Volume 22 Number 3 September 2021

Investigating School Leaders', Teachers' and Education Officials' Perceptions of the Effectiveness of an Educational Leadership Program in Bahrain: a Multilevel Conceptual Framework Approach

Dr. Faten Abdel-Hameed
fmahmoud@uob.edu.bh

Dr. Osama AlMahdi
oalmahdi@uob.edu.bh

Dr. Abdelbaky Abouzeid
aabouzeid@uob.edu.bh

Dr. Hasan AlWadi
halwadi@uob.edu.bh

Dr. Mahmoud Osama Jalal
mnassif@uob.edu.bh

Dr. Moosa Fateel
mfateel@uob.edu.bh

Mr. Salman Zayed
syali@uob.edu.bh

Bahrain Teachers College - University of Bahrain

312
Volume 22 Number 3 September 2021

Investigating School Leaders', Teachers' and Education Officials' Perceptions of the Effectiveness of an Educational Leadership Program in Bahrain: a Multilevel Conceptual Framework Approach

Dr. Faten S. M. Abdel-Hameed

Dr. Osama AlMahdi **Dr. Abdelbaky Abouzeid**

Dr. Hasan AlWadi **Dr. Mahmoud Osama Jalal**

Dr. Moosa Fateel **Mr. Salman Zayed**

Bahrain Teachers College - University of Bahrain

Abstract

This paper examines the perceptions of school leaders, teachers and education officials of the effectiveness of an Education Leadership Program (ELP) offered at the Bahrain Teachers College (BTC) to school assistant principals and principals, using a multilevel conceptual framework and a 360-degree feedback approach. The multilevel conceptual framework consisted of 4-levels, namely: self-learning, changing others, embedding changes in school practices, and sustainability of change and scaling up the school performance. The study sample consisted of 141 program graduates from 9-cohorts (2009 – 2017), 419 school teachers and 17 MoE officials. The study findings revealed generally that all the three sample groups perceived the program to positively affect its graduates' performance in the four impact levels. The program graduates' ability to "change others" was ranked the first impact level as compared to the other levels, from school teachers and MoE officials' perspectives. However, the program graduates perceived their abilities to "sustain the changes and scale-up their school performance and students' achievements" as the first of the program impact levels. These findings suggest that the ELP program improved the ability of the program graduates to implement developments and change in their schools and hence meet the requirements set by the Bahrain Education and Training Quality Authority (BQA). Recommendations of the study include tuning the current ELP program to further meet the needs of public schools' leaders in the Kingdom of Bahrain, especially those leading Boys intermediate schools.

Keywords: Educational leadership, school principals' performance, school practices, multilevel conceptual framework, 360-degree feedback.

*Received on: 30/11/2020 *Accepted on: 1/3/2021

http://dx.doi.org/10.12785/jeps/220311

Volume 22 Number 3 September 2021

دراسة استقصائية لآراء قادة المدارس والمعلمين ومسؤولي التعليم حول فعالية برنامج القيادة التربوية في مملكة البحرين باستخدام إطار متعدد المستويات

د. فاتن سعد محمود عبد الحميد

د. أسامة المهدي
د. عبد الباقي أبو زيد
د. حسن الوادي
د. محمود أسامة جلال
د. موسى فتيل
أ. سلمان زايد

كلية البحرين للمعلمين – جامعة البحرين

الملخص

تتناول هذه الورقة دراسة استقصائية لآراء قادة المدارس والمعلمين ومسؤولي التعليم حول فعالية برنامج القيادة التربوية (ELP) المقدم للمدراء والمدراء المساعدين بالمدارس الحكومية بمملكة البحرين في كلية البحرين للمعلمين (BTC) باستخدام إطار متعدد المستويات ونهج التغذية الراجعة بأسلوب ٣٦٠ درجة. يتألف الإطار متعدد المستويات من ٤ مستويات، وهي: التعلم الذاتي، وتغيير الآخرين، وتضمين التغييرات في الممارسات المدرسية، واستدامة التغيير والارتقاء بالأداء المدرسي. تألفت عينة الدراسة من ١٤١ خريجاً من خريجي البرنامج من ٩ دفعات (٢٠٠٩ – ٢٠١٧)، و٤١٩ معلماً من معلمي المدارس و١٧ مسؤولاً في وزارة التربية والتعليم. تم توزيع استبانات الدراسة التي تم تصميمها على أساس الإطار متعدد المستويات على خريجي البرنامج، ومعلمي المدارس، ومسؤولي وزارة التربية والتعليم. بينت نتائج الدراسة بشكل عام أن جميع مجموعات العينات الثلاث اعتبرت أن البرنامج يؤثر بشكل إيجابي على أداء خريجيه في مستويات التأثير الأربعة. وقد صنفت قدرات خريجي البرنامج على "تغيير الآخرين" في المرتبة الأولى من مستويات التأثير مقارنة بالمستويات الأخرى، من منظور معلمي المدارس ومسؤولي وزارة التربية والتعليم، بينما رأى خريجو البرنامج أن قدراتهم على "استدامة التغيير والارتقاء بالأداء المدرسي وإنجازات الطلاب" هي أول مستويات تأثير البرنامج. تشير هذه النتائج إلى أن برنامج القيادة التربوية حسّن قدرة خريجي البرنامج على تنفيذ التطورات والتغيير في مدارسهم وبالتالي تلبية متطلبات هيئة جودة التعليم والتدريب. وتشمل توصيات الدراسة تطوير برنامج القيادة التربوية الحالي لتلبية احتياجات قادة المدارس الحكومية في مملكة البحرين، وخاصة قادة المدارس الإعدادية للبنين.

الكلمات المفتاحية: القيادة التربوية، أداء مدراء المدارس، الممارسات المدرسية، الإطار متعدد المستويات، التغذية الراجعة ٣٦٠-درجة.

Volume 22 Number 3 September 2021

Investigating School Leaders', Teachers' and Education Officials' Perceptions of the Effectiveness of an Educational Leadership Program in Bahrain: a Multilevel Conceptual Framework Approach

Dr. Faten S. M. Abdel-Hameed

Dr. Osama AlMahdi **Dr. Abdelbaky Abouzeid**

Dr. Hasan AlWadi **Dr. Mahmoud Osama Jalal**

Dr. Moosa Fateel **Mr. Salman Zayed**

Bahrain Teachers College - University of Bahrain

Introduction

Since 2005, a series of reform initiatives have been introduced to develop the educational system in Bahrain (Bahrain Economic Board, 2011). As such, improving teacher education programs has been a key pillar of these developmental projects. Thus, the establishment of Bahrain Teachers College (BTC) sought to provide high quality programs to train pre-service and in-service teachers and school leaders. In line with this, the Educational Leadership Program (ELP) has been offered, since 2008, through Bahrain Teachers College to train and prepare potential school leaders, nominated by the Ministry of Education, to assume roles of assistant principals and principals in the Bahraini public schools. The program was adopted and developed in collaboration with the reputable National Institute of Education (NIE) in Singapore.

The ELP Program comprises 3-tiers: Certificate of Education Leadership, tier-1; Diploma of Education Leadership, tier-2; and Higher Diploma of Education Leadership; tier-3. Assistant principals and senior teachers are selected by the Ministry of Education to participate in the various tiers of the program. It aims at preparing the government school leaders in the following 10 areas which cover their job responsibilities, namely; curriculum innovations, professional development, educational research, strategic management, staff appraisal, communication with community, home-school relations, using ICT, improving students' learning and

applying educational ethics. The program requires completion of 28 credit hours of study (420 contact hours) divided into three tiers leading to the UOB Higher Diploma of Education Leadership. The program can be completed within a minimum of 2-academic years to a maximum of 6-years. To be granted the Higher Diploma, participants must successfully complete all required courses and all other program requirements with a minimum GPA of 2.5/4.0 (Educational Leadership Programs' Handbook, 2015).

However, since its inception in 2008, there has been lack of thorough and systematic evaluation of its effect on school leaders' performance and their respective schools. Such information will help BTC to revise the program requirements for the purpose of improvement and alignment with the school leaders' needs, MoE expectations and international best practices.

Leaders of public schools in Bahrain are charged with promoting students' achievements and success, leading and managing reform and change, monitoring and guiding teaching and learning, supporting school staff, communicating with parents and community, and other day-to-day school processes and challenges (Education and Training Quality Authority, 2018; Hejres, Braganza & Aldabi, 2017). Therefore, preparing school leaders to implement and sustain improvement and change in schools is vital for the educational reform processes in Bahrain. The ELP program offered by the BTC is the required preparation program for public school leaders in Bahrain, therefore, it covers the main areas that they need to perform the job responsibilities. Many researchers have stressed on the importance of school leaders as key factors in developing teachers' performance, creating a supportive learning community within the school, and supporting students' learning and success (Leithwood & Duke, 1999 and Leithwood, Seashore-Louis, Anderson & Wahlstrom, 2004)

Conceptual Framework

A multilevel concept in measuring the effect of the educational leadership program on its graduates' performance was applied. The framework was designed based on the major job responsibilities of school

leaders in Bahrain and on the fact that the acquired leaders' knowledge and skills during the program be transferred to the school overall performance and towards scaling up of students' achievements, which is considered the main aim of the school improvement project in Bahrain (Bahrain Economic Board, 2011). The framework consists of 4-levels, namely: self-learning, changing others, embedding changes in school practices, and sustainability of change and scaling up the school performance. Many researchers related the effectiveness of leaders' preparation programs to the previously mentioned levels (Barton, 2013; Cotton, 2003; Darling-Hammond, LaPointe, Meyerson, Orr & Cohen, 2007; Davis, Darling-Hammond, LaPointe & Meyerson, 2005; Fullan, 2007; Hallinger and Ko, 2015; Leithwood and Jantzi's, 2006; Marzano, Waters & McNulty, 2005; Osterman and Hafner, 2009; Silins, Mulford & Zarins, 2003; and Yan & Ehrich, 2009). A 360-degree feedback was utilized for the purpose of collecting data to assess the program graduates (Eddins, Kirk, Hooten & Russel, 2013).

The first assumption of the study (level-1 of the program impact) is concerned with the change in knowledge, skills, attitudes and dispositions of school leaders after completing the program. According to Osterman and Hafner (2009), Barton (2013) and Yan and Ehrich (2009), preparation of knowledgeable and skillful leaders is essential. The second key assumption (level-2 of the program impact) concentrates on the extent to which level-1 impact is transferred to school and classroom practices both qualitatively and quantitatively. This is supported by Davis, et al. (2005); Silins et al. (2003); and Leithwood and Jantzi's (2006) call for the need for understanding how skills acquired in training programs can be transmitted to actual practices in the classrooms. The third assumption of the current study (level-3 of the program impact) focuses on the extent to which level-1 and level-2 impacts are assimilated into the school routines and culture. Preparing school leaders to develop and deal with school routines have been emphasized by Darling-Hammond el al. (2007) and Fullan (2007). Assumption-4 of the study (level-4 of the program impact) emphasizes the sustainability of the effect and scaling up of students' achievements and school performance. Many researchers related the effectiveness of leaders'

preparation programs to students' and school achievements (Cotton, 2003; Hallinger & Ko, 2015; Marzano, et al., 2005).

Literature Review

Many researchers have stressed on the importance of school leaders as key factors in developing teachers' performance, creating a supportive learning community within the school, and supporting students' learning and success (Leithwood & Duke, 1999 and Leithwood et al., 2004). It has been found that not all the preparation programs would produce more effective school leaders and some of the programs fail to equip the leaders with the necessary skills to fulfill their expected roles (Darling-Hammond et al., 2007). Yet, the challenges of 21st century and the rapidly changing social, economic and political contexts imply that educational systems should adapt its current practices and approaches to redefine school leaders' roles, responsibilities and the way these leaders are being prepared and trained to face such challenges (Pont, Nusche & Hopkins, 2008). Bush, T. (2009) argued in his review article that in order to measure the impact of school leadership programs, there should be an examination of the effectiveness of these programs. Many studies sought to provide a list of practices and characteristics of effective school leaders. A large-scale study across different school systems conducted by Barber, et al. (2010) highlighted a common set of beliefs, attitudes, and personal characteristics which effective leaders possess. These beliefs and characteristics include: a major focus on students' academic outcomes, being adaptable to context and people, developing self-awareness and being able to learn, willing to take risks and challenging existing orthodoxies and behaviors and finally being optimistic and enthusiastic. Therefore, there has been growing tendency to evaluate the impact and effectiveness of school leaders' programs and its practices. (Fluckiger, Lovett & Dempster, 2014).

Capturing participants' views on in-service leadership training programs was attempted by Nicolaidoua & Petridou (2011). They implemented questionnaires and interviews on a sample of 257 trainees attending a mandatory in-service training program for novice school leaders. Their findings suggested that the content of leadership development programs

needed to correspond to school leaders' expected roles and responsibilities, and their learning needs. Hernández and Martínez (2016) used a qualitative approach to study broadening of the novice educational leaders' knowledge by involving them in a professional recognized program at a university in Spain. They conducted interviews with 100 novice headteachers from different school types, elementary to secondary, in the Province of Alicante, Spain. The findings revealed that the study samples hold positive views regarding the importance and impact of the program on their skills and abilities as new educational leaders.

The effectiveness of the administrative leadership of principals in public schools of Al Medina Al Munawarah Department of Education was identified by Huriah (2013), where Morcy's Test of Educational Leadership was applied on a sample of randomly selected 86 principals including 51 males and 35 females. The principals' perceptions of the degree of effectiveness in the various five areas included in the test showed that the area of "understanding of others" came first, followed by the area of "objectivity", then "use of authority," and "knowledge of the principles of communication," and finally the area of "flexibility", no significant differences in the opinion of the principals in the length of administrative service, qualifications and field of specialization, significant differences were found due to the principal's sex and location of the school. The study recommended to raise the effectiveness of principals' leadership through carefully designed programs. Singh (2015) implemented a quantitative research method to determine teachers' perceptions of their principals' Interpersonal Emotionally Intelligent Behaviors (EIBs), using a sample of 474 participants from 200 schools. The correlation coefficients strongly indicated that there is a statistical significance between the respondents' level of job satisfaction, the rating of their principals' EIBs and how they believe their principals' EIBs will affect their sense of job satisfaction. Shanthi's study (2015) revealed school leaders' role as facilitators of teacher empowerment through sharing of professional knowledge, encouragement of innovative ideas, providing professional guidance and supportive mentoring. This was a result of a field work carried out over a period of six months in 2013 on 13 teachers who were interviewed by the

researcher. Evans (2016) attempted to investigate the educational leaders' self-efficacy on their leadership performance and their staff satisfaction. The study applied questionnaires on 50 school leaders from different stages. The obtained results showed that principal's self-efficacy is directly related to teachers' perceptions of their leadership and job satisfaction.

In addition, many educational systems around the world have realized that in order to increase the professionalism and practices of its school leaders', new programs should be developed instead of relying only on those leaders' natural abilities and experiences (Nicolaidou & Petridou, 2011). That is to say, comprehensive and systematic preparation training, rather than inadvertent experience, is key to produce effective school leaders (Bush, 2009; Sahlberg, 2015).

Cotton (2003) described 26 behaviors of principals of high achieving schools; of which were the importance of shared leadership and focusing on instruction, his conclusions were based on reviewing 81 research articles from 20 years. Marzano, et al. (2005) developed a list of 21 categories of responsibilities of school leaders that are related to students' achievements, using a meta-analysis technique based on principal leadership definition. According to Davis, et al. (2005); Leithwood and Jantzi's (2006) and Silins et al. (2003), modern school leaders are required to play roles that would result in improving students' achievements, through engaging in building visions, implementing organizational reform and change, leading instruction, curriculum and assessment development, analyzing budgets, facilitating managing and administrating special programs, making resource-allocation decisions, and building school-community relations. Thus, there has been a growing focus in many countries around the world on the development of appropriate preparation and training programs for school leaders to meet the complex needs of schools and the wider education system (Bush, et al., 2006). Williams (2009) used a pre-post design to study how principal interns acquired skills to improve student learning. He found that "values, knowledge, and performance have long been recognized as essential constructs for school effectiveness". Accordingly, common expectations for leadership preparation programs are to provide real-world practice in real school settings and to equip school leaders with

such common effective characteristics, skills, attitudes and dispositions. Dunaway et al. (2010) found that increased involvement in leadership activities results in more learning. School leadership plays a critical role in improving students' achievement and it is widely believed that it is second only to the quality of instruction inside the classroom in terms of influencing such performance (Barber, et al., 2010; Day & Sammons, 2016; OECD, 2015). Therefore, preparing school leaders to implement and sustain improvement and change in schools is vital for the educational reform processes. Donmoyer, et al. (2012) focused on the impact of one exemplary leadership preparation program on graduates and the schools they led using a mixed-methods research design. They interviewed eight leadership program graduates and analyzed their schools' performance on achievement tests. The study indicated that questions of impact cannot be answered definitively by a single study or even a single line of research. The study uncovered apparent linkages between student achievement, principal behavior, and the principals' preparation program.

Eddins et al. (2013) reported the utilization of 360-degree feedback in program assessment for the purpose of collecting data to support the improvement of school principal's preparation. They collected data from internal and external 360-degree feedback sources including: ongoing review of school leadership literature, self-assessment by program faculty, critical review by educational leadership experts, analysis of internal and external student performance data, focused conversations with advisory groups, and perceptions of program completers as well as their supervisors as they move forward on professional leadership pathways. They concluded that the program completers must engage in learning that is relevant to prek-12 school environments, delivered in a coherent and engaging sequence, and assessed by both internal and external measures of effectiveness in order for them to make an impact as school leaders.

The previously mentioned studies employed various research designs in order to investigate leaders' preparation programs and their impact on the skills, knowledge and practices of the graduates, as well as on their schools' and students' achievements. The studies uncovered apparent linkages between student achievement, principal practices, school performance and

the principals' preparation program.

The current research study is an attempt to investigate the perceptions of school leaders, teachers and Ministry of Education officials about the effect of the educational leadership program, offered by the BTC, the only program of its kind in the Kingdom of Bahrain, on the performance and practices of its graduates (cohorts 1 to 9, about 400 school leaders) in relation to their roles and responsibilities. The study addresses an understudied research aspect in Bahrain public school system. This is the first step towards diagnosing and documenting practices that are in place in Bahrain public schools. It also aims at finding out the extent to which school leaders' personal qualities, leadership styles, and knowledge and practices related to promoting the success of schools and students, have changed after completing the BTC higher diploma of education leadership program. This study is expected to benefit the ongoing education and school reform initiatives in Bahrain, as well as providing research-based insights about the educational leadership program offered by BTC to different educational stakeholders and policy makers. In addition, such information will help BTC to review the program requirements for the purpose of improvement.

Research problem and questions

This paper examines the perceptions of school leaders, teachers and education officials of the effectiveness of an Education Leadership Program (ELP) offered at the Bahrain Teachers College (BTC) to school assistant principals and principals, using a multilevel conceptual framework and a 360-degree feedback approach. Data were collected from 360-degree feedback sources that included the perceptions of the program graduates, the teachers in their schools, as well as their supervisors from Ministry of Education (MoE). The multilevel conceptual framework consisted of 4-levels, namely: self-learning, changing others, embedding changes in school practices, and sustainability of change and scaling up the school performance.

This study employed a quantitative research design that focuses on the following 4-impact levels: Self – Learning, changing others, embedding in

school practices, and sustainability and scaling up. The reason for choosing the quantitative approach is to explore a wide range of perceptions from a large number of school leaders. They study also hope by quantifying school leaders' views to reach generalized results that reflect the larger research population.

The research questions are as follows:

How school leaders, school teachers and MOE officials perceive the effect of the Educational Leadership Program (ELP) offered by Bahrain Teachers College (BTC) on government school leaders' performance?

Are there any significant differences in the performance of government school leaders from their perspectives that could be attributed to their educational stage, age, qualification, school type and gender?

Are there any significant differences in the performance of government school leaders from teachers' perspectives that could be attributed to their educational stage, age, qualification, school type and gender?

Are there any significant differences in the performance of government school leaders from the MoE officials' perspectives that could be attributed to their qualification and gender?

Methodology

The study sample

The program graduates' questionnaire was distributed randomly to 270 school leaders (principals and assistant principals), the total number of valid returned questionnaires was 116 yielding 43% response rate. The number of teachers who received the questionnaire randomly was 900, the total number of valid returned questionnaires was 408 which equals 45% of the distributed ones. For the MoE officials, 50 questionnaires were distributed randomly and the total number of valid returned questionnaires was 16 which equals 32% of the distributed ones. The total number of public schools in Bahrain are 209 schools and the estimated number of all school leaders are 450 and the total number of teachers are 20425. Table (1) shows a summary of the study sample. Table (2) shows the weighted average of the responds.

Table (1)
The Study Sample

	Distributed	Missing	Received	Excluded	The rest	Percentage of sample from distributed questionnaires
School leaders	270	129	141	25	116	42.96%
Teachers	900	481	419	11	408	45.33%
MoE officials	50	33	17	1	16	32%

Table (2)
The weighted average of responds

Weighted average	Result	Result interpretation
1 – 1.79	Strongly agree	Very influential
1.80 – 2.59	Agree	Influential
2.60 – 3.39	Neutral	Neutral or do not know
3.40 – 4.19	Disagree	Uninfluential
4.20 – 5	Strongly disagree	Very Uninfluential

The school leaders' sample

The sample included graduates from nine cohorts of the Educational Leadership Program (2008-2009 to 2016-17). Almost half of the respondents were males 56 (48%), and the other half were females 59 (51%). About half of the respondents work in primary schools (48%), a quarter work in secondary schools (26%) and 12% work in intermediate schools. The rest of the respondents work in primary-intermediate, intermediate-secondary or vocational schools. Most of the participants (79%) belong to the age group 35-49. Respondents above 50 years represented 17% and only one respondent was younger than 34 years. Most of the participants held bachelor degrees (37%) or higher diplomas (48%). Only 13% had master's degree and one respondent held a Ph. D. The sample represents almost 25% of the total number of school leaders in public schools.

The teachers' sample

This sample included teachers who worked in schools led by graduates

from the Educational Leadership Program. They were required to answer a questionnaire that investigates their views on the qualities and performance of their school principals who graduated from the program. About 41% of the participants were males, and 58% were females – with some missing answers. The percentage of teachers who worked in boys' schools was 52%, while 47% worked in girls' schools. Most of the participants worked in primary schools (49%) while 24% worked in secondary schools, and 13% worked in intermediate schools. A small number of participants worked in primary-intermediate, intermediate-secondary or vocational schools. Most of the participants (77%) belonged to the age group 35-49. A small percentage of participants were above 50 years and younger than 34 years. Most of the participants held bachelor degrees (78%) or higher diplomas (11%). Only (8%) had master's degrees and less than 1% held a Ph. D. The teachers specialized in various subjects such as Arabic, Islamic studies, Mathematics, Science, English and other subjects. The sample represents almost 2% of the total number of teachers in public schools.

The Officials from the Ministry of Education sample

This sample included officials from MoE who supervised graduates from the Educational Leadership Program. They were required to answer a questionnaire that investigates their views about the qualities and performance of school leaders who graduated from the BTC-program. A third of the participants (31%) were males while 62% were females – with one missing answer. The participants worked in different positions: 12% worked as directors, 50% as school heads and 19% as senior school heads. Most of the participants held bachelor degrees (37%) or higher diplomas (37%). Only 19 % had master's degrees and only one held a Ph. D. It is not clear how the sample represents the study population of the MoE official as the statistics of the total number of officials are unavailable.

After receiving the official approval for conducting the research from the University Research Committee and the Ministry of Education. The questionnaires were distributed to the schools by hand by the researchers who explained the purpose of the study to the school leaders, teachers and MoE officials. Most of the respondents gave positive feedback and showed

good level of cooperation. Almost half of the respondents completed the questionnaires and returned it on time to the researchers. No major difficulties were encountered during this process.

Research Tools

In order to answer the research questions and cover the 360 degrees aspect, three questionnaires were designed for; school leaders who graduated from the educational leadership program offered by Bahrain Teachers' College in the University of Bahrain, the teachers and staff in their schools and the MOE officials in the Kingdom of Bahrain who are dealing with them on daily basis. The questionnaires were designed by the authors and each scale was designed in a way that connect with the 4-levels framework, as well as the program learning competencies. All the questionnaires were reviewed by three independent researchers to ensure its validity. They also checked the questionnaire items for language and structure improvements. The questionnaires were conducted on a small pilot sample to ensure their suitability for the large sample.

The first questionnaire was for the BTC educational leadership program graduates which included 108 items based upon the program learning competencies and in a way that connect with the 4-impact levels of the framework, with a 5-level Likert-type scale. There were 6-sections in the questionnaire that explored the program graduates' perceptions of: the personal qualities, the changes in leadership styles and practices to support school development, the change of knowledge and practices, the extent to which change of knowledge and practices affected school staff teaching and assessment practices, engagement and motivation, the extent to which their knowledge and practices change are embedded in their school routines, the extent to which their knowledge and practices change affected their students' performance and school ranking. The 108 items questionnaire had a reliability of $\alpha = 0.988$ (Cronbach's alpha) which is considered a high value.

The second questionnaire was for school teachers whose leaders are graduates of the BTC educational leadership program. It included 68 items based upon the 4-impact levels of the framework, with a 5-level Likert-type

scale. There were 2-sections in the questionnaire that explored teachers' perceptions about their leaders who completed the BTC leadership program in relation to: the personal qualities, the changes in leadership styles and practices that support school staff, students' performance and school improvement. The 68 items questionnaire had a reliability of α= 0.988 (Cronbach's alpha) which is considered a high value.

The third questionnaire was for the MOE officials in the Kingdom of Bahrain who are dealing with BTC education leadership program graduates on daily basis. It contained 68 items based upon the 4-impact levels of the framework, with a 5-level Likert-type scale. There were 2-sections in the questionnaire that explored MoE officials' perceptions about the leaders who completed the BTC leadership program in relation to: the personal qualities, the changes in leadership styles and practices that support school staff, students' performance and school improvement. The reliability of this questionnaire could not be calculated due to the small sample size.

Results and discussion

This section outlines the findings from the 3-questionnaires which are presented according to the order of the research questions stated above as well as discussion of these results in the light of the published literature in this regard.

For the first study research question: How school leaders, school teachers and MOE officials perceive the effect of the Educational Leadership Program (ELP) offered by Bahrain Teachers College (BTC) on government school leaders' performance?,

the means, standard deviations and percentages of the study sample's responses regarding the effect of the educational leadership program (ELP) on the school leaders' performance in the four impact levels were calculated using SPSS software. Findings are summarized in Table (3):

Table (3)
The Effect of the ELP Program in the Four Impact Levels

Stakeholder	Impact Level	rank	M	S.D.	%
School Leaders	Sustainability and scaling up	1	4.12	0.62	82.40
	Embedding in school practice	2	4.11	0.65	82.18
	Changing others	3	4.09	0.66	81.70
	Self-learning	4	4.04	0.70	80.87
Average			4.08	0.66	81.59
School Teachers	Changing others	1	4.30	0.76	85.93
	Self-learning	2	4.27	0.78	85.47
	Sustainability and scaling up	3	4.22	0.79	84.40
	Embedding in school practice	4	4.20	0.78	84.11
Average			4.25	0.78	84.97
Ministry of Education Officials	Changing others	1	3.62	0.64	72.41
	Sustainability and scaling up	2	3.57	0.74	71.44
	Embedding in school practice	3	3.50	0.74	70.07
	Self-learning	4	3.48	0.78	69.65
Average			3.54	0.73	70.68

With reference to the average means identified in table (2), the above table shows that the majority of the study sample indicated that the ELP program has affected the performance of the school leaders in the four impact levels. The majority of leaders (82.40%) agreed about the sustainability of the effect of the education leadership program and scaling up of school and students' performance. In addition, 82.18% believed that they embedded the program effect into their school practices, 81.70% observed their effect on changing others and 80.87% indicated that the program affected their self-learning. These results could be attributed to the fact that scaling up school and students' performance is the most important role of school leadership which is to increase their school performance in accordance with the BQA review reports for their schools (Albaker, 2017).

The majority of teachers (84.97%) agreed that the education leadership program has affected their school leaders' performance in the four impact

levels, with 85.93% indicating that the program affected their school leaders' abilities to change others, 85.47% believed it affected their self-learning, 84.40% considered sustainability of the effect on students' achievements and scaling up of school performance and 84.11% observed that the effect is embedded into school practices. These results could be attributed from the researchers' point of view to the fact that the leaders attend the program two days a week, while they continue working in their schools the rest of the week, this mode of study is believed to offer them more opportunity to apply what they were studying in the ELP in their school context, which eventually made their teachers sense the change they were doing in their schools especially in terms of encouraging those teachers to focus on their professional development (Educational Leadership Programs' Handbook, 2015).

The majority of the MOE officials (72.41%) agreed that the program affected the school leaders' abilities to change others. In addition, 71.44% observed that the effect was sustainable and the school and students' performance was scaled up, 70.07% considered the effect was embedded into school practices and 69.90% indicated that the program effect on the school principals and assistant principals self-learning.

The average of the program effect on the leaders' performance in the four levels was the most from teachers' point of view (84.97%), followed by leaders' point of view (81.59%), and lastly came the MoE officials' point of view (70.68%). This supports the transfer of the program effect to the teachers and school staff the most.

It can be implied from the analyzed data that both; the respondent teachers and the MoE officials generally agree on the ability of the ELP program graduates to 'change others' as being the top impact level. This indicates that the ELP program meets the expectations of the respondent teachers and the MoE officials in terms of introducing changes in the school and leading new initiatives for educational improvements. These results are in agreement with a study by Houriah (2013), who reported that the area of "understanding of others" is ranked first among the areas that the study tested regarding the principals' perceptions of their degree of effectiveness, followed by the 'principals' communication knowledge'

and 'flexibility'. Hernandez and Martinez (2016) got similar results when they conducted a similar study on Spanish new Head teachers investigating their perceptions of the compulsory professional development (PD) program that they go through before they are officially appointed in the new positions. They found that the head teachers who act as principals in their schools asserted the necessity that any new educational leader should go through a PD program, as these programs supply them with the skills and knowledge needed to act as agents of change in their schools and to practice their duties more professionally and successfully.

The finding that shows the assistant principals, principals, and the MoE officials agree that 'self-learning' is ranked as the fourth impact level can be explained by the fact that they are responsible for initiating changes in their schools but implementing these changes are done by the school teachers and staff. This is in agreement with Singh's (2015) study who reports that the more satisfied a teacher is at school, the more appropriate and meaningful a principals' Emotional Intelligent Behaviors (EIBs) will be. In other words, the leaders' EIBs can be constructed as one of the major factors affecting the job satisfaction of employees. The MoE officials gave the fourth rank of impact to 'self-learning' probably because of their occasional visits to the schools and their interest in evaluating the performance of the school as whole and not just focusing precisely on the performance of the individual assistant principals or principals. The respondent teachers had a different point of view in their perceptions of 'self-learning'. They gave this aspect the second impact rank which may indicate their belief that their assistant principals and principals have the knowledge and skills which enable them to improve the school performance. This belief may stem from teachers' daily interaction with their school leaders.

The 'sustainability and scaling-up' aspect is considered an important impact level from the leaders' perspectives. This is because it is one of the ultimate outcomes to which the Bahrain Education and Training Quality Authority (BQA) and the MoE give high priority in the school evaluation processes. As a result, the principals and assistant principals gave 'sustainability' the first impact rank, as can be seen from table (3), while

the MoE officials gave it the second impact rank. This is in agreement with Evans (2016) study which reports that principals' self-ratings of their efficacy, particularly in the area of management, were generally positively correlated with the teachers' ratings of their leadership and principals' self-ratings were also positively related to teachers' extrinsic job satisfaction. It is also in agreement with Shanti (2015) study which reveals specific behaviors of school leaders that facilitate teachers' empowerment through sharing of professional knowledge, encouraging innovative ideas,providing professional guidance and mentoring.

With regard to answering the second study research question: Are there any significant differences in the performance of government school leaders from their perspectives that could be attributed to their educational stage, age, qualification, school type and gender?

the researchers used the statistical process that is suitable for each variable (ONE-WAY ANOVA and t-test). No significant differences were found in the school leaders' performance from their perspectives according to the educational stage they are serving in. The registered significant levels are: (0.103), (0.126), (0.230) and (0.175), which are above the required significance level ($p<0.05$) in the four impact levels.

These findings could be attributed to the fact that the ELP program modules are not designed according to the needs of specific educational stage in which those leaders act as principals of their schools. Instead, the modules are designed to offer a general professional development knowledge and skills according to the program intended learning objectives and outcomes (Educational Leadership Programs' Handbook, 2015). The knowledge and skills can be used in different educational stages according the school contexts and needs. The school principals and assistant principals do not have the choice to work in a certain school or educational stage as this is usually the MoE decision. The results also showed no significant differences in the school leaders' performance from their perspectives according to age. The registered significant levels are: (0.889), (0.975), (0.649) and (0.977), which are above the required significance level ($p<0.05$) in the four impact levels. A possible explanation to this result is that most of the ELP school principals and assistant principals are from the

same age group 35 to 49 years old.

In terms of those principals' qualifications, no significant differences were found in the school leaders' performance from their perspectives according to qualification. The registered significant levels are: (0.764), (0.898), (0.822) and (0.420), which are above the required significance level ($p<0.05$) in the four impact levels. This is due to the fact that 80% of the ELP school principals and assistant principals hold bachelors and educational diploma and there is great similarity among them. As for the school type, no significant differences were found in the school leaders' performance from their perspectives according to school type (boys-girls). All significant levels are above the required value ($p<0.05$) in the four impact levels. Although there are no significant differences but the averages are high and close in their values. This may indicate that the ELP program had good effect on the schools generally regardless of the school type or educational stage. As well, no significant differences were found in the school leaders' performance from their perspectives according to gender (male-female). All significant levels are above the required value ($p<0.05$) in the four impact levels. This is another indication about the great similarity among the ELP school principals and assistant principals who participated in the study.

To answer the third study research question: Are there any significant differences in the performance of government school leaders from teachers' perspectives that could be attributed to their educational stage, age, qualification, school type and gender?

the researchers used the ONE-WAY ANOVA and t-test to calculate the participants' responses.

The results shown in table (4) display significant differences in the school leaders' performance from their teachers' perspectives in the four impact levels according to the educational stage, as the registered degrees of significance are ($p<0.05$). In order to determine the trend of these differences in terms of which educational stage (elementary, elementary-intermediate, intermediate, or secondary), the researchers performed a post analysis to the differences using LSD test. Results are given in table (5).

Table (4)
ONE-WAY ANOVA – analysis of the effect of the ELP program on the performance of school leaders from teachers' perspectives according to their educational stage in the four impact levels

Impact Level		Sum of Squares	df	Mean Square	F	Sig.
Self-learning	Between Groups	8.398	5	1.680	5.091	0.000
	Within Groups	123.375	374	0.330		
	Total	131.773	379			
Changing others	Between Groups	8.616	5	1.723	5.705	0.000
	Within Groups	116.899	387	0.302		
	Total	125.515	392			
Embedding in school practice	Between Groups	9.047	5	1.809	5.368	0.000
	Within Groups	125.732	373	0.337		
	Total	134.779	378			
Sustainability and scaling up	Between Groups	9.199	5	1.840	4.922	0.000
	Within Groups	142.797	382	0.374		
	Total	151.997	387			

Table (5)
Least Significant Difference (LSD) for determining trends of differences according to educational stage

Impact Level	(I) School Level	(J) School Level	Mean Difference (I-J)	Std. Error	Sig.
Self-learning	Primary	Intermediate	0.39828*	0.08965	0.000
		Primary-Intermediate	0.24785*	0.11317	0.029
	Intermediate	Secondary	-0.39563*	0.09847	0.000
		Primary-Intermediate	0.24520*	0.12028	0.042
	Vocational	Intermediate	0.40282*	0.15669	0.011
Changing others	Primary	Intermediate	0.40240*	0.08548	0.000
		Primary-Intermediate	0.28666*	0.10510	0.007

Table (5)

Impact Level	(I) School Level	(J) School Level	Mean Difference (I-J)	Std. Error	Sig.
Changing others	Intermediate	Vocational	-0.35211*	0.14696	0.017
	Secondary	Intermediate	0.38705*	0.09371	0.000
		Primary-Intermediate	0.27132*	0.11190	0.016
Embedding in school practice	Primary	Intermediate	0.39364*	0.09073	0.000
		Primary-Intermediate	0.40185*	0.11449	0.001
	Secondary	Intermediate	0.26655*	0.09954	0.008
		Primary-Intermediate	0.27476*	0.12159	0.024
	Vocational	Intermediate	0.34055*	0.15839	0.032
		Primary-Intermediate	0.34877*	0.17310	0.045
Sustainability and scaling up	Primary	Intermediate	0.41937*	0.09659	0.000
		Primary-Intermediate	0.30065*	0.11544	0.010
	Secondary	Intermediate	0.32680*	0.10594	0.002
	Vocational	Intermediate	0.49717*	0.16762	0.003
		Primary-Intermediate	0.37845*	0.17915	0.035

According to the above table, the general trends of statistical differences according to the educational stage tend to be for the following benefits in the four impact levels:

For impact level (1): Self – Learning (the extent to which knowledge and practices changed): between primary and intermediate, primary-intermediate for the benefit of the primary; between intermediate and secondary for the benefit of the secondary; between intermediate and primary-intermediate for the benefit of the intermediate; and between intermediate and vocational for the benefit of vocational.

For impact level (2): Changing others (the effect on school staff): between primary and intermediate, primary -intermediate for the benefit of the elementary; between intermediate and vocational for the benefit of vocational; and between secondary and intermediate and primary -intermediate for the benefit of the secondary.

For impact level (3): Embedding in school practices (the effect on embedding knowledge and practices in school routines): between primary and intermediate, primary -intermediate for the benefit of the primary; between secondary and intermediate and primary -intermediate for the benefit of the secondary; between intermediate and primary -intermediate for the benefit of the intermediate; and between vocational and intermediate, primary -intermediate for the benefit of vocational.

For Impact level (4): Sustainability and scaling up (the effect on students' performance, and school ranking): between primary and intermediate, primary -intermediate for the benefit of the primary; between secondary and intermediate for the benefit of the secondary; between intermediate and primary -intermediate for the benefit of the intermediate; and between vocational and intermediate, primary -intermediate for the benefit of vocational.

The results shown in Tables (4) and (5) indicate that there are significant differences in the school leaders' performance from teachers' perspectives in the four impact levels according to the educational stage in which they all serve. Most of the differences are for the benefit of the primary and secondary school teachers while the differences are not for the benefit of the intermediate school teachers. A possible explanation to these findings is that there are good numbers of BTC Bachelor of Education (B.Ed) graduates currently working in the Bahrain government primary schools. Those teachers may be more adaptive to the school leaders' willingness to implement changes in their schools, while teachers in the secondary schools are known for having strong experience and efficacy. On the other hand, school leaders in the intermediate schools face many challenges such as low achievement and behavioral problems that may hinder their ambition to improve their schools and the teaching staff. These findings are in agreement with the outcomes of the BQA school review reports. It is

worth mentioning that Donmoyer et al. (2012) indicated that questions of program impact on students' achievement can't be answered definitively by a single study.

The results shown in table (6) display significant differences in the school leaders' performance from their teachers' perspectives in the four impact levels according to age. The registered degrees of significance were below ($p<0.05$) for all the four impact levels. In order to determine the trend of these differences in terms of which age group, the researchers performed a post analysis to the differences using LSD test. Results are given in table (7).

Table (6)
ONE-WAY ANOVA of the effect of the ELP program on the performance of school leaders from teachers' perspectives according to age in the four impact levels

Impact Level		Sum of Squares	df	Mean Square	F	Sig.
Self-learning	Between Groups	4.395	2	2.198	6.513	0.002
	Within Groups	126.868	376	0.337		
	Total	131.263	378			
Changing others	Between Groups	2.972	2	1.486	4.733	0.009
	Within Groups	121.789	388	0.314		
	Total	124.761	390			
Embedding in school practice	Between Groups	3.858	2	1.929	5.551	0.004
	Within Groups	130.325	375	0.348		
	Total	134.183	377			
Sustainability and scaling up	Between Groups	3.083	2	1.541	3.996	0.019
	Within Groups	147.738	383	0.386		
	Total	150.820	385			

Table (7)
Least Significant Difference (LSD) for determining trends of differences according to age in the four impact levels

Impact Level	Dependent Variable	(J) Age Group	Mean Difference (I-J)	Std. Error	Sig.
Self-learning	34 or less	35-49	-0.34467*	0.09582	0.000
		50 and above	-0.27385*	0.12602	0.030
Changing others	34 or less	50 and above	-0.28571*	0.11945	0.017
	35-49	34 or less	0.27416*	0.09039	0.003
Embedding in school practice	34 or less	35-49	-0.33526*	0.10159	0.001
		50 and above	-0.25385	0.13055	0.053
Sustainability and scaling up	34 or less	35-49	-0.29286*	0.10450	0.005

According to table (7), the general trends of statistical differences according to the age tend to be for the following benefits in the four impact levels:

For impact level (1): Self – Learning (the extent to which knowledge and practices changed): between age 34 or less and 35-49, 50 and above, for the benefit of the older age.

For impact level (2): Changing others (the effect on school staff): between age 34 or less and 50 and above, for the benefit of age 50 and above; and between age 34-49 and 34 or less for the benefit of age 35-49.

For impact level (3): Embedding in school practices (the effect on embedding knowledge and practices in school routines): between age 34 or less and 35-49, 50 and above, for the benefit of the older age.

For Impact level (4): Sustainability and scaling up (the effect on students' performance, and school ranking): Between age 34 or less and 35-49, 50 and above, for the benefit of age 35-49.

The results shown in Tables (6) and (7) indicate that there are significant differences in the school leaders' performance from their teachers'

perspectives in the four impact levels according to age. Most of the differences were for the benefit of the age group (34 years and less). This may be attributed to the fact that some of the teachers are BTC graduates who may have the ability to adapt to school leaders' willingness to implement changes in their schools. It is also possible that their professional identity is in the process of formation and they are more cooperative with their school leaders.

Results in table (8) show that there are no significant differences in the school leaders' performance from their teachers' perspectives according to qualification in impact level-1 (0.126), which is above the required significance value ($p<0.05$). However, significant differences are found in the remaining three impact levels. In order to determine the trend of these differences in terms of the level of qualification, the researchers performed a post analysis to the differences using LSD test. Results are given in table (9):

Table (8)

ONE-WAY ANOVA of the effect of the ELP program on the performance of School leaders from teachers' perspectives according to their qualification in the four impact levels

Impact Level		Sum of Squares	df	Mean Square	F	Sig.
Self-learning	Between Groups	1.799	3	0.600	1.733	0.160
	Within Groups	129.747	375	0.346		
	Total	131.546	378			
Changing others	Between Groups	3.734	3	1.245	3.980	0.008
	Within Groups	121.027	387	0.313		
	Total	124.761	390			
Embedding in school practice	Between Groups	3.780	3	1.260	3.602	0.014
	Within Groups	130.140	372	0.350		
	Total	133.920	375			
Sustainability and scaling up	Between Groups	3.196	3	1.065	2.751	0.043
	Within Groups	147.971	382	0.387		
	Total	151.167	385			

Table (9)
Least Significant Difference (LSD) for determining trends of differences according to teachers' qualification in the four impact levels

Dimensions	(I) Highest Academic Qualification	(J) Highest Academic Qualification	Mean Difference (I-J)	Std. Error	Sig.
Changing others	Bachelors	Masters	0.24517*	0.10385	0.019
	Postgraduate Diploma	Masters	0.40575*	0.12932	0.002
		Doctorate	0.52540*	0.26362	0.047
Embedding in school practice	Bachelors	Masters	0.29109*	0.11335	0.011
	Postgraduate Diploma	Masters	0.39850*	0.13822	0.004
Sustainability and scaling up	Bachelors	Masters	0.25296*	0.11567	0.029
	Postgraduate Diploma	Masters	0.35480*	0.14327	0.014

According to table (9), the general trends of statistical differences according to the educational stage tend to be for the following benefits in the three impact levels:

For impact level (2): Changing others (the effect on school staff): between those with bachelor degree and those with masters for the benefit of the bachelor degree holders; and between those with postgraduate diploma and those with masters and doctorates for the benefit of the postgraduate diploma holders.

For impact level (3): Embedding in school practices (the effect on embedding knowledge and practices in school routines): between those with bachelor degree and those with masters for the benefit of the bachelor degree holders; and between those with postgraduate diploma and those with masters for the benefit of the postgraduate diploma holders.

For Impact level (4): Sustainability and scaling up (the effect on students' performance, and school ranking): between those with bachelor's degree and those with masters for the benefit of the bachelor degree holders; and between those with postgraduate diploma and those with masters for the benefit of the postgraduate diploma holders.

Tables (8) and (9) show that there are significant differences in three of the four levels of impact of the ELP program on the performance of school principals and assistant principals from teachers' perspectives according to qualifications. The findings were for the benefit of the teachers who hold bachelors and postgraduate diplomas. This could be due to the fact that some of the teachers are BTC graduates from the B.Ed. and the postgraduate Diploma of Education (PGDE) who are more prone to changes in schools and more cooperative with the school leaders.

Table (10) shows that there are significant differences ($p<0.000$) in the school leaders' performance from their teachers' perspectives according to the school type in the four impact levels for the benefit of girls' schools.

Table (10)
t-test regarding the effect of the ELP program on the performance of school leaders from teachers' perspectives according to school type in the four impact levels

Impact Level	School Type	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
Self-learning	Boys School	199	4.1627	0.61207	-4.497	376	0.000
	Girls School	179	4.4294	0.53217	-4.530	375.577	0.000
Changing others	Boys School	204	4.1576	0.58721	-5.503	389	0.000
	Girls School	187	4.4618	0.49737	-5.543	386.630	0.000
Embedding in school practice	Boys School	198	4.0629	0.60076	-5.468	375	0.000
	Girls School	179	4.3880	0.54835	-5.493	374.964	0.000
Sustainability and scaling up	Boys School	204	4.0605	0.63161	-5.414	384	0.000
	Girls School	182	4.3949	0.57547	-5.443	383.826	0.000

Table (11) shows significant differences ($p<0.000$) in the school leaders'

performance from their teachers' perspectives according to the gender in the four impact levels for the benefit of females.

Table (11)
t-test regarding the effect of the ELP program on the performance of school leaders from teachers' perspectives according to gender in the four impact levels

Impact Level	Gender	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Self-learning	Male	158	4.0964	0.58187	-5.468	375	0.000
	Female	219	4.4218	0.56156	-5.436	331.188	0.000
Changing others	Male	161	4.0807	0.56198	-6.848	388	0.000
	Female	229	4.4588	0.51837	-6.753	326.644	0.000
Embedding in school practice	Male	157	3.9954	0.58223	-6.386	374	0.000
	Female	219	4.3757	0.56009	-6.346	328.261	0.000
Sustainability and scaling up	Male	163	3.9800	0.61084	-6.704	383	0.000
	Female	222	4.3919	0.58439	-6.658	340.258	0.000

The results shown in Tables (10) and (11) indicate that there are significant differences in the effect of the ELP program on the performance of the school principals and assistant principals from teachers' perspectives according to type of school and gender for the benefit of girls' schools and females respectively in the four impact levels. The results also indicate the averages of males and females are high and close in their values. This may indicate that the ELP program has good effect on the schools generally but the impact was clearer in girls' schools. These findings are in agreement with the outcomes of the BQA school review reports (Albaker, 2017).

To answer the fourth study research question: Are there any significant differences in the performance of government school leaders from the MoE officials' perspectives that could be attributed to their qualification and gender?

the researchers used Mann-Whitney Test to identify differences according to gender, while Kruskal-Wallis Test was used to identify differences according to the academic qualification.

The results display no significant differences in the school leaders' performance from their MOE officials' perspectives according to gender (male-female) as all values are above ($p<0.05$) in the four impact levels. As well, no significant differences were found in the school leaders' performance from their MOE officials' perspectives according to qualification as all values are above ($p<0.05$) in the four impact levels. A possible explanation to these results could be due to the fact that the MoE officials sample included small number of participants and they share many similarities in terms of their educational experiences and other characteristics.

Conclusion

This study reports on using a multilevel concept to explore the effect of the educational leadership program offered by BTC on the performance of its graduates from their own perspectives and from the perspectives of teachers and staff in their schools as well as the MoE officials who are working closely with them. Both the school teachers and the MoE officials agreed on the ability of the program graduates to "change others" as being the number-one level of impact for the ELP program on their performance. However, the program graduates ranked it third and ranked "sustainability and scaling -up of students' and school performance" as the first impact level of the program on their performance.

No significant differences were found in the four impact levels from the program graduates perspectives concerning the program effect on their performance according to educational stage, age, school type and gender. However, significant differences were found from the teachers' perspectives in the four impact levels of the program on its graduates' performance according to educational stage for the benefit of primary and secondary schools, and according to age for the benefit of the age group 34 or less. Significant differences were also found in three of the four impact levels (changing others, embedding in school practices and sustainability

and scaling-up) according to qualifications for the benefit of teachers who hold bachelors and postgraduate diplomas, as well as according to the school type and gender for the benefit of girls' schools and females respectively, in the four impact levels. There were no significant differences from the perspectives of the MoE officials regarding the performance of the program graduates according to gender and qualifications in the four impact levels.

The study findings revealed that the education leadership program offered by BTC positively affected its graduates' performance. The program graduates thought that they were able to transfer their acquired knowledge and skills from the program to school classroom practices and assimilate those practices into school routines and culture leading to scaling up of students' achievements and school performance as well as sustainability of such practices, which are considered the most important factors in evaluating the school performance according to BQA and reflects the success and preparedness of school leaders in Bahrain. The study recommends to further tune the offered program through strategic partnership with various stakeholders (BTC, MoE and BQA) to suit the purpose of improvement and alignment with the needs of school leaders in Bahrain, especially for the leaders of Bahrain intermediate boys' schools, as well as meeting the MoE expectations and international best practices. These recommendations are anticipated to enhance the quality of leadership and teaching and learning in government schools of Bahrain.

Acknowledgment

This research paper is the product of a research grant project (14/2015) that was approved and supported by the Deanship of Scientific Research at the University of Bahrain.

References

Albaker, K. (2017). Analytical view of Bahrain's government schools' performance: A quality perspective. *Sage Open, 7*(4), 1-6.

Barber, M., Whelan, F., & Clark, M. (2010). *Capturing the leadership premium: How the world's top school systems are building leadership capacity for the future*. McKinsey & Company.

Barton, L. T. (2013). Knowledge of effective educational leadership practices. *International Journal of Leadership Preparation, 8*(1), 93-102.

Bush, T., Briggs, A. & Middlewood, D. (2006). The impact of school leadership development: evidence from the 'new visions' program for early headship. *Journal of In-Service Education, 32*(2), 185-200. DOI:10.1080/13674580600650948

Bush, T. (2009). Leadership development and school improvement: contemporary issues in leadership development. *Educational review, 61*(4), 375–389.

Cotton, K. (2003). *Principals and student achievement: What the research says?* Alexandria, VA: Association for Supervision and Curriculum Development.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute, downloaded from http://seli.stanford.edu or http://srnleads.org. on July 23, 2014.

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals*. Stanford Educational Leadership Institute, Learning from Leadership, the Wallace Foundation.

Day, C. & Sammons, P. (2016). *Successful School leadership*. Reading, England: Education Development Trust.

Donmoyer, R.; Yennie-Donmoyer, J. & Galloway, F. (2012). The search for connections across principal preparation, principal performance, and student achievement in an exemplary principal preparation program. *Journal of Research on Leadership Education, 7*(1), 5–43.

Dunaway, D.M., Bird, J., Flowers, C., and Lyons, J.E. (2010). Principal interns' level of involvement and perceived knowledge and skills developed during the internship process. Academic Leadership Live: *The Online Journal, 8*(3), 35-42.

Economic Development Board Annual Report. (2011). *Bahrain's school agenda*. Manama, Bahrain. Retrieved from

https://www.bahrainedb.com/about-us/annual- reports/

Education and Training Quality Authority. (2018). *Education and Training Authority Annual Report 2017*. Manama, Bahrain: Author

Educational Leadership Programs' Handbook. (2015). *Bahrain Teachers College*. University of Bahrain, Kingdom of Bahrain.

Eddins, B., Kirk, J., Hooten, D., & Russel, B. (2013). Utilization of 360-degree feedback in program assessment: Data support for improvement of principal preparation. *National Forum of Educational Administration and Supervision Journal, 31*(1), 5- 19.

Evans, L. M. (2016). *Principal Self-Efficacy, Teacher Perceptions of Principal Performance, and Teacher Job Satisfaction*. (Unpublished doctoral dissertation), Grand Canyon University (ED. 572058), USA. Retrieved from https://eric.ed.gov/

Fluckiger, B., Lovett, S. & Dempster, N. (2014). Judging the quality of school leadership learning programs: an international search *Journal of Professional Development in Education, 40*(4), 561-575.

Fullan, M. (2007). Change the terms for teacher learning. Journal of Staff Development; O*xford, 28*(3), 35-36.

Hallinger, P., & Ko, J. (2015). Education accountability and principal leadership effects in Hong Kong primary schools. *Nordic Journal of Studies in Educational Policy, 1*(30150), 18-29

Hejres, S., Braganza, A., & Aldabi, T. (2017). Investigating the effectiveness of leadership styles on instructional leadership and teachers job expectancy in kingdom of Bahrain. *American Journal of Educational Research,5*(7), 694-709.

Hernandez, M. J. & Martinez, M. A. (2016). Bringing headteachers' voices to the professional development debate: A case study from Spain. *Journal of Research in International Education, 15*(1) 52–66.

Houriah, A. H. (2013). The effectiveness of the administrative leadership of principals in the public schools of the department of education in al medina al Munawarah. Jourdan University. *Educational Science Studies, 40*(1), 410-428.

Leithwood, K., & Duke, D. (1999). *A century's quest to understanding school leadership*. In J. Murphy & L. Seashore (Eds.), Handbook of Research on Educational Administration. 2nd ed. (pp. 45-73). San Francisco: Jossey-Bass.

Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement, 17*(2), 201-227.

Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning (Learning from Leadership Project Executive Summary)*. New York: The Wallace Foundation.

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development; and Aurora, CO: Mid-continent Research for Education and Learning.

Nicolaidoua, M. and Petridou, A. (2011). Echoing school leaders' voices in Cyprus: a study of novice school leaders' perceptions regarding leadership professional development. *Professional Development in Education, 37*(5), 721-740.

Nicolaidou, M., & Petridou, A. (2011). Evaluation of CPD programs: challenges and implications for leader and leadership development. School Effectiveness and School Improvement: An International Journal of Research, *Policy and Practice, 22*(1), 51-85.DOI:10.1080/09243453.2010.547344

OECD. (2015). *Education policy outlook 2015: Making reforms happen*. Paris, France: Author.

Osterman, K. F., & Hafner, M. M. (2009). *Curriculum in leadership preparation: Understanding where we have been in order to know where we might go*. In M. D. Young, G. M. Crow, J. Murphy & R. T. Ogawa (Eds.), Handbook of research on the education of school leaders (pp. 269-317). New York: Routledge

Pont, B., Nusche, D., & Hopkins, D. (2008). *Improving School Leadership: Case Studies on System Leadership* (Volume2). Paris, France: OECD.

Sahlberg, P. (2015). *Finnish lessons: What can the world learn from educational change in Finland?* (2nd ed.). New York, NY: Teachers College Press.

Shanthi, T. (2015). Teacher professional development–current practices in a secondary school in brunei darussalam. World Academy of Science, *Engineering and Technology International Journal of Educational and Pedagogical Sciences*, (9) 8, 2856-2864.

Silins, H.C., Mulford, W.R., & Zarins, S. (2003). Organizational learning and school change. *Educational Administration Quarterly, 38*(5), 613-642.

Singh, P. (2015). Teachers' perceptions of their principals' interpersonal emotionally intelligent behaviors affecting their job satisfaction. World *Academy of Science, Engineering and Technology International Journal of Educational and Pedagogical Sciences, 9* (10), 3450-3455.

Williams, H. S. (2009). An evaluation of principal interns' performance on the interstate school leader licensure consortium standards. *National Forum of Educational Administration and Supervision Journal, 26*(4), 1-7.

Yan, W. & Ehrich, L. (2009). Principal preparation and training: a look at China and its issues. *International Journal of Educational Management, 23*(1), 51-64.