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Principles and Practice of Educational Management among Private Colleges in Muscat City, Sultanate of Oman

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ABSTRACT

The current study aims to determine the best principles and practices of educational management among the private colleges in Muscat City, Sultanate of Oman. To achieve that, the study examines the influence of teamwork, organizational culture, nature of leadership, professional development, motivations and innovations on college improvements. The SEM analysis results indicated that that the research variables such as Organizational Culture, Professional Development, Teamwork and Innovation have significant positive impact on College Improvement among the private college in the Sultanate of Oman. The study results also demonstrate that Teamwork has the most impact on the success of the private college improvement. However, the SEM analysis also shows that both Nature of Leadership and Motivations has no significant impact on the college improvement amongst private colleges in Muscat City, the Sultanate of Oman.

Keywords: Educational Management, Private Colleges, professional development, Sultanate of Oman.

1. Introduction

Development is tantamount to growth, which fetches a substantial value or significance. Good educational management practices translate to positive transformations to an institution, which never impedes as it draws influences, motivation, and aspirations. Every educational institution aspires to grow and aims to establish superior reputation over others. To achieve this goal, institutions implement drastic measures and policies to reach a certain level of prominence. These measures are in line with the practice of educational management as mandated to institutions by a governing body. This current study investigates the educational management practices common among private colleges in Muscat City in the Sultanate of Oman, and the principles that govern these practices. These educational management practices relate to school improvement, innovation, teamwork, organizational culture, professional development, motivation and the nature of leadership.

Educational managers are confronted with the biggest challenge of delivering quality outcomes. There is, therefore, a need for these managers to continue to harness their managerial prowess, to reach expectations in order to hang on to their posts. However, the ultimate success is achieved when the majority of policies are in place. This study explores the need to create a right venue to bring positive ideas together for the common purpose of sharing best practices of educational management. Hence, learning from each other as managers is the best way to improve the quality of the educational system in Oman, and, thus, benefiting all the stakeholders involved.

Hence, the questions that arise in this study are: (1)What is influence of teamwork, organizational culture, nature of leadership, professional development, motivations and innovations on college improvements in the Sultanate of Oman? (2) To explore which factor (teamwork, organizational culture, nature of leadership, professional development, motivations and innovations) has the most explanation power on the college improvements in the Sultanate of Oman? Therefore, the present research attempts to answer these questions by achieving the following objectives: (1) To examine the influence of teamwork, organizational culture, nature of leadership, professional development, motivations and innovations on the college

improvements in the Sultanate of Oman. (2) To explore which factors (teamwork, organizational culture, nature of leadership, professional development, motivations and innovations) have the most explanation power on the college improvements in the Sultanate of Oman. (3) To investigate the extent to which the following practices of educational management factors (College improvement, Innovation; Teamwork; Organizational culture, Nature of leadership, Professional development and Motivations) are implemented among the private colleges in Muscat City.

This research is structured as follow. The next section states the study context, a literature review related to the topic, discussing different views and followed by the research conceptual framework. Thirdly, the research design and findings are discussed. Then, the study draws conclusions about the perceptions of Principles and Practice of Educational Management among Private Colleges in Muscat City, the Sultanate of Oman. This will lead into a section in which implications for future practice are outlined.

2. The Study Context

According to [1] clearly states, "The rapid economic and social development in the Sultanate of Oman has led to an increasing demand for higher education since 1970. The Government is now involved, and is encouraging the private sector to provide higher education services through colleges and universities to prepare Omanis with the qualifications and skills required to support the country`s future political economic development" (p.p. 2-3). However, [1] also notes, "Higher education in the Sultanate of Oman has a range of different challenges, such as educational policies and regulations, the management of universities and colleges, funding, and maintaining quality standards in higher education institutions". He adds that one of the main challenges that face the decision makers in higher education in Oman is "the effectiveness of the leadership of colleges and universities". He also emphasizes that "strong academic leadership is paramount to the effective running of educational institutions, and a professional measurement is needed to analyze the current management of these institutions" (p. 5).

While focusing particularly on private colleges in Muscat City, this study evaluates issues increasingly central to leadership in a variety of professional educational settings, for example school improvement, innovation, teamwork, organizational culture, professional development, motivation and the nature of leadership. In identifying key concepts, the current study scrutinizes possible management strategies within a changing policy context that is increasingly focusing on standards, accountability, and reputation. A questionnaire is utilized together with research evidence to illuminate the practices, challenges and problems facing educators who endeavor to overcome the perceived gap among colleges. In terms of educational management practices, colleges need to integrate those practices into leadership and management development: one which both supports and stimulates managers' professional development aspirations [2].

The assertion made by [107] of the Coalition of Essential Schools, which states, "No two good schools are ever quite alike" is what has driven the researcher to undertake this present study. Though the researcher believes in the uniqueness of each college, he would also like to attempt to bring together various colleges' successes to a popular venue so that they can learn from each other. This study is intended to all educational leaders in recognition that many of the major themes of educational management have universal significance. Notions of bureaucracy, autonomy and control, accountability and quality, for example, are evident in many different colleges. However, it is vital to be aware of the important differences between them and not to overestimate their similarities. Some of the problems may be the same, but their solutions often depend more on local circumstances than on importing ready-made answers from very different contexts. Bringing the discussion of the uniqueness of target colleges to a global perspective necessitates linking it to the insights in the following thoughts: Ron Glatter's cautions against over-simplification of international issues – "It is easy to become over-impressed by apparent similarities between 'reforms' in various countries and to neglect deep differences at the level of implementation and practice" [3] (p.225).

3. Literature Review and the Study Conceptual Framework

3.1 Practices and Principles of Educational Management Theories

Today, Education becomes fundamental of our existence, while Postmodern society based on science and technology considers the acquirement of new knowledge, skills and competences as a tool of sustainability at all levels, education of individuals, organizations, nations and societies on the whole, therefore gives a viable advantage in more changeable conditions of life and work [4]. According to [5] "education is universally accepted as a form of investment in human beings, which yields economic benefits or returns and contributes to a nation's future wealth and development by increasing the productivity and consumptive capacity of its citizens" [6]. Education, being part of the service industry, that differently characterized from the manufacturing industry, as its product, i.e. knowledge, is intangible. Therefore, effective education relies much on its personnel's knowledge, experience, and ethics [8]. Two major aspects give the importance of the Educational Management, considered a part of management theory. The first aspect takes into consideration the delicateness of the resources the management deals with- that is children and youth. This aspect complicates the process of management

itself, aspects of art and style being widely spread, without harming though, the components of scientific management [9].

A lot of interest has been drawn in the 21st century around the concepts of educational management. Indeed, leading and managing effectively lead to smooth operation of the educational organizations and major differences are traced in student academic outcomes [10]. Educational management is the implementation of management principles in education field [11]. The educational managers seeks to put the best educational policies and strategies that ensure educational programs improvement [12]. According to [13] (p.32) Educational management is defined as, that type of management which helps in the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. In addition, [14] stated that educational management is "the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It includes all those techniques and procedures employed in operating the educational organization in accordance with established policies". while, [7] defined educational management as "the identification, organization and coordination of human, material, physical and fiscal resources, as well as other available education programmes, using them judiciously towards the attainment of objectives of education" [6]. The educational management is an important innovation in the 20th century educational system [4]. Educational management at the institutional level has many objectives, to be achieved. These objectives are: (1) to improve the planning, organizing and implementation of the institutions activities and processes, (2) to preserve and enhance a good public image of the institution, (3) to ensure suitable utilization of human resources (teachers, non-teaching and students), (4) to enhance the efficiency and effectives of infrastructural facilities, (5) to enhance job satisfaction, (6) to create and maintain a congenial institution atmosphere, (7) to manage interpersonal conflicts, manage stress (8) to use time effectively, and (9) to improve interpersonal communication. [15]. Moreover, ICT in educational management is needed to create efficiency and effectiveness in aspects of administration, are proper utilization of resources, effective decision making, increasing coordination, planned management, access to the stakeholders, college improvement and development, backing the student, quality education, and Reducing Workload [16].

3.1.1 The Paradigm Shift in Educational Management
Educational management paradigm means, according to [17] (p.206) "the collective set of attitudes, values, procedures, techniques that form the generally accepted perspective of teaching and learning at a point of time". The educational management paradigms of past and today primarily have focused upon the interaction between instructors, learners and given subject matters. The models may be looked upon as changes of paradigms, assuming new forms in connection with the implementation of new discoveries or theories and new decisions or changes in views and attitudes [18]. The educational management paradigm of the past describes the interaction between instructors, learners and education contents viewed from educational traditions of the past. As [19] mentioned, the instructor possessed all existing knowledge and experience, and he alone decided in which way knowledge should be transmitted. In fact, the concept unfortunately may lack internal coherence and connection to anything the learner already knows.

According to [20], the today's educational paradigm indicated how interaction between instructor, learners and contents might be experienced. Still the instructor plays a central role and the main part of the communication is based upon the instructor's knowledge and experience. The responsibility is a bit more differentiated from the past paradigm. Both instructor and learners are responsible for the parts of the teaching process. The communication is two-ways and it takes place both between instructor and learners as well as among learners themselves. [18] stated that, the educational paradigm of the future as illustrated could already be experienced as a fact in great parts of the highly civilized world. One might call it "e-learning based" paradigm with the "management knowledge base" (learning resource centre) element in which the phrase "e-learning" has to be perceived as "information technology". The knowledge base (learning resource centre) is placed in the center, and the instructor's role as well as the learners' roles is equally important for the learning process. The communication is two-ways between instructor and learning resource centre, instructor and learners and among learners themselves. In comparison with the two other paradigms, the general idea now is to place the responsibility upon the shoulders of the learners [21].

3.2 The study conceptual framework and hypotheses development
3.2.1 The Relationship from Nature of Leadership to College Improvement
According to [22] (p. 22) leadership refers to "an ability to influence attitudes, beliefs, and abilities of employees to achieve organizational goals". [23] indicated that there is a positive relationship between transformational leadership style and developing creative ability of employees in organization, while [24] observed that there is a strong relationship between leadership style and the desire to make extra efforts. Study of [25] added that there is a relationship between participatory leadership and tasks performance in organization. [26] mentioned that there is a relationship between transformational leadership and exploratory

innovation; but there is a negative relationship between transformational leadership and exploitative innovation. The same study has been also confirmed that there is a negative relationship between transactional leadership and exploratory innovation and there is a relationship between transactional leadership and exploitative innovation. [27] concluded that there is a relationship between transformational leadership style and employees performance outcomes.

Moreover, [27] added that there is a negative relationship between laissez-faire leadership style and employees performance outcomes. Study of [22] showed that development-oriented and pragmatic- oriented leadership style has a positive impact on employee performance. Likewise [28] reported that charismas leadership, transactional leadership, and bureaucratic leadership have negative effect on organizational performance. However, transformational leadership, autocratic leadership and democratic leadership have positive effect on organizational performance. [29] illustrated that there is a positive relationship between leadership style and performance in achieving organizations objectives, whilst the study of [30] found that transactional leadership style has significant positive effect on performance and transformational leadership style has positive but insignificant effect on performance. In addition to, [31] clarified that there is a relationship between leadership styles and employees performance. [32] study indicated that there is substantial relationship between worker performance and emotional intelligent transactional leader.

[33] added that there is a relationship between managerial leadership and success and effectiveness in the managers' performance development. [34] reported that, there is a relationship between the leadership style of the director of the school and the teacher's motivation to work. However, the study of [35] found that there is a relationship between transformational leadership style and performance, which is in line with what came in the study of [22]. [36] in their study indicated that there is a positive relationship between transformational leadership style and teacher's productivity, outcomes, extra efforts, job satisfaction, effectiveness and motivation to work. Whereas the study of [37] mentioned that, there is a strong relationship between Charismatic leadership and performance in universities. In addition to, the study of [38] depicted that there is relationship between leadership and teacher moral. The study of [39] indicated that transactional leadership and laissez-faire leadership have a positive and significant relationship with organizational performance in Malaysian public university (IPTA). Based on the previous argument, this study suggests the following hypothesis:

Hypothesis 1. Natural of leadership related factors have a significant positive direct effect on private college improvement.

3.2.2 The Relationship from Organizational Culutre to College Improvement

According to [40] (p. 31) Organizational culture has been defined as " the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization". [41] added that there is a significant relationship between Organization culture and performance in banking. [40] concluded that organization culture has significant relationship with performance at telecommunication firms in Mogadishu – Somalia. Also, [42] found that there is a relationship between Organization culture and performance. In addition to, [43] indicated that there is relationship between Organization culture and performance in the banking industry in Ghana. [44] also stated that there is a significant positive relationship between organizational culture and creativity of physical education teachers in schools. [45] also pointed out that there is a significant relationship between organizational culture and performance in Akwa Ibom Secondry School in Nigeria.

Moreover, [46] depicted in their study that there is a significant relationship between organizational culture and performance in public institute of higher education in Malaysia. As [47] shown that organizational culture has positive and significant impact on lecturers' performance in Muhammadiyah university. At the same time, [48] clarified that organizational culture has positive significant relationship with the performance management practices in COMSATS institute of IT. [49] illustrated that the strong role of organizational culture affects to either increase commitment, directly or indirectly have an impact to improve lecturer performance at Merged Private Colleges at East Java province, Indonesia. Therefore, we propose the following hypothesis:

Hypothesis 2. Organizational Culture related factors have a significant positive direct effect on private college improvement.

3.2.3 The Relationship from Professional Development to College Improvement

As mentioned in the study of [50] (p. 55) professional development is "a comprehensive, substantial and intense program, which improves teacher effectiveness in raising student achievement". Also, [51] (p. 53) defined Professional development activities as "a means of providing additional training to college employees at all levels of the institution". According to [51], no statistical significant relationship between adjunct participation in professional development activities and job satisfaction in community

college adjunct faculty. [52] stated that there is a strong relationship between development programs and teacher productivity in secondary school in Edo State. However, the study of [50] added that there is a significant relationship between teacher professional development and teacher-working conditions; also, the relationship between teacher professional development and teacher job satisfaction was not significant. [53] indicated that the quantity of professional development in which teachers participate is strongly linked with both inquiry-based teaching practice and investigative classroom culture and also added that, at the individual level, teachers' content preparation also has a powerful influence on teaching practice and classroom culture.

As mentioned in the study of [54], there is relationship between effective training and employees' job performance in Yarmouk University. [55] noted that there is relationship between effective training and employees' job performance. In the same time, [56] pointed out that there is a strong relationship exists between training and development, employees' performance and competitive advantage. [57] proved that training and development has a positive impact on the employees to carry out their work more effectively, increasing their interpersonal and technical abilities, teamwork, job confidence and work motivation. In addition to, [58] added that training and development has a significant and positive impact on the Job performance of the employees in Bahria town of Pakistan. [59] demonstrated that academic staff training and development is an effective tool for employee's higher productivity in the Nigerian universities. [60] shown that there is a significant relationship between employees that received training and motivation; staff that received training are more dedicated to duty and that training of nonacademic staff could lead to increase in University of Benin.

In addition, [61] mentioned that training and Development, On the Job Training, Training Design and Delivery style have significant and positive effect on Organizational Performance. [62] indicated that job training has a positive influence on the efficiency and productivity of workers in Pamol Nigeria limited. [63] found that on the job training programs positively influence on employees performance in courier companies in Dar Es Salaam in Tanzania. [56] stressed that there is a strong relationship between training and development, employees' performance and competitive advantage in Nigerian banking industry. Thus, this study suggests the following hypothesis:

> *Hypothesis 3.* Professional development related factors have a significant positive direct effect on private college improvement.

3.2.4 The Relationship from Motivations to College Improvement

According to [64] (p. 23) Motivation can be define as "an inner state of mind that causes a person to behave in a way that endures the accomplishment of stated goals". Moreover, the study of [65] motivation not directly related to achievement [66] reported that the motivation factors of payment, job security, promotion freedom, friendly environment and training are effect on job performance of employees in Malaysian service organizations. [67] concluded that there is relationship between extrinsic motivation and the employees' performance, while no relationship between intrinsic motivation and employees' performance. In addition to, [68] found that non-financial rewards, promotion return and performance rewards effect on teachers' performance. In the same time, [69] noted that there is a significant positive relationship between motivation and performance of teachers in primary school teachers in Uganda.

[70] revealed that there is a relationship between teacher motivation, job satisfaction and school performance. However, the study of [71] indicated that there is a weak correlation between motivational practices and teachers' performance. Whereas [72] clarified that motivation and satisfaction of teachers, have a positive effect on their job commitment in high school in Ghana. [73] indicated that there is a relationship between motivation and employee performance in bishop Stuart University. [74] depicted those Low monthly salaries, clear career progression, delaying promotion and the general lack of motivation effect on high performance at the University of Mine and Technology. [75] pointed out that there is a positive and significant relationship between academic motivation and academic achievement in Tehran University. [76] added that there is significant and positive relationship between reward and recognition, satisfaction with supervision and the work itself, with job satisfaction as well as a very positive and significant relationship between job satisfaction and intrinsic motivation in public educational institutions. Consequently, we propose the following hypothesis:

> *Hypothesis 4.* Motivations related factors have a significant positive direct effect on private college improvement.

3.2.5 The Relationship from Teamwork to College Improvement

According to [77] teamwork refers to "cooperative behaviors of team members to achieve desired goals that are characterized by a number of behavioral indicators such as communication, team orientation, team leadership, monitoring, feedback, backup behavior, coordination, and trust". [78] indicated that there is a relationship between teamwork and performance on transport companies in Anambra State. Additionally, [79] found that there is a relationship between teamwork quality and team performance. [80] reported that teamwork mental is

significantly positively related to teamwork performance. In the same time, [81] added that teamwork and other measures of team performance are positively related with organizational performance. In addition, there is a significant positive impact of teamwork on organization performance in Komfo Anokye Teaching Hospital and Ejisu Government Hospital.

Furthermore, [82] noted that specific teamwork skills and behavioral markers were associated with indicators of good teamwork performance. In addition, [77] demonstrated that teacher teamwork has a positive effect on team empowerment and teamwork has a positive effect on team commitment. As mentioned in the study of [83], post-planning teamwork of undergraduate students has a significant influence on teamwork performance. Moreover, [84] clarified that knowledge sharing created effect positively on team performance, while team conflict caused a negative effect on team performance in vocational institutes at the higher educational level located in central Taiwan. While [85] said that task and team generic teamwork skills training effect on team performance with mediating by planning and task coordination and collaborative problem solving behavior in Midwestern University. The study of [86] concluded that there is a relationship between teamwork and performance in the Ministry of Higher Education in Pakistan. [87] illustrated that there is a relationship between teamwork efficiency and team performance (academic performance). [88] pointed out that there is a positive and significant relationship between teamwork and performance evaluation in Kermanshah University of medical science. [89] indicated teamwork has significant effect on workers performance in University of Nigeria, Enugu Campus. Thus, this study recommends the following hypotheses:

> *Hypothesis 5*. Teamwork related factors have a significant positive direct effect on private college improvement.

3.2.6 The Relationship from Innovation to College Improvement

[90] (p. 174) said that innovation is "the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations". According to the study of [91], technological innovation (product and process innovation) has significant and positive impact on firm performance in Turkish automotive supplier industry. Whereas [92] revealed that Performance management and measurement play a significant role in innovation capability in SMEs. In the same time, the study of [93] concluded that there is a

significant and positive correlation between knowledge management, innovation and firm performance in United States ship repairs. [94] clarified that innovation capability, innovation process and leadership management are directly and positively associated with overall firm financial and operational performance in Irish SMEs.

Additionally, [95] found that there is a relationship between internal and external sources of knowledge with organizational innovation and performance in Tunisian companies. In addition, [96] illustrated that there was no significant difference between manufacturing and service firms in both product and process innovation performance. In addition to, the study stated that a stronger correlation existed for manufacturing firms than for service firms between innovation and business performance, particularly in relation to process innovation. Correspondingly, the study indicated it was found that process innovation shows a relatively stronger relationship with business performance than product innovation in manufacturing sectors. [90] noted that there are substantial positive impacts of product innovation and revenue productivity, but the impact of process innovation is more ambiguous. [97] shown that ICT and other innovation investments are positively associated with productivity in service, but only ICT affect productivity in manufacturing. The study of [98] revealed that there is a direct correlation between the level of administrative creativity and the job performance of the schools' managers. Based on the previous argument, this study suggests the following hypothesis:

> *Hypothesis 6*. Innovations related factors have a significant positive direct effect on private college improvement.

Based on the outlined literature and examples of previous studies that paved the way to the current one, the following hypothesis are proposed. To validate the study theoretical framework (Fig. 1) a positivist research philosophy was emploed with a quantitative approach, in which quantitative data were collected based on questionnaires to tackle different stages of the study.

4. Research Method

This study covers 100% of existing private colleges in Muscat City, in the Sultanate of Oman. The researcher has chosen Muscat City because it has the biggest concentration of private colleges in the Sultanate. The questionnaires were fielded to the respondent colleges at the beginning of the academic year 2015-2016. The comprehensive surveys took two weeks to be completed. The target respondents were heads of departments, heads of centers, heads of sections, coordinators, HR managers, librarians and registrars.
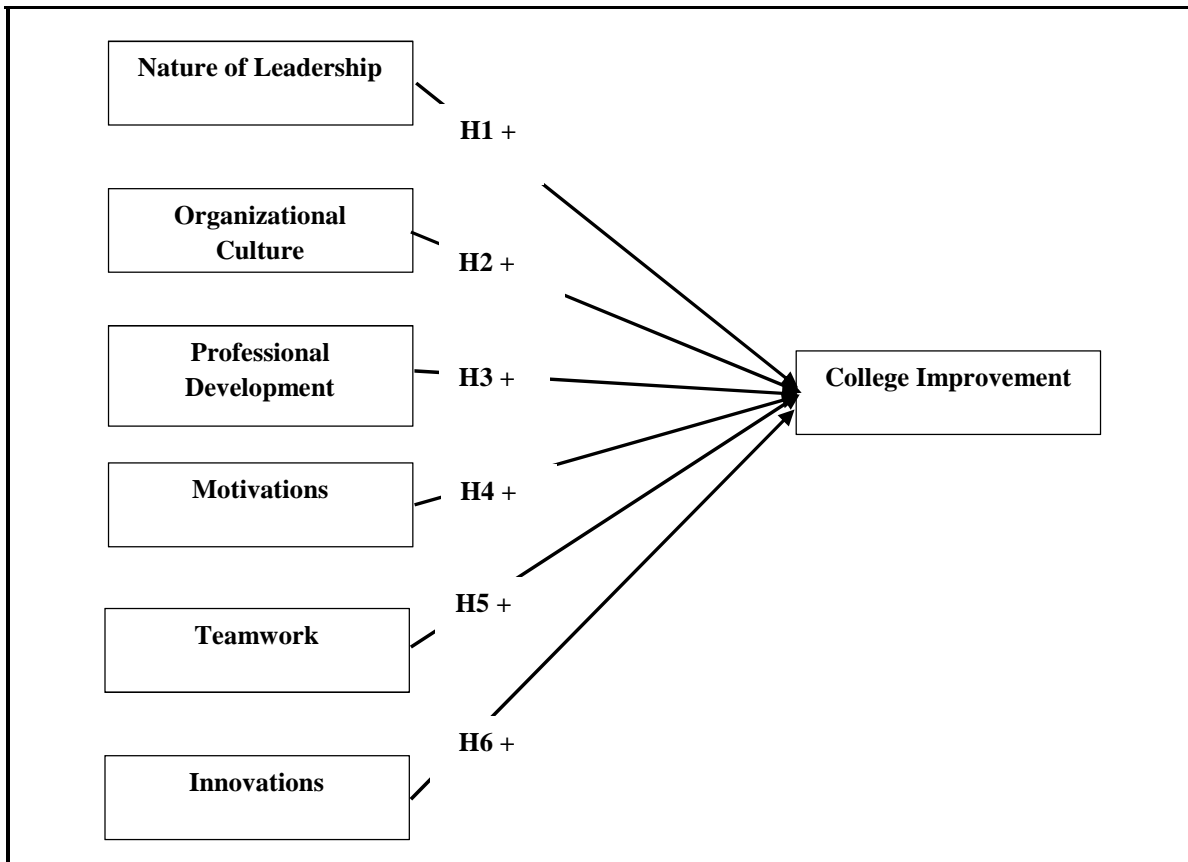
Fig 1: The Study Proposed Conceptual Framework

This study utilized an exploratory-descriptive design, which usually refers to field studies in natural settings that provide least control over variables. The data collected either contribute to the development of a theory or explain a phenomenon from the perspective of the respondents being studied [99]. Baseline data are needed to determine the extent of integration of those educational management practices among the identified private colleges in Muscat City. The survey method was used due to the manageable number of population and the possibility of being accomplished even with limited resources and time.

4.1 The Research Participants

The participants of this study consist ofheads of departments, head of centers, heads of sections, coordinators, HR managers, librarians and registrars from the pre-selected private colleges in Muscat City, Sultanate of Oman (see Table 1).

Table 1: Research Sample

Management Board	Total Population (N)
Heads of Department	17
Heads of Centers	17
Heads of Sections	17
Coordinators	17
HR Managers	17
Registrars	17
Librarians	17
Total	119

There were a total of seventeen colleges representing a 100% population of the target respondents, which are the private colleges in Muscat City. Random sampling was employed to determine the percentage of participants. The sample was based on the following members of the colleges' management teams broken down as follows:

The respondents were selected using equal allocation - simple random sampling. Random sampling was appropriate to obtain a trial from the population. This sampling scheme assisted in minimizing bias when dealing with the sample population. The sample consists of heads of departments, heads of centers, heads of sections, coordinators, HR managers, librarians, and registrars. Based on the high population size, a sample of 117 was the valid target respondents. For an explorative-descriptive study, a

sample size of 30 is adequate [100]. A standard sample size is at least thirty or more as mentioned in [100].

4.2 Data Collection Procedures

Permission from the Ministry of Higher Education and Ministry of Manpower were sought be fore the conduct of this study. Specifically, request letterswere sent to the Deans of colleges through the Ministry to allow the conduct of a series of surveys. It took the researcher a period of two months to field all questionnaires to seventeen private colleges. Tallying of answers and summarizing of data took place afterwards. The researcher accomplished all the required procedures in four to five months including the instrument validation process and statistical treatment of data.

Table 2: Descriptive statistics for each construct

Construct	Number of used items	Number of items Deleted	Deleted Item Names	Reason of Deletion
(1) Nature of Leadership (NATLEAD)	5	-		
(2) Organizational Culture (ORGCUL)	5	-		
(3) Professional Development (PROFDEV)	4	1		P. Value is 0.05
(4) Motivation (MOTIVE)	5	-		
(5) Teamwork (TMWORK)	5	-		
(6) Innovation (IINOV)	5	-		
(7) College Improvement (COLIMPRO)	5	-		

4.3 The Research Instruments

In the current study, the questionnaire instrument development is based on seven latent variables: five independent variables (teamwork, organizational culture, nature of leadership, professional development, motivations and innovations) and one dependent variable (college improvements). Seven latent variables were used at this study: teamwork, organizational culture, nature of leadership, professional development, motivations and innovations) and one dependent variable (college improvements). Each latent variable has 5 items/indicators. The seven constructs consists of 35 items adopted from [13]; [16]; [101]; [102] and [103]. Table 4.1 provides more details about the research model's constructs and its scale items.

5. Structural Equation Modelling (SEM) Analysis
5. 1 Measurement model in PLS-SEM
The researcher, in the current study, employed the analysis provided in WarpPLS V 5.0 [104]. The algorithm used was Warp3 PLS regression. The re-sampling method was Stable. The number of cases (rows) in the model data was 117. The number of constructs employed in the model is seven. The number of items/questions used in the model is 35. These 34 indicators are appropriate, valid and reliable to be used in the structural relationship model (only one item was deleted as their P. value are larger than 0.05).

5.1.1 Descriptive statistics for the main constructs
The following section will demonstrate the descriptive statistics for each latent variables (Table 2). This is followed by the research model's reliability /internal consistency (Cronbach's alpha and composite reliability) and latent variable validity (Discriminant validity, convergent validity and average variance extracted (AVE)) for the measurement models. Discriminant and convergent validity (latent variable validity) and latent variable reliability will be discussed for the measurement model first.

5.1.2 Discriminant Validity of the Measurement Model
Table 3 indicates the square roots of the AVEs of the seven constructs. The correlations are on the diagonal. To ensure discriminant validity for each latent variable, the square roots of the AVEs must be greater than any of the correlations involving that latent variable [104]. Table 3 shows that the square roots of the AVEs of each construct, used at this study, are greater than the latent variable's highest squared correlation with any other latent variable. In other words, the individual square roots of the AVEs are larger than any of the correlations shown below or above them. Therefore, it can be established that the latent variables, employed at this study, have suitable discriminant validity.

Table 3: Correlations among Latent Variable

	NATLEAD	ORGCUL	PRODEV	MOTIVE	TMWORK	INNOV	COLIMPRO
NATLEAD	(0.735)	0.559	0.478	0.585	0.542	0.540	0.569
ORGCUL	0.559	(0.711)	0.576	0.646	0.606	0.634	0.683
PROFDEV	0.478	0.576	(0.743)	0.571	0.553	0.441	0.595
MOTIVE	0.585	0.646	0.571	(0.716)	0.650	0.699	0.659
TMWORK	0.542	0.606	0.553	0.650	(0.720)	0.719	0.688
INNOV	0.540	0.634	0.441	0.699	0.719	(0.781)	0.652
COLIMPRO	0.569	0.683	0.595	0.659	0.688	0.652	(0.724)

Note: Square roots of average variances extracted (AVEs) shown on diagonal.

Moreover, full collinearity variance inflation factors (VIFs) are achieved for all of the constructs and used to measure discriminant validity and overall collinearity (see Table 4) [105]. Table 4 shows that the full collinearity for all constructs is less than 5. This signifies that suitable VIFs are realized for the constructs, indicating there is adequate discriminant validity.

Table 4: Full Collinearity for all Latent Variables

Full Collinearity (VIFs)					
Construct	NATLEAD	ORGCUL	PRODEV	MOTIVE	TMWORK	INNOV
Full VIFs	2.043	2.465	2.171	2.786	2.528	2.723

5.1.3 Convergent Validity of the Reflective Measurement Model

Table 5 illustrates the AVEs for the research constructs. Thus, it can be concluded that, all are above the 0.5 threshold, meaning that the measurement latent variables show sufficient convergent validity.

Table 5: Testing Convergent Validity using Average Variance Extracted (AVE)

Average Variance Extracted (AVE)						
NatLead	OrgCul	ProfDev	Motive	TMwork	Innov	ColImpro
0.540	0.505	0.552	0.512	0.519	0.610	0.524

5.1.4 Construct Reliability

Reliability is a measure of the quality of a measurement latent variables; the constructs itself is typically a set of question-statements. A measurement latent variable has good reliability if the question-statements related to each construct are understood in the same way by different respondents [105] (see Table 6).

Table 6: Reliability Coefficients for the First Order Constructs

Composite Reliability Coefficients						
NatLead	OrgCul	ProfDev	Motive	TMwork	Innov	ColImpro
0.854	0.836	0.831	0.840	0.843	0.886	0.846
Cronbach's Alpha Coefficients						
NatLead	OrgCul	ProfDev	Motive	TMwork	Innov	ColImpro
0.785	0.754	0.729	0.761	0.767	0.839	0.771

Table 6 provides the composite reliability and Cronbach's alpha coefficients for the study latent variables. These composite reliability coefficients are great (ranging from 0.831 to 0.886) and above the 0.7 advocated threshold for each one of the study constructs. In addition, the Cronbach's alpha coefficients ranging from 0.729 to 0.839.Consequently, it can be concluded that the measurement constructs used in this study have adequate reliability.

6. Results of the Structural Model

Schreiber et al. (2006) indicated that the purpose of the structural mode is to test the fit of the hypothesized research model. In this study, the structural model examines the impact of (1) Nature of leadership, (2) Organizational Culture, (3) Professional Development, (4) Motivations, (5) Teamwork, and (6) Innovation on College Improvement. In the current study, Warp PLS V 5.0 provides ten model fit indices (see Table 7). Thus, it can be concluded that the ten criteria for the model fit indices are met in the current study.

Table 7: Model Fit Indices

| Criterion	Assessment	Supported
(1)Average Path Coefficient (APC)	0.160	Supported
(2)Average R-squared (ARS)	0. 642	Supported
(3)Average adjusted R-squared (AARS)	0. 623	Supported
(4) Average block VIF (AVIF)	2.461	Supported
(5) Average full collinearity VIF (AFVIF)	2.431	Supported
(6) Tenenhaus GoF (GoF)	0. 588	Supported
(7) Sympson's paradox ratio (SPR)	1.000	Supported
(8) R-squared contribution ratio (RSCR)	1.000	Supported
(9) Statistical suppression ratio (SSR)	1.000	Supported
(10) Nonlinear bivariate causality direction ratio (NLBCDR)	1.000	Supported
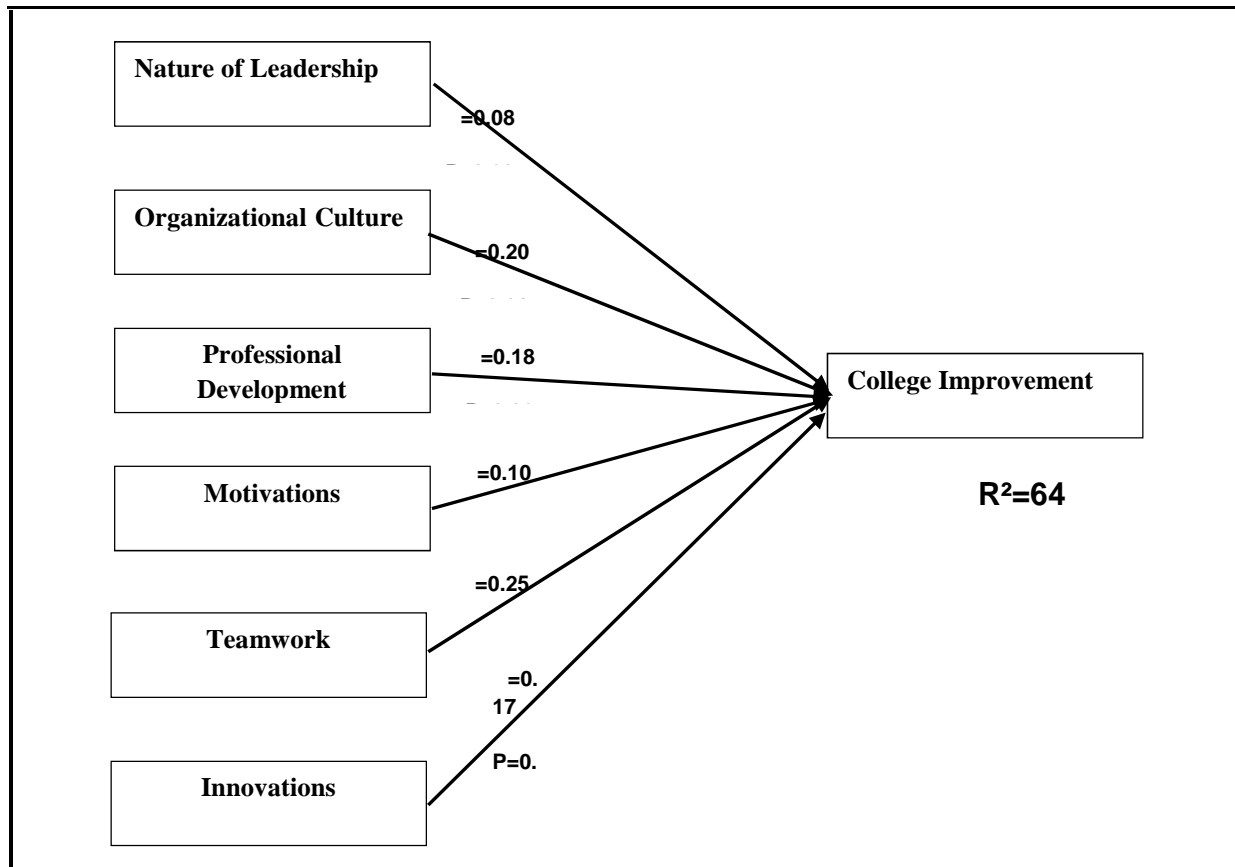
Fig 2: The Results of Path Coefficient

7. Discussion

Figure 2 provides the results of the SEM analysis. Measuring explanatory power includes evaluating the R-squared values (R²) and exploring the effect sizes (f²) of a model's constructs. Consequently, the following discussion will address these two issues (Hiar et al*.,* 2011). To simply explore the research findings, the following discussion is divided into six key points: (1) In this study, the structural model examines the impact of Nature of Leadership on College Improvement. (2) It also examines the influence Organizational Culture on College Improvement. (3) Then, the structural model examines the relationships from Professional Development on College Improvement. (4) Furthermore, it examines the impact of Motivations on College Improvement. (5) Then, the relationship from Teamwork and College Improvement is discussed. (6) Finally, the study's model examines the relationship from Innovation to on College Improvement.

7.1. The Influence of Nature of Leadership on College Improvement

The present study is concerned with evaluating six direct relationship hypothesized. The first hypothesis deals with the impact of the natural of leadership on college improvement in the Sultanate of Oman. The analysis of the data gathered demonstrates that all the research Nature of Leadership has insignificant relationship on College Improvement (standardised estimate = 0.08, P= 0.20). Furthermore, the analysis of the data collected shows that the effect size of the Nature of Leadership on College Improvement is small (f²=0.047). [24] concluded that there is a strong relationship between leadership styles and the desire to make extra efforts to achieve the organization outcomes. For example, the study of [27] and [26] concluded that there is a relationship between transformational leadership style and employees performance outcomes. Moreover, [22] found that the development-oriented and pragmatic- oriented leadership style has a positive impact on employee performance. In addition, the study of [29] illustrated that there is a positive relationship between leadership style and performance in achieving organizations objectives. Furthermore, the study of [30] found that transactional leadership style has significant positive effect on performance and transformational leadership style has positive but insignificant effect on performance. However, [27] added that there is a negative relationship between laissez-faire leadership style and employees performance outcomes. Based on previous arguments, the success of such organization to achieve its objectives and outcomes is mainly based on the nature of the leadership styles used.

7.2 The Influence of Organizational Culture on College Improvement

The second hypothesis deals with the impact of the Organizational Culture on College Improvement in the Sultanate of Oman. The analysis of the data collected illustrates that the research variable Organizational Culture has significant positive impact on College Improvement (standardised estimate = 0.20, P= 0.01). Furthermore, the analysis of the data collected demonstrates that the effect size of the Organizational Culture College Improvement is small (f²=0.134). This result is in line with [41] who found that there is a significant relationship between Organization culture and performance in banking. [40] also indicated that organization culture has significant relationship with performance at telecommunication firms in Mogadishu – Somalia. Moreover, [42] found that there is a relationship between Organization culture and performance. While the study finding of [44] illustrated that, there is a significant positive relationship between organizational culture and creativity of physical education teachers in schools. In addition, [45] demonstrated that there is a significant relationship between organizational culture and performance in Akwa Ibom Secondry School in Nigeria.

7.3 The Influence of Professional Development on College Improvement

The third hypothesis deals with the impact of the Professional Development on College Improvement in the Sultanate of Oman. The analysis of the data collected indicates that the research variable Professional Development has significant positive impact on College Improvement (standardised estimate = 0.18, P= 0.02). Additionally, the analysis of the data collected shows that the effect size of the Professional Development is small (f²=0.114). This result is in line with [51], who found that no statistical significant relationship between adjunct participation in professional development activities and job satisfaction in community college adjunct faculty. On the contrary, the results of the current study differs with the results of the study of [52], who stated that there is a strong relationship between development programs and teacher productivity in secondary school in Edo State.

As indicated above, [51] (p. 53) defined Professional development activities as "a means of providing additional training to college employees at all levels of the institution". Therefore, and based on the previous definition, the study of [54], who found that there is relationship between effective training and employees' job performance in Yarmouk University. Furthermore, [55] illustrated that there is relationship between effective training and employees' job performance. In addition, the study of [59] found that academic staff training and development is an effective tool for employee's higher productivity in the Nigerian

Universities. The study result of [60] confirmed that there is a significant relationship between employees that received training and motivation; staff that received training are more dedicated to duty and that training of non-academic staff could lead to the success in University of Benin. Therefore, it can be concluded that effective and planned professional development successfully developing and improving the educational management practices and principles among the private colleges in the Sultanate of Oman

7.4 The Influence of Motivations on College Improvement

The fourth hypothesis deals with the impact of Motivations on College Improvement in the Sultanate of Oman. The analysis of the data collected demonstrates that the research variable Motivations has insignificant positive impact on the College Improvement (standardised estimate = 0.10, P= 0.15). Moreover, the analysis of the data gathered demonstrates that the effect size of the Motivations on the College Improvement in the Sultanate of Oman is small (f^2=0.064). This result is consistent with [65], who indicated that motivation not directly related to achievement. However, [68] found that non-financial rewards, promotion return and performance rewards positively influence teachers' performance. Simultaneously, [69] illustrated that there is a significant positive relationship between motivation and performance of teachers in primary school teachers in Uganda. [73] demonstrated that there is a relationship between motivation and employee performance in bishop Stuart University. Moreover, [74] illustrated that Low monthly salary, clear career progression, delaying promotion and the general lack of motivation effect on high performance at the University of Mine and Technology.

Thus, adopted a motivations policy in such educational organizations successfully supports the development and improvement the educational management practices and principles among the private colleges in the Sultanate of Oman. For example, [75] found that there is a positive and significant relationship between academic motivation and academic achievement in Tehran University. Furthermore, [76] detailed that there is significant and positive relationship between reward and recognition, satisfaction with supervision and the work itself, with job satisfaction as well as a very positive and significant relationship between job satisfaction and intrinsic motivation in public educational institutions.

7.5 The Influence of Teamwork on College Improvement

The fifth hypothesis deals with the impact of Teamwork on College Improvement in the Sultanate of Oman. The analysis of the data collected shows that the research variable Teamwork has significant positive impact on the College Improvement (standardised estimate = 0.25, P< 0.01). Furthermore, the analysis of the data collected

illustrates that the effect size of the Teamwork on the College Improvement in the Sultanate of Oman is medium (f^2=0.172). According to [84] knowledge sharing created effect positively on team performance, while team conflict caused a negative effect on team performance in vocational institutes at the higher educational level located in central Taiwan. The result of [85] found that task and team generic teamwork skills training effect on team performance with mediating by planning and task coordination and collaborative problem solving behavior in Midwestern University. Moreover, [86] concluded that there is a relationship between teamwork and performance in the Ministry of Higher Education in Pakistan.

It can be concluded that, teamwork is a key success factor in the development and improvement the educational management practices and principles among the private colleges in the Sultanate of Oman. For example, [88] demonstrated that there is a positive and significant relationship between teamwork and performance evaluation in Kermanshah University of medical science. Furthermore, [89] confirmed that teamwork has significant effect on workers performance in the University of Nigeria, Enugu Campus.

7.6 The Influence of Innovation on College Improvement

The six hypothesis deals with the impact of Innovation on College Improvement in the Sultanate of Oman. The analysis of the data collected demonstrates that the research variable Innovation has significant positive impact on the College Improvement (standardised estimate = 0.17, P= 0.03). Moreover, the analysis of the data collected shows that the effect size of the Innovation on the College Improvement in the Sultanate of Oman is small (f^2=0.112). [96] illustrated that there was no significant difference between manufacturing and service firms in both product and process innovation performance. This result is in line with [94], who clarified that innovation capability, innovation process and leadership management are directly and positively associated with overall firm financial and operational performance in Irish SMEs. Moreover, the study of [95], in Tunisian companies, found that there is a relationship between internal and external sources of knowledge with organizational innovation and performance. [97] illustrated that ICT and other innovation investments are positively associated with productivity in service, but only ICT affect productivity in manufacturing. In addition, [98] pointed out that there is a direct correlation between the level of administrative creativity and the job performance of the schools' managers.

These independent variables, the Nature of Leadership, Organizational Culture, Professional Development, Motivations, Teamwork and Innovation with an R^2=0.64 predicts the college improvement in Oman. Therefore, it can

be concluded that hypotheses (H2, H3, H5 and H6 = The education management system's (1) Organizational Culture, (2) Professional Development, (3) Teamwork and (4) Innovation related factors) have a significant and positive impact on the private college improvement in the Sultanate of Oman. Consequently, it can be concluded that these two hypotheses are supported. However, Hypotheses (H1 and H4 = The education management system's (1) Nature of Leadership and (2) Motivations related factors) have insignificant impact on the private college improvement in the sultanate of Oman. Thus, it can be concluded that these two hypotheses are rejected (see Table 8). Furthermore,table 9 provides a summary of the results.

Table 8: Results of the Different Direct Tests

Independent Variables		P. Values	f²	H	Hypotheses supported/Not supported
Nature of ⟶ Leadership	College Improvement	0.08	=0.20	0.047	H1	Rejected
Organizational ▶ Culture	College Improvement	0.20	=0.01	0.134	H2	Supported
Professional ⟶ Development	College Improvement	0.18	=02	0.114	H3	Supported
Motivations ⟶	College Improvement	0.10	=0.15	0.064	H4	Rejected
Teamwork ⟶	College Improvement	0.25	<0. 01	0.172	H5	Supported
Innovations ⟶	College Improvement	0.17	=0.03	0.112	H6	Supported
R² Coefficient for Dependent Variables					
Dependent Latent Variables	R² Coefficient		Assessment		
College Improvement	R²= 0.64		Strong Effect		

Table 9: Summary of Results

Number of Hypothesis	Hypothesis	Supported/Not Supported
H1	Natural of leadership related factors have a significant positive direct effect on private college improvement.	Rejected
H2	Organizational Culture related factors have a significant positive direct effect on private college improvement.	Supported
H3	Professional development related factors have a significant positive direct effect on private college improvement.	Supported
H4	Motivations related factors have a significant positive direct effect on private college improvement.	Rejected
H5	Teamwork related factors have a significant positive direct effect on private college improvement.	Supported
H6	Innovations related factors have a significant positive direct effect on private college improvement.	Supported

8. Conclusion, Implications and limitations

The structural equation modelling results, this study determined a set of key factors, which would enable the leaders/decision makers among private college in the Sultanate of Oman to identify the most important factors that help college improvement. In addition, such factors would help the private colleges' leaders to identify strength and weakness that positively or negatively influenced their college success and performance. Broadly, it was found that most practices of effective management are common in most colleges yet to different degrees. Furthermore, the SEM analysis results indicated that that the research variables such as Organizational Culture, Professional Development, Teamwork and Innovation have significant positive impact on College Improvement among the private college in the

Sultanate of Oman. The study results also demonstrate that Teamwork has the most impact on the success of the private college improvement. However, the SEM analysis also shows that both Nature of Leadership and Motivations has no significant impact on the college improvement amongst private colleges in Muscat City, the Sultanate of Oman.

This study provided rich, empirical data on the impact of set of variables such as Nature of Leadership, Organizational Culture, Professional Development, Motivations, Teamwork and Innovation the College Improvement among the private educational system in the Sultanate of Oman. The study's quantitative phase provided valuable information about the key factors which affected College Improvement more and less and, in turn, the effects of these relationships on the private college improvement and outcomes.

This study has both theoretical and practical implications. The following sections address these implications. The research has made, also, a valuable contribution in terms of both theoretical and managerial implications. In terms of the theoretical implications, this study attempted to enhance our knowledge and understanding of the relationships between previously unconnected subjects: the practice and principles of educational management; private college in Muscat, the Sultanate of Oman; leadership; culture; professional development; motivations; teamwork; innovations and the college improvement. In addition, the research developed a valid practices and principles of educational management conceptual model and related it to private education and the key factors of education management practices and principles that it could be used to analyse and examine their influences on college improvement. Based on which, practices and principles if educational management theories and empirical previous studies findings, the study hypotheses are proposed. Then, these hypotheses are tested and PLS-SEM analysis was used to analyse data collected. This help the study to build and develop a study conceptual framework that help to explain the relationship between nature of leadership, organizational culture, professional development, ,motivations, teamwork, innovation and college improvement.

From a practical point of view, the findings provide an understanding of the private colleges and research oriented to promote research among their constituents. The lack of it is manifested in their very low response. Similarly, a very small percentage of publication indicates the need for expansion. In this sense, it is highly recommended to reconsider this meager area of innovation. Furthermore, colleges should maintain involving their staff in promulgating policies and development plans. This practice provides a sense of responsibility and belongingness amongst stakeholders. The findings highlight, also, the importance of strengthening and maintaining leadership styles and methods of innovation to improve colleges and enhance their success. Overall, this study established a solid foundation for future research into education management among private sector.

This study is the first to tackle educational management practices in Muscat City. Yet, limitations do exist. Firstly, the findings of the study are limited to the private sector and specifically in City of Muscat. However, arguably, any college regardless of its geographic location or affiliation can find some insights to reflect on and benefit from knowledge generated herein secondly, depending on self-reporting provides another limitations. Whereas respondents may attempt to favorably answer questions to provide an enhanced impression. Nevertheless, anonymity may "diminish socially desirable answers" [106] (p. 12). Consequently, it proposes some recommendation for better educational management and leadership and suggests that ongoing teamwork and cooperation as well as maintaining staff are essential for improvements in higher education. Thus, comparative study to compare between public and private educational system will be a good point for future research.

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