

The degree of the ownership of Career Maturity among school principals of Muscat Governorate in Sultanate of Oman and its relation with the organizational effectiveness of the school

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Abstract: The study aimed to identify the degree of school principals having a career maturity in the Governorate of Muscat and its relationships with a school's organizational effectiveness. . In order to achieve the goal, a questionnaire was conducted and that composed of (60) items distributed on four key areas. After ensuring the validity and reliability of the questionnair, they were applied to(450) school principals, assistant principals, and senior teachers. The study reached a number of findings, the most important of which were: That the degree of school principals having a career maturity in the Governorate of Muscat came to a high degree. The results showed that there were statistically significant differences at ($\alpha 0.05$) in the estimation of study sample on the degree of school principals having a career maturity in the Governorate of Muscat in Oman according to gender variable in all dimensions of the scale. Statistical differences came for the female sample in all dimensions, and for the holders of the bachelor's degree according to the variable of the academic qualification. The results also showed that there were no statistically significant differences at ($\alpha 0.05$) in the estimation of study sample on the degree of school principals having a career maturity in the Governorate of Muscat in Oman according to variables of years of experience and the job title. Moreover, the results showed that there is a statistically significant correlation relationship at the level of ($\alpha 0.01$) between the degree of school principals having a career maturity in the Governorate of Muscat and the level of organizational effectiveness of the school. The study proposed several recommendations, The study recommended several recommendations, the most important of which were: the need to maintain the level of functional maturity of school principals, and the continuous development and updating of training programs for school principals that contribute effectively to raising the level of their professional maturity according to the strategy adopted by the specialized center. By increasing the guidance of male school principals to visit these schools and to acquire educational experiences in all educational, administrative and technical fields.

Keywords: Career Maturity, organizational effectiveness theory.

1. INTRODUCTION

The success of institutions of any kind depends to a large extent on the work of the employees of those institutions and what they provide it with, and the institutions are keen to compete for success and raise and placing it in the forefront by working on the superiority of the human element in various aspects

In the performance of his / her duties, the school principal shall relies on his / her knowledge, skills and abilities to qualify him / her to the fullest, and his / her impact would be clear in terms of the administrative, educational, technical and social processes that occur between the school staff. This would be evident in the school's pre set goals. The role of the school principal is considered one of the very important social roles, which is not easy because it involves difficult and complex

practices that require special skills and competencies that qualify him to lead and direct the efforts of the workers that work with him to reach and achieve the goals of the school (Al Lawati 1992). That the principal is considered successful if his subordinates understand and feel that he / she is a means to satisfy their needs and aspirations. To achieve this, the principal must be functionally mature by having the ability and, at the same time, the availability of his and his subordinates desire in the performance of work (Hussain & Al Sayyed 2008)

Due to the importance of leadership in the success of any institution, it has received broad interests in terms of development and research and the emergence of different and varied theories. These theories are constantly evolving along with the world progresses in various fields, and each era has a particular theory that is dominant. The leadership has undergone several stages, starting with the style stage, which depends on the personality traits of the leaders and then the stage of the situation, which depends on the situational variables and the new leadership stage in which the leadership took various new trends and patterns (Nejm 2012)

Career maturity is one of the important dimensions presented by several theories in position leadership, especially the theory of Hersi and Blanchard, where it pointed to the importance of functional maturity as a very important dimension to the success of the leadership method used in the institution, and this by determining the level of maturation of subordinates and this in turn requires high functional maturity and capacity of Before the commander to diagnose the requirements of the situation and therefore uses an ideal leadership method in the institution (Hassan 2004). The concepts of functional maturity differed very much. The researchers and the writers dealt with different definitions according to their cultural and theoretical thought as a result of their varied personal experiences, but it converges that career maturity is "a set of capacities and tendencies that emerge from awareness that contribute to business success, and enable the individual to control his or her assigned tasks (Jasim 2011).

The concept of organizational effectiveness is one of the concepts that has taken a difference and controversy among scientists to agree on a concept because of its diversity and complexity as it is used in different fields and influenced by multiple inputs to measure it and the elements affecting it, thus scholars and scientists did not agree on a specific and appropriate definition of effectiveness (Karagoz & Balci, 2007) The school's organizational effectiveness is one of the concepts that have received wide attention from intellectuals and scholars because of the importance of the school as an educational institution with a prominent role in the society that works to educate young people and interact positively with the components of society and its members to achieve the public interest and serve the social, cultural, economic and other aspects, which is the achievement of the school of educational goals desired through a system that includes an effective investment of available resources and to conduct appropriate operations, and adapt to external conditions affecting them " (Farhoodah 2014)

The school depends on its level to reach a school with effective organizational effectiveness on several elements or factors through availability in the school we can call it a school of organizational effectiveness, and (Al Bahwashi 2006) pointed it out in these elements: To have a strong and professional principal, teachers should be professional and full of their specialties and teaching materials, and the availability of a school environment that fosters the relations between the family members positively, and to take care of students socially, scientifically, psychologically and behaviorally, taking into consideration their needs and backgrounds, and work on the development of students according to their abilities and discuss the difficulties and problems faced by students in school. Organizational efficiency has become one of the main foundations that institutions seek in all fields to ensure their success and excellence because of its importance in the life of organizations and institutions of any kind, as most institutions rely on measuring their effectiveness as a means of assessing their performance. The level of effectiveness is related to the performance of the institution as it becomes low unless the principal of the institution has the ability and knowledge to identify the problem of his institution and its members (Flaih & Abdel Majeed 2005)

The problem of the study and its questions

Despite efforts by the Ministry of Education in the Sultanate of Oman to lift up the educational leaders (school administrations) through providing them with on-the-job training, there are still deficiencies in their career maturity which works to support school administrators in a conscious leadership style and achieve organizational effectiveness of the school. This is what the study results indicated to (Al Sayabeyya) and showed lack of sufficient authority for school

principals to make decisions about the progress of their schools as they have to refer the higher departments, and this leads to weak involvement of subordinates in administrative processes. There are also several factors that affect the work of the school principal, including hesitation in decision-making, lack of decisiveness and lack of delegation of authority in some businesses to staff with experience and high efficiency. The study of (Al-Ghassaniah, 2006) also indicates that there are personal, organizational and social obstacles to the leadership role of the school principal, which reduces his leadership role in the school administration according to organizational efficiency with certain criteria. The results of the study of (Al Yafeyyah 2009) showed that school principals focus more on productivity than on their legal status among themselves and those working because of the low level of ability and knowledge of the regulations, laws and official instructions that leads the school to a high level of school effectiveness.

In light of the above, the present study seeks to answer the following questions:

1. What is the degree to which school principals in Muscat Governorate have a career maturity?
2. Is there a statistically significant relationship (0.05) to the responses of the sample of the study on the possession of school principals for the functional maturity in Muscat Governorate in Sultanate of Oman due to the variables (type, qualification, functional experience)?
3. What is the level of organizational effectiveness of schools in Muscat Governorate?
4. What is the relationship between the degree to which school principals have a career maturity in Muscat Governorate and the organizational effectiveness of the school?

Objectives of the study

The study aims to achieve the following objectives:

1. Identify the degree to which school principals in the Governorate of Muscat have access to job maturity.
2. To detect the existence of statistically significant differences (0.05) between the principals' practice of the functional maturity in Muscat governorate according to the variables (type, qualification, functional experience).
3. Determining the degree of organizational effectiveness of schools in Muscat Governorate.
4. Detecting the existence of a relationship between the ownership of school principals for the maturity of career in the province of Muscat and the organizational effectiveness of the school.

The importance of the study

The importance of the study is reflected in what can be summarized in the following:

1. Enrich the educational literature in the field of school administration in the Sultanate of Oman through the importance of the society to be applied by the study; principals of schools and teachers, which will combine the two variables of functional maturity and its relationship to organizational effectiveness.
2. The importance of the educational leader (school principal) as the cornerstone of the success and progress of education in the Sultanate, so this study is to determine the level of maturity of the school principals in Muscat Governorate, Oman.
3. The results of this study are expected to benefit school principals, administrative supervisors and performance evaluation supervisors in the departments of human resource development in the educational governorates, officials of the general directorates of education in the educational governorates, and officials in the Ministry of Education's office to determine the level of job maturity that they should have and the impact of this on their decisions and their impact on the education process.
4. This study is expected to benefit the Ministry of Education concerned in the preparation and development of professional development programs on the functional maturity of school principals in the Sultanate and the organizational effectiveness of teachers.

The boundaries of the study

1. Human Boundaries: The study was limited to the school principals and the senior teachers in Muscat Governorate, Sultanate of Oman.
2. Objective boundaries: The study included the following areas: (functional maturity in the administrative, technical and social fields, and the organizational effectiveness of the school).
3. Spatial boundaries: The study was applied to all schools in Muscat Governorate.
4. Time Limits: This study was applied in the second semester of the academic year 2018/2019.

The study terminology

The study terms are defined as follows:

Career maturity:

Is the employee performing his duties and assuming his responsibilities after having the ability and knowledge to practice the behavioral behaviors that are directly related to achieving the goals and objectives to be reached (Al-Harhashah, 2012). It is intended in this study as,

The level that determines the ability of the school principal in the Governorate of Muscat and his knowledge of the laws and regulations governing the work of the institution to achieve its objectives through the optimal recruitment of the capabilities and capabilities in the proper management of the institution according to administrative processes such as planning, organizing, decision-making, assessing and so on.

Organizational effectiveness:

It is the ability of the organization to achieve its objectives. This ability and the criteria used to measure them depend on the model used in the study of organizations (Nawar, 2006). In this study, it is the ability of the schools in Muscat Governorate to achieve the educational goals in the least time, effort and cost within certain specific criteria.

Second: Previous studies

This part of the study deals with a number of previous Arab and foreign studies related to the subject of the study, which were obtained and it is as follows:

First: Arabic studies

Al-Sarayra's study (2008) aimed to identify the level of functional maturity of the general secondary school principals in Jordan and its relation to their level of administrative performance and the empowerment of teachers. The study sample consisted of (300) teachers, male and female teachers, randomly withdrawn from (100) public secondary schools in Jordan with three teachers from each school. Three data collection tools were built, The first was a questionnaire about the managerial maturity of managers, the second was a questionnaire about the administrative performance of managers, and the third was a questionnaire about teachers' empowerment. The authenticity of the instruments has been verified by presenting them to a group of arbitrators with expertise and experience. The researcher used arithmetic averages, standard deviations and Pearson correlation coefficients to process data statistically and after statistical analysis, and the study concluded that: the level of functional maturity of high school principals in Jordan is high from the point of view of their teachers, where the global total of arithmetic average of all paragraphs was (3.76). It also indicated that there is a statistically significant relationship at the level of significance ($\alpha = 0.01$) between the level of functional maturity of managers and the degree of teacher empowerment from the point of view of teachers. The Khalidi study (2008) sought to identify the level of performance of high school principals in Kuwait from the point of view of their teachers, and to achieve the objective of the study, a questionnaire was developed, and after making sure of the signs of sincerity and stability, it was applied on (489) teachers (male and female). The study showed the following results:

That the level of performance of high school principals in Kuwait was generally high from the point of view of their teachers. It also indicated that there is a significant difference in the level of performance of secondary school principals according to the gender variable and in all fields the overall score differences were in favor of females, and the existence

of statistically significant differences in the level of performance of secondary school principals according to the variable of scientific qualification in all fields of the study tool and in the total degree of fields were in favor of high education certificate holders. In addition to the existence of statistically significant differences in the level of performance of secondary school principals according to the variable of educational experience in all fields of the study tool and in the total degree of fields, were in favor of those who have experience from 5 to less than 10 years.

The Al-Yafa'i study (2009) aimed to identify the patterns of leadership behavior prevailing in the schools of the second cycle of basic education in the Sultanate of Oman from the point of view of teachers and its relationship to school effectiveness. he applied it to a sample of teachers and teachers of the schools of the second cycle of basic education in the academic year 2007-2008 using the descriptive method after the preparation of two tools; the first was a questionnaire describing the leadership behavior of principals (males and females) of basic education from the perspective of teachers, which included two dimensions: The first dimension in the framework of the work, which refers to the organization of work and the structuring of the task in order to achieve the goals set. The second dimension is the legal dimension, which refers to the relations between the leader and the teachers.

The second tool was developed by the researcher to detect the achievement of effectiveness in schools from the point of view of teachers, which included the goals and the adaptation and integration and the potential of the school. The study found many results. The most important of these was that the principals of the second cycle schools of basic education focus on productivity and ways of accomplishing the work rather than their legal focus among themselves and the workers.

Jassim (2011) conducted a study to identify the functional maturity and its impact on the organizational climate in the administrative departments of the Technical Institute in Mosul to determine the extent to which the career maturity of leaders can be exploited in favor of the prevailing organizational climate. He applied a questionnaire on a sample of 50 out of 72 members of the study community of the institute. He divided the variables of functional maturity into five variables; commitment to work, ambition, adaptation, investment of knowledge, and motivation for achievement, while the organizational climate variables were divided into four variables: interaction, risk tolerance, stress management, and employee confidence. The results of the study showed that the level of functional maturity of the employees of the Institute for all its variables was high, and also to a high degree in organizational climate variables. It pointed out that there is a strong correlation with statistical significance between the variables.

Farhouda's study (2014) aimed to identify the degree of organizational effectiveness and its relationship to total quality management in the schools and UNRWA in the governorates of Gaza from the perspective of teachers' points of view. To achieve the objective of the study, a questionnaire was developed, and after the persistence of the signs of sincerity and persistence it was applied on (700) teachers (males and females). The results showed that the degree of organizational effectiveness in UNRWA schools in the Gaza governorates was high. And that there are statistically significant differences between the teachers' average of the degree of organizational effectiveness due to gender variable in favor of females, and a variable qualification for the benefit of holders of postgraduate qualifications, the variable of years of experience came in favor of those who have years of experience ranging from 5-10 years, while the quality of the practice of total quality management in UNRWA schools in the provinces of Gaza to a high degree, and there were statistically significant differences between teachers' average scores for the degree of Total Quality Management (TQM) practice due to the gender variable in favor of females, and the variable of scientific qualification in favor of the holders of postgraduate qualifications.

Al-Harthy (2015) also conducted a study to determine the extent to which secondary school principals in the city of Riyadh practice their functions and to what extent the professional practices of principals are close to official administrative functions and identify the obstacles facing the principals of public schools in Riyadh. The results of the study showed that the practice of the managers of public secondary schools in Riyadh for their functions in the areas of planning, organization, coordination, supervision, guidance and evaluation to a high degree of the majority of the parts of the questionnaire.

The study of Al-Jarida and others (2018) also aimed to identify the degree of organizational effectiveness of the schools in Al-Suwa'iq Governorate in Northern Batinah Governorate in Oman. A questionnaire consisting of 51 paragraphs was prepared in six areas, which were applied on 100 principals and senior teachers. Computational averages and standard

deviations were extracted and the use of T test. The study found that the degree of organizational effectiveness in the schools of the state of Suwaiq in the province of North Batinah in the Sultanate of Oman is high. It showed that there are statistically significant differences in the degree of organizational effectiveness due to the gender variable, years of experience and scientific qualification.

Second: Foreign Studies

The Patton & Creed study (2002) sought to identify the relationship between professional maturity and commitment to work. The researchers used a sample of 377 high school students by identifying the Australian version of the Professional Development Survey, and the use of a measure of commitment to work in the form of a questionnaire. The results showed that the commitment to work was moderately associated with the sub-standards of the Australian version of the Professional Development Questionnaire, and there are differences of statistical significance in the commitment to work in the sex variable in favor of females and the relationship between commitment to work and the knowledge component of female professional maturity is stronger.

Pandy (2001) conducted a study to assess the effectiveness of primary schools in India from the point of view of teachers. He selected a sample from the 62 teachers working at the Indian Institute of Education. The results of the study showed that the effectiveness of primary schools was moderate. It also showed that the role of the effective teacher has a positive impact on the effectiveness of the primary school as the level of effectiveness of the school increases with the effective teaching by teachers.

Valdez (2003) examined the effectiveness of secondary school from the students' point of view to assess the level of effectiveness of secondary schools and educational services provided by public schools from the perspective of students in Chicago, USA in the 2001/02 school year. The sample of the study was 42 students of four schools. The results showed that the degree of effectiveness of high school was low and that there is a strong correlation between the variables of the study of sex, grade and race with the discipline of students, as 30% of students are irregular in school attendance, because of the low efficiency of the school in the field of study achievement and the absence of the role of psychological and social guidance, and that 6% of students are committed to school attendance because of the role of the teacher in improving and raising their level of achievement.

The Helen and Marks (2003) study aimed at revealing the relationship between school leadership performance and its relation to teachers and student performance and achievement. The study sample was selected from 24 different schools with different levels. The results of the study showed that there is a relationship between the leadership style and the improvement of the performance of the schools as when the participatory leadership style of all groups is used with transformational leadership in an integrative framework, the level of school performance increases and therefore the achievement level of the students increases.

Goldsmith (2003) sought to evaluate the effectiveness of the school principal in the United States. The sample of the study consisted 10 of the principals district schools and interviews with 40 managers in rural and urban districts, some of whom were retired. The researcher used two tools: questionnaire and interviews. The results of the study showed that school principals in the USA have a low degree of effectiveness and weak implementation of the educational accountability system in the schools studied. It also pointed to a clear decline in the degree of application of educational goals and that 6-10 principals pointed to the weak effectiveness of educational administration. The results of the interviews showed that 89% of the respondents stressed on the need to adopt a system of administrative accountability.

Derek (2005) noted in a study of the effectiveness of the school principal in Indian schools by identifying the characteristics and properties of an effective school principal in India, and standing on the impact of school size variables, management experience, gender, and years of experience. The sample of the study was 292 principals of India schools in a number of districts, and the questionnaire was used as a tool for study. The results of the study showed that the degree of effectiveness of school principals in India is high, and that 13 characteristics of the effectiveness of the effective principal in India were available by 90%, and both the organizational commitment and humor of the school principal came at a low level. The results showed that there are statistically significant differences in the principals' assessment of the principal's effectiveness due to gender variables and management experience; and there were no statistically significant differences in the principals' assessment of the principal's effectiveness due to the variables of school size and years of experience.

Victor (2009) conducted a study to identify the leadership status of school principals and improve school work "the Singapore case" in order to understand the impression of the principals themselves and the impression of their employees on their leadership practices. The researcher used the interview as a tool as he interviewed 10 school principals, three assistant principals and 15 administrative and teaching staff to identify the characteristics and characteristics of serious performance from their point of view. The results of the study showed that employees have a belief that their principals are the most important elements of the school system. It also pointed out that principals are not convinced of the involvement of the employees in decision making. The results also showed that principals believe that they are the official leaders of their schools and that they support their teachers.

The study of Nasution and others (2018) aimed to identify the impact of career development and organizational culture on employee performance. The researchers used the quantitative approach of 242 employees at Bima Nguyen Bandungia Bank in Indonesia. The results of the study showed that career development and organizational culture had a high impact and positive impact on the performance of the employee. And there is a positive relationship between individual performance and the effectiveness of the institution, the higher the individual performance, the better the performance of the institution.

Comment on previous studies:

2. METHOD AND PROCEDURES

Study Approach

The study followed the most common descriptive approach used in the study of human and educational phenomena due to its relevance to the subject of this study.

Study community

The study society consisted of all school principals in Muscat Governorate, Sultanate of Oman, their assistants and senior teachers whose total number was (709). That was according to statistical data from the Department of Planning and Educational Needs in Muscat for the academic year 2018/2019. Table (1) shows the distribution of members of the study community according to the job title and gender.

The study sample

The sample of the study consisted of (450) individuals, of whom 340 were teachers and senior teachers, 63.7% of the original community size, 59 principals (males and females, 13.1% of the original community, 51 assistants, (11.3%) of the original study population, and Table (1) shows the distribution of the sample members according to the study variables:

Table (1)

variable type	levels	duplicates	percentage
Gender	male	178	39.6%
	female	272	60.4%
	total	450	100%
Qualification	BA	385	85.6%
	MA & above	65	14.4%
	total	450	100%
experience	from 1 to 10 years	116	25.8%
	11 years & above	334	74.2%
	total	450	100%
Job title	principal	59	
	principal assistant	51	
	senior teacher	340	
	total	450	

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Study tool:

In order to achieve the objectives of the study, the researchers developed the tool of study after reference to the theoretical literature and previous studies related to this subject, including the study of (Sarayra, 2008; al-Qadaah, 2017). The questionnaire consisted of (60) paragraphs after arbitration, divided into four main axes. The following table illustrates this:

Table (2): axes of the study tool and its paragraphs

No	Axes	Number of paragraphs
1	Administrative field	15
2	Technical field	15
3	Social field	10
4	Organizational effectiveness	20

To answer all the paragraphs of the questionnaire, the five-dimensional Likert scale was used: (always, often, sometimes, rarely, never) to determine the degree of the principal's practice for each of these elements.

Tool Validation:

To verify the validity of the tool, the researcher presented the questionnaire to a group of arbitrators who are specialized in Omani universities, and have long experience in the administrative work of education in the Ministry of Education and some supervisors specialized in the Arabic language. The number of arbitrators was (15). The arbitrators were asked to express their views and observations on the paragraphs of the questionnaire in order to ensure that the study tool was comprehensive in terms of language, relevance of the paragraph to the areas. They were also asked for deletion, modification or addition of what they deemed appropriate. The questionnaire was formed before presenting it to the arbitrators from (55) paragraphs distributed in the nine fields. Based on the observations received from the arbitrators, it contained (60) items, which measure the degree to which school principals have a career maturity in the Governorate of Muscat divided into four fields and graded according to the Likert scale. The responses of members of the study community were corrected as follows:

Class (5) was given a response that was "very much agree".

Class (4) was given a response that was "strongly agree".

Class (3) was given a response that was "moderately agree".

Class (2) was given a response that was "I agree to a low grade."

Class (1) was given a response that was "I agree to a very low grade."

So, the higher the degree of appreciation, the greater the degree of ownership of school principals for the maturity of career in the province of Muscat, and vice versa. The degree of ownership by the principals of the career maturity in Muscat Governorate was divided into three levels, based on the average responses. The researchers used the results of the classification hierarchy as explained in the following table:

Table (3): Taxonomic ladder to explain the results of the study

Average	Degree of approval	Standard
2.33-1	Low	One standard deviation from arithmetic mean
3.67-2.34	Medium	Average
5-3.68	high	One standard deviation from arithmetic mean

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This categorical scale of responses can be justified as follows:

The researcher adopted this measure by dividing the maximum score (5) into three equal categories within the range (1-5) according to the following equation: The highest value of the answer alternatives in the study tool - the minimum value of the answer alternatives in the study instrument divided by the number of three levels (high medium, and low) ie: $(5-1) \div 3 = 1.33$ This value is equal to the length of the category between the three levels (large, , And low).

$$2.33=1.33+1.00$$

$$3.66=1.33+2.33$$

$$5.00=1.33+3.66$$

Thus, the values of the arithmetic averages of the administrative empowerment level, ranging from:

(2.33-1.33) low degree.

(3.66-2.34) medium degree

(5.00-3.67) high degree

Stability of the study instrument

To extract the semantics of the construction validity of the tool consisting of (60) paragraphs, extracted the stability coefficients of the axes with the total score in the methods of Cronbach Alpha, on a sample survey from outside the sample of the study consisted of (40) of the principals of schools in Muscat Governorate in Oman.

The following tables illustrate this.

Table (4): Coranbach alpha stability coefficients for dimensions and scale as a whole

Scale dimensions	Number of paragraphs	Cronbach's Alpha
The dimension of career maturity in the administrative field	15	0.93
The dimension of career maturity in the technical field	15	0.90
The dimension of career maturity in the social field	10	0.95
The dimension of organizational effectiveness	20	0.97
Total score	60	0.939

It is noted from Table (4) that the stability coefficient in each dimension of the scale is a high degree of stability in the humanities and an indication of the internal consistency of the dimensions of the scale.

Statistical Processing

The researcher used the appropriate statistical, descriptive and analytical treatments to extract the results for each of the study questions using the SPSS program as follows:

1. The AlphaCronbach correlation coefficient and Pearson correlation coefficients were used to verify the validity and stability of the study instrument.
2. The arithmetical averages and standard deviations were calculated to answer the first and third questions.
3. The T-Test and ANOVA were used to answer the second question.
4. Pearson correlation coefficients were used to answer the fifth question.

Study variables

The study includes the following variables:

Independent Variable: Degree of School Principals' Ownership of Career Maturity.

The dependent variable: the organizational effectiveness of the school.

Independent Mediator Variables: This study included four independent mediator variables:

- Gender (male, female)
- Academic Qualification (Bachelor, Master and above)
- Job Title (School Manager, Assistant Director, Senior Teacher)
- Years of Experience (1-10 years, 11 years and above)

3. RESULTS OF THE STUDY AND DISCUSSION

First, the results related to the first question, which read:

"What is the degree to which school principals in Muscat Governorate have career maturity?"

To answer this question, the arithmetical averages and standard deviations were extracted for the sample of the study sample on the degree to which school principals in Muscat Governorate in Oman had a job maturity according to the dimensions of the school principal's matriculation score.

Table (5): The arithmetical averages and the standard deviations of the sample estimates on the dimensions of the school principal maturation scale, descending order by the arithmetic averages

rank	no	dimensions	SMA	standard deviation	Degree of career maturity
1	2	The dimension of career maturity in the technical field	4.48	0.55	high
2	1	The dimension of career maturity in the administrative field	4.47	0.46	high
3	3	The dimension of career maturity in the social field	4.30	0.63	high
		Scale as a whole	4.41	0.51	high

Table (5) shows the statistical averages and standard deviations of the sample of the study sample on the degree of ownership of the job maturity by the principals in Muscat Governorate in the Sultanate of Oman, where in the first place came the dimension of career maturity in the technical field, with the highest SMA of (4.48) and standard deviation (0.55), followed by the dimension of career maturity in the administrative field with an average of 4.47 and a standard deviation of 0.46. In the third and final rank the dimension of career maturity in the social field, with an average of 4.30 and a standard deviation of 0.63. The general SMA was (4.41) with general standard deviation (0.51), a high degree in the ownership of school principals for career maturity. This may be attributed to the fact that school principals perform their administrative, technical and social work in a high way, which leads to achieve the goals of the school, wishing to prove themselves to improve the level of performance, in addition to the educational qualification they received in the training courses provided by the Ministry of Education and the Specialized Center for Teachers and to the training programs that are implemented in Muscat Governorate. The results of the current study were consistent with the results of the study (Sarayra, 2008; Jassim, 2011), which showed that the maturity of the school principals was significantly higher, and the level of performance in their management of schools also came high and differed with the results of the study Shatnawi (2015), whose results showed an average level of functional maturity and a decline in the level of performance and administrative and technical practices.

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For further explanation and discussion of the results of previous dimensions of the areas of functional maturity, we review the following each dimension separately:

First: The dimension of career maturity in the administrative field

Table (6): The SMA and standard deviations of paragraphs The dimension of career maturity in the administrative field, in a descending order according to arithmetical averages.

rank	no	paragraphs	SMA	standard deviation	Degree of ownership
1	2	Follow up the regularity of the administrative and teaching staff on a regular basis	4.67	0.65	high
1	3	follow up of students regularity	4.67	0.56	high
2	4	Application of resolutions, regulations, circulars and publications issued by the Ministry throughout the academic year	4.65	0.61	high
3	5	Work to show the school building in a beautiful appearance throughout the academic year	4.62	0.65	high
3	8	Forming school councils and committees according to the guide issued by the ministry	4.62	0.68	high
4	10	Open channels of communication between the school and the community	4.59	0.65	high
4	14	Ensure that teachers participate in school meetings	4.59	0.69	high
4	1	following up the implementation of the school plan	4.56	0.71	high
4	9	following up the administrative work related to the records and data of employees and students at the educational portal	4.56	0.68	high
5	7	Follow-up of employees in carrying out the administrative work entrusted to them	4.46	0.72	high
6	11	Supervising the budget of the school in a manner that takes into account the specific items and the spending priorities	4.45	0.84	high
7	15	Involving teachers in decisions making	4.31	0.86	high
8	12	Selection of teachers with experience in classroom leadership and educational activities	4.26	0.82	high
9	6	Delegation of staff to carry out administrative work	4.08	0.90	high
10	13	The imposition of self-authority on subordinates during his absence	3.91	1.09	high
General level			4.47	0.46	high

Table (6) shows the general SMA average and the general standard deviation of the dimension of career maturity in the administrative field, with general average of the dimension (4.47) and a general standard deviation (0.46), and to a high degree in the ownership of school principals for career maturity, where paragraphs (2) and (3) which respectively say "Follow up the regularity of the administrative and teaching staff on a regular basis" and "follow up of students regularity" In the first place with the highest repetitive SMA (4.67) and standard deviation (0.65) and (0.56) respectively. This was followed, in the second rank, paragraph (4) which says "Application of resolutions, regulations, circulars and publications issued by the Ministry throughout the academic year" with SMA of (4.65). Then in the third place came paragraphs (5) and (8) which respectively say "Work to show the school building in a beautiful appearance throughout the academic year" and "Forming school councils and committees according to the guide issued by the ministry" with a repetitive SMA (4.62), while paragraph (13) which says "The imposition of self-authority on subordinates during his absence

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absence” in the last place with SMA of (3.91) and standard deviation of (1.09). In general, the general SMA average (4.47), with a standard deviation (0.46). This indicates that the degree of ownership of managerial maturity by the principals in the administrative field was high. This result may be attributed to the importance of the regularity of the administrative and teaching bodies and students to follow the course of the school as planned, and the fact that regularity is the primary endeavor of the principal to achieve it at first, which reflects the general impression of the school and helps to issue the initial judgment of the school by the administrative supervisors and followers in accordance with the technical and supervisory follow-up plan by the Department of Performance Development Department of Human Resources Development in Muscat, in addition to the principal efforts to maintain order and regularity in his school to provide the appropriate educational environment to teach students. This result is consistent with the results of the study (Sarayra, 2008; Al-Jafa'ia, 2009). The results show that school principals have a priority to follow the commitment to discipline and regularity and work with official regulations and regulations. The result of these two paragraphs differs from the outcome of the study of Al Sharari (2013), which confirmed that the level of effectiveness of the performance of school principals was average in the area of planning, administrative organization and follow-up.

Second: The dimension of career maturity in the technical field

Table (7): The SMA averages and standard deviations of the paragraphs of the career maturity in the technical field, in a descending order in SMA averages

rank	no.	paragraphs	SMA	standard deviation	degree of ownership
1	29	ensuring the effective participation of the school in competitions and educational activities	4.61	0.63	high
2	16	Encouraging teachers to use methods that take into account individual differences among students	4.60	0.63	high
2	18	Instructing teachers to activate various technical teaching aids	4.60	0.68	high
3	28	Assessing teachers' performance on a regular basis	4.59	0.67	high
4	19	Following up the level of educational attainment of students on a regular basis	4.58	0.72	high
5	21	Encourage teachers to attend workshops and training courses inside and outside the school in order to raise their competence	4.57	0.71	high
6	30	Follow up the different students' problems of and work to diagnose and solve them in cooperation with the social worker and teachers at the school	4.55	0.70	high
7	20	Interest in identifying the reasons for the low level of students	4.54	0.71	high
8	27	Providing a stimulating learning environment for students	4.51	0.75	high
9	25	Motivating teachers to discover and work on student talent	4.48	0.75	high
10	22	See the forms of supervisory visits prepared by educational supervisors for teachers	4.44	0.77	high
11	24	Follow-up of the tests in cooperation with the senior teachers and educational supervisors	4.36	0.86	high
12	23	Follow up teachers' commitment to the observations of educational supervisors	4.28	0.85	high
13	17	Providing educational supplies that help to implement the educational process	4.27	0.84	high
14	26	Encouraging teachers to make their comments and suggestions on the curricula and submit them to the competent authority	4.17	0.97	high
General level			4.48	0.55	high

Table (7) shows The SMA averages and standard deviations of the paragraphs of the career maturity in the technical field, The general average of the dimension was (4.48) with a general standard deviation (0.55) and to a high degree in the ownership of school principals for career maturity. Paragraph (29), which says, “ensuring the effective participation of the school in competitions and educational activities” came in the first place with SMA (4.61) and standard deviation (0.63), followed by the two paragraphs (16) and (18) in the second place, which say respectively, “Encouraging teachers to use methods that take into account individual differences among students Encouraging teachers to use methods that take into account individual differences among students” and “Instructing teachers to activate various technical teaching aids”, with SMA (4.60) . Followed them in the third place paragraph (28), which says “Assessing teachers' performance on a regular basis) with SMA (4.59), while paragraph (26), which says (Encouraging teachers to make their comments and suggestions on the curricula and submit them to the competent authority” in the last place with SMA (4.17) and standard deviation (0.97). In general, the SMA was (4.48) and the standard deviation (0.55), which indicates that the degree of ownership of school principals for career maturity in the technical field came to a high degree. It is attributed to the fact that school principals are committed to the regulations, legislations and ministerial circulars that determine the effective participation in various competitions and activities, and are keen to activate the various educational activities in their schools and have good convictions of the importance of developing the talents of students in various fields by highlighting them and introducing them in competition with other schools in competitions and activities throughout the academic year. The result of this study is consistent with the outcome of Al-Harithi study (2015), which resulted in the fact that school principals exercise their duties to a high degree in planning student activities and programs, and differed with the result of the study of Shatnawi (2015), which showed results that the principals of schools perform their technical tasks in relation to the educational activities of students in terms of preparation and planning and supervision to an average degree. This may also be attributed to the keenness of school principals to take opinions on the curricula and submit them to the competent authority in the ministry, in addition to the involvement of teachers in the preparation and review of the curriculum on a regular basis, in addition to the participation of teachers in the committees issued by the Ministry in the preparation and development of curricula and in all subjects. The result of this paragraph is consistent with the result of the study of Nasir (2001), whose results showed that the axis of curriculum development is one of the highly practiced axis, and differ from the study of Khalidi (2008), which confirmed that the performance of school principals in the field of curriculum was average, as their observations are not taken and teachers are not involved in the process of preparing and developing curricula.

Third: The dimension of career maturity in the social field

Table (8): The SMA averages and standard deviations of the paragraphs of the career maturity in the social field, in a descending order in SMA averages

rank	no	paragraphs	SMA	standard deviation	Degree of ownership
1	39	Encouraging parents to visit the school to stand on their children's achievement levels.	4.58	0.67	high
2	34	Believing in the effective role of the councils of parents and teachers in the development of the educational process	4.51	0.72	high
3	35	exploitation of his abilities to create collaboration and coordination between the school and the community	4.49	0.71	high
4	31	Ensuring that the school contributes to the progress and development of the community	4.42	0.72	high
5	33	Involving parents of students in educational activities in accordance with rules and regulations	4.32	0.86	high
6	32	Utilizing people with expertise in the community to develop the school environment	4.30	0.81	high

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7	37	Encouraging students to serve their local environment in various fields and activities	4.26	0.86	high
8	40	Working on issuing awareness leaflets for members of the local community to identify what the school is doing	4.11	0.94	high
9	36	Involving the students in community awareness	4.05	0.94	high
10	38	Grant the members of the Parents and Teachers Council the authority to participate in taking some administrative and technical decisions to serve the school	3.96	1.00	high
General level			4.30	0.63	high

Table (8) shows The SMA averages and standard deviations of the paragraphs of the career maturity in the social field. The general average of the dimension was (4.30) with a general standard deviation (0.63) and to a high degree in the ownership of school principals for career maturity. Paragraph (39) which says, "Encouraging parents to visit the school to stand on their children's achievement levels." Came in the first place with the highest SMA (4.58) and standard deviation (0.67), followed in the second place by paragraph (34) which says, "Believing in the effective role of the councils of parents and teachers in the development of the educational process" with SMA (4.51). In the third place came paragraph (35) which says, "exploitation of his abilities to create collaboration and coordination between the school and the community" with SMA (4.49), while paragraph (38) which says, "Grant the members of the Parents and Teachers Council the authority to participate in taking some administrative and technical decisions to serve the school" in the last place with SMA (3.96) and standard deviation (1.00). In general, the SMA was (4.30) and the standard deviation (0.63), which indicates that the degree of ownership of school principals for career maturity in the social field came to a high degree. This may be attributed to the activation of the school principals of the Parents and Teachers Council Regulations issued by Ministerial Decision No. 44/2002 and the activation of periodic meetings between teachers and parents of students, which were approved in 2017, In addition to their keenness to inform parents about the progress of work in school, especially with regard to levels of students achievement, In addition to the desire of school principals to inform parents of the efforts of the school to raise the levels of achievement of students and to inform them of the programs and activities carried out by the school in this regard in order to enhance the reputation of the school in this aspect for its importance in the effectiveness of the school and how the community sees it. The result of this paragraph is consistent with the study of Khalidi (2008), where the results showed that the relationship of the community with the school came to a high degree through the high level of communication with the school by parents to follow the levels of their children, and differed with the results of the study (Al-Jaradin, 2004; Al-Harithi, 2015), where the results were of an average level in the relationship with parents and the community regarding their visits to the school.

Second: The results related to the second question, which says:

"Are there statistically significant differences at the level of significance ($\alpha 0.05$) in the sample of the study on the degree of ownership of the functional maturity of school principals in Muscat Governorate in the Sultanate of Oman due to the variables: gender, scientific qualification, years of experience and job title?"

In order to answer this question, the data were analyzed to derive the SMA averages and the standard deviations of the sample of the study on the degree of ownership of the functional maturity of the principals in Muscat Governorate, and compare these averages using T-test and ANOVA to ascertain the significance of the differences attributed to the variables; gender, scientific qualification, years of experience, and job title as follows:

1: The variable "Gender"

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

Table (9): A T-test for the impact of the gender variable on the degree to which school principals in Muscat Governorate have a job maturity

dimension	gender	number N=450	SMA	standard deviation	(T) value	Statistical significance
the dimension of career maturity in the administrative field	male	178	4.42	0.50	1.630-	0.047
	female	272	4.49	0.43		
the dimension of career maturity in the technical field	male	178	4.41	0.61	2.144-	0.007
	female	272	4.52	0.50		
the dimension of career maturity in the social field	male	178	4.15	0.73	3.817-	0.000
	female	272	4.40	0.53		

Table (9) shows that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the sample of the study on the degree of ownership of the career maturity by the school principals in Muscat Governorate in the Sultanate of Oman according to the gender variable (male / female) in all dimensions of the scale. The statistical differences came in favor of the female sample in all dimensions. It may be attributed to the fact that female school principals are more serious in their work with regard to educational performance in the three areas; school administration, teaching and learning and their association with the school in general and with the education profession in particular, in addition to making great efforts in pursuing their career development by joining training programs in the field of educational management outside the scope of work and work to harness the potential of the community to improve the level of their schools in various areas, which leads to their distinction in the performance of their school functions. The results of this study are consistent with Khalidi's (2008) study, which showed that there are differences in maturation and functional performance for females in the fields of study: organization and administrative work, student affairs, follow-up of teachers, curricula, community and school building, and differed from the results of the Yazijin study (2003), which showed that there were no gender differences in the performance of school principals.

2: The variable "Qualification"

The SMA, standard deviations and T-Tests for the independent sample were obtained to determine the effect of the qualification variable (BA, MA and above). The following table illustrates this.

Table (10): T-Test for the effect of a qualification variable on the degree to which school principals in the Governorate of Muscat in Oman have access to career maturity

dimensions	qualification	number N=450	SMA	standard deviation	(T) value	Statistical significance
the dimension of career maturity in the administrative field	BA	385	4.48	0.42	1.199	0.012
	MA & above	65	4.38	0.62		
the dimension of career maturity in the technical field	BA	385	4.48	0.52	0.525	0.022
	MA & above	65	4.44	0.70		
the dimension of career maturity in the social field	BA	385	4.32	0.59	0.941	0.002
	MA & above	65	4.22	0.82		

Table (10) shows that there are statistically significant differences at the level of significance ($\alpha 0.05$) in the sample of the study on the degree of ownership of the academic maturity of the school principals in Muscat Governorate according to the variable of qualification (Bachelor, Master and above) in all dimensions of the scale. The statistical differences were in favor of the sample with a Bachelor qualification. This may be due to the fact that the majority of school principals and their assistants who have BA degrees received appropriate academic education, In addition to receiving courses and training programs in the technical field according to (professional development plan of the Department of Human Resources Development) in the three fields; administrative, technical and social, And the inclusion of long-term training programs in the specialized center for teachers contributed to their reaching to this level. And the principals of the

bachelor degree have the enthusiasm, desire and ability to develop themselves and accept the guidance of administrative supervisors on avoiding observations and to prove their worth in knowledge and compete with the higher qualifications. The result of this study was consistent with the results of the Yazighin study (2003), which showed significant differences in the performance dimensions of school principals due to the variable of qualification, And differed from the study of Habtoor (2007), which showed that there were no statistically significant differences in the effectiveness of the job performance and the maturity of the school principal due to the variable of qualification.

3: The Variable "years of experience"

The SMA, standard deviations and T-Tests for the independent sample were obtained to determine the effect of the "years of experience" (from 1 to 10 years, and 11 years & above) variable. The following table illustrates this.

Table (11): T-test for the effect of the years of experience variable on the degree to which school principals in the Governorate of Muscat in the Sultanate of Oman have access to career maturity

dimensions	years of experience	number N=450	SMA	standard deviation	(T) value	Statistical significance
the dimension of career maturity in the administrative field	(1 -10) years	116	4.56	0.48	2.476	0.499
	11 years & above	334	4.43	0.45		
the dimension of career maturity in the technical field	(1 -10) years	116	4.50	0.59	0.626	0.408
	11 years & above	334	4.47	0.53		
the dimension of career maturity in the social field	(1 -10) years	116	4.43	0.60	2.475	0.668
	11 years & above	334	4.26	0.64		

Table (11) shows that there are no statistically significant differences at the level of significance ($\alpha 0.05$) in the sample of the study on the degree of ownership of the career maturity of school principals in Muscat Governorate in Sultanate of Oman according to the variable of years of experience (1-10 years, 11 years & above) in all dimensions of the scale. This may be attributed to the Ministry's keenness on assigning candidates to the school administration in an intensive two-year training program at the Specialized Center for Teachers regardless of their years of experience so that they can acquire the necessary leadership skills to ensure their success in leading the school and improve its effectiveness in various fields; administrative, technical, social and organizational, In addition to passing parallel training programs in the training center for the governorate. The results of this study are consistent with the results of the Abu Kushk study (2011), which showed that there were no differences in the performance of school principals for their roles due to the variable of experience, and differed from the study of Habtoor (2007), which showed differences due to the variable years of experience on the impact of the performance factors of the school principal.

4: The Variable "Job Title"

The SMA, standard deviations and T-Tests for the independent sample were obtained to determine the effect of the **Job Title (school principal, principal assistant, senior teacher)** variable. The following table illustrates this.

Table (12): SMA and Standard Deviations of the Effect of Variable Job Title on the Degree of Ownership of School Principals in Muscat Governorate in Oman for Career Maturity

job title	number N=450		administrative field	technical field	social field
school principal	59	SMA	4.55	4.55	4.26
		standard deviation	0.39	0.46	0.58
principal assistant	51	SMA	4.48	4.55	4.32
		standard	0.48	0.49	0.59

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		deviation			
senior teacher	340	SMA	4.45	4.45	4.31
		standard deviation	0.47	0.57	0.65
global	450	SMA	4.47	4.48	4.30
		standard deviation	0.46	0.55	0.63

Table (12) clearly shows the SMA and standard deviations of the sample of the study on the degree of ownership of career maturity by the principals in Muscat Governorate in Oman according to the variable of the job title.

In order to ascertain the significance of the statistical differences between the SMAs, ANOVA was used. Table (13) illustrates this.

Table (13): Analysis of the variance of the variance (ANOVA) of the variable effect of the job title on the degree of ownership of school principals in Muscat Governorate in Oman for career maturity

dimensions	source	Total squares	freedom degree	squares average	Value of P	Statistical significance
career maturity in the administrative field	between groups	0.545	2	0.272	1.298	0.274
	within groups	93.81	447	0.21		
	global	94.355	449			
career maturity in the technical field	between groups	0.804	2	0.402	1.346	0.261
	within groups	133.565	447	0.299		
	global	134.369	449			
career maturity in the social field	between groups	0.126	2	0.063	0.157	0.855
	within groups	178.944	447	0.4		
	global	179.07	449			

Table (13) shows that there are no statistically significant differences at the level of significance ($\alpha 0.05$) in the sample of the study on the degree of ownership of career maturity of the principals in Muscat Governorate in Oman due to the job title in all dimensions of the scale. This may be due to the fact that school principals and their assistants receive a parallel amount of preparation and training once they are engaged in educational and administrative work. These programs provide them with the educational expertise necessary to perform their tasks properly. This is what the Ministry has sought and approved and among the objectives of establishing the Specialized Center for Teachers. The results of this study are consistent with the results of the study of Abu Kushk (2011), whose results showed no statistically significant differences in the performance of school principals for their functional roles due to the job title variable, And differed from the study of Al-Otaibi (2007), which showed the existence of differences of statistical significance in the relationship between the leadership style of the manager and his ability attributed to the variable job title.

Third: Results related to the third question, which read:

"What is the level of organizational effectiveness of schools in Muscat Governorate?"

To answer this question, SMA and standard deviations were extracted for the sample of the study on the level of organizational effectiveness of Muscat Governorate schools in the Sultanate of Oman. To illustrate the results of the answer to the question, the researcher adopted the following judgment criterion:

range	level of organizational effectiveness
from 1 to 2.33	weak
from 2.34 to 3.67	average
from 3.68 to 5	high

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The following table illustrates this.

Table (14): SMA and standard deviations on the level of organizational effectiveness of Muscat Governorate schools in Oman, in descending order according to SMA

rank	number	paragraphs	SMA	standard deviation	level
1	1	Realizes the overall goals of the school in its three areas (teaching, learning and management)	4.67	0.57	high
2	3	Involves teachers in school activities	4.64	0.59	high
3	16	Ensures an appropriate learning environment	4.60	0.69	high
4	4	Invests available energies to achieve school goals	4.59	0.67	high
5	19	Works to raise the morale of teachers	4.59	0.76	high
6	15	Provides a positive school environment	4.56	0.74	high
7	14	Adheres to professional values and provides support to all teachers	4.55	0.75	high
8	18	uses various electronic means of communication are used to clarify the school's mission and activities	4.51	0.75	high
9	7	Focuses on the factors associated with student achievement at Parents and Teachers Council meetings	4.50	0.70	high
10	5	Plans for time management effectively	4.49	0.75	high
11	13	He is concerned with the development of social relations between teachers	4.48	0.83	high
12	17	Identifies with the teachers the organizational values of the school	4.43	0.80	high
13	2	Involves teachers in setting school plan objectives	4.35	0.86	high
14	8	works to provide teaching aids	4.35	0.81	high
15	10	Seeks to achieve what makes teachers feel job satisfaction	4.34	0.89	high
16	12	Uses diverse and appropriate methods for evaluating teachers	4.30	0.90	high
17	11	Is keen to transform the differences of views between teachers to a positive competition	4.27	0.92	high
18	6	Has the ability to predict the external variables that can face the school	4.26	0.77	high
19	9	Identifies the training needs of teachers accurately	4.21	0.88	high
General level			4.46	0.60	high

Table (14) shows the general SMA and the general standard deviation of the level of organizational effectiveness of Muscat Governorate schools in the Sultanate of Oman. The general average reached (4.46) with a general standard deviation (0.60) and a high level of organizational effectiveness. Paragraph (1) which says “Realizes the overall goals of the school in its three areas (teaching, learning and management)” came in the first place with the highest SMA average (4.67) and a standard deviation of (0.57), followed, in the second place, by paragraph (3) which says “Involves teachers in school activities” with an SMA (4.64), followed in the third place with paragraph (16) which says, “Ensures an appropriate learning environment” with an SMA (4.60), while paragraph (9) which says, “Identifies the training needs of teachers accurately” came in the last place with an SMA (4.21) and standard deviation (0.88). In general, the general SMA average (4.46) and standard deviation (0.60) indicate that the level of organizational effectiveness of the schools in Muscat Governorate in Oman has a high level of organizational effectiveness. This may be attributed to the principals' keenness to adhere to the performance development guide issued in accordance with Ministerial Decision No. 19/2006 and to adopt it in preparing the school plan, taking into consideration the available human, technical and material resources, based on careful and accurate reading and proper diagnosis of the results of the school in various fields and

activities, especially with regard to the results of academic achievement. It also ensures that school principals are able to instruct school administrators and supervisors to evaluate feedback about the school plan and their knowledge of the reports of participatory supervisory visits because the school plan is one of the important elements of the technical visit report, which gives the school principal qualitative observations about the plan objectives. The results of this study are consistent with the results of the study (Farhoda, 2014; Jraide et al., 2013), which showed that the school's organizational effectiveness was high in all its fields and differed from the study of Al Sharari (2013) where the result was that the effectiveness in the planning of the goals of the school plan at its levels came to a medium degree. This may also be due to the fact that school principals are sufficiently qualified to identify the training needs of teachers due to their practice of educational supervision by exceeding the minimum periodic supervision visits of teachers according to (the results of the analysis of supervisory visits for the academic year 2018/2019 for the schools of Muscat Governorate.) which pointed to the high rate of supervisory visits to teachers, which increases the doses of feedback to teachers on the level of performance, which in collaboration with the senior teachers and educational supervisors enables him to identify the training needs of teachers, whether specialized or administrative. The results of this study are in line with the results of the Farhouda study (2014), which showed that the school's organizational effectiveness in terms of the professional growth trend of the teachers was high, and differs from the Shatanaoui study (2015), where the result was a moderate in relation to the ability of school principals to identify the training needs of teachers.

Fifth: Results related to the fifth question, which read:

"Is there a statistically significant relationship between the degree to which school principals have a career maturity in Muscat Governorate and the level of organizational effectiveness of the school?"

To answer this question, the Pearson correlation coefficient was extracted to determine the relationship between the degree to which school principals have a career maturity in Muscat Governorate and the level of organizational effectiveness of the school, and to explain the results of the answer to the question, the researcher has adopted the following table to explain the strength of the relationship:

Link coefficient value	The strength of the correlation coefficient
0.000 — less than 0.30	very weak correlation
0.30 — less than 0.50	weak correlation
0.500 — less than 0.70	medium correlation
0.700 — less than 0.90	strong correlation
1 — 0.900	very strong correlation

The following table illustrates this.

Table (15): Pearson correlation coefficient of the relationship between the degree of ownership by school principals of the career maturity in Muscat Governorate in Oman and the level of organizational effectiveness of the school

Dimensions of career maturity	Link relationship	Measure the organizational effectiveness of the school
the dimension of career maturity in the administrative field	Pearson's (r) coefficient	.740**
	Statistical significance	0.000
the dimension of career maturity in the technical field	Pearson's (r) coefficient	.821**
	Statistical significance	0.000
the dimension of career maturity in the social field	Pearson's (r) coefficient	.798**
	Statistical significance	0.000
Career Maturity Scale for the Principal	Pearson's (r) coefficient	.852**
	Statistical significance	0.000

** Function at significance level ($\alpha 0.01$).

Table (15) shows that there is a statistically significant correlation at the level of ($\alpha 0.01$) between the degree to which school principals have a career maturity in Muscat Governorate in Oman and the level of organizational effectiveness of the school, It should be noted that the correlation coefficient values between them are strong and positive, and have a direct relationship. This means that the greater the degree to which school principals have access to career maturity, the higher the level of organizational effectiveness of their schools. The statistical significance between the two measures in general was (0.000), and correlation coefficient Pearson (.852 ** = r). The results of Pearson correlation coefficients (r) between the dimensions of the career maturity and the level of organizational effectiveness of the school indicate the following:

- There is a positive and strong correlation, and a statistical significance between the dimension of career maturity in the administrative field and the level of organizational effectiveness of the school, and the results indicate that the dimension of career maturity in the administrative field is the least related dimension to the level of organizational effectiveness of the school.
- There is a positive and strong correlation, and a statistical significance between the dimension of career maturity in the technical field and the level of organizational effectiveness of the school, and the results indicate that the dimension of career maturity in the technical field is the most related dimension to the level of organizational effectiveness of the school.
- There is a positive and strong correlation, and a statistical significance between the dimension of career maturity in the social field and the level of organizational effectiveness of the school, This may be due to the fact that the school principals' career maturity and the degree of ownership of it through their good management performance in the three fields; administrative, technical and social on a regular basis result in the high level of organizational effectiveness of the school. Thus, the school achieves its goals. This confirms that principals are seeking to achieve career maturity indicators to reach the highest standards of school effectiveness. This confirms the Ministry of Education's efforts to improve the capabilities and performance of the administrative staffs that run the schools according to modern and advanced training programs based on the latest methods and techniques adopted globally. The results of this study are consistent with the results of the study (Matar, 2013; Farhoda, 2014), which showed a strong positive correlation between the school's organizational effectiveness and the implementation of TQM and organizational climate variables, whose fields are similar to that of the school principal's career maturity, which are; leadership and school management, the relationship between school and the local community, the school's organizational climate, assessment, planning and school activities. It may also be attributed to school principals who believe that the dimension of career maturity in the administrative field is less important in their work than the technical field in judging the level of organizational effectiveness of the school on the grounds that the management has been gained through accumulated experience and dealings with the various educational leaders throughout their career. They also see it as the implementation and following and compliance with the regulations, laws and regulations for the definition of administrative work such as civil service law, student affairs board, the regulation dealing with holidays and educational violations and others, in contrast to the technical field, which is developing rapidly according to the development and modernization of the world and its impact on the performance of the principal. And the community and parents have become of a high cultural level which means that they give the achievement side great importance in judging the effectiveness of the school and the performance of its administration. In addition, school principals are aware of the importance of the technical field and its great role in raising the level of organizational effectiveness of the school through their interest in teachers and encouraging them to creativity and innovation in teaching methodology and its different fields to achieve high achievement outcomes, which is the ultimate goal of education. And the results of this study are consistent with the results of Al-Fadhli study (2014), which showed that the school's organizational effectiveness in terms of educational processes and technical aspects related to education was high, which improves the level of maturity and performance of school principals. And differs from the study of Ajami (2108), where the results showed that the performance of school principals in the field of school management came to a high result and in the first place and less than the technical field.

4. RECOMMENDATIONS

Based on the findings, the present study makes recommendations as follows:

- Maintaining the level of career maturity of school principals, which has emerged to a high degree through the results of the current study and work to raise their level in the three areas; technical, administrative and social. The continuous development and modernization of the training programs that the school principals are subjected to; which contribute effectively to raising the level of their career maturity according to the strategy adopted by the specialized center.
- Benefiting from the distinctiveness of female school principals specifically by increasing the direction of male school principals to visit these schools and acquire educational experiences in all educational, administrative and technical fields.
- Provide aid and support to school principals and create the conditions and the environment in support of raising the level of performance and its positive reflection on the progress of work in schools, which leads to high level of achievement for students.
- Maintaining, as much as possible, the level of organizational effectiveness of schools, which appeared high in the results of the current study and work to raise the level by raising the efficiency and potential of school principals.

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