INVESTIGATING THE INFLUENCE OF TEACHERS' LEADERSHIP SKILLS ON STUDENTS' ACADEMIC OPTIMISM IN BASIC AND POST-BASIC EDUCATION SCHOOLS AT SELECTED GOVERNORATES IN THE SULTANATE OF OMAN

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Abstract

This quantities' study discusses the influence of teachers' leadership skills on students' academic optimism of basic and post basic school in selected governorates in the Sultanate of Oman. The problem is that emotional and physical withdrawal of students leads to various behaviors among students which affect their academic performance such as waiting for deadline to do assignments, absenteeism in exams' days, law level of motivation and interest in doing assignments, disturbance of class, distrusted in teachers, denigration of school values accompanies by failure in classroom, less and rare participation in classroom and school activities. Therefore, the study objectives were to identify the dominant teachers' leadership skills in basic and post basic education schools, to diagnose the level of each skill, identify the dominant students' academic optimism dimensions, and examine the level of each dimension and the relationship between teachers' leadership skills and students' academic optimism. The descriptive and analytical method was used. The study population was (1791) teachers and the sample size selected randomly using Krejci and Morgan table (1970). It was (316) teachers. The data collection was based on the questionnaire which consists of (60) paragraphs distributed into three sections (the demographic backgrounds, teachers' leadership skills and students' academic optimism). The findings revealed that: expertise is the dominant teachers' leadership skill among basic and post basic schools whereas the skills related to making decisions and expressing opinions have a lower frequency, students' trust in the teachers is the most dominant students' academic optimism dimension and the lowest dimension level which is related to students' identification with school. There was strong positive significant relationship appeared between teachers' leadership skills and students' academic optimism in basic and post basic education schools.

Keywords: Leadership skills, academic optimism, academic emphasis

1. INTRODUCTION

Omani educational curriculum has been progressed to fulfill the fundamental needs of the individuals of the country (Al Shabibi, A. S., & Silvennoinen, H., 2018). However, The MOEO should create and upgrade the quality of educational improvement programmes for school and students. These points can be accomplished if the school(s) emphasis on the skills of teacher's leadership. As Bressman, S., Winter, J. S., & Efron, S. E.

(2018) stated, if there are no full support and leadership teachers, any move to change education will bring disappointment Besides that, Leithwood et al. (2010) asserted that focusing on promoting leadership practices improve school factors which affect students learning. This is because, schools play a vital role in students learning.

Hunzicker (2010) declared that teachers guiding others are more effective than conventional "sit-and-get" approach. They confirmed that coaching is making difference turn knowledge to effective learning and teaching practices. Allen et al. (2011) found teachers who work collaboratively and guide their colleagues will bring positive effect to their students' performances. Besides that, Leithwood and Mascall (2008) discovered that successful schools regularly share leadership responsibilities and roles with their teachers. This shared leadership makes difference in students' results and schools' accomplishment in general. As in the findings of Hallinger and Heck (2010), there were positive differences in math results and overall students' achievement with changing levels of shared leadership in school community.

Teacher leadership is a basic component to increase students' success and enhance overall school success (Hunzicker, 2013). It has an important role on students learning achievement specifically and school community in general. Lieberman et al. (2000) declared six primary skills of teacher leaders in their study: understanding change processes, building trust with colleagues, utilizing resources in achieving common goals, willing to undertake organizational roles, enhancing their practices and work collaboratively with their colleagues. Snell and Swanson (2000) found that teachers became leaders when they developed their skills in four areas, empowerment, expertise, collaboration and reflection. Bond (2011) identified three primary categories for developing teacher leadership which are knowledge, skills and dispositions.

Snell and Swanson framework was chosen in the current study because these skills are basic and common in teacher leadership filed (Briley, 2004). Thus, the study investigates if there is a relationship between Snell and Swanson framework of teacher leadership: empowerment (EMP), expertise (EXP), collaboration (COL) and reflection (REF) and the students' academic optimism (SAO).

Following this, the aim of this study is to identify if there is a significant relationship between the teachers' leadership skills and students' academic optimism.

1.1 Statement of the Problem

Students' academic achievement is very decisive to be addressed nowadays at every level from a perspective of a particular person to an organized group of people like school and nation. In the Sultanate of Oman, many parents of school going children are concerned about the excellent result that schools achieve and want their children to excel in public examinations. They are enquiring how many distinctions a student can score. This shows that a society is placing a great emphasis on the excellent academic performance.

Governing boards, teachers and administrators have invested time and energy supporting various mechanisms designed to positively impact students' achievement. Regardless of the efforts being made by Omani Government and other stakeholders to expand education since 1970 and supply of necessary materials needed in the schools, there is no cut way to guarantee students' achievement.

A serious problem that educators face today is the emotional and physical withdrawal of students. As the researcher is a teacher in one of the Omani's a basic school, she has noticed various behaviors among students which affect their academic performance such as waiting for deadline to do assignments, absenteeism in exams' days, low level of motivation and interest in doing assignments, disturbance of class, distrusted in teachers, denigration of school values accompanies by failure in the classroom, less and rare participation in classroom and school activities.

These attitudes and behaviors may be followed by forms of students' withdrawal including absenteeism or dropping out. All these behaviors may be associated with students' feelings of not belonging to the school and not valuing it and its outcomes. That is, student who fails to identify with school may be predisposed to exhibit negative school behaviors and eventual withdrawal from school. There is a feeling of not being an accepted member, does not feel comfortable and would rather be in different environment other than school.

Thus, it is the role of instructors and teachers to find ways that build and strengthen good relationships with their students. They need to be skillful to fulfill students' needs. Hence, they can work collaboratively with the school community staff as this responsibility does not rest on the directors' shoulders only. Unfortunately, most teachers do not know that these roles and skills of leadership are useful for themselves and their students. Adams, Kutty and Mohd Zabidi (2017) mentioned that teachers usually have not accepted leadership roles as these roles involve more work and responsibility. However, these roles and skills minimize teachers' effort; enrich their experiences and building good relationships between their colleagues, students, and parents. In addition, they provide them with chances to participate in different activities in and

outside classroom and school.

Consequently, there is a need to study the influence of teachers' leadership skills on students' academic optimism. In other words, teachers need to be aware of the importance of these skills and use them effectively to further assist the students. Universally, a few scholars have examined the relationship between teachers' leadership and academic optimism. As, there is a shortage of such studies within the Sultanate of Oman, the current study is conducted with an aim of filling this gap.

1.2. Objectives of the Study

The objectives of this study are:

a) To examine the levels of teachers' leadership skill types in teaching and learning practices in Basic and Post-basic Education schools in North and South Al Batinah Governorates of Sultanate of Oman.

b) To identify the dominant students' academic optimism dimensions in Basic and Post- basic Education schools in North and South Al Batinah Governorates of Sultanate of Oman.

1.3. Conceptual Framework of the Study

This section explains the general conceptual framework. (Imenda, 2014) said that conceptual framework is an organized way of studying the issue. It illustrates the relationship between the variables of a study in coherent organized figure. Figure (1) underneath will be utilized to direct this study.

Figure (1.1) General Conceptual Framework of the Study
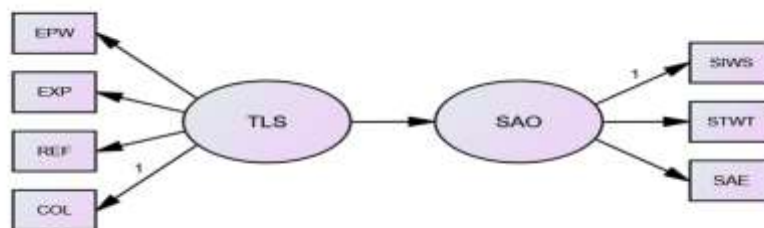
Note: Empowerment **(EPW)**, Expertise **(EXP),** Reflection **(REF),** Collaboration **(COL),** Student academic emphasis **(SAE)**, Student identification with school **(SIWS),** Student trust with teachers **(STWT)** Teachers' Leadership Skills **(TLS) &** Students' Academic Optimism **(SAO).**

Source: adapted from Tschannen-Moran, Bankole, Mitchell, & Moore (2013) and (Snell & Swanson, 2000).

2. LITERATURE REVIEW

In this section, the researcher presents two aspects of the studies: the teacher leadership skills and the students' academic optimism:

2.1. Teacher Leadership Skills

Bush, T. (2015) stated that teacher leadership includes leadership with specific teacher qualities and practices. In other words, teacher leadership is not practiced through formal position. According to (Darling-Hammond, 2013) teacher leadership emphasizes on collaborative approach. Bush, T. (2015) pointed that it is performed by professional teachers in different areas that leads to increase learners' achievement as well as school success. This means it emphasizes on instructional competent at the classroom. Snell and Swanson (2000) highlighted that teacher leader is seen as professional instructors in his classrooms. When teacher leadership is characterized through qualities, various examples are displayed within the literature. Teacher leaders are characterized as confident, knowledgeable, flexible, reflectors, collaborators, risk - takers, participant in making decisions, innovators, long-life learners, problem solvers and relationship builders (Mackiewicz-Wolfe, 2013).

On a Q-methodology research, six elements related to teachers' roles reflected leadership skills: knowledgeable about educational challenges, teacher authority, empowerment of others, take part in school

activities, long-life learning and relationships builders between staff and students (Lynch & Strodl, 1991). Having such as these skills enable teachers to support others, participate in decision making, encourage teachers and students to participate more in school activities, build good relationships and work with others to plan curriculums. Another study shows similar finding relating to teacher leadership: sharing leadership, building personal relationships, dealing with challenges and collaborative with others to achieve high standards (Ault, 2009).

Various elements constitute the key skills for effective teacher leaders, such as confident in pedagogical practices, social in relationship building, being active in the leadership process, as well as competent in teaching and learning situations (Crowther, 2009). Crowther focuses on three aspects of professional capital (the human, social and decisional) as the basic skills of successful teachers. Similarly, Danielson (2006) described teacher leaders as having professional knowledge and pedagogy. Other interpersonal skills include negotiating challenges and solving problems (Danielson, 2007). Conversely, Hargreaves and Fullan's (2012) focus on being skillful in leading colleagues to know how to be creative, build trust in others and make decisions (Gabriel,2005). This strongly aligns with empirical study's findings that focus on the need for trust (Fairman & Mackenzie, 2015) and the significance of collegiality.

A further skill domain is collaboration which largely depends on the culture of trust (Tschannen- Moran, 2001). It plays a vital role in supporting and developing teacher leadership (Cheng, A. Y., & Szeto, E. 2016). Collaboration involves searching and creating collaboration opportunities (Darling-Hammond, 2013). All these elements highlight the importance of good communication in developing professional atmosphere. Such collegiality model for leaders focuses on employing interactive skills to build good relationships (Crowther, 2009). Curci (2012) stated this by saying "teacher leaders who can recruit the efforts of others and facilitate a workable environment can make huge strides for their school community" (p. 49).

In 2000, a framework for teacher leadership has been developed by Snell and Swanson. It displays the important skills that enable teachers to work successfully with their students and all people in the school community. This framework consists of various dimensions that include collaboration, empowerment, reflection and expertise. These dimensions will be a major part of this study, as the participants will be invited to explore these skills according to their practices in teaching and learning.

2.2. The Students' Academic Optimism (SAO)

To understand the concept of academic optimism, the notion of optimism needs to be studied. Optimism is a mental attitude that enables people to view others, events, and the world in the most positive light. Optimistic people have better moods and more successful in their lives (Seligman, 2000). He noted that optimism can be taught and improved. Dean (2011) stated learned optimism designs overall organization. Also, learned optimism according to Seligman, gives people a chance to participate in the organization (Smith & Hoy, 2007). An optimistic classroom focuses on engaging students in meaningful learning activities (Hoy, et al., 2008). Optimistic teacher believes that he can do positive differences in their students' lives and his school community (Hoy et al., 2008). Additionally, he believes that everyone in his class can be academically successful. Their optimism promotes hope, responsibility, and other positive dispositions on their students. Scheier and Carver's (1985) expectancy-value theory suggests that values and expectancies of a person play a major role in predicting his future decisions and achievement. These positive emotions get people engaging in achieving objectives, even there are difficulties. So, optimistic people expect positive results, whereas pessimists expect negative results.

Academic optimism is defined as a force for student learning outcomes (Mitchell, 2012). Hoy and his colleagues were the first in collecting collective teacher efficacy, their trust in school staff, and academic emphasis in one concept (academic optimism). Later, this concept was used to investigate academic optimism of teachers in the United States and other countries (Asgari & Rahimi, 2014). Özdemir & Kılınç, 2014). Individually or collectively, this concept has been connected to other school factors (e.g., collective responsibility, students and staff behaviors and community engagement (Wu et al., 2013)

These school characteristics set the stage for creating a school culture aimed to raise students' achievement. The concept of teacher academic optimism has expanded to students' perceptions of their achievement (Tschannen-Moran et al. 2013). They united a similar set of school-level variables (academic press, student identification with school and student trust in teachers) to be in one concept (Students' academic optimism).

As mentioned previously, Hoy et al. (2006) coined teacher academic optimism. Tschannen-Moran et al. (2013) added student academic optimism concept to the literature to examine student identification with school, student perception of academic press and student trust in teachers (Wagner & DiPaola, 2011). Hoy et al. (2006) asserted that teacher academic optimism has been confirmed by several other researchers,

academic optimism of student is supported by a single study (Tschannen-Moran et al., 2013). Consequently, the study aims to contribute to literature on academic optimism by investigating the influence of teachers' leadership skill types of teaching and learning on student academic optimism after controlling the SES in Sultanate of Oman.

3. METHODOLOGY

3.1 Introduction

This study is designed as a survey research. Survey research was defined by Kelley, et. al., (2003). As the main objective of this study is investigating the influence of teachers' leadership skills on students' academic optimism, survey is a convenient research method. Besides that, the survey is one of the most common designs being used in educational studies Taherdoost, H. (2016). The design popularity can be referred to its effectiveness in many research situations and its ability to examine people perceptions (Creswell, 2010).

3.2. Population and Sample

The respondents of this study are Basic Education schools (10-12) and Post-Basic Education schools (11-12) teachers with 10 or more years of teaching experience. Years of experience have been identified to widely impact the teachers' motivations toward leadership and their colleagues' perceptions of it.

For the study population of the teachers with ten years' experience in both Governorates were: (1791), at Al Batinah –North (1321) and in Al Batinah- South (470). The sample size of this study due to Krejcie &Morgan, (1970) were (500) teachers involved; that is: (369) and (131) straight from both Governorates, to avoid missing responses or uncooperative respondents.

3.3. Instrumentation and Data Collocation

Seven –point Likert scale gives the respondents many options to choose their answers and provides the researcher with different ranges of scores to enhance the statistical analysis. Diefenbach (1993) found that seven–point Likert scale attains high accuracy, and it is ease of use. Moreover, Finstad (2010) declared that it is more effective for electronic and unsupervised questionnaires. The researcher used Likert 7 points scale which indicates; (1) never true (NT), (2) rarely true (RT), (3) sometimes but infrequently true (SIT), (4) neutral (N),(5) sometimes true (S), (6) usually true (UT), and (7) Always True (AT).

Items of this study are based on Snell and Swanson's (2000) teacher leadership framework which involves four dimensions expertise, collaboration, reflection and empowerment, each dimension has 6 items.

Students' academic optimism scale was adapted from sets of questionnaires as it contains of three elements (students' academic emphasis (SAE), students' trust in teachers (STIT) and student's identification with school (SIWS). Students' identification with school questionnaire has 16 items instruments given by Voelkl (1996). It is adapted to thirteen items to measure students' perceptions of their identification with school. Students' trust in teacher (STIT) has (13) items (Adams & Forsyth, 2009). Ten items are adapted to this study as the respondents are teachers as mentioned previously. Finally, students' academic Emphasis (SAP) scale included (8) items (Hoy & Feldman, 1987).

Table (3.1) The Survey Questionnaire Format

Section	Variable (s)	No. of items	Respondents
A	*Demographic Details*	**5**	teachers
B	*Teachers' leadership skills*	**24**	teachers
	Empowerment	6	Teachers
	Expertise	6	Teachers
	Collaboration	6	Teachers
	Reflection	6	teachers
C	*Students' academic optimism*	**31**	teachers

	Students' identification with school	13	teachers
	Students' trust with teachers	10	teachers
	Students' academic emphasis	8	Teachers

3.4. Validity

Validity is a significant feature for any instrument. Robson (2011) defined it as the ability of an instrument to measure what it is aimed to examine. validity measures the inter correlations between the overall variable and its subscales using Pearson correlation. Table 3.2 displays construct validly of the current study. There is a large Pearson's correlation for overall score of the TLS, and its subscales ranging from 0, 75 to 0.95.

Table (3.2) Construct validity of the teachers' leadership skills

		COL_MEAN	REF_MEAN	EXP_MEAN	ALL_MEAN
EMP_MEAN	Pearson Correlation	.754**	.842**	.884**	.951**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	107	107	107	107
COL_MEAN	Pearson Correlation		.874**	.838**	.907**
	Sig. (2-tailed)		.000	.000	.000
	N		107	107	107
REF_MEAN	Pearson Correlation			.897**	.949**
	Sig. (2-tailed)			.000	.000
	N			107	107
EXP_MEAN	Pearson Correlation				.932**
	Sig. (2-tailed)				.000
	N				107

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.2 displays overall score of academic optimism of students. It displayed large Pearson correlation coefficients, with subscales (STIT, SAE AND SIWS) ranging from 0, 77 to 0.94.

Table (3.3) Construct validity of the students' academic optimism

		COL_MEAN	REF_MEAN	EXP_MEAN	ALL_MEAN
EMP_MEAN	Pearson Correlation	.754**	.842**	.884**	.951**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	107	107	107	107
COL_MEAN	Pearson Correlation		.874**	.838**	.907**
	Sig. (2-tailed)		.000	.000	.000
	N		107	107	107
REF_MEAN	Pearson Correlation			.897**	.949**
	Sig. (2-tailed)			.000	.000
	N			107	107
EXP_MEAN	Pearson Correlation				.932**
	Sig. (2-tailed)				.000
	N				107

**. Correlation is significant at the 0.01 level (2-tailed).

The above table indicates that the current instrument used in this study is valid.

3.5 Reliability

Reliability is used to describe a test. It concerns stable results of a measurement instrument Mohajan, H. K. (2017). It copes with how an instrument examines what it aimed to examine. Taherdoost, H. (2016) stated reliable scale give the same results if is repeated under constant conditions.

To test questionnaire's reliability, a pilot (pre-test) is used. 107 teachers were recruited as sample and as the respondents of this test. Pre-test is as an opportunity for the researcher to check, modify, add, or even remove questions before applying it with actual sample. The Cronbach's alpha was utilized to investigate internal consistency; in other words, how well the items measure the same construct. The Cronbach's alpha for teachers' leadership skills was 0.97 and between 0. 90- 0. 96 for its dimensions. Hence, the instrument is considered reliable.

Table (3.4) Reliability Statistics for teachers' leadership skills

Dimensions	NO. of Items	Cronbach's Alpha
EMPOWERMENT (EMP)	6	0.909
EXPERTISE(EXP)	6	0.958
COLLABORATION(COL)	6	0.947
REFLECTION (REF)	6	0.961
TEACHER'S LEADERSHIP SKILLS (TLS)	24	0.972

The next table (3.5) demonstrates the internal consistency for students' academic optimism and its dimensions. It indicates that the instrument shows excellent reliability.

Table (3.5) Reliability Statistics for students' academic optimism

Dimensions	NO. of Items	Cronbach's Alpha
STUDENTS' IDENTIFICATION WITH SCHOOL (SIWS)	13	0.968
STUDENTS' TRUST IN TEACHER (STIT)	10	0.983
STUDENTS' ACADEMIC EMPHASIS (SAE)	8	0.965
STUDENTS' ACADEMIC OPTIMISM (SAO)	31	0.985

3.6 Data Analysis

After the respondents completed the questionnaire, the data was transformed from google drive to excel programme to be prepared for Statistical Package software (SPSS). Then, the demographic information, responses and variables were coded. This process is significant to enter data. Besides that, it enables researcher to understand data.

Table (3.6) the data analysis and statistical techniques summary

Study Questions	Statistical Techniques and Data Analysis	Justifications
RQ1: Are there significant differences at the level of significance less than 0.05 in the levels of teachers' leadership skills due to some variables	ANOVA (One IV with three levels or above like q qualification ...One DV) T-Test (IV with two levels like	To do a comparison between the groups.

(gender, experience, qualification, age and governorate)?	gender …; One DV 1)	
RQ2: What are the levels of teachers' leadership skill types in teaching and learning practices in selected basic and post-basic schools in North and South Al Batinah Governorates of Oman?	Descriptive statistics (minimum, mean, standard deviation, maximum, Frequencies and Percentage).	To describe data gathered

4. ANALYSIS AND FINDINGS

The research questions will be answered using inferential statistics and descriptive statistics. Besides, it summarizes the data collection procedures and descriptive information about the respondents which was collected from demographic questions of the survey.

4.1. The level of the Teachers' Leadership Skills

The next research question of this study has the aim of looking into the levels of teachers' leadership skill types in teaching and learning practices. To answer this question, the means, and the standard deviations of items under every leadership and teaching practice were described.

Table (4.1) The Means and the standard deviations of teachers' leadership skill types in the teaching and learning practices section.

rank	count		Mean	Std. Dev
1	11	am flexible in teaching.	5.779	1.510
2	21	consider my colleagues' point of view when changes in the schedule are necessary.	5.773	1.492
3	17	work with others to build good relationship with them.	5.767	1.598
4	10	believe in my students' abilities.	5.691	1.467
5	9	consider the differences among students' level.	5.640	1.464
6	18	help my colleagues in academic matter.	5.603	1.567
7	19	consider the perspectives of others within the school.	5.596	1.533
8	20	cope with changes to improve teaching and learning process.	5.584	1.462
9	24	consider changes in school context.	5.577	1.483
10	13	make use of my colleagues' expertise to motivate my students.	5.574	1.484
11	12	use interesting teaching materials.	5.562	1.493
12	15	collaborate with my colleagues to prepare lesson plans.	5.558	1.656
13	16	collaborate with my colleagues in implementing new instructional practices in my classroom.	5.489	1.649
14	6	make a positive difference in students' learning.	5.470	1.523
15	23	discuss strengths and weaknesses in educational activities with my colleagues.	5.423	1.639
16	8	develop lesson plans aligned with the curriculum standards.	5.369	1.575
17	22	use both objective and subjective measures in evaluating my teaching.	5.334	1.553
18	7	am able to incorporate a variety of strategies.	5.328	1.583
19	4	make decision about classroom issues.	5.284	1.578
20	14	am committed to supporting the academic growth of others.	5.259	1.635
21	5	participate in opportunities that stimulate professional growth.	4.688	1.727

22	2	share my opinion in areas relevant to the educational process.	4.672	1.611
23	3	contribute to the educational reform process within my school.	4.385	1.689
24	1	make decisions about the implementation of programs in the school.	4.006	1.763

Table (4.1) shows the means and standard deviations of the items that measured the teachers' leadership and learning skills and practices. The table shows that flexibility in teaching is the most practiced teaching skill of North and South Al-Batinah teachers with a mean value of 5.779 which is a "usually practiced" skill. Next, the item that states "consideration of colleagues' opinions on changing the schedule if necessary" has the mean value of 5.773. On the other hand, item "working with others to build good relationships with them" has the mean value of 5.767 which indicates a usually practiced skill.

The lowest practiced skill was "making decisions about the implementation of programs in the school" with a mean of 4.006. This implies that the skill is neutrally implemented by Al-Batinah teachers. Next, the skill of "contributing to the educational reform process within my school" has the mean value of 4.385 which indicates neutrally implemented skill. The third implemented skill from the bottom is "sharing opinions in areas relevant to the educational process" with a mean of 4.672 and this indicates the skill is sometimes practiced.

In summary, the highest level of practicing leadership and learning skills among the teachers on Al-Batinah is "usually practiced". The skills that are usually implemented in classrooms and related to teaching skills had a higher frequency of practice, whereas the skills related to leadership, making decisions, and expressing opinions have lower frequency of practice.

4.2. Dominant Academic Optimism Dimensions of Students'

The next research question relates to identifying the dominant dimensions of students' academic optimism in selected Basic and post-basic schools in North and South Al Batinah Governorates of Oman. To answer this question, the means, and the standard deviations of the different academic optimism dimensions in the survey are compared.

The variables representing the academic optimism dimensions are students' identification with school, students' trust in teacher, students' academic emphasis. These dimensions are calculated by averaging the answers of the respondents on the questions on each subsection representing the teaching skill. The next table (4.2) shows the results.

Table (4.2) The means and standard deviations of the academic optimism dimensions and the skewness tests

| | Mean | Std. Dev | Skewness | | | |
	Statistic	Statistic	Statistic	Std. Error	Z-value	p-value
Students' identification with school	5.110	1.324	-0.941	0.137	-6.869	<0.001
Students' trust in teacher	5.508	1.382	-1.327	0.137	-9.692	<0.001
Students' academic emphasis	5.108	1.407	-0.781	0.137	-5.701	<0.001

Table (4.2) shows that the most dominant academic optimism dimension is students' trust in the teacher, where this academic optimism dimension had an average of 5.508 which is considered as a usually positively perceived optimism dimension. The next dimension is students' identification with school with a mean of 5.110 and the students' academic emphasis with a mean 5.108. Both are considered as usually perceived academic optimism dimensions.

The skewness test shows that the academic optimism dimensions are significantly skewed to the left since all the skewness test p-values are less than the significance level used (0.05); it means the teachers serving at North and South Al-Batinah tend to practice these leadership teaching skills with a lower frequency of perception in the teaching process evident.

4.3. The Levels of the Students' Academic Optimism Dimensions:

The next research question concerns the levels of students' academic optimism dimensions in selected Basic and Post- basic schools in North and South Al Batinah Governorates of Oman. To answer this question, the means, and the standard deviations of items under every leadership and teaching practice were described. Table (4.3) shows the results.

Table (4.3): The Means and the standard deviations of the statements in students' academic optimism dimensions section.

N	Rank		Mean	Std. Dev
19	1	realize I listen attentively to them.	5.656	1.507
7	2	are motivated in the class.	5.634	1.505
14	3	believe I am always ready to help them.	5.571	1.526
16	4	understand that I have high expectations of their performance	5.546	1.504
3	5	get attention in school when they are in troubles.	5.539	1.506
2	6	are treated respectfully like their peers.	5.527	1.542
22	7	learn a lot from their teachers in school.	5.511	1.464
18	8	recognize me as always helpful and supportive.	5.505	1.485
20	9	appreciate my job.	5.502	1.554
30	10	believe that good grades are recognized by the school.	5.492	1.519
15	11	understand that I have high expectations of their performance	5.467	1.477
21	12	perceive teachers are good at teaching.	5.464	1.485
23	13	rely on teachers when they need help.	5.442	1.501
9	14	can talk to teachers if they have problems.	5.420	1.519
17	15	are well cared of in school.	5.420	1.492
31	16	believe that they can get more support in their study when needed.	5.347	1.545
26	17	believe their school is serious about learning.	5.218	1.599
8	18	feel relaxed in the school context.	5.167	1.532
29	19	believe that their teachers trust in their capability to learn.	5.155	1.466
24	20	respect their peers who get good grades.	5.085	1.590
5	21	perceive that school is essential to their success in life and career.	5.076	1.579
11	22	perceive people at school are interested in hearing from them.	5.050	1.507
1	23	feel proud of being part of this school.	4.915	1.594
28	24	think the content of their subjects is challenging.	4.893	1.531
4	25	like to participate in many of school activities (for example, sports, clubs, plays).	4.890	1.624
27	26	work hard to get good grades.	4.886	1.571
12	27	consider dropping out of school would be a huge mistake for themselves.	4.855	1.676
13	28	believe that school is more important for them than what other people think.	4.808	1.626
25	29	try hard to improve their academic levels.	4.789	1.620
6	30	perceive that many topics they learn in class are useful.	4.776	1.604
10	31	perceive school as one of their favorite places.	4.773	1.567

Table (4.3) shows the means and standard deviations of the statements that measured the students' academic optimism dimensions. It is shown that the teachers perceive their students to realize of listening attentively to them as the most perceived academic optimization statement with a mean value of 5.656 which is a "Usually perceived". This is followed by the perception that the students are motivated in the class, with a mean of 5.634 and the next one is the belief that the teachers are always ready to help the students with a

mean of 5.571 which again is a usually perceived academic optimization statement as evident.

The lowest perceived statement perceives school as one of their favorite places with a mean of 4.773.This implies that this statement is sometimes perceived by Al-Batinah teachers. The "perceive that many topics they learn in class are useful" has been identified with a mean of 4.776 which is sometimes perceived statement. The third perceived statement from the bottom is "try hard to improve their academic levels" with a mean of 4.789 which means this statement is sometimes perceived.

In summary, the academic optimization statement that has the highest level of perception is "realize I listen attentively to them" while the lowest perceived statement is "perceive school as one of their favorite places". In general, the treatments related to the students' interaction with teachers, and in-classroom work have the highest levels of frequency, whereas the statements related to the students' academic improvement and their perception of the school environment have the lowest levels of perception.

5. CONCLUSION

Teacher leadership is an effective success factor for student learning. It is crucial to find ways to improve students' academic achievement as it to believe that leadership skill is the key element to support students learning. Teacher leaders are the team of players who motivated to do the best and continue learning, get, and search for new ideas, ready to challenge and have a vision with a broader perspective for change. Teacher leadership skills can help teachers to interact effectively with their colleagues.

Education is a major for every country since it can contribute to developing human resource and economic growth. Studies of teachers' leadership skills are a few in Oman schools' circumstances. This study found that many teachers perceived themselves to be the expertise. The results of this study are supportive for teachers in identifying different leadership skills and deciding on the most suitable skill to fit the teachers to schools with needs.

Theoretically, a teacher will modify a leadership skill because it has a positive relationship with their qualities and school elements in order to raise the strength of existing relationship. Effective teachers in educational community lead by example. The finding of the current study may be beneficial to teachers to analysis other teachers' leadership skills to support themselves and their students to be enthusiastic in improving their attitudes towards themselves, teacher, and schools and thus their academic achievement.

Education is essential in enhancing students learning outcomes. School variables and characteristics affect the success of teacher and way of leading. The awareness of different leadership skills in different kinds of schools will provide a more focused on students' needs.

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