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Umman Sultanlığı Al Batinah Kuzey Valiliği Bölgesi'ndeki Eğitim Müfettişlerinin Liderlik Tarzlarının Goleman Modeline Göre Uygulanma Düzeyleri*

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Öz: Bu çalışmada Umman Sultanlığı Al Batinah Kuzey Valiliği Bölgesi'ndeki eğitim müfettişlerinin liderlik tarzlarının Goleman Modeli'ne göre uygulanma derecesini ortaya koymayı amaçlanmıştır. Çalışmanın verileri altı boyutta 38 maddeden bir anket kullanılarak toplanmıştır. Anketin geçerliği ve güvenilirliği ortaya koyulduktan sonra Umman Sultanlığı Al Batinah Kuzey Valiliği Bölgesi'ndeki 411 müfettişten veriler toplanmıştır. Çalışmadan elde edilen bulgulara göre Umman Sultanlığı Al Batinah Kuzey Valiliği Bölgesi'ndeki eğitim müfettişlerinin Goleman Modeline göre liderlik stilleri uygulama düzeylerinin yüksek olduğu sonucuna ulaşılmıştır. Ayrıca eğitim müfettişlerinin *vizyoner* ve *bağlılık* stillerinde kadınlar lehine anlamlı farklılık olduğu belirlenmiştir. Öte yandan eğitim müfettişlerinin eğitim *vizyoner* ve *bağlılık* stillerinde eğitim düzeyine göre de istatistiksel olarak anlamlı farklılıklar tespit edilmiştir. Çalışmada elde edilen bulgular ve ulaşılan sonuçlara göre öneriler oluşturulmuştur.

Anahtar kelimeler: Eğitim müfettişleri, Goleman modeli, liderlik stilleri.

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Abstract: This study aimed to reveal the degree of practicing the educational supervisors for leadership styles according to the Goleman Model in Al Batinah North Governorate in the Sultanate of Oman. In order to achieve the objective of the study, a questionnaire consisting of (38) paragraphs divided into (6) areas was constructed. After verifying the indications of its reliability and consistency, it was applied to (411) educational supervisors and master teachers in Al Batinah North Governorate in the Sultanate of Oman. The results showed that the degree of practicing the educational supervisors for leadership styles according to the Goleman Model in Al Batinah North Governorate in the Sultanate of Oman was high. The results also indicated that there were statistical differences in the visionary and the affiliative styles according to the gender variable in favor of females. There were also statistical differences in the visionary and affiliative styles according to the variable of academic qualification in favor of diploma. Finally, the study came out with a set of recommendations.

Keywords: Educational supervisors, Goleman model, leadership styles.

*the article, thesis

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Introduction

The concept of educational supervision has significantly evolved through educational researches and studies that addressed all aspects. Although there are multiple definitions of the concept of educational supervision, it is almost unanimous on the importance of the pivotal role of educational supervisor in improving the teaching and learning process. The educational supervision is a comprehensive process connected to all factors affecting the improvement and development of the educational process within the vision and mission that the Ministry of Education seeks to achieve. The role of the educational supervisor is no longer confined to what is happening inside the classroom as in the past, but it became interested in the educational situation in all its aspects, which led to the diversity and multiplicity of tasks and functions assigned to the educational supervisor. Such tasks and functions include his role as an educational leader who is responsible for leadership in educational work (Al-Kalbani, 2016).

Leadership is one of the most important subjects in the field of management as managers look forward to knowing about its tasks and skills. It is necessary that the leader have important and essential personal qualities to effectively contribute to the leadership process. Moreover, leadership is a multidimensional task that requires knowing and understanding many institutional needs as well as mastery of dealing with others in different required roles in skillful and effective manner. Wise leadership aims to help others achieve their best. This includes setting high-level objectives, realistic performance, and finding the ways required to improve operational processes and procedures (Ghabain, 2009). In addition, it represents the leadership style that the educational supervisor follows and takes as an approach in his work, which leads to the success and achievement of the goals hoped for. Leadership styles vary according to the nature of the institutions in which they are applied, knowing that there is a strong connection between the leadership style followed by educational supervisors and the effectiveness of the school. On the other hand, the educational supervisor shall not follow a particular style of leadership, but rather he shall diversify between leadership styles and methods in order to increase the efficiency of the school. The educational supervisor shall choose the appropriate leadership style according to the situations facing him in order to make a wise decision about this or that situation. Common styles of leadership include participatory, democratic, and affiliative (Abu Tahoun, 2012).

Educational supervision is a leadership process carried out by educational specialists in order to promote the teaching and learning processes by reviewing the activities that the teachers are performing within the potentialities and means available to them, and then support and help them improve their performance so that they can interact with students and teachers to develop their understanding as well as guide them to participate positively in social life through providing them with useful knowledge, firm values and good habits. The educational supervisor is an educational leader who shall carry out the tasks, activities and responsibilities that he bears. Furthermore, educational supervision is one of the leading tools that contribute to the achievement of the education goals because of its effective role in guiding the educational process towards achieving the efficient and effective goals (Tafesh, 2004)

There is no doubt that the educational supervisor is an educational leader who seeking to influence his teachers in a way that achieves the educational goals. These necessitates him to deal effectively with emotions during interaction with teachers and succeed in shaping their feelings, motivating and inspiring them, instilling values of confidence inside them, cooperation with each other and guiding them in a constructive way, the thing that makes them more committed and supportive of school goals. The educational supervisor shall also practice leadership styles based on emotional intelligence and consists of main styles that are (coaching, affiliative, democratic, coercive, and pacesetting) (Deosiers, 2015).

Previous Studies

The two researchers have reviewed the previous Arabic and foreign studies in the field of study subject, an overview of some of these studies is as follows:

The study of Smith, Minor, Brashen, and Remaly (2017): The purpose of study was to explore the dominant leadership styles of university teachers online. The trainers voluntarily participated online in a survey to indicate which of the four leadership styles they use in their classes: Transformational, Situational, Democratic or Commanding. Surveys were indicated that transformational leadership is the most common style used online by trainers. Most trainers notice that their leadership style inside the classroom was effective according to the comments and feedback, although only half of the trainers indicated that the university or college they were studying in offered leadership training.

Al Kalbani Study (2016): The purpose of study was to find out the degree of practicing the educational supervisors for some styles of educational supervision in the Basic Education Schools in Al Wusta Governorate in the Sultanate of Oman and to identify the statistical differences at the level of ($\alpha \leq 0.05$) in the responses of the study sample individuals that are due to the changes of type, experience and academic qualification. The study revealed that there are statistical differences between the degree of practicing the educational supervisors for some styles of educational supervision from the perspective of the study sample individuals according to type in the styles (Remedial Supervision, Developmental Supervision, Differentiated Supervision and Participatory Supervision). In the rest of the styles, the degree of practicing educational supervisors for some styles of educational supervision, from the perspective of the study sample individuals, does not differ according to gender and does not differ according to the academic qualification and the years of experience.

The Study of Bani Hani, and Mustafa (2016): The purpose of study was to identify the dominant leadership style adopted by school principals in Qasabet Irbid from the perspective of teachers based on Goleman Model of leadership. The study sample consists of (216) male and female teachers of public and private schools in Qasabet Irbid that were randomly chosen. The study revealed that the visionary style appeared to be common the most, followed by the affiliative, the coaching, the democratic and the pacesetter, and the coercive came in the middle rank. The study found that there are statistical differences attributed to the experience's variable in favor of less-experienced teachers. As well as there were differences on schools' variable in favor of the private schools. However, there were no significant differences with respect to variables of gender and academic qualification.

Al-Serhi's Study (2016): The study aimed to identify the relationship between the leadership styles at the level of human resources adopted by administrators of the Ministry of Education in Gaza governorates from the perspective of their employees by defining the dominant leadership style among the three styles which are: (Democratic, Laissez-faire, and Autocratic). The study sample consisted of (240) employees. The study found that it is highly agreed on the leadership styles in general, where the dimensions are as the following order: the level of the democratic style is high, while the level of the autocratic style and the laissez-faire style are medium. The study also showed that there are statistical differences between the average scores of the study sample individuals on the dominant leadership styles adopted by the administrators due to the variable of the academic qualification in the democratic leadership style in favor of the Master degree and above.

Qashou's Study (2016): The study aimed to identify the degree of practicing the educational supervisors for leadership styles and its relationship to the teacher's professional development in public schools in the northern West Bank governorates from the perspective of

teachers, and to identify the role of independent study variables in these practices. The study sample consisted of (500) male and female teachers from public schools in the Northern West Bank governorates of Palestine. The researcher followed the descriptive and analytical approach to be the approach of the study. The results of the study showed that the total score of leadership styles was (3.05) at a (moderate) average of response. The democratic style ranked first and degree of practice was (3.55) at a (high) response, followed by the laissez-faire style with a degree of (2.77) at a (moderate) response, then the Autocratic style with a moderate rate of (2.72) at a (moderate) rate of response., while the total score of the professional development was (3.44) at a (high) rate of response. Moreover, the study showed that there is a statistical positive relationship between practicing the educational supervisors for leadership styles and its relationship to the teacher's professional development in public schools in the northern of West Bank governorates in Palestine.

Meskin's Study (2015): The study aimed to identify the dominant leadership behavior adopted by educational supervisors in dealing with teachers. The study sample consisted of (30) male and female educational supervisors in Mostaganem Educational Directorate for the year 2013-2014. The study found that the degree of practicing the educational supervisors for leadership behavior was an arithmetic average of (91.47). The leadership behavior that is interested in work came in the first place followed by leadership behavior that is interested in human relations. The study also showed that there are no statistical significant differences in leadership behavior of educational supervisors attributed to the gender variable.

Al-Nuwaikah's Study (2015): The purpose of study was to identify the level of administrative leadership styles in the Ministry of Interior in Jordan and its impact on achieving the organizational commitment through an applied study on the (240) employees at the ministry center in Amman. The study used the descriptive research methodology in which a questionnaire was designed to collect data about study variables. The data were analyzed after collecting them using the suitable statistical methods. One of the most important results found by this study is that there was a high level of leadership styles and organizational commitment according respondents' estimation. The study also showed that there was a positive impact of leadership styles in reinforcing organizational commitment dimensions.

The Study of Chandra, and Priyono (2015): This research aims to identify and test the impact of leadership styles, work environment and job satisfaction of employees on performance and research methods using a quantitative approach, since the sample in this research is (45) people. In this study, the researcher's data were analyzed using the SPSS statistical computer program. The results of this research stated that leadership styles have an impact on performance, the work environment also has an impact on performance and job satisfaction has an impact on performance, leadership style, work environment and job satisfaction of influential performance.

The Study of Deosiers (2015): The study aimed to work the leadership styles of educational administrators and social work. Leadership styles have been recognized by educational administrators and social work. A very few number of articles used a multifactorial leadership questionnaire to explore the leadership of social work. This research did not explore those responsible for social work in colleges and universities. This exploratory study supported the hypotheses that educational managers in social work will use transformational leadership practices more than other styles and that these practices will be more effective than other styles. It also discusses the consequences of educational leadership and social work.

The Study of Abubakar (2015): The purpose of study was to demonstrate the role of educational supervisors towards improving teacher's performance. Supervisory role is one of the functions of the school operation which has been and continues to be a very challenging

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aspect of administration in secondary schools. This challenge involves a continuous process of assisting teachers to improve their instructional performance in accordance to the professional code established by the Ministry of Education. Supervision is very important in schools to ensure that the standards set by the Ministry are adhered to and not only the institutional goals but also the national goals are met. If supervision is enhanced, then the teachers' job performance shall be monitored and timely effective corrective measures shall be implemented to ensure the improvement of teacher competencies and general professional growth. Instructional problems can be easily detected through observations and appraisals.

The Study of Weerasuriya, and Nishanthi (2014): This study focused on the impact of supervisory leadership style on employee level of stress. An impact of supervisory leadership style on employee level of stress was detected in the healthcare sector. Respondents were selected using the convenience sampling technique from a sample consisting of (60) employees out of the total population. The study used a questionnaire-based survey method, since the correlation between supervisory leadership style and job related stress was (0.313) at 95% confidence level indicating a moderate positive relationship between the two variables. Adjusted R Square revealed that the real impact of leadership style towards the employee level of stress is only 7.9% where the employee stresses greatly on other factors to 92.1%.

The Study of Lee (2013): The purpose of study was to verify the effects of school supervisors' leadership styles on organizational effectiveness, organizational commitment and organizational change being the mediators, where simple random sampling to yield knowledge. A questionnaire-based survey was conducted on full-time teachers holding lecturer or higher-level positions at a Taiwanese technological university. After using simple random sampling to yield knowledge from the population and sending out copies of questionnaire via mail, convenience sampling was adopted to avoid excessively low response rates. The overall model's goodness-of-fit effect concerning the structural and measurement models were verified using linear Structural Equation Modeling (SEM). Regarding the path coefficients for implicit and unobservable variables in the structural model, the MacKinnon PRODCLIN program was employed to test how significant the model's total effect, specific mediation effects and direct effects were. Research results showed that: (1) the overall model had a statistically significant total effect; (2) supervisors' leadership styles exerted a significantly direct effect on organizational effectiveness; (3) both organizational commitment and organizational change exerted significant mediation effects, although the former was greater than the latter.

The Study of Yildirim (2013): The study aimed to identify the attitudes of teachers towards the leadership styles of the educational supervisor, and study the leadership behavior of the educational supervisor and its impact on teachers in terms of their growth and development in teaching profession. The sample of the study consisted of (152) male and female teachers. The results of the study showed that the teachers' perspective of the educational supervisor was that he was a dictatorial person and a source of fear and always looked at the negative aspect of the teacher. These characteristics have had a negative impact on the growth of the professional teacher.

It is clear from the previous studies that:

- The descriptive approach was used in the majority of previous studies because it is relevant to this type of studies. Moreover, most studies used questionnaires as a data collection tool.
- The lack of educational studies that analyzed the leadership styles of educational supervisors according to the Goleman Model in Al Batinah North Governorate in

service-related educational institutions that are influential in the society 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 validity 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

The responsibilities and duties of educational supervisors vary, as they perform many administrative, supervisory and educational tasks. They carry out educational duties and some other duties related to teachers, students and the local society. These duties make educational supervisors overloaded with the tasks they are required to perform, which requires that the educational supervisors shall practice leadership styles suitable for each of its duties and for each position in order to be able to go on and solve problems properly and accurately. The success of the educational supervisor in achieving his goals and his mission depends on how he manages, the leadership style he practices, and the successful leadership qualities of his character and his ability to make use of his abilities towards constructive work in order to build human relations among the employees; such relations influence their performance and improve their work performance and motivate them on continuous giving. Although the matter of leadership styles for educational supervisors is important, it has not received sufficient attention from many researchers in the educational field. Many supervisory styles are still based on the sudden classroom assessment visit, and many educational supervisors still need to practice supervisory leadership styles so that they are able to motivate teachers and enrich their creative capacities, which will positively affect the quality of the education offered (Abubakar, 2015). This is confirmed by the results of both studies (Al-Hajri, 2016; Al-Yaarubiyah, Qayumi & Salahuddin, 2018). Therefore, this study aims to identify the leadership styles of the educational supervisors according to the Goleman Model in the Al Batinah North Governorate in the Sultanate of Oman.

Research Questions and Objectives of the Study

1. What is the degree of practicing the educational supervisors for leadership styles according to the Goleman Model in Al Batinah North Governorate in the Sultanate of Oman?
2. Are there any statistically significant differences at the level of ($\alpha \leq 0.05$) in the degree of practicing the educational supervisors for the leadership styles according to the Goleman Model in Al Batinah North Governorate in the Sultanate of Oman that are attributed to the personal variables (gender, academic qualification, work experience)?

The study aimed to detect the leadership styles of the educational supervisors according to the Goleman Model in Al Batinah North Governorate in the Sultanate of Oman, as well as detect the differences between them according to the variables of the study sample.

Study Importance

Theoretical Importance

The theoretical importance of the study lies in its attempt to present a theoretical framework about the leadership styles with its dimensions: democratic style, participatory style

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and affiliative style, and demonstrate its impact on the work of educational supervisors by reviewing the principles and ideas of these concepts so that the schools and educational institutions can take advantage of them. This study is a contribution to the scientific mission through research, analysis and commenting on the most important ideas that showed the leadership styles and its importance.

In addition, the leadership styles are important for the success of the management operation in all organizations with different activities. The importance of the dominant leadership style in these organizations lies in its direct impact on the level and performance of educational supervisors, negatively or positively, and the educational supervisor is responsible for the main role in achieving its the goals.

Scientific Importance

The scientific importance of the study is reflected in what it will provide in the context of the conditions and strains experienced by schools and educational institutions in the light of the updates of the modern era of scientific additions that serve the educational supervisors to focus on the leadership styles and the importance of choosing the appropriate leadership style and recognize its ability to improve education. The importance of this study is also reflected in the fact that it is the first in the Sultanate of Oman (according to the two researchers), which deals with the leadership styles of the educational supervisors according to Goleman Model. Both researchers hope that the results of this study and the recommendations it presents will be taken into consideration. The following groups are hopefully use this study: Officials in the General Directorate of Education in the Sultanate of Oman, Officials and educational policy makers in the Ministry of Education in training the educational supervisors on the subject of leadership styles for supervisors, principals and educational supervisors.

Operational Definitions

- **Leadership Style:** is the manager's frequent behavior in the way he works to achieve the goals of the organization in which he works (Al-Omayyan, 2008).
- **Goleman's Leadership Styles:** they are leadership styles based on emotional intelligence and consist of six styles which are: visionary, coaching, affiliative, democratic, coercive, and pacesetting (Goleman, Boyatzis, & McKee, 2002). It is operationally defined as the leadership styles used by educational supervisors in Al Batinah North Governorate in Oman according to Goleman Model of leadership styles, including coercive, pacesetting, democratic, coaching, affiliative and visionary.
- **Educational supervisors:** They are individuals who are scientifically and practically qualified to carry out the tasks of educational guidance and assigned by the Department of Educational Supervision at the Ministry of Education. It is operationally defined as the employees appointed by the Ministry of Education in the Sultanate of Oman, and they are responsible for educational supervision in cooperation and coordination with those involved in the development of the educational process. Moreover, they are responsible for performing mentoring and guidance.

Methods and Procedures

Study Approach

This study was based on the analytical descriptive approach as it is relevant to this type of study.

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 Batina Governorate (2017 / 2018).

The Community and the Sample of the Study

The participants of the study consists of all the educational supervisors and the master teachers in Al Batinah North Governorate in the Sultanate of Oman during the academic year 2018/2019 amounting to (952) male and female educational supervisors and male and female master teachers. The male supervisors were (146) supervisors and the female were (151) supervisors, while the male master teachers were (292) teachers and the female master teachers were (363). The study sample consists of (411) educational supervisors and master teachers who were randomly selected at (43%) from the study community.

Study Tool

In order to achieve the objective of the study, a questionnaire consisting of (38) paragraphs that fall under six main areas was prepared depending on some previous studies that dealt with the subject.

Validity of Tool

The researchers presented the study to a group of (8) arbitrators who are involved in the subject of the study in order to express their opinions and observations on the study. The questionnaire was finalized with (38) paragraphs.

Consistency of the Tool

To ensure the consistency of the tool, Cronbach Alpha was used, and the total value of the consistency factor was (0.90) which is good value for scientific research purposes (Al-Hajri, 2016).

Statistical Processing

After collecting the questionnaires, the researcher emptied them by answering each question with a numerical value. Then they were entered into the computer and processed using (SPSS) in order to calculate the arithmetic average and standard deviations of the answers of the study individuals to its questions.

Study Results and Discussions

To answer this question, the arithmetic averages and standard deviations of all leadership styles of educational supervisors were extracted and the following table shows this. Then each style is extracted separately.

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Table 1
Arithmetic Averages and Standard Deviations for All Styles

Styles	Arithmetic Averages	Standard Deviation	Rank	Degree
Visionary style	4.10	0.62	5	High
Coaching style	4.30	0.57	3	High
Affiliative style	4.32	0.57	2	High
Democratic style	4.50	0.55	1	High
Pacesetting style	4.11	0.65	4	High
Coercive style	2.50	0.86	6	Moderate
Overall average	3.94	0.47		High

Table 1 indicates that the arithmetic averages ranged between (4.50-2.50), the most prominent of which was the democratic style with an arithmetic average of (4.50) and a high degree, followed by the affiliative style with an average of (4.32) and a high degree. Then the coaching style came with an average of (4.30), then the pacesetting style with an average of (4.11), then the visionary style came with an arithmetic average of (4.10) and a high degree, and finally the coercive style comes at the end. The overall average was (2.50) with a high degree. The arithmetical averages of all paragraphs according to the style are presented as follows:

Visionary Style

Table 2
The Arithmetical Averages and the Standard Deviations of All the Paragraphs of the Visionary Style from the Perspective of the Study Sample Individuals

No	Paragraphs	Arithmetical Averages	Standard Deviation	Rank	Degree
1	Motivate to make decisions creatively.	3.99	0.93	5	High
2	Intervention in problem solving and setting solutions that satisfy all parties.	4.20	0.79	2	High
3	Choose more than one way to evaluate performance based on various alternatives.	3.98	0.89	6	High
4	Provide male and female teachers with feedback on their performance along with giving them advices to avoid making mistakes.	4.48	0.74	1	High
5	Propose training courses for male and female teachers with low-performing to enable them to perform the required tasks.	3.95	0.96	7	High
6	Pay attention to achieving the goals with the participation of the male and female teachers in innovative and modern ways and methods.	4.13	0.86	3	High
7	Help to solve the problem of backlogs in various ways and means	4.00	0.96	4	High
Overall Average		4.10	0.63		High

Table 2 indicates that the arithmetical averages and the standard deviations of the visionary style paragraphs ranged from (3.95-4.48) the most prominent of which is paragraph (4) which states: “Provide male and female teachers with feedback on their performance along with giving them advices to avoid making mistakes” with high degree. Then paragraph (2), which states: “Intervention in problem solving and setting solutions that satisfy all parties”, reached an arithmetical average of (4.20) with high degree, followed by paragraph (6) stating “Paying attention to achieving the goals with the participation of the male and female teachers in innovative and modern ways and methods” reached an arithmetical average of (4.13) with high degree. Finally, paragraph (5), which states “Proposing training courses for male and female teachers with low-performing to enable them to perform the required tasks” came with high degree. The overall average reached (4.10) with high degree. This result may be attributed to the fact that the leader (the educational supervisor) shall set a vision to express his own vision. Thus achieving the vision of the educational institution is an achievement for the leader self-realization as well as his personal aspirations. When the vision set by the educational supervisor is consistent with his vision and reflects his self-realization, the heart will be filled with enthusiasm and passion to achieve this vision because he achieves his self-realization through it, and then such enthusiasm and passion will move to male and female teachers. Thus the educational supervisor can influence others and push them to achieve his own vision. Therefore, the clear vision was an essential requirement for successful leadership. This result was in line with the result of (Bani Hani & Mustafa, 2016) study, which showed that the visionary leadership style is the most common style with high degree.

Coaching Style

Table 3

The Arithmetical Averages and the Standard Deviations of All Paragraphs of Coaching Style from the Perspective of the Study Sample Individuals

No	Paragraphs	Arithmetical Averages	Standard Deviation	Rank	Degree
1	Help to identify strengths and weaknesses	4.33	0.73	4	High
2	Provide advice and counseling at school	4.42	0.77	3	High
3	Motivation to perform works	4.50	0.69	1	High
4	Encourage achieving development in work	4.49	0.69	2	High
5	Assign tasks to others	3.85	0.85	6	High
6	Link the teacher's goals to curriculum objectives	4.23	0.83	5	High
	Overall average	4.30	0.57		High

Table 3 indicates that the arithmetical averages and standard deviations of the coaching style paragraphs ranged from (3.85-4.50) the most prominent of which is paragraph (3), which states “Motivation to perform works”, with high degree. Then, paragraph (4), which states “Encourage achieving development in work”, came with an arithmetical average of (4.49) with high degree, followed by paragraph (2) stating “Provide advice and counseling at school” with an arithmetical average of (4.42) with high degree. Finally, paragraph (5), which states “Assign tasks to others”, comes at the end with a high degree. The overall average reached (4.30) was high degree. This result may be attributed to the fact that the greatest factor that creates self-motivation for teachers to work is to link this work to their personal and professional aspirations. Therefore, the educational supervisor, who represents the coaching leader, shall go with his conversations with teachers beyond work to the areas of their interests, aspirations and dreams, and assign to them tasks to work beyond their normal capacity in order to raise their efficiency and give them a dose of self-confidence that pushes them to promote these tasks. This result was in line with the result of Bani Hani and Mustafa (2016) study, which showed a high degree of coaching leadership style among school principals.

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Affiliative Style

Table 4
The Arithmetic Averages and the Standard Deviations of All the Paragraphs of the Affiliative Style from the Perspective of the Sample Study Individuals

No	Paragraphs	Arithmetical Averages	Standard Deviation	Rank	Degree
1	Being kind in dealing with others	4.55	0.65	3	High
2	Enhancing harmony between male and female teachers at school	4.56	0.69	2	High
3	Focusing on psychological needs rather than business needs	3.59	0.96	6	High
4	Promoting ethical values at work	4.65	0.69	1	High
5	Settle conflicts and differences between teachers at school	4.09	0.99	5	High
6	Encourage communication between teachers at school	4.50	0.78	4	High
Overall average		4.32	0.57		High

Table 4 indicates that the arithmetical averages and standard deviations of the affiliative style paragraphs ranged from (3.59-4.65), the most prominent of which is paragraph (4) "Promoting ethical values at work" with high degree. Then paragraph (2) "Enhancing harmony between male and female teachers at school" came with an average of (4.56) and high degree, and then paragraph (1) "Being kind in dealing with others" came with an average of (4.55) with high degree. Finally, paragraph (3) "Focusing on psychological needs rather than business needs" came with a high degree. The overall average reached (4.32) with a high degree. This result may be attributed to the fact that the educational supervisor represents the inspiring leader for male and female teachers. He also has the ability to deliver his high expectations to others, promotes harmony among teachers at school, encourages communication with each other inside school and is characterized by kindness in dealing with them. This result was in line with the result of Bani Hani and Mustafa (2016) study, which showed a high degree of affiliative leadership style among school principals.

Democratic Style

Table 5
The Arithmetic Averages and the Standard Deviations of All the Paragraphs of the Democratic Style from the Perspective of the Sample Study Individuals

No	Paragraphs	Arithmetical Averages	Standard Deviation	Rank	Degree
1	Listen to teachers' opinions	4.63	0.68	1	High
2	Improve and encourage teamwork	4.56	0.69	3	High
3	Coordinate between all parties and cooperate with them to achieve work	4.55	0.65	4	High
4	Appreciate contributions of teachers and consider them partners in work	4.58	0.69	2	High
5	Involve all parties in school issues	4.23	0.78	6	High
6	Give praise or criticism objectively based on competence	4.49	0.72	5	High
Overall average		4.51	0.55		High

Table 5 indicates that the arithmetical averages and standard deviations of the democratic style paragraphs ranged from (4.23-4.63), the most prominent of which is paragraph (1) "Listen to teachers' opinions" with high degree. Then, paragraph (4), "Appreciate contributions of teachers and consider them partners in work", came with an arithmetical

average of (4.58) with high degree, followed by paragraph (2) “Improve and encourage teamwork” with an arithmetical average of (4.56) with high degree. Finally, paragraph (5) of “Involve all parties in school issues” came with high degree. The overall average reached (4.51) with high degree. This result may be attributed to the fact that the democratic educational supervisor focuses on human relations, denies the idea of dealing with teachers on a physical organizational basis, and recognizes the teacher's social and psychological needs, feelings and emotions. The democratic leadership style also focuses on the human relations, thus achieving greater productivity and performance and greater level of satisfaction and acceptance. In addition, this style gives great importance to male and female teachers and depends in its leadership on persuasion and personal influence rather than intimidation and threats. This result was also in line with the result of the study (Qashou, 2016) in which the field of democratic style was ranked first, where the degree of practice was (3.55) and the degree of response (high).

Pacesetting Style

Table 6

The Arithmetic Averages and the Standard Deviations of All the Paragraphs of the Pacesetting Style from the Perspective of the Sample Study Individuals

No	Paragraphs	Arithmetical Averages	Standard Deviation	Rank	Degree
1	Characterized by enthusiasm to complete the work	4.21	0.78	2	High
2	Have high professional standards in job performance	4.20	0.80	3	High
3	Being initiative	4.09	0.84	4	High
4	Face small and big challenges comfortably	4.00	0.92	5	High
5	Being accurate in work	4.31	0.75	1	High
6	Taking care of numbers to evaluate work	3.85	0.99	6	High
	Overall average	4.11	0.65		High

Table 6 indicates that the arithmetical averages and standard deviations of the pacesetting style paragraphs ranged from (3.85-4.31), the most prominent of which is paragraph (5) “Being accurate in work” with high degree, followed by paragraph (1) of “Characterized by enthusiasm to complete the work” with an arithmetical average of (4.21) with high degree. Then paragraph (2) of “Have high professional standards in job performance” comes with an arithmetical average of (4.20) with high degree. Finally, paragraph (6) of “Taking care of numbers to evaluate work” comes with high degree and the overall average reached (4.11) with high degree. This result may be attributed to the fact that this style prefers the role of top management which defines the outlines of the work and takes care of detail. It is a leadership style as successful as the power it can give to others. It also coordinates teacher concerns and goals to be achieved. Moreover, it prepares reports and notes of important issues and focuses on obtaining the data and details that may be needed at any time. This result was in line with the result of the study of (Al-Nuwaikah, 2015) which indicated a high level of leadership styles and organizational commitment as estimated by respondents.

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Coercive Style

Table 7

The Arithmetic Averages and the Standard Deviations of All the Paragraphs of the Coercive Style from the Perspective of the Sample Study Individuals

No	Paragraphs	Arithmetical Averages	Standard Deviation	Rank	Degree
1	Giving strict orders without clarifying them	2.39	1.26	4	Moderate
2	Establishing no relationships with teachers	1.80	1.22	6	Weak
3	Creating an atmosphere of discomfort and stress at school	1.69	1.14	7	Weak
4	Monitoring work progress accurately	3.82	1.00	1	High
5	Identifying the causes of delay and punishing those who caused it	3.00	1.19	2	Moderate
6	Using one evaluation model for all different tasks and levels	2.70	1.33	3	Moderate
7	Distributing tasks without considering opinion or potential	2.15	1.21	5	Weak
Overall average		2.51	0.87		Moderate

Table 7 indicates that the arithmetical averages and standard deviations of the coercive style paragraphs ranged from (1.69-3.82), the most prominent of which is paragraph (3) of “Creating an atmosphere of discomfort and stress at school” with high degree. Then paragraph stating “Monitoring work progress accurately” comes followed by paragraph (5) of “Identifying the causes of delay and punishing those who caused it” with an arithmetical average of (3.00) with moderate degree, followed by paragraph (6) of “Using one evaluation model for all different tasks and levels” with an arithmetical average of (2.70) with moderate degree. Finally, paragraph (3) of “Creating an atmosphere of discomfort and stress at school” comes with an arithmetical average of (1.69) and weak degree, while the overall average amounted to (2.51) with moderate degree. This result may be attributed to the fact that the educational supervisor who has the coercive leadership style is characterized by centralization of power and completion of work through threats and coercion, as well as using the principle of fear and punishment. In addition, he is always using threats in reward and punishment, and thus teachers behave satisfactory to this leader out of fear of warnings and punishment. He is also characterized by monitoring in work and consistency in the application of systems and procedures. This style of leadership does not provide teachers with reassurance and security because he does not give them an authority to make decisions. This result was in line with the result of the study of (Al-Serhi, 2016) which showed that it was highly agreed on the leadership styles paragraphs in general, since the autocratic style came in a moderate degree.

Results related to the second question

Are there any statistically significant differences at the level of ($\alpha \leq 0.05$) in the degree of practicing the educational supervisors for the leadership styles according to the Goleman Model in Al Batinah North Governorate in the Sultanate of Oman that are attributed to the personal variables (gender, academic qualification, work experience)?

In order to answer this question, the arithmetical averages and standard deviations were calculated for all the leadership styles of educational supervisors as per the variables of gender, academic qualification, age, and work experience and this is shown through Table 8. Multivariate Analysis of Variance (MANOVA) has been applied to detect differences in the fields of study according to the variables of gender, age and work experience, and Analysis of variance (ANOVA) has been applied for the total score of the scale.

Table 8
 Statistical Averages and Standard Deviations for Each Style as per the Variables of Gender, Academic Qualification, Age and Experience

Variable	Category	Style	Arithmetical Averages	Standard Deviation
Gender	Male	Visionary style	4.01	0.77
		Coaching style	4.28	0.67
		Affiliative style	4.26	0.71
		Democratic style	4.44	0.68
		Pacesetting style	4.08	0.81
		Coercive style	2.62	0.89
		Total	3.91	0.60
	Female	Visionary style	4.18	0.49
		Coaching style	4.32	0.49
		Affiliative style	4.37	0.45
		Democratic style	4.55	0.44
		Pacesetting style	4.13	0.51
		Coercive style	2.42	0.84
		Total	3.96	0.37
Work Experience	Less than 10 years	Visionary style	4.36	0.08
		Coaching style	4.25	0.09
		Affiliative style	4.50	0.18
		Democratic style	4.75	0.27
		Pacesetting style	4.25	0.27
		Coercive style	2.43	0.31
		Total	4.05	0.09
	10 years to 20 years	Visionary style	4.06	0.66
		Coaching style	4.28	0.64
		Affiliative style	4.30	0.64
		Democratic style	4.50	0.61
		Pacesetting style	4.08	0.73
		Coercive style	2.47	0.86
		Total	3.91	0.54
	More than 20 years	Visionary style	4.18	0.56
		Coaching style	4.36	0.42
		Affiliative style	4.37	0.43
		Democratic style	4.52	0.43
Pacesetting style		4.16	0.48	
Coercive style		2.58	0.90	
Total		3.99	0.33	
Academic Qualification	Diploma	Visionary style	4.48	0.48
		Coaching style	4.56	0.40
		Affiliative style	4.46	0.40
		Democratic style	4.71	0.45
		Pacesetting style	4.15	0.39
		Coercive style	2.39	0.67
		Total	4.09	0.29
	Bachelor's Degree	Visionary style	4.09	0.54
		Coaching style	4.28	0.47
		Affiliative style	4.38	0.42
		Democratic style	4.52	0.42
		Pacesetting style	4.14	0.50
		Coercive style	2.52	0.87
		Total	3.95	0.37
	Postgraduate studies	Visionary style	4.03	0.81
		Coaching style	4.26	0.80
		Affiliative style	4.15	0.86

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Democratic style	4.42	0.81
Pacesetting style	4.02	0.97
Coercive style	2.51	0.93
Total	3.87	0.71

Table 8 indicates that there are apparent differences between the arithmetic averages of the leadership styles of the educational supervisors according to the variables of gender, academic qualification, age and work experience. To detect the statistical significance of these differences, the Multivariate Analysis of Variance (MANOVA) is applied, and the following table indicates this.

Table 9
Results of the Multivariate Analysis of Variance (MANOVA) to Detect Differences in Leadership Styles According to the Variables of Gender, Academic Qualification, Age and Work Experience

Variable	Style	Sum of squares	Degrees of freedom	Mean squares	F values	Statistical Significance
Gender	Visionary style	2.311	1	2.311	6.10	0.01
	Coaching style	0.005	1	0.005	0.01	0.90
	Affiliative style	1.701	1	1.701	5.478	0.02
	Democratic style	0.659	1	0.659	2.181	0.14
	Pacesetting style	0.520	1	0.520	1.224	0.26
	Coercive style	1.430	1	1.430	1.913	0.16
Academic qualification	Visionary style	2.573	2	1.286	3.396	.034
	Coaching style	1.638	2	.819	2.515	.082
	Affiliative style	3.276	2	1.638	5.274	.005
	Democratic style	1.675	2	.838	2.771	.064
	Pacesetting style	1.215	2	.608	1.432	.240
	Coercive style	.720	2	.3600	.482	.618
Age	Visionary style	.501	2	0.250	.661	0.517
	Coaching style	.882	2	0.441	1.354	.259
	Affiliative style	4.015	2	2.008	6.464	0.00
	Democratic style	.363	2	0.181	0.600	0.54
	Pacesetting style	.209	2	0.105	0.247	0.78
	Coercive style	.803	2	.4010	.5370	.580
Work experience	Visionary style	.852	2	0.426	1.124	0.326
	Coaching style	.249	2	.125	.382	0.683
	Affiliative style	.046	2	.023	.074	0.929
	Democratic style	.139	2	.070	.231	0.794
	Pacesetting style	1.089	2	.544	1.283	0.278
	Coercive style	.186	2	.093	.124	0.883
Mistake	Visionary style	152.657	403	.379		
	Coaching style	131.264	403	.326		
	Affiliative style	125.175	403	.311		
	Democratic style	121.811	403	.302		
	Pacesetting style	171.006	403	.424		
	Coercive style	301.324	403	.748		
The correct sum	Visionary style	2.311	1			
	Coaching style	161.449	410			
	Affiliative style	134.755	410			

Democratic style	135.387	410
Pacesetting style	125.645	410
Coercive style	173.546	410

Table 9 shows the following: There were statistically significant differences in both styles of visionary and affiliative at the level of significance of (0.05) according to the gender variable. The (F) value for the visionary style amounted to (6.10) with a statistical significance (0.01), and the differences in favor of (females) at an arithmetical average (4.18) and the average of males was (4.01). The (F) value of the affiliative style amounted to (5.478) at a statistical significance of (0.02), and the differences were in favor of (females) with an average of (4.37) and the average of males was (4.26). There were no statistically significant differences for the other styles according to the gender variable, since the (F) value of the coaching style was (0.01) with the statistical significance of (0.90). While the (F) value of the democratic style (2.181) with the statistical significance of (0.14). The (F) value of the pacesetting style was (1.224) with a statistical significance of (0.26), and the (F) value of the coercive style (1.913) with a statistical significance of (0.16). This result may be attributed to the fact that the females realize that the visionary leadership style is able to use its vision to motivate female teachers to achieve educational goals, as well as it seeks and recognizes the distinguished abilities of teachers. He is a person who has a vision and strategic thinking and has the ability to influence those around him through his personality rather than any external authority. This result is different from the results of the study of (Meskin, 2015) which showed that there were no statistically significant differences in the leadership behavior of the educational supervisors attributed to the gender variable and to the agreement of the study sample individuals that the coach is the leader who cares about the development of his staff and helps them to know their weaknesses strengths, as well as encourage them to set long-term goals to develop themselves and to outline plans to achieve these goals. This result was in line with the results of the study of (Al-Kalbani, 2016) which showed that the degree of practicing of educational supervisors for some styles of educational supervision differs according to gender from the perspective of the study sample individuals. There also were statistically significant differences in both styles of visionary and affiliative at the level of significance of (0.05) according to the variable of academic qualification. The (F) value of the visionary style amounted to (3.396) with a statistical significance of (0.034), while the (F) value of the visionary style amounted to (5.274) with a statistical significance of (0.005); in order to detect differences, the Scheffe test was applied. In addition, there were no statistically significant differences according to the variable of the academic qualification of the other styles; the (F) value of the coaching style was (2.515) with a statistical significance of (0.082) and the (F) value of the democratic style was (2.771) with a statistical significance of (0.064). The (F) value of the pacesetting style was (1.432) with a statistical significance of (0.240), and the (F) value of the coercive style was (0.482) with a statistical significance of (0.618).

There were no statistically significant differences in all leadership styles of educational supervisors at the level of significance of (0.05) according to the variable of work experience. The (F) value of the visionary style was (1.124) with a statistical significance of (0.326), and the (F) value of the coaching style was (0.382) with a statistical significance of (0.683). The (F) values of the affiliative style was (.074) with a statistical significance of (0.929), while the (F) value of the democratic style was (0.231) with a statistical significance of (0.794). Moreover, the (F) value of the pacesetting style was (1.283) with a statistical significance of (0.278), and the value of the coercive style was (0.124) with a statistical significance of (0.883).

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Table 10

Results of Analysis of Variance (ANOVA) to Detect Differences in Total Score According to the Variables of Gender, Academic Qualification, and Work Experience

Source of Variance	Sum of squares	Degrees of freedom	Mean squares	F values	Statistical Significance
Gender	.269	1	.269	1.178	0.27
Academic Qualification	.817	2	.408	1.787	0.16
Work Experience	.187	2	0.093	0.409	0.66
Mistake	92.108	403	0.229		
The correct sum	94.106	410			

Table 10 indicates the following: There were no statistically significant differences at the level of significance of (0.05) according to the gender variable, since the (F) value was (1.178) with a statistical significance of (0.278). There were also no statistically significant differences at the level of significance of (0.05) according to the academic qualification variable; the (F) value was (1.787) with a statistical significance of (0.16). There were no statistically significant differences at the level of significance of (0.05) according to the work experience variable; since the (F) value was (0.409) with a statistical significance of (0.66). This result may be attributed to the impact of the leadership style of the educational supervisor on teacher performance and productivity without taking into account the work experience. Since his appointment, the teacher is aware of the importance of the leadership style followed by the educational supervisor, which affects dealing with others in different roles required to be performed skillfully and effectively, and which affects the assistance of teachers to achieve their best; this includes setting high-level objectives, realistic performance and finding methods required to improve operational processes and procedures. This result was in line with the result of the study of (Alfahad and others, 2013) which showed that there are no statistically significant differences between the mean of the study sample of the transformational style attributed to the variable of years of service. On the other hand, this result was different from the results of the study of (Bani Hani & Mustafa, 2016) which showed that there are statistical significance differences attributed to the variable of experience in favor of less experienced teachers.

Table 11

Scheffe Test Results to Detect the Differences of the Affiliative Style According to the Variable of Academic Qualification

Style	Academic qualification	Arithmetic average	Diploma	Bachelor's Degree	Postgraduate studies
Visionary Style	Diploma	4.48		0.39*	0.45*
	Bachelor's Degree	4.09			0.06*
	Postgraduate studies	4.03			
Affiliative Style	Diploma	4.46	-	0.08*	0.31*
	Bachelor's Degree	4.38	-	-	0.23*
	Postgraduate studies	4.15	-	-	-

Table 11 indicated the following: The differences in the visionary style were between the diploma on one hand and both bachelor's degree and postgraduate studies on the other hand in favor the diploma with an arithmetic average of (4.48). However, the arithmetic average for the bachelor's degree was (4.09) and for the postgraduate studies was (4.03). Furthermore, the differences in the affiliative style were between the diploma and both bachelor's degree and postgraduate studies in favor of the diploma with an arithmetic average of (4.46), while the arithmetic average for the bachelor's degree was (4.38) and for the postgraduate studies was (4.15), and there are no differences between the other categories. This result is attributed to the fact that the study sample individuals care and are aware of the leadership styles and their

impact on such individuals and on the educational work according to different academic qualifications. They believe that educational supervision is concerned with the educational situation in all its aspects, and this led to the diversity of tasks and functions assigned to the educational supervisor. These tasks and functions include his role as an educational leader who is responsible for leadership in educational work. This result was in line with the results of the study of (Al-Kalbani, 2016) which showed that the degree of practicing the educational supervisors for some styles of educational supervision does not differ according to the different academic qualifications from perspective of the study sample individuals.

Recommendations of the Study

Based on the results that were reached, the study recommends the following:

- The need to provide training courses for male and female teachers with low-performance to enable them to carry out the tasks required.
- Choosing more than one method to assess performance based on multiple alternatives, with the need to involve the parties in school issues.
- Encourage educational supervisors to delegate tasks to others and focusing on psychological needs more than focusing on business needs.
- Conduct further studies examining the leadership styles of educational supervisors according to the Goleman Model.

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