and leadership ideals, upper management plays a fundamental role. How is it contributing to a better understanding of school management and leadership? Does upper management itself comprehend management and leadership? Although schools are autonomous (cf 4.3.1.2b), these basic concepts need to be endorsed by upper management. These managerial and leadership tasks should serve as a common thread in all schools - regardless of which religious order philosophy is embraced. The basic mission of the CSsL is identical (cf 4.2); the Christian identity and goals of the school which must be carried forth by strong management and leadership of the principal.

It follows that these concepts surrounding the principalship should be taught and promulgated by upper management and mandated throughout the CSL. For this to materialise, the education body in upper management (cf Fig 3.2) must clearly and emphatically conceptualise management and leadership for itself. Professional development must begin among top management as an example to the school principals. In this way a common understanding will benefit both upper management and the autonomous schools and will lead to a clear unified philosophy and technique of school operation.

A common approach to management and leadership will serve as a shared platform for promoting strong management and leadership throughout the CSPL whereby the individual school objectives or philosophy can be achieved. This envisaged cooperation and common understanding reminds one of Covey's (1992: 202) recommendations for a win-win situation or issue which depends on involving two strong entities, in this case top management and local school management. Developing this proactive attitude through management training for both entities would provide a safe pathway towards accomplishment of goals and aspirations.

7.11.4 Education and development: conceptualisation and implementation

It is proposed that both *conceptualisation and implementation* of a CSPL model rely upon the educational and professional resources available and provided for (cf 7.2.1, 7.2.2 & 7.2.3) Without a basis for management and leadership ingrained in both general teacher training programmes and further professional development, a model for the principalship cannot be meaningfully realised. The internalisation of these concepts and issues is fundamental for the potential and productivity of the CSPL. He/she must emerge from a mere sense of maintaining school operations to a more expansive and informed view of the principalship. This can be achieved only through cultivation and support structures found in universities and the CSS itself. This could be done by:

- * regularly required development or training seminars for teachers specifically on management and leadership
- * consensus-building of religious order coordinators to agree to these seminars and endorsement of the long and short-term benefits
- * upper management endorsement/strong recommendation of this regular development programming
- * follow-up with a needs assessment and critical analysis by the principals concerning the effects of these seminars to determine the regular scheduling of such training.

7.12 Conclusion

For the suggested model and its implementation to be effective, it is essential for principals to be equipped to manage and to lead in a climate of change. The current situation of the CSsL is parallel to Smith's (1997: 21) description of a school of fish. The school swims together in the same direction until it senses danger. Within seconds the entire school turns and speeds in the opposite direction. The CSsL must be able to change and to adapt as rapidly and as flexibly as the school of fish. This can only be done if school leaders are professionally prepared and therefore capable as school managers and leaders.

CHAPTER 8

SUMMARY OF RESEARCH

8.1 Introduction

As humanity is getting closer to the third millennium, earth is being reduced into a tiny village. New forces - cultural, political, environmental, and economic - have swept the world. For better or worse, telecommunication and multimedia techniques have made our lives even more inextricably linked with others around the globe. Coupled with this fast development, Lebanon has regained momentum to rebuild its infrastructure. The Lebanese are re-examining the role of their country in relation to current internal and external challenges. In addition, they are questioning the capability of the post-war, revitalised basic institutions like government, military, or financial to cope with these new realities. Certainly one of these institutions that is under scrutiny more than others is the schooling system, inter-alia CSs.

Historically speaking, no one can deny that CSsL have previously been major players in the advancement of Lebanon (cf 3.2.1). Today, they are at a position to continue to be leading institutions in the revival and development of post-war Lebanon. In the middle of all this, one must admit that the CSPL, in particular, stands at a fork in the road.

Bearing the above in mind, this research has presented an extensive inquiry for the enhancement of management and leadership qualities for CSPL in post-war Lebanon. The study was initiated by the introduction and formulation of the problem in Chapter 1. Its intent is to probe the role of the CSP in post-war Lebanon. It outlined the CSL as a cornerstone in maintaining academic standards, and as contributing to the socio-cultural progression of Lebanon. However, at the front stands the principal who is to manage and to lead. He/she is the catalyst, co-ordinator of mission, goals and objectives, visionary, and dynamic agent of change; the CSPL understands the school constituency and shapes school culture. He/she is entrusted with both organisational survival and organisational progress.

Moreover, the principal is faced with problems and challenges, with new trends and global development. Therefore, the way he/she faces the issues will determine the results. *Chapter 2* explained basic theory and practice of management and leadership. The role of the principal

was explained based upon the latest management theories. Leadership role and a description of the CSPL personality and characteristics were entertained as well. The obstacles were analysed. A formulation of theory and practice of management and leadership was given, coupled with a presentation of new patterns.

Chapter 3 outlined the history of Catholic education in Lebanon. An overview of development was given tracing the historical, socio-demographic and political factors. The role of the church in facilitating this endeavour was also looked into. The CSSL was described in terms of goals and objectives, structure and governing bodies.

In *Chapter 4*, an extensive effort was deployed to formulate the role of the CSPL based upon current status, hypothesis and projection. Themes related to his/her role as manager and leader were studied and commented on. Finally, problems and challenges to the CSPL were scrutinised; conclusions were drawn.

In *Chapter 5*, an outline of the research design was given. The researcher presented the methodology and the choice of methods that were used to conduct the research process. The logic of selections and techniques was also described.

In *Chapter 6*, the research findings were presented. This was a thorough reporting on the outcome of the interviews and participant observation. The core of issues centred around the interviewing process. Accordingly, a foundation for a projected model profile was established.

Finally, *Chapter 7* reviewed the management and leadership issues. The researcher addressed the pre-determined and emergent topics from the viewpoint of the participant principals. Then a fundamental research model profile was constructed based upon the researcher's consideration of crucial elements for management and leadership for the post-war CSPL.

8.2 Limitations of research

It is evident that the long term intent of this study is to impact the educational system in Lebanon at large. Meanwhile, on the short term, it is aimed at focusing more closely on the issues at stake. However, as study project based on qualitative methodology, this study of a small

sample of CSPsL manifested both the strengths and limitations inherent to such a study, revealing the heed of immediate form, opening the door for further investigation.

No intellectual work is considered really thorough unless its limitations are explained. For example, the small cross section of participants is the most apparent restriction of this study. Although exploratory and descriptive in nature (cf 1.5 & 5.3.3), employing qualitative interviews to collect data from the informants, the study could not encompass, as a pioneer endeavour, every aspect of the problematic situation of the CSL principalship. Concise in size and length, it tried to shed light on as many issues as possible without being limited. Its primary objective was to illustrate and to comprehend how the interviewed CSPsL rationalised and perceived major circumstances correlating with their work and educational experience from their own point of view (cf 1.5). Hence, no endeavours were exhorted to institute trends, to generalise or to quantify the conclusions. Data was introduced in descriptive terms only.

Moreover, no effort was made to speculate on behaviours or to initiate cause and effect correlations under experimental circumstances. Suppositions were made prompted by the participants' descriptions of their experiences. While the description of the existing literature in Chapters 2, 3 and 4 yielded a notable basis for the interviews, no effort was deployed to substantiate or to refute theory. Rather, the emphasis was on discerning the participants background from their own viewpoint. Consequently, grounded theory was established according to particular themes which surfaced from the informants' narratives (cf 5.3.2).

Participants were not selected by random sampling techniques. Instead, purposeful sampling was used, a routine commonly utilised during qualitative study endeavours (cf 1.5). The method of selection was not grounded upon sufficient objective data to ensure that the research could be exactly duplicated. The data, then, is of limited predictive value.

On the other hand, I believe that more participant observation could have enhanced the triangulation of instruments used in this study, while formal interviews with upper church management could have opened new avenues of discussion along with the informal interviews already conducted. This expanded interviewing is especially important to substantiate model recommendations made based upon upper management involvement (cf 7.11.3).

However, in spite of the above-mentioned stipulations, the amount of information gathered in this pioneering study, the contribution made by the participants to the body of knowledge, as well as to the body of experience is positively unexpected. The identification with the subject

areas of management and leadership in post-war CSL such as risk-taking (cf 2.8.3), delegation (cf 6.8.2), time management (cf 6.10.1), vision and mission (cf 6.10.2), or shifting paradigms (Covey 1990: 23), represent existence of numerous standard key issues which surmount different schools' constituency or any other pertinent issue. In this limited sense, this research can benefit to help expand our knowledge about the role of CSP in post-war Lebanon by means of speculative hypotheses which can constitute a platform for future in-depth studies of the CSPL.

8.3 Recommendations for further research

Although limited in time and space, this research on the role of the CSP in post-war Lebanon was intended to pioneer an issue dear to the hearts of many concerned intellectuals in the field of education in Lebanon. Its outcome exhorts the following pre-dominant fields in the probing for additional data and information.

From a technical point of view, this study created a platform for more investigations, hypotheses and research projects for the enhancement of the CSPL (cf 8.2). It is advisable to examine the potential outcome of qualitative study patterns to warrant more investigations related to the CS principalship in Lebanon (cf 5.3.1 & 5.3.2). It is noteworthy that more comprehensive use of qualitative methods can expedite the finding of new unscouted domains or issues related to the role of the CSPL.

Although this study embraces scientific objectivity sought to impact primarily the CSPL, the small selected sampling exemplifies an apparent demand for comparative research on CSPsL. This signifies the study of other areas still unexplored such as the role of the CSPL in primary schools, the development of a balanced society, and the re-definition of socio-economic equity among students through partnership with parent-teacher associations. Furthermore, conclusions on the role of CSP in post-war Lebanon imply the exploration of the impact of international CSsL on the overall patriotic feeling of their student populace. Finally, additional studies should be undertaken regarding the success of lay CSPsL in safeguarding a Catholic environment in their schools with attention to students' response.

Moreover, additional research should evaluate the performance of a multi-faceted position such as one who is a principal of the school, head of the religious community living in the school, or

member of his/her religious order's different committees or commissions. This, in fact, puts a lot of pressure upon the achievement of the CSPL. More so, where CSPsL have to combine the burden of the day-to-day operation along with long-term development of the school; few have the energy and skills to engage in a self-development or keep up-to-date programs. Therefore, particular care should be provided to the needs of CSPsL who are concurrently engaged in attending to different personal needs.

8.4 Concluding remarks

If I am to sum up for myself what I have learned from this research, my mind would rest on two dimensions that are a "must" for the success of a CSP in post-war Lebanon: (a) human endowments coupled with a deep sense of spiritual responsibility and (b) an acute faculty of discernment. The key to a school's success is the principal's principles: the notion that a strong administrator with vision and ability to carry out his/her goals can make an enormous difference in a school. Inspiring a new generation of history makers is what must motivate the principals to be where they are. However, the focal question remains: what is the role of the CS principals in post-war Lebanon?

From the research findings one can argue that some authors have described the principalship in terms of its functions, while others focused on the various arenas in which the principal must work. However, I would suggest that his/her role be defined as a "ministry", it is not a job or a status, but a way of life, a commitment. Practically, let me recognise his/her four major responsibilities:

- * Christian values promoter and protector
- * empowerer
- * instructional leader
- * climate manager.

Every principal has the responsibility to ensure that his/her school constituency is receiving the appropriate direction for a successful completion of schooling years. Principals have to ask themselves: if we want the children to be what we want them to be, how are we going about it? For staff, teachers, students and parents alike, the CSPL remains a point of convergence. Schooling is an adult learning pattern. In other words, teach the students to learn how to learn,

teach them how to use resources. There is no terminal learning anymore. The principal is to foster a *learning and growing environment* as Fr. J. Tarrillon (1996: Interview) artfully expressed:

Today we've got our adult faculty including the principal living visible to get the students to see. In the lower grades up to high school, educators can prepare the students in not only methodology, but also in critical thinking skills. In this regard, there is a necessity for role models, starting with the principal. It is important that CSPsL model what they want their followers to learn.

On the spiritual side, educators used to speak about *strong faith*. Today they have to speak about *mature faith*. CSPsL and faculty have to show their students they also are growing and learning about their faith as well. Therefore, the CSPL has to have some vision of what it means to get people into dialogue about their faith cultivation and to teach them to base faith upon their *Catholic heritage*. On a personal level, it becomes a positive challenge of faith while on the communal level, it builds a Christian educational community. This enhances school culture when the leadership starts talking less about *truth*, and more about *meanings*. For example, what does it mean - for Catholics, Christians and non-Christians - to be a student at a CS? Why are faith and Christian heritage important for a healthy principle-centred life?

In the past, culture defined us. Today, with globalism and the reduction of the world into a tiny place, we are in a dialogue with history and with the present; we are in dialogue with others around us. Thus, we have to become self-defined in a culture. In the case of post-war CSsL, I believe they are at a turning point with this issue due to the flux of ethnicities and cultures that Lebanon has gathered along its historical development and during its latest years of war.

Church issues do not progress by revolution, but by evolution. There is no doubt as one can see that the CSSL, with its upper management, is on track with this philosophy. My only concern is not to get there too late. Possibly more could be done on the principal's level since people considered in this category are supposed to be more open to new ideas and susceptible to innovate trends.

The world of organisations - profit and non-profit - is constantly evolving. One can see as Smith (1997: 21) mentions that tomorrow's winners will be [institutions] lead by those who can manage the innovative ideas, dreams, and the natural problem solving ability of people. Innovative leaders must transform the authority structure so everyone can contribute, feel part of the organisation, and be able to participate in the process. This involves aligning the entire

organisation on a definite course. It means focusing on the needs of constituencies or leading them towards a new direction or new way.

However, any change to be affected for the post-war CSPL has to happen within the circumference of a team-type effort in order to safeguard the credibility of the team members as well as to ensure continuity. This rests upon the innovation of leadership. Keeping with the philosophy that some change is progress, but some change is deterioration, this requires bringing on board people - religious and/or laity - of *vision*. If not, one will have a management of an ongoing repetition.

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DETAILS OF INFORMAL INTERVIEWS

Abou Moussa, Sr. Gabrielle: Director of the Pedagogical Bureau for the Maronite Holy Family Congregation. Elected first assistant to the Mother General. Former principal.
Informal exchange in Jounieh, 6 August 1997.

Azar, Sr. George-Marie: One of form elected members to the Executive Council of the Episcoapl Commission for Educational Queries (cf Figure 3.2). She is also the principal of St. Joseph College - Jbeil, Lebanon.
1st informal exchange in Jbeil, 5 July 1995.
2nd informal exchange in Jbeil, 27 February 1997.

Azar, Sr. Roger: Assistant principal at Apostles College. Head of Primary Cycle. Member of the Religious Education Commission, a body under the umbrella of the Assembly of Patriarchs and Bishops in Lebanon.
Interview, 7 March 1997.

Btaiche, Rev. Fr. Sami : Principal of Apostles College, Jounieh/Lebanon.
Informal exchange in San Antonio, Texas. 2 September 1996.
Interview in Jounieh/Lebanon, 10 March 1997.
Informal exchange in Jounieh/Lebanon, 30 July 1997.

Halabi, Sr. Dominique: Principal of St. Elias Antonine Sisters School. Ghazir/Lebanon. Former Superior General of the Antonine Sisters Order. Commentary draft on Chapters 3 & 4.
Informal exchange, 2 August 1997.

Hourani, Guita: President of the Maronite American Research Institute (MARI), Washington, D.C., Ph.D. Candidate in history and a consultant to the World Bank (1981-1996).
1st interview in San Antonio, Texas, 14 May 1996.
2nd interview in Jounieh, Lebanon, 19 February 1997.

Hoyt, Dale R: Superintendent of Catholic Schools at the Catholic Archdiocese of San Antonio, Texas.
Interview, 8 October 1996.

Joseph, Alain: Vice President of Alumni Association at Apostles College Jounieh/Lebanon.
Architect, Investor and Developer.

Informal exchange, 22 February 1997.

Maalouf, Afif: High School Mathematics teacher. Academics Co-ordinator at Apostles College,
Jounieh/Lebanon.

Interview, 20 February 1997.

Maalouly, Berthe: High School teacher of literature. A PTA member at her children's school.

Interview, 28 February 1997.

Tarrillion, Rev. Fr. Joseph: S. M. President of Central Catholic High School, San Antonio,
Texas U.S.A.

Interview, 8 October 1996.

Zaidan, Rev. Fr. Abdallah: D.Ed Candidate at Peperdine University in California. Rector of
Lady of Lebanon Cathedral in Los Angeles, CA.:

Interview in Los Angeles, CA, 25 May 1996.

Zaidan, Rev. Fr. Camille: General Secretary of Catholic Schools in Lebanon. Former principal
of St. Joseph School, Kornet Chehwan/Lebanon.

Interview at office in Beirut, Lebanon, 1995 June.

APPENDIX A:

**The New Structure of Education in Lebanon
(Arabic document)
(cf. Figure 3.4 for English version)**

APPENDIX B:

**Time-line for implementation of the New Structure of Education in
Lebanon**

(Arabic document)

(cf. Figure 3.5 for English version)

الملحق رقم III الترتيب الزمني لتطبيق المناهج

المرحلة الزمنية ٢٠٠١ - ٢٠٠٠	المرحلة الزمنية ٢٠٠٠ - ١٩٩٩	المرحلة الزمنية ١٩٩٩ - ١٩٩٨	المرحلة الزمنية ١٩٩٨ - ١٩٩٧	السنة المنهجية	
12	12	12	12	الثالثة الثانوية	المرحلة الثانوية
	11	11	11	الثانية الثانوية	
		10	10	الأولى الثانوية	
9	9	9	9	التاسعة	المرحلة المتوسطة
	8	8	8	الثامنة	
		7	7	السابعة	
6	6	6	6	السادسة	المرحلة الابتدائية
	5	5	5	الخامسة	
		4	4	الرابعة	
3	3	3	3	الثالثة	
		2	2	الثانية	
		1	1	الأولى	
			2	روضة ثانية	المرحلة ما قبل الابتدائية
			1	روضة أولى	

التعليم
الأساسي

تطبيق نظري شامل

تطبيق تجريبي متكامل



Universiteit van Suid-Afrika

UNISA

University of South Africa

Le 18 Décembre 1996

A QUI DE DROIT

Ceci est pour déclarer que Père Marwan TABET est un étudiant inscrit à l'Université d'Afrique du Sud où il effectue actuellement des recherches pour le doctorat en Education (D.Ed) degré «Gestion Educative». Toute information recueillie par moyen d'observation, interviews ou questionnaires sera utilisée uniquement à dessein de recherches scolaires. Le caractère confidentiel de la date sera respecté à toute instance.

Votre coopération à cet égard sera grandement appréciée.

Fidèlement vôtre,

.....

Eleanor M. LEMMER (Prof)

Sous-Doyen: Faculté de l'Education

J'ai lu et compris l'explication des informations recueillies ci-dessus. Par conséquent, je consens à participer aux études de cette recherche.

.....

Signature

.....

Date

APPENDIX C:

Research Packet (English version)

C1 Cover letter

C2 Consent form

C3 Informant data sheet

REV. MARWAN E. TABET
M.L.M.
OUR LADY OF THE CEDARS OF LEBANON CHURCH
Western Service & Mount Lebanon Road
Woodmead, 2144, Sandton, South Africa
Tel: 011 2711 704 1305 Fax: 011 7211 804 1306

Dear

Date

From recent personal inquiry, your school has come high regarded as one of the ten largest Catholic institutions for secondary education in Lebanon. In your definitive role as school principal, I am inquiring about the possibility of your assistance in participating in a qualitative study concerning the Catholic principalship.

As means of introduction, I am the Head of the Maronite Catholic Mission in South Africa. I hold Master's degrees in both Educational Administration and Non-Profit Organizations along with Political Philosophy: I am now writing my dissertation for a Doctorate of Education (D. Ed.) at University of South Africa (UNISA), Pretoria. Thus, the focus of my doctoral study is **THE ROLE OF THE PRINCIPAL IN CATHOLIC SCHOOLS INPOST-WAR LEBANON.**

As part of my research, I am presenting you a survey concerning basic school data along with various aspects of the principal as manager and leader. Please complete the enclosed questionnaire in Arabic, French, or English and call me at:

College des Apôtres

P.O. Box 262, Jounieh, Lebanon

Tel: 09 930002/3 - 913460 Fax: 09 832909 Cell Phone: 03 867999

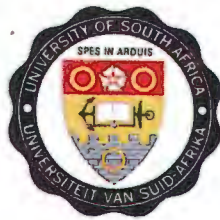
I would greatly appreciate it if you could call the above number by 28 February 1997/Friday for pick-up of the information. I will contact you soon to ask if you would please agree to a personal interview as a follow-up to the survey information. I will be in Lebanon until mid-March. I would be happy, then, to meet with you at your convenience.

Should you have any questions, please do not hesitate to contact me at the above numbers.

Thank you for your time and consideration

Sincerely,

Rev. Marwan E. Tabet M.L.M.



Universiteit van Suid-Afrika

UNISA

University of South Africa

1996 December 28

TO WHOM IT MAY CONCERN:

This is to declare that Father Marwan Tabet is a registered student at the University of South Africa, where he is currently doing research for the D. Ed. degree in Educational Management. Any data gathered by means of observation, interviews, or questionnaires is to be used for the purposes of scholarly research only. Confidentiality of data will be respected in all instances.

Your cooperation in this regard will be greatly appreciated.

Yours faithfully,

Eleanor M. Lemmer (Prof)
Vice Dean: Faculty of Education

I have read and understood the above explanation for gathering data. Therefore, I give my consent to participate in the research study.

.....
Signature

.....
Date

Respondent No.

INFORMANT DATA for the CATHOLIC SCHOOL PRINCIPAL PROFILE
ASSESSMENT IN LEBANON

INSTRUCTION: Your ideas on educational administration will be better understood if I know something about you. This personal data profile is designed to help me know you better. Please answer the following questions to the best of your ability.

1. NAME (optional)
2. AGE: 3. SEX: 4. NATIONALITY:..... LEBANESE
Other (Specify)
5. HIGHEST LEVEL OF EDUCATION.....
.....
.....
6. PRIOR TEACHING AND/OR ADMINISTRATIVE EXPERIENCE:
.....
.....
7. CURRENT POSITION:
8. NAME OF SCHOOL:
 - A. YEAR SCHOOL FOUNDED.....
 - B. SIZE (No.):.....
 - C. GRADE LEVELS (CHECK ONE OR MORE)
..... PRIMARY ELEMENTARY SECONDARY
 - D. ADMINISTRATIVE STAFF (No.)
 - E. TEACHING STAFF (No.)
 - F. STUDENT AGE RANGE
 - G. (CHECK ONE) BOARD NON-BOARD
(Students living on campus)

APPENDIX D:

Research Packet (French version)

D1 Cover letter

D2 Consent form

D3 Informant data sheet

REV. MARWAN E. Tabet
M.L.M.
OUR LADY OF CEDARS OF LEBANON CHURCH
Western Service Road at Mt. Lebanon
Woodmead, 2144
Sandton, South Africa
TEL. 00.2711.804.1305
FAX 00.2711.804.1306

Date :

Cher(e)-----

Suite à mon étude récemment menée, j'ai trouvé que votre établissement scolaire est hautement classé parmi les plus grandes institutions Catholiques d'enseignement secondaire au Liban.

Je viens, par cette présente, solliciter auprès de vous, cher directeur, la possibilité de participer à une étude qualitative concernant le rôle du directeur d'une école Catholique.

Comme terme d'introduction, je suis le Supérieur de la Mission Maronite Catholique en Afrique du Sud. Je détiens un Double Magistère en Administration Educative et Organisations non-profitable, ainsi qu'un Magistère en Philosophie Politique. Je prépare actuellement une thèse pour un doctorat d'Education à l'Université d'Afrique du Sud (UNISA) Pretoria. Ainsi, le point de mise de mes études doctorales est convergé vers «LE ROLE DU DIRECTEUR DE L'ECOLE CATHOLIQUE DANS LE LIBAN D'APRES-GUERRE».

Suite à mes recherches, je vous présente un questionnaire concernant les données scolaires fondamentales ainsi qu'un aspect varié d'un directeur étant un administrateur et chef. Veuillez compléter le questionnaire en Arabe, Français ou Anglais ci-joint et contacter:

Rev. Père Marwan TABET, M.L.
Collège des Apôtres
P.O.Box 262
Jounieh - Liban
Tel.: 09/930002/3 - 913460
Cell Phone 03/867999
Fax. & Répondeur : 09/832909

Je vous serai amplement reconnaissant de pouvoir contacter le numéro ci-dessus d'ici le 28 février 1997 pour collecter le questionnaire. Je vous contacterai bientôt pour solliciter votre accord pour un interview personnel concernant la suite de l'enquête. Je serai au Liban jusqu'à 11 Mars 1997. Je serai bien heureux de vous rencontrer selon votre convenance.

Si vous avez des questions, n'hésitez pas à me contacter sur les numéros ci-dessus.

Merci pour votre temps et considération.

Sincèrement,

Père Marwan E. TABET, M.L.

Candidat N°

**DONNÉES D'INFORMATION POUR L'EVALUATION DU PROFILE DU
DIRECTEUR D'UNE ECOLE CATHOLIQUE AU LIBAN**

INSTRUCTION: vos idées sur la gestion éducative seront mieux comprises si je me suis bien éclairé à votre sujet. Ce profile personnel est conçu pour m'aider à mieux vous connaître. Veuillez agréer nous répondre aux questions suivantes:

1. NOM (Facultatif) -----

2. AGE:---- 3. SEXE:----- 4. NATIONALITÉ: -----Libanaise -----Autre (Spécifier)

5. NIVEAU D'EDUCATION LE PLUS ELEVE: -----

6. POSTES D'ENSEIGNEMENT ANTERIEURES ET/OU EXPERIENCES

ADMINISTRATIVES: -----

7. POSITION ACTUELLE: -----

8. NOM DE L'ECOLE: -----

A. ANNÉE DE FONDATION -----

B. NOMBRE DES ETUDIANTS: -----

C. NIVEAU DES CLASSES (CHOISIR UN OU PLUS)

----- PRIMAIRE ----- COMPLEMENTAIRE ----- SECONDAIRE

D. NOMBRE DU CORPS ADMINISTRATIF -----

E. NOMBRE DU CORPS ENSEIGNANT -----

F. L'AGE DES ETUDIANTS -----

G. (CHOISIR UNE) INTERNAT ----- PAS D'INTERNAT -----

(élèves résidents à l'école)

APPENDIX E:

Research Packet (Arabic version)

E1 Cover letter

E2 Consent form

E3 Informant data sheet

Rev. Marwan E. TABET
M.L.M.
OUR LADY OF THE CEDARS OF LEBANON CHURCH
Western Service Road at Mt. Lebanon
Woodmead, ٢١٤٤
Sandton, South Africa
TEL. ٠٠.٢٧١١.٨٠٤.١٣٠٥.
FAX ٠٠.٢٧١١.٨٠٤.١٣٠٦

تاريخ:

حاضرة

تحية وبعد،

نتيجة لدراسة شخصية قمت بها مؤخرا، وجدت أن مدرستكم هي من أكبر المؤسسات الكاثوليكية للتعليم الثانوي في لبنان. من خلال دوركم كرئيس للمدرسة، أتطلع إلى إمكانية مساهمتكم معي في الدراسة النوعية المتعلقة بإدارة المدرسة الكاثوليكية وذلك عبر الإجابة على أسئلة الدراسة الإستطلاعية المرفقة.

أتولى اليوم رئاسة الرسالة المارونية اللبنانية في جوهانسبورغ في جنوب افريقيا. أحمل شهادتي ماجستير في إدارة المدارس والمؤسسات العامة وفي فلسفة السياسة. حاليا، أنا في صدد إعداد أطروحة دكتورا في التربية ... إختصاص إدارة المدارس في جامعة جنوب أفريقيا ... بريتوريا. الاطروحة بعنوان: " دور الرئيس في المدارس الكاثوليكية في لبنان ما بعد الحرب".

اسئلة الدراسة الإستطلاعية (الإستمارة) المرفقة طيه تمثل جزءا من البحث الذي أقوم به وتحتوي على اسئلة تتعلق بمعلومات عن المدرسة وعن دور الرئيس كمدير وكموجه.

الرجاء الإجابة خطيا على الإستمارة المرفقة قبل ٢٨ شباط ١٩٩٧ بالعربية أو بالفرنسية أو بالإنكليزية والإتصال بي على رقمي الهاتف التاليين: ٠٩ ٩٣٠٠٠٣ ، ٠٩ ٩١٣٤٦٠ في معهد الرسل - جونه لإرسال من يستلمها منكم شخصيا.

قريبا وإذا سمحتم، سوف اتصل بكم لأخذ موعد لإجراء مقابلة شخصية تتعلق بالإستمارة.

سوف يدوم بحثي في لبنان حتى منتصف شهر آذار ١٩٩٧ ، فإذا كان لديكم ثمة اسئلة تريدون جوابا عليها، الرجاء عدم التردد بالإتصال بي على رقمي الهاتف المدرجين أعلاه.

وتفضلوا بقبول فائق الإحترام والشكر.

ألاب مروان ثابت، م.ل



Universiteit van Suid-Afrika

UNISA

University of South Africa

في ٢٨ كانون الأول ١٩٩٦

لمن يهمه الأمر

هذه الرسالة تأتي للتصريح بأن الأب مروان ثابت هو طالب مسجل في جامعة جنوب افريقيا، حيث يعد اطروحة لشهادة الدكتورا في التربية... إختصاص إدارة المدارس. إن اية معلومات تجمع بواسطة الدراسة الإستطلاعية (الإستمارة) أو المقابلات أو اسئلة الإستبيان سوف تستعمل في إطار البحث الاكاديمي فقط. أما سرية المعلومات سوف تحترم في جميع الاحوال. إننا إذ نأمل تعاونكم في هذا البحث، نتقدم منكم بخالص الإحترام.

بإخلاص

.....

اليونير ليسر

أستاذة جامعة ونائبة عميد كلية التربية

لقد قرأت المعلومات الواردة أعلاه حول جميع المعلومات لذلك أعطي موافقتي للإشتراك في هذا البحث.

.....

التاريخ

التوقيع

معلوماتيات الجواب لتحديد مواصفات
وشخصية مدير المدرسة الكاثوليكية في لبنان

ملاحظة: إن إراءك عن الإدارة في حقل التربية تصبح أوضح بقدر ما تعرفني على ذاتك. إن الاسئلة الواردة أدناه تساعدني أن أتعرف عليك أكثر. الرجاء الإجابة على هذه الإستمارة بقدر إستطاعتك.

١. الإسم (إختيارياً):
٢. العمر: ٣. الجنس: ٤. الجنسية: ... لبناني غيرها (حدّد)
٥. أعلى درجة في تحصيلك العلمي:
٦. وظائفك السابقة في التعليم أو الإدارة:
٧. وظيفتك الحالية:
٨. إسم المدرسة
- أ. سنة التأسيس
- ب. عدد التلامذة
- ج. المستوى
- تمهيدي ابتدائي ثانوي
- د. عدد الهيئة الإدارية (بالأرقام)
- هـ. عدد الهيئة التعليمية (بالأرقام)
- و. عمر التلاميذ بين عمر وعمر
- ز. (ضع X في الخانة المناسبة) داخلي خارجي

APPENDIX F:
Interview Guide

INTERVIEW GUIDE - GROUP AND INDIVIDUAL

OPENING REMARKS

- * brief explanation of the objective
- * confidentiality of the interview
- * consent to record interview on tape
- * prerogative to refuse the answering of certain questions
- * signing of consent form to participate in the research

PERSONAL INFORMATION

- * educational background
- * preparation for role as principal

SPECIFIC INTERVIEW QUESTIONS

CLOSING REMARKS

- * predictions for the future of the position
- * thank you for participation in the interview

APPENDIX G:

**Sample Individual Interview Questions
(English version)**

INDIVIDUAL INTERVIEW QUESTIONS

1. Please briefly describe your career in education. Explain how you came to be appointed to the position of principal.
2. How would you basically define the principalship?
3. What are the key features or characteristics?
4. Which do you see as crucial/ central?
5. Were your expectations of the position different from what you imagined/or prepared for?
6. How do you view your role as leader - as compared to manager?
7. Do you see the position as more management or leadership?
8. Management is often described in terms of planning, ,organising, leading, and controlling. Please describe how each of these activities are realised in your principalship.
9. How has your background and training as a priest/nun assisted you in managing the school? Do you feel a need for formal management training if it were available? Motivate your answer.
10. Do you conduct in-service training/activities for teachers? How often?
11. How do you assess teachers?
12. What kind of self-assessment do you use?
13. Do you see yourself (how) as a strategic planner?
14. Do you see yourself open/exploring new trends/directions for your position?
15. What kind of activities do you have for faith development?
16. Are you involved in cultivating school culture?
17. How are you as a risk-taker? Name an example.
18. Comment on a case of problem identification/solving.
19. Do you see yourself as an initiator?
20. In what ways are you a facilitator?
21. Describe yourself in terms of being a conserver/catalyst.
22. How do you keep current in trends that reflect cultural, religious, or ethnic diversity?
23. Do you see yourself as an effective communicator? How?
24. Can you describe any particular challenge thus far in your position?

APPENDIX H:

**Sample Individual Interview Questions
(French version)**

QUESTIONS POUR INTERVIEW PERSONNELLES:

1. Décrivez brièvement, s'il vous plait, votre carrière en éducation? Expliquez comment vous avez été nommé au poste du chef d'établissement?
2. Comment définissez-vous basiquement le directorat?
3. Quels en sont les points essentiels ou caractéristiques?
4. Lesquels voyez-vous comme cruciaux (essentiels)?
5. Vos attentes sur le directorat étaient-elles différentes de ce que vous avez étudié pour cette position? Comment votre expérience actuelle de chef d'établissement a-t-elle différencié de ce qui vous en a été dit contre votre première expérience réelle?
6. Comment voyez-vous votre rôle de chef? En comparaison avec celui de directeur?
7. Voyez-vous ce rôle comme plus conduit au gestion ou vice versa?
8. Gestion est souvent décrite en termes de planification, organisation, conduite et contrôle. Décrivez s.v.p., comment chacune de ces activités gestionnaires sont-elles réalisées dans votre directorat (Guider les réponses à chaque thème: planification, organisation)?
9. Comment votre formation et votre entraînement comme prêtre/sœur, vous a-t-il assisté dans la direction de votre école? Ressentez-vous un besoin de recyclage dans la gestion si cela était possible? Motiver votre réponse.
10. Combien souvent conduisez-vous les services d'entraînement pour les professeurs?
11. Comment évaluez-vous les professeurs? Évaluation de classe ou observation?
12. Quelle sorte d'auto-évaluation utilisez-vous?
13. Vous définissez-vous (comment) comme planificateur stratégique?
14. Vous voyez-vous explorant les conditions courantes avec une ouverture aux nouvelles données d'administration? Donnez un exemple.
15. Quel genre d'activités pour le développement de la foi avez-vous?
16. Êtes-vous mêlé à l'implantation de la culture scolaire?
17. Comment êtes-vous un coureur de risques? Nommez un exemple.

18. Commentez, sur dans un cas d'identification de problème comme étant un-solvateur de problème?
19. Comment êtes-vous un initiateur?
20. Dans quelle mesure êtes-vous un facilitateur?
21. Décrivez-vous en terme de conservateur ou catalyseur?
22. Comment vous tenez-vous informés des orientations dans l'éducation? Ces orientations qui reflètent la diversité culturelle, ethnique et religieuse?
23. Vous considérez-vous comme un communicateur effectif? Donnez un exemple.
24. Pouvez-vous décrire des défis particuliers dont vous avez fait expérience dans votre position comme chef d'établissement?

APPENDIX I:

**Sample Focus Group Interview Questions
(English version)**

SAMPLE FOCUS GROUP INTERVIEW QUESTIONS

1. Describe a typical day in your role as principal in your school.
2. What is one technique you employ to set goals and then to communicate them to the teaching staff?
3. Comment on your ideas about teamwork to increase results.
4. Do you utilize delegation to maximize productivity?
5. Do you see yourself as a collaborative planner?
6. Can you describe particular challenges you have experienced in your position as principal?
7. What do you see as a key reoccurring challenge/problem of the position?

APPENDIX J:

**Sample Focus Group Interview Questions
(French version)**

QUESTIONS POUR INTERVIEW DE GROUPE

1. Décrivez un jour typique dans votre rôle de chef d'établissement et directeur éducatif, dans votre école?
2. Quelle est la technique que vous employez pour fixer les buts et les communiquer au personnel enseignant?
3. Commentez sur vos idées sur le travail de groupe pour développer les résultats?
4. Utilisez-vous la délégation pour donner un maximum de production?
5. Vous considérez-vous comme planificateur collaboratif(ve)?
6. Pouvez-vous décrire certains défis particuliers que vous avez expérimenté dans votre position de chef d'établissement?
7. Que voyez-vous comme défi périodique/problème de la position?

APPENDIX K:
Participant Observation Log

PARTICIPANT OBSERVATION LOG

Name of school St Thomas

School principal Sr. Blanche-Marie

Date 04 March 1997

08h00 - 09h00: clerk carries money to bank; send paperwork to accountant and secretary

met with me to give briefing of her schedule for the day

makes phone calls

met with Chief of Security

checks her diary or calendar for the day

gives me tour of the administration/classroom building

09h00 - 10h00: meeting with French language coordinator

evaluation and review of the French mid-term tests

briefed and summed up meeting for me

toured kindergarten building

10h00 - 11h00: attended meeting with pre-K, 1, and 2 coordinators

11h00 - 12h00: attended meeting on Mr and Miss Lebanon - a reward program for student good behaviour

12h00 - 13h00: Lunch with Sr Blanche-Marie

13h00 - 14h15: Individual interview with Sr. Blanche-Marie

14h00 - 14h45: Tour of the construction going on throughout the campus

APPENDIX L:

**Interview Transcriptions
(English, French, and Arabic)**

**Group Interview Transcriptions
(French)**

Individual Interview Transcription Sample (English)
Excerpt from Sr. Blance-Marie
Lebanon, March 4th, 1997

Q. How would you define principalship?

I like the image, I feel like doing it more than anything else. Not only do you have to like it, but also you have to push people to become good players, you have to push the players to do a good job. In the school I try to push the teachers to become good, I feel that it is my responsibility to have them grow on the job, for we are responsible for making the children grow, like we are responsible for our own growth.

Q. Give me a couple of characteristics from your own experience of a good principal?

One of the fundamentals is that you should respect the human being as such; the name, colour and size. A child is a human being, very important for the future of humanity. Another thing is that nobody can be a principal without a give and take (attitude), and sharing. Structure is not always a haphazard thing that you want. It has to be regulated in us, so it can become a regular thing-called principalship. If you want to be the captain of the ship, you have to know where you are going, how far you are and what means do you have.

Q. What kind of self assessment do you see?

Generally, I try to put myself under questioning. Whatever I say is not necessarily the best, whatever I decide is not necessarily the optimum result that I know. So, I accept a good amount of opposition to what I say or what I do without losing my inner peace, with recognition that others might have - whoever is the other - better outlook on the issues involved. Another assessment that I have in myself is that I try to create as much as I can a gospel atmosphere when dealing with others. We all are in the same boat. I am always very happy when a group walks with me in the sense of the Gospel; gospel thinking... I am very conscious of it. It is not important to do what you want, it is very important to do what the Gospel says, what Jesus wants from us. This is off the subject. What is the difference between a Catholic priest and an evangelist? The evangelist does what he thinks is right, the priest has to do what the church teaches.

Q. Do you see yourself exploring current conditions with openness to new directions?

I try to be open minded. I am no longer after the fashion, it is probably the age. I always was open minded and see what the others are doing and never felt inferior or superior to someone. Here is my experience, there is yours, they both are find. It is okay if you are sincere, if you are doing the proper thing and are trying your best. Let the children talk. The product will tell, the outcome of what you are doing. I am much more for the fundamentals, it could be my age. It is alright, it works.

Individual Interview Transcription Sample (French)
Excerpt from Sr. Anne
Lebanon, March 5th, 1997

Q. Pourriez-vous décrivez un petit peu votre carrière en tant qu' éducatrice?

En tant qu'éducatrice, à titre, à titre.. Q. comment vous avez été nommé à ce poste? D'abord à titre amical, j'ai aidé les religieuses de mon école par travailler chez elles. puis, je suis allée au couvent, où après ma formation, ma formation religieuse et formation à la catechèse avec les méthodes actives qui m'ont beaucoup aidés pour l'enseignement, je suis revenue à Beyrouth, j'ai été nommé pour Beyrouth en 57 (1957), et j'ai commencé à enseigner. Je me suis inscrite à la faculté de l'École de Lettres pour préparer une licence de littérature française. J'ai commencé à enseigner, on m' a confié l'enseignement d'une classe de 4ème. Je pense, profitant de l'expérience qui m' avait été donnée dans la catechèse. J'ai utilisé les méthodes actives pour interesser les élèves. La 2ème année, on m'a gardé pour la 2de et la Père. J'ai travaillé 6 ans à Beyrouth auprès les grands élèves préparant le Baccalaureat Français et la catechèse.....

Q. À propos de votre position ici à Beyrouth?

Lorsqu' on m'a rappelé à Beyrouth, on m'a rappelé en 69 [1969], je suis arrivée et m'a confié une classe. En 70 [1970] on m'a demandé de m' occuper de la direction de l'école.

Q. Ç à veut dire que votre expérience d' administration vient de ton expérience de jour à jour? disant régulière?

Presque uniquement, presque uniquement de l'expérience. Bien sûre, J' ai suivi quelques sessions, ici au Liban, organisées par le ministère... comment dirais-je? la mission culturelle française. J'ai suivi une ou deux sessions en France; travail avec le groupe, animation de groupe, de direction, d'enseignement, mais pas vraiment quelque chose qui reponde au besoins. C'est sur le champs que je me suis formée. No science de l'éducation, ni pédagogie. Ma pédagogie toute entière, je l' ai acquis - je vous le dit - avec ce cours de catéchèse.

Q. De votre expérience en tant que directrice d' un établissement ici à Beyrouth, comment définissez-vous pratiquement, si je peux dire, le directeur?

Le directeur, je pense qu'il doit être celui qui tient ou bien qui est capable de tout savoir globalement. Pas tout savoir dans les details, mais globalement. Il doit connaître la marche de toute le maison, une vue d'ensemble. Il doit aussi être celui qui connait ses collaborateurs, et il doit pouvoir faire le lien entre eux.

Individual Interview Transcription Sample (Arabic)
Excerpt from Rev. Fr. Paul
Lebanon, March 5th, 1997

سؤال:

عم نحكي عن كاثوليكية المدرسة الكاثوليكية. هذه نقطة مهمة نشدد عليها بجرأة. إذا كيف تنظر لوضع المدرسة الكاثوليكية في لبنان حيث نرى أنه هناك عدة مؤسسات؛ كل مؤسسة عندها نهجها وهذه المؤسسات تحاول أن تلغي بعضها؟

جواب:

اليوم في شي صح من اليالي عم بتقولو بس مش كل هالقد خطير (...) سألتني عن وضع المدرسة الكاثوليكية وكيف في أزمة بين المدارس (...) ممكن إني الواحدة تلغي الثانية. اليوم أنا بقول التعاون ممكن يكون موجود والوعي: الوعي الاساسي للقضية. يعني المدرسة الكاثوليكية اليوم لازم يكون عندها قضية تربوية ووطنية. اليوم القضية الوطنية لازم تكون بالأول ثم القضية التربوية. هيدي لازم يوعواها الراهبة والخوري والراهب وال frere لأنو اذا راح الوطن ما بقش في مدرسة كاثوليكية (...) اذا ما راح الوطن يبقى يصلح المنهج التربوي مع الوقت (...) اليوم الوطن واقف عابرة ميزان ما بتعرف كيف يتميل يا يمين يا شمال (...) فإذا واجبتهم وواجباتنا كلنا نوعي عند تلاميذنا الروح الوطنية. أنا بفضل يكون عندي مواطن صالح يحب بلده وما بيستغني عنو لا بالهجرة ولا بالتبعية ولا بالدوبان، وما يكون معو ستين شهادة؛ لشو ينفعني واحد معو ستين دكتوراه وخاين (...) فإذا الأولوية للقضية الوطنية وثانيا للقضية التربوية (...) القضية الوطنية اخلطها فورا مع القضية المارونية. اليوم لبنان كوطن من دون المارونية يدوب. وهيدا اللي عم يسعو له الخصوم. فإذا المدرسة المسيحية الكاثوليكية لازم توعى لدور التفكير الماروني (...) اليوم كيان وطن بدون وجود ماروني بيودي للدوبان (...) هيدا دور المربين في المدارس: التربية على الروح الوطنية مش على الروح الطائفية (...) ميشان هيك أنا ضد تسليم مؤسساتنا لأي كان (...) صحيح الارساليات لاتينية بس الاشخاص فيها لبنانيين وثلاث ارباعهم موارنة (...) فإذا مفروض يوعوا على القضية الوطنية بكيانها وطبعها وجوهرها الماروني، لأنو الموارنة عم ينشؤوا الجماعات اللي عم تتعلم عندهم على هالروح (...) روح عدم التخلي عن لبنان كوطن، ككيان ثابت الى أهد الابدين (...) انت بدك تنمي شخصيتك الى حد ما تعود تدوب ورجاع انفتح قد ما بدك على الآخرين.

(...) اللي قلتو هوي جزء كبير من التطلعات، لازم يكون في تنشئة. ما يبسلمو حدا، إلا ما يكون معجون ومخبوز على هالخط. هيدي لازم يعملها، مش الرؤساء والمدرا بالمدارس، لكن الاسقفيات والرئاسات العامة (...) اليوم اذا بتجيب شخص متعلم بفرنسا خمسة عشر سنة او بأمر كا عشر سنين ممتاز علميا ومش مدعوك ومعجون ومخبوز بالروح لشو؟ اليوم اذا بتجيب اداري ممتاز أجنبي (...) وبتحطوا علا مدرستك بيديها اداريا وعلميا وتربويا صحيح بس ما بيديها حسب الروح اللي كنت عم أحكي عنو (...) أنا ضد انو العلماني يستلم (...) مع انو في كثير علمانيين ممتازين بالروح (...) بس يخشى من التدويب من باب الانفتاح، بتدوب شخصيتك، بتكون خربت من دون قصد ...

Group Interview Transcription Sample (French)
Excerpt from Group Interview
Lebanon, March 4th, 1997

Q. Décrivez un jour typique dans votre rôle de chef d'établissement et directeur(ce) éducatif(ve) dans votre école? Par exemple, quels sont les problèmes que vous rencontrez chaque jour?

Sr. Benedict: La première chose qui me vient à l'esprit - ce n'est pas dans un ordre chronologique - une des difficultés dans le fonctionnement, c'est que nous sommes un peuple de tradition orale. La relation qui est une de nos richesses est aussi une de nos handicaps, et c'est à double titre; c-à-d il y a beaucoup de choses qu'on pourrait résoudre par écrit, par note, par des mots, soit avec les parents, ou n'importe qui. Hors souvent, nous devons traiter avec la personne concernée oralement. Donc tout cela prend beaucoup de temps. Le temps de notre vue avec les différents partenaires: parents, professeurs, personnel, élèves... tout cela représente 80% du temps et vous êtes tout le temps en train d'expédier le travail sans vraiment pouvoir étudier. Donc, le temps d'étude, le temps de planification devrait tout le temps se faire durant les moments personnels, les weekends, et les soirées....

Fr. Anthony: Moi, j'approuve. Le problème, c'est que on est toujours la première et la dernière référence quelques soient les autres personnes qui sont dans la marche scolaire. C'est toujours le directeur qui est comme point de départ, point d'arrivée, ou point de rencontre pour toutes les personnes qui ont à se référer: soient les parents, les profs, soient les employés, soit les élèves qui parfois veulent à tout prix se référer à toi...

Sr. Augustine: Moi je suis tout à fait avec ce qui a été dit. En plus, si je veux imaginer une journée ordinaire, je sens que mon problème est la téléphone. C'est-à-dire, je reçois des téléphones du dedans. Au lieu de tourner tout le temps dans l'école, il y a les responsables qui me contactent tout le temps. Ce sont des laïcs à l'école. Je n'ai pas de religieuses à part une. Donc, étant des laïcs, ils ou elles se sentent obligés(e) de me poser des questions sur n'importe, pas n'importe quelle

laïcs à l'école. Je n' ai pas de religieuses à part une. Donc, étant des laïcs, ils ou elles se sentent obligés(e) de me poser des questions sur n'importe, pas n'importe quelle décision, mais les décisions qui'ils/elles doivent prendre. Ce qui fait que toute la journée, je n'ai qu' à répondre à des téléphones. Ça prends beaucoup du temps bien que de bon matin je fais une demi-heure de solutions de tâches à tel responsable, à la secrétaire tu fais ceci, à l'autre tu fais celà. Alors je distribue.

Un second problème à part le téléphone, c'est les parents à qui aussi on décide de donner quelque moments de reception. Mais, souvent les problèmes d'argent, de leurs enfants etc... Ils viennent voir ce qui se passe. Ils doivent voir la responsable. Autre chose, il y a l'affaire de la communauté, étant aussi religieuse et responsable d'une communauté religieuse. J'ai beaucoup de temps à passer dans ce cadre. Les soeurs veulent poser des questions, doivent demander des premissions, donc je dois assurer une certaine permanence avec elles...