

The administrative efficiency of school principals and its relationship to the professional performance of teachers in Sultanate of Oman

By

Radhiya Bint Sulaiman Bin Nasser Al Habsi

Assistant Professor of Educational Administration/ Department of Education and cultural Studies/ College of Science and Arts - University of Nizwa, Oman.

Email: RadhiyaAlhabsi@unizwa.edu.om

Abstract

The current study aimed to determine the level of administrative competence among principals of basic education schools (5-10) in the Sultanate of Oman, determine the degree of effectiveness of the professional performance of teachers in those schools, and identify whether there are statistically significant differences at the level of significance ($\alpha \geq 05$) between the arithmetic means is attributed to the following demographic study variables: (gender, educational qualification, and years of experience) in each of the study variables: the level of administrative competence and the effectiveness of the professional performance of teachers, in addition to knowing whether there is a relationship between these two variables.

To achieve the objectives of the study, the study used the correlative descriptive approach, in order to answer its questions, a study tool was developed, which is a questionnaire, consisting of two axes. Axis one: to determine the level of administrative competence of the principals of basic education schools in its dimensions: (technical competence, administrative competence, and technological competence), while axis two: to determine the degree of effectiveness of teachers' professional performance in two dimensions: (organizational and social dimension)

The results were as follows: The level of administrative efficiency of principals of basic education schools (5-10) in Sultanate of Oman from the point of view of the study sample members is high, the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman from the point of view of the study sample members is medium and The results also showed a strong positive correlation between the level of administrative competence of principals of basic education schools (5-10) in Sultanate of Oman, and the degree of effectiveness of teachers' professional performance in those schools.

Keywords: Administrative efficiency, Professional performance, Basic education, Sultanate of Oman.

The general framework of the study

Introduction

The care and attention to human resources in any institution, is an indicator of the progress of societies, as well as reflecting the level of administrative thought prevailing in the institution, and the extent to which it keeps pace with educational developments that look at the human resource, as a key factor in bringing society to what is known as the knowledge society, where competition today is over what countries own of intellectual capital, capable of

moving societies to the ranks of developed countries. This was confirmed by Somaida (2011) that human resource management processes are an indicator of the extent of the development of a society, and a means to reflect the level of organizational progress in it; this is because institutions depend on the efforts of their employees to achieve their strategic goals.

Also, the success of any institution depends on the efficiency of its managers, so it pays great attention to the issue of administrative efficiency, this is evident through the various professional activities and tasks that it performs, and it takes administrative efficiency as a criterion for occupying senior administrative positions in those institutions (Ben Saidi, 2020). The term administrative competence refers to the manager's skill in employing managerial knowledge and theories, to achieve the desired goals, as it is known as the special skills possessed by the manager in directing employees. It is also defined as the effective performance of administrative tasks in the field of planning, organizing, directing and controlling effectively (Darawshe, 2017. 15)

Julius (2011) has indicated that administrative competencies are a set of different knowledge and skills required to perform any administrative task successfully and are shown through the individual's ability to collect data, process it and transform it into valuable information, to take advantage of it in achieving the desired goal. As employees who have multiple administrative competencies contribute greatly to achieving the organizational goals of any organization. Administrative competencies also refer to a set of skills, professional characteristics, behavioral models, and methods of mastering professional activities, all of which contribute to the achievement of administrative tasks and achieving desired results within the organization (Zhdan et al., 2019)

Administrative competencies include the behaviors, skills and knowledge that an individual possesses and enables him to achieve good organizational performance. It includes technical competencies, human competencies, cognitive competencies, and administrative competencies, which are necessary and decisive in the selection of managers; for the ability to think strategically, as well as enable them to carry out their basic functions efficiently and effectively (Ofei, Paarima & Barnes, 2020)

In the educational field, the administrative competencies play an essential role in the success of educational and educational institutions, through the managers' practice of these competencies in pursuit of meritorious achievement of their goals, as it enables them to deal with various personalities in the organization, and enables them to highlight their educational leadership role in the organization, and there are a group of administrative competencies that make them able to plan for the future, direct workers, invest their energies, and set priorities for the educational institution (Udha, 2010). Accordingly, the school principal requires him to exert more effort to direct the staff and manage his school in a way that conforms to the requirements of the twenty-first century, and with a mindset aware of the magnitude of the challenges facing him, through careful planning of the educational goals that the educational system seeks to achieve.

Which is indicated by the results of the study "Egboka & Igbokwe, 2021) that the educational administrative competencies of school principals play an important role in the effective leadership of schools by supporting effective teaching through setting the direction for educational activities and supervising and coordinating the activities of teachers. The educational administrative competencies of the school principal include planning school

curricula programs, supervising teachers' study plans, classroom educational activities, defining the teacher's professional tasks in his field of specialization, setting the school schedule, and assisting in the implementation of curricula and notes for classroom lessons. It also includes aspects related to the administrative and financial efficiency of the school principal: preparing the school budget and allocating financial resources accordingly to the needs of the school, developing alternative sources of income, auditing school financial accounts, delegating financial tasks to qualified employees, and preparing school financial statements.

Undoubtedly, the professional performance of employees is of great importance within any institution, including educational institutions, as it is the means through which the institution is moved to implement its plans and achieve its goals, and facilitates managers' follow-up the work of their subordinates and their achievements, and also contributes to motivating them to work effectively (Sheikha, 2010), and (Shami, 2010). Therefore, school administrations should pay attention to the professional performance of teachers, and work to create the appropriate school environment that makes their performance linked to school goals.

The professional performance of teachers is linked to two main dimensions, as indicated by Al-Ghoul (2018, 45), namely: the organizational dimension, where this dimension is represented by the practices carried out by the school in the organizational field, in order to achieve its goals, by setting standards to measure the effectiveness of procedures and practices which the school follows, and its impact on the performance of employees, and the social dimension: which is related to the school principal's consideration of the teachers' needs, and work to meet them, which is reflected in the degree of their satisfaction. For example: Providing the material needs of teachers through efficient planning, and the effectiveness of employing financial budgets, to implement educational programs and activities successfully.

In light of the foregoing, the researcher expects the existence of a relationship between the administrative efficiency enjoyed by the directors of educational institutions in general, and schools in particular, which prompted her to do this study on the reality of these two variables, and the relationship between them in the schools of Al Dakhiliyah Governorate in the Sultanate of Oman.

Study Problem

A number of Omani studies have found shortcomings in the performance of some school principals, which negatively affects their administrative competencies, such as the study of Al-Sawafi, Al-Fahdi and Al-Harithiya (2014), the results of which showed that the role of the school principal in a number of administrative aspects was moderate. The results of the study of Mohammad and Al-Shuaili (2016) also confirmed the weak ability of school principals to strategic planning, in terms of the ability to formulate the vision and message, which keeps pace with the developments of the educational process, and in identifying opportunities and threats in the external school environment.

Al-Shahoumi's study (2019) aimed to identify the job performance evaluation of teachers in the United States of America, and the possibility of benefiting from it in the Sultanate of Oman. The study concluded that evaluating the job performance of teachers in Omani schools needs specific objectives and principles for evaluation, stages and a specific timetable for its procedures and activities, its reliance on teachers' professional standards, and a plan for growth and

improvement in performance, which confirms the existence of shortcomings in the professional performance of teachers, which deserves to be studied and analyzed.

In light of the foregoing, the current study attempted to answer the following questions.

- 1-What is the level of administrative competence for principals of basic education schools (5-10) in the Sultanate of Oman?
- 2-Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the level of administrative competence among principals of basic education schools (5-10) in the Sultanate of Oman due to the following variables: (gender, educational qualification, and years of experience)?
- 3-What is the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in the Sultanate of Oman?
- 4-Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the arithmetic averages of the response of the study sample members in the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in the Sultanate of Oman due to the following study variables: (gender, educational qualification, and years of experience)?
- 5-Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the response averages of the study sample members in the level of administrative competence of principals of basic education schools (5-10) in the Sultanate of Oman, and the degree of effectiveness of the professional performance of teachers? **Study Objectives:** The study aims to achieve the following objectives:

- 1-Determining the level of administrative competence among principals of basic education schools (5-10) in the Sultanate of Oman.
- 2-Discovering the differences in the arithmetic averages of the responses of the study sample members to the level of administrative competence among the principals of basic education schools (5-10) in the Sultanate of Oman due to the following study variables: (gender, educational qualification, and years of experience)
- 3-Determining the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in the Sultanate of Oman.
- 4-Identifying whether there are statistically significant differences between the estimates of the study sample members in the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in the Sultanate of Oman due to the following study variables: (gender, educational qualification, and years of experience)
- .55-Determining the correlation between the response averages of the study sample members at the level of administrative competence among principals of basic education schools (5-10) in the Sultanate of Oman, and the degree of effectiveness of the professional performance of teachers in those schools.

Importance of the study: The importance of the current study is crystallized in two main elements.

Theoretical Importance

- 1-Shedding light on the issue of administrative competence among school principals, and its relationship to the effectiveness of teachers' professional performance.
- 2-Benefiting from the study's recommendations in developing the reality of the administrative

efficiency of the school principals themselves.
Contribute to enriching Arab and international library in general 3

Practical Importance

- 1-The results of the current study may contribute to assisting specialists in the field of training and professional development in the ministry of education to develop the competencies of school principals within the foundational programs that target this category.
- 2-It is hoped that it will help the school principals themselves to raise the level of their administrative efficiency, and thus raise the degree of effectiveness of the professional performance of teachers in their schools.
- 3-It may benefit researchers in implementing subsequent research studies, in light of the recommendations of the current study.

The limits of the study: The limits of the current study were as follows.

Human limits: The study was limited to a sample of teachers in basic education schools (5-10) in Al Dakhiliyah Governorate.

Time limits: The study was implemented in the 2021-2022 school year

Spatial limits: The application of the field study was limited to basic education schools (5-10) in Al Dakhiliyah Governorate in Sultanate of Oman.

Objective limits: The current study dealt with the administrative efficiency of principals of basic education schools (5-10) and its relationship to the professional performance of teachers in those schools.

Terminology Of Study.

Administrative competence: Al-Busaidi (2011;10) defined administrative competence as “a set of skills, abilities, and knowledge related to the areas of planning, organization, supervision, communication, control, decision-making, and evaluation in the future requirements.

Definition of administrative competence procedurally: measured by the response of the sample members about the degree of their possession of administrative knowledge and skills in the dimensions of the current study: (Technical competence, Cognitive competence, and Technological competence), according to its demographic variables: (gender, educational qualification, and years of experience)

Professional performance: Karkas (2019;123) defined it as all kinds of behavior that the teacher emanates and expressed in activities and practices, which enable him to perform his educational and pedagogical tasks in a manner that achieves predetermined goals.

Procedural definition of professional performance: It is the degree expressed by the study sample members about the effectiveness of the teachers’ professional performance in its two dimensions: (organizational and social), according to the following study variables: (gender, educational qualification, and years of experience)

Theoretical framework and previous studies.

First, Axis of Administrative Efficiency

The importance of administrative efficiency in institutions has been linked to the *Res Militaris*, vol.12, n°2, Summer-Autumn 2022

advantages that it achieves in the human resource management process, where human competencies are seen as the most valuable resource for any organization in its quest to achieve administrative effectiveness, as it is the real capital, on which it depends in the production of knowledge, and the competitive advantage of the organization. (Louis Denois) defined it as: a set of social, emotional, psychological, sensory, and motor behaviors that allow the effective exercise of a role, function, or activity” (Shenkama, 2013;9).

Dimensions of Administrative Efficiency

The writers touched on many dimensions that can constitute the administrative competence of managers, such as professional competence, functional competence, cultural competence, structural competence, attitude competence, practical competence, and other competencies. Despite the discrepancy in the classification of administrative competencies, they, in their entirety, do not depart from the following dimensions.

1-Technical competence: This dimension refers to the extent to which the manager is able to carry out his duties to achieve the objectives of the institution. Wang & Gao (2012) has indicated that technical efficiency expresses the productivity rate in an organization, depending on the resources it has, and the manager's ability to exploit those resources, which contributes to raising the level of organizational efficiency of the institution.

2-Cognitive competence: This dimension refers to the manager's mental ability to carry out intellectual and mental activities effectively, to achieve the desired goals. Among those activities: planning, decision-making, problem solving, and various creative activities (Hvelplund, 2016)

3-Technological efficiency: This dimension reflects the extent to which the manager is able to take advantage of technological data, in all administrative processes, in order to achieve the highest level of effectiveness in the performance of the institution, this is exemplified by the good use of data, software, and learning technologies in administrative practices of the manager (Edeh, Fern & Nawaz, 2021)

Second, Teachers' Professional Performance Axis

The interest in developing the professional performance of teachers is an approach for improving institutional performance, and a tool to ensure the survival of educational institutions, in order to achieve a competitive advantage among educational institutions, as the basic resource upon which all the activities of the institution are based, and that the efficiency of institutional performance is linked to the effectiveness of the teacher's performance.

Effectiveness in the teacher's performance can be achieved by paying attention to his professional development, creating the school environment, and encouraging them to cooperate and work in a team spirit, which makes them immersed in the performance of their job tasks, with a high degree of job satisfaction. This was confirmed by Khalif (2007; 17), who indicated that it is possible to improve the professional performance of teachers by developing their knowledge and skills, developing their abilities, and paying attention to the physical school environment conditions, in order to achieve their ambition and satisfaction with their profession.

Dimensions of professional performance of teachers.

The dimensions of the professional performance of any individual depend on a number of criteria, which are represented in the physical and mental effort exerted by the employee, and the type of effort that the individual provides in his performance of work, in addition to the type

of performance performed by the employee to carry out his professional tasks. The following is an explanation of the professional, organizational, and social dimensions of performance.

The organizational dimension 1

This dimension refers to the institution's policies in its management, and its orientations towards achieving the basic goals of its establishment, in this dimension, Al-Ghoul (2018;45) indicates that the organizational dimension of teachers' professional performance reflects the effectiveness of all activities and practices carried out by the educational institution in the organizational field, starting from the organizational structure and planning, in order to achieve its goals, and this dimension also includes the organizational processes represented in the follow-up and monitoring of performance, according to criteria to measure the effectiveness of the administrative procedures followed by the institution, such as making decisions, determining training needs, rewards, promotions, and motivation, and the impact of all of this on the performance of employees.

The social dimension 2

This dimension is related to all practices that regulate social relations and interactions within the educational institution, such as those that reflect the relationships between the school principal and staff, between teachers and parents, teachers and students, and between teachers themselves, and the mechanism for activating these relationships in a way that contributes to increasing the effectiveness of teachers' performance, and thus achieving the goals of the institution, because of this dimension of repercussions on the satisfaction and loyalty of teachers to the school.

Social behavior is a major function of the institution, roles and expectations, which represent the organizational or normative dimension, and individuals, personalities and needs, which represent the personal dimension of the relationship between the school principal and the teacher (Al-Fraijat, 2000; 51)

Previous Studies and Commentary on Them

Studies dealing with the administrative efficiency variable

The study of Mahadat (2020) aimed to identify the degree of efficiency of women's administrative leaders in government schools in Irbid governorate, and to reveal the presence of statistically significant differences about the efficiency of women's administrative leadership in public schools in Irbid governorate and the challenges they face according to the variables (qualification, years of experience and specialization), as well as identifying the challenges faced by secondary school principals while carrying out their leadership tasks. The researcher has reached many results, the most important of which are: The degree of efficiency of women's administrative leaders in government schools in Irbid governorate is low, and there are statistically significant differences about the efficiency of women's administrative leadership in public schools in Irbid governorate, according to the qualification variable, which came in favor of the higher qualification, the absence of statistically significant differences according to the variable of years of experience and specialization, and the challenges that secondary school principals face while carrying out their leadership tasks are represented in the distance of the workplace from housing and the increase in work requirements.

Hamidi's study (2020) aimed at evaluating the administrative efficiency of evening vocational school principals from the teachers' point of view in Iraq (2000-2001 AD), by

identifying the level of administrative competencies of evening vocational school principals from the teachers' point of view, as well as identifying the degree of teachers and students' satisfaction with the followed administrative policies. The researcher has reached many results, the most important of which are: The level of administrative competencies for the principals of evening vocational schools from the teachers' point of view came to a very high degree.

Batainah study (2017) aimed to identify the level of efficiency of government secondary school principals in Wadi Al-Seer district in involving teachers in the decision-making process, and to reveal the presence of statistically significant differences about the efficiency of school principals and their relationship to their job performance from the teachers' point of view, due to the variables (gender and scientific qualification). The researcher reached a number of results, the most important of which are: the degree of school principals' efficiency in the participation of teachers in the decision-making process is medium, and there is a positive, statistically significant correlation between the degree of teachers' participation in the decision-making process and the degree of their job performance, and there are no statistically significant differences about the efficiency of school principals in the participation of teachers in the decision-making process and its relationship to their job performance is attributed to the variable of gender and the variable of educational qualification.

The study of (Ikegbusi, 2016) aimed at examining the administrative competency needs of school principals with regard to the effective management of secondary schools in Nigeria. The study reached many results, the most important of which are: The educational administrative competencies came to a high degree in the needs related to educational competencies, and the educational administrative competencies for secondary school principals include: cooperation between principals and teachers in determining the school's objectives, and choosing educational experiences and

methods to achieve school goals, defining materials and classes according to qualifications and competencies, allocating sufficient time for teaching, facilitating access to educational facilities for all teachers, ensuring cooperation of workers to achieve basic goals, supervising educational lesson plans and teaching and learning activities, and evaluating the application of curriculum programs, as well as the self-management competencies of school principals: identifying school principals for motivating employees, appreciating their efforts and involving them in decision-making on issues related to them, effective communication with workers, delegating responsibilities and authorities to qualified workers, and promoting appropriate professional development for workers. Financial administrative competencies for school principals: setting priorities for financial allocations according to needs, ensuring that budgets achieve acceptable goals, delegating the financial issues mechanism to qualified workers, examining financial issues delegated to employees and working within the school budget, planning and allocating financial resources for school development and keeping accurate financial information.

The study of Al-Muhaimid (2016) also aimed to reveal the level of administrative competence and organizational health of the deans and vice deans of faculties of King Khalid University from the point of view of the heads of scientific departments. One of the results of this study was that the level of administrative efficiency of college deans at King Khalid University from the point of view of the heads of scientific departments in general was great, this result shows the ability of college deans and agents on the importance of defining roles for employees, assigning tasks to employees specialized in them, setting goals with accuracy and

clarity of all work rules, controlling disputes and conflicts within the institution with high efficiency, adopting the principle of justice at work and rejecting favoritism and nepotism within the institution.

Al-Kindi's study (2013) aimed to identify the level of the reality of the administrative efficiency of post-basic education school principals in Al Batinah South Governorate in the Sultanate of Oman, and to reveal the presence of statistically significant differences between the responses of the sample members about the reality of administrative efficiency among the principals of post-basic education in the Al Batinah South Governorate in the Sultanate of Oman according to the study variables ;gender, years of experience, and occupational level.

Studies dealing with the variable of professional performance

Several studies have dealt with the issue of teachers' professional performance, such as Salah al-Din study (2020), which aimed to determine the level of professional performance of teachers, and the level of educational supervision practice in basic education schools in Sultanate of Oman. And the detection of statistically significant differences between the averages of the sample estimates on the axis of the study due to demographic variables and determining the correlation between the mean scores of the study sample members' estimates of the degree of practicing integrated educational supervision and the level of teachers' professional performance. The results showed that the assessment of the level of professional performance of teachers in its three dimensions came to a very high degree, and the assessment of the level of practicing integrated supervision in its three dimensions came to a high degree. The results of the study also indicated that there are statistically significant differences between the responses of the study sample members in the professional performance of the teacher as a whole and all its dimensions, except for the performance dimension related to professional development. There are no differences between the sample responses due to the gender variable.

Al-Mousa study (2015) aimed to evaluate the teaching performance of social studies teachers in the higher basic stage in the light of quality standards, to achieve the purposes of the research, the researcher prepared a note card of five fields, under which (52) sub-criteria fall for the teachers' observation in their light. The research sample consisted of (30) male and female social studies teachers in the Bani Kinana region in Jordan for the academic year 1435 AH / 1436 AH, the research reached the following results: The field of teacher professionalism ranked first in terms of the teaching performance of social studies teachers in the light of quality standards, while the field of evaluation methods came in the fifth and last rank, and the results also showed that there are no statistically significant differences in the average performance of social studies teachers, in the variables of qualifications and years of experience, while there were statistically significant differences according to the gender variable and in favor of female teachers.

Similarities and differences between the current study and previous studies.

Similarities.

Looking at the previous studies and the current study, it was noted that they are similar in some aspects, and different in others, where the current study is similar to all previous studies in the two variables of the study: administrative efficiency and professional performance, due to their importance in achieving the goals of the institution, where it is similar to the study of Mahadat (2020), Bataina (2016), the study of "Ikegbusi" (2016), and Kindi (2013).) In studying the reality of administrative efficiency among school principals. It was similar with all previous studies in using the descriptive correlative approach, and all studies used the questionnaire as a tool for data collection. It is similar to the objectives of Mahadat study (2020)

and the Al-Kindi study (2013) in studying the impact of gender, years of experience, and academic qualification, and similar to the Batainah study (2017) in dealing with the variable of gender and academic qualification. The current study was similar to previous studies in the presence of a positive correlation between the two main study variables, and the current study was similar with some previous studies in that teachers took a community for it, such as the study of Salah al-Din (2020), the study of al-Mousa (2015), and the study of Salem (2016). With all previous studies using the questionnaire as a tool for collecting information.

The Differences

The current study differed with the study of Al-Muhaimid (2016), which focused on studying the reality of administrative efficiency among the deans and agents of faculties of King Khalid University, and it also differed with it in the study community, which was taken from the heads of scientific departments as a community. The current study also differed with the "Mentese" study (Mentese, 2021), which took the variable of age, job level, type of school and job tasks as demographic variables for the study. The current study also differed from previous studies in its objective of determining the correlation between the study's variables, administrative efficiency and professional performance of teachers.

Study Methodology: The study relied on the descriptive correlative approach, which stems from the study of the level of administrative competence among principals of basic education schools in Al Dakhiliyah Governorate, and its relationship to the professional performance of teachers in those schools, by conducting a field study to collect data through its research tool, the questionnaire, and analyzing it by appropriate statistical methods to answer the study questions.

population and study sample: The study population consisted of all male and female primary school teachers (5-10) in Al Dakhiliyah Governorate in the Sultanate of Oman for the academic year 2021/2022, and their number was (1776) male and female teachers, according to the annual statistics book issued by the Ministry of Education. (Ministry of Education, 2021). A random sample of (280) male and female teachers was taken for the study population, all of which are valid for statistical analysis. Where the sample constituted (%15.8) of the total study population, and Table (1) shows the distribution of the study sample members in relation to the total study population according to its variables.

Table1 *Distribution of the study sample according to its variables, gender, educational qualification, and years of experience.*

Variable	Categories Variable	Number	Percentage%	Total
Gender	Male	143	%51,1	280
	Female	137	%48,9	
Academic qualifications	Bachelor's degree or less	256	%91.4	
	Master's degree and above	24	%8.6	
Years of experience	Less than 7 years	83	%29,6	
	7 years and over	197	%70,4	

Study tool: To answer the questions of the study, the study tool was developed, which is a questionnaire with reference to the theoretical literature related to the two variables of the study, as well as previous studies related to administrative efficiency such as Mintese study (Mentese, 2021), Hamidi (2020), Al-Muhaimid (2016), and Al-Kindi (2013), as well as theoretical literature and previous studies related to the professional performance of teachers, such as the study of Salah El-Din (2020), Al-Shahoumi (2019), and Salem (2016). The study

tool consisted of the following, knowing that the five-ways Likert method was adopted (very large, large, medium, few, very few) in the response of the study sample to the study tool paragraphs, where the answers were given numerical weights, representing the degree of the answer to the paragraph, which is Respectively: (5, 4, 3, 2, 1)

First part: the basic data, which was represented in the demographic information of the study sample: (gender - years of experience, and educational qualification). And the second part: it included the dimensions of administrative efficiency, and it consists of three dimensions: (technical competence - cognitive competence - technological competence), and the number of paragraphs was (25) paragraphs, as for the third part, included the dimensions of the professional performance of teachers, and it consisted of two dimensions: (the organizational dimension and the social dimension), and the number of paragraphs reached (23) items..

Validity and reliability of the study tool: face validity: To measure the extent of the tool's validity, it was distributed to a group of specialists in the field of educational administration, and their number was (10) arbitrators, from Sultan Qaboos University and University of Nizwa, Al Sharqiya University, and a number of specialists in the Ministry of Education in the Sultanate of Oman. The arbitrators agreed on its validity and suitability for measuring the dimensions for which it was developed, the tool was released in its final form after making the appropriate modifications in the light of the arbitrators' observations.

Internal consistency validity: The internal consistency of the study tool was verified by calculating the correlation coefficients between each dimension and the axis to which it belongs, and Table (2) illustrates this.

Table 2 *Pearson correlation coefficients between each dimension and the axis to which it belongs*

Dimensions of administrative efficiency	Pearson correlation coefficient	dimensions of professional performance	Pearson correlation coefficient
Technical competence	**0,893	Organizational dimension	0,921**
Cognitive competence	0,818**	Social dimension	0,934**
Technological efficiency	0,758**		

function at level ($\alpha=0.01$ *)

It is clear from Table (2) that the dimensional correlation coefficients with the total degree of the administrative efficiency axis are statistically significant at the level of significance (0.01), where the values of the correlation coefficients in the administrative efficiency axis ranged between (0.893** -0.758**), which are degree of correlation is high, and in the axis of professional performance it ranged between (0.934** -0.921**), which is also a high degree of correlation, which indicates that the tool as a whole is characterized by internal consistency and that it is suitable to achieve the objectives of the current study.

Reliability: Cronbach's Alpha Coefficient was used to calculate the reliability coefficient for each axis of the scale, and the overall reliability of the scale was calculated, and Table (3) shows these results.

Table 3 *Cronbach's alpha reliability coefficients for the study instrument*

Dimensions of administrative efficiency	Cronbach's alpha coefficient	dimensions of professional performance	Cronbach's alpha coefficient
Technical competence	0.89	Organizational dimension	0,85
Cognitive competence	0.88	Social dimension	0,87
Technological efficiency	0.87		
	The tool as a whole		
	0.87		

Table (3) shows that all values of Cronbach's alpha coefficient for the study tool axes are good, ranging between (0.89-0.85), and the overall reliability coefficient reached (0.87), which indicates that the tool is suitable for field application.

Study procedures: The study procedures represented in preparing the first framework for the study, in terms of defining the theoretical background of the subject of the study, its problem, and questions, and determining the importance and its limits, as well as the methodology to be followed in the field study, then conducting the field study, identifying the community and the sample, preparing its tool, measuring validity and reliability, determining the statistical methods used in answering the questions of the study, and finally presenting, interpreting and discussing the results of the study, then drawing conclusions, and coming up with recommendations and procedural proposals in light of its results.

Statistical methods used.

The data were processed using the Statistical Package for Social Sciences (SPSS) program, where frequencies and percentages were extracted to identify the distributions of the study sample. In order to answer the first and third study questions, the arithmetic means and standard deviations were calculated in order to answer the second and fourth study questions, and to determine the significance of the mean differences among the study sample for the variables of gender, academic qualification and years of experience, a t-test was conducted.

Study results: In this part, the results of the study are presented, and discussed according to its questions. To determine the degree of agreement in this study, the five-way Likert method was used, and to determine the cell length, the range (4=1-5) was calculated, and then divided by the number of cells of the scale, to get the correct cell length, i.e. (0.8 =5/4).), then this value is added to the lowest value in the scale (the right one), to determine the upper bound of this cell, and thus the length of the cells became as in the following table (4)

Table 4 *The degree of approval according to the five-point Likert method*

Range	level/grade
5 – 4.20	high/ very large
-less than 4.203.40	high/large
-less than 3.402.60	medium/ medium
-less than 2.601.80	low/ few
-less than 1.801	low/Very few

The results of the first question: What is the level of administrative competence of principals of basic education schools (5-10) in the Sultanate of Oman? To answer this question, the arithmetic averages and standard deviations of the dimensions of the administrative efficiency axis were calculated in descending order according to the arithmetic averages.

Table 3 Responses of the sample members to the dimensions of the administrative efficiency axis

S/N	Dimensions of the administrative efficiency axis	Arithmetic mean	Standard deviation	Order	level
1	Cognitive efficiency	415	.35	1	High
2	technical competence	343	.31	2	High
3	Technological efficiency	266	.30	3	Medium
	The total arithmetic means of the administrative efficiency axis	341	0.32		High

The results of Table (3) indicate that the overall mean of the administrative efficiency axis was (3.41), meaning that the level of administrative efficiency of principals of basic education schools (5-10) in Sultanate of Oman from the point of view of the study sample members is high. The arithmetic averages for this axis ranged between (4.15-2.66), where the dimension of cognitive efficiency obtained the highest weighted arithmetic average of (4.15) at a high level, followed by the dimension of technical competence with a weighted arithmetic average of (3.43) at a high level as well, while the dimension of technology efficiency came medium, with arithmetic weighted mean of (2.66)

The results of the second question: Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the level of administrative competence among principals of basic education schools (5-10) in the Sultanate of Oman due to the variables (sex, educational qualification, and years of experience)? The results for each variable will be presented separately as follows.

First: Gender variable

Table 4 The results of (t-test) to find out the nature of the differences between the estimates of the study sample members in the level of administrative competence according to the gender variable.

Dimensions of administrative efficiency	Gender	Number	Arithmetic mean	Standard deviation	Degrees of freedom	T value	Significance level	Significance direction
Cognitive competence	Male	143	4.00	.41	280	0,580	*0.01	in favor of females
	Female	137	4.30	.35				
technical competence	Male	143	4.20	.50	280	1,670	0,35	nonfunctional
	Female	137	3.44	.43				
Technological efficiency	Male	143	4.09	.48	280	0,850	0,90	nonfunctional
	Female	137	4.10	.46				

It is clear from Table (4) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the estimates average of the study sample of teachers for the level of administrative competence among the principals of basic education schools (5-10) in the Sultanate of Oman in the dimensions of technical competence and the dimension of technological competence attributed to the gender variable, which indicates the agreement of the study sample members in the absence of an effect for the gender variable according to their responses.

While the results indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average estimates of the study sample of teachers in

the level of administrative competence of principals of basic education schools (5-10) in the Sultanate of Oman due to the gender variable in favor of females in the cognitive competence dimension, which indicates that there is an effect of the gender variable between the responses of the study sample members in this dimension.

Second: The educational qualification variable

Table 5 *The results of (t-test) to find out the nature of the differences between the estimates of the study sample members in the level of administrative competence according to the educational qualification variable.*

Dimensions of administrative efficiency	Qualification	Number **	Arithmetic mean	Standard deviation	Degree of freedom	T value	Significance level	Significance direction
Cognitive competence	Bachelor's degree or less	30	4.42	.43	96	2,140	*0,01	In favor of the masters
	Master's degree and above	30	4.44	.38				
Technical competence	Bachelor's degree or less	30	4.00	.45	96	2,578	0,01*	In favor of the masters
	Master's degree and above	30	4.20	.42				
Technological efficiency	Bachelor's degree or less	30	4.15	.47	96	0,867	0,32	nonfunctional
	Master's degree and above	30	4.33	.45				

Function at the level ($\alpha \leq 0.05$)

**Due to the variation in the number of the study sample in relation to the levels of the qualification variable, an equal random sample was taken.

It is clear from Table (5) that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the estimates average of the study sample members of the teachers for the level of administrative competence among the principals of basic education schools (5-10) in the Sultanate of Oman due to the educational qualification variable in the two dimensions of cognitive competence and the technical competence dimension is in favor of the master, which means that the study sample agrees that there is an effect of the qualification in their responses to the paragraphs of these two dimensions. While there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the estimates average of the members of the study sample of teachers for the level

of administrative competence among the principals of basic education schools (5-10) in the Sultanate of Oman due to the educational qualification variable in the technological competence dimension, which means the study sample agreed that there was no effect of qualification in their responses to the paragraphs of this dimension.

Third: Variable years of experience

Table 6 *The results of (t-test) to find out the nature of the differences between the estimates of the study sample members in the level of administrative competence according to the years of experience variable.*

Dimensions of administrative efficiency	Experience	Number **	Arithmetic mean	Standard deviation	Degrees of freedom	T value	Significance level	Significance direction
Cognitive competence	Less than 7 years	30	4.20	.34	97	2,578	0,06	Nonfunctional
	7 years and over	30	4.01	.42			0,01	
Technical competence	Less than 7 years	30	4.30	.50	97	1,900	0,01*	For 7 years or more
	7 years and over	30	4.42	.42				
Technological efficiency	Less than 7 years	30	4.21	.35	97	1,289	0,20	nonfunctional
	7 years and over	30	4.33	.33				

Function at the level ($\alpha \leq 0.05$)*

**Due to the variation in the number of the study sample in relation to the levels of the qualification variable, an equal random sample was taken.

It is clear from Table (6) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the estimates average of the study sample members of the teachers for the level of administrative competence among the principals of basic education schools (5-10) in the Sultanate of Oman due to the experience variable in the cognitive competence dimension and the dimension of technological competence, which means that the study sample agrees that there is no influence of experience in their responses to these two dimensions. While there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average estimates of the study sample members of the teachers for the level of administrative competence among the principals of basic education schools (5-10) in the Sultanate of Oman due to the variable years of experience in the technical competence dimension in favor of the category (7 years and more), and this indicates that there is an effect of the experience variable on this dimension.

The results of the third question: What is the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in the Sultanate of Oman? To answer this question, the arithmetic averages and standard deviations were calculated for each dimension of the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman. After that, the arithmetic means and standard deviations of the responses of the study sample members to the items in each dimension were calculated, and Table (7) shows these results.

Table 7 Arithmetic averages and standard deviations of the responses of the sample members to determine the degree of effectiveness of teachers' professional performance.

Dimension No.	Occupational performance dimensions	Arithmetic mean	Standard deviation	Rank	Effectiveness degree
1	Organizational dimension	3.15	1.090	1	High
2	Social dimension	2.90	1.035	2	Medium
The total arithmetic means of the occupational performance axis		3.025	0.063		Medium

We note from Table (7) that the total arithmetic means of the axis of effectiveness of professional performance came (3.025) with a standard deviation of (0.063), meaning that the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman from the point of view of the study sample members is medium. Where the organizational dimension got a weighted arithmetic mean of (3.15) with a high degree, while the social dimension got a weighted arithmetic mean of (2.90) with a medium degree.

The results of the fourth question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the arithmetic averages of the response of the study sample members in the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman due to the study variables (gender, educational qualification), and years of experience)?

Table 8 The results of (t-test) to determine the nature of the differences between the estimates of the study sample for the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman due to the gender variable.

Dimensions of professional performance	Sex	Number	Arithmetic mean	Standard deviation	Degrees of freedom	T value	Significance level	Significance direction
Organizational dimension	Male	143	4.41	.40	230	4,560	0,01*	in favor of males
	Female	137	4.20	.38				
Social Dimension	Male	143	3.44	.35	230	2,635	0,01*	in favor of females
	Female	137	4.30	.45				

It is evident from Table (8) that there are statistically significant differences between the estimates of the study sample members of the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman due to the gender variable, in favor of males in the organizational dimension, and in favor of females in the social dimension, which means the agreement of the study sample members that there is an effect of gender in their responses.

Second: The educational qualification variable

Table 9 The results of (t-test) to determine the nature of the differences between the estimates of the study sample members of the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman according to the educational qualification variable.

Dimensions of professional performance	qualification	Number *	Arithmetic mean	Standard deviation	Degrees of freedom	T value	Significance level	Significance direction
Organizational dimension	Bachelor's degree or less	30	4.20	50.	75	0.067	0,01*	In favor of a master's degree
	Master's degree and above	30	4.33	45.	75	0.735	0,01*	
Social Dimension	Bachelor's degree or less	30	4.01	.46				In favor of a master's degree
	Master's degree and above	30	4.42	.34				

0.05) $\alpha \leq$ (*Function at the level

**Due to the variation in the number of the study sample in relation to the levels of the qualification variable, an equal random sample was taken.

It is evident from Table (9) that there are statistically significant differences between the estimates of the study sample members of the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman due to the educational qualification variable, in favor of a master's degree and above in all dimensions, which means the agreement of the study sample members, However, there is an effect of educational qualification. **Third: the variable years of experience**

Table 10 The results of (t-test) to find out the nature of the differences between the estimates of the study sample for the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman according to the variable years of experience.

Dimensions of professional performance	qualification	Number **	Arithmetic mean	Standard deviation	Degrees of freedom	T value	Significance level	Significance direction
Organizational dimension	Less than 7 years	30	4.30	.34	85	3,135	0,06	nonfunctional
	7years and over	30	4.32	.23		0,986	0,01*	
Social Dimension	Less than 7 years	30	3.60	.50	85			For 7 years or more
	7 years and over	30	4.42	.42				

0.05) $\alpha \leq$ (*Function at the level

**Due to the variation in the number of the study sample in relation to the levels of the qualification variable, an equal random sample was taken.

It is evident from Table (10) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the estimates average of the study sample members of teachers for the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in the Sultanate of Oman due to the variable years of experience in social dimension in favor of 7 years or more, which indicates the agreement of the study sample members on the existence of an effect of years of experience. The table also shows that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the estimates average of the study sample members in the organizational dimension, which indicates the absence of an effect for years of experience according to the responses of the study sample members.

The results of the fifth question: Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the response averages of the study sample members in the level of administrative competence of principals of basic education schools (5-10) in Sultanate of Oman, and the degree of effectiveness of the professional performance of teachers? To answer this question, the Pearson correlation coefficient was extracted, and the following criterion was used to explain the correlation coefficient.

Table (11) *Interpretation of the strength of the correlation coefficient*

Correlation coefficient value	Degree of association
- 00.29	Very weak
0.30 - 0.49	Weak
0.69 - 0.50	Medium
0.89-0.70	Strong
1 – 0.90	Very strong

the results of the Pearson correlation coefficient between the estimates of the members of the study sample of teachers on the dimensions of the level of administrative competence among the principals of basic education schools in Sultanate of Oman, and the dimensions of the degree of effectiveness of professional performance of teachers, showed a strong correlation, and the table (12) illustrates this.

Table 12 *Pearson's correlation coefficient between the estimates of the study sample members on the dimensions of the level of administrative competence among the principals of basic education schools in Sultanate of Oman, and the dimensions of the degree of effectiveness of the professional performance of teachers in those schools.*

Dimensions	Organizational dimension	Social dimension	Total (Professional performance effectiveness)
Administrative Efficiency (Correlation Coefficient) relationship strength	0,77**Strong	0,78**Strong	0,78**Strong
Technical competence (correlation coefficient) relationship strength	0,79**Strong	0,64**Medium	0,72**Strong
Technological efficiency (correlation coefficient) relationship strength	0,66**Medium	0,56**Medium	0,61**Medium
Grand total (administrative competence level correlation coefficient) relationship strength	0,86**Strong	0,67**Medium	0,75**Strong

function at the level (0.01) **

It is evident from Table (12) that there is a strong, positive, statistically significant correlation at the significance level ($\alpha \leq 0.01$) between the dimensions of the level of administrative competence of school principals in basic education (5-10), and the dimensions of the degree of effectiveness of the professional performance of teachers in those schools in Sultanate of Oman. Pearson's correlation coefficient ranged between (0.56-0.75). It is also clear that there is a strong positive correlation between the total level of administrative efficiency and the total sum of the degree of effectiveness of the professional performance of teachers, which amounted to (0.75), and this means that the higher level of administrative efficiency of school principals, leads to the higher degree of effectiveness of the professional performance of teachers, according to the responses of the study sample members of the teachers.

Discussion of the results and their interpretations: This part includes discussion and interpretation of the results of the study, discussion and interpretation of the results of each question separately, in addition to presenting a set of recommendations in light of the results reached, discussion and interpretation, as well as presenting a set of research and proposed studies related to the administrative efficiency of school principals. and the effectiveness of the professional performance of teachers, as follows.

First: Discussing and interpreting the results of the study related to the answer to the first question, which states: What is the level of administrative competence of principals of basic education schools (5-10) in Sultanate of Oman?

The results of this study concluded that the level of professional competence of principals of basic education schools in Al Dakhiliyah Governorate in Sultanate of Oman is high. The dimensions of cognitive competence and technical competence were at a high level, while the dimension of technological competence was medium.

This indicates that school principals possess the necessary administrative competencies that enable them to perform their job duties, namely planning, organizing, directing and controlling, to a high degree. It is also attributed to the school principals' awareness of their technical roles within their schools. This may be explained by the effectiveness and quality of the training and rehabilitation programs targeting school principals, whether at the local or central level, through the strategic programs offered by specialized institute for vocational training for teachers. The researcher also attributes the high score in the axis to the follow-up of the administrative supervisors in Sultanate of Oman, and their keenness to raise and improve the levels of this category to a degree that achieves the aspirations of ministry of education to raise the levels of administrative cadres, who are responsible for a lot of school leaders in line with Oman 2040 vision. Technological efficiency at a medium level indicates to some shortcomings of school principals in employing educational technology to achieve school goals; Improving educational outcomes, perhaps due to the rapid progress in the field of educational technology, and the limited awareness of this category of the importance of activating it in educational administration, and consequently their lack of keenness to possess technological skills and capabilities to keep pace with developments in this field.

The current study agrees with previous studies, such as the Ikegbusi study (2016), whose results were that the administrative competencies of the principals of senior secondary schools in the southeastern region of Nigeria are high, as well as with the study of Al-Muhaimid (2016), which showed that the level of administrative competency of deans of the faculties at King Khalid University from the point of view of the heads of scientific departments in general were large, and the study of Al Kindi (2013), which indicated that the level of administrative

competence of the principals of post-basic education schools in Al Batinah South Governorate in Sultanate of Oman is great.

While the results of the current study differed with the results of Mahadat study (2020), which showed that the efficiency of women's administrative leaders in government schools in Irbid governorate came to a low degree, and Hamidi's study (2020), which indicated that the level of administrative competencies of evening vocational school principals in Iraq in the governorates (Baghdad, Al-Tameem, Basra) from the teachers' point of view came to a very high degree.

Discussion and interpretation of the results related to the second question, which states: Are there statistically significant differences at the level ($\alpha \leq 0.01$) in the level of administrative competence among principals of basic education schools (5-10) in Sultanate of Oman due to the following variables: (gender, educational qualification, and years of experience)? The results for each variable will be presented separately as follows.

Gender variable: The results of the study indicated that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between estimates average of the study sample of teachers for the level of administrative competence for principals of basic education schools (5-10) in Sultanate of Oman in the dimensions of technical competence and the dimension of technological competence. attributed to the sex variable. While there are statistically significant differences in the cognitive efficiency dimension in favor of females, this may be attributed to the ability of female school principals to immerse themselves in solving the daily problems they face in their work, due to their greater attention to detail than their male peers. In addition to their keenness to employ their mental and cognitive abilities to address daily issues that require critical decisions, enabling them to carry out administrative work with the highest level of efficiency.

With this result, the current study agrees with Al-Kindi study (2013) and Al-Bataineh study (2017), the results of which showed that there were no statistically significant differences between the responses of the study sample members in the axis of administrative competence among school principals according to the gender variable. It differs from what Al-Mahamid study (2020) found that there are statistically significant differences at the significance level (0.05) for the level of administrative efficiency due to the gender variable, which came in favor of males.

Educational qualification variable: The results of the current study showed that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between estimates average of the study sample members of the teachers for the level of administrative competence among the principals of basic education schools (5-10) in Sultanate of Oman due to the educational qualification variable in two dimensions. Cognitive competence and the technical competence dimension in favor of the master. The researcher attributes this to the master's holders having the competencies and abilities related to technical, and cognitive aspects at a higher level than the bachelor's holders or lower, due to the high qualification associated with the academic courses that aim to provide students with professional competencies related to educational administration and leadership and qualify them to lead Omani schools and contribute to solving their problems efficiently.

While there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between estimates average of the study sample members of the teachers for the level of

administrative competence among the principals of basic education schools (5-10) in Sultanate of Oman due to the educational qualification variable in the technological competence dimension. This may explain the lack of focus of qualifying programs targeting school principals on the practical and applied aspect of educational technology in educational administration, so no differentiation between the two categories appeared from the point of view of the study sample members.

Thus, the results of Mahadat study (2020), which indicated that there were statistically significant differences attributed to the educational qualification variable in favor of the higher qualification, while they differed with the results of the Batainah study (2017) and the Mahamid study (2020), whose results showed the absence of statistically significant differences due to for the educational qualification variable.

Years of experience variable: The results of this study showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the estimates average of the study sample members of the teachers regarding the level of administrative competence among the principals of basic education schools (5-10) in the Sultanate of Oman due to the variable years of experience in the cognitive competence dimension and the technological competence dimension. This may be attributed to the similar competence of school principals in cognitive abilities and technical skills, The school leadership program, which targets new school principals, may have played a role in the absence of these differences, which focuses largely on preparing school principals to be effective educational leaders immersed in leadership and administrative work, to achieve educational and learning goals, which did not make the experience variable an impact in creating the difference.

While there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the estimates average of the study sample members of the teachers for the level of administrative competence among the principals of basic education schools (5-10) in the Sultanate of Oman due to the experience variable in the technical competence dimension in favor of the category (7 years and more). This may be explained by school principals who have acquired technical skills related to administrative work, such as planning, implementation, follow-up and evaluation; As a result of the cumulative attitudes and experiences that they had over time.

This result agreed with the result of Al-Kindi study (2013) and Mahadat study (2020), whose results showed that there were no statistically significant differences between the responses of the study sample members due to the variable years of experience, and the researcher did not obtain studies that differ in their results from the current study.

Discussion and interpretation of the results related to the third question, which states: What is the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in the Sultanate of Oman?

The results of the study showed that the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman from the point of view of the study sample members is generally medium, where the organizational dimension obtained a high degree. This is due to the effectiveness of the training programs offered by specialized institute for vocational training for teachers, such as the Center's Partners Program that targets the first teachers, the Science and Mathematics Experts Program, and Arabic

language experts., which aims to provide teachers with skills related to planning for teaching, preparing classroom activities professionally and professionally, and encouraging them to provide educational and learning initiatives that contribute to raising students' achievement levels. While the social dimension got an average score, and this may be due to the school's social environment, which lacks stimuli that support the formation of distinct social relationships between teachers and parents and teachers. This may be due to the lack of job satisfaction among teachers towards their profession, and thus appears in the form of lack in their interactions with others. For example: cooperating with colleagues in the profession in solving the problems they face, communicating with parents regarding their children, or listening to students' aspirations and interests.

The study with this result is consistent with Hammoud's study (2018), which found a high level of job performance among teachers in educational institutions, and it differs with the study of Salah al-Din (2020), whose results showed that the level of professional performance of teachers was very high.

Discussion and interpretation of the results related to the fourth question, which states: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the arithmetic averages of the response of the study sample members in the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman due to the study variables (gender, educational qualification, years of experience)?

Gender variable: the study revealed that there are statistically significant differences between the estimates of the study sample members of the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman due to the gender variable, in favor of males in the organizational dimension, and this may be due to the males' efforts to be with a good degree of job discipline, and working according to specific controls, similar to what is known about females, to a degree that exceeds the commitment of females themselves to the laws and procedures regulating work.

In the interest of females in the social dimension, and perhaps this is due to the nature of females in giving importance to social relations, in strengthening the bonds between them and the parents of students, and the emotional characteristic of females to a greater degree than males, its effects on their relationship with students, and their interaction with them through class management, problem solving as an example.

This result agreed with the study of Salah al-Din (2020) and the study of al-Mousa (2015), whose results showed the existence of statistically significant differences according to the gender variable, while it differed with the Ghaidan study (2016), whose results indicated that there were no statistically significant differences according to the gender variable.

Qualification variable: The results of this study indicated that there were statistically significant differences between the estimates of the study sample members of the degree of effectiveness of the professional performance of teachers in basic education schools (5-10) in Sultanate of Oman due to the educational qualification variable, in favor of a master's degree or higher in all dimensions, the researcher attributes this to the effectiveness of master's programs, which enabled teachers to carry out their job duties with a degree greater than those holding a bachelor's degree or less.

This result agreed with Al-Mousa study (2015) and Ghaidan study (2016), the results
Res Militaris, vol.12, n°2, Summer-Autumn 2022 6648

of which showed that there were no statistically significant differences according to the variable of academic qualification, while it differed with Daghiri study (2020) and Al-Otaibi study (2018), which showed the presence of statistically significant differences among the averages of the answers of the study sample members attributed to the academic qualification, and in favor of holders of a bachelor's degree.

Years of experience variable: The results of the current study indicated that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between estimates average of the study sample members of teachers for the degree of effectiveness of professional performance of teachers in basic education schools (5-10) in Sultanate of Oman due to the variable years of experience in the social dimension for the benefit of 7 years or more, and this is probably due to the fact that years of experience have an impact on teachers' possession of many skills that have been positively reflected on their teaching and job practices together, and directing them towards achieving educational goals. The results of the study also revealed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) between estimates average of the study sample members in the organizational dimension. This may be explained by the school principals' follow-up of old and new teachers equally, in addition to their fairness in applying the laws and procedures approved by the ministry to everyone regardless of years of experience, which did not show differences between the responses of the study sample members.

This result agreed with the study of Al-Mousa (2015) and the study of Ghaidan (2016), whose results showed that there were no statistically significant differences according to the variable years of experience, while it differed with the study of Dagheri (2020), which showed that there are statistically significant differences according to the variable years of service in education, and Al-Otaibi study (2018), which indicated that there are statistically significant differences in favor of those with experience less than 10.

Discussion and interpretation of the results related to the fifth question, which states: Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the response averages of the study sample members in the level of administrative efficiency of principals of basic education schools (5-10) in Sultanate of Oman, and the degree of effectiveness Professional performance of teachers?

The results of the current study indicated that there is a strong positive correlation between the level of administrative competence of principals of basic education schools (5-10) in Sultanate of Oman, and the degree of effectiveness of the professional performance of teachers in those schools.

This explains that the higher the level of administrative efficiency of school principals, will contribute to enhancing teachers' professional skills and capabilities, and thus the higher degree of effectiveness of teachers' professional performance. This is consistent with what was indicated by Ofei, Paarima & Barnes (2020) that managers' possession of administrative competencies enables them to achieve good organizational performance and enables them to create the organizational and social environment that enables workers to accomplish their basic tasks efficiently and effectively, or the manager's exploitation of human and material resources and making the right decisions, leads to raising the level of performance.

Suggestions and recommendations: In light of the results revealed by the current

study, we recommend the following.

Designing training programs targeting school principals in the field of educational technology in educational administration.

Implementation of seminars targeting teachers of basic education schools, with the participation of a number of experienced teachers in the educational process

Planning to hold professional meetings between teachers who hold a master's degree and above, and those who hold a bachelor's degree or less, to discuss some educational and learning developments.

Holding reciprocal visits between male and female schools, to exchange experiences between the sexes regarding the organizational and social aspects of the professional work of teachers.

Suggested studies

-The degree of effectiveness of in-service teacher training programs and its relationship to professional performance in basic education schools in the Sultanate of Oman.

-An analytical study of the professional competencies required for school principals in schools in Sultanate of Oman (a qualitative study)

-The level of administrative competence of school principals and its relationship to the job performance of teachers - job satisfaction is a mediating variable - in government schools in Sultanate of Oman.

References

- Ben Saidi, Aisha. (2020). Evaluating the administrative competencies of primary school principals from the point of view of primary education teachers. [A magister Unpublished Master's Thesis. Mohamed Boudiaf University - M'Sila
- Bataynah, Ahmed Aouni. (2017). The efficiency of public secondary school principals in Wadi Al-Seer district in involving teachers in the decision-making process and its relationship to their job performance from the teachers' point of view. Unpublished Master's Thesis, Jerash University
- Al Busaidi, Hamad bin Abdullah bin Mohammed. (2011). Administrative competencies of principals of basic education schools in light of the requirements of the Future School in the Sultanate of Oman. [Unpublished Master's Thesis], Al al-Bayt University.
- Hamidi, Fadila Abbas. (2020). Evaluating the administrative efficiency of evening vocational school principals from the teachers' point of view in Iraq (2000-2001). *Central Scientific Journal* (20), 94-110.
- Khalif, Nabil. (2007). A proposed model to improve the job performance of teachers of basic education schools in United Arab Emirates. [Unpublished Ph.D. thesis]. Amman Arab University for Postgraduate Studies.
- Darawshe, Najwa Abdel Hamid. (2017). The level of possessing functional competence among administrative workers at Yarmouk University in the light of demographic variables. *Journal of the College of Arts and Social Sciences. Sultan Qaboos university.* 8(3). 13-

27.

- Al-Shahoumi, Saeed Rashid (2019). Evaluating the job performance of teachers in the United States of America and the possibility of benefiting from it in Sultanate of Oman. *Journal of Arts, Literature, Humanities and Sociology*, (35). 244-205.
- Salah El Din, Nasreen Saleh (2020). Improving the professional performance of teachers in basic education schools in the Sultanate of Oman in the light of integrated educational supervision. [published master's study]. *Journal of Scientific Research in Education*. P (21). 27.
- Somaida, Ahmed Ali. (2011). Uses of job descriptions in different fields: performance evaluation, recruitment, selection, salaries and wages. *Business Conferences: Procedures Re-engineering and its Role in Administrative Development*, Cairo.
- Al-Sawafi, Mohammad bin Saeed; Al-Fahdi, Rashid bin Suleiman; and Al Harthiya, Aisha Bint Salem (2014). The degree of employment of electronic administration in some administrative processes in basic education schools in the Sultanate of Oman, the *International Specialized Educational Journal*. Jordan, 3 (7), 100-113.
- Shankamah Al Zahraa. (2013). Managing human competencies in the institution, Ouargla: Kasdi Merbah University (9-27)
- Oudha , Hadeel. (2010). Administrative competencies for principals of basic schools in Madaba governorate and their relationship to teachers' morale. [A magister message that is not published]. Middle East University, Amman, Jordan.
- Al-Ghoul, Nadia Fathi Abdel-Jalil. (2018). The degree of creative leadership practice among UNRWA school principals and its relationship to the job performance of teachers in Gaza Governorate. [Unpublished Master's Thesis]. Islamic University.
- Al-Kindi, Mosbeh bin Ali bin Khalfan. (2013). The reality of administrative efficiency among post-basic education administrators in the Governorate of South Al Batinah in Sultanate of Oman. [Unpublished Master's Thesis], University of Nizwa.
- Al-Fraijjat, Ghaleb Abdel-Moati (2000). *Educational Administration and Planning: Various Arab Experiences*. Amman. p. 51.
- Garsas, Hussein. (2019). The role of the education inspector in developing the teacher's job performance. *Jill Journal of Humanities and Social Sciences: Jill Scientific Research Center*, pp. 53.115-133. System house.
- Al-Muhaimid, Saad Muhammad. (2016). The administrative efficiency and organizational health of the deans and deans of the faculties of King Khalid University from the point of view of the heads of scientific departments. *King Khalid University Journal of Educational Sciences*. 3(1).66-86. System house.
- Mohammad, Husam Al-Din Al-Sayed, and Al-Shuaili, Saud Selim (2016). A proposed model for strategic planning in basic education schools in the Sultanate of Oman in the light of some global models, the world of education, the Arab Foundation for Scientific Consultation and Human Resource Development, 17 (56), 1-41. .
- Al-Mousa, Jaafar Mahmoud. (2015). Evaluating the teaching performance of social studies teachers in high basic stage in the light of quality standards. *Journal of the College of Education, Al-Azhar University*. A (165). 815.
- Mohidat, Tamader Ibrahim. (2020). The degree of efficiency of women's administrative leadership in public schools in Irbid Governorate and the challenges they face. *Journal of Financial, Accounting and Administrative Studies*, 7(1), 198-218.
- Ministry of Education. (2021). *Educational Statistics Yearbook*. Muscat: Ministry of Education.

Foreign sources

- Edeh, F. O., Fern, Y. S., & Nawaz, A. H. (2021). The Effects Of Structural Capital On *Res Militaris*, vol.12, n°2, Summer-Autumn 2022

- Organizational Efficiency. *Gomal University Journal of Research*, 37(1), 1-11.
- Egboka, P. N., & Igbokwe, I. C. (2021). Principals' Application of Administrative Competencies for Effective Management of Secondary Schools in Awka Education Zone of Anambra State. *International Journal of Education and Evaluation*, 7(3), 34-42.
- Hvelplund, K. T. (2016). Cognitive efficiency in translation. In *reembedding translation process research* (pp. 149-170). Amsterdam: John Benjamins.
- Ikegbusi, I. N. G. (2016). Management competency needs of principals for effective administration of secondary schools in Nigeria. *International Journal of Advanced Research in Education and Technology (IJARET)*, 3(3), 61-67.
- Ofei, A. M. A., Paarima, Y., & Barnes, T. (2020). Exploring the management competencies of nurse managers in the Greater Accra Region, Ghana. *International Journal of Africa Nursing Sciences*, 1(3), 1-7.
- Zhdan, V., Fal, A. M., Bobyriov, V., Holovanova, I., Pokhylko, V., & Bielikova, I. (2018, March 22). Formation of management skills in students of higher medical educational establishments in the period of health care reforming. *Proceedings of the scientific-practical conference with international participation*, Poltava, Ukraine, 86-87.
- Wang, G., & Gao, C. (2012). Technical Efficiency and Port Competition: Revisiting the Bohai Economic Rim, China. *Journal of Risk and Financial Management*, 5(1), 115-130.