



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

OCTOBER 2025, VOLUME 13, ISSUE 4, 32-48
E-ISSN NO: 2289 – 4489

THE INFLUENCE OF SCHOOL PRINCIPALS' QUALIFICATIONS AND EXPERIENCES ON THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND QUALITY MANAGEMENT IN THE SULTANATE OF OMAN

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ABSTRACT

The current study aimed to analyse the influence of school principals' qualifications and experience on the relationship between transformational leadership and quality management in the Sultanate of Oman. The study adopted a quantitative descriptive approach. The study population consisted of 911 school principals from three governorates in Oman during the 2023 academic year, from which a simple random sample of 468 principals was selected. To achieve the study objectives, a questionnaire was used as the primary data collection tool. Data were analysed using SPSS and AMOS software. To assess the validity and reliability of the data, Confirmatory Factor Analysis (CFA) was conducted. The results revealed statistically significant positive correlations at the 0.01 level between transformational leadership values and school quality management. The findings also indicated gender-based differences in certain paths: male principals showed a slight advantage, while female principals outperformed in the dimension of intellectual stimulation. Structural equation modelling showed that academic qualifications and years of experience acted as mediating variables that enhanced the relationship between transformational leadership and performance quality, with stronger effects observed among doctoral degree holders and those with extensive experience. The study recommended developing advanced training programs for school principals focused on transformational leadership and quality management skills, as well as enhancing administrative and professional support to improve their competence and promote excellence within the educational work environment.

Keywords: Transformational leadership, quality management, school principals.



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INTRODUCTION

Modern institutions, especially educational ones, seek to achieve quality through effective management that utilizes resources efficiently (El Filali & Hassainate, 2018). In light of the challenges of globalization and digital development, school administration has become required to be flexible and adaptable to ensure the quality of education (Blasko et al., 2022). Quality management is pivotal in improving educational services and increasing beneficiary satisfaction by developing infrastructure, providing continuous training, and creating a stimulating environment (Abu Al-Majd, 2018; Al-Harhi, 2015). Here, the importance of transformational leadership emerges, focusing on innovation and motivating employees to achieve renewed educational visions (Al-Majali, 2022; Amayrah and Ashour, 2020). Studies have demonstrated the impact of this leadership style on improving academic achievement and enhancing community partnership (Effendi et al., 2020; Kenneth et al., 2020).

The concept of transformational leadership began with Burns (1978) and was then developed by Bass and Avolio (1993) to include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This leadership contributes to raising teachers' motivation and enhancing organizational citizenship behaviour within the school (Al-Isiyah, 2019; Aytac et al., 2019; Fatimah et al., 2011). The guide for school jobs in the Sultanate of Oman also supports these trends by encouraging effective leadership and consolidating the values of citizenship (Al-Kahali, 2019; Ministry of Education, 2015).

PROBLEM STATEMENT

In light of the challenges facing schools in the era of globalization and technology, there is a need for school leaders who possess transformational leadership skills to improve performance and achieve quality (Al-Jaradah & Al-Shuhaimi, 2020). Previous studies in the Sultanate of Oman have revealed multiple obstacles affecting the quality of management, including weak training and evaluation, limited use of technology, and lack of awareness regarding quality concepts (Al-Kaabi, 2014; Al-Kalbani, 2020; Al-Khanbashiyyah, 2018; Al-Rasbiyyah, 2020). Other studies have indicated shortcomings in the practice of transformational leadership, weak motivation, and lack of effective participation (Al-Busaidi, 2018; Al-Jaradah & Al-Masqari, 2018; Al-Sawafi et al., 2014). Based on Ministry of Education reports and the researcher's practical experience, there is a noticeable deficiency in the strategic skills of some school leaders, which affects the quality of performance. Hence stems the importance of this study to examine the relationship between transformational leadership and quality management, and the role of principals' qualifications and experiences in this relationship.

RESEARCH OBJECTIVES

1. To identify the degree of transformational leadership practice by school principals in the Sultanate of Oman.
2. To determine the level of quality management application by school principals in the Sultanate of Oman.
3. To understand the impact of gender on the relationship between transformational leadership and quality management among school principals in the Sultanate of Oman.
4. To understand the impact of experience and qualification on the relationship between transformational leadership and quality management among school principals in the Sultanate of Oman.

LIMITS

The study was limited to public schools in (Al-Buraimi, North Al Batinah, Muscat, Dhofar) in the Sultanate of Oman and the fieldwork for the study was conducted during the academic year 2023/2024.



RESEARCH TERMS

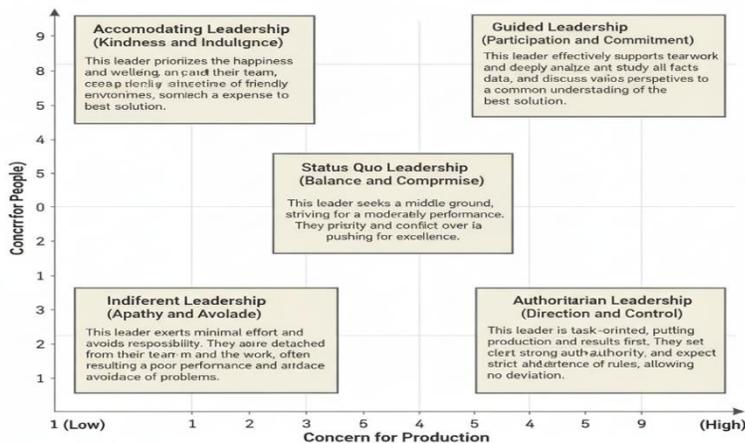
1. Transformational Leadership: A leadership style where the principal inspires through example and encouragement, motivates staff to adopt a common vision and a distinguished school culture, and enhances creativity and continuous professional development (Moshood et al., 2020).
2. Quality Management for School Principals: A set of activities that unite staff around the institution's goals and establish a culture of quality through positive interaction and continuous improvement to achieve educational objectives efficiently (Khamas, 2019).

THEORETICAL FRAMEWORK

Trait Theory

Trait theory is a theoretical framework in personality psychology. It proposes that personality is an organized construct made up of a set of psychological traits that are relatively stable across time and situations. These traits are considered general patterns of thinking, feeling, and behaviour. In the context of leadership, this theory is based on the fundamental assumption that leaders possess specific, stable personal qualities that distinguish them from others and make them more capable of influencing and achieving organizational goals.

Figure (1-1)
Leadership Grid Summary



Through the figure, it is clear that leadership behaviour is built on two main dimensions: concern for production and concern for people, which result in five leadership styles.

Total Quality Management (TQM) Theory. A set of fundamental principles that focus on continuous improvement and development, expanding group participation, and making quality an integral part of an educational institution's culture. The educational leader in this system is responsible for fostering this culture within the institution.



Figure (1-2)
Theory of Educational Quality Management



Source: Designed by the researcher.

The figure shows that quality management is based on an interconnected sequence that begins with leadership as the basic driver of the educational process, through participation, development, improvement, and evaluation, to achieve results.

Therefore, these theories mentioned above are the closest to the current study because they combine traditional and modern theories, as well as general management theories, making them the most suitable for Omani schools.

CONCEPTUAL FRAMEWORK

Transformational Leadership

Transformational Leadership is operationally defined as a leadership style practiced by school principals in the governorates of the Sultanate of Oman. This style is capable of inspiring, motivating, and significantly influencing everyone, putting personal interests aside to achieve the school's goals. This style focuses on creating a shared vision for the school with the participation of all staff. It serves as an inspiration and a role model for employees in all their professional behaviours. It also encourages creativity, innovation, and the adoption of new work methods, and provides programs for staff. Its dimensions include Idealized Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation.

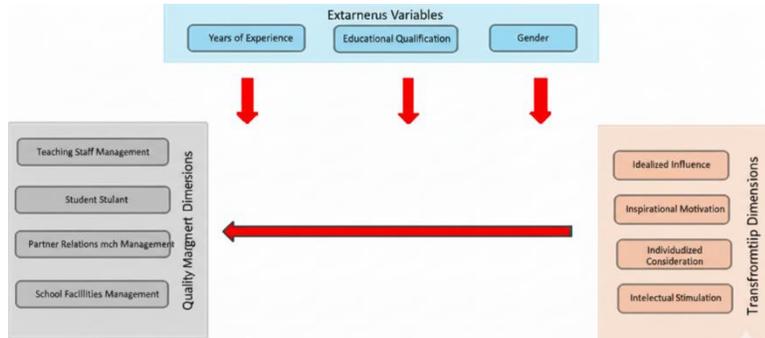
Quality Management for School Principals

Quality Management for School Principals is defined as the school principal's proficiency in managing the school's various dimensions (managing teaching staff, managing students, managing relationships with partners, and managing school facilities). This involves effectively managing the relationship between the school and the local community and wisely utilizing school facilities in accordance with standards to ensure the achievement of desired goals.



Figure (1-3)

Conceptual Framework of the Assumed Relationships and Extraneous (Demographic) Variables



Based on the study's model, it is hypothesized that there is a relationship between the dimensions and axes of educational quality management as a dependent variable and the dimensions of transformational leadership. This suggests that the dimensions of transformational leadership are inputs in the relationship that lead to the output of management quality among school principals in the Sultanate of Oman. The model also investigates the hypothesis of a potential effect of demographic characteristics (gender, educational qualification, years of experience) on the study sample's responses regarding the study variables.

PREVIOUS STUDIES

Previous Studies Related to Transformational Leadership

Omar et al. (2020). Aimed to identify the level of transformational leadership practice among basic education principals in Hadramout. Researchers used a descriptive-analytical approach, and the sample consisted of 57 male and female principals. Results showed a high level of practice, with "idealized influence" ranking first.

Amayrah and Ashour (2019). Addressed the relationship between transformational leadership and decision-making effectiveness in Irbid schools. The study followed a descriptive survey approach, with a sample of 446 male and female teachers. It concluded a statistically significant positive relationship between transformational leadership and decision-making effectiveness.

Al-Masqari and Al-Jaradah (2018). Aimed to measure the degree of transformational leadership practice among school principals in South Al Batinah (Oman) and its relationship to job loyalty. It used a descriptive approach, with a sample of 441 participants. Results showed a high level of practice, with a significant correlation to job loyalty.

Beaumont and Mulder (2017). Sought to examine the relationship between transformational leadership and participatory decision-making in high schools in the United States. It followed a correlational descriptive approach, with a sample of 992 teachers. Results showed a positive relationship between transformational leadership and the effectiveness of participatory decisions.

Salman et al. (2024). Analysed the relationship between transformational leadership and the culture of a learning organization in educational institutions. It used a quantitative approach and administered questionnaires to academics. Results showed a positive relationship between transformational leadership and organizational learning behaviours.

Asad et al. (2022). Examined the relationship between transformational leadership and school culture in Pakistan.



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Researchers used a descriptive approach, with a sample of 300 teachers. Results confirmed a positive relationship between transformational leadership and fostering a positive school culture.

Previous Studies Related to Quality Management:

Al-Ghuwairi (2022). Aimed to identify the degree of application of total quality management (TQM) elements in basic schools in the capital, Amman, from the teachers' perspective. The study followed a descriptive-analytical approach, with a sample of 60 male and female teachers. It concluded that the level of TQM application was moderate, with statistically significant differences in favour of females.

Al-Shaibi (2019). Sought to highlight the importance of enhancing the TQM culture in educational institutions and its role in developing educational performance. It relied on a descriptive-analytical approach, based on the analysis of relevant literature. Results showed the importance of applying international quality standards in education and recommended establishing quality units within educational institutions.

Al-Ramadhaniyah (2022). Aimed to identify the importance of adopting TQM systems in educational development through a literature review of specialized references. It relied on a descriptive-analytical approach. Results indicated that the quality level in general education is low, necessitating expansion in training on quality concepts and principles.

Rasmi et al. (2020). Aimed to determine the requirements for TQM in basic education schools in Dhofar Governorate, Sultanate of Oman. It used a descriptive-analytical approach, with a study sample of 133 principals and assistants. Results indicated that delegation of authority, formation of work teams, and training contributed to improving the quality of the application.

Dawood et al. (2020). Sought to reveal the reality of TQM in basic education schools in the Sultanate of Oman and provide developmental proposals. It used a descriptive approach, with a sample of 412 teachers and administrators. Results showed that the TQM application is still at moderate to low levels.

Alimat (2020). Aimed to study the impact of TQM on academic performance in Jordanian universities. The study relied on a descriptive approach, with a sample of 170 faculty members. Results showed that the estimated impact of TQM on academic performance was high.

RESEARCH METHODOLOGY

The study adopted a quantitative approach using a survey method to collect the data related to the research problem and its associated phenomena. Correlational design is also considered a type of non-experimental design. It is an appropriate research design that meets the current research objectives and helps answer the research questions.

Population

Consisted of male and female principals of public schools in the Sultanate of Oman, totalling 911, with 353 male principals and 558 female principals across all educational governorates, according to the statistics from the Ministry of Education's annual book for the Sultanate of Oman (2023).

Sample

In this study, the researcher decided to use the random sampling selection method, which can be used when the study covers a wide area and a large population (Chua, 2016; Cohen & Morrison, 2011).

The study sample consisted of 468 male and female principals from public schools in four educational governorates in the Sultanate of Oman: Al-Buraimi, Muscat, Dhofar, and North Al Batinah for the academic year (2023/2024). This



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included 177 male principals and 291 female principals. The following table shows the distribution of the study sample.

Table (1)

Distribution of Study Sample Members by Educational Governorate and Percentage

	Governorate	Male Principals	Female Principals	Total Principals	Percentage
1	Muscat	55	90	145	30.99%
2	Al-Buraimi	9	9	18	3.85%
3	Al Batinah North	77	151	228	48.71%
4	Dhofar	36	41	77	16.45%
	Total	177	291	468	100%

Research Instrument

To achieve the study's objectives, a primary tool (questionnaire) was used to collect data from the target sample. This was due to the nature of the study, which relied on a quantitative descriptive methodological approach, and because the questionnaire is most suitable for this type of study. The tool was designed using a five-point Likert scale, as it is common and well-known in management science for measuring phenomena and behavioural aspects. It offers several response options, provides flexibility in answering, and is characterized by a high degree of validity and reliability (Alyan et al., 2008).

The researcher developed the study tool after reviewing previous studies related to the variables of the current study (Al-Hatimi, 2022; Al-Omari & Al-Raziqi, 2022; Al-Shahoumi, 2023).

After the development process and verification of validity and reliability, the instrument consisted of 40 items: transformational leadership, 20, and school quality management, 20.

Questionnaire Validity

To ensure the questionnaire's suitability for its intended purpose, three types of validity were assessed: content validity, construct validity, and discriminant validity.

Content Validity. The researcher presented the initial version of the questionnaire to several faculty members specializing in education, requesting their judgment on whether each item measures what it is intended to measure and ensuring each item was formulated clearly and understandably.

Criterion-Related Validity (Group Differences). The value of the group comparison coefficient was calculated as an indicator of the questionnaire's validity. It was found that the critical ratio values for the different dimensions of the questionnaire ranged between 3.20 and 6.66. These values exceed the critical tabular value, indicating that the questionnaire scores clearly distinguish between the lower and upper levels of the sample members' scores. This serves as an indicator of high discriminant ability, confirming the questionnaire's validity.

Internal Consistency Validity. The correlation coefficients between the scores of individuals in the pilot sample on the various questionnaire items and their total scores on the dimension to which the items belong were calculated as an indicator of item consistency. For the first axis (Transformational Leadership), the correlation coefficients ranged between (0.71 - 0.96), which are significant at the (0.01) level. Similarly, for the second axis (Quality Management), the correlation coefficients ranged between (0.73 - 0.95), also significant at the (0.01) level. This indicates the consistency of the items for both the Transformational Leadership and Quality Management axes.

Instrument Reliability. The researcher calculated Cronbach's alpha coefficients for the dimensions. It was found



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that the Cronbach's alpha values ranged between (0.71 – 0.99). These values represent the minimum reliability limits for the questionnaire used in the field study.

Data Collection Process

After developing the questionnaire to align with the study's objectives and research themes, official approvals were obtained from the University of Malaya as the supervising academic body (Appendix 1) and from the Omani Ministry of Education (Appendix 2) to ensure adherence to ethical and procedural standards applicable to educational research. Subsequently, the questionnaire was prepared as an electronic form via Google Form, and participating schools were identified according to an organized distribution schedule that considered the representation of the various target groups. The study relied on a random sample method to select participants, enhancing the objectivity and generalizability of the results. The researcher started collecting the data by distributing the study's questionnaire. All the participants voluntarily took part in this study. The educator's participation was confidential, and the researcher did not ask them about their name or their school's name. The researcher is the only person with access to the data.

Data Analysis Procedure

The researcher used the Statistical Package for the Social Sciences (SPSS) version 2023 for data entry and analysis. The following statistical methods were employed:

Descriptive Statistics. Including frequencies, percentages, arithmetic mean, and standard deviation.

Cronbach's Alpha Coefficient. To determine the reliability of the scale items.

Discriminant Coefficient (Group Comparison Method). As an indicator to ascertain the questionnaire's validity.

Reliability Coefficient (Split-Half Method). To ensure the scales have high reliability scores.

Pearson Correlation Coefficient. To verify the internal consistency validity between the questionnaire items and their total score, and to measure the degree of correlation. It is used to study the relationship between variables.

To achieve the study objectives, the researcher used the Statistical Package for Social Sciences (SPSS) software version 24. As well, the researcher used the structural equation model by using AMOS software version 24.0.

FINDING AND DISCUSSION

What Is the Level of Transformational Leadership Practice Among School Principals in The Sultanate of Oman?

To answer this question, the researcher performed the following:

To identify the degree of transformational leadership practice by school principals across its four dimensions (Idealized Influence, Inspirational Motivation, Individualized Consideration, Intellectual Stimulation), the total score for each dimension was calculated, and the arithmetic mean of the total score for each dimension of transformational leadership was found. Table 2 shows the total score, arithmetic means, and standard deviations for each dimension of transformational leadership as follows:



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Table 2

Total Score, Arithmetic Means, and Standard Deviations for the Dimensions of Transformational Leadership

	Idealized Influence	Inspirational Motivation	Individualized Consideration	Intellectual Stimulation
Mean	4.3208	4.2229	4.2779	4.2922
Std. Deviation	.65101	.68671	.67992	.67344
Sum	1996.20	1951.00	1976.40	1983.00

From Table 2, it can be stated that the degree of transformational leadership practice by school principals, across its four dimensions (Idealized Influence, Inspirational Motivation, Individualized Consideration, Intellectual Stimulation), from the perspective of school principals, was high. The weighted arithmetic mean for the total score of transformational leadership was 4.278 with a standard deviation of 0.6195. The arithmetic means ranged between (4.22 – 4.32). The dimension of Idealized Influence received the highest arithmetic mean for the overall score (4.32, SD = 0.650), followed by Intellectual Stimulation (M = 4.292, SD = 0.673) in the second rank. Individualized Consideration ranked third (M = 4.277, SD = 0.679), and Inspirational Motivation was fourth (M = 4.222, SD = 0.686). A comparison of the arithmetic means for the four dimensions of transformational leadership with the weighted arithmetic mean for the total transformational leadership score (4.278, SD = 0.6195) reveals that the means for all four dimensions were higher than the overall mean, except for the Inspirational Motivation dimension (4.222), which was lower by 0.056.

Based on these findings, it can be asserted that: The results underscore a high level of transformational leadership practice among school principals in the Sultanate of Oman across all four dimensions (Idealized Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation).

The researcher posits that the elevated mean values reflect the importance of school principals adopting leadership styles that align with the characteristics of transformational leadership. Such styles prioritize fostering innovation, promoting knowledge exchange, and cultivating an environment conducive to intellectual growth and collaborative engagement. This aligns with recent studies highlighting the role of transformational leadership in enhancing the quality of school performance in the Sultanate of Oman. The findings also emphasize transformational leadership as a core component of institutional administration, contributing to the entrenchment of institutional principles and resilience against pressures that could deviate from administrative decisions.

The results accord with previous local and international studies, including Sheesh (2022), Fady Mahmoud and Kamal Khalil (2022), Mohammed Moussa (2022), Mohammed Ahmed et al. (2021), Omar Saleh et al. (2020), Zaroukhi and Hijab (2019), Mohammed Falah and Ra'ed (2019), Al-Musqari and Al-Jaraydeh (2018), and Al-Riqishiyeh (2015). Conversely, some results differed from studies, such as Reda Mohammed and Mohammed Ali (2020), Khitam Za'al and Mohammed Al-Harassah (2019), Al-Bustanjy and Dardakeh (2019), and Ayman Arsan (2014).

The findings are also consistent with the Trait Theory, which accentuates the significance of a leader's personal attributes. This aligns with the role of transformational leadership in augmenting interpersonal interaction and improving institutional performance effectiveness.

The researcher interprets these results as indicative of a supportive environment that encourages inquiry, dialogue,



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and collective learning, coupled with opportunities for continuous administrative development and the empowerment of school leaders to embrace a shared vision of leadership excellence and innovation.

What Is the Level of Quality Management Implementation Among School Principals in The Sultanate of Oman?

To ascertain the level of availability of the various dimensions of school quality management (Managing Teaching Staff, Managing Students, Managing School Facilities, and Managing Relationships with Partners) among school principals in the Sultanate of Oman, the researcher computed the weighted mean values for the study sample's scores on the school quality management construct. These values were then compared against the relative weight standard criteria detailed in Table 3, which presents the weighted mean values for each school quality management dimension as follows:

Table 3

Weighted Mean Values for Each Dimension of School Quality Management

Variable	Managing Teaching Staff	Managing Students	Managing School Facilities	Managing Relationships with Partners
Weighted Mean	4.2554	4.0597	4.2056	4.0740
Standard Deviation	.71988	.70737	.65950	.73012

Table 3 indicates a high level of school quality management dimensions, as the value of the faculty management dimension reached 4.255. Similarly, the average score of the student management dimension reached 4.059, the facilities management dimension was 4.205, and the relationship management dimension achieved 4.33.

Table (4)

Summary of Quality Management Level Values

Quality Management Dimensions	Weighted Mean	Mean According to RII	Value According to RII	Level
Managing Teaching Staff	4.2554	.85	$0.8 \leq RII \leq 1$	Very High
Managing Students	4.0597	.81	$0.8 \leq RII \leq 1$	Very High
Managing School Facilities	4.2056	.84	$0.8 \leq RII \leq 1$	Very High
Managing Relationships with Partners	4.0740	.81	$0.8 \leq RII \leq 1$	Very High

Based on the preceding analysis, it can be stated that the dimension of school quality management most frequently observed among school principals in the Sultanate of Oman is Managing Teaching Staff, rated as very high. This is followed by the Managing Facilities dimension, rated as high, then Managing Relationships, rated as moderate. Lastly, Managing Students was also rated as high.

The researcher interprets the high mean values across all dimensions as a reflection of the significance of quality as a primary focus for enhancing performance within educational institutions, emphasizing individuals as the core drivers of institutional achievement. The study results demonstrated that the four dimensions of transformational leadership (Idealized Influence, Intellectual Stimulation, Individualized Consideration, and Inspirational Motivation) were all rated at high levels, with proximate arithmetic means. Idealized Influence registered the highest mean (4.32). The findings confirmed the homogeneity of respondents' responses, suggesting a strong awareness of the importance of transformational leadership within the school setting.

These results align with prior studies, such as Al-Khanbashiyyeh (2018) and Al-Sawafi (2014), which affirmed the



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importance of organizational learning and the implementation of total quality management standards for improving educational performance. Conversely, the results diverged from the findings of Al-Kahali (2019) and Rania Al-Ghuwayri (2022), where some results indicated a moderate degree of application in certain educational contexts.

The findings are also consistent with the theory of Educational Quality Management, which stresses the importance of deliberate planning, improving the learning environment, and embracing continuous improvement. These elements contribute to elevating the quality of education and the student experience, thereby fostering enhanced interaction and active participation. Based on the analysis, the dimension of quality management most prevalent among school principals in the Sultanate of Oman was Managing Teaching Staff, rated as very high, followed by Managing Facilities, rated as high, then Managing Relationships, rated as moderate, and finally, Managing Students, also rated as high.

To What Extent Does Gender Influence the Relationship Between Transformational Leadership and Quality Management Among School Principals in The Sultanate of Oman?

To address this question, a structural equation model was developed using AMOS 23 software to test a hypothesized model. This model included transformational leadership values (Idealized Influence, Inspirational Motivation, Individualized Consideration, Intellectual Stimulation) as independent variables and school quality management (Managing Teaching Staff, Managing Students, Managing School Facilities, Managing Relationships with Partners) as the dependent variable, with gender (male school principals vs. female school principals) functioning as a mediating variable. This procedure yielded a model that demonstrated a good fit to the hypothesized model for both groups (male and female principals), with a chi-square value of ($\chi^2 = 0$), statistically significant at the $p < 0.00$ level with 0 degrees of freedom.

Figure 1

The Hypothesized Model for The Causal Relationships Between Transformational Leadership Values and School Quality Management for Male School Principals After Estimating Measurement Parameters

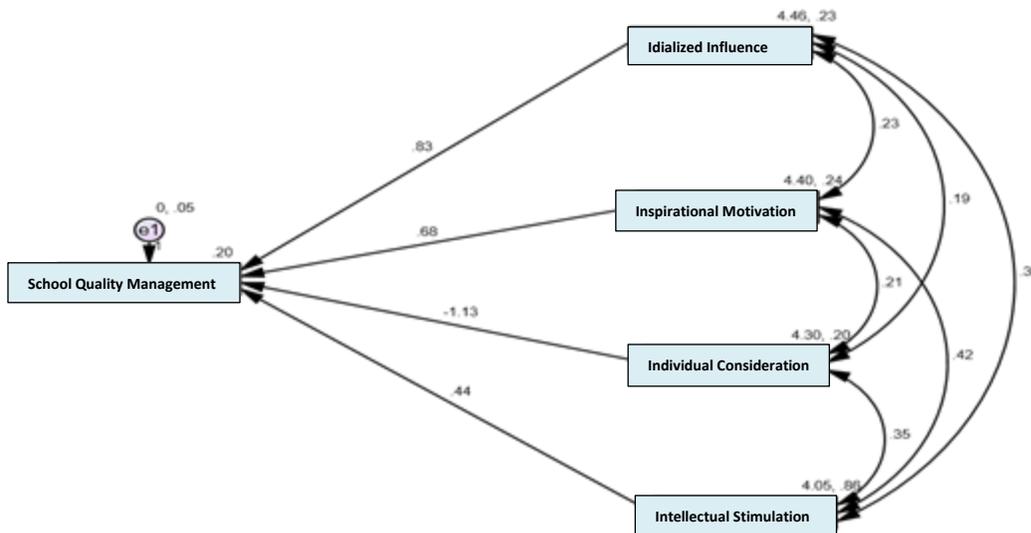
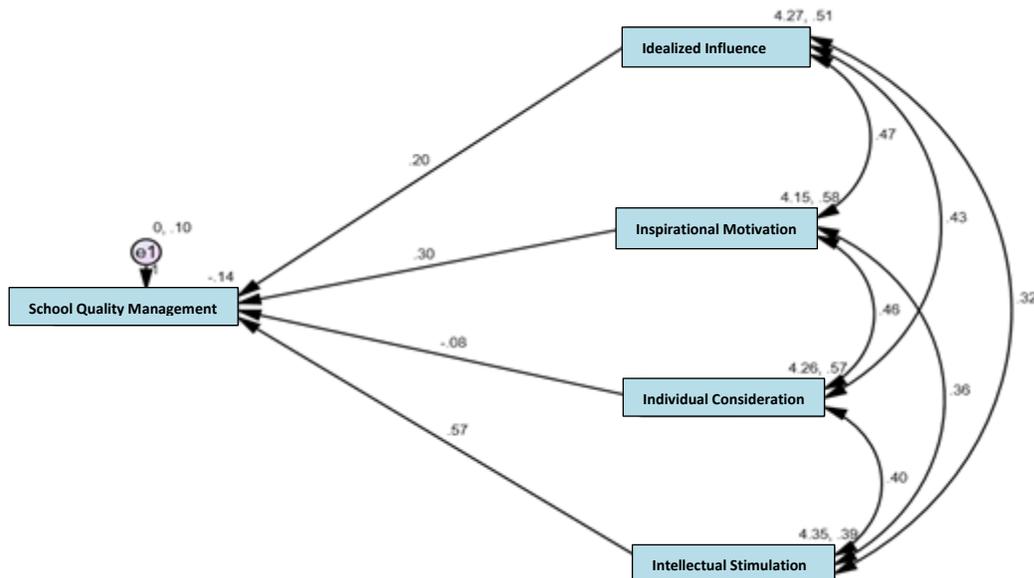


Figure 1 shows that the Idealized Influence value significantly and directly influences school quality management, with a path coefficient of 0.83 for the male principals group. The Inspirational Motivation value also significantly and directly influences school quality management, with a path coefficient of 0.68 for the male principals group. The Intellectual Stimulation value significantly and directly influences school quality management, with a path coefficient of 0.44 for the male principals group.



Figure 2

The Hypothesized Model for The Causal Relationships Between Transformational Leadership Values and School Quality Management for Female School Principals After Estimating Measurement Parameters



The results of the hypothesized model of the causal relationships between the dimensions of transformational leadership and school quality management revealed that idealized influence, inspirational motivation, and intellectual stimulation exerted statistically significant positive direct effects, while individualized consideration exhibited a negative effect. Gender was also found to be an influential mediating variable in these relationships; the impact of transformational leadership on quality management was more pronounced among male school principals than among female principals, with the exception of the "intellectual stimulation" dimension, which was more influential among female principals. The results confirm that transformational leadership contributes to enhancing school quality management and achieving educational goals efficiently. This is consistent with the findings of previous studies (Al-Eissa, 2019; Al-Kaabi, 2014; Al-Kahali, 2019; Khitam Zaal & Al-Harasha, 2019; Rothstein, 2016), which emphasized the role of transformational leadership in supporting total quality practices in educational institutions.

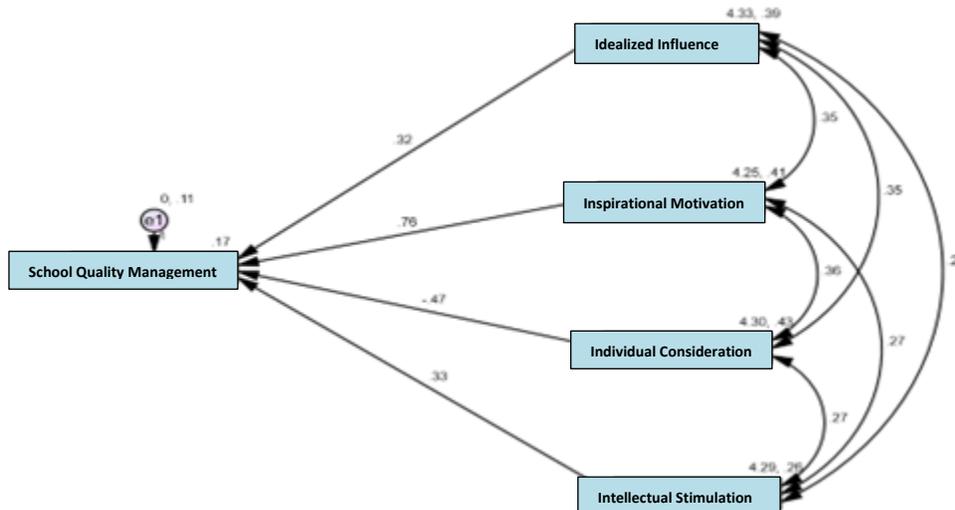
What Is the Extent of the Effect of Experience and Qualification on the Relationship Between Transformational Leadership and Quality Management Among School Principals in the Sultanate of Oman?

The Extent of The Effect of Educational Qualification on The Relationship Between Transformational Leadership and Quality Management. To answer this question, a hypothesized structural equation model was developed. This model included transformational leadership values (Idealized Influence, Inspirational Motivation, Individualized Consideration, Intellectual Stimulation) as independent variables and school quality management (Managing Teaching Staff, Managing Students, Managing School Facilities, Relationships with Partners) as the dependent variable, with educational qualification (Bachelor's, Master's, Doctorate) acting as a mediating factor. This procedure resulted in models that fit the hypothesized model for each qualification group, yielding a chi-square value of ($\chi^2 = 0$), statistically significant at the $p < 0.00$ level with 0 degrees of freedom.



Figure 3

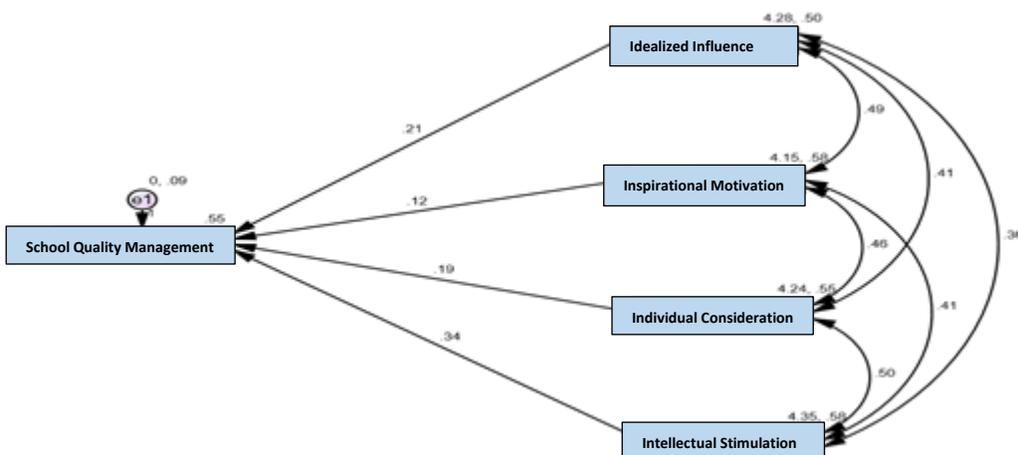
The Hypothesized Model of Causal Relationships Between Transformational Leadership Values and School Quality Management for Bachelor's Degree Holders After Estimating Measurement Parameters



The hypothesized model for Bachelor's degree holders shows that the Inspirational Motivation value significantly and directly influences school quality management, with a path coefficient of 0.76. The Intellectual Stimulation value also significantly and directly influences school quality management, with a path coefficient of 0.33. The Idealized Influence value significantly and directly influences school quality management, with a path coefficient of 0.32.

Figure 4

The Hypothesized Model of Causal Relationships Between Transformational Leadership Values and School Quality Management for Master's Degree Holders After Estimating Measurement Parameters



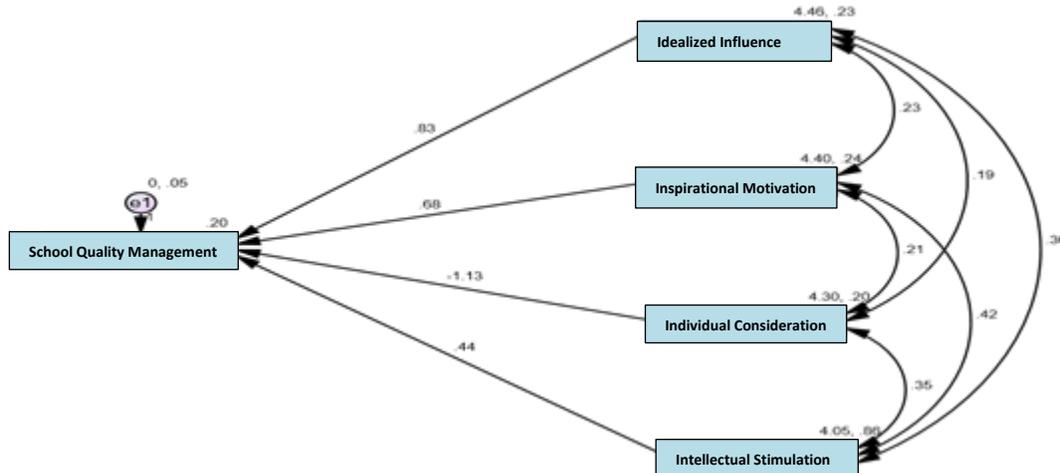
The hypothesized model for Master's degree holders shows that the Intellectual Stimulation value significantly and directly influences school quality management, with a path coefficient of 0.34. The Idealized Influence value also significantly and directly influences school quality management, with a path coefficient of 0.21. The Individualized



Consideration value significantly and directly influences school quality management, with a path coefficient of 0.19. The Inspirational Motivation value showed a significant direct influence, with a path coefficient of 0.12.

Figure 5

The Hypothesized Model of Causal Relationships Between Transformational Leadership Values and School Quality Management for Doctorate Degree Holders After Estimating Measurement Parameters



The results of the model (Figure 5) showed that transformational leadership values exert statistically significant direct effects on school quality management depending on academic qualifications. The effect of idealized influence was highest for PhD holders (0.83) compared to BA (0.32) and MA (0.21), while inspirational motivation was more pronounced for BA (0.76) compared to MA (0.12) and PhD (0.68). Individualized consideration had a negative effect for BA (-0.47) and PhD (-1.13), compared to a limited positive effect for MA (0.19). Intellectual stimulation, on the other hand, showed a progressively positive effect from BA (0.33) to MA (0.34) and then PhD (0.44).

The results also showed higher direct than indirect effects for all values, with inspirational motivation being the most prominent (0.52), followed by individualized consideration (0.47), then idealized influence (0.45), while individualized consideration remained negative (-0.47). The analysis confirmed that academic qualifications represent an influential mediating variable in the relationship between transformational leadership and quality management. Their influence was clearly evident among PhD holders, with the exception of inspirational motivation, which was more prevalent among bachelor's degree holders, and individual consideration, which was more evident among master's degree holders.

Thus, it can be argued that the four values of transformational leadership (idealized influence, inspirational motivation, individual consideration, and intellectual stimulation) influence all dimensions of quality management (faculty, students, facilities, and relationships with partners) through the academic qualification factor, with the exception of individual consideration, which was not affected by qualifications. These results support the findings of previous studies (Al-Harashseh & Al-Maaytah, 2019; Arsan, 2024; Fatima, 2020) and contradict others (Muhammad Ahmad et al., 2021; Muhammad Falah Raed, 2019; Muhammad Musa, 2012; Omar Saleh et al., 2020).

The Extent of The Effect of Experience on The Relationship Between Transformational Leadership and Quality Management. To answer this question, a hypothesized structural equation model was developed, including transformational leadership values and school quality management values as the dependent variable, with years of service (experience) categorized as: (less than 5, 5-9, 10-19, 20 and above) as a mediating factor. The first category (less than 5) was excluded from the analysis due to the absence of respondents. This procedure yielded models that fit the hypothesized model for each experience group, resulting in a chi-square value of ($\chi^2 = 0$), statistically



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significant at the $p < 0.00$ level with 0 degrees of freedom. Figure 6 presents the hypothesized model after estimating measurement parameters for the experience group in the category (5-9) as follows:

Figure 6

Hypothesized Model of Causal Relationships Between Transformational Leadership Values and School Quality Management for The Experience Group (5-9 Years) After Calculating Measurement Parameters

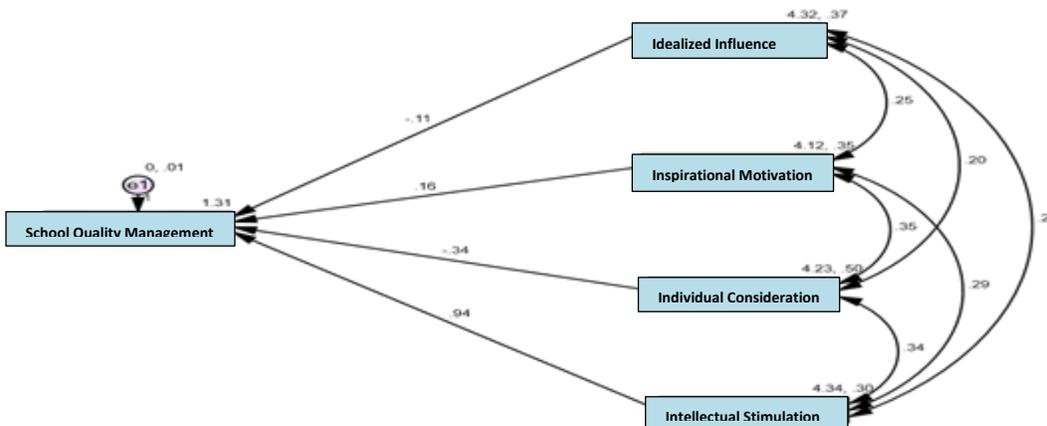


Figure 7-4 indicates that the Idealized Influence value negatively influences school quality management, with a path coefficient of -0.11. The Inspirational Motivation value positively influences school quality management, with a path coefficient of 0.16. The Individualized Consideration value negatively influences school quality management, with a path coefficient of -0.34. The Intellectual Stimulation value positively influences school quality management, with a path coefficient of 0.94.

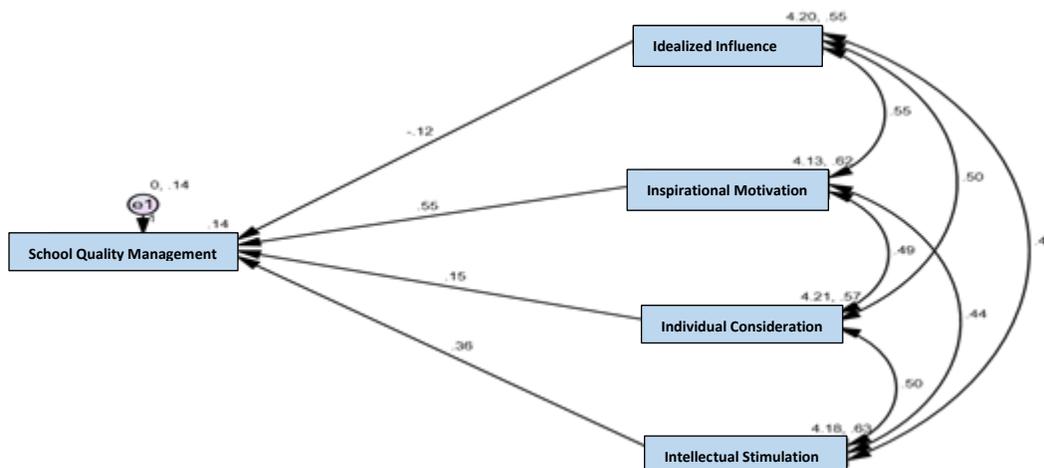
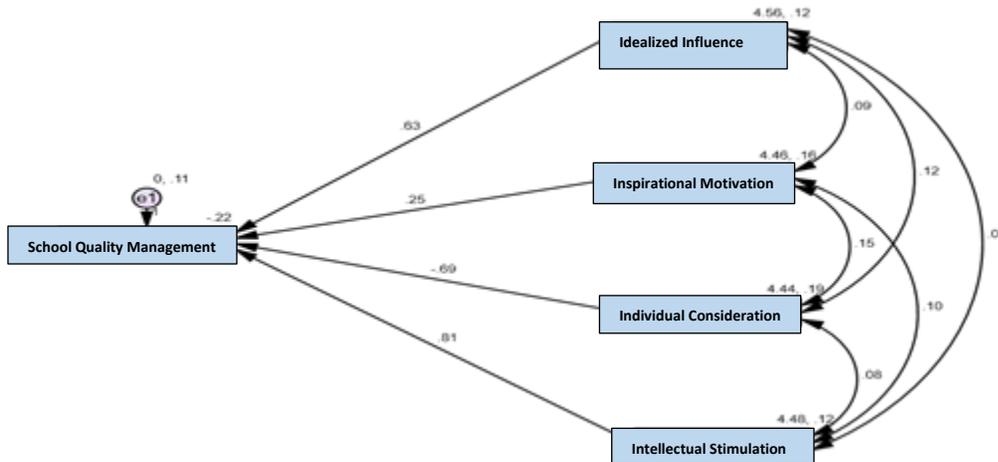


Figure 7 indicates that the Idealized Influence value negatively influences school quality management, with a path coefficient of -0.12. The Inspirational Motivation value positively influences school quality management, with a path coefficient of 0.55. The Individualized Consideration value positively influences school quality management, with a path coefficient of 0.15. The Intellectual Stimulation value positively influences school quality management, with a path coefficient of 0.36.



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The results of Figure 8 indicate that transformational leadership values have a varying impact on school quality management. A positive effect was found for intellectual stimulation (0.81), idealized influence (0.63), and inspirational motivation (0.25), while the effect of individual consideration was negative (-0.69). The results also showed direct effects of these values, with intellectual stimulation having the highest effect (0.70), followed by inspirational motivation (0.32), and idealized influence (0.13), while individual consideration remained negative (-0.29). The analysis confirmed the mediating role of years of experience (5-9, 10-19, 20+) in most paths of the relationship between transformational leadership and quality management, with the exception of individual consideration, in which this role did not appear. The mediating effect was more evident among principals with experience (10-19 years). These results were consistent with some previous studies, such as Al-Jaraidah and Al-Shahimi (2020), Al-Aisyah (2019), and Omar Saleh et al. (2020), while they differed from other results, such as Al-Jaraidah and Al-Saqri (2018), Al-Kaabi (2014), and Al-Busaidi (2018).

CONCLUSION

The study results revealed that transformational leadership values (idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) directly and statistically significantly influence school quality management across its various dimensions, with academic qualifications and years of experience emerging as mediating variables that enhance or limit the strength of these effects. It was found that intellectual stimulation and inspirational motivation had the most positive impact, while individual consideration sometimes had a negative impact, especially for certain categories of academic qualifications. It also became clear that school principals with intermediate experience (10–19 years) and doctoral degrees demonstrated higher levels of transformational leadership practices and their impact on the quality of school performance.

These results are consistent with the educational literature, which emphasizes the role of transformational leadership in improving the effectiveness of educational institutions and enhancing school culture (Bass & Avolio, 1994; Wilson Heenan et al., 2023). This is also supported by Eliophotou Menon (2024), who indicated that transformational leadership is positively related to educational outcomes, as well as by the JSSER study on the impact of years of experience on enhancing institutional effectiveness. In the same context, other research has shown that intellectual stimulation and inspirational motivation are the two dimensions that contribute most to developing school practices (Kandemir, 2024). Conversely, some findings conflict with other studies that did not find a clear role for experience or academic qualifications in these relationships (Muhammad Musa, 2012; Omar Saleh et al., 2020).

Accordingly, it can be said that this study adds a new dimension to the scientific debate by highlighting the role of



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academic qualifications and years of experience as mediating variables in the relationship between transformational leadership and quality management. This reinforces the importance of preparing school leaders and qualifying them academically and professionally to contribute to improving the quality of institutional performance.

RECOMMENDATIONS

Based on the study's findings, the following recommendations are proposed:

1. Involve principals in various administrative development programs, including conferences, seminars, competitions, educational forums, and exchange visits both within Oman's educational system and abroad.
2. Strengthen initiatives aimed at enhancing the level of transformational leadership in educational institutions, given its significant positive impact on improving quality management.
3. Prioritize the professional and administrative development of principals by collaborating with experienced educational institutions or other relevant governmental or private entities to deliver educational training programs, and by fostering a culture of continuous professional development and self-improvement among principals.

SUGGESTED STUDIES AND FUTURE RESEARCH

In light of the study's results and recommendations, it is evident that this study explored the relationship between transformational leadership and quality management among school principals in the Sultanate of Oman. It would be highly valuable and informative to incorporate additional variables into this study's model in future research, such as investigating:

1. The role of transformational leadership as a mediating variable in the relationship between job satisfaction and job performance.
2. The role of transformational leadership as a mediating variable in the relationship between organizational citizenship behaviour and organizational commitment.
3. The relationship between organizational citizenship, organizational citizenship behaviours, and organizational commitment.
4. Transformational leadership and its role in the advancement of educational institutions towards total quality management.

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