

*

(100)

(1241)

(ANOVA)

(0.05 = α)

(0.05 = α)

(0.05 = α)

)

() ()
(0.05 = α)
(10-6)

(10)

:

.1

*

.2006/12/10

2006/2/20

(2002)

(1995)

)

(2000

(2004)

(1999)

(1997)

(Williamson, 2001)

(2003)

(Brokvoer,

1979)

:

(2001)

(Reynolds, 1989)

:

:

(1)

(2)

(3)

(4) .(1993)

(5)

(6)

:

:

:

2005/2004

.2

(Bedford, 1988)

(1989)

:

:

(Gardener,

2000)

(2004)

(Anderson, 1982)

(Mckenzie, 1986)

:

:

:

:

(Mayo, 2001)

-)

(-

.(-)

:

(Symth, 1993)

(Wiebe, 1992)

(Smith, 1991)

(1993)

:

.3

(Margarett, 2002)

:

(300) (550) (850) :
(9748) (4191) (13939)
(352)
(2004-2003)

(310)
(680) (251) (1990)
(1)

:

(1993)

(1991)

(1991) :
(1993) (1995) (1993)
(100) (2004) (1995)

(Dufour, et al., 1998)

:

(Chrispeels, 1991)

(1)

:

40.1	498		
59.9	743		
25	310		
20.2	251		
54.8	680		
31.9	396		
55.3	686		
12.8	159		

(5)

:

(3)

(4)

(0.80 -0.41)

:

(0.92 -0.52)

(4.45)

(4.44 -3.45)

-1.45)

(3.44 - 2.45)

(1.44)

(2.44)

(test-retest)

(13)

(30)

.(0.92)

(0.95)

(2)

(0.97)

(100)

(2)

0.84	0.82	0.83	
0.87	0.88	0.87	
0.88	0.96	0.95	
0.88	0.82	0.85	
0.89	0.87	0.83	
0.83	0.93	0.94	
0.87	0.88	0.91	
0.92	0.97	0.95	

(3.93)

(3.58) (3.59) (3.64) (3.77)

(SPSS)

(3.35) (3.38)

(3.58)

" :

:

.4

"

()

(4)

" :

:

"

(4)

:

(3)

(4.01) (4.08) (4.09) (4.32)

(3.70) (3.80) (3.96)

(4.05)

(3)

:

(3)

	0.52	3.93		4	1
	0.52	3.77		5	2
	0.48	3.64		2	3
	0.43	3.59		1	4
	0.51	3.58		3	5
	0.62	3.38		7	6
	0.54	3.35		6	7
	0.41	3.58			

(4)

	0.37	4.32		3	1
	0.44	4.09		5	2
	0.45	4.08		6	3
	0.5	4.01		7	4
	0.41	3.96		2	5
	0.52	3.8		4	6
	0.44	3.7		1	7
	0.35	4.05			

(4.18) " : :
(3.52) (3.84) (3.85) (3.89) (4.06) (4.11) " :
(3.97) " : :
" : :

(5)

" : :
(5) :
:

(6)

= α)

.(0.05

(7)

(6)

(5)

	0.6	4.18		3	1
	0.54	4.11		5	2
	0.51	4.06		2	3
	0.66	3.89		7	4
	0.61	3.85		6	5
	0.66	3.84		4	6
	0.48	3.52		1	7
	0.48	3.97			

(6)

		(608)		(251)		(310)		
0.00	14.37	0.48	3.52	0.44	3.7	0.43	3.59	
0.00	79.4	0.51	4.06	0.41	3.96	0.48	3.64	
0.00	171.08	0.6	4.18	0.37	4.32	0.51	3.58	
0.034	3.39	0.66	3.84	0.52	3.8	0.52	3.93	
0.00	47.78	0.54	4.11	0.44	4.09	0.52	3.77	
0.00	131.26	0.61	3.85	0.45	4.08	0.54	3.35	
0.00	91.01	0.66	3.89	0.5	4.01	0.62	3.38	
0.00	107.08	0.48	3.97	0.35	4.05	0.41	3.58	

(7)

3.52	3.7	3.59			
			3.59		
		*0.11	3.7		
	*0.18	0.07	3.52		
4.06	3.96	3.64			
			3.64		
		*0.33	3.96		
	*0.09	*0.42	4.06		
4.18	4.32	3.58			
			3.58		
		*0.74	4.32		
	*0.14	*0.6	4.18		
3.84	3.8	3.93			
			3.93		
		*0.13	3.8		
	0.04	0.08	3.84		
4.11	4.09	3.77			
			3.77		
		*0.32	4.09		
	0.02	*0.34	4.11		
3.85	4.08	3.35			
			3.35		
		*0.73	4.08		
	*0.23	*0.5	3.85		
3.89	4.01	3.38			
			3.38		
		*0.63	4.01		
	*0.12	*0.51	3.89		
3.97	4.05	3.58			
			3.58		
		*0.47	4.05		
	*0.09	*0.39	3.97		

(7)

)

" "

(

(8)

()

(8)

)

(

(0.05 = α)

" :

:

(8)

" "

	" "					
0.000	3.83	0.48	3.51	498		
		0.45	3.62	743		
0.000	8.02	0.53	3.79	498		
		0.49	4.03	743		
0.000	7.44	0.65	3.91	498		
		0.55	4.16	743		
0.000	6.92	0.63	3.71	498		
		0.56	3.95	743		
0.000	9.02	0.56	3.86	498		
		0.49	4.13	743		
0.000	5.54	0.67	3.66	498		
		0.57	3.85	743		
0.000	7.96	0.72	3.61	498		
		0.6	3.91	743		
0.000	8.66	0.5	3.75	498		
		0.43	3.98	743		

(10) " : :

(10))
 (() () () () (9)
) ()
 (10) .()
 () () (9)
) .()
 (() () = α
 .() (0.05
 (9)

		(159)		(686)		(396)		
0.031	3.47	0.47	3.59	0.48	3.55	0.43	3.62	
0.000	21.72	0.54	3.74	0.5	3.91	0.5	4.04	
0.000	15.51	0.67	3.88	0.6	4.03	0.56	4.18	
0.378	0.97	0.62	3.81	0.58	3.85	0.63	3.88	
0.000	19.31	0.59	3.84	0.51	3.99	0.54	4.14	
0.001	6.57	0.64	3.66	0.62	3.75	0.6	3.85	
0.000	16.37	0.63	3.65	0.68	3.73	0.62	3.94	
0.000	16.71	0.49	3.75	0.47	3.86	0.46	3.99	

(10)

3.59	3.55	3.62			
			3.62		
		*0.07	3.55		
	0.04	0.03	3.59		
3.74	3.91	4.04			
			4.04		
		*0.13	3.91		
	*0.17	*0.31	3.74		
3.88	4.03	4.18			
			4.18		
		*0.15	4.03		
	*0.15	*0.3	3.88		
3.84	3.99	4.14			
			4.14		
		*0.14	3.99		
	*0.15	*0.29	3.84		
3.66	3.75	3.85			
			3.85		
		*0.1	3.75		
	0.09	*0.19	3.66		
3.65	3.73	3.94			
			3.94		
		*0.21	3.73		
	0.08	*0.29	3.65		
3.75	3.86	3.99			
			3.99		
		*0.13	3.86		
	*0.11	*0.23	3.75		

(Mayo, 2001) (1991)

(3.58)

(3.77)

(3.59)

(1991)

(1989) (1995)

(3.64)

(3.35)

(1991)

(1993)

(Brokover, 1979)

(1995)

(Mckenzie, 1986)

(1989)

(Anderson, 1982)

(3.58)

(3.38)

.(4.32))
.(...

.(2004) .(1991) : .(3.70)
(Mayo, 2001)

.(3.80) .(1995)

.(3.96)

()

.(... :

.(4.01)

.(4.09)

/

:

(... Smyth,) (1995) :
(Bedford, 1988) (Wiebe, 1992) (1993

)

.(1995

.(4.08)

.(3.52)

.(1991)

(1989) :
(2004) (1993) (1991)
(Gardiner, 2000) (Anderson,1988)
(Mckenzie, 1986)

.(4.06)

:

" :

:

)

.(4.11) : (1995) (1993)

.(4.18)

(1989) (1991) :
(Bedford, 1988)

(1990)
(Quigney, 2000)

.(3.85)

.(3.84)

.(1993) (2004)

.(3.89)

·
" :
·
"

/

()

.()

(0.05=)

()

()

()

(1993)

(1991) :

(Dufour et al., 1998)

(1995)

.5

) :

) (1995) (1991) (1989

.(Margrett, 2002) (2004

1993

1991

1995

- of Educational Research, 52 (3), 368-420.
- Brokover, W.B. and Lezotte, L.W. 1979. Changes in School Characteristics Concordant with changes in student achievement. East Lansing Mich.U.S.A. 2002
- Bedford, Bill. 1988. School effectiveness characteristics and student achievement: A study of relationships in Georgia Middle Schools. ED 303-898. 1995
- Chrispeels, Annhageman. 1991. A Study of factors contributing to achieving and sustain school, effectiveness in elementary Schools. (Doctoral Dissertation, University of San Diego (1990) Dissertation Abstracts international, 51, (7), 2209- A. 2001
- Dufour, Robert, Richard Eaker. 1998. Creating the New American School, A Guide to Principal's School improvement, Transforming 56 school, 1998, in ERIC, no. ED 419267. 1993
- Gardiner, Carol. 2000. The Relationship between Effective Elementary school Practice, Appositive school climate and the Manner in which the Principals Work with more effective to less effective teachers. DAI-A61/12, p.4625. .193-169 (1) 9 1997
- Margarett, Bess. 2002. Perceived leadership effectiveness of male and female directors of school in west and east Tennessee, DAI-A 62/09, p.2930, Mar 2002. .(1997/9/30-24) 1989
- Mayo, Berbda. 2001. An Investigation of principal's leadership Orientations and their Impact on school effectiveness , DAI-A 61/11. p.4245. 2004
- Mckenzie., Michale. (1986). Characteristics of school Clomates as determinants of effective schools. Dissertation Abstracts. Inter. 47(12). 2004
- Quigney, Theresa. 2000. Effective school Administration in an Age of Educational reform, Mid-Western. Educational Researcher, 13, 4, Journal Announcement: CIJJUL2001 1999
- Reynolds, D. 1989. School effectiveness and school Improvement: A review of the British literature. In D Reynolds, B.P.M creamers and T. Peter school effectiveness and improvement (Eds.) Groningen: Netherlands RION institute for Educational Research .Amsterdam, Netherlands. " " 2000
- Smith, Robert Timothy. 1991. Characteristics of effective school system in Georgia. (Doctoral Dissertation, University of Georgia, 1990). Dissertation Abstracts .113-75 (2) 20 2003
- Anderson, Carlyn S. 1982. The search for Climate: Review : 1

- achievement as perceived by elementary school principals. (Doctoral Dissertation, United State International University, 1992). Dissertation Abstracts International, 52(12), 4181-A.
- Williamson, J. 2001 The Basic School: A community for learning, School Eastern Consortia. P. 1. Varginia Tech, Falls Church, VA. USA.
- International, 51 (7) 2228-A.
- Symth, Thomas, Michel. 1993. The relationship between the effective school characteristics and student achievement in Connecticut. (Doctoral Dissertation, University of Bridgeport), Dissertation Abstracts International. 54(10), 365-A.
- Wiebe, David, John. 1992. A survey of the relationship between school effectiveness characteristics and student

Effectiveness of Basic Public Schools in Sultanate of Oman as Perceived by Supervisors, Principals, and Teachers

*Sumaya Al-Barami and Salameh Y. Tanash**

ABSTRACT

This study aimed to investigate the effectiveness of basic public schools in the Sultanate of Oman as perceived by supervisors, principals and teachers. In order to achieve the study objectives, a questionnaire was developed which consisted of 100 items, distributed over seven areas: Students' behavior, teachers' behavior, principals' behavior, supervision behavior, students' achievement, school climate and school relationship with local community.

The instrument was conducted over a randomly sample of (1241) supervisors principals and teachers. This sample derived out of educational districts throughout the Sultanate of Oman. Data was gathered and analyzed using frequencies, means and standard deviations, One-Way ANOVA and Tukey method for multiple comparison.

The results indicated that basic school effectiveness according to supervision, principals, and teachers perspective were high, in all effectiveness areas except for schools climate, was medium according to the supervisors perspective. The results showed a statistical significance ($\alpha = 0.05$) for all areas attributed to work nature; in favor of principals and teachers. Results showed statistical significance at ($\alpha = 0.05$) attributed to gender in favor to females. The Results showed statistical significance ($\alpha = 0.05$) in all areas except for supervision behavior attributed to education level.

Recommendation were suggested: to activate school's relationship with local community and to improve of general school climate to achieve the level of effectiveness.

Keywords: Effectiveness; School effectiveness; Sultanate of Oman; Al-Baromi; Tanash

* Faculty of Educational Sciences, University of Jordan. Received on 20/2/2006 and Accepted for Publication on 10/12/2006.