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The Degree of School Principals' Practice of Administrative Control and its Relationship with Organizational Slack of Teachers in Al Batinah North Governorate in the Sultanate of Oman

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Abstract The objective of the study was to measure the degree of school principals' practice of administrative control in Al Batinah North Governorate and its relationship with organizational slack in the Sultanate of Oman; this can be achieved by detecting these practices in the governorate schools as well as detecting the average responses of the sample individuals according to the variables of gender, job title, years of experience, and academic qualification. In order to achieve the objectives of this study, the descriptive approach was used and a questionnaire was prepared consisting of 54 paragraphs divided into two pillars: the first pillar is related to the administrative control measure and it is divided into two fields (technical and administrative), and the second pillar is related to the organizational slack measure. The questionnaire was applied to a sample of 420 male and female school principals and male and female master teachers. The study found that the degree of the principals' practice of administrative control in Al Batinah North Governorate in the Sultanate of Oman is high. It also found that there are statistically significant differences at the level of significance of 0.05 attributed to the variables of gender, years of experience and academic qualification in measuring the degree of practicing administrative control with low inverse correlation. The study came out with a set of recommendations.

Keywords: Administrative control, organizational slack, school management.

Umman Sultanlığı Al Batinah Kuzey Valiliği'ndeki Okul Müdürlerinin İdari Kontrol Uygulama Derecesi ve Öğretmenlerin Örgütsel Boşluğu İle İlişkisi

Öz: Bu çalışmanın amacı, Al Batinah Kuzey Valiliği'ndeki okul müdürlerinin idari kontrol uygulamalarının derecesini ve Umman Sultanlığındaki örgütsel boşlukla ilişkisini ölçmektir. Araştırmanın verilerini bu bölge okullarındaki uygulamaların tespit edilmesi ve bireylerin cinsiyet, iş unvanı, mesleki deneyimi ve akademik yeterlilik değişkenlerine göre ortalama yanıtlarının tespit edilmesiyle elde edilmiştir. Bu çalışmanın amaçlarına ulaşmak için tanımlayıcı yaklaşım kullanılmış ve iki sütuna bölünmüş 54 paragraftan oluşan bir anket hazırlanmıştır: İlk sütun idari kontrol önlemiyle ilgilidir ve iki alanla (teknik ve idari) ve ikinci sütun örgütsel gevşeklik önlemiyle ilgilidir. Anket, 420 erkek ve kadın okul müdürü ile erkek ve kadın uzman öğretmenlere uygulanmıştır. Çalışmanın sonuçlarına göre Umman Sultanlığında Al Batinah Kuzey Valiliği'ndeki müdürlerin idari kontrol uygulamalarının derecesi yüksek olarak bulunmuştur. Ayrıca, düşük ters korelasyonlu idari kontrol uygulama derecesinin ölçülmesinde cinsiyet, deneyim ve akademik yeterlilik değişkenlerine atfedilen 0.05 anlamlılık düzeyinde istatistiksel olarak anlamlı farklılıklar olduğu saptanmıştır. Bulgular ışığında öneriler sunulmuştur.

Anahtar Kelimeler: İdari kontrol, örgütsel boşluk, okul yönetimi

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Introduction

The administrative control is currently one of the necessary administrative processes in the educational institutions in order to ensure that the work is proceeding according to a well-planned professional program. It is a tool that helps overcome and discover mistakes, follow up performance, achieve goals and achieve the desired performance efficiently and effectively. Moreover, it helps to correct and avoid mistakes as it is an integrated process interconnected with the various administrative functions the most important of which is planning and organization. The administrative control is one of the important roles played by school principals which have emerged to solve many administrative and functional problems, the most important of which is the organizational slack of teachers which has emerged because they have not achieved their desired professional roles, whether on the educational or administrative side, as well as because of wasting potentialities and failure to achieve the objectives of education (Childress, Elmore, & Grossman, 2007).

Administrative control refers to the process of evaluating the professional performance using predetermined criteria and making the right decisions in the light of the evaluation process and in order to achieve the objectives of the school in a manner that reflects efficiency and effectiveness. Control is concerned with testing and evaluating the actual performance results and comparing them with the goals of the school plan, determining the differences or deviations and taking the necessary corrective actions to follow the determined plan (Hussein, 2007, p. 82). Administrative control in schools has an important role in measuring the performance of employees and rectifying performance; administrative control can only be done after the school plans have been approved. The main task of control is to ensure that “the plan is on the right track and correct that deviation if it occurs” (Momani, 2008, p. 67).

The school principals play an important role in achieving administrative control. However, this requires having a set of characteristics that enable him to carry out this role, such as practical experience, ability to perform, intelligence and appropriate cultural qualification. The school principals shall be knowledgeable and has positive trends towards work, and his role shall be characterized by adaptive practices, high and continuous expectations and ongoing monitoring of all employees performance. These characteristics lead him to improve the “school performance and achieve the desired educational goals” (Al Amrat, 2010, p. 349). Administrative control comes at the end of the stages of administrative activity in the school because it measures the results of the employees in order to know the mistakes and correct them. It is also continuously “renewable to ensure performance based on the goals set and measuring the actual performance for the purpose of correction” (Zuabi & Ben Brikah, 2013, p. 25).

Organizational slack is the most prevalent problem within the educational institution; it means the failure of employees to carry out their job, committing work-related irregularities, laziness, the desire to get paid for a few efforts, achieving minimum work, the absence of seriousness in carrying out the work tasks and absence of motivation towards work. Here the administration role of the school principals comes to raise the “efficiency of employees, determine responsibilities, hold them accountable for professional mistakes and develop a good system through which the objectives of the institution are achieved” (Abu Hamdah & Al Saud, 2012, p. 98). In addition, organizational slack is determined when there are a lot of professional works which shall be carried out in a short time and by many employees and administrators to carry out such work. However, the required work has not been completed as there are many accumulated works not finished and there are many people do not know what to do and from where to start (Lee & Morgan, 2009).

One of the most important reasons for the organizational slack of teachers is the failure to adhere to school regulations, lack of experience, dependence on others and the absence of genuine follow-up by the school principal. In addition, the most common forms of slack is represented in the absence of teachers, numerous cases of leaves, slack in performing the school tasks, preoccupation with personal problems and failure to carry out teaching tasks for students. Therefore, control comes as one of the important roles in “supervision, control, continuous evaluation and follow-up of technical matters related to the teacher, the school and the students and directing them to achieve and develop the objectives of the school” (Childress, Elmore, & Grossman, 2007, p. 76).

Based on the above, it is concluded that administrative control plays an important role in the detection of the professional problems facing all employees in the educational institution represented in the school, the most important of which is organizational slack, the teacher’s failure to perform his professional role, dependency and failure to achieve the desired results; thus, this make him to be held for accountability about his works. Therefore, it is very important to apply administrative control within the school premises, with an urgent need imposed by the current situation to apply the administrative control to improve the professional performance of teachers and minimize the organizational slack because it is highly effective in directing and controlling teachers as well as evaluate their actual performance according to the objectives of the school. However, the current situation may reflect a decline in the school principals’ application of administrative control, which led to the spread of the organizational slack of teachers.

Literature Review

Beni Abdullah’s (2018) research aimed to identify the degree of practicing the government secondary school principals for administrative control and its relationship to the organizational commitment from the teachers’ point of view. The study sample consisted of 438 male and female teachers from the governmental secondary school affiliated to the Educational Directorate in Jerash Governorate. The researcher used the questionnaire to collect information and reached a set of results including: that the degree of practicing the school principals for administrative control was moderate from the teachers’ point of view, that the level of organizational commitment of teachers was also moderate from the teachers' point of view, and that there were a statistical positive relationship according to the estimates of the sample individuals.

A study done by Al Ajlouni (2017) aimed to identify the reality of administrative control and its relationship to organizational slack in the Qasabet Al Mafraq Educational Directorate from the point of view of principals and teachers. The study sample consists of 621 male and female teachers and 81 male and female school principals. The researcher used the questionnaire to collect information and reached a set of results, the most important of which are: the administrative control in the Educational Directorate Qasabet Al Mafraq from the principals’ point of view was high, and the averages of the four fields were high in the following order: administrative field, school environment, records and effectiveness. Such results reached by the researcher also include the fact that there are no statistically significant differences in administrative control of principals attributed to the variable of gender, qualification and experience towards the environment and teachers between the averages of short experience (1-5 years) and the long experience (11 years and above). Furthermore, the level of organizational slack was low and there were no statistically significant differences in the level of organizational slack attributed to the variable of gender, qualification and experience. There was also an adverse positive relationship between the whole field of administrative control and the whole field of organizational slack.

Othman's (2017) study aimed at identifying the level of organizational slack of the private secondary school principals in the capital Amman and its relation to the organizational culture in their schools from teachers' point of view. The study sample consisted of 327 male and female teachers who were randomly selected. The researcher used questionnaire to collect information and reached to a set of results, the most important of which are: the level of organizational slack of private secondary school principals in the Capital Amman from teachers' point of view was high and that there was a correlational between the total degree of the level of the organizational slack and the total degree of the level of the organizational culture.

The study of Saleh and Magableh (2017) aimed to identify the degree of applying administrative control by private and public secondary school principals from the teachers' point of view. The study sample consisted of (212) male and female teachers, 136 teachers from public schools and 76 from private schools. The researcher used questionnaire to collect information and reached to a set of results, the most important of which are: The degree of applying administrative control by private and public secondary school principals in the capital Amman from the teachers' point of view, and there were statistically significant differences between the averages of the application degree of public and private secondary school principals in the capital Amman from the teachers' point of view attributed to the type of school (public and private) and in favor of private schools.

In their study, Abu Hamdah and Al-Saud (2012) also aimed to identify the level of organizational slack of public secondary school principals in Jordan and its relationship to the job satisfaction of teachers in these schools. The sample of the study consisted of 285 male and female principals and 2936 male and female teachers in the public secondary school in Jordan. Two researchers used questionnaire to collect information and reached a set of results including that the level of organizational slack of public secondary school principals in Jordan was high from teachers' point of view, and the level of job satisfaction of the teachers of these schools from their principals' point of view was moderate. The results also showed that there was a statistically significant negative correlation between the level of organizational slack of public secondary school principals in Jordan and the level of job satisfaction of the teachers of these schools.

A study done by Esia-Donkoh and Ofori-Dwamena (2014) intended to verify the degree of applying educational control and its relationship to teacher development. The study sample consisted of 106 teachers in public schools. The researcher used questionnaire to collect information and reached a set of results, the most important of which are: teachers understand the importance of control in developing their experiences, curriculum, teaching methods, subjects, classroom management, student characteristics and evaluation. Teachers also realize the importance of educational control in determining teachers' needs and planning activities.

Bulbul and Ercetin (2010) aimed to identify the relationship between learning and organizational slack within the educational system, a survey in Ankara in their study. The sample of the study consisted of 320 teachers and 500 students. The researchers used the questionnaire to collect information and concluded that teachers are the most important factors in emerging organizational slack in schools. The results of the study also showed that the trends and tendencies of students often have a negative impact, as they contribute to an atmosphere of indifference by teachers, which leads to the failure to achieve the desired goals the main pillar of which is the student.

The study of Wefald, Katz, Downey, and Rust (2010) aimed to link organizational slack with the institution performance. The sample of the study consisted of 600 principals and decision makers in the institution. It was found that organizational slack is the effectiveness of the

resources, foundations and processes practiced by principals and decision makers within the institution, because lack of coherence between these elements, which are an integral part of the administrative system in general, leads to a gap between the implementation methods and the outputs of the system. Organizational slack also weakens the performance of the institution and negatively affects a number of important factors such as external competition, creativity and excellence.

Grossman, Ing, Lankford, Loeb, and Wyckoff's (2011) study aimed to reveal the effectiveness of administrative control over the behavior and performance of the teacher and its impact on spreading the spirit of love and cooperation between the principal and teachers in primary schools in New York. The sample of the study consisted of 65 teachers and school principals. The interviews and observation were used for the sample. The researcher reached a set of results, the most important of which are: that the school administrative control affects the behavior and performance of teachers during classroom sessions in a positive or negative way. Administrative supervision comes at the forefront of the means of control because it guides and uses the authority and constant communication along with the ability to give praise and impose punishment when necessary. It is an educational process before being a means of detection and error hunting.

Based on the literature review it is clear from the previous studies that:

- The descriptive approach was used in most of the previous studies because it is relevant to this type of studies. Moreover, most studies used questionnaires as a tool to collect information.
- The lack of educational studies that dealt with the analysis of administrative control and its relation to the organizational slack of teachers in educational and service institutions that influence in the community, such as schools, especially in the Sultanate of Oman.
- This study, rather than the previous studies, has enriched its theoretical and practical dimension in constructing the questionnaire of the study, which contributed to the maturity, comprehensiveness and reliability of the study tool. The results of this study were also used comparing to the results of this study and identifying the compatibility or differences between them.

The Problem and the Questions of the Study

This present study is one of the first studies that dealt with the degree of the school principals' practice of administrative control and its relation to the organizational slack of teachers to the researcher's knowledge. Most of the research efforts did not indicate the effectiveness of the role played by school principals in how to achieve optimal administrative control on all teachers, as this role is not consistent with the regulations and laws set for achieving the objectives of administrative control.

The results of the study of Moller (2009) also indicated that the weak cooperation between the school objectives and the laws established by the state in the educational sector, which was set to achieve administrative control, has caused considerable confusion in the activation of human and material resources and school plans, which has weakened the objectives of follow-up and administrative control. The results of the study of Abu Hamdah and Al-Saud (2012) indicated that the weak application of administrative control at schools leads to problems related to the organizational slack of teachers; such problem are represented in

escaping from carrying out the school works, irresponsibility, dependency, obvious carelessness and the desire to receive salary and incentives without carrying out their school tasks. Aladwan, Bhanugopan, and D'Netto, (2015) showed that the lack of harmony between the educational administrative systems and the implementation of the administrative decisions leads to the failure to apply administrative control and consequently the emergence of the organizational slack problem of teachers. This disharmony leads to a lot of negative performance by the teachers, affects the students and weakens the achievement of the school goals by all employees. Therefore, this study came to answer the following questions:

- 1- The degree of the school principals' practice of administrative control and its relation to the organizational slack of teachers in Al Batinah North Governorate in the Sultanate of Oman?
- 2- Are there any statistically significant differences in the degree of the school principals' practice of administrative control in Al Batinah North Governorate in the Sultanate of Oman attributed to the variables of (gender, years of experience, academic qualification, and job title)?
- 3- What is the degree of organizational slack of teachers in the schools of Al Batinah North Governorate in the Sultanate of Oman?
- 4- What is the relationship between the degree of the school principals' practice of administrative control and the organizational slack of teachers in Al Batinah North Governorate in the Sultanate of Oman?

The Objectives of the Study

- 1- To identify the degree of the school principals' practice of administrative control in the schools of Al Batinah North Governorate in the Sultanate of Oman.
- 2- To identify the degree of organizational slack of teachers in the schools of Al Batinah North Governorate in the Sultanate of Oman.
- 3- To detect the statistical significance differences between the means of the study sample responses of the school principals on administrative control attributed to (gender - age - experience – academic qualification).
- 4- To detect the relationship between the degree of the school principals' practice of administrative control in Al Batinah North Governorate in the Sultanate of Oman and its relation to the organizational slack in their schools.

The Importance of the Study

The importance of the study as follows:

Theoretical Importance: The present study is one of the first studies that dealt with the administrative control of school principals and its relation to the organizational slack of teachers to the knowledge of the researcher. Therefore, the two researchers would like to add new knowledge in the Arab library that can contribute to further application of administrative control to improve the outcomes of education and reduce the problems of organizational slack of teachers. The study urgent need to study the reasons of the weak professional roles of principals

regarding administrative control because of lack of experience, non-compliance with regulations and laws and the problems related to teachers performance, which has caused a defect in their roles, such as escaping from performing functional tasks, dependency on others and slacking to perform their administrative and teaching tasks. The two researchers wanted the present study to be the purpose for further future studies on the modern practices of school principals in applying administrative control at school to treat the organizational slack of teachers.

Practical Importance: The results of the study may contribute to make recommendations to officials and decision makers to increase the effectiveness of administrative control at schools in a more effective manner and with higher quality. The results of the study may help school principals to know how to achieve administrative control procedures in their schools to achieve the education goals. The results of the study may help teachers to eliminate the organizational slack and help them to carry out their professional tasks.

The Limits of the Study

The study focused on dealing with the degree of school principals' practice of administrative control and its relation to the organizational slack of teachers. The study was applied to the schools of Al Batinah North Governorate in the Sultanate of Oman. **Time Limits:** the study was applied in the academic year of (2018-2019). The study was applied to a sample of school principals and master teachers.

Terminology of Study

Administrative Control: It is the process through which the principal can ensure that the actual activities are in line with planned activities. (Al Saud, 2009, p. 233). It is also the administrative process that seeks to ensure that the determined objectives, policies, plans and instructions are carefully and strictly implemented. It also means that the results achieved are fully complied with what the Department expects and wants. It is operationally defined as: The administrative procedures taken by the school principal in accordance with the school regulations and laws, which determine the course of work in the school, follow up and evaluate performance, identify the strengths and weaknesses and correct the professional deviation of teachers during the implementation of the school plan.

Organizational Slack: It means laziness and lack of interest in work that hinders the achievement of goals by school; which results in a slackening in the achievement of school goals, (Othman, 2017, 11). It is operationally defined as: a negative behavioral phenomenon represented in the teacher's unwillingness to work, laziness and carelessness, the failure of achieving the objectives by schools and the absence of the optimal investment of the school resources.

Method and Procedures

Study Approach

The two researchers used the descriptive approach because it is relevant to its objectives and important to this type of studies (Aladwan, Bhanugopan, & D'Netto, 2015).

Population of the Study

The study population consists of 1010 individuals of all male and female principals of schools in Al Batinah North Governorate in the Sultanate of Oman according to the statistics of the General Directorate of Education in Al Batinah North Governorate (2018/2019).

The Sample of the Study

The two researchers randomly selected and determined the study sample. The sample consisted of 420 male and female master teachers (41%) of the total study population. The sequence began by random cluster selection by dividing the governorate into the provinces of which it consists, then counting the number of schools in each province, then classifying the schools in each province, indicating the number of master teachers in each school, and then selecting them in a simple random way.

Table 1
Distribution of Study Sample as Per Demographical Variables of the Study

Variable	Levels	Frequency	Percentage
Gender	Male	183	%43.6
	Female	237	%56.4
	Total	420	%100
Academic Qualification	Diploma	25	%6
	Bachelor's Degree	327	%77.9
	Master degree and above	68	%16.2
	Total	420	%100
Job Title	Principal	105	%25
	Principal Assistant	94	%22.4
	Master teacher	221	%52.6
	Total	420	%100
Years of Experience	From 5 to less than 10 years	23	%5.5
	10 years and above	397	%94.5
	Total	420	%100

Data Collection Instrument

The two researchers developed a questionnaire consisting of 60 paragraphs in its initial form, as well as they benefited from the previous studies that dealt with the subject, such as (Al Ajlouni, 2017; Aladwan, Bhanugopan, & D'Netto, 2015). The questionnaire, in its final form, consisted of three parts; part 1: related to collecting information about the study population individuals such as: gender, academic qualification, job title and years of experience. The second part is a questionnaire to measure administrative control, which consists of 31 paragraphs divided into two fields, the administrative field and the technical field. The answers of such paragraphs were classified according to the Likert Scale. The third part is to measure organizational slack of teachers. The questionnaire included 23 paragraph, and their answers was classified according to the Fifth Likert Scale.

Reliability of the Tool

To ascertain the reliability of the questionnaire: the researchers presented it to a group of 10 arbitrators who are involved in the subject of the study from the university teaching staff. The arbitrators were asked to express their opinions and observations on the paragraphs of the questionnaire in order to ensure the comprehensiveness of the study tool in terms of language and its relevance to the field under which it was applied, and to amend by deleting or adding to the paragraphs that need it. Based on the opinions and observations of the arbitrators, some paragraphs have been modified or redrafted to be relevant to the field for which they were established. The questionnaire has its form of 54. The researcher used the taxonomy to explain his results, as shown in the following table:

Table 2
Taxonomy to Explain the Results of the Study

Average	Degree of practice	Standard
1-33,2	Low	One standard deviation from arithmetic mean
34,2-67,3	Moderate	The average
68,3-5	High	One standard deviation from arithmetic mean

Consistency of the Tool

To extract signs of the consistency of the tool, the Cronbach Alpha was used for the fields and the tool as a whole, and the following table indicates this.

Table 3
Reliability Coefficients Cronbach Alpha for Dimensions and Standard

Scale dimensions	Number of paragraphs	Cronbach Alpha
Administrative field dimension	16	0.94
Technical field dimension	15	0.92
Organizational slack dimension	12	0.94
Total Degree	31	0.937

Table 3 shows that the reliability coefficients in each dimension of the scale as well as the reliability coefficients of the total degree are values with a high degree of reliability in the humanities and an indication of the internal consistency of the dimensions of the scale. Therefore, all dimensions were valid for study purposes.

Study Variables

A- Independent main variant: Administrative control

B- Dependent variable: Organizational slack

C- Demographic data

- 1- Gender.
- 2- Years of experience.
- 3- Academic qualification.
- 4- Job title.

Statistical Processing of Data

The researcher used the appropriate statistical, descriptive and analytical processing to extract the results for each of the study questions using the Statistical Package for the Social Science (SPSS) program as follows:

- 1- The Cronbach Alpha correlation coefficient and Pearson correlation coefficients were used to verify the reliability and consistency of the study tool.
- 2- The arithmetical averages and standard deviations were calculated for the answer to the first question.
- 3- The T-test and One-Way Analysis of Variance (ANOVA) were used for the answer to the second question.
- 4- The arithmetical averages and standard deviations were calculated for the answer to the third question.
- 5- Pearson correlation coefficients were used for the answer to the fourth question.

Results and Discussion of the Study

First, the results related to the first question, which read: “What is the practice degree of administrative control by the principals of schools in Al Batinah North Governorate in the Sultanate of Oman?”

To answer this question, the arithmetical averages and standard deviations were extracted for the study sample on the practice degree of administrative control by the principals of schools in Al Batinah North Governorate in the Sultanate of Oman according to the dimensions of the principals’ practice of administrative control. In order to illustrate the results of the answer to the question, the researcher adopted the standard of the following judgment.

Table 4
Standard for Judging the Results of the First Question

Range	Degree of Practice
From 1 to 2.33	Low
From 2.34 to 3.67	Moderate
From 3.68 to 5	High

The following table shows the results of the answer to the question.

Table 5
The Arithmetical Averages and the Standard Deviations of the Sample Estimates to the Dimensions of the Principals’ Practice of Administrative Control in Descending Order According to the Arithmetic Averages

Rank	Number	Dimensions	Arithmetical Averages	Standard Deviations	Degree of Practice
1	1	Dimension of the administrative field	4.69	0.39	High
2	2	Dimension of the technical field	4.61	0.44	High
		The total standard of practicing administrative control	4.65	0.38	High

Table 5 shows the arithmetical averages and standard deviations of the study sample estimates about the practice degree of administrative control by the principals of Al Batinah North Governorate schools in the Sultanate of Oman according to the dimensions of the standard of the principals' practice of administrative control. Dimension the administrative field ranked first with the highest arithmetical average of 4.69 and standard deviation of 0.39. Dimension of the technical field ranked second with an arithmetical average of 4.61 and standard deviation of 0.44. The total arithmetical average of the standard was 4.65 with a total standard deviation of 0.38 with a high degree in the practice of administrative control by the principals of the schools of Al Batinah North Governorate. This result may be attributed to the fact that the administrative control procedures are clear to the school principals and that they believe that such procedures contribute to improving the teachers' performance. In addition, this result may be attributed to the fact that administrative control procedures are simple by controlling all administrative functions in the school such as planning, supervision, decision making, etc. This result was in line with the result of the study of Al Ajlouni (2017), where the administrative control in Qasabet Al Mafraq Educational Directorate was high. Moreover, this result was in line with the study of Aladwan, Bhanugopan and D'Netto (2015). Since the results showed that the degree of the school principals' practice of administrative control was high. However, this result was different from the result of the study by Beni (2018) and Saleh and Magableh (2017) for public secondary schools in which the degree of practicing administrative control was moderate.

The results showed the estimates of each paragraph in each dimension of administrative control separately, as follows:

First: Administrative Field Dimension

Table 6
The Arithmetic Averages and the Standard Deviations of the Paragraphs of the Administrative Field Dimension in Descending Order According to the Arithmetic Averages

Rank	Number	Paragraphs	Arithmetical Averages	Standard Deviations	Degree of Practice
1	2	Monitoring preparation for the new academic year.	4.84	0.43	High
2	15	Following the scientific basis of planning in developing the school plans.	4.81	0.49	High
3	12	Provide teachers with feedback on their performance.	4.77	0.58	High
4	6	Following up the teaching staff commitment at work.	4.75	0.57	High
5	1	Developing an integrated annual plan for the school.	4.73	0.54	High
6	9	Using clear criteria in evaluating the school committee's work.	4.71	0.61	High
6	11	Setting preventive measures for students' problems.	4.71	0.61	High
7	3	Discussing the annual plan with teachers in the school.	4.69	0.62	High
8	16	Monitoring records of school work.	4.68	0.67	High
9	7	Following up the availability of school supplies.	4.67	0.63	High
9	14	Checking attendance and absence of students every day.	4.67	0.66	High
10	13	Following up the implementation	4.66	0.69	High

		of the student activity plan.			
11	4	Following up the implementation of the plan.	4.61	0.66	High
12	5	Supervision of the implementation of the plan.	4.60	0.70	High
13	10	Monitoring financial records related to school expenses.	4.57	0.82	High
14	8	Following up maintenance of the school building.	4.53	0.74	High
		General level	4.69	0.39	High

Table 6 indicates the general arithmetic average and the general standard deviation of paragraphs of the administrative field dimension. The general average of the dimension was 4.69 with a general standard deviation of 0.39 and a high degree of practice. Paragraph 2 which states “Monitoring preparation for the new academic year” ranked first with the highest arithmetic average of 4.84, followed by paragraph 15 of “Following the scientific basis of planning in developing the school plans” with an arithmetic average of 4.81. After that, paragraph 12 of “Provide teachers with feedback on their performance” ranked third with an arithmetic average of 4.77, while paragraph 8 of “Following up maintenance of the school building” ranked last with an arithmetic average of 4.53. This result is attributed to the desire of school principals to apply administrative control in the administrative field, especially in monitoring the school plans. It is also attributed to the use of clear criteria in evaluating the committees work, monitoring the records of school work, following up the financial records and the role of the Ministry of Education in indicating everything related to this aspect and the necessary procedures with regard to this dimension. This result is in line with the result of the study of Al Ajlouni (2017) which showed that the average administrative dimension was high.

Second: The Technical Field Dimension

Table 7

The Arithmetical Averages and Standard Deviations of Paragraphs of the Technical Field Dimension in Descending Order According to Arithmetical Averages

Rank	Number	Paragraphs	Arithmetical Averages	Standard Deviations	Degree of Practice
1	17	Following up the progress of the examination committees.	4.82	0.49	High
2	19	Organizing guiding classroom visits for teachers in classrooms.	4.81	0.45	High
3	22	Following up the improvement of teacher performance levels after implementation of treatment plans.	4.77	0.56	High
4	20	Checking teacher performance during classroom visits.	4.76	0.53	High
4	23	Following up the teacher performance through the educational supervisor visit.	4.76	0.54	High
5	27	Contributing to develop treatment plans for the weakness of students.	4.70	0.65	High
5	28	The practice of various control methods appropriate to educational situations.	4.70	0.63	High
6	21	Following up the daily lesson plan prepared by teachers.	4.68	0.63	High
7	24	Making sure to provide technical requirements in support of teachers.	4.67	0.68	High
8	18	Collaborating with teachers in	4.65	0.68	High

		identifying school needs for teaching aids.			
9	25	Following up the available resources in the local environment to benefit from them.	4.62	0.70	High
9	26	Overseeing the organization of purposeful classroom activities.	4.62	0.69	High
10	29	Monitoring the nature of the relationships between the teachers with each other.	4.47	0.74	High
11	30	Monitoring the nature of relationships between teachers and their students.	4.40	0.76	High
12	31	Observation of mental and physical development stages of students.	3.71	1.25	High
		General level	4.61	0.44	High

Table 7 indicates the general arithmetic average and the general standard deviation of the paragraphs of the technical field dimension. The general average of the dimension was 4.61 with a general standard deviation of 0.44 and a high degree of practice. Paragraph 17, which states “Following up the progress of examination committees” ranked first with the highest arithmetic average of 4.82, followed by paragraph 19, “Organizing guiding classroom visits for teachers in classrooms”, which ranked second with an arithmetic average of 4.81. Then, paragraph 22, which states “Following up the improvement of teacher performance levels after implementation of treatment plans”, ranked third with an arithmetic average of 4.77. However, paragraph 31, “Observation of mental and physical development stages of students” came in last place with an arithmetic average of 3.71. This result may be attributed to the fact that the administrative control procedures of master teachers are clear and not ambiguous. It is also might be attributed to teachers’ feeling of the seriousness of such procedures and being satisfied with it, and to their involvement in the development and following up of some administrative control items by school principals and their assistants, as well as to the daily lesson plans of teachers, following up the progress of the examination committees and following up the teacher performance through the classroom visits. This result was in line with the study of Aladwan, Bhanugopan, and D’Netto (2015) because the technical impact was clear to affect increasing the practice degree of control.

Second: Results related to the second question, which read:

“Are there any statistically significant differences in the degree of the school principals' practice of administrative control in Al Batinah North Governorate in the Sultanate of Oman attributed to the variables of (gender, years of experience, academic qualification, and job title)?”

To answer this question, the data were analyzed to derive the arithmetical averages and standard deviations of the study sample estimates on the practice degree of administrative control by the school principals in Al Batinah North Governorate in the Sultanate of Oman, and to compare these averages using t-test and the One-Way Analysis of Variance (ANOVA) to verify the significance of the differences attributed to the variables of gender, academic qualification, job title, and years of experience, as follows:

1- The variable of “gender”

The arithmetical averages, standard deviations and T-test for independent sample were obtained to figure out the effect of the gender variable (male and female). The following table illustrates this.

Table 8

T-test of the Impact of the Gender Variable on the Practice Degree of Administrative Control by the School Principals of Al Batinah North Governorate in the Sultanate of Oman

Dimensions	Gender	Number N=420	Arithmetic average	Standard deviation	(T) value	Statistical significance
Administrative field dimension	Male	183	4.61	0.45	- 3.410	0.000
	Female	237	4.75	0.33		
Technical field dimension	Male	183	4.53	0.53	- 3.183	0.001
	Female	237	4.67	0.35		

Table 8 indicates that there are statistically significant differences at the level of significance of ($\alpha \leq 0.05$) in the study sample estimates on the practice degree of administrative control by the school principals in Al Batinah North Governorate in the Sultanate of Oman according to the gender variable (male / female) in the dimensions of the standard. The statistical differences were in favor of the female sample. This result reflects the educational reality; as the females are more careful and interested in school work, more careful and serious about that work and make more effort in developing their abilities in this aspect than males. It also implies compliance with school work laws and regulations. This study was different from the result of the study of Al-Mawali (2013), since the result of this study showed that there are no statistical differences; this is because they live in one environment under the same circumstances.

2- The Variable of “academic qualification”

The arithmetic averages and standard deviations of the study sample estimates on the practice degree of administrative control by the school principals of Al Batinah North Governorate in the Sultanate of Oman were calculated according to the variable of the academic qualification (Diploma, Bachelor’s Degree, Master Degree, and above). The following table illustrates this.

Table 9

Arithmetic Averages and Standard Deviations of the Impact of the Academic Qualification Variable on the Practice Degree of Leadership Styles by the Educational Supervisors According to Path–Goal Theory

Academic qualification		Number N=420	Administrative field dimension	Technical field dimension
Diploma	25	Arithmetic average	4.59	4.49
		Standard deviation	0.49	0.47
Bachelor’s Degree	327	Arithmetic average	4.69	4.61
		Standard deviation	0.36	0.44
Master Degree and above	68	Arithmetic average	4.70	4.67
		Standard deviation	0.47	0.45
Total	420	Arithmetic average	4.69	4.61
		Standard deviation	0.39	0.44

Table 9 shows a close indication in the arithmetical averages and standard deviations of the study sample estimates on the practice degree of administrative control by the school principals of Al Batinah North Governorate in the Sultanate of Oman according to the academic qualification variable. In order to ascertain the significance of the statistical differences between the arithmetic averages, the One-Way Analysis of Variance (ANOVA) was used, and the following table illustrates this.

Table 10

One-Way Analysis of Variance (ANOVA) for the Impact of the Academic Qualification Variable on the Practice Degree of Administrative Control by the Schools Principals of Al Batinah North Governorate

Dimensions	Source	Sum of squares	Degrees of freedom	Mean squares	F value	Statistical Significance
Administrative field dimension	Between groups	0.266	2	0.133	0.874	0.418
	Within groups	63.468	417	0.152		
	Total	63.734	419			
Technical field dimension	Between groups	0.584	2	0.292	1.496	0.225
	Within groups	81.314	417	0.195		
	Total	81.898	419			

Table 10 shows that there are no statistically significant differences at the level of significance of ($\alpha \leq 0.05$) in the study sample estimates on the practice degree of administrative control by the school principals of the Al Batinah North Governorate in the Sultanate of Oman attributed to the academic qualification in the two dimensions of the standard. This result may be attributed to the fact that master teachers work with their teachers in similar learning environments and are considered to be the closest to them and are committed to the rules, regulations and specific, clear and consistent control procedures far from getting into friendships and personal relationships. It may be also attributed to the unified vision, the concepts of administrative control and clarity of concepts for all. This result is in line with the study of Zuabi and BenBrikah (2013).

3- The Variable of "job title"

The arithmetical averages and standard deviations of the study sample estimates on the practice degree of administrative control by the school principals of Al Batinah North Governorate in the Sultanate of Oman were calculated according to the variable of job title (principal, principal assistant, master teacher). The following table illustrates this.

Table 11

Arithmetical Averages and Standard Deviations of the Impact of Job Title Variable on the Degree of Practice of Educational Supervisors for Leadership Styles According to Path-Goal Theory

Job Title	Number N=420	Administrative field dimension	Technical field dimension
Principal	105	Arithmetic average	4.86
		Standard deviation	0.24
Principal Assistant	94	Arithmetic average	4.77
		Standard deviation	0.40
Master Teacher	221	Arithmetic average	4.57
		Standard deviation	0.41
Total	420	Arithmetic average	4.69
		Standard deviation	0.39

Table 11 shows a close indication in the arithmetical averages and standard deviations of the study sample estimates on the practice degree of administrative control by the school principals of Al Batinah North Governorate in the Sultanate of Oman according to the job title variable.

In order to ascertain the statistical differences between the arithmetic averages, the One-Way Analysis of Variance (ANOVA) was used, and the following table illustrates this.

Table 12

One-Way Analysis of Variance (ANOVA) for the Impact of job Title Variable on the Practice Degree of Administrative Control by the School Principals of Al Batinah North Governorate

Dimensions	Source	Sum of squares	Degrees of freedom	Mean squares	F value	Statistical Significance
Administrative field dimension	Between groups	6.591	2	3.295	24.047	0.000
	Within groups	57.144	417	0.137		
	Total	63.734	419			
Technical field dimension	Between groups	1.37	2	0.685	3.548	0.030
	Within groups	80.527	417	0.193		
	Total	81.898	419			

Table 12 shows that there are statistically significant differences at the level of significance of ($\alpha \leq 0.05$) in the study sample estimates on the practice degree of administrative control by the school principals of Al Batinah North Governorate in the Sultanate of Oman attributed to the job title in the two dimensions of the standard. To illustrate the even differences between the arithmetical averages in the two dimensions of the standard, the Post Hoc Comparisons were used with Scheffe test as shown in the following table.

Table 13

Post Hoc Comparisons with Scheffe Test for the Impact of the Job Title Variable on the Practice Degree of Administrative Control by the School Principals of Al Batinah North Governorate

Dimension	Job Title		Difference of averages	Statistical Significance	Direction of differences
Administrative field dimension	Principal	Principal	0.09105	0.224	—
	Principal	Assistant	.28594*	0.000	Principal
	Principal	Master Teacher	.19489*	0.000	Principal
Technical field dimension	Assistant	Master Teacher			Assistant
	Principal	Principal	0.11495	0.184	—
	Principal	Assistant	.13693*	0.032	Principal
	Principal	Master Teacher	0.02197	0.921	—
	Assistant	Master Teacher			

* An indication at the significance level of ($\alpha \leq 0.05$)

Table 13 shows that:

- There were statistically significant differences at the significance level of ($\alpha \leq 0.05$) between the sample of principals and their assistants and the sample of master teachers. The differences were in favor of the sample of principals and their assistants in the administrative field.
- There were statistically significant differences at the significance level of ($\alpha \leq 0.05$) between the sample of principals and the sample of master teachers. The differences were in favor of the sample of principals in the technical field.

This result was attributed to their knowledge of the administrative control procedures, their continuous practice of such procedures throughout the academic year as being a basis for their work requirements. This result was in line with the result of by Esia-Donkoh and Ofosu-Dwamena (2014) which found that they recognize the importance of control in developing work and experiences.

4- The Variable of “years of experience”

The arithmetical averages, standard deviations and T-test were obtained for the independent sample to determine the impact of years of experience variable (from 5 to less than 10 years, 10 years and above). The following table illustrates this.

Table 14

T-test for the Impact of Years of Experience Variable on the Practice Degree of Administrative Control by the School Principals of Al Batinah North Governorate in the Sultanate of Oman

Dimensions	Years of experience	Number N=420	Arithmetic average	Standard deviation	(T) value	Statistical significance
Administrative field dimension	From 5 to less than 10 years	23	4.34	0.66	- 2.641	0.000
	10 years and above	397	4.71	0.36		
Technical field dimension	From 5 to less than 10 years	23	4.30	0.68	- 2.277	0.000
	10 years and above	397	4.63	0.42		

Table 14 shows that there are statistically significant differences at the significance level of ($\alpha \leq 0.05$) in the study sample estimates on the practice degree of administrative control by the school principals of Al Batinah North Governorate in the Sultanate of Oman according to the years of experience variable (from 5 to less than 10 years, 10 years and above) at the two dimensions of the standard. The statistical differences were in favor of the sample of 10 years of experience and above. This result is attributed to the positive impact of years of experience in the estimates of the study individuals with higher years of experience (10 years and above) who experienced different departments through their experience. This result may be in line with the result of the study of Al-Mawali (2013); as the result of the study was in favor of higher years of experience.

Third: The results related to the third question, which read:

“What is the degree of organizational slack of teachers in Al Batinah North Governorate in the Sultanate of Oman?” To answer this question, the arithmetical averages and standard deviations of the study sample were calculated on the degree of organizational slack of teachers in Al Batinah North Governorate in the Sultanate of Oman. To illustrate the results of the answer to the question, the researcher adopted the standard of the following judgment.

Table 15

Standard for Judging the Results of The Third Question

Range	Degree of Organizational Slack
From 1 to 2.33	Low
From 2.34 to 3.67	Moderate
From 3.68 to 5	High

The following table illustrates this.

Table 16
The Arithmetical Averages and Standard Deviations of the Study Sample Estimates on the Degree of Organizational Slack of Teachers in Al Batinah North in Descending Order According to the Arithmetic Averages

Rank	Number	Paragraphs	Arithmetical Averages	Standard Deviations	Degree of Practice
1	9	The teacher's desire to receive his salary for the least effort.	1.97	1.16	Low
2	21	Weak desire of the teacher to attend training courses.	1.91	1.02	Low
3	20	The teacher remains in his job without caring about the professional development programs.	1.77	0.99	Low
4	6	Weak motivation of teachers towards work.	1.66	0.98	Low
5	8	The teacher is not directed at adopting creative ideas that contribute to the development of the educational process.	1.64	0.96	Low
6	4	Teacher approval of low levels of student performance.	1.63	0.99	Low
7	2	The teacher's lack of seriousness in work.	1.61	1.09	Low
8	17	The teacher intentionally avoids interfering with school problems.	1.61	0.94	Low
9	19	The teacher is late in completing the tasks assigned to him.	1.61	0.86	Low
10	3	Weak commitment of the teacher to apply the laws and regulations governing the school work.	1.59	1.02	Low
11	18	The teacher's lack of interest in the parents' observations regarding their children.	1.57	0.88	Low
12	5	Weak relationship between teacher and students.	1.56	0.91	Low
13	7	Poor opportunity to progress in the main levels of teachers.	1.55	0.95	Low
14	16	Lack of teacher's follow-up of supervisors' reports.	1.54	0.93	Low
15	13	Lack of helping students to show their talents.	1.53	0.92	Low
16	14	Poor achievement by teacher of works in a timely manner.	1.53	0.89	Low
17	1	Weak commitment of teacher to working hours.	1.51	1.04	Low
18	11	Low achievement level of student in subjects.	1.51	0.97	Low
19	10	Poor coordination of the teacher with the school administration in administrative matters related to the school.	1.49	0.95	Low
20	12	Lack of encouragement for students to participate in activities that take place inside and outside the school.	1.49	0.89	Low
21	15	Weak relationship between the teacher and his colleagues.	1.48	0.86	Low
22	22	Weak teacher's response to school	1.45	0.89	Low

23	23	principal's decisions. Weak teacher's commitment to administrative and educational instructions.	1.40	0.88	Low
General level			1.59	0.75	Low

Table 16 shows the general arithmetic average and the general standard deviation of the study sample estimates on the degree of organizational slack of teachers in Al Batinah North Governorate in the Sultanate of Oman. The general average of the standard was 1.59 was a general standard deviation of 0.75 and a weak degree. Paragraph 9, which states “The teacher's desire to receive his salary for the least effort”, came in the first place with the highest arithmetic average of 1.97, followed by paragraph 21, stating “Weak desire of the teacher to attend training courses”, in the second place with an arithmetic average of 1.91. Then paragraph 20, stating “The teacher remains in his job without caring about the professional development programs”, came in the third place with an arithmetic average of 1.77. While paragraph 23, stating, “Weak teacher's commitment to administrative and educational instructions,” ranked last with an arithmetic average of 1.40. This result is attributed to the fact that the teacher nature is just a translation of a human being tendency towards rest, and that the teaching job is a profession that requires a double effort. As for professional development programs and training courses, these programs are always held at inappropriate times and conflict with the regularity of the study plan; some training courses extend to 14 days, which also leads to a burden on the school classes and the increase in the number of reserve classes. This result may also be attributed to the uncertainty of the importance of training courses and programs and the significant return of attending such courses and programs. Moreover, this result may be attributed to the fact that school principals practice clear, specific, and consistent administrative control procedures away from personal biases, as well as the fact that the school principals use and focus on modern technological methods in administrative control. This has motivated teachers to do their best to achieve the objectives of the learning process. This result was in line with the result of the study of Abu Hamdah and Al Saud (2012) since the result was not matching the effort of the financial return.

Fourth: Results related to the fourth question, which read:

“Is there any statistically significant relationship between the degree of the school principals' practice of administrative control and its relation to organizational slack of teachers in Al Batinah North Governorate in the Sultanate of Oman?” To answer this question, the (Pearson) correlation coefficient was extracted to determine the relationship between the degree of principals' practice of administrative control and its relation to the organizational slack of teachers in Al Batinah North Governorate in the Sultanate of Oman. To illustrate the results of the question, the researcher adopted the following table to explain the correlation coefficient.

Table 17
Explaining of (Pearson) Correlation Coefficients

Correlation Coefficient Value	Strength of the Relationship	Direction of the Relationship
-1 — less than 0.000	Low correlation	Negative (-)
0.001 — less than 0.30	Very weak correlation	Positive (+)
0.30 — less than 0.50	Weak correlation	Positive (+)
0.500 — less than 0.70	Moderate correlation	Positive (+)
0.700 — less than 0.90	Strong correlation	Positive (+)
0.900 — 1	Very strong correlation	Positive (+)

The following table shows the results of the answer to the question.

Table 18

Pearson Correlation Coefficient of the Relationship Between the Degree of the School Principals' Practice of Administrative Control and its Relation to the Organizational Slack of Teachers in Al Batinah North Governorate

The dimensions of principals' practice of administrative control	Correlation Relationship	The standard of organizational slack of teachers as a whole
Administrative field dimension	Pearson coefficient (r)	0.415-**
	Statistical significance	0.000
Technical field dimension	Pearson coefficient (r)	0.465-**
	Statistical significance	0.000
Standard of administrative control	Pearson coefficient (r)	0.478-**
	Statistical significance	0.000

** An indication at the significance level of ($\alpha \leq 0.01$)

Table 18 shows that there is a statistically significant correlation relationship at the significance level of $\alpha \leq 0.01$ between the degree of the school principals' practice of administrative control and its relation to the organizational slack of teachers in the Al Batinah North Governorate in the Sultanate of Oman. It should be noted that the correlation coefficient values are negative and have low inverse relationship. This means that the greater the degree of principals' practice of administrative control, the less organizational slack degree of teachers; since the statistical significance between the two standards was 0.000 in general and the Pearson correlation coefficient was $r = -0.478$. The results of Pearson correlation coefficients also indicate that the technical field dimension is the most dimension of the school principals' practice of administrative control inversely related to the degree of organizational slack of teachers; i.e. it reduces organizational slack more than principals do in administrative control of the administrative dimension. This result may be attributed to the clarity, effectiveness and practice of the objectives of administrative control, and to sufficient attention by school principals towards the application of administrative control procedures fairly and objectively away from bias and randomness and routine, which reflected positively on the performance of employees in schools resulting in the emergence of this result. The result is in line with the results of the study of Al-Mawali (2013) and the study of Al Ajlouni (2017); the results showed that there is an inverse correlation between the fields of administrative control and the fields of organizational slack and that there is a negative relationship between the total field of administrative control and the total field of organizational slack.

Recommendations of the Study

In the light of the results of the study, the researchers recommended the following:

Recommendations and Proposals of the Study

- Continue efforts to maintain the level of administrative control in Al Batinah North Governorate in the Sultanate of Oman.
- Improve the standards and mechanism for selecting school principals, their assistants and master teachers for their effective role to make the school has a high degree of practicing administrative control.
- Motivate and reward glorious administrations to practice administrative control.
- Develop and raise awareness of the employees about the drawbacks of organizational slack and its negative effects on educational institutions.

- Develop administrative procedures and powers that increase the practice degree of administrative control.

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