

# THE ORGANIZATIONAL CLIMATE AS PERCEIVED BY THE TEACHERS' AT OMANI'S SCHOOLS

RASHID SULAIMAN AL-FAHADI\*    WAHEED SHAHBOUR HAMMAD\*  
AIEMAN AHMAD AL-OMARI\*

---

**ABSTRACT\_** *The school organizational climate influenced by several factors, one of which is the school's personality within the environment in which it operates, the relationship between the principal behavior as a leader and the perception of the members in the school. The purposes of the research are to investigate the organizational climate at Omani public school from their teachers' perspective. Method: The research used a quantitative approach with a survey method "OCDQ-All Schools". The sample of this study was 242 teachers randomly selected. Findings: The results of this study revealed that; (1) the degree of organizational climate in Omani schools were in higher level, (2) significant differences were found in the teachers perceived the five dimensions of OC of school as related to their gender, interaction between gender and qualification, interaction between gender and specialization, (3) no significant differences related to their academic qualification, teaching experiences, and specialization, (4) there is significance difference in OC in all dimensions related to interaction between gender and qualification, that female teachers with BA qualification have "supportive principal behavior", "directive principal behavior", "engaged teacher behavior", "frustrated teacher behavior", "intimate teacher behavior", and "Total" dimensions higher than male teachers. While Male teachers with Graduate qualification have higher "supportive principal behavior", "directive principal behavior", "engaged teacher behavior", "frustrated teacher behavior", "intimate teacher behavior", and "Total" than female teachers, (5) there is significance difference in "frustrated teacher behavior" dimension of OC related to interaction between gender and specialization, that female with Humanities specialization have "frustrated teacher behavior" dimension higher than the male teachers. While the Male teachers with Scientific specialization have higher "frustrated teacher behavior" than the female teachers. Implications for Research and Practice: It is important to be recommended to educational policy makers in Omani education system to build a positive school climate to motivate teachers in schools, and encourages researchers for future research of aspects of organizational climate.*

**KEYWORDS:** *Organizational Climate; Teachers; Omani Schools, academic qualification, teaching experience, specialization.*

---

\* Dept. of Educational Foundations and Administration, College of Education, Sultan Qaboos University.

# THE ORGANIZATIONAL CLIMATE AS PERCEIVED BY THE TEACHERS' AT OMANI'S SCHOOLS

## I. Introduction

The school organizational climate recognized as an important element in establishing effective schools, the work environment which are perceived directly or indirectly by people who work in this environment [1,2]. School climate influence students reading level, average grade point, extracurricular activity participation, and adjustment [1,3,4]. Many public schools have shown interest in building school climate in which people feel comfortable, accepted, and supported by school leaders who must be proactive and interact with those they lead. Teachers want the opportunity and freedom to make decisions in curriculum and instruction that directly affect student learning. They must be empowered to carry out responsibilities in a manner in which they can effectively improve student achievement and improved student performance [5].

When leaders employ a positive and appreciative school climate, culture and environment, a decline in human conflict will be seen [6]. The approach taken to manage and lead is critical in the development of high performing schools. Extracurricular activity participation may serve as a mechanism to promote a positive school climate [3].

The attitude of the organization represents its climate [7] describes the climate as the environment within an organization that can be closed or open based on member satisfaction. [9] concluded that school climate could be seen as the organization's personality within the environment in which it operates. Organizational climate represents employees' shared perceptions of behaviors supported in the workplace through the implementation of different policies and practices [2,10,11] viewed organizational climate as 'a set of measurable properties of the work environment which are perceived directly or indirectly by people who live and work in this environment and assumed to influence their motivation and behavior'. [12] defined school climate is a "set of internal characteristics that distinguishes one school from another and influences the behavior of its members". [13] saw that school climate is as much a psychosocial phenomenon as it is a physical situation. The School Climate, is the personality of the organization within the environment in which it continuously operates [9]. School climate describes the environment that affects the behavior of teachers and students; characterizes the organization at the school building and classroom level [14]. The organizational climate: a set of measurable properties of the work environment perceived directly or indirectly by the people who live and work in this environment and assumed to influence their motivation and behavior [2]. School climate, defined as the quality and character of school life [15]. School climate is based on patterns of student, parent, and school personnel experiences and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures [16].

Miller revealed a strong relation existed between the leader behavior and the perception of the members at the organization [8]. Teacher perceptions of a leader's behavior play a vital role in the creation of a school climate and culture. School principal leadership is an important factor in teacher commitment [17,18] has found that support new teachers, the clue into climate, empower teachers and staff,

recognize and reward teachers and staff, do not ignore administrator morale, deal with the student discipline, treat teachers like professionals, ask employees what is going on, keep facilities tidy, and develop emotional IQ, that will help increase school morale and love. [19] said that, schools must be ready to change structures and practices by first initiating a cultural change among all stakeholders [20].

points out that professionalism and collegiality refer to the way staff at school interact, and the extent to which they handle their duties as professionals defined as the school climate. [21] report that school climate affects the behavior and achievement of elementary, middle, and secondary school students. The school climate is created, therefore can be manipulated, by staff within the school organization. The school's climate is unique, and there won't be two very similar. In most cases, school climate can be useful, but it can be fruitful and an obstacle to educational success [22]. The climate is important because if it is not properly cultivated, it can be oppressive and discriminatory to various subgroups within the school, also, the school climate should be used to provide a clear focus and purpose for the school, and bond becomes linking the school together to go about its common mission [21]. The academic achievement of students, affected by the organizational climate, at the same time school climate affected by building leadership effectiveness of school principals and the effectiveness of teachers [20].

The findings of the study of degree of activation of the dimensions of the organizational climate to achieve the job satisfaction of basic education schools in Oman was moderate, and there were no significant differences according to the estimates primary members of the sample due to gender [23]. The findings study of the availability level of the dimensions of the organizational climate in post basic schools as perceived by teachers in Oman was moderate, there were significant differences in teachers' perceptions in different regions, and teaching experience in favor for teachers with 11 and more years higher than teachers with less years of teaching experience [24,25]. study revealed that the degree of maintaining the requirements of action researches in the organizational atmosphere in post education schools from the teacher's point of view in Oman was low in each of the organizational, emotional, social and academic environments and very low in the physical/ financial environment, and showed significant differences regarding to gender in favor of females in each of the emotional, social, academic and physical environments, and regarding to qualification in favor of bachelor's degree holders in the academic environment. In addition to experience variable between the experience of 5-10 years and those with 10 years in favor of those of more than 10 years of experience in the academic environment [26].

evolving the different levels of the educational system and enlightening educational outcomes have become required to build Omanis' assurance in their uniqueness and obligation to their social values, which is achievable through increasing the quality of basic and higher education and developed scientific and educational curricula, so advanced educational system also entails the development of educational institutions, faculty and staff, the use of up-to-date teaching

and learning procedures, and the spreading thereof as national culture.

**The Omani educational system:** The Ministry of Education of Sultanate of Oman is in responsibility of organization the school education in stages (Grades1-12). It includes pre-school, public and private school education. **Pre-School Education:** The Ministry of education, in the academic year 2004/2005 executed the pre-school classes in the first cycle (1-4) of basic education government across schools in remote areas where kindergartens are unattainable. The Ministry of Education, since the academic year 2008/2009 has been in charge for the procedural supervision of all schools that provide pre-school education programs which had been administered by a number of government institutions. **Public School Education:** It involves the following: Basic Education that distributed into two cycles; Cycle 1 (Grades 1 – 4), and Cycle 2 (Grades 5 – 10). Post-Basic Education (Grades 11-12). And Continuing Education that includes Literacy Programs with three-year school programs, that graduates obtain a Free from Illiteracy Certificate, equivalent to completing Grade 6 of basic education, and may proceed to Grade 7. **Adult Education** that starting from the Grade 7 till Grade 12. **Private School Education:** That includes Monolingual, bilingual and international schools. International schools which offer educational programs and curricula accredited by international education systems/bodies [27].

**As quantitative accomplishments:** Over the past 48 years, the education system has seen main developments. By the 2019-2018 academic years, 1124 schools reached, proposing education to (579024) students and hiring (56385) teachers. Oman's commitment to attaining the goals of Education for All confirmed through statistical indicators, like: Enabling children to thorough primary education, with over (98%) of the net enrolment ratio, and gender equality in school education. Regarding the improvement of early childhood care and education, Oman raised the enrollment rate to reach 50%. According to reducing the illiteracy rate among Omanis for the age group (more than 15 years), the percentage dropped to approximately (4.31%) among males and (9.08%) among females in 2017 [27].

There remains a paucity of research that deals in organizational climate in Sultanate of Oman schools. This study examined the organizational climate at Omani public school from their teachers' perspective. Then, to determine if the organizational climate vary according to teachers' demographic variables.

**Statement of the Problem and Research questions:**

The organizational climate shows a vital part in developing the school and the behavior of its dependents. The leader of the organization sets the manner and develops the essential tools to monitor the organization climate to success. [9] argue that the organizational climate is an important factor in developing successful schools, an organization's climate is established through shared perceptions of principal and teacher behaviors which can greatly impact on the school. [28] revealed that sustaining high performance can be achieved by creating a climate of trust.

This research objective was to inspect the organizational climate of Omani public school from teachers' perspective. Then, to define if the organizational climate varies according to teachers' demographics.

In order to explore the organizational climate of schools' in Sultanate of Oman, and if these perspectives vary according

to schools' teachers' demographics, this study proposed to answer the following questions:

Question 1. What are the degree of the organizational climate as perceived by school teachers in Oman?

Question 2. Does the organizational climate differ based on teachers' gender, academic qualification, teaching experience, and specialization?

**Significance of the Study**

This study is significant for different reasons. Organizational climate may influence the leadership of any given institution. The results of this study may add to the knowledge of the organizational climate of schools, enlightening strategies that will help to lead the organization .

The study may also propose capacities where further research in the organizational climate is required. It is similarly expected that these results could develop the approach educational organizations work and leaders lead.

**Research Methodology**

**Research Design**

This research used a survey to collect data as a quantitative methodology.

**Population and Sample of study**

The populations of this research involved teachers who worked in the joining public schools in Muscat governorate. 7647: Male = 1808; Female = 5839. The sample of this research involved teachers who presently worked in the joining schools in Muscat governorate through Fall semester 2019; 242 teachers randomly selected, 117, 48% were male, and 125, 52% were female. According to academic qualification; 142, 59% were Bachelor degree, and 100, 41% were graduate degree. Regarding to teaching experience; 79, 32.7% were less than 5 years, 80, 33.1% were 5 to 10 years, and 83, 34.2% were more than 10 years.

**Instrumentation**

The researchers use a questionnaire included two parts. Part one included demographic information of participants: gender, academic qualification, teaching experience, and specialization. Part two includes Descriptive Statistics for Organizational Climate Descriptive Questionnaire- OCDQ (All Schools) that used to collect the data from the public school in Sultanate of Oman .

The Organization Climate Descriptive Questionnaire (OCDQ-All Schools): The Organizational Climate Descriptive Questionnaire (All Schools) (OCDQ-All Schools) used to measure organizational climate [9]. The organizational climate instrument was a 34-item survey that consisted of five dimensions. The survey instrument consisted of five constructs: supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior.

The instrument included a 5-point Likert scale as follows: (1) Rarely Occurs; (2) Sometimes Occurs; (3) moderate occurs; (4) Often Occurs; and (5) Very Frequently Occurs .

For the purpose of investigative the validity of the instruments (face validity evidence), it presented to five experts in educational administration. They were requested to check whether the items in the instrument are strong and linked suitably with the study problem. Based on the experts' observations, some revisions were done to the instrument.

The reliability of the instrument in this research used an internal consistency process to estimate the consistency across the items. A pilot study of 20 participants had been piloted. Those participants did not participate in the final study. The guidelines were flawless and all of the items of

instrument operative in suitable way. The values of alpha -the internal consistency coefficient- for dimensions of instrument "The Organization Climate Descriptive Questionnaire" were as follows: The questionnaire consists of five dimensions with 34 items. supportive principal behavior: 0.83, directive principal behavior: 0.89, engaged teacher behavior: 0.82, frustrated teacher behavior: 0.83, and intimate teacher behavior: 0.79.

Statistical Package for Social Sciences used to examine the data. Descriptive statistics "Means, standard deviations", and analytical statistics "MANOVA and ANOVA analysis" were designed for the research questions. According to the cut points, the response scale of each item that ranged from 5 (Very often) to 1 (Never) conclude as follows: 1-2.33 = low, 2.34 to 3.67 = moderate, and 3.68-5.00 = high.

**Results**

Question 1. What are the degree of the organizational climate as perceived by school teachers in Oman? Means and

standard deviations for the teachers perceive the degree of organizational climate in Omani schools was calculated for each dimension as follows: All dimensions of organizational climate for Oman were in higher level (M=3.64, SD=.634), supportive principal behavior (M=3.65, SD=.616), directive principal behavior (M=3.59, SD=.791), engaged teacher behavior (M=3.70, SD=.698), frustrated teacher behavior (M=3.76, SD=.750), and intimate teacher behavior (M=3.49, SD=.910).

Question 2. Does the organizational climate differ based on teachers' gender, academic qualification, teaching experience, and specialization? To answer this question, descriptive statistics includes means and standard dev were used. Table 1 take in the mean and standard deviation for perceive the organizational climate of Schools differ based on teachers' gender, academic qualification, teaching experience, and specialization.

**TABLE 1**  
**Means and Standard deviation for perceived the OC by teachers based on their gender, academic qualification, teaching experience, and specialization**

Dimensions	Gender		Academic qualification		Teaching Experience			Specialization	
	Male	Female	BA	Grad	Less than 5	5 to 10	More than 10	Humanities	Scientific
supportive principal behavior	3.66 (.659)	3.65 (.576)	3.69 (.633)	3.59 (.590)	3.67 (.622)	3.58 (.676)	3.71 (.545)	3.69 (.650)	3.62 (.584)
directive principal behavior	3.61 (.809)	3.59 (.777)	3.63 (.772)	3.56 (.820)	3.54 (.832)	3.58 (.796)	3.67 (.751)	3.58 (.850)	3.62 (.736)
engaged teacher behavior	3.62 (.731)	3.77 (.660)	3.75 (.684)	3.63 (.716)	3.61 (.745)	3.69 (.674)	3.79 (.671)	3.72 (.711)	3.69 (.689)
frustrated teacher behavior	3.78 (.769)	3.73 (.733)	3.76 (.726)	3.75 (.786)	3.67 (.812)	3.68 (.695)	3.92 (.722)	3.79 (.721)	3.76 (.750)
intimate teacher behavior	3.55 (.936)	3.42 (.958)	3.45 (.897)	3.54 (.929)	3.51 (.933)	3.46 (.940)	3.49 (.868)	3.48 (.940)	3.49 (.823)
Total	3.64 (.660)	3.63 (.612)	3.65 (.616)	3.61 (.662)	3.59 (.672)	3.60 (.646)	3.71 (.584)	3.65 (.678)	3.63 (.594)

Multivariate analysis of variance (Four-Way MANOVA) were used, to accomplish the significant differences in the teachers perceived OC of school as related to their gender, academic qualification, teaching experience, and specialization, the results of MANOVA presented in table 2. Table 2 display that there are significant differences in the teachers perceived the five dimensions of OC of school as

related to their gender in favor for female in "engaged teacher behavior" while the other four dimension in favor for male, interaction between gender and qualification, interaction between gender and specialization. No significant differences related to their academic qualification, teaching experiences, and specialization.

**TABLE 2**  
**Four-Way MANOVA tests the teachers perceived the five dimensions of OC of school as related to their gender, academic qualification, and teaching experience**

Effect		Value	F	Hypothesis df	Error df	Sig.
Gender	Hotelling's Trace	.061	2.152	6.000	213.000	.049
Academic Qualification	Hotelling's Trace	.046	1.650	6.000	213.000	.135
Teaching experience	Wilks' Lambda	.922	.1481	12.00	4.26	.128
Specialization	Hotelling's Trace	.031	1.117	6.000	213.000	.353
Gender * Qualification	Wilks' Lambda	.908	3.580	6.000	213.000	.002
Gender * Specialization	Wilks' Lambda	.937	2.367	6.000	213.000	.031

To achieve the significant differences in the teachers perceived the five dimensions of OC of school as related to their interaction between gender and qualification, interaction

between gender and specialization. ANOVA were used, the results of ANOVA presented in table 3.

**TABLE 3**  
**ANOVA result of the teachers perceived the five dimensions of OC of school as related to their interactions between gender and academic qualification, and gender and teaching experience**

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
gender * qualification	supportive principal behavior	2.593	1	2.593	6.913	.009
	directive principal behavior	2.540	1	2.540	4.131	.043
	engaged teacher behavior	6.535	1	6.535	14.517	.000
	frustrated teacher behavior	6.820	1	6.820	13.555	.000
	intimate teacher behavior	4.964	1	4.964	5.973	.015

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
	Total	4.307	1	4.307	11.061	.001
gender * specialization	supportive principal behavior	.050	1	.050	.134	.715
	directive principal behavior	.079	1	.079	.128	.721
	engaged teacher behavior	.165	1	.165	.366	.546
	frustrated teacher behavior	2.126	1	2.126	4.225	.041
	intimate teacher behavior	.383	1	.383	.461	.498
	Total	.042	1	.042	.108	.743

Table 3 shows that there is significance difference in OC in all dimensions related to interaction between gender and qualification. Means and Standard error for interaction were calculated as shown in Table 4.

**TABLE 4**

**Means and Standard error for interaction between gender \* qualification variables regarding to five dimension of OC as perceived by teachers**

Dependent Variable	gender	Qualification	Mean	Std. Error
supportive principal behavior	male	BA	3.59	.079
		Grad	3.73	.098
	female	BA	3.77	.074
		Grad	3.45	.097
directive principal behavior	male	BA	3.57	.101
		Grad	3.72	.125
	female	BA	3.70	.095
		Grad	3.40	.124
engaged teacher behavior	male	BA	3.50	.086
		Grad	3.79	.107
	female	BA	3.93	.081
		Grad	3.50	.106
frustrated teacher behavior	male	BA	3.62	.091
		Grad	4.05	.113
	female	BA	3.87	.086
		Grad	3.55	.112
intimate teacher behavior	male	BA	3.40	.117
		Grad	3.84	.145
	female	BA	3.47	.110
		Grad	3.27	.144
Total	male	BA	3.53	.080
		Grad	3.81	.099
	female	BA	3.74	.075
		Grad	3.43	.099

Table 4 show that female teachers with BA qualification have "supportive principal behavior", "directive principal behavior", "engaged teacher behavior", "frustrated teacher behavior", "intimate teacher behavior", and "Total" dimensions higher than male teachers. While Male teachers with Graduate qualification have higher "supportive principal behavior", "directive principal behavior", "engaged teacher

behavior", "frustrated teacher behavior", "intimate teacher behavior", and "Total" than female teachers .

Table 3 shows that there is significance difference in "frustrated teacher behavior" dimension of OC related to interaction between gender and specialization. Means and Standard error for interaction were considered as revealed in Table 5.

**Table 5**

**Means and Standard error for interaction between gender \* specialization variables regarding to five dimension of OC as perceived by teachers**

Dependent Variable	gender	specialization	Mean	Std. Error
frustrated teacher behavior	male	humanities	3.77	.102
		scientific	3.89	.103
	female	humanities	3.85	.100
		scientific	3.56	.100

Table 5 show that female teachers with Humanities specialization have "frustrated teacher behavior" dimension higher than male teachers. While Male teachers with Scientific specialization have higher "frustrated teacher behavior" than female teachers.

## II. CONCLUSION AND DISCUSSION

Summarizing, the results of research shown that the degree of the organizational climate in Omani schools were in high level from their teachers' perspective. There are significant differences in the teachers perceived the five dimensions of OC of school as related to their gender, interaction between gender and qualification, interaction between gender and

specialization. No significant differences related to their academic qualification, teaching experiences, and specialization. The results of this study can be used to create opportunities for future research of aspects of organizational climate at Omani schools.

School climate shaped by quality relationships. Student, teacher, school principal, parent and school-community relationships are all vital matters in determining the social aspect involved in school climate [29]. The importance of positive relationships in schools reflected by students' that encouraged them making positive life course decisions and

positive perceptions regarding their cooperation, self-efficacy and the ability to solve social problems [30], decrease the probability of violence [31], having a healthy informal organization [32]. Teachers can be more effective in so long as improved and enhanced emotional support to students as they move through their education [33]. Teachers can work with parents of students, emphasizing that parents' awareness of their roles in supportive the school climate needs to be improved and made more reachable [34].

The results of this research will be deliberated in view of appropriate delimitations and limitations. The limited widespread statements in this study: The research study involves Omani schools in Muscat governorate, the study is restricted to teachers in Omani schools in Muscat governorate, and the study reflects the perceptions of teachers in Omani schools in Muscat governorate. Regarding to delimitations of this study: Instruments used in this study to measure organizational climate, may not be representative of other instruments measuring dependent and independent variables of other studies. Data acquired from the study is limited to Omani schools' teachers; thus, outcomes of this study may not be generalized to other schools in the country. According to that, the following recommendations for future research are as following: This research can be done with larger sample of participants, can be done with basic and high schools, can be done in the public and private schools, and future research could survey perceptions of parents and community of the school.

#### REFERENCES

- [1] Pritchard, R. J.; Morrow, D.; & Marshall, J. C. (2005). School and district culture as reflected in student voices and student achievement. *School Effectiveness & School Improvement: An International Journal of Research, Policy and Practice*, 16(2), 153–177. <https://doi.org/10.1080/09243450500101196>
- [2] Litwin, G. H.; & Stringer, Jr. R.A. (1968). *Motivation and organizational climate*. Boston, MA: Harvard University.
- [3] Martinez, A.; Coker, C.; McMahan, S.; Cohen, J.; and Thapa, A. (2016). Involvement in extracurricular activities' Identifying differences in perceptions of school climate. *The Educational and Developmental Psychology*, 33(1), 70-84. <https://doi.org/10.1017/edp.2016.7>
- [4] Brand, S.; Felner, R.; Seitsinger, A.; Burns, A.; & Bolton, N. (2008). A large scale study of the assessment of the social environment of middle and secondary schools: The validity and utility of teachers' rating of school climate, cultural pluralism, and safety problems for understanding school effects and school improvement. *Journal of School Psychology*, 46(5), 507-35. <https://doi.org/10.1016/j.jsp.2007.12.001>
- [5] Spillane, J. P. (2006). *Distributed Leadership*. San Francisco, CA: Jossey-Bass.
- [6] Hoyle, J. R. (2002). *Leadership and the force of love*. Thousand Oaks, CA: Corwin Press, Inc.
- [7] Gruenert, S. (2008). School culture, school climate: They are not the same thing. *Principal*, 87(4), 56.
- [8] Miller, W. C. (1981). Staff morale, school climate, and educational productivity. *Educational Leadership*, 38(6), 483-486.
- [9] Hoy, W. K.; Tarter, C. J.; & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate*. [Adobe Digital Editions version]. Retrieved from [http://www.waynehoy.com/pdfs/open\\_schools\\_healthy\\_schools\\_book.pdf](http://www.waynehoy.com/pdfs/open_schools_healthy_schools_book.pdf)
- [10] Victor, B.; & Cullen, J. B. (1988). The organizational bases of ethical work climates. *Administrative Science Quarterly*, 33, 101-125. Retrieved from <http://www2.johnson.cornell.edu/publications/asq/>
- [11] Zohar, D.; & Tenne-Gazit, O. (2008). Transformational leadership and group interaction as climate antecedents: A social network analysis. *Journal of Applied Psychology*, 93(4), 744-757. <https://doi.org/10.1037/0021-9010.93.4.744>
- [12] Hoy, W. K.; & Hannum, J. W. (1997). Middle school climate: An empirical assessment of organizational health and student achievement. *Educational Administration Quarterly*, 33(3), 290–311. <https://doi.org/10.1177/0013161X97033003003>
- [13] Van Houtte, M. (2005). Climate or culture? A plea for conceptual clarity in school effectiveness research. *School Effectiveness & School Improvement: An International Journal of Research, Policy and Practice*, 16(1), 71–89. <https://doi.org/10.1080/09243450500113977>
- [14] Hoy, W. K.; & Miskel, C. G. (1996). *Educational administration: Theory, research, and practice*, 5th ed. New York: McGraw-Hill.
- [15] Cohen, J.; McCabe, E. M.; Michelli, N. M.; & Pickeral, T. (2009). School climate: Research, policy, teacher education and practice. *Teachers College Record*, 111, 180–213. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=15220>
- [16] Thapa, A.; Cohen, J.; Guffey, S.; & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83, 357–385. <https://doi.org/10.3102/0034654313483907>
- [17] Tsui, K.; & Cheng, Y. (1999). School organizational health and teacher commitment: A contingency study with multi-level analysis. *Educational Research & Evaluation: An International Journal on Theory and Practice*, 5(3), 249. <https://doi.org/10.1076/edre-5.3.249.3883>
- [18] Vail, K. (2005). Climate control. *American School Board Journal*, 192(6), 16-19.
- [19] Peterson, K. D. (2001). *Shaping school culture: Excerpts from an interview with Dr. Kent Peterson*. Apple Learning Exchange. Retrieved from [http://ali.apple.com/ali\\_sites/ali/exhibits/1000488/](http://ali.apple.com/ali_sites/ali/exhibits/1000488/)
- [20] Lezotte, L.W. (2005). *Creating the total quality effective school*. Okemos' Effective School Products, Ltd. Boston: Harvard University Press.
- [21] Purkey, S. C.; & Parker, J. V. (1986). *Productive school systems for a nonrational world*. Alexandria, VA: Association for Supervision and Curriculum Development.
- [22] Pickeral, R. (2009). *Beyond rational management*. San Francisco: Jossey-Bass.
- [23] Almizami, H. (2014). *Imagine a proposal to activate the regulatory climate to achieve job satisfaction for teachers of basic education schools in the Sultanate of Oman*. Unpublished Thesis, Sultan Qaboos, University, Muscat, Oman.
- [24] Alrasibi, S. (2011). *Dimensions of the organizational climate prevailing in the post basic schools in the Sultanate of man from the perspective of teachers*.

- Unpublished Thesis, Sultan Qaboos, University, Muscat, Oman.
- [25] Almamariah, S. (2009). Requirements of action researches and organizational climate at schools of post-basic education in the Sultanate of Oman. Unpublished Thesis, Sultan Qaboos, University, Muscat, Oman.
- [26] Oman vision Document (Sep. 2019). Oman Vision 2040. Sultanate of Oman.
- [27] Education in Sultanate of Oman. (2020). School Education in the Sultanate of Oman. Retrieved from <https://www.educouncil.gov.om/en/page.php?scrollto=start&id=15>
- [28] Kouzes, J. M.; & Posner, B. Z. (2012). *The leadership challenge: How to make extraordinary things happen in organizations*, 5th ed. San Francisco, CA: Jossey-Bass.
- [29] Demaray, M.; Malecki, C.; & Jenkins, L. (2012). Social support in the lives of students involved in aggressive and bullying behaviours, in: S. Jimerson, A. Nickerson, M. Mayer & M. Furlong (Eds) *Handbook of school violence and school safety: International research and practice*, 2nd ed. New York: Routledge, 57–67.
- [30] Jimerson, S.; Hart, S. & Renshaw, T. (2012). Conceptual foundations for understanding youth engaged in antisocial and aggressive behaviors, in: S. Jimerson, A. Nickerson, M. Mayer & M. Furlong (Eds) *Handbook of school violence and school safety: International research and practice*, (2nd ed.) (New York, Routledge), 3–14.
- [31] Loukas, A. (2007). What is school climate? High-quality school climate is advantageous for all students and may be particularly beneficial for at-risk students. *Leadership Compass*, 5(1), 1–3.
- [32] Hoy, W. K.; & Miskel, C. (2005). *Education administration: Theory, research, and practice*, (7th ed.), New York: McGraw-Hill.
- [33] Freeman, J. G.; King, M.; Pickett, W.; Craig, W.; Elgar, F.; Janssen, I.; & Klinger, D. (2011). *The health of Canada's young people: A mental health focus* (Ottawa, ON, Public Health Agency of Canada). Retrieved from: <https://www.jcsh-cces.ca/upload/hpsc-mental-mentale-eng.pdf>
- [34] Craig, W. M.; Pepler, D. J.; Murphy, A.; & McCuaig, E. H. (2010). What works in bullying prevention? in: E. Vernberg & B. Biggs (Eds) *Preventing and treating bullying and victimization* (Oxford, Oxford University Press), 215–242.