The Impact of Head Teachers' Instructional Leadership Role on Teachers' Professional Practices in Four Private Schools in Dubai

أثر دور الادارة التعليمية للمدرس الأول علي الممارسات المهنية للمدرسين في أربع مدارس خاصة في دبي

BY

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Abstract

The main aim of the dissertation was to examine the impact of head teachers' instructional leadership on teachers' professional practices. More specifically, the study was conducted to obtain an understanding on how the head teachers' instructional leadership role may impact teaching and learning in the classroom, curriculum implementation and assessment. This study was necessary because its findings can be used by educators and stakeholders to focus more on the role of head teachers to improve the quality of teaching in classrooms. This study was conducted in UAE, Dubai and the target population was randomly selected from four primary and secondary private schools in Dubai. The sample comprised of head teachers, schools' instructional leaders and teachers. The data was collected through sequential mixed methods. This included distribution of questionnaires among 109 teachers in the selected schools, and conducting ten interviews with head teachers and schools' leaders. The demographic data focused on, gender, age, years of experience and professional qualifications of the participants. Descriptive statistics were used to find frequencies and percentages of responses for the 4- Likert scale questionnaires. Findings from the open ended question at the end of the questionnaire were summarized and interpreted while the ten interviews were analyzed qualitatively according to the main themes that emerged. From the findings it was revealed that head teachers as instructional schools' leaders do play an important and a vital role in assisting and helping teachers to improve their classrooms' instructions through supervision, feedback, encouraging teachers' professional growth, helping with curriculum and assessments. It was also revealed that teachers believe they can perform more effectively when they have highly qualified and experienced head teachers. Additionally an obvious variation in the duties and tasks of head teachers in the four schools was revealed through the study. Head teachers' role can be more effective when schools' administration system support head teachers' role and facilitate all the channels to help them achieve their duties.

الملخص

ان الهدف الاساسي من هذه الدراسة هو التحقق من تاثيرالادارة التعليمية للمدرس الاول علي أداء المدرسين المهني. وبشكل أكثر تحديدا فقد تم عمل الدراسة للحصول علي مزيد من الفهم عن كيفية تأثير القيادة التعليمية للمدرس الاول علي عمل المدرسين في الفصل ،و تطبيقات المنهج والاختبارات. الدراسة الحالية مهمة وضرورية لامكانية الاستفادة من نتائجها من قبل العاملين وصناع القرار في المجال التعليمي للتركيز بشكل اكبر علي دور المدرس الاول في زيادة كفاءة التعليم في الفصول الدراسية.

تم اجراء الدراسة في مدينة دبي في دولة الامارات العربية المتحدة والعينة المستهدفة كانت اربع مدارس خاصة ابتدائية وثانوية. شارك في هذه الدراسة عدة مدرسين،مدرس أول وبعض مدراء الادارة التعليمية في هذه المدارس. تم تجميع المعلومات عن طريق طرق البحث المختلطة و من خلال توزيع استمارات الاستبيان علي 109 مدرس ومدرسة في المدارس المختارة حيث تمت تعبئتها و عمل مقابلات شخصية مع عشرة مدرسين اوائل ومديرين مدارس. المعلومات الديمغرافية للمشتركين في الدراسة اشتملت علي الجنس،العمر ،عدد سنوات الخبرة والمؤهلات التعليمية .وقد تم استعمال التحليلات الوصفية الاحصائية لايجاد النسب المتكررة من الاجابات علي مقياس ليكرت 4. وتم تحليل المقابلات الشخصية العشرة والسؤال المفتوح المرفق مع الاستبيان للمدرسين بطريقة نوعية تبعا للمواضيع التي تم استخراجها. من النتائج اتضح ان المدرسين الاوائل كقادة للادارة التعليمية يلعبون دورا مهما في مساعدة ومساندة المدرسين والمدرسات لتطوير اداءهم في الفصول الدراسية من خلال تنفيذ مراقبة الحصص الدراسية،اعطاء ردود الفعل , تشجيع التطور الوظيفي للمدرسين و مساعدتهم في تطبيق المناهج والاختبارات. أوضحت النتائج ان المدرسين يرجعون اداءهم بشكل اكثر احترافية الي دعم ومتابعة المدرس الاول الكفء وذو الخبرة الطويلة. بالاضافة الي ذلك, تم ملاحظة تباين في المهمات الموكلة للمدرس الاول في المدارس الأربعة من خلال الدراسة. من الممكن أن يكون دور المدرس اللأول أكثر فاعليةً وتأثيرا في حالة دعمه من نظام المدرسة الاداري وتيسيير جميع السبل لمساعدتهم على أداء وظيفتهم.

Chapter One: Introduction

1.1 Background to the study

Instructional leadership which is described as the most enduring approach has emerged in the 1960s in the United States with the aim to improve students' achievement, teachers' instruction and school effectiveness (Hallinger &Murphy, 2013; Mestry, Koopasammy & Schmit, 2013). The importance of instructional leadership relies on fulfilling the new millennium's requirements by helping principals identifying clear vision for the school, promoting positive learning environment, supporting teachers' learning and improving classroom-based strategies to enhance teaching and learning and meet curriculum standards (Mestry, Moonsammy- Koopasammy &Schmidt, 2013). According to Khan et al. (2009), instructional leadership focuses on the measures that principals and other school leaders take in order to enhance students' learning through setting clear vision for teachers' instructional excellence and support their professional development to improve teaching and learning.

 Musungu and Nasongo (2008) believe that the success or failure of a school depends heavily on the quality of its leadership system and particularly on their principals' leadership skills. Therefore, Bhengu and Mkhize (2013, p. 33) emphasize that "successful schools have successful leaders", and that the support that school leaders provide to teachers affects teachers' performance and students' achievements indirectly (Hallinger, 2004, Leithwood & Mascall, 2008, 2009; Miller, et al., 2010).

Researchers have pointed out in many studies that principals' participation in selecting the most qualified teachers to fill vacancies, creating and choosing the best professional development growth opportunities, being involved in teachers' observation, following up teachers' progress and providing them with high quality feedback are some of the major contributions that principals make and it leads to great impact on the teachers' quality (Fancera & Bliss, 2011).It is also believed that when principals set clear goals for their schools, monitor curriculum and instruction, participate in teachers' supervision and

follow up students' progress, it can influence schools' success to a great extent (Fancera & Bliss, 2011).

Therefore, Bhenguand and Mkhize (2013) explain that since principals are involved in massive and countless day-to-day activities, the concept of transferring some tasks and responsibilities to other schools' leaders including head teachers emerged and became urgent. For this reason, the concept of instructional leadership nowadays is not excluded to principals and it includes all school leaders, this is why it is believed that "the old form of leadership that gave power and a title to one or a few principals, in most cases the males is rapidly becoming dysfunctional" (Karori et al, 2013 p. 053).

Principals cannot be the only source of leadership support to teachers any more, as qualified head teachers are playing a major role. It is through transformational leadership according to (Rizwan, 2012) that head teachers as other school leaders started to be empowered more and share leadership. In this new notion that revolves around having all the school's leaders involved in the teachers' daily practices in order to improve teaching and learning, there is a vital need to understand instructional leadership in depth, and to understand and comprehend the schools' leaders' tasks and responsibilities that contribute in enhancing teachers' performance.

Isaiah and Isaiah (2014) explain that school heads who are the focus in this study play a major role in improving the quality of education in school through conducting classroom observations, measuring instruction proficiency, meeting staff regularly and assisting teachers in curriculum modification and assessment. It is strongly believed that school heads play a critical role in the school scene as they influence different school's aspects and assure that everything moves accordingly to the school's vision and goals (Isaiah & Isaiah, 2014). Walker and Hajnal (1998) as cited in James et al. (2014) noticed that the success of school depends largely on the quality of its head teachers; " The effectively controlled schools have good head teachers who perform their administrative tasks effectively and efficiently by involving teachers in the running of the school and also supervising their work" (Alhassan, 2015 p.129).

The school head teachers manage multiple tasks as "visiting classrooms, reviewing lesson plans, giving feedback on teaching skills, and providing opportunities for professional development"(James et al, 2014). One of the major tasks that head teachers do is teachers' evaluation. Estray (2005) as cited in Alhassan (2015) claims that evaluation is a useful measurement to assure teachers' continued effective performance and to support teachers to identify their weaknesses and strengths and to suggest new techniques to correct them. Chang (2001) suggests that in order to help teachers improve their performance, instructional leaders should spend more time in the process of observation. In addition to this, it has been declared that department heads in primary and secondary private schools are assigned huge number of responsibilities and leadership tasks which strongly and clearly reflects their influence on the quality of teaching and learning in schools.

It is also clear that the number of studies that aimed to focus on the impact of head teachers' instructional leadership role on teachers' professional practices are scarce and almost do not exist; therefore, the finding of this dissertation can contribute to a great extent to our understanding of head teachers' roles and the link between having an effective instructional leadership model and the quality of teachers' professional practices.

1.2 Statement of the problem

In a cosmopolitan city like Dubai, great attention is given to education. The rulers' vision strongly focuses on the fact that education is the main pillar for the upcoming education. Dubai's government in general and the ministry of education in particular exert a lot of effort to make sure that the educational organizations deliver high quality and top notch education. Many entities in Dubai cater for education, for example in a study by (Al Karam, & Ashencaen, 2004) the authors mention the knowledge village's strategic objectives is to enhance education.

Children spend a large portion of their lives in schools and thus they are considered the most important educational organization. There are several administrative structures in a school and those structures are believed to be important in the smooth flow of day to day operations as well as the whole educational process. Since the role of schools is essential and vital in the life of the current and the next generations, the researcher felt the importance of studying the internal processes and the life led by teachers in their school. A teacher who is the center of the educational processes deserves special attention and treatment as he /she is the deliverer of all kinds of messages inside the classroom. The relation between teachers and the rest of the school hierarchy start with a direct contact with head teachers. It has been strongly believed that the schools' head teachers have a great role in creating an effective learning and teaching environment where students' academic outcomes are the central goal (James et al., 2014). It is also noticed that their role to lead, manage and supervise can result in instruction's effectiveness and students' high achievements. The head teachers as part of the schools' leaders take tremendous responsibilities through "the teachers they hire how they assign those teachers to classrooms, how they retain teachers, and how they create opportunities for teachers to improve" (Horng & Loeb, 2010 p. 67). Since it has been noticed that there is a variation in the tasks and responsibilities of the role of head teachers among different schools depending on the schools different appraisal systems and the school's different curriculum paths, exploring the roles and responsibilities of head teachers in schools is a major focus of this study because it plays a critical role in assisting teachers in three main areas: daily classroom instruction, curriculum and assessment.

Another area that this study aims to focus on is exploring the connection between the effective role of head teachers as instructional leaders in schools and the teachers' performance. According to Emmanouil, Osia & Paraskevi-Ioanna (2014) many researches have been conducted on the impact of an effective leadership practices on teachers' performance in school context, while few have focused on the role of head teachers as instructional leaders in particular. There is an urgent need to explore the impact of head teachers' leadership on teachers' job performance through providing the sufficient supervision, feedback and different support tools in order to help teachers

improve their teaching skills and develop professionally (Manaseh, 2016). As it has been observed that there is a lack of studies in identifying this link between these two variables, it was important to explore the positive effect of the leadership role of the heads and their impact on teachers' performance.

1.3 Purpose and Objectives of the Study

The purpose of this dissertation was to examine the impact of head teachers' instructional leadership role on teachers' professional practices, in four private schools in Dubai through using two methods to collect and analyze the collected data. Exploring the main duties and responsibilities that head teachers carry in this position and finding out teachers' perspectives of the help they receive is an important goal in this study. Adding to this, another objective of the dissertation is to understand the head teachers' instructional leadership role in improving teachers' performance in schools through supervision, and support in instruction, curriculum and assessment. Finally, investigate the influence of the four schools' management system in supporting the head teachers in their role is a final objective of this study. The results of the current dissertation will contribute to teaching and learning in classrooms since it aims at improving teachers' effectiveness and that eventually will contribute to enhancing students' academic outcomes by investigating the impact of head teachers' on teachers' performance.

1.4 Research Questions

This dissertation aimed at addressing the following main question:
1. Is there a positive impact of head teachers' instructional leadership role on the quality of teachers' professional practices?

The Sub-questions:

1. How do the head teachers in these four schools evaluate their teachers' performance?
2. How does the schools' leadership systems influence the way head teachers perform their roles?
3. What is the teachers' perception(s) of their head teachers' instructional leadership role in regards to their own professional practices?
4. Are there variations in the duties and responsibilities between the different head teachers in those four private schools?

1.5 Significance and Relevance of the Dissertation

The present dissertation examined the impact of head teachers' instructional leadership role on teachers' professional practices at four private schools in Dubai and is important for different reasons. First, the dissertation contributes to a knowledge base in the subject of instructional leadership and its impact on teachers' professional practices which is relatively new and requires more empirical studies especially when the focus is on head teachers not principals. Secondly, the dissertation would grab the attention of education stakeholders' and policy makers' to the major influence of the head teachers in developing teachers' performance through their instructional practices, this focus will lead to enhancing specific practices that head teachers perform as supervision, feedback, recommending the appropriate professional development workshops, and peer coaching as powerful tools to increase school's effectiveness. Thirdly, the dissertation would be very beneficial for teachers to change their perceptions toward head teachers' role to a leader whose aim is to assist and help them improving the classrooms' instruction through supervision and meeting their professional development needs. Fourthly, the dissertation tries to explore the significant link between an effective school's instructional leadership system that promote the appropriate healthy learning climate in school, and assisting head teachers in achieving their roles.

1.6 Structure of the Dissertation

The purpose of this dissertation was to examine the impact of head teachers' instructional leadership on teachers' professional practices at four private schools in Dubai. The dissertation is divided into five chapters. The first chapter includes the introduction, the background of the study, statement of the problem, purpose of the study, research questions and significance of the dissertation. Chapter two contains a review of related literature and the theoretical framework that guided the dissertation. Chapter three discusses the research methodology, the study setting, the sampling strategy, participants and data collection. The chapter also discusses the credibility and reliability of the dissertation, analysis of the data, recommendation for future studies and the limitation of the study. Chapter four discusses the data analysis and the results. Finally, chapter five summarizes the study and includes scope for future research, as well as offers some valuable recommendations and concluding notes.

Chapter Two: Literature Review

2.1 Introduction

The purpose of this dissertation was to investigate the impact of head teachers' instructional leadership on teachers' professional practices in four private schools in Dubai. The following chapter includes a brief overview of instructional leadership with the focus on principals' role, head teachers' role, supervision, feedback, teachers' professional development and peer tutoring. Moreover, the chapter includes the study's theoretical framework that guided the dissertation which is the instructional leadership theory, the transformational theory, the role- theory and the symbolic interactionism theory.

2.2 Conceptual Framework

The key theories that guided this dissertation and helped to explain the conceptual models in (figure 1) are; the instructional leadership, transformational leadership, role theory and symbolic interactionism theory. Exploring these theories helped to thoroughly understand the role of schools' head teachers in enhancing classroom practices through supervision, feedback, peer tutoring and supporting teachers' professional development.

Principals' instructional roles	Head Teachers' instructional roles	Instructional Supervision	Professional Developement
	Feed back	Peer Tutoring	
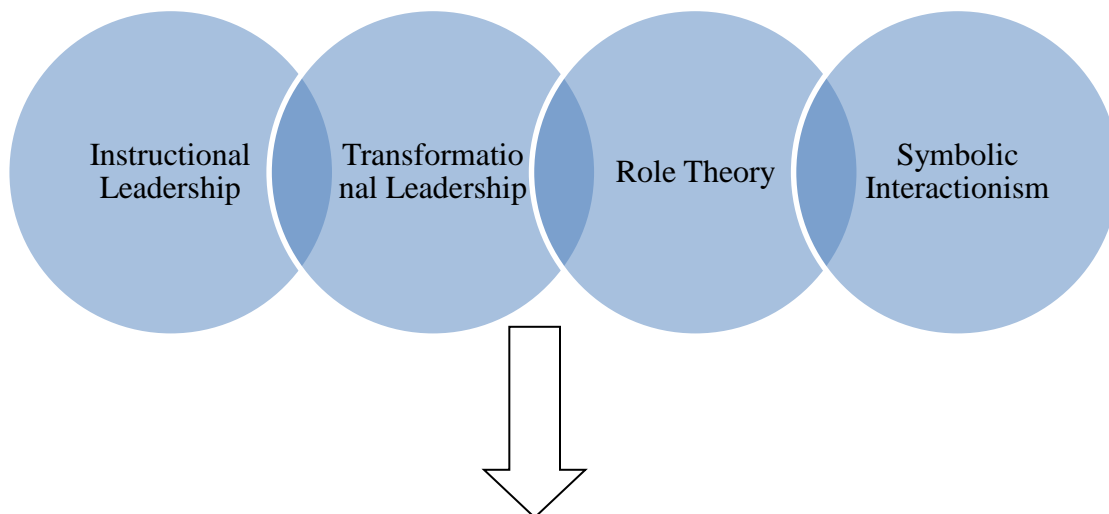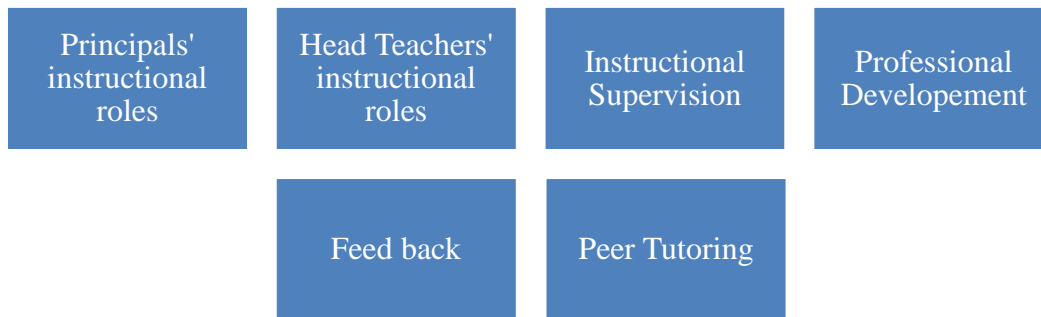
(Figure 1: The Conceptual Framework)

2.3 Principal's Instructional Leadership Role

Since the start of instructional leadership concept and principals were the main and the only focus of scholars. All the studies have discussed how instructional principals play an important role in enhancing the quality of schools' educational outcomes starting from choosing and hiring the most qualified staff and following that with the continuous professional support, supervision, evaluation and implementing retention programs and teachers' induction (Fancera &Bliss, 2011 and Ham &Kim, 2015). Furthermore, Calik et al (2012) affirmed the instructional role of principals in affecting learning and teaching in classrooms directly and indirectly by assuring the best environment for learning, increasing students' achievement and increasing the quality of education. It is the core responsibility of instructional leaders to focus on teaching and learning through promoting school climate; managing the instructional program and setting clear school vision and goals (Hoy &Miskel, 2008) as cited in (Manaseh, 2016).As instructional leaders, principals carry on a great mission in creating an effective school culture, encouraging change efforts, and conducting new applications and methods to serve accountable learning atmosphere (Dear & Peterson, 1998 in Sahin, 2011).

Additionally, Alig-Meilcarek 2003, as cited in (Sahin, 2011) states that some of the basic principals' instructional behaviors are:

1. Promoting teachers' professional growth through peer collaboration, access to resources, empowerment and constructivist learning.
2. Conducting supervision and providing constructive feedback on teaching and learning.

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3. Setting clear specific goals for the school that all staff embrace and work to achieve (Deal & Peterson, 1999 in Sahin, 2011)

2.4 The Head Teachers' Instructional Leadership Role

The new focus of instructional leadership has been shifted from principals as the only source of leadership in school, to head teachers and other schools' leaders. The role of head teachers' in literature has been repeatedly mentioned in several studies as the multi tasks school leaders whose influence can make the difference between the success and failure of a school (Millette, 1988) as cited in (Kasandi &Wamocha, 2008). In particular, head teachers' role as an instructional leaders focus on achieving excellence in education through working closely with teachers, developing staff capacities by building on their strengths and reducing their weaknesses and knowing what is happening inside classrooms (Spillane &Zuberi, 2009 in Manaseh, 2016). Moreover, Horng and Loeb (2010) point out that even though principals where considered as the strongest instructional leaders in school and their role was directly connected to positive school outcomes, other high quality school leaders as the head teachers who are the focus in this study do play a tremendous vital role in schools' success too.

Sushila (2004) in Musungu and Nasongo (2008 , p. 317) state that a head teacher " is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative". Comparing head teachers' traditional role as administrators, instructional head teachers are more involved in "developing knowledge and implementation of the curriculum, as well as instruction and assessment" (Jita, 2010) as cited in (Manaseh, 2016 p.32). While according to Dyrda and Przybylska (2008) the focus of the educational reform that happened in the European countries since the 1980s was mainly on the management side of education and how school's heads as the head teacher, deputy head teachers can leave positive effects on the schools' achievements.

 As stated by Manaseh (2016) instructional leaders, head teachers' carry on specific responsibilities such as:

1. Assess learning through various data

2. Support school success through community activation
3. Have high expectations in performance
4. Promote the continuous learning culture
5. Improve curriculum content and instruction
6. Support the notion of adult and students' learning

Dyrda and Przybylska (2008) point out that the role of head teacher requires more than sufficient qualifications, they added that the role strongly requires extensive competences which he or she can require through everyday practice and school problem solving. The position comes with many new challenges that the head teachers must deal with as the stress of all the new responsibilities, meeting deadlines, being able to manage their own emotions, planning self- development and self-motivation for work and achievement (Dyrda Przybylska 2008). Dyrda and Przybylska (2008) believe that the head teachers' tasks revolve around management, development and leadership. While Manaseh (2016) conclude that head teachers' practices can enhance students' learning and classroom instruction through conducting classroom observation, and reviewing curriculum materials.

2.5 Effective Instructional Supervision:

Supervision is considered to be one of the most important sources that school head teachers must rely on in order to evaluate and support their teachers' professional growth and to determine the quality of instruction in classrooms (Igbo, 2002) as cited in (Kotirde &Yunos, 2014). According to Heck (1992) in Manaseh (2016, p. 42) "the amount of time HOSs spend observing classrooms and instruction is one of the most important factors in both teachers' and students' achievement". It is an essential process that is a core duty of the school leaders and that aim mainly to improve teaching and learning quality in schools through recording, analyzing and designing the appropriate support goals for teachers after discovering teachers' strengths and weaknesses (Manaseh, 2016). According to Igbo (2002) in Kotirdo and Yunos (2014) to assure the quality of work, head teachers conduct supervision through helping, guiding, advising and stimulating staffs' growth and this effective practice must be associated with monitoring students' progress, strong instructional leadership and clearly defined curriculum. James, David

and Thinguri (2014) add that supervision is an essential tool to improve teachers' instructions (Hoy & Hoy, 2006; Oliva &Pawlas, 2004; Dipaola &Hoy, 2008 in Yaw, 2011). Additionally, Awiti and Raburu (2013) believe that improving instruction is the main objective of supervision and that poor performance is strongly connected to ineffective instructional supervision. While on the other hand, Khan et al. (2009) explains that supervision involves supporting teachers to use the most suitable methodologies to deliver text book content effectively and evaluating teachers as a vital source to collect data and information to improve instruction and develop the quality (Khan et al., 2009).

In this systematic process, all school officials get involved and participate with their leadership skills to help teachers improve the quality of teaching and learning which is at the top priority for school leaders (Kotirde &Yunos, 2014). Furthermore, Karori et al. (2013) describes it as the continuous support and effort from school's heads to give the necessary guidance and rewards to enhance the effective performance from teachers in schools (Karori et al., 2013). Bush (2013) also believes that observation is a decision tool that leaders depend greatly on for teachers' promotion and grading and on the other hand to eliminate and weed out inadequate teachers (Bush, 2013). Meanwhile as researchers suggest that the best school systems do not allow ineffective teachers to remain in the classroom for long, it is recommended that supervision can be conducted either by external supervision from outside the school or internal supervision from inside the school (Ifedili, 2015). Those who are within the school can be the principals, vice-principals, deputy principals, middle managers and head of departments (Kotirde &Yunos, 2014). The process of supervision occurs approximately at least once a year where schools' leaders evaluate specific criteria such as the interaction between students and their teacher, certain teacher practices and other holistic aspects of instruction. On the other hand, Khan et al. (2009) explains that the most important leaders' instructional role involves observing teachers to evaluate performance, offering advices and focusing on certain areas to improve, and this role requires a sufficient knowledge of the curriculum and instruction to help them focus on specific areas during supervision.

In spite of the fact that supervision is there to help teachers improve their performance and discover their strengths and weaknesses, as Khan et al.(2009) states supervision is "to

help others believe in themselves is one of the leaders' highest duties", the majority of teachers do held a negative feelings toward supervision and instead of viewing it as a guidance and professional support for their career that would help them recognize their potentials and usefulness, they view supervision negatively as an inspection tool (Ghavifekr & Ibrahim, 2014 and Kotirde &Yunos, 2014). Also, another reason behind this unsatisfactory feeling toward supervision is the quality of supervisor which can assure receiving the highest possible standard instructional support for teachers (Kotirde & Yunos, 2014).

Finally, to achieve the best evaluation results from classroom supervision, specific requirements must be available as the use of multiple data sources to collect information as direct observation, teachers' self-evaluation, peer evaluation, parents' survey, students' survey, student performance data and students' portfolios.

2.5.1 Supervisors' Feedback

In the current era of education there is an urgent need for teachers to improve their educational practices including pedagogy, methods and content knowledge (Cavanaugh, 2013). One of the most powerful tools that many educators agree on its positive impact on teachers' performance is feedback. It is strongly believed that feedback is a powerful technique that school leaders can use to lead the organization towards improved outcomes and help teachers improve and develop their performance. Palandra, (2010) as cited in Sahin, (2011) agrees that giving feedback on ones' work is an effective technique that leaders can use because it can pinpoint specific aspects that can be focused on in their teaching and therefore it leaves a great positive impact on their performance. Feedback has been defined according to Kluger and DeNisi, (1996, p. 255) as cited in Cavanaugh (2013) as "actions taken by an external agent(s) to provide information regarding some aspect(s) of one's task performance".

Additionally, Cavanaugh, (2013) revealed that the performance feedback in order to be effective and achieve the purpose behind it, it should be task-based not person-based. Ghavifekr and Ibrahim (2014, p. 47) also believe that "instructional leaders should

support the teachers by making suggestions, giving feedback; solicit opinions, provide professional development opportunities; and also give praise for effective teaching".

Blasé and Blasé, (2004) as cited in Sahin, (2011) adds that feedback can be conducted in a form of open- free discussion where the teacher and the school leaders discuss what have been observe during the classroom visits and based on these discussions, leaders can encourage peer cooperation and embrace teachers' professional development (Blasé &Blasé, (2004) as cited in Sahin, (2011).

2.5.2 Peer Tutoring

Peer tutoring which is considered to be an extremely influential tool in enhancing teachers' instructions' and teaching skills from many scholars and educators' point of view, is another main task that head teachers perform as part of their instructional role. Stillwell, (2009) points out that observing another skillful teacher conducting classes effectively can be very powerful in inspiring and motivating other teachers to do the same. Adding to this, visiting another teacher can help in developing practices through getting feedback, finding solutions to specific persistent problems, acquiring insights of new teaching methods (Benedetti, 1997) as cited in (Stillwell, 2009). Firestone and Cecilia Martinez (2007) point out that teachers found observing other teachers or head teachers modeling performance as extremely influenced teaching tool, as they exchange experiences and techniques to use with new curriculum or lesson plans, as teachers declared that learning from each other is very successful and put them in ease. Modeling is about the power of setting an example of good practice for other people to give them the chance to copy and learn, Southworth, (2004) as cited in Bush, (2013). Birman et al. (2000) as cited in Whitworth & Chiu (2015) state that one form of supporting teachers' professional growth is by encouraging them to be actively engaged in their own learning. This learning can takes different forms as observing other teachers, receiving feedback, participating in discussions and contributing with their new knowledge in lesson planning. On the other hand, Blasé and Blasé (1999) believe that effective school leaders are the ones who support collaboration among educators as a vital element for successful learning and teaching, they advocate sharing and peer observation. It is strongly believed

that peer tutoring increase motivation, self- esteem, efficacy and innovative and creativity, as one teacher reveals:

> He sent teachers to observe my classes. This made me feel good about myself and my teaching and inspired me to look for ways to stay on top of current topics. I was more confident when I went into the classroom (Blasé & Blasé, 1999 p. 137).

2.6 Teachers' Professional Development

Teachers and administrators benefit to a great extent from all the professional development opportunities they get that can be in a form of in-service programs, funding for outside workshops and conferences, professional development opportunities and most importantly encouraging teachers to enhance their pedagogical skills through advance academic study (Monahan, & Tomko,1996; Ocham & Okoth, 2015). Parsey (1992); Ocham and Okoth (2015, p. 819) defined staff professional development as "a way of giving the staff a chance to update and improve their skill, knowledge, and qualifications in order to be adoptive to their job".

According to Patti et al., (2012, p.264) "a key ingredient for improving student achievement is high quality leadership", and in order to achieve that teachers and administrators are in continuous need for developing their working skills. However, these chances that help staff boost their capabilities, are scarce in number and sometimes do not exceed a three-day workshop per year and this is considered being extremely insufficient (Patti et al., 2012). This reality of the limited professional opportunities leaves employees to enhance their skills through trial and error and this as it takes a longer period of time, and affect students' learning outcomes greatly.

While on the other hand, Palandra, (2011) in Sahin, (2011, p124) points out "a focus on improvement through professional learning is most effective, when it is achieved on the school site, since learning can then become an integral part of school operation (Blasé & Blasé, 2004; Palandra, 2010) as cited in (Sahin, 2011).

2.7 Theoretical Framework

The main theories that this study was based on were the instructional leadership theory, the transformational leadership theory, the role theory and the symbolic interactionism theory. Exploring these theories would help the researcher to thoroughly understand the impact of head teachers' role on teachers' professional practices in primary and secondary schools in Dubai as it would also contribute to the understanding of how head teachers play a vital role and achieve improvement in educational outcomes.

2.8 Instructional Leadership Theory

One of the most dominant theories in educational leadership is instructional leadership, which was started in the early 1980s and aimed to improve schools' educational outcomes through changing the principals' role from an administrative to instructional leaders (Emmanouil, Osia & Paraskevi-Ioanna, 2014 and Plessis, 2013). With a great consensus between scholars and practitioners, (IL) is considered to be a very strong tool to create an effective environment in schools to promote teaching and learning (Manaseh, 2016). Tracing back the concept of instructional leadership leads to a strong link between leadership and effective schools in urban settings in America where principals were viewed as the main instructional leaders (Jita & Mokhele, 2013 and Mastry, Koopasammy & Schmidt, 2013). The theory which is considered a very important factor in education management and development revolves around schools' leaders' role in defining schools' vision, establishing the school learning climate, supervising students' progress, managing instruction procedures and supporting staffs' professional development (Emmanouil, Osia & Paraskevi-Ioanna, 2014). Even though everyone agrees on the importance of instructional leadership, there is less agreement on its definition (Horng & Loeb, 2010). Isaiah and Isaiah, (2014) defined instructional leadership "as the School Heads attitude towards instruction within his/ her school". While Murphy (1988) as cited in Plessis (2013) believes that instructional leadership refers to any functions that are related and can contribute to teaching and learning. Later on, Hallinger and Murphy (2012) in Gurley and Anast-May (2015) (p. 7) modified the definition as "an influence process through which leaders identify a direction for the

school, motivate staff, and coordinate school and classroom-based strategies aimed at improvement in teaching and learning". Furthermore, Leithwood and Duke (1999:46) in Jita and Mokhele (2013, p.125) in their definition of instructional leadership believe that it "typically focuses on the behavior of teachers as they engage in activities directly affecting the growth of students".

Moreover, Hallinger and Leithwood(1994) as cited in Plessis (2013) and Hallinger &Murphy (1985) in Gurley & Anast-May (2015) point out that instructional leadership focuses on defining a clear vision for the school to accomplish through cooperation between all the school's staff while focusing on certain areas as creating a learning climate, improving the instruction quality, applying curriculum implementation and conduct classroom evaluation.

As one of the nine leadership models, instructional leadership model is considered to be the most important one because it deals with teaching and learning and the behavior of teachers while working with students (Bush, 2013). According to Hallinger, (2013) as cited in Bush (2013) since the theory was established and developed, it was placed at the top of all other leadership theories for its great importance in affecting teachers' performance and students' academic outcomes. Furthermore, the theory is considered to be a top-down approach, because it focuses on instructional leaders' skills in trying to supervise, interfere and develop instruction and curriculum in schools (Bamburg & Andrews, 1990 in Emmanouil, Osia & Paraskevi-Ioanna, 2014).

It has been strongly noticed that successful effective schools have instructional principals who dedicate more efforts and time to improve teaching and learning through developing curriculum, setting specific goals, participate in evaluating teachers and supporting them by providing appropriate professional development opportunities (Austin, 1979; Brieve, 1972; Bridges, 1967; Duke & Stiggins, 1985; Edmonds 1979; Eberts& Stone, 1988; Hallinger & Heck, 1996; Mckenzie, 1988; Niedermeyer; 1977, in Bellibas, 2015). The theory itself developed and went through different phases starting with the traditional form of instructional leadership in which the school's leaders visit classrooms for evaluation, while the new approach of instructional leadership focuses on creating the perfect climate to facilitate learning and achieve success. The role of leaders in the new

approach of instructional leadership emphasizes the involvement of leaders starting with choosing high quality –teachers, how to support them to succeed in classrooms and how to help them to improve. Plessis (2013) states that the new notion of instructional leadership is deeper and focuses more on the core of technology of teaching and learning, teachers' professional development and the concept of using data to make better decisions for schools.

In addition, the significance of instructional leadership was recognized where there is an increasing requirement in many countries to improve students' educational outcomes. This need according to Bellibas (2015) can be satisfied through principals' continuous assistance to their teachers to establish high standards for instruction and curriculum. School leaders can support teachers by providing them with effective feedback; professional development and help teachers determine the best instructional practices that can address students' needs.

The general goal of instructional leadership according to Emmanouil, Osia and Paraskevi-Ioanna, 2014 is to improve classroom instruction through promoting professional development which can be accomplished through facilitating a collaborative environment where teachers exchange experiences and ideas, redesigning teaching programs and encouraging lifelong learning concepts, while promoting staff reflections can be done through modeling teaching techniques in the classrooms, praising the effective teaching behavior and giving feedback. These goals were presented in Weber's most famous instructional leadership model (1996) that is consistent with other known models as Murphy's (1990) and Murphy and Hallinger's model (1985). The model that is presented in table (1) illustrates the main five elements of Weber's instructional leadership model.

Elements of Weber's (1996) Model of Instructional Leadership
• Defining the school's mission
• Managing curriculum and instruction
• Promoting a positive learning climate
• Observing and improving instruction
• Assessing the instructional programs

Table (1) Weber's Model

Copied from (Hernandez, 2013)

2.9 Transformational Leadership Theory

The other distinguished theory that plays a vital role in head teachers' instructional leadership role is the transformational leadership theory. The theory was defined by Burns (1978) as "an effort to satisfy followers' needs to move followers to a higher level of work performance and organizational involvement by displaying respect and encouraging participation" as cited in (Hauserman &Stick, 2013).

Transformational leadership is a process where leaders have the ability to inspire and motivate followers to reach new levels of energy and commitment (Burns, 1978 in Robinson, Lioyd & Rowe, 2008). Transformation leaders as head teachers create the energetic climate in the organization for workers to help those overcome challenges and work collaboratively to achieve the organization vision and goals (Robinson, Lioyd & Rowe, 2008).

The theory which was developed by Bass (1990) emphasizes the fact that leaders strive to change their followers' personal values in order to go beyond their self-interest and achieve the organization's goals (Dabke, 2016). According to Emmanouil, Osia & Paraskevi-Ioanna, (2014) transformational leadership theory adopt a bottom- up focus where all teaching staff participate and get engaged in collaboratively learning. Adding to this, leaders as head teachers in transformational leadership theory can achieve schools' goals through inspiring motivation, stimulating intelligence, considering individuals' differences and influencing idealism (Ghasabeh, Soosay &Reaiche, 2015). The main four dimensions of transformational leadership were explained by Trmal, Bustamam and Mohamed (2015) and referred to the "four Is":

- Idealized influence

- Intellectual stimulation

- Inspirational motivation

- Individualized consideration

In this approach head teachers are in charge of creating the climate that motivates teachers and inspire them to achieve school effectiveness by linking their personal goals to the organizational ones. Furthermore, it was noticed in another study that head teachers in England who apply transformational leadership are the greatest in achieving schools' improvement (Smith & Bell, 2011) as cited in (Hauserman & Strick, 2013).

2.10 Role Theory

The Role theory which was presented by Linton (1063) depends on the concepts of role, expectations and social position as it deals with issues of unclear and uncertainty role definitions. According to (Linton, 1936; Merton, 1957; Andrew, Richards and Levesque-Bristol, 2014) the theory explains how a position of leaders as head teachers would affect their behavior and the behavior of others based on the leaders' status and the leader's characteristics (Grint, 2005) as cited in (Gallant, 2014). Furthermore, according to Shivers-Blackwell (2004), the Role theory addresses how leaders form their expectations based upon the position they fill within an organization and how this position influences their leadership behavior and others' behavior. Plumer (1975) as cited in Schmidt (2000) states that the Role theory revolves around the notion of how leaders themselves expect to act in this current position and how others are expected to act toward them while they are filling this position.

On the other hand, Kawai and Mohr (2015) explained that when there is poor information explaining the content of job tasks that expected from leaders, that's likely to create confusion, anxiety and uncertainty. It is also believed that when the role carries lots of ambiguity as the head of department, this can discourage employees from achieving the best performance as it also create a high degree of stress and ambiguity (Harris et at, 2006; Kawai and Mohr, 2015). Moreover, Siskin, 1995 in Schmidt, 2000 states that even though the head teachers' role is pivotal, it carries lots of ambiguities and variations in tasks and responsibilities to the level that it is considered as one of the most stressful

positions in the education profession. Other studies reveal that the variation in the head teachers' role tasks can go from decision-making in resources allocation, designing school curriculum, using of community funds till the tasks of hiring and firing people (Schmidt, 2000). Adding to Weindling and Earley (1987), Schmidt (2000) explain that the role of head of department since it comes with many new challenges as unclear job description, need extra support form colleagues especially for those who are new to the role.

2.11 Symbolic Interactionism Theory

The last theory that was adopted in this dissertation for its significant effect on understanding head teachers' instructional leadership role is the "symbolic Interactionism theory" which is a major sociological framework theory that was first presented by the American philosopher George Herbert Mead in the 1920s. The theory explains that people behave on a certain way based on their previous consumptions, not on what the real thing is. According to Aksan et al. (2009) it is a process that stimulates the opposite meaning values by the help of the symbols in the mind. Additionally, Reynolds and Herman (1994) state that people relay and depend on symbolic meaning during the process of social interaction, where the meanings of things direct actions. Mead who is the most known theorist of symbolic interaction explains that mind and ego are products of society, and that those symbols which the mind has developed are used as means for communication (Ashworth, 2000) as cited in (Aksan et al., 2009). While Blumer (1069) who is considered to be the founder of this theory and the first to use its terminology, states that meaning is created in two ways: either it is a physical attachment imposed on objects by people, or it is attributed to objects (Aksan et al, 2009). Blumer explains the three core principles for this theory:

1. People elaborate their behavior towards things based on what the meaning these things propose to them.
2. These meanings are gathered from the process of interaction with one of them.
3. These meanings are capable of changing during the interpretive process.(Aksan et al, 2009).

This theory has been investigated in this dissertation in order to understand how and why teachers and head teachers behave towards each other in a certain way. Individuals need to have expectations about the behavior of other people they are dealing with, as they need to figure out how they would feel themselves in this interaction (Klaussner, 2012). Exploring this area will add to our effort in understanding how and why teachers' work performance can be affected by head teachers' practices. Teachers would see their head teachers as a person who would judge them, distribute duties to, conduct continuous meetings and be critical and tough to deal with. According to teachers' previous experiences and the lack of fulfilling information, teachers would create and form meaning as a result of these specific experiences (Aksan, 2009).

2.12 Theoretical Consolidation

The theoretical framework that guided the study was instructional leadership, transformational leadership, role theory and the interactionism theory. Using these theories was appropriate to gain insight into the role that head teachers play as instructional leaders in schools, and the impact that their duties leave on the teachers' practices. The instructional leadership theory revolves around the all the activities that a leader performs as monitoring teaching and learning, giving feedback, promoting the appropriate school climate and communicating the shared goals. On the other hand, transformational theory focuses on head teachers as leaders who motivate staff to exceed beyond their ordinarily. While exploring the role theory helps in explaining the expectations that head teachers have in their current position, and the duties that are required as a result of the position. The last theory focuses on the teachers and leaders interactions and the meaning they extract from these interactions.

Taken all together, the available information got by reviewing the above literature review reveals that much has been written on principals' instructional leadership, while it is noticed that few studies focused on head teachers as an effective source for leadership. Adding to this, none of these studies combined the three main aspects that head teachers help with which are instruction, curriculum and assessment. For this reason the researcher paid attention to focus on the head teachers' impact on teachers' professional practices as a vital source in enhancing teachers' quality.

Chapter Three: Methodology

This section will discuss the research approach of this dissertation, the methods, the study's context, the participants, the site selection and the instruments used for both quantitative and qualitative approaches including the interviews and the questionnaire. It will also provide details about the data analysis and the research procedures. The chapter will be concluded with a summary of all parts.

3.1. Research Design

This dissertation is both quantitative and qualitative in nature, since the researcher intended to explore the head teachers' impact on teachers' professional practices. Choosing the sequential mixed methods approach was due to the need to comprehensively study the head teachers' instructional leadership role which is extremely important and influential in supporting teachers in schools. Moreover, the limitation of the empirical studies in this topic was another reason for the researcher to use sequential mixed methods to explore the subject in depth. Fraenkel, Wallen and Hyun (2015, p.555) explain that "mix methods provides a more complete understanding of research problems than does the use of either approach one". Additionally, adopting mixed methods can help the researcher to have richer and more comprehensive findings that cover the subjects' different aspects fairly (Awiti, Onderi & Raburu, 2016). Finally, the mixed methods approaches are strongly known for enhancing the overall study's strengths by making it more reliable and significant (Creswell, 2013; Teddlie & Tashakkori, 2009; Creswell & Plano, 2007; Onwuegbuzie & Leech, 2004, 2004)

The quantitative method that was used in the study was a cross-sectional questionnaire, which is considered an excellent approach to reach a large group of people in a relatively short amount of time and discover their opinions about a particular topic (Fraenkel, Wallen & Hyun 2015). The selection of the sample was done through considering 10% of the target population to assure that all subgroups are presented in the study (Muijs, 2011). The questionnaire aimed at providing an overview of teachers' perceptions regarding their head teachers' instructional leadership' role in improving teachers' professional

practices by focusing on three elements: improving teachers' classroom instruction, supporting teachers in implementing curriculum and assisting teachers with assessment processes. The qualitative method enriches the quantitative ones as it includes a direct interaction between the participants and the researcher. In addition, qualitative methods help the researcher obtain a more holistic impression and a complete picture in a particular subject in order to fully understand participants' experiences and point of views (Creswell, 2013).

The other method used to collect data in this dissertation was face-to-face in depth interviews with participants and it involved semi-structured open-ended questions that were few in number in order to extract participants' point of views and opinions in the subject (Creswell, 2014). It is strongly believed that interviews are the most powerful tools that researchers can use to extract meanings from individuals; those meanings reflect their life experiences and point of views regarding a specific topic or in a complex situation (Creswell, 2013). Fraenkel, Wallen and Hyun (2015) believe that personal interviews are very effective since it has many advantages such as clarifying unclear or incomplete answers, establishing rapport with participants to encourage them to cooperate more to fulfill the study's objectives. Moreover, they stated that "interviews can provide us with information about peoples' attitude, their values, and what they think they do" (Fraenkel, Wallen &Hyun, 2015, p.443).

3.2 Population of the Study

The target population was focused on Dubai Emirate's population and the sample was selected from four private Primary and secondary schools in Dubai emirate, with a total target sample population of 109 teachers for the questionnaire and 10 schools' heads to be interviewed. The study was conducted in Dubai, since the researcher lives currently there. The participants' selection was done randomly and the choice of schools was based on the location as it was convenient to the researcher. For the qualitative sample's selection, it was based on the availability and the instructional leadership positions of the schools' head teachers, or schools' leaders. On the other hand, the quantitative sample's

selection was decided by using 10% of the target population; to guarantee that subgroups are all represented in the sample (Muijs, 2011).

3.3 Participants

The participants in the quantitative part of the study were teachers who were chosen randomly from primary and secondary levels in four private schools in Dubai. The total number of the teachers participated in the study are 109 as demonstrated in table (2):

School	Total number of questionnaires given	Total number of questionnaires received
First school	70	20
Second school	40	20
Third school	70	40
Fourth school	60	29
Total number	249	109

Table (2) Participants in the study

In the qualitative sample of the study, the target population was head teachers and schools' leaders in the selected schools in Dubai. The number of schools' head teachers and schools' leaders that participated in the study were 10 that were convenient because the appropriate number of participants in an interview should not be less than 10 participants according to Glensne (2011) and Creswell (2013).

3.4 Research Instrument

The research instruments that this study used were a questionnaire and personal interviews. The questionnaires' items were developed with reference to other studies and were related to the research objectives. The journal articles that the researcher extracted the questionnaire items from (Ghavifeker & Ibrahim 2014 and Awiti & Raburu 2013). The first part of the questionnaire involved personal data from the participants as gender,

qualifications, and years of experience in the teaching profession and age group. The second section of the questionnaire included 27 items, and they all revolved around the role of head teachers and their impact in supporting teachers to improve the classrooms' instruction, and assisting teachers in curriculum and in assessments. The last section was an open ended question in a comment box to gain more information and insights of teachers' perceptions of the head teachers' role and effect on the teachers' professional practices.

The questionnaire was designed based on a 4 Likert scale which is the most popular and commonly used approach in questionnaire research to scaling responses, and each participant needed to respond individually within 5 to 10 minutes to the questionnaire items. The items in the questionnaire were followed by four options (strongly disagree, disagree, strongly agree, or strongly agree.) However, the item undecided or neutral was eliminated in this study to help participants' answer accurately.

On the other hand, the interview questions included semi- structured and open- ended questions, and were developed through reading other articles related to the topic (Firestone & Cecilia Martinez 2007 and Jared 2011). The semi- structured in depth interviews is an excellent tool to investigate and understand participants' in depth experiences in the subject (Seidman, 2012, Crabtree & Miller, 1999). The interviews were divided into two parts, the first part aimed at collecting personal data from the schools' leaders such as the years of experience and professional qualifications. The second section involves WHQs to describe how they assist teachers in instruction, curriculum and assessment. The final part of the interview involved giving head teachers the opportunity to express the main obstacle they face in their position and the main recommendation they suggest to improve teachers' professional practices.

3.5 Validity and Reliability

The study's validity and reliability were tested and analyzed through two techniques: first of all, the discussion with the research supervisor who checked both the questionnaires

and the interview's items and recommended specific modification to fulfill and meet the dissertation's purpose and objectives. The other method used to assure the instruments' reliability was a pilot study to test the instruments' clarity and readability. First of all, the interview items were tested through practicing them with the first participant who was a principal at one of the four schools. Some changes were made after the first trial as modifying questions and making it clearer to avoid participants' answers with only yes and no, as a result of the first pilot study WH questions were added to reach a deeper understanding of the subject and give participants the opportunity to reflect on their perspectives in the study.   Secondly, a pilot study was done with the questionnaire's statement items, which were distributed to one school to approximately 25 teachers and asked for their observations and comments, participants responded and provided useful feedback regarding the questions' clarity and lengths. Some participants expressed their confusion of the term instructional leadership due to the fact that it is associated mainly to principals and schools' managers, adjustments were done based on the comments and few questions were rephrased.

3.6 Data Collection Procedures

The process of collecting data started with an introductory letter from the British University in Dubai stating that the researcher was a student and was conducting a research study. This letter was presented to the four private schools' administration to acknowledge the researcher's topic and purpose of the study and to assure anonymity of the participants' or the schools' identity. After obtaining the permission from the schools' administrations, the questionnaires' were given to the schools' administration to distribute on their teachers, and they were collected later on through the schools' administration too. On the other hand, the interviews that were used to collect qualitative data were conducted face to face with the participants after making prior arrangements depending on the participants' availability. Each interview lasted around 30 to 40 minutes and to assure accuracy, the researcher used note taking and audio recording (Kvale, 2009). The process of collecting data took approximately one month.

3.7 Data Analysis Methods

The statistical means of the quantitative data were analyzed using the descriptive statistical packages for social science (SPSS) to perform the analysis of the gathered data which is appropriate software for similar studies (Muijs, 2011). To reveal percentages, group means, modes and frequencies. The qualitative data was then analyzed thematically, which is a form of analysis that depends on emphasizing the main themes that were recorded in the data Braun & Clarke, (2006) as cited in Awiti, Onderi & Raburu, 2016).

3.8 Delimitations and Limitations of the Study

The study was delimited to some factors such as the number of accessible schools. First; this study was limited to only four accessible private schools in Dubai. Another major limitation of the study was taking permission conducting interviews and distributing the questionnaires in the following schools, since the researcher is not a faculty in any of these schools and many schools see outsiders even if they are researchers as inspectors; therefore, it was difficult to convince them to cooperate. Furthermore, the researchers faced resistance to cooperate especially in one of these four schools which follows very restricted regulations regarding accepting outsiders to meet their staff.

On the other hand, the timing was delimitation for the researcher because the study was conducted in a time that was aligned with examinations' dates, the end of the years' activities and the summer vacation. For all these reason the researcher did extra effort convincing the school's leaders with the significance of the study in order to get permission. In addition, the number of male participants compared to female participants was small and this can be considered to be a limitation to the study. Furthermore, since the subject of instructional leadership is considered to be relatively new in the field, the researcher faced the challenge of the limited resources especially when exploring the impact of head teachers' instructional leaderships' role. Most of the found references

focused on principals as the only instructional leaders, while the new notion of instructional leadership considers all schools' leaders to be instructional leaders who play a significant role in improving the teaching and the learning outcomes in schools. Finally, each of the four schools has a completely different structure and management system. These affected the findings and results of the study and were regarded as another limitation to the study.

3.9 The Researcher as a Tool

During the study the researcher was in direct contact with participants to collect, analyze and interpret the data. This direct and personal contact with head teachers and schools' leaders increased the researcher's interest in the area of leadership and enhanced the knowledge in the subject of instructional leaderships' role in improving teachers' professional practices. Moreover, due to the researcher's previous experience as an instructor in three higher educational institutions in Saudi Arabia, this study added new perspectives of the importance of the head teachers' instructional role. Additionally, the study gave the chance for the researcher to learn new skills in interviewing as building a rapport with participants, rephrasing unclear questions and redirect conversation to gain the needed information. Moreover, choosing Dubai as a setting for the study since the researcher currently lives in UAE, helped the researcher to a great extent to investigate new aspects and new perspectives of the subject which are completely new and different than what was experienced in the researcher's hometown and increased the researcher's curiosity to learn more about instructional leadership's application in Dubai. Finally, the researcher used mix methods in this study to increase the validity of the results and eliminate bias. Since qualitative data is descriptive in nature, and the results can be influenced by the researcher's previous opinions throughout the process, the researcher was not biased and remained neutral during the whole process. All the judgments and the conclusions were based on the participants' opinions and information without any interference from the researcher. Additionally, the quantitative data which depended on

numbers in its input also participated in avoiding bias and increased the validity of the research (Creswell, 2013).

3.10 Ethical Considerations

To protect the study's validity and reliability, the researcher was paying full attention to the ethical considerations. First, the researcher requested a permission to allow access to the four schools in order to be in the premises to interview the head teachers and distribute the questionnaires though explaining the purpose and methods of the study (Fowler, 2001). Also, the researcher requested permission to perform the interviews via email depending on the participants' availability and willingness to participate in the study. The researcher informed participants that all gathered information and data will be used for academic purposes only, and informed the teachers and the head teachers prior to their participation of the anonymity and the confidentiality of their identity as they will be referred to by numbers only (Fraenkel, Wallen &Hyun, 2015). Participants were also informed that they can withdraw from the study, decline to answer any question that they feel uncomfortable with, and can request to clarify any questions they find difficult to understand. Finally, the researcher used audio recording as a method for documentation with some participants after taking their permission to do that, some participants rejected audio recording and felt uncomfortable with recording their voices, and their request had to be respected (Kvale and Brinkmann, 2009)

Chapter Four: Data Analysis

4.1 Introduction

This chapter will shed light on the quantitative data extracted from the questionnaires and the qualitative data extracted from the open-ended question in the questionnaire and the interview analysis.

4.2 The Questionnaire's Data

The questionnaire started with the demographic data, then the questionnaire items were divided thematically into four sections; supervision, professional development, curricula and assessment. Each section corresponds to a number of items.

4.2.1 Questionnaire Results

The first item in the questionnaire was "Head of the department visits classrooms to observe teaching and learning activities." This item corresponds to research question number three "Do the head teachers in these four schools perform supervision as a source of teachers' evaluation?" the results are shown in the following table. This reveals that in some minor cases, no observation for classes takes place. The question also sheds light on one of the head teachers' responsibilities which is observing classes in response to research question number two: "What are the duties and responsibilities of head teachers' instructional leadership roles of primary and secondary schools at four private schools in Dubai?". The answers also indicate that there are variations in the answers and this is linked to research questions six about the variations in the duties and responsibilities of head teachers."

		Frequency	Percent
Valid	Not attempted	1	.9

		Frequency	Percent
	Strongly Disagree	9	8.3
	Disagree	12	11.0
	Agree	64	58.7
	Strongly Agree	23	21.1
	Total	109	100.0

Table 3 (Question 1 results in the questionnaire)

The second item in the questionnaire is "HOD evaluates the performance of teachers." The answer to this question also sheds light on one of the head teachers' responsibilities which is evaluating the teachers' performance in response to research question number two: "What are the duties and responsibilities of head teachers' instructional leadership roles of primary and secondary schools at four private schools in Dubai?" The answers also indicate that there are variations in the answers and this is linked to research questions six about the variations in the duties and responsibilities of head teachers. The results are shown in the following table:

		Frequency	Percent
Valid	Strongly Disagree	8	7.3
	Disagree	11	10.1
	Agree	64	58.7
	Strongly Agree	26	23.9
	Total	109	100.0

Table 4 (Question 2 results in the questionnaire)

The third item in the questionnaire is "HOD evaluates teachers only through their classroom performance." the results are shown in the following table. This item is related to research question number six "Are there variations between the duties and responsibilities between the head teachers in these four private schools?" as it reveals that there are variations in the responsibilities and duties among head teachers in the different schools.

		Frequency	Percent
Valid	Not attempted	3	2.8
	Strongly Disagree	15	13.8
	Disagree	55	50.5
	Agree	22	20.2
	Strongly Agree	14	12.8
	Total	109	100.0

Table 5(Question 3 results in the questionnaire)

For item number four in the questionnaire "HOD uses more than one source in evaluating teachers." the results are shown in the following table. This item is related to research question number six "Are there variations between the duties and responsibilities between the head teachers in these four private schools?" as it reveals that there are variations in the responsibilities and duties among head teachers in the different schools.

		Frequency	Percent
Valid	Not attempted	2	1.8
	Strongly Disagree	8	7.3
	Disagree	18	16.5
	Agree	60	55.0
	Strongly Agree	21	19.3
	Total	109	100.0

Table 6 (Question 4 results in the questionnaire)

For item number five in the questionnaire "HOD provides frequent feedback and offer suggestions for instructional improvement." the results are shown in the following table. The question also sheds light on one of the head teachers' responsibilities which is using one more than one source in evaluation, in response to the second research question: "What are the duties and responsibilities of head teachers' instructional leadership roles

of primary and secondary schools at four private schools in Dubai?". The answers also indicate that there are variations in the answers and this is linked to research questions six about the variations in the duties and responsibilities as it reveals that there are variations in the responsibilities and duties among head teachers in the different schools.

		Frequency	Percent
Valid	Not attempted	1	.9
	Strongly Disagree	8	7.3
	Disagree	20	18.3
	Agree	57	52.3
	Strongly Agree	23	21.1
	Total	109	100.0

Table 7 (Question 5 results in the questionnaire)

For item number six in the questionnaire "HOD provides clear criteria for judging staff performance." the results are shown in the following table. The question also sheds light on one of the head teachers' responsibilities which is giving feedback in response to research question number two: "What are the duties and responsibilities of head teachers' instructional leadership roles of primary and secondary schools at four private schools in Dubai?". This item is related to research question number six "Are there variations between the duties and responsibilities between the head teachers in these four private schools?" as it reveals that there are variations in the responsibilities and duties among head teachers in the different schools.

		Frequency	Percent
Valid	Not attempted	2	1.8
	Strongly Disagree	4	3.7

		Frequency	Percent
	Disagree	11	10.1
	Agree	69	63.3
	Strongly Agree	23	21.1
	Total	109	100.0

Table 8 (Question 6 results in the questionnaire)

4.2.3 Professional Development

The questionnaire's item number seven stated that "HOD encourages and supports teachers' professional growth." the results are shown in the following table. This item is related to research question number one, two and six. The head teachers have positive impact on the quality of the teachers' work, this is one of their duties and responsibilities, and the answers reveal variations between respondents.

		Frequency	Percent
Valid	Strongly Disagree	7	6.4
	Disagree	7	6.4
	Agree	64	58.7
	Strongly Agree	31	28.4
	Total	109	100.0

Table 9 (Question 7 results in the questionnaire)

Item number eight in the questionnaire stated "HOD conducts in-service programs to improve the performance of teachers." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties and responsibilities in relation to research question six.

	Frequency	Percent

		Frequency	Percent
Valid	Not attempted	2	1.8
	Strongly Disagree	8	7.3
	Disagree	27	24.8
	Agree	56	51.4
	Strongly Agree	16	14.7
	Total	109	100.0

Table 10 (Question 8 results in the questionnaire)

Item number nine in the questionnaire stated "HOD conducts orientation activities for new teachers." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six.

		Frequency	Percent
Valid	Not attempted	3	2.8
	Strongly Disagree	7	6.4
	Disagree	16	14.7
	Agree	60	55.0
	Strongly Agree	23	21.1
	Total	109	100.0

Table 11 (Question 9 results in the questionnaire)

Item number ten in the questionnaire stated "HOD encourages peer coaching." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six.

		Frequency	Percent

		Frequency	Percent
Valid	Strongly Disagree	10	9.2
	Disagree	13	11.9
	Agree	65	59.6
	Strongly Agree	21	19.3
	Total	109	100.0

Table 12 (Question 10 results in the questionnaire)

Item number eleven in the questionnaire stated "HOD provides the opportunities for teachers to observe other teachers." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six.

		Frequency	Percent
Valid	Strongly Disagree	11	10.1
	Disagree	24	22.0
	Agree	60	55.0
	Strongly Agree	14	12.8
	Total	109	100.0

Table 13 (Question 11 results in the questionnaire)

Item number twenty in the questionnaire stated "HOD helps to facilitate teachers' access to professional resources." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of access will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Strongly Disagree	6	5.5
	Disagree	13	11.9
	Agree	68	62.4
	Strongly Agree	22	20.2
	Total	109	100.0

Table 14 (Question 20 results in the questionnaire)

Item number twenty-one in the questionnaire stated "HOD inspires loyalty and commitment to the department." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Strongly Disagree	4	3.7
	Disagree	13	11.9
	Agree	57	52.3
	Strongly Agree	35	32.1
	Total	109	100.0

Table 15 (Question 21 results in the questionnaire)

4.2.4 Instruction

Item number twelve in the questionnaire stated "HOD encourages teachers to use appropriate methods of teaching." the results are shown in the following table. This is an

addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Not attempted	3	2.8
	Strongly Disagree	5	4.6
	Disagree	10	9.2
	Agree	67	61.5
	Strongly Agree	24	22.0
	Total	109	100.0

Table 16 (Question 12 results in the questionnaire)

Item number thirteen in the questionnaire stated "HOD conducts meetings regularly with teachers to review progress." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Strongly Disagree	6	5.5
	Disagree	14	12.8
	Agree	59	54.1
	Strongly Agree	30	27.5
	Total	109	100.0

Table 17 (Question 13 results in the questionnaire)

Item number fourteen in the questionnaire stated "HOD encourages me to express my opinions and ideas in staff meetings." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Strongly Disagree	7	6.4
	Disagree	9	8.3
	Agree	60	55.0
	Strongly Agree	33	30.3
	Total	109	100.0

Table 18 (Question 14 results in the questionnaire)

Item number fifteen in the questionnaire stated "HOD observations and evaluations help me to identify my weaknesses and strengths as a teacher." the results are shown in the following table .This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Not attempted	5	4.6
	Strongly Disagree	7	6.4

		Frequency	Percent
	Disagree	19	17.4
	Agree	57	52.3
	Strongly Agree	21	19.3
	Total	109	100.0

Table 19 (Question 15 results in the questionnaire)

Item number twenty-three in the questionnaire stated "HOD sets improvement targets for students with you." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Not attempted	1	.9
	Strongly Disagree	11	10.1
	Disagree	41	37.6
	Agree	44	40.4
	Strongly Agree	12	11.0
	Total	109	100.0

Table 20 (Question 23 results in the questionnaire)

Item number twenty-four in the questionnaire stated "HOD is positive and set an example of good work and behavior for me to follow." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Not attempted	1	.9
	Strongly Disagree	6	5.5
	Disagree	8	7.3
	Agree	69	63.3
	Strongly Agree	25	22.9
	Total	109	100.0

Table 21 (Question 24 results in the questionnaire)

Item number twenty-five in the questionnaire stated "HOD reviews and analyzes students' work regularly." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Strongly Disagree	6	5.5
	Disagree	34	31.2
	Agree	51	46.8
	Strongly Agree	18	16.5
	Total	109	100.0

Table 22 (Question 25 results in the questionnaire)

Item number twenty-six in the questionnaire stated "HOD has a special ability and talent for seeing what is really important for me to consider in my teaching job." the results are shown in the following table .This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it

comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Not attempted	1	.9
	Strongly Disagree	8	7.3
	Disagree	25	22.9
	Agree	57	52.3
	Strongly Agree	18	16.5
	Total	109	100.0

Table 23 (Question 26 results in the questionnaire)

4.2.5 Curricula

Item number sixteen in the questionnaire stated "HOD assists teachers in lesson planning." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Not attempted	1	.9
	Strongly Disagree	5	4.6
	Disagree	32	29.4

	Frequency	Percent
Agree	56	51.4
Strongly Agree	15	13.8
Total	109	100.0

Table 24 (Question 16 results in the questionnaire)

Item number eighteen in the questionnaire stated "HOD helps teachers to evaluate curricula and suggest changes to meet the students' needs." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Strongly Disagree	4	3.7
	Disagree	18	16.5
	Agree	70	64.2
	Strongly Agree	17	15.6
	Total	109	100.0

Table 25 (Question 18 results in the questionnaire)

Item number twenty-two in the questionnaire stated "HOD demonstrates teaching techniques in classrooms." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Strongly Disagree	10	9.2

	Frequency	Percent
Disagree	29	26.6
Agree	57	52.3
Strongly Agree	13	11.9
Total	109	100.0

Table 26 (Question 22 results in the questionnaire)

4.2.6 Assessment

Item number seventeen in the questionnaire stated "HOD help me score, analyze students' achievement data." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Strongly Disagree	6	5.5
	Disagree	29	26.6
	Agree	64	58.7
	Strongly Agree	10	9.2
	Total	109	100.0

Table 27 (Question 17 results in the questionnaire)

Item number nineteen in the questionnaire stated "HOD assists teachers in evaluating student performance." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six.

		Frequency	Percent
Valid	Strongly Disagree	5	4.6

		Frequency	Percent
	Disagree	28	25.7
	Agree	61	56.0
	Strongly Agree	15	13.8
	Total	109	100.0

Table 28 (Question 19 results in the questionnaire)

Item number twenty-seven in the questionnaire stated "HOD investigates continuously assessments forms." the results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Not attempted	2	1.8
	Strongly Disagree	5	4.6
	Disagree	33	30.3
	Agree	62	56.9
	Strongly Agree	7	6.4
	Total	109	100.0

Table 29 (Question 27 results in the questionnaire)

Item number twenty-eight in the questionnaire stated "HOD assists you score, interpret and analyze students' tests' data". The results are shown in the following table. This is an addition to the head teachers' responsibilities and duties, in relation to research question two and also it reflects variations in duties when it comes to research question six. This item is also linked to research question number one as this kind of support will automatically lead to quality in the teaching practice.

		Frequency	Percent
Valid	Not attempted	1	.9
	Strongly Disagree	7	6.4
	Disagree	29	26.6
	Agree	61	56.0
	Strongly Agree	11	10.1
	Total	109	100.0

Table 30 (Question 28 results in the questionnaire)

4.2.7 The Open-Ended Question

The analysis of the open-ended question in the questionnaire gave useful insights into the understanding of head teachers' role in schools and the effect of this role on their professional practices. The question asked the teachers to state-out of their experience- if having a supportive, experienced and qualified head teacher has contributed effectively to their professional career or not. For the analysis of this question, two types of analysis were performed; first, the qualitative analysis, extracting important points and views to be described, and second, the quantitative analysis using IBM SPSS to reveal frequencies between the chosen options. Labeled values were as follows: 0=Not attempted, 1=Yes, 2=No.

It was noticed that most teachers chose "Yes" or "No" only without a certain justification. The results are shown in the above table. One teacher answered "Yes" but she said that her/his Head teacher never gave him/her feedback and this is considered a weak point. Another teacher mentioned that the head teacher should be a role model and many teachers mentioned that head teachers must lead by example. One teacher responded "No" and stated that the whole responsibility relies on the teacher to do all the work while the head teacher's role is minor. Another teacher answered "No" and he/she added that the head teacher in their school had another role which does not align with this

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questionnaire. In another attempt, one teacher stated that he/she believes the role is important but he/she did not like the fact that the head teacher interferes in the small details. In another response, the teacher answered "Yes" but also mentioned that the role of head teachers should be restricted to management issues only. Most teachers who answered "Yes" also believed that a positive and a supportive head teacher can lead to huge improvements in the teachers' performance. On the other hand, one teacher reported that his/her head teacher has an "attitude" problem, that's why interacting with him/her was not very beneficial.

Looking at the results, it was vague why 58.7% of the respondents chose to ignore this question while answering the rest of the questionnaire, a suitable interpretation might be time limitations, not wanting to offend anybody or trying to be neutral. However, the researcher has no evidence on the exact reason. Therefore, the results cannot be interpreted negatively or positively and the focus will only be on the sample that responded to the question. It can be concluded that most teachers believe the head teachers' role is important and vital to their professional practices.

4.2.8 The Demographic Information

IBM SPSS frequency analysis was used to analyze the demographic information of the current study. The following table shows the results:

Gender		Age Group		Education Level		Professional Level	
Item	Frequency	Item	Frequency	Item	Frequency	Item	Frequency
Not attempted	5	Not attempted	6	Not attempted	2	Not attempted	3
Female	74	21-25 Years	17	Diploma	1	1-4 Years	43
Male	30	26-30 Years	28	BA degree	86	5-9 Years	27
Total	**109**	31-35 Years	27	Master Degree	20	10-14 Years	20
		36 & Above	31	**Total**	**109**	15 Years & Above	16
		Total	**109**			**Total**	**109**

(Table 31: Demographic Information Analysis)

The table shows that the percentage of females was much more that the male participants in this study. Also, the table reveals that most teachers were in the age range of 26-36 and above (population standard deviation=3.16, Mean=31). The sample comprised of experienced teachers who can judge the roles of their head teachers. Moreover, the responses reveal that most of the participants had a bachelor degree in their discipline. Furthermore, the responses reveal that most of the participants had 1-4 years of experience. To conclude, the participants seem to fall under the normal range of teachers in UAE schools in terms of age, gender, professional experience and the educational level.

4.3 Analysis of the Interview Results

This study adopted thematic analysis for qualitative data based on the participants' responses to the questions that were asked during the interviews (see Appendix II). The themes that emerged from interview sessions with head teachers in the four schools were: supervision, feedback, promoting professional development of teachers, support curriculum implementation and assessment. The emerging themes are illustrated in table below:

The Theme	The Key Information
1. Supervision	• Head teachers conduct supervision to evaluate teachers' performance • Supervision is conducted regularly • Supervision targets specific criteria
2. Feedback	• Feedback is given after observation
3. Teachers' professional growth	• Set goals that target teachers' weaknesses. • Encourage peer coaching • Perform model teaching • Conduct in-service, orientation, workshops and training programs
4. Curriculum implementation	• Check teachers' weekly plan book • Check the alignment of syllabus with what is taught in class • Conduct modification and curriculum adjustments
5. Assessment	• Approve assessments • Help in modifying questions • Participate in grading tests and analyzing data

Table 32 (Interview analysis themes)

4.3.1 Classroom Supervision

This theme is directly linked to the first research question and it provides an explanation to the role and impact of instructional leadership in teachers' quality. The findings from the interviews with schools' instructional heads showed that ten out of ten (100%) conducted regular classroom observations as priority task and a vital tool to evaluate teachers' performance and support classroom instruction. It was important to know how often head teachers conducted classroom observations. Therefore, the interviewees were asked about this point. The findings from interviews with head teachers revealed big variations in the frequency of supervision between the four schools. Based on the interviews, it was noticed that high performing schools conducted regular classroom observations up to once every month, more than the low performing schools which conducted one classroom observation every term, according to Hock (2009) as cited in (Manaseh, 2016), the more time head teachers observe classrooms and instructions, the better teachers and students' achievement will be.

During the interview one HoS said:

"We notice 70% improvement in teachers' performance after classrooms' observations, especially after meeting with them and discuss what we have noticed in classes. I usually start with the positive sides and then talk to them about their weaknesses, so they can accept criticism; at the end we are there to help them".

The study was further interested in finding out the sources head teachers rely on for teachers' evaluation. Ten participants out of ten (100%) agreed that supervision is not the only source for teachers' evaluation, some relied on lesson plans, parents' surveys, students' assessment marks, documentations as teachers' books or leaders' meetings. One deputy head stated:

"Teachers' evaluation depends on formal and informal visits to classroom and also on discussions between school leaders when we meet to rate teachers".

When the interviewees were asked about what criteria they tried to cover in the classroom observations, three out of ten only explained that supervision is done through focusing on specific items, such as the teachers' capability to work with mixed abilities students, communicate with students, build a friendly learning atmosphere in class, and how he/she promotes self-inquiry based on Bloom's Taxonomy principals. One head teacher explained:

"All of our observations are based on information from KHDA, so a lot of the assessments involve teaching and learning, progress, classroom environment, the relationship that the teacher has with the students, are the students actually interested?"

4.3.2 Feedback

The findings revealed that the theme of head teachers' role in providing feedback to enhance teachers' classroom teaching is considered one of the most important duties for head teachers. When the interviewees were asked if they provide teachers with feedback after classroom observations, all of them stated that they did. The interviews revealed variations in the form of the given feedback. One school principal described feedback as the most powerful tool to improve teachers' performance through highlighting the teachers' strengthens and weaknesses. In the high performance schools, feedback comes in a formal sheet that is emailed to the teacher and other schools' leaders, after conducting a meeting with the teacher to discuss his/her weaknesses and set a professional growth plan. While, four out of ten participants (40 %) delivered the feedback in a 5-10 minutes corridor small chat form. During the interviews one of the head teachers said:

"On the same day I meet with the teachers to discuss how they think the lesson went and then I will go through how I think the lesson went and together we come up with some targets which they need to focus on before the next lesson observation".

4.3.3 Promoting professional development of teachers

The interviews' data reveal that instructional head teachers in this study promoted professional development as part of supporting effective instruction in various ways. All the interviewees agreed on conducting a two weeks orientation activity at the beginning of the year, there was an obvious variation in the degree of support. In the first level, five head teachers out of ten revealed that promoting teachers' professional development rely on their personal efforts as encouraging teachers to attend classes for each other, performing model teaching, exchanging ideas and experiences in the weekly meetings or by watching an outstanding lessons on YouTube. One head teacher stated:

"Workshops and training is hardly useful, I personally believe they are 30% beneficial, we prefer self- learning and being innovative in learning new teaching skills".

Other two head teachers explained that their school conducts a monthly in-service professional development session on line where teachers can watch and share their experience of it. While in one high performance school, the instructional leaders provided several innovative methods in developing teachers professionally as mixing high performance teachers with low performance ones for peer mentoring, conducting monthly in-service training for staff, encouraging teachers to attend classes for more experienced teachers, and allocating financial budgets for teachers to attend the appropriate workshop or training they believe it will benefit them. One principal explained that the school conducted a workshop that invited outsider trainers and targeted the theme "learning how to learn".

4.3.4 Curriculum implementation

Curriculum implementation was a theme revealed through the interviews. The main focus of this theme is on the role played by head teachers to assist teachers in curriculum implementation and modification. It is a major task that head teachers contribute in,

especially when the teacher is new or when he/she is new to the school's curriculum approach. One head teachers for grade five mentioned:

"When a colleague is new to teaching of inquiry, I sit with him and break it down little further, open doors for him/her to pump in and see what I am doing. My job is to promote the IB philosophy as I take the teachers under my wings and make sure they get all the support that they might need".

Furthermore, head teachers were asked to respond to the following question: "do you help teachers in evaluating curricula and perform changes and adjustments to meet students' needs?" The findings from interviews revealed that head teachers participate in the process of curricula modification and adjusting it to meet students' needs. Five head teachers out of ten revealed that at the beginning of each year the school evaluates students' level, refer students with special needs to the schools' support center LSC, and divide other students in the classrooms according to their levels as high, medium and low achievers. Depending on this division, curriculum contents and exercises would get adjusted to match students' level. On the other hand, the other five head teachers explained that their school does not have this specialized department and because of this teachers and head teachers face a major challenge dealing with students' needs alone and sometimes this area get neglected due to the pressure on teachers and the big number of students with undiagnosed conditions. One head of department revealed:

"Modifying curricula requires hard work that takes lots of time and efforts, and one of our major problems is that many students are non-native speakers and each one needs special treatment".

Furthermore, curriculum progress was checked through lesson plans to make sure that everyone follows the same syllabus. The findings also revealed that curricula is discussed in the regular weekly meeting which basically discusses lessons' plans, progress issues and curricula weekly goals for the teachers to achieve. These meetings as per one of the head teachers are great chances for teachers to exchange experiences and ideas related to curriculum and how to deal with anxiety. One principal mentioned:

"Providing friendly atmosphere where teachers work in groups is truly important and through interaction, teachers exchange ideas, experiences and peer-tutoring occurs not model teaching. It is peer tutoring, feedback and self- regulation that leads to great impact on teachers' performance".

4.3.5 Assessment

The interviews revealed that assisting teachers with assessments is another important duty that head teachers perform. All interviewees assured that they take part in investigating and approving assessments forms and later on in checking results, analyzing data and use it to perform instructional improvement plans for students. Furthermore, one deputy head stated that her instructional role goes beyond checking and approving tests to helping teachers adjusting questions to meet students' different levels. In addition, she added that she double-checks students' marks by exchanging exams after grading them with another teacher to compare the marks through moderation. Participants also revealed that they depend heavily on the assessment data to suggest progress goals for students. In one high performing school, the findings revealed that head teachers support teachers to a great extent through checking copy books, oral assessment, formative and summative assessment. The interviewees made it clear that training teachers to analyze data is one of their duties, while one head teacher explained that her contribution with assessment is limited to checking it and give her approval as the head of the department. In the interview one head teacher said:

"Any time we do a bigger assessment we have to analyze the data through moderation. For example, say we have a writing assessment, and then all of us would come, sit, meet and compare marks to reach a fair one".

4.3.6 Participants' Profiles

The following table shows the participants' Educational and Experiential Data.

Participants	Department	Gender	Yrs. Teaching	Yrs. Department heads	#of teachers in department	Qualification
1.	Deputy head of Secondary levels	F	6	1	20	2 Master Degrees
2.	English	F	4	2	7	Bachelor Degree
3.	principal	M	12	2	107	2 Bachelor Degrees
4.	Science	F	5	1	6	Bachelor Degree
5.	Arabic &Islamic	F	16	10	10	Bachelor Degree
6.	Head of early years grades	F	6	9	21	Bachelor Degree
7.	Principal	M	10	31	111	2 Bachelor Degree
8.	Science	F	5	1	3	Association Degree
9.	Head of grade 5	F	8	3	5	Master Degree
10.	Kg Coordinator	F	8	1	17	Bachelor Degree

Table 33 (Interview Participants' Portfolios)

4.4 Summary & Discussion

Chapter four included the data analysis collected from interviews and questionnaires during the study. 109 questionnaires were distributed to teachers in four private schools in Dubai, and ten semi-structured interviews were conducted. The analysis of both the interviews and the questionnaires resulted in identifying five major themes that will be discussed in this chapter. The discussion has come up in comparison with other related research findings in order to have reliable results in order to answer the research questions that were driven from the study's objectives. Only the highest percentages,

means and frequency results were considered in the interpretations. As the study tried to investigate the impact of head teachers' instructional leadership on teachers' professional practices in four private schools in Dubai and addressed the main research questions mentioned in the first chapter.

4.5 Discussion

This dissertation investigates the instructional leadership practices by head teachers of four private schools in Dubai and examines its impact on teachers' professional practices. Looking into the data analyzed, the findings reveal some interesting facts.

The first theme that emerged from the findings revealed that supervision is the main and the most important task that head teachers perform, and it affects teachers' performance to a great extent. Classroom observations is a process that 58.7% of the respondents agreed that their head teachers perform regularly in formal and informal ways, and they added that it contributes in improving their professional practices in the classroom through identifying their strengths and the weaknesses. The data analysis also revealed that supervision can be very powerful and effective depending on how often it is conducted and how organized and oriented the process is. It was clear from the interviews' analysis that high performing schools conduct supervision more frequently than low performing schools, adding to this, the process is done through setting clear, specific goals and criteria that both parties are aware of. This result concurs with another study by (Manaseh, 2016) who stated that supervision is one of the main duties of head teachers to monitor teaching in the classrooms' through direct observation that is done regularly. Also Southworth's (2004) findings as cited in Bhengu and Mkhize (2013) are aligned with this study's findings. Schools' instructional leaders support the best quality teaching and learning in schools through monitoring instruction, observing teachers at work and providing them with feedback as a widely distributed function among principals, deputies and HODs. Another study that agrees with this study's results is the study by Alhassan (2015) who reveals that successful private schools are the ones that include an effective supervision system to evaluate their teachers, and without this

system, teachers are unlikely to deliver the desired service level. In addition, supervision to performance is done mainly to improve instruction; the study found out that three of the four schools follow a regular supervisory schedule which is once every term, while one school conducts a very intensive supervisory schedule that reaches up to one time on a weekly basis. These findings is parallel to the findings of other research studies that found out that the more frequent supervision is conducted , the better teachers' performance get (James, David & Thinguri, 2014., Ghavifekr & Ibrahim 2014., Manaseh, 2016 and Bhengu & Mkhiza, 2013).

The study also revealed that the process of classroom observations is considered to be the basic, but not the only form of teachers' evaluation that head teachers use. 58.7% of teachers in the questionnaires agreed that head teachers evaluate them on regular basis, and 63.8% of them agreed that it is not the only source of evaluation. Furthermore, 74.3% of the participants believed that head teachers depend on more than one source to evaluate them as checking students' progress book, students' progress, parents' survey and students' survey. One head teacher in the interviews revealed that school's leaders relay on the regular discussion they have in their meeting regarding staff and how they holistically and specifically evaluate them. Another participant stated that evaluating teachers depend mainly on classrooms' observation to covers specific criteria depending on the school's structure and management system.

Another finding of this dissertation revolves around the powerful effect of feedback on teachers' performance. This theme leads to answering the first and second research questions. The findings of the questionnaires revealed that the feedback given to teachers after head teachers attended their classes occur immediately and casually in a small chat to talk about how well was the lesson, while in one high performing school the feedback is a systematic process and follows specific procedures as meeting up with the teacher individually, setting up improvement goals and sending an email with the feedback to the teacher and to the other school' leaders. 52.3% of participants agreed that head teachers provide them with feedback, likewise schools' heads participants in the qualitative findings revealed that they provide feedback after supervision with some variations in its forms depending on the school's structure. Research findings of James, David and

Thinguri (2014), Blasé and Blasé (1999) and Ghavifekr and Ibrahim (2014) are parallel to the findings of this research in emphasizing the importance of feedback that head teachers provide after supervision in order to improve instruction and promote staffs' professional growth.

Assisting teachers' professional growth as a main instructional role for head teachers was the third important finding from the current study, and this finding can be linked to the research questions of head teachers' instructional leadership's impact and duties. The results revealed that more than half of the participants believe their head teachers play a vital role in their professional growth, with a majority of 87.1% respondents in the questionnaire agreeing on the role that head teachers play in enhancing their career. In addition, all the participating school leaders in the interviews confirmed their role in assisting teachers continuously to grow professionally in different ways. Adding to this, the analysis of the open end question that was included at the end of the questionnaire revealed the fact that 34.9% of participants agreed that their head teachers play an effective role in their professional practices, while only 6.4% found the opposite. This result answers the fourth sub research question that revolves around teachers' perceptions of their head teachers and contradicts with Isaiah and Isaiah's (2014) study that revealed that teachers' perception in their study lack the instructional leadership support from their head teachers who are involved mostly with office work. Another study by Ghavifekr and Ibrahim (2014) agrees with this finding in confirming the direct and indirect impact of head teachers on teachers' teaching skills. Furthermore, another study by Blasé and Blasé (1999) revealed that effective instructional leaders promote professional growth through encouraging peer coaching, model teaching, praising and giving feedback.

As another source for supporting professional growth, 78.9% of the participants in the questionnaire agreed that head teachers encourage peer coaching as a source to improve instruction and develop their practice, while more than the half of the sample with 67% agreed on the fact that head teachers encourage them to observe other teachers as a model teaching technique. An obvious variation in the techniques that schools' leaders use to support professional growth in the four schools was detected from the data collected, even though there was consensus on the concept. All the four schools revealed that a two

weeks orientation is conducted formally at the beginning of the year with 76.1% agreements of respondents on that relevant item. On the other hand, only one high performance school conducts regular monthly workshops of two days for all staff during the weekends targeting professional development goals. Adding to this more than half with 83.6% participants agreed that their head teachers facilitate their access to the most appropriate professional resources. This study's findings agrees with other studies such as Bhengu and Mkhize (2013), Ghavifekr and Ibrahim (2014), Ocham and Okoth (2015) and Blasé and Blasé (1999) studies that revealed head teachers and other schools' leaders promote professional development in various ways. Some of those ways include but not limited to conducting professional development activities or encouraging teachers to attend workshops outside schools in order to enhance their teaching skills. The findings concluded that instructional leaders, who facilitate the appropriate programs and workshops for teachers to attend, exhorted a lot of efforts to model teaching, encourage peer coaching and support collaboration between educators, the higher impact can be seen on their teachers' performance. The practice of exposing teachers to professional development is supported by various scholars (Davis & Nicklos, 1986; Supovitz &Poglinco 2001 in Bhengu &Mkhize 2013).

The data also revealed that 68.8% of the sample teachers agreed with the fact that their head teachers helped them figure out their potentials through classroom observations. A percentage of 51.5% of the sample population stated that head teachers were able to put specific professional development goals for teachers after classroom supervision. Moreover, findings revealed that 64.2% of the participants agreed that head teachers performed model teaching as a professional development technique. On the other hand, the qualitative data revealed that model teaching is not frequently performed by head teachers themselves, but mostly by other teachers who have more experience or who are considered high performers.

Another important finding from the qualitative and quantitative data has indicated that head teachers do play an important role in implementing curriculum, evaluating it and applying the appropriate adjustments and modifications. A majority of participants (79.8%) agreed that head teachers helped them in curriculum adjustments, suggested

changes and applied the appropriate modification to meet students' needs. Based on the interviews, participants agreed that one of their duties is to assist teachers in curriculum development during weekly meeting, through checking the teachers' plan book regularly and through following the syllabi progress. These findings contradict with Manaseh's (2016) study that revealed head teachers are not engaged in reviewing curriculum materials with teachers, and this is considered a problem by the teachers. Furthermore, in Isaih and Isaiah's (2014) study, it was revealed that head teachers in Botswana are not helpful when it comes to curriculum implementation and improvement. While on the other hand, another study by Awiti and Raburu (2013) concurs with this study's findings in the fact that head teachers assist teachers in curriculum implementation, as 66.7% participants confirmed that curriculum supervision occurs and it affects the quality of education in classrooms.

The other theme that emerged from the data is how head teachers support teachers when it comes to assessment. Interviews revealed that head teachers are involved in checking, approving, scoring and analyzing data for students' test. More than half of the participants (67.9%) agreed that head teachers helped with assessment, while 63.3% agreed that they investigated the testing forms, 66.7% agreed that head teachers assisted in interpreting and scoring students' data, and 69.8% agreed that head teachers assisted them in evaluating students' performance. This finding agrees with the study of Bhengu and Mkhize (2013) and Ghavifekr and Ibrahim (2014) which concluded that head teachers participate in the assessment issues since "assessment serves as a success check for the fulfillment of teaching and learning" (Kwazulu-Natal in Bhengu & Mkhize, 2013 p.39).

Results show that 84.4% of the teachers considered head teachers as a role model and 86.2% of the participants were influenced by their heads' commitment and loyalty. This result was confirmed repeatedly, especially in the qualitative analysis when head teachers revealed that dealing with staff require creating a friendly climate in the school to encourage teachers to learn from each other and express their opinions freely in the weekly meeting with a percentage of 85.3% agreeing on this item.

Chapter Five: Conclusion & Recommendations

5.1 Summary of the Study

The main purpose of the dissertation was to explore the impact of head teachers' instructional leadership on teachers' professional practices. The study's objective was to acknowledge how head teachers assist and help teachers develop their classrooms' instruction, curriculum and assessment. To achieve the study's objectives, the sequential mixed methods approach was used to guarantee validity, reliability and avoid bias. A cross sectional questionnaire and semi structured interviews were conducted with a sample of teachers, head teachers and some other schools' leaders in four primary and secondary private schools in Dubai UAE.

5.2 Key Findings of the study

- The study's findings revealed that head teachers play a significant and a vital role in improving teachers' professional practices through monitoring teaching and learning, helping teachers' develop themselves professionally, improving their teaching skills and gaining sufficient knowledge in delivering curriculum, modifying its content and applying assessments.

- It was also concluded that head teachers' contribute to a great extent in supporting teachers' professional development through supervision, feedback, encouraging peer coaching and facilitating the appropriate professional development workshops.

- Moreover, the study found out that supervision which is a main duty for head teachers is practiced frequently in private schools, while it is conducted more than frequently in high performing schools.

- It is also found out that constructive feedback is given after supervision to enable teachers to learn from their weaknesses and strengths.

- Additionally, the study found out that head teachers' roles and responsibilities vary from one school to the other and that is reflected in the different schools' structures and management systems. It was also concluded that schools that

support their head teachers and choose the most qualified ones, are the schools which have high quality teachers. In addition, the perception of the teachers reflected that school heads in primary and secondary schools were playing a significant role as instructional leaders in assisting teachers with instruction, curriculum and assessment.

5.3 Recommendations

Following the finding of this study, the following is recommended:

1. The study revealed the vital role of head teachers' instructional leaders, therefore it is recommended to pay attention to the leaders' qualifications and talents and to the schools' support to head teachers.
2. It is recommended that teacher supervision should be done frequently in private schools to improve the quality of teaching and learning.
3. It is recommended that head teachers give constructive feedback, make suggestions and give advice to improve teachers' instruction.
4. Head teachers should promote teachers' professional development through conducting in-service workshops and other staff development programs.
5. Provide the opportunities and time for model teaching, peer coaching, and collaboration between teachers.
6.

5.4 Scope for further Research

The current dissertation examined the impact of head teachers' instructional leadership on teachers' professional practices. Future studies that focus on instructional leaders and how to choose and train them for the position are highly recommended for its impact in enhancing schools' outcomes and to contribute to the limited empirical database in the field. Policy makers, educators and staff can benefit from the valuable information of future studies that aim to focus on instructional leaders and invest in them. Moreover,

future research that aims at exploring the role of head teachers more extensively under different schools' structure as government schools is also recommended. Different methodologies can be used in the future to enable researchers to target a bigger sample size and include more schools, as using online questionnaires and interviewing more participants to gain a thorough understanding of the subject. The use of data triangulation is also recommended to increase validity of the research and eliminate bias.

5.5 Concluding note

The current study concluded that instructional leadership is an excellent approach that schools can rely on in order to enhance teachers' classroom instruction and increase the quality of the process. The approach which is relatively new aims at changing the school leaders' role through deceasing their administration tasks and responsibilities and increasing their involvement in all the activities that target teaching and learning in order to achieve success and enhance the schools' outcomes. This dissertation focused specifically on head teachers who are well known to be a multi task leaders and who maintain their vital role in assisting and supporting teachers through highlighting their instructional tasks and duties. The study achieved its purpose and answering the research question in proving the strong and positive impact of head teachers on teachers' professional practices. The results revealed that with the help and assistance of qualified head teachers, teachers can improve their classroom instruction through the continuous supervision, constructive feedback, promoting professional development growth and peer tutoring. Adding to this the study has concluded that teachers can implement curriculum content and conduct assessment more successfully with the help and supervision of their head teachers. A big variation between the head teachers' tasks and responsibilities has been revealed during the study in the four targeted schools. Finally, the study's results indicated that teachers themselves do acknowledge the head teachers' vital role and emphasize their need for such a support in their work place.

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Appendices

Appendix I: The Questionnaire

Dear Teachers,

I am a student of Master of Education (MLP) at the British University in Dubai and as part of my dissertation; I am exploring the impact of effective instructional leadership on teachers' professional practices. The findings from this study could recommend some valuable suggestions to enhance teachers' performance and eventually students' academic outcomes.

This questionnaire is for the teachers who are currently working in Dubai's schools. The completion of the questionnaire will take around 5 to 10 minutes of your precious time. You do not need to write your name or your school's name in the questionnaire. Please be assured that the anonymity of the respondents and the information provided by them will be used for academic purpose and will remain confidential.

Your honest and sincere input is valued, as it will enhance the accuracy of the results in my study. Thank you in advance for your cooperation.

Dina Al-Husseini
0528639406
Dandon19@yahoo.com

Questionnaire Duration: 5-10 minutes

Gender	I.	Male	
	II.	Female	
Age	I.	21-25 years	
	II.	26-30 years	
	III.	31-35 years	
	IV.	36 and above	
Qualification	I.	Diploma	
	II.	Bachelor's degree	
	III.	Master's degree	
Teaching Experience	I.	Less than 1 year	
	II.	1-4	
	III.	5-9 years	
	IV.	10-14	
	V.	15 years and above	

Questionnaire Duration: 5-10 minutes

Please choose an option for each question that comes closest to reflecting your honest opinion about it.

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Head of the department visits classrooms to observe teaching and learning activities.				
2. HOD evaluates the performance of teachers.				
3. HOD evaluates teachers only through their classroom performance.				
4. HOD uses more than one source in evaluating teachers.				
5. HOD provides frequent feedback and offer suggestions for instructional improvement.				
6. HOD provides clear criteria for judging staff performance.				
7. HOD encourages and supports teachers' professional growth.				
8. HOD conducts in-service programs to improve the performance of teachers.				
9. HOD conducts orientation activities for new teachers.				
10. HOD encourages peer coaching.				
11. HOD provides the opportunities for teachers to observe other teachers.				
12. HOD encourages teachers to use appropriate methods of teaching.				

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
13. HOD conducts meetings regularly with teachers to review progress.				
14. HOD encourages me to express my opinions and ideas in staff meetings.				
15. HOD observations and evaluations help me to identify my weaknesses and strengths as a teacher.				
16. HOD assists teachers in lesson planning.				
17. HOD help me score, analyze students' achievement data.				
18. HOD helps teachers to evaluate curricula and suggest changes to meet the students' needs.				
Items	Strongly Disagree	Disagree	Agree	Strongly Agree
19. HOD assists teachers in evaluating student performance.				
20. HOD helps to facilitate teachers' access to professional resources.				
21. HOD inspires loyalty and commitment to the department.				
22. HOD demonstrates teaching techniques in classrooms.				
23. HOD sets improvement targets for students with you.				
24. HOD is positive and set an example of good work and behavior for me to follow.				
25. HOD reviews and analyzes students'				

work regularly.				
26. HOD has a special ability and talent for seeing what is really important for me to consider in my teaching job.				
27. HOD investigates continuously assessments forms.				
28. HOD assists you score, interpret and analyze students' tests' data.				

Out of your experience as a teacher do you consider that having a supportive, experienced and qualified head teacher has contributed effectively to your professional career or not. Please share your opinion.

Appendix II: The Interview Questions

1. What is your professional background?
2. How long are you a head teacher? How long in this role in the current school?
3. How many teachers do you supervise?
4. Do you perform regular visits for classroom for observation? How often?
5. Do you provide feedbacks and suggestions to teachers after the observations for instructional improvement? Do u follow up teachers' instructional improvement?
6. Is observation the only source for teachers' performance evaluation? What else?
7. Do you develop an improvement plans and goals for the teachers depending on those observations?
8. Do you perform Model teaching for teachers in order to improve their teaching skills and techniques? For specific cases or everyone?
9. Do you encourage teachers to use appropriate methods of teaching?
10. Do you encourage peer coaching as teachers attending classes for each other?
11. How do you help new teachers? Is there an orientation workshop at the beginning of the year?
12. How do you encourage teachers' professional growth?
13. Do you conduct in-service programs to improve the performance of teachers?
14. How do you support teachers if they want to attend any professional development programs or courses?
15. Do you hold regular meetings with teachers to review practices? Discuss students' results? How often?
16. Do you provide the space and the freedom for teachers to express their opinion freely during the school meetings? How?
17. Do you set improvement goals for students with the help of their teachers?
18. Do you monitor and evaluate teachers' classroom records?
19. Do you provide teachers with any resources and the professional materials they might need? Do you encourage exchange of ideas and materials?

20. As you know students have different learning needs and styles, Do you help teachers in evaluating curricula and perform changes and adjustments to meet the students' needs?
21. Do you assist teachers in lesson planning?
22. Do you investigate continuously the assessment forms?
23. Do you assist and help teachers score, interpreter and analyze students' achievement data? And utilize the data to perform instructional changes?

Samples of a questionnaire:

Dear Teachers,

I am a student of Master of Education (MLP) at the British University in Dubai and as part of my dissertation; I am exploring the impact of effective instructional leadership on teachers' professional practices. The findings from this study could recommend some valuable suggestions to enhance teachers' performance and eventually students' academic outcomes.

This survey is for the teachers who are currently working in Dubai's schools. The completion of the questionnaire will take around 5 to 10 minutes of your precious time. You do not need to write your name or your school's name in the questionnaire. Please be assured that the anonymity of the respondents and the information provided by them will be used for academic purpose and will remain confidential.

Your honest and sincere input is valued, as it will enhance the accuracy of the results in my study. Thank you in advance for your cooperation.

Dina Al-Husseini
0528639406
Dandon19@yahoo.com

Survey Duration: 5-10 minutes

Gender	I.	Male	
	II.	Female	✓
Age	I.	21-25 years	
	II.	26-30 years	
	III.	31-35 years	
	IV.	36 and above	✓
Qualification	I.	Diploma	
	II.	Bachelor's degree	✓
	III.	Master's degree	
Teaching Experience	I.	Less than 1 year	
	II.	1-4	
	III.	5-9 years	✓
	IV.	10-14	
	V.	15 years and above	

Survey Duration: 5-10 minutes

Please choose an option for each question that comes closest reflecting your honest opinion about it.

	Strongly Disagree	Disagree	Agree	Strongly Disagree
1. Head of the department visits classrooms to observe teaching and learning activities.			✓	
2. HOD evaluates the performance of teachers.			✓	
3. HOD evaluates teachers only through their classroom performance.			✓	
4. HOD uses more than one source in evaluating teachers.			✓	
5. HOD provides frequent feedback and offer suggestions for instructional improvement.			✓	
6. HOD provides clear criteria for judging staff performance.			✓	
7. HOD encourages and supports teachers' professional growth.			✓	
8. HOD conducts in-service programs to improve the performance of teachers.		✓		
9. HOD conducts orientation activities for new teachers.		✓		
10. HOD encourages peer coaching.			✓	
11. HOD provides the opportunities for teachers to observe other teachers.			✓	
12. HOD encourages teachers to use appropriate methods of teaching.		✓	✓	
13. HOD conducts meetings regularly with teachers to review progress.		✓		
14. HOD encourages me to express my opinions and ideas in staff meetings.			✓	
15. HOD observations and evaluations help me to identify my weakness and strengths as a teacher.		✓		

Survey Duration: 5-10 minutes

Please choose an option for each question that comes closest reflecting your honest opinion about it.

	Strongly Disagree	Disagree	Agree	Strongly Disagree
1. Head of the department visits classrooms to observe teaching and learning activities.			✓	
2. HOD evaluates the performance of teachers.			✓	
3. HOD evaluates teachers only through their classroom performance.			✓	
4. HOD uses more than one source in evaluating teachers.			✓	
5. HOD provides frequent feedback and offer suggestions for instructional improvement.			✓	
6. HOD provides clear criteria for judging staff performance.			✓	
7. HOD encourages and supports teachers' professional growth.			✓	
8. HOD conducts in-service programs to improve the performance of teachers.		✓		
9. HOD conducts orientation activities for new teachers.		✓		
10. HOD encourages peer coaching.			✓	
11. HOD provides the opportunities for teachers to observe other teachers.			✓	
12. HOD encourages teachers to use appropriate methods of teaching.		✓	✓	
13. HOD conducts meetings regularly with teachers to review progress.		✓		
14. HOD encourages me to express my opinions and ideas in staff meetings.			✓	
15. HOD observations and evaluations help me to identify my weakness and strengths as a teacher.		✓		

- 360 appraisal form / annonymous / you would not
  analyzis   know who evaluate
                                              you.
    it was not reliable
    and vague
  _____
  specific creteria based on information from Khda
      . assessment
      . teaching and ~~rea~~ learning
      . progress
      . relation with student
      . Are student interested.
      _____
  feedback ⟶ immediatly and v.breif and some
                      quick tips / what good and bad
     Then after ~~b~~ that she send it to them
     and link it to the direct objectives and goe:
  to the principal.
  _____
  book   weekly meeting   one and one meeting
  records   alot of communication and emails
     to evaluate teachers.
  _____
  improvement plans for teachers ✓
  if someone is really struggling she would suggest
  peer mentoring or she herself would mentor
  them for particular things
      ex, a collegue was new to teaching for inquiry
      she sit with him a break it down alittle
  furture / open door for him to pump in and
      see what she is doing.

The head teacher for grade 5 in green field community her name: Jane Gaughan

- She is a head for 4 teachers and 1 assisstance
- in this position she has been for 2½ years and before she was a homeroom teacher for 8 years. She did got the promotion because of her experience and she has to do interview to get
- she performs regular visits to classrooms some are formal and some informal she does this every week for 2 teachers, in these observation she uses an appraisal sheet that includes some crietrias that teachers alrea aware of. as the classroom environment / student's progress /
- one [forty minutes] lesson per week ^every week, she released from her class visit 2 teachers in these 40 minute. she fills appraisal form, give feedback. at the end of sheet some the year they precently are doing more detailed appraisal just based on their performance at the whole year. then they grade themselves and then she grade them and put goals and objectives for next year.
- ∗ they add this new at the end of the year evaluation system for the first time for professional development.

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