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Umman Sultanlığı'ndaki Kıdemli Öğretmenlerin Bakış Açısından Kuzey Al Batinah Valiliği'nde Sınıf Yönetiminin Hâkim Liderlik Stilleri*

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Öz: Bu çalışmanın amacı; Kuzey Al Batinah Valiliği okullarında görev yapan kıdemli öğretmenlerin bakış açılarından hâkim sınıf yönetimi stillerinin tanımlanması ve tanımlanan sınıf yönetimi stillerinde bu öğretmenlerin cinsiyetlerine ve kıdemlerine göre farklılıkları keşfetmektir. Araştırmacılar bu amaca ulaşmak için araştırmada betimleyici bir yaklaşımı benimsemiş ve bu yaklaşım doğrultusunda *otoriter*, *demokratik*, *anarşik*, *katılımcı* ve *dönüşümsel stiller* olmak üzere beş boyut ve 45 maddeden oluşan bir anket (sormaca) geliştirmiştir. Bu çalışmanın örneklemini oluşturan 330 kıdemli öğretmenden geliştirilen anket kullanılarak veri toplanmıştır. Çalışmada, en belirgin şekilde, Kuzey Al Batinah Valiliğindeki okullarda, *dönüşümsel liderlik* en yüksek puana sahip hâkim stildir. Ayrıca bu sıralamada *katılımcı stil* ikinci, ardından *demokratik stil* üçüncü sırada yüksek uygulama puanlarına sahipken, *anarşik stil* ortalama puanla dördüncü sırada yer almıştır. *Otoriter stilin* Valilik okullarında uygulanan en az liderlik tarzı olduğu belirlenmiştir. Çalışmada elde edilen bulgulara göre ($\alpha \leq 0.05$) *otoriter stil* hariç diğer stillerde cinsiyete göre anlamlı bir farklılık tespit edilmemiştir. Ancak *otoriter stil* puan ortalamalarında ise kadınların lehine anlamlı farklılık olduğu tespit edilmiştir. Çalışmada elde edilen sonuçlara göre eğitim kurumlarındaki son değişikliklerle uyumlu bir şekilde sınıf liderliğinin desteklenmesi; sınıf içi eğitim ihtiyaçlarına uygun olarak *demokratik*, *katılımcı* ve *dönüşümsel* sınıf uygulamalarının genelleştirilmesi önerilmiştir.

Anahtar kelimeler: Kıdemli öğretmenler, liderlik stilleri, sınıf yönetimi.

The Prevailing Leadership Styles of Classroom Management in North Al Batinah Governorate from the Point of View of Senior Teachers in Sultanate of Oman

Abstract: This study aims to identify the prevailing leadership styles of classroom management in North Al Batinah Governorate schools from the point of view of senior teachers and to explore differences in response averages among the members of the study sample according to variables of gender and years of experience. To achieve the aims of the study, the researchers has adopted the descriptive approach and developed a questionnaire consisted of (45) paragraphs divided into five fields: authoritarian style, democratic style, anarchic style, participative style and transformational style. The instrument has been applied to the study sample consisted of (330) senior teachers, the study has reached out a number of results, most notably are: the prevailing style in Al Batinah North Governorate schools is the transformational leadership style having the highest score, followed by the participative style, then the democratic style in the third place with high practice score, while the anarchic style is in the fourth place with average score and the authoritarian style is in the last place as the least leadership style practiced in the Governorate schools. The study results have also concluded that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the scores of the study sample attributed to gender variable in all leadership styles except the authoritarian one for the interest of females. In the light of the study results, the study presents a number of recommendations such as: supporting classroom leadership in line with the recent changes at the educational establishments; generalizing the democratic, participative and transformational classroom practices as appropriate to the educational needs inside classroom.

Keywords: Classroom management, leadership styles, senior teachers.

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Introduction

School is the educational and social institution whose role is complementary to the family structure. This role is significant to develop the teacher and student's character (Bazbaz, 2014). In addition to its importance in the communication and harmony between them, where it implant inside the students the character with which the teacher deals with students, through the teacher's method to perform his tasks. This can be realized through the nature of the leadership represented by the teacher in his/her class, by implantation of ethical and educational values and controls inside the students (Al Sayed & Ali, 2016). Teachers adopt multiple methods and approaches in dealing with the students. These methods and approaches are considered a course of the leadership pattern representing his/her character that appears in the classroom. The classroom is a primary corner in the school structure that reflects the leadership reality of the school management as whole, in pursuit of the educational and learning objectives.

The obvious impact of teachers on the students' progress is related to the classroom management, which appears in three roles: selection of the education strategy, design of the curriculum and employment of the techniques of the classroom management. The effective classroom management supports instead the students' participation in the educational and learning process and in the realization of a better student's achievement (Khattab, 2010). Thus, the classroom management issue constitutes a concern to the teachers and the administrators. This is why the teachers consider such issue as the most serious challenge, where the students' discipline and problems are a main cause for the teachers' stress and a focus should be made on the effective management (Everston & Weinstein, 2013). The effective classroom management is a competency that the teacher needs; as the teacher cannot spread education in an environment prevailed by chaos. The teacher is responsible for rendering the classroom into a proper environment of a positive climate. The classroom effectiveness is not limited to teaching only; but it also includes the teacher's ability to build and adapt the classroom for education and learning processes through communication between the teacher and learner (Al Sayed & Ali, 2016).

The process of controlling the classroom has a significant aspect in the teacher's professional and education career, since it creates a proper and creative educational climate contributing to raise the students' interaction and productivity, the matter that reflects the mechanism adopted by the teacher in respect of the classroom management and the pattern reflecting the way he deals with the students in (Qarawani, 2017). The teacher's possession of the classroom management techniques stems from the pattern he adopts to maintain the classroom discipline, so that the teacher becomes the main base of the educational and learning process that can give fruits only through the proper classroom management. Some teacher adopt an Authoritarianism leadership pattern in managing the classroom, which is based on the teacher's direct control over the student, where the objectives set by the teacher should be achieved by the student without discussion (Bazbaz, 2014). Other teachers put no restrictions and they open the door for the absolute freedom with the students, without a teacher's following up or interference restrictions, and this reflects the character of the Democratic leader. Others adopt the approach of making a balance in dealing between the teacher and the student, through employing the human relation approach in the educational and learning process, which is known as the democratic leadership pattern, as suggested by (Reda,2013).

It is noted that some teachers tend to adopt renovation in their leadership inside the classroom in accordance with modern leadership patterns, which identified their characters, interactions and participation, the matter that is clearly noted in the participative leadership pattern that significantly concerns with the joint teamwork. Some other teachers manage the classroom and lead his relation with the students in accordance with the modern course that aims at making a change in an optimistic future foresight (Aliakbari & Darabi, 2013). This is

represented in the transformational leadership pattern that is based on the leading art, in order to upgrade performance and realize the future prospects. Upon the foregoing the educational institution is considered to have a great stature and the classroom leader is entrusted with an effective assignment in the light of the above mentioned patterns. This can lead us to learn about the leadership patterns adopted by the teacher for managing their classrooms, which determine the way of dealing with the students inside the classroom. the decisions he will make in respect of the classroom management and the relation of that with the functional performance in the educational process(Al-Rawahi & Ambusidi, 2013).

Previous Studies

This item includes a number of studies on the classroom management, what it is, its nature and the various leadership patterns, which determined the aspects of variation according to the practices made in the educational institutions. I have classified some of these studies as follows:

Arabic Studies

Ghannbousi (2003) study aimed to determine the extent to which the teacher in general education schools exercised leadership roles and the extent of his desire in these roles and to determine whether there are statistical differences according to type, stage, educational region and experience. The researcher prepared a questionnaire from (35) paragraphs with seven axes. The sample consisted of (277) teachers and teachers from Muscat Governorate, South Batinah, and South East. The results showed that after the role of the teacher as a leader in the classroom obtained a high estimate, while the rest of the axes have an average estimate, and the estimates of teachers on the seven axes of the desire to exercise leadership roles received high estimates. There are statistical differences between the desired practice and actual practice in all seven dimensions and the general dimension, in favor of desired practice. And the absence of differences due to gender and educational area, and the existence of statistical differences in some dimensions of the role of actual leadership and desirable due to the stage and experience.

Al-Muwajdah, Al-Badri, Oudallah, Al-Hawaidi, Al-Mawadyeh (2014) study aimed at examine the modern strategies of classroom management adopted by the teacher of the secondary school in Jordan. The study sample was 380 teachers, which was selected from four layers of the southern region (Al Kark, Al Tofila, Ma'an and Aqba) by using the variants of gender and experience and the questionnaire was the study instrument. The findings revealed that the democratic pattern ranked first, followed by the autocratic pattern then the free pattern ranks third. It was also revealed that there were statistical differences that can be attributed to the gender variant. The differences were as follows: the autocratic pattern was in favor of the male teacher, the democratic pattern was in favor of the female teacher, while the free pattern was for the male teacher. The findings also indicated that there were differences of statistical indications that are attributed to the experience variant. Such differences were in favor of the autocratic and free patterns for those who have less than 5 years' experience, and for the democratic pattern it was in favor of those who have more than 11 years' experience in respect of.

Bazbaz (2014) aimed at the identification of the classroom management patterns adopted by the teachers who won the award of Queen Rania Al Abdullah for distinctive teacher in Jordan. The study population consisted of 2014 male and female teachers who won Queen Rania Award. The researcher used the surveying approach, and the questionnaire was the study instrument. The findings suggested that the democratic pattern was significantly prevailed, which was followed by the free pattern at a medium degree then the Authoritarianism pattern at

a medium degree also. The study also concluded that there were no statistical differences in respect of the gender variant for the democratic pattern. While there were a statistical differences for the gender variant in respect of the free and Authoritarianism patterns in favor of the females. There were also differences of statistical indication for the educational qualification variant in favor of the holder of the higher diploma and for the various patterns of classroom management. The arithmetic average for the holder of the bachelor degree was higher than that of the holder of master and PhD degrees. The PhD degree surpassed the master degree for the three patterns. The findings also indicated that there were statistical differences for the year of experience (more than 10 years) for the various classroom management patterns. The arithmetic average of the year of experience (less than 5 years) was higher than that of the years of experience (5-10 years) for the three patterns.

Alorimi and Alorimi (2012) Study was entitled. The study adopted the analytic descriptive approach and used the questionnaire as an instrument. The study sample was 540 male and female teachers from the following four governorates: South of Sharqia, South of Batinh, Al Dakhelia and Muscat. The study covered the following variants: the gender (male – female), the qualification with its three levels (medium diploma and below, bachelor and Master and above), the educational experience (1-5) years, (6-10) years and more than 10 years, and the variant of the governorate (South of Sharqia, South of Batinh, Al Dakhelia and Muscat). The following findings are revealed: the effectiveness of the transformational leadership as whole for developing the teachers' capabilities was significantly high. The findings also suggested that there were statistical differences as per the gender variant that were in favor of females, there were no obvious differences for the effectiveness of the transformational leadership for developing the teachers' capabilities according to the educational qualification, and that there were no statistical differences that can be attributed to the educational experience variant, but there were statistical differences that can be attributed to the governorate variant.

Al-Rawahi & Ambusidi (2013) studied some of the personal characteristics and their relation to the classroom management styles of the students of the Physical Education and Science Sciences at Sultan Qaboos University in the Sultanate of Oman and their relation to gender and specialization. The first of which is a measure of the five major factors of the educated and educated personality of the Omani environment prepared by Mona al-Kalbani, and the second is the identification of patterns of classroom management (democratic / authoritarian / chaotic). The sample consisted of (70) students for the year 2009/2010. I reached the following results: Ranking the level of the five factors first conscience alertness and then extinction and then open, good, and finally the neurotic. As for the order of class patterns, the first is the democratic style and then the authoritarian and then anarchist. The study recommended the need to strengthen the democratic model and conduct further studies on personal characteristics and their relationship to many variables that are important in the success of the teaching process.

Abdularhaman (2014) study aimed at learning about the reality of the transformational leadership practice conducted by the principals of the public secondary schools in Amman, Jordan, from the view point of the teachers. The researcher applied the analytic descriptive approach to a sample consisted of 355 male and female teachers. The study instrument was the questionnaire. This study addressed the following variants (gender – educational experience-educational qualification). The findings revealed that the dimensions of transformational leadership are in descending order in respect of the practice (inspiring motivation - Intellectual stimulation – ideal impact – the individual consideration), while these dimensions were descending order in respect of the importance of the practice of the transformational leadership (the individual consideration- Intellectual stimulation- inspiring motivation- ideal impact). There were no statistical differences for the practice of the transformational leadership according to its variant, but there were statistical differences for the importance of the transformational leadership in respect of the variant of experience (11 years and above).

The Prevailing Leadership Styles of Classroom Management in North Al Batinah Governorate from the Point of View of Senior Teachers in Sultanate of Oman

Barakat, Sabirah and Tofaha (2015) aimed at the identification of the extent of the primary school teachers' participation in making the school decision in respect of the students and teachers' affairs, the implementation of the curriculum, the school building, the financial affairs and the local community. This study also aimed at the examination of the differences in the teachers' evaluations on the extent of participation in making the decision in accordance with the following variants: gender, experience and the educational qualification. The researcher adopted the descriptive approach, and used the questionnaire as the study instrument. The study sample consisted of 371 male and female teachers. The findings revealed that the degree of teachers' participation in making the school decisions in respect of the teachers and students' affairs, curriculum, school building, financial affairs and the local community was high. The extent of this participation in making the school decisions is not different according to the gender variant. But the of the extent of the teachers' participation in making the school decisions is different in accordance with the experience and educational qualification variants.

Study of Saadia (2017): The study aims to identify the degree of English Specialty practicum students' practice of classroom administrative skills at Rustaq College of Applied Sciences from their points of view. also seeks to identify the impact of the kind, training venue, GPA and type of course, the researcher prepared a questionnaire of 46 items covering four domains. It has been applied to the study sample of 52 male and female students the practicum programme. The data was analysed using the Means, Standard Deviations, and T-test for one group and T-test for two independent groups, analysis of variance to see the differences between the variables and Scheffe test for posteriori differences. The study's results have shown that the highest averages in terms of fields of study is the field of behavior management, and that the lower averages in the areas of the mastery of subject knowledge, lesson planning and behaviour management. As for what the impact of the independent variables, the results indicated that there were no statistically significant differences in all areas due to the variables type, location of training and the type of course, and the presence of statistically significant differences in the GPA between category (2.6) and category (3) and in favour of the category (3) in the fields of the mastery of subject knowledge, lesson planning and motivation domain. In light of the findings the study recommended a number of recommendations including: training students on lesson planning skills through microteaching at the college.

Al-Nimrouti (2017) aimed at learning about adopted by the principals of Gaza secondary schools and its relation to the teachers' performance level. The researcher employed the analytic descriptive approach. The study instrument was consisted of two questionnaires, the first one was for the Associative leadership, while the second one was for measuring the teachers' performance. The study sample was consisted of 459 female and male teachers. The findings revealed that the extent of the Gaza secondary school principals' practice of the Associative leadership from the teachers' point of view was high. There were statistical differences between the response averages of the study population to the extent of the secondary school principals' practice of the Associative leadership in Gaza governorates, which can be attributed to the gender variant in favor of the females. There were no differences in the other variants (specialization- educational qualification- years of experience). It was also revealed that the performance level of the secondary school teachers in Gaza governorates was high. There were statistical differences between the evaluation averages of the study population for the secondary school teachers in Gaza governorates, which can be attributed to the gender variant in favor of the females. There were no differences in the other variants (specialization – educational qualification – years of experience). There were a positive relation of a statistical indication between the extent of practice of the Associative leadership by the secondary school principals in Gaza governorates and the teacher performance level.

Foreign Studies

Aliakbari & Darabi (2013) aimed at learning about the relation between the transformational and personal leadership, experience, the educational qualification (bachelor, master and PhD) and the effectiveness of the classroom management. The questionnaire was the study instrument. The study sample was consisted of 153 male and female English teachers from Illam university in Iran. The findings suggested that there were a statistical relation between the transformational leadership and the personal factors. Moreover, there was a positive relation between the transformational leadership related to the students' participation, the effective classroom management and the educational strategy. Meanwhile, there was a weak relation between the effectiveness of the classroom management and the personal factors such as the extroversion towards the negative direction. The study suggested that there was a statistical relation between the transformational leadership, the educational qualification and the teacher's effective classroom management.

The study of Wang, Chiang, Tsai, Lin & Cheng (2013) which aimed at identifying the core of interaction among authoritative leading patterns and good leading patterns between the genders in China (Beijing); performing tasks and innovative behavior through explaining how the social type represented in the leader affects the leadership patterns of performance. The study community consists of males and females. The findings indicated that the negative relationship between the authoritative leading patterns and the secondary performance is higher for the females than the males, and that the positive relationship between the good leading pattern and the secondary performance is higher for the males than the females.

Socorr study (2013) also aimed at identifying the effect of the transformative leadership on developing the leadership of the teachers and their efficiencies as known by the teachers in South Texas Schools in the United States of America. It also aimed at examining the differences among the departments of the high school and primary school teachers in the term of the transformative leadership of the principals. The study sample consisted of (283) teachers, the study tool was the questionnaire and it used the descriptive analytical approach, as well as analyzing the multiple slope. The study revealed that the transformative leadership behavior of the principals has distinguished three-dimensional indication and supportive traits to motivate and promote the development of the teachers' leadership. It also outlined its impact on managing the class and various educational strategies as a feeding source of the personal efficiency. It also revealed the non-existence of any differences in the responses of the sample due to the factor of the study grade (secondary – primary). In general, it outlined the effect of the transformative leadership on the development of the teachers' leadership and the extent of their ability and efficiency in the secondary and primary schools.

Shamaki, (2015) study titled "effect of the leading pattern on the level of the functional productivity of the teachers in the governmental secondary schools in Taraba State in Nigeria" aimed at identifying the leading pattern that may make the level of the teachers effective in the term of their functional productivity. The study sample consisted of (165) teachers. The study tools were represented in the repetition indications, percentage and Kay Box Test in order to analyze the data. The research survey study was used as the research method. The individuals of the sample were selected using class proportional randomly sample. In addition, questionnaires forms were formed consisting of (20) phrases, which were distributed to the samples of the teachers in certain selected governmental secondary schools in Taraba State. It has been evident that the democratic leading pattern, among other patterns, highly contributes to the functional productivity of the teachers other than the autocratic leading pattern as shown from the classified phrases.

The Prevailing Leadership Styles of Classroom Management in North Al Batinah Governorate from the Point of View of Senior Teachers in Sultanate of Oman

Shibo study (2016) comparison about the effect of the administrative patterns of the senior teachers on the performance of the pupils in "Kenya Primary School Certificate" in the governmental and special primary schools in Municipality of Nakuru in Kenya. The study community consists of the senior teachers engaged in the governmental and private primary schools. The study adopted the retroactive effect form and used a sample consisting of (70) primary schools, in which (70) senior teachers and (70) teachers are working with whom interviews were conducted using random samples selection method. Quantitative and qualitative data are collected using certain questionnaires and certain interviews. For the findings of the study, they were submitted using the analytical statistic, and the findings have indicated that certain governmental primary schools use democratic leading patterns and participation, whilst private secondary schools use the autocratic leading pattern. In addition, the performance level of the private primary schools is better than the performance level of the governmental private schools with regard to "Kenya Primary School Certificate" in Municipality of Nakuru. The findings also indicated that certain teachers in both of private and governmental primary schools are not satisfied with the existence of the prevailing/ current leading patterns and management standards, and it is also negatively pegged with the performance level of the students.

Smith, Minor, Brashen & Remaly (2017) studies entitled Successful Learning Leading patterns in Education at the University of the Grand Canyon identified the leading patterns of university teachers over the Internet where teachers willingly participated in the survey to show which of the four leading patterns they use in management Classroom: (Transformative leadership, position leadership, democratic leadership, Authoritarianism leadership) .The survey was sent to 100 respondents, consisting of 10 questions and containing three demographic questions on gender, age and teaching experience, with seven multiple-choice questions with the option to comment in another category. The qualitative survey indicated that the transformational leadership model is the most common between teachers via the Internet.

The Study's Problem

The school's growth is linked to achieving the goals of the educational learning process in the classroom management of the teacher. The teacher is the leader of his class by following a certain leading pattern, although some may use multiple leadership patterns to deal with the students' personalities. However, the outstanding teacher practices are a leading model of self, personality, whether he is an Authoritarianism, anarchist, or a democrat. The continuous change of educational reality has led to the emergence of new leadership patterns that teachers have received commensurate with the reality of their classroom management, such as the participation of their students in their classroom management, and those who support the transformational view with long-term prospects and future vision in its classroom management (Shibo, 2016).

There is no doubt that more education is achieved in the classroom which is well managed, compared to the classroom which is not well managed, so the teacher wants to have a proper classroom management and leadership in which the students felt the pride and belonging of being in that class, The issue does not end, doing the appropriate procedures make the opportunity for the good teacher to avoid many of the problems of class (Khattab, 2010) Teachers are interested in the process of managing the behavior of students in the classroom, many complain about the loss of discipline within the classroom, and the lack of classroom discipline reduces the effectiveness of teachers (Al amaira, 2010). Therefore, a number of rare previous studies in this field in the Sultanate of Oman recommended the need for more field research to identify the best leading patterns in schools in all circumstances and times. In light of this, the problem of the study revealed the need for teachers to guide the selection of the best types of classroom management and the most common and widespread and effective by

identifying the prevailing leading patterns of classroom management in the schools of North Batinah from the point of view of the distinguished teachers. Study Objectives: To identify the prevailing leadership patterns of classroom management in the northern Batinah governorate schools from the point of view of the distinguished teachers. To identify the significance of the statistical differences in the estimates of the individuals of the study sample on the prevailing leadership patterns of the classroom management in the schools of North Batinah Governorate from the point of view of the distinguished teachers due to the variables: gender / years of experience.

Research Questions

1. What are the prevailing leadership patterns of classroom management in the northern Batinah schools from the point of view of the distinguished teachers?
2. Are there any statistically significant differences in the estimates of the sample members of the study about the prevailing leadership patterns of the classroom management in the schools of North Batinah Governorate from the point of view of the distinguished teachers due to the variables: gender / years of experience?

Study Importance

1. Scientific importance (theory): The importance of the study is that it is useful for academic research and scientific visions related to the classroom leadership pattern. It will also enrich the Omani knowledge through knowledge of the prevailing leadership patterns based on the general knowledge building in order to change and improve the best in raising the level of efficiency and functionality that Serves educational organizations.
2. Practical importance: The scientific importance of the results is based on the prevailing leading pattern of classroom management, which helps in identifying the climate related to performance, the nature of work results, the reality of commitment and job satisfaction. The study results also help to choose the appropriate pattern and how to activate it for holding workshops, courses and workshops for teachers and to give an educational doses for school principals in the mechanism of directing teachers to the appropriate pattern, being a study supportive of the visions useful to the directorates of education and those interested in the field of classroom management and theories of leadership, and useful to specialists in the Ministry of Education in the development of the basics of education systems Regulations and how to deal with them according to the results of the study.

Methods and Procedures

Study Approach

Researcher used the descriptive analytical approach in this study as it is more appropriate and relating to the study objectives and because this type of study, which is based on gathering, analyzing and interpretation of the obvious data to reach its results, and the relation between its components (Al Ajmi, 2010).

Study Community

The study community consists of all first teachers in the Northern Batina Governorate Schools in Sultanate of Oman, their number is (655) first teacher, in (169) school in the governorate of the schools that has first teachers in an official capacity, according to statistics of the General Directorate of Education in Northern Batna Governorate (2017 / 2018).

Study Sample

The two researchers selected and specified a study sample in a random method, and the sample consisted from (330) first teacher, representing a ratio of 50 % of the total community of the study. The sequence of selection has begun in a random clustered by dividing the governorate into states, then classifying the number of schools in each state, then naming the number of first teachers and the number of first teachers in every numbered school, and using a simple and random way to select after labeling the particulars in each different school in the governorate of Northern Batna; All of this is indicated in the following table:

Table 1
Distribution of Sample Members According to the Study Variables

Variable type	Levels	Repetition	Percent
Social type	Male	146	45.2 %
	Female	177	54.8 %
	Total	323	100 %
Years of experience	Less than 10 years	45	13.9 %
	More than 10 years	278	86.1 %
	Total	323	100 %

Table 1 shows members of each sample according to the study variables, the total number of the respondents from the members of the study sample reached (323) respondent, the major number of the study sample first teacher respondents was from female and reached (177) in number, while the male first teachers respondents number reached (146). In regard of years of experience variable, the highest percentage was for more than 10 years for (278) respondents, while the number of respondents who have an experience less than 10 years reached (45) individuals of a percentage of (13.9 %).

Study Tool

The questionnaire method has been utilized in the study, and the process of developing the questionnaire was done with the help of theoretical literature and previous studies relating to the subject of study such as Alrawadia study (2012), Al-Muwajdah and others study (2014).

Validity of Tool

The two researchers checked the validity of the tool by presenting the tool to a number of specialized and experienced arbitrators at Sultan Qaboos University, the applied science faculty in Sohar, Sohar University, Faculty of Education in Rastaq and The Ministry of Education, their number reached (23) arbitrator, to ask for opinion about the clarity of paragraphs and linguistic validity, addition or deletion of paragraphs as deems appropriate and to give notes and recommendation for the validity of the tool for its objectives; And in light of what was agreed upon by the majority, the best recommendations and additions, presented by the respected arbitrators, were taken into consideration and some paragraphs were rewritten to match what was supposed to be measured in conjunction with the opinion of the first supervisor; The questionnaire was finalized consisting of (45) paragraphs inclusive of five (5) leading models, for each leading model nine (9) paragraphs, scaled by Likert pentagram scale, with five (5) levels of practice degree and the approval according to the following classification: (Always / Frequently / Sometimes / Scarcely / Never), represented in numbers as: (1 / 2 / 3 / 4 / 5).

Tool Reliability

Verification process was done to conclude proves of study tool reliability consisted of (45) section through conclusion of reliability coefficient of leading patterns in the way of Cronbach's Alpha, by a quota sampling not from study sample, consisted of 30 teachers of leading teachers in schools of Al Batinah North Governorate, and table 2 show this:

Table 2
Cronbach's Alpha Reliability Coefficient for Patterns and Total Score

Leading patterns	Sections no.	Cronbach's alpha
Authoritarianismism pattern	9	0.857
Democratic pattern	9	0.723
Indite pattern	9	0.824
Associative pattern	9	0.741
Transformative pattern	9	0.724
Total score	45	0.802

Table 2 shows reliability coefficient in each measurement pattern, which are values of high grade of sufficiency in humanities, and indicative of internal consistency extent, based on that all measurements was considered valid for study purposes.

Study statistical processing:

The researcher used proper statistical, descriptive, and analytic processors to conclude results for every question of study questions using Statistical Package for the Social Sciences as following:

- Cronbach's Alpha coefficient was used to ensure study tool reliability. arithmetic averages and standard deviations was calculated to answer first question.
- T-test was used also to answer second question.

Study Results and Discussions

First: results related to first question, which was: “What are dominant leadership patters for academic management in schools of Al Batinah North Governorate from the point of view of senior teachers?”

To answer this question, arithmetic averages and standard deviations of study sample estimations about dominant leading patterns for academic management in schools of Al Batinah North Governorate were concluded from the point of view of senior teachers. To explain answer results, the researcher has approved deciding criteria to interpret study results by dividing higher grade (5) to three equal categories according to range (5-1), as per following formula: calculate the difference between higher value – lower value divided into three levels: high, medium, low (Algaraidih, 2014), means $(5-1=4)$ followed by result dividing on three levels as follows: $(4/3=1.33$ “category length”), $(1.00+1.33 = 2.33)$, $(2.34+1.33= 3.67)$, $(3.68+1.33=5.00)$, so as deciding criteria to interpret study results is pursuant to table 3.

Table 3
Deciding Criteria for Estimations of Study Sample About Dominant Leadership Patters for Academic Management in Schools of Al Batinah North Governorate

Range	Estimation grade
From 1 to 2.33	Low
From 2.34 to 3.67	Medium
From 3.68 to 5	High

Results related to first question, where *Table 3* refers to arithmetic averages, standard deviations and rank for estimations of sample individuals about dominant leadership patters, in descending order as per arithmetic averages.

Table 4
Arithmetic Averages and Standard Deviations for Sample Estimations About Dominant Leadership Patters of Academic Management, in Descending Order as per Arithmetic Averages.

Rank	Number	Leading patterns	\bar{X}	S.d.	Estimation mark
1	5	Transformative pattern	3.98	0.60	High
2	4	Associative pattern	3.94	0.57	High
3	2	Democratic pattern	3.93	0.60	High
4	3	Indite pattern	3.09	0.52	Medium
5	1	Authoritarianismism pattern	2.72	0.46	Medium

Table 4 shows arithmetic averages and standard deviations for sample estimations about dominant leadership patters of academic management in schools of Al Batinah North Governorate were concluded from the point of view of senior teachers. The transformative pattern comes in first grade, with the highest average of (3.98) and standard deviation of (0.60), which means that the dominant pattern in schools of Al Batinah North Governorate is the transformative pattern, followed by associative pattern in second grade, with arithmetic average of (3.94), and standard deviation of (0.57), then democratic pattern in third grade with arithmetic average of (3.93) and standard deviation of (0.60), while in last grade comes Authoritarianismism pattern, as the lowest practice between leading patterns in schools of Al Batinah North Governorate, with arithmetic average of (2.72) and standard deviation of (0.46). Generally, the results show that dominant leading pattern is the transformative pattern in schools of Al Batinah North Governorate, as it comes in first grade, and in second grade is associative pattern, followed by democratic pattern as third, while in penultimate grade is indite pattern, and Authoritarianismism pattern was the last, as the lowest practice in schools of Al

Batinah North Governorate. This could be attributed to intellectual and leadership awareness of association importance and domination of human relationships between teacher and student, and progress and development in educational and administrative systems, technological openness of teacher and his awareness of different aspects of modern academic leadership in building confidence between him and his students to achieve self-control, cooperation framing, and implantation of partnership principle, respect, and teamwork spirit which lead him to develop work manners according to latest trends with consistency and pursuance with students needs and trends which reflects way and pattern of his academic management, coinciding with future outlook of developments and modern technologies that created a field of interconnection and synergy between academic management and school management with local society supportive of respect and appreciation values in its sons which participate in implanting confidence of students and their cooperation with their teachers. Present study results were in line with the study of (Alorimi, and Alorimi 2012) which shows that the transformative leading pattern in general contributes in developing teachers abilities which comes in high estimation grade. Also, the study was in line with study of (Smith, Minor, Brashen, & Remaly, 2017) in placing transformative leading pattern in first place. It agreed also with Abdularhaman study (2014) which indicates that the level of practice for transformative leadership had a high estimation grade, and the researcher has explained that obtaining this grade is attributed to schools needs to transformative leadership, as options became lesser before institutions in general and schools in particular in performing its tasks. duties.

Results of Sections Levels for Each Leading Pattern Separated as Follows:

First: Authoritarianisms Pattern

Table 5

Arithmetic Averages and Standard Deviations of Authoritarianism Pattern Sections in Descending Order as per Arithmetic Averages

Rank	Number	Sections	\bar{X}	S.d.	Practice mark
1	30	The teacher use tests as a mean to punish rogue students	3.74	1.06	High
2	33	The teacher ignores opinions and ideas of his students about his teaching manners	3.49	1.12	Medium
3	45	The teacher refer the rouge student to school management to punish him	2.98	1.01	Medium
4	11	The teacher don't take into his consideration social relationships with students	2.95	1.31	Medium
5	8	The teacher allocate tasks to students regardless their individual differences	2.67	1.01	Medium
6	35	The teacher prefer to punish the rogue student to be a lesson to others	2.59	0.92	Medium
7	3	The teacher uses command and prohibition language in classroom	2.18	0.79	Poor
8	14	The teacher has a strict personality in classroom	1.95	0.72	Poor
9	1	The teacher applies instructions in classroom according to educational system	1.91	0.64	Poor
General level			2.72	0.46	Medium

Table 5 shows sections of Authoritarianism pattern with arithmetic average of (2.72), standard deviation of (0.46), and medium practice grade. Section No. 30 “The teacher use tests as a mean to punish rogue students” was in the first position with highest average of (3.74) followed by section No. (33) in second position “The teacher ignores opinions and ideas of his students about his teaching manners” with arithmetic average of (3.49), followed by section No. (45) in third position “The teacher refer the rouge student to school management to punish him”

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with arithmetic average of (2.98), while section No. 1 “The teacher applies instructions in classroom according to educational system “comes in last position with arithmetic average of (1.91). The total arithmetic average was (2.72) which indicates that teachers are practicing Authoritarianism pattern in a medium level, and this result could be attributed to the idea that the teacher got himself that this is a way to control students and maintain discipline in classroom, and because teacher’s thought that this is the best way to control his students and reduce their problems. This way may appear with newly appointed teachers who lack experience, and this matter could be attributed to learning programs, training and practical education on which new teachers have trained during their study in bachelor, and to teacher trying to go far a way of direct contact criteria between him and student like punishment or referral to management which could make management look inferior to teacher who send a lot of student to them, which was shown in obtaining section of using teacher test as a tool of punishment the high mark, more than section of referring student to management to be punished which got medium mark, and some teachers keenness of student not interfering in his official duties, and his believe that these aspects is of teacher only, which was shown in obtaining previous section for medium mark going far away from sections related to social relationships whereas ignorance comes from non-recognition of these relationships.

And this emphasized when the above section has gained a medium grade that is greatly beyond the sections related to social relationships, since ignorance is achieved after the lack of acknowledgement of such relationships. This result is different from the result of the study (Al-Muwajdah and others, 2014)

Secondly: Democratic Pattern:

Table 6
Arithmetic Averages and Standard Deviations of Democratic Patterns Sections, in Descending Order as per Arithmetic Averages

Level	No. Sections		\bar{X}	S.d.	Practice Level
1	39	The teacher is characterized by self-control in class room	4.19	0.74	High
2	25	The teacher shall give students feedback regarding the results of their educational performance	4.17	0.86	High
3	43	The teacher shall establish the values of open-mindedness and discussion in the class	4.10	0.81	High
4	12	The teacher shall encourage students to express their opinions freely	4.09	0.88	High
5	5	The teacher shall cooperate with students to solve their difficulties at school	4.07	0.84	High
6	28	The teacher shall discuss students about the nature of test questions before preparation	3.95	0.97	High
7	37	The teacher shall not embarrass the student in the class	3.89	0.96	High
8	22	The teacher shall talk to the naughty student individually at the end of the class	3.57	0.89	Medium
9	23	The teacher shall consider the circumstances and abilities of students upon the distribution of home works	3.35	1.05	Medium
Overall Level			3.93	0.60	High

Table 6 shows the overall arithmetic average and the overall standard deviation of democratic pattern sections, since the overall average has reached (3.93) with standard deviation of (0.60) and high practice level. Since section No.(39) stated " The teacher is characterized by self-control in class room" has ranked first with the highest arithmetic average that reached

(4.19) followed by section No.(25) stated " The teacher shall give students feedback regarding the results of their educational performance" in the second rank with arithmetic average of (4.17), then section No.(43) in the third rank stated " The teacher shall establish the values of open-mindedness and discussion in the class" with arithmetic average of (4.10) whereas section No.(23) stated " The teacher shall consider the circumstances and abilities of students upon the distribution of home works" has obtained the last rank with arithmetic average of (3.35). Generally, the overall arithmetic average reached (3.93) and that indicates that the senior teachers highly practice the democratic pattern, and such result may be attributed to the awareness of teacher on self-control, open charisma that accepts various points of view that conform to the real structure of Omani society concerning its feature of forgiveness, the promotion of treatment in various situations. Furthermore, the level of self-control may be attributed to the approach of Ministry of Education that defines the mechanisms of dealing with students through guidance and direction syncing with the demographic and social environment of Omani society before resorting to rules and regulations. This approach may be reliable through what issued by Ministry of Education regarding the modifications and issuances of regulation of student affairs that defined the mechanisms of dealing with students under sequential and flexible controls, followed by this section in the third rank that states "The teacher shall establish the values of open-mindedness and discussion in the class" and this may be attributed to the feeling of teacher of its educational mission importance involved in guidance and direction, and that matter may have been to permanent educational updates that require informational update from time to time and it also may be interpreted under the focus of Ministry of Education on establishing the principle of discussion through the curriculum and events and that is clear in in seminars held by Ministry of Education in the field of communication and persuasion.... and the aforementioned aspects are consistent with the studies (Shamaki, 2015) and (Shibo, 2016) that concluded the efficiency of democratic leading patterns in schools., as well as the study of Al-Muwajdah and others (2014). Generally, these results have differentiated from, concerning the level of its practice, the study of Alrawadia (2012).

Thirdly: Messy Pattern:

Table 7

Arithmetic Averages and Standard Deviations of Messy Pattern Sections, in Descending Order as per Arithmetic Averages

Level	No.	Sections	\bar{X}	S.d.	Practice Level
1	15	The teacher asks students questions in the class without objective.	3.97	1.02	High
2	44	The teacher tolerates the default of students towards the attendance of class	3.87	1.10	High
3	24	The teacher neglects the following of the home works and activities of students in the class	3.63	1.07	Medium
4	41	The teacher assigns responsibilities among students in unregulated manner	3.28	1.09	Medium
5	21	The teacher abides by passive neutrality towards strict classroom situations	3.15	1.14	Medium
6	2	The teacher grants the students full freedom in the class	2.79	0.90	Medium
7	16	The teacher partly resolves the behavioral problems in the class	2.73	0.95	Medium
8	36	The teacher authorizes for students to achieve their own goals independently	2.54	0.89	Medium
9	17	The teacher emphasizes the responsibility of each student for its own behavior by oneself	1.85	0.77	Low
Overall Level			3.09	0.52	Medium

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Table 7 shows the overall arithmetic average and the overall standard deviation of messy pattern sections since the overall arithmetic average reached (3.09) with standard deviation of (0.52) and medium practice level. Section No.(15) stated " The teacher asks students questions in the class without objective" has ranked first with the highest arithmetic average reached (3.97) followed by Section No.(44) in the second rank that stated "The teacher tolerates the default of students towards the attendance of class" with arithmetic average of (3.87) followed by section No. (24) in the third rank stated "The teacher neglects the following of the home works and activities of students in the class" with arithmetic average of (3.63) whereas section No. (17) stated "The teacher emphasizes the responsibility of each student for its own behavior by oneself" has obtained the last rank with arithmetic average of (1.85). Generally, the overall arithmetic average reached (3.09) and that indicates that the senior teachers practice messy patterns in medium level and this may be attributed to the lack of trainings for newly appointed teaching staff or resulted from the increase of students number in the class, thus the teacher tends to give students great freedom which reflects on the fact of the class control, the matter that is consistent with sections order that support the first section which tackles tolerance with underachievers, negligence and assigning responsibilities in unregulated manner, passive neutrality. Consequently, such stages are considered a step for performing educational missions without certain objective and for over human relations of some teachers that have reflected passively on the progress and control of class. This also may be interpreted under the attempt of teacher to avoid bureaucracy (routine procedures) that applied to student through ignorance of matter that leads to managerial and educational failure in the class and may be attributed to the belief of some little experienced teachers that there is deficiency in educational system, so the teacher had to tolerate with the underachievers and empathize with them which forms a problem in itself. This study is consistent with the studies of Barakat, Sabira & Tofaha (2015), and the current study is different from the study (Shibo, 2016) by adding the participative pattern after democratic pattern.

Fourthly: Participative Pattern:

Table 8
Arithmetic Averages and Standard Deviations of participative patterns in Descending Order as per Arithmetic Averages

Level	No.	Sections	\bar{X}	S.d.	Practice Level
1	42	The teacher shall enhance self-control for students	4.21	0.74	High
2	19	The teacher shall regularly care about rewarding and honoring the outstanding students	4.17	0.88	High
3	6	The teacher shall use incentives to encourage students on achievement.	4.16	0.82	High
4	38	The teacher shall care about the participation of students in explaining the lesson during class	3.96	0.85	High
5	4	The teacher shall provide family environment for one's students in the class	3.95	0.81	High
6	9	The teacher grants the competencies to some students to monitor the affairs and cleanliness of the class room.	3.90	0.85	High
7	32	The teacher involves students in assessing their various achievements.	3.77	0.88	High
8	31	The teacher discusses the decisions that taken with students collectively.	3.67	0.95	High
9	13	The teacher involves students in predicting problems that they may face in the future.	3.64	0.96	Medium
Overall Level			3.94	0.57	High

Table 8 shows the general arithmetic mean and the general standard deviation of the participative pattern paragraphs. The general average is (3.94) with a general standard deviation (0.57) and with a high degree of exercise. Where paragraph 42, which states that "the teacher works to support the self-discipline of students in the first rank with the highest arithmetic mean (4.21), Followed by the paragraph (19) in the second rank, which states that "Teacher takes care of honoring and rewarding distinguished students periodically" with an arithmetic mean that reaches (4.17), followed by the paragraph (6) in the third rank which states that "Teacher rewards students to encourage them to achieve" with an arithmetic mean of (4.16), while paragraph (13) which states that the teacher involved students in predicting problems that may face the future, "the last rank with an arithmetic mean reached (3.64).

The general arithmetic mean (3.94) indicates that teachers practice the participative pattern largely. The result is attributed to the similarity of the conditions and tasks of teachers to the importance of the quality of this aspect because of its importance in the effective classroom management. This makes it easier for the teacher to achieve discipline and confidence. It may also be attributed to the efforts exerted by most of the teachers in self-development and leadership abilities in cooperation and partnership between them and their students in the field of classroom management in line with the direction pursued by the Ministry of Education through creating the classroom environment and school climate cooperation, and the teacher's recognition of the role of material and moral support For the outstanding students, and the teacher's attempt to revive the thought in low-achieving students to make an effort to get the reward, which is naturally a positive effect in the reality of competition among them in the class, which is easy for the teacher leadership and education. The cooperation between the school departments, the directorates and the supervision offices is honoring the students with a stimulating ceremony for further creativity and development at the level of schools and directorates. The ministry also takes the same approach to honoring its good students.

Fifth: The Transformative Pattern

Table 9

The Arithmetical Means and Standard Deviations of the Transformative Pattern paragraphs, in Descending Order According to Arithmetical Means

Rank	Number	Paragraphs	\bar{X}	S.d.	Degree of practice
1	27	The teacher is keen to make his words to his students identical to his actions.	4.39	0.76	High
2	18	Teacher talks with students about the future in a positive and optimistic way.	4.30	0.80	High
3	40	Teacher encourages students to demonstrate their maximum learning potential.	4.18	0.78	High
4	29	Teacher shows confidence in his students' ability to take responsibility.	4.03	0.84	High
5	26	Teacher focuses on the continuous self-education of his students at the school.	3.96	0.87	High
6	20	Teacher encourages his students to think about long-term educational goals.	3.89	0.95	High
7	7	Teacher encourages students to deal with events in new ways.	3.79	0.84	High
8	10	Teacher considers students'	3.79	0.88	High

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9	34	mistakes to be useful practical experiences. Teacher makes firm management decisions during the course.	3.50	0.90	Average
General level			3.98	0.60	High

Table 9 shows the general arithmetic mean and the general standard deviation of the Transformative Pattern paragraphs. The general average was (3.98) with a standard deviation of (0.60), and with a high degree of exercise. Where paragraph (27) in the first rank, which states, "the teacher to be his words to his students matched his actions "with the highest arithmetic mean (4.39), followed by the second paragraph (18), which states, "The teacher talks to the students about the future in a positive and optimistic way" With an arithmetic mean of (4.30), followed in the third rank by the paragraph (40) which states, "Teacher encourages students to demonstrate their maximum learning potential." with an arithmetic mean of (4.18), while paragraph (34) states that; "Teacher makes firm management decisions during the course." In the last rank with an arithmetic mean of (3.50).

The average general arithmetic average (3.98), which indicates that the distinguished teachers are practicing the Transformative Pattern largely, and may explain the result to be considered a teacher role model of good student in both word and deed, This is what the teacher is aware of from the first moment of his entry into the classroom and his leadership. We find him always looking for new work in accordance with modern variables and to the extent of the teacher's understanding and the openness of his ideas and his long-term vision. The Ministry of Education's strong orientations can be attributed to the educational achievements that determine the reality of dealing between the student's vision and the leadership of the teacher. It can also be attributed to the teacher's awareness of his role and mission in his society and his role in developing the students' abilities and skills in order to invest their energies in improving their knowledge and For the current development and progress, which naturally facilitates the reality of the human relationship between them, which is reflected in the appreciation and respect of students to the teacher and classroom management. The study agreed with the study of Abdularhaman (2014), , and agreed with the study (Smith, Minor, Brashen & Remaly, 2017) in the emergence of the transformative Leading Pattern first.

Second: Results related to the second question, which stated:
"Are there statistically significant differences in the prevailing leadership patterns in the schools of North Batinah from the point of view of the distinguished teachers due to the variables: gender / years of experience?"

To answer this question, the data were analyzed to derive the arithmetical averages and standard deviations for each of the prevailing leadership patterns of classroom management, and the elasticity of these averages using the (T) test and the single-variance analysis (ANOVA) to verify the significance of the differences according to their variables, as follows:

Variable of "social gender"

Table 10

Tests of the effect of the Variable of "Social Gender" on the normal patterns of classroom management in the schools of North Batinah Governorate.

Leading pattern	Social gender	n	\bar{X}	S.d.	t	p
Authoritarianism pattern	Male	146	2.68	0.42	4.913	0.027
	Female	177	2.75	0.49		
Democratic pattern	Male	146	3.78	0.59	0.163	0.687
	Female	177	4.05	0.59		
Indite pattern	Male	146	3.09	0.52	0.013	0.909
	Female	177	3.09	0.52		
Associative pattern	Male	146	3.72	0.55	0.923	0.337
	Female	177	4.12	0.52		
Transformative pattern	Male	146	3.82	0.56	0.018	0.893
	Female	177	4.11	0.59		

Table 10 shows that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the sample of the study sample on the prevailing leadership patterns in the schools of North Batinah governorate from the point of view of the distinguished teachers according to the gender variable in all Leading Patterns except the Authoritarianism pattern, Statistical differences were in favor of females. This is due to the high degree of interest in the behavioral practices followed by the teachers close to the convergence of the educational and regulatory environment common to different schools in the governorate of North Batinah, similar educational frameworks and jobs. The study agrees that there are no general differences with the study of Abdularhaman (2014), and the study of Barakat, Sabira, & Tofaha (2015).

Variable of "years of experience"

Table 11

Test (t) for the Effect of Variable Years of Experience on the Prevailing Leadership Patterns of Classroom Management in the Schools of North Batinah Governorate.

Leading patterns	Years of experience	n	\bar{X}	S.d.	t	p
Authoritarianism pattern	Less than 10 years	45	2.74	0.48	0.659	0.418
	More than 10 years	278	2.72	0.46		
Democratic pattern	Less than 10 years	45	4.13	0.59	0.032	0.858
	More than 10 years	278	3.90	0.60		
Indite pattern	Less than 10 years	45	3.07	0.46	1.635	0.202
	More than 10 years	278	3.09	0.53		
Associative pattern	Less than 10 years	45	4.19	0.61	0.667	0.415
	More than 10 years	278	3.90	0.55		
Transformative pattern	Less than 10 years	45	4.16	0.63	0.828	0.363
	More than 10 years	278	3.95	0.59		

Table 11 shows that there is no statistically significant differences for sign level ($\alpha \leq 0.05$) in the evaluation of survey sample for the prevalent Authoritarianism pattern of the class department in Al Batinah North Governorate according to the view of the head teachers and also the variety of years of experience in all leadership Pattern.

This result is attributed to teacher's general care of job performance honestly and sincerity regardless years of service as well as job commitments in tasks and duties performance consistent with the guidance and the mutual vision of teachers on class department' s importance. These results have agreed with Al-Nimrouti study result (2017).

Recommendations of the Study

1. Ministry of Education has generalized the democratic, Associative and transformative class practices through providing the educational needs in the classroom.
2. Motivating teachers physically and morally through interactive activities at the school level as well as programs of professional development and intellectual awareness.
3. Providing training courses at the ministerial, departments and schools level aimed at addressing the recent and positive leadership patterns and their results as well as the negative patterns and their effects on the class department.
4. Develop a mechanism to ensure the mutual school visits among teachers in order to gain experience and enhance teacher's intellectual level, improve its performance and its intellectual output.
5. Guiding teachers periodically to use the proper class patterns through studies' results and let them know the leading patterns and their role in supporting self- discipline.
6. Emphasizing the importance of characteristics and qualities of class leadership's teachers through engaging them in conferences and seminars in the sultanate and abroad.

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