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***“Identifying Leadership Styles that Influence Students’ Learning
Environment”***

التعرف على أنماط الإدارة التي تؤثر في البيئة التعليمية للطلاب

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**Dissertation submitted in partial fulfillment of
Masters of Education in Management Leadership and Policy**

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December 2015

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ABSTRACT

This study aimed to identify leadership styles that influence the students' learning environment. Specifically, the study attempted to answer the following questions: 1. What is the socio-demographic profile of faculty/teachers in terms of their age, sex, educational qualifications and years of experience? 2. What leadership styles do leaders manifest that affects the learning environment? 3. What leadership styles do leaders possess that influence a better learning atmosphere? 4. What leadership traits that a leader must possess to help in the development of a better learning atmosphere?

This research employed a descriptive design using both quantitative and qualitative methods of data gathering. Purposive selection was used in conducting this study. The researcher included one hundred two (102) respondents who were volunteered by their respective leaders. Three public schools and two private schools were chosen as participants.

Respondents were volunteered by their leaders were mostly male and young professionals. Majority of the respondents were on their mid to master degree level having eleven to fifteen years of experience.

The research combined both qualitative and quantitative research methodologies. Data were collected using both open ended questions and self-made questionnaire. These data were analyzed using both statistical techniques and expert panels. The results of this study were based from six leadership traits and six leadership styles. Leadership traits were communicator and friendly, insightful perspective, self-confidence and self-assured, secured, persistence and determination, and dependable and trustworthy. Leadership styles were pacesetting, authoritative, coaching, coercive, democratic and transformational.

ملخص البحث

هدفت هذه الدراسة إلى تحديد الأنماط الادارية التي تؤثر في تكوين بيئة تعليمية مثالية. وعلى وجه التحديد، حاولت هذه الدراسة الإجابة عن الأسئلة التالية: 1. ما هي الملامح الاجتماعية والديمغرافية لأعضاء هيئة التدريس / المعلمين من حيث العمر والجنس والمؤهلات وسنوات الخبرة التعليمية؟ 2. ما هي الانماط الادارية لقادة المدارس والتي تؤثر على بيئة التعلم؟ 3. ما الانماط الادارية لقادة المدارس والتي توفر مناخا أفضل للتعلم؟ 4. ما الصفات التي يجب أن يتمتع بها قادة المدارس والتي تساعد على تطوير بيئة تعلم أفضل؟

وقد اعتمد هذا البحث على الاسلوب الوصفي لجمع البيانات وتحليلها باستخدام الأساليب الكمية والنوعية. وقد تم اختيار عينة المشاركين بحيث تخدم إجراء هذه الدراسة. وشمل البحث (102) من المعلمين الذين تطوعوا للمشاركة بعد موافقة مدراءهم. وقد تم اختيار ثلاث مدارس حكومية واثنين من المدارس الخاصة.

وقد كانت معظم العينة من المعلمين الذكور اصحاب الخبرات الشابة. ويحمل الغالبية العظمى من المشاركين مؤهلات بين البكالوريوس والماستر بما لا يتجاوز 11-15 عاما من الخبرة.

وقد قام البحث على مبدأ الجمع بين منهجيات البحث النوعية والكمية. وقد تم جمع البيانات باستخدام الأسئلة المفتوحة والاستبيان. وتم تحليل هذه البيانات باستخدام الأساليب الإحصائية وجلسات النقاش. واستندت نتائج هذه الدراسة على ستة من أنماط قيادية وستة من الصفات القيادية. الصفات القيادية فكانت التواصل الودي، والنظرة الثاقبة، والثقة بالنفس، والاعتماد الذاتي، المضمون، والإصرار، أما الانماط القيادية فكانت الاوتوقراطي، التسلطية، التدريبي، القسري، الديمقراطي والتفويضي.

DEDICATION

This dissertation is dedicated to my dear wife and lovely daughters,. Words can't express how much your love, support, and understanding throughout this process has meant to me. Your constant encouragement and belief in me as a person made completion possible. I love you with all of my heart.

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TABLE OF CONTENTS

| | |
|--|----------|
| DECLARATION | I |
| ABSTRACT..... | II |
| DEDICATION | IV |
| ACKNOWLEDGMENT | V |
| TABLES OF CONTENTS | 1 |
| LIST OF TABLES | 6 |
| LIST OF FIGURES..... | 6 |
| LIST OF ACRONYMS | 7 |
| CHAPTER ONE : INTRODUCTION | 8 |
| 1.1 INTRODUCTION..... | 8 |
| 1.2 STATEMENT OF THE PROBLEM | 11 |
| 1.3 PURPOSE OF THE STUDY | 12 |
| 1.4 THE QUESTIONS OF THE STUDY | 13 |
| 1.5 THE OBJECTIVES OF THE STUDY | 13 |
| 1.6 THE SIGNIFICANCE & MOTIVATION OF THE STUDY | 14 |
| 1.7 THE STRUCTURE OF THE STUDY | 14 |

| | |
|--|-----------|
| CHAPTER TWO: THEORITICAL FRAMEWORK..... | 16 |
| 2.1 INTRODUCTION..... | 16 |
| 2.2 CONCEPTUAL ANALYSIS | 17 |
| 2.2.1 LEADERSHIP | 17 |
| 2.2.2 LEADERS | 18 |
| 2.2.3 EFFECTIVE LEADERSHIP | 18 |
| 2.2.4 LEADERSHIP STYLE | 19 |
| 2.3 THEORITICAL FRAMEWORK | 20 |
| 2.4 RELATED LITERARUTE | 22 |
| 2.4.1 SCHOOL LEADER | 22 |
| 2.4.2 ADMINISTRATION | 24 |
| 2.4.3 PRINCIPALS' LEADERSHIP EFFECTIENCY..... | 24 |
| 2.4.4 INSTRUCTIONAL PROGRAMME | 25 |
| 2.4.5 STAFF AND PERSONNEL | 25 |
| 2.4.6 STUDENT PERSONNEL ADMINISTRATION | 26 |
| 2.4.7 MONETARY AND PHYSICAL RESOURCES | 26 |
| 2.4.8 SCHOOL COMMUNITY ASSOCIATIONS | 27 |
| 2.4.9 EFFECTIVENESS AND GENDER | 27 |
| 2.4.10 EXPERIENCE AND TRAINING | 28 |
| 2.4.11 EFFECTIVENESS AND AGE | 28 |
| 2.5 LEADERSHIP TRAITS | 29 |
| 2.6 SUMMARY | 30 |

| | |
|---|-----------|
| CHAPTER THREE: METHODOLOGY..... | 31 |
| 3.1 INTRODUCTION..... | 31 |
| 3.2 RESEARCH DESIGN | 35 |
| 3.2.1 MIXED METHOD APPROACH..... | 35 |
| 3.3 SETTINGS AND RESPONDENTS OF THE STUDY | 36 |
| 3.3.1 SAMPLING DESIGN | 37 |
| 3.4 RESEARCH INSTUMENTS | 38 |
| 3.4.1 QUESTIONNAIRE | 38 |
| 3.4.2 INTERVIEW | 40 |
| 3.4.3 VALIDITY AND RELIABILITY OF THE INSTRUMENTS ... | 42 |
| 3.4.4 ROLE OF THE RESEARCHER | 42 |
| 3.5 DATA COLLECTION | 43 |
| 3.6 STATISTICAL DATA ANALYSIS PROCEDURE | 44 |
| 3.7 LIMITATIONS OF THE STUDY | 45 |
| CHAPTER FOUR: RESULTS AND DISCUSSIONS | 46 |
| 4.1 INTRODUCTION..... | 46 |
| 4.2 DATA ANALYSIS | 46 |
| 4.2.1 QUESTIONNAIRE | 46 |

| | | |
|---------------------------------------|--|-----------|
| 4.2.1.1 | CHARACTERISTICS AND RESPONDENTS | 47 |
| 4.2.1.2 | LEADERSHIP STYLE THAT AFFECTS LEARNING ENVIRONMENT | 49 |
| 4.2.1.3 | LEADERSHIP STYLE THAT INFLUENCES A BETTER LEARNING ATMOSPHERE | 54 |
| 4.2.1.4 | LEADERSHIP TRAITS THAT CONTRIBUTE TO THE DEVELOPMENT OF A BETTER LEARNING ATMOSPHERE | 58 |
| 4.2.2 | INTERVIEWS | 62 |
| 4.2.2.1 | LEADERSHIP STYLE THAT AFFECTS LEARNING ENVIRONMENT | 62 |
| 4.2.2.2 | LEADERSHIP STYLE THAT INFLUENCES A BETTER LEARNING ATMOSPHERE | 62 |
| 4.2.2.3 | LEADERSHIP TRAITS THAT CONTRIBUTE TO THE DEVELOPMENT OF A BETTER LEARNING ATMOSPHERE | 63 |
| CHAPTER FIVE: CONCLUSION | | 64 |
| 5.1 | INTRODUCTION..... | 64 |
| 5.2 | SUMMERY..... | 64 |
| 5.3 | FINDINGS OF THE STUDY | 65 |
| 5.4 | RECOMMENDATIONS..... | 67 |
| 5.4.1 | EDUCATIONAL ADMINISTRATORS | 67 |
| 5.4.2 | SUPERIOR OR PRINCIPAL | 68 |

| | |
|-------------------------------|----|
| 5.4.3 STAFF AND FACULTY | 68 |
| 5.5 IMPLICATIONS | 69 |
| 5.6 SCOPE OF THE STUDY | 70 |
| 5.7 CONCLUSION | 70 |
| REFERENCES..... | 71 |
| APPENDICIES | 78 |

List of tables

| No. | Title | Page No. |
|---------|---|----------|
| Table 1 | Study Theories | 26 |
| Table 2 | Respondents of the Study | 43 |
| Table 3 | Characteristics of the Respondents | 45 |
| Table 4 | Perceived Superior's Leadership Style that Affects the Learning Environment | 52 |
| Table 5 | Perceived Superiors' Leadership Style that Influences a Better Learning Atmosphere | 58 |
| Table 6 | Perceived Superiors' Leadership Traits that Contributes to the Development of a Better Learning Atmosphere. | 62 |

List of figures

| No. | Title | Page No. |
|--------|---|----------|
| Fig. 1 | Conceptual Framework. | 32 |
| Fig. 2 | Overview of Input-Output Process from the Leaders | 61 |
| Fig. 3 | Overview of Input-Output Process from the School | 65 |

List of acronyms

| | |
|-------------|------------------------------------|
| ADEC | Abu Dhabi Education council |
| UAE | United Arab Emirates |
| FGD | Focus Group Discussion |
| MoE | Ministry of Education |

Chapter One

INTRODUCTION

1.1 Introduction

Mighty C Rasing(2012) had chosen many experts definitions of leadership in his article: What is leadership, The researcher found the following quotation the best to start with: “To lead people, walk beside them ... As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, the people fear; and the next, the people hate ... When the best leader’s work is done the people say, ‘We did it ourselves! Lao-Tsu”

Leadership is like education. It doesn’t cease to exist as long as there such thing as an organization. A certain organization will only function positively when there’s good leadership that can empower his people to work together in achieving a certain goal. Unfortunately, the failure of an organization is often blamed to a certain leadership. Furthermore, an organization moves with the beat of a hand like someone needs a conductor in an orchestra. One follows a certain harmony.

In the learning organization, when the main objective is to continually improve the process of learning of each student, leadership will play its major to make this happen. Learning environment is designed as to how one leader views the kind of education he wants to pursue with his learners. This learning environment could be influenced by the leader’s trait, leader’s style and leader’s capacity to implement the said changes.

Chester I. Barnard, (1948- p.84) said that “leadership is the quality of behavior of individuals whereby they guide people or their activities in organizing efforts”. In

education where a lot of lives are being shaped and a lot of mind is being molded, it will take a quality of behavior to lead the working group to develop a quality and healthy environment. In this study, the traits of leaders are described in order to identify which traits can help influence education and student learning as a whole.

Leadership is the ability of a leader to induce subordinates to work with confidence and zeal, according to Koontz and 'Donnell. Education System should be dynamic to cope with the diversity of learners and the cultures that capture the learner's behavior and attitude towards learning. The capability of the leader to inspire, motivate and lead with charisma is something that goes beyond what subordinates can do when they work with ease and satisfaction. When people start to work by inspiration then a productive output is expected. In this study, the kind of leadership will also be described as how the people want their leaders should be. By knowing this, it is more likely that companies should give consideration to the potential of a person of becoming a leader in terms of their promotion basis. Inducing a certain work load can't simply be delegated because the leader wants an immediate result but the leader should also take a look of the quality of result that is being delivered. This outcome sometimes suffers because the person under a leader is unhappy with their work and their burden doubled once the leader doesn't know how to make his plans work.

The question of leadership that influences learning and school culture is the focal concept of this study. A leader can make or break the organization's goal in the development of the educational system. It is said that the leader must have a vision to the path that would bring to a development of an educational institution. According to The Haimann, "Leadership is the process by which an executive imaginatively directs guides and influences the work of others in attaining specified goals." In this, the leader stands in the center to bring the group together, makes all plans collaborative, moves forward towards a certain goal and continuously inspires his people to maintain their level of enthusiasm.

In this study, the ideal leadership that would make an influence to an ideal learning environment will be described according to its characteristics and traits from how dominant

the leader is, his ability to establish a good relationship with his subordinates, his skill to communicate to others, a character that can understand people and his being decisive.

Leadership in this study elaborates the conception of leadership that can prime transformations, its realization towards management in education and learning of students. It will also discuss different concept of leadership and leadership styles that help and bring improvement across the system of education and what leadership styles that can succeed the dynamism of change in education in bringing a successful learning environment.

This study will describe the traits of leaders by being inspiring, good communicator, being decisive, having confidence, being supportive and other traits that influences learner and learning. It also describes its motivation in adapting changes and the styles of leadership that can bring an effect on the student learning. Instructional leadership had gone how better help the learners but the changes it can influence over time. However, leadership could be influential if it opens communication and eradicate barriers of knowing and exchanging ideas. A leader that allows participation amongst its members. Majority of educational practitioners' perceived democracy fosters rapport and welcomes constructive criticism to bring about change.

Code of Ethics in teaching implies moral obligation that entails a strong leadership motivation to continue its plight to maintain moral standard in education, teaching and its struggle to raise learners' awareness of values. It had been a continuous struggle to maintain the moral fibers in educational practitioners and the things that an educator can influence learners. What learners become can be equated to how an educator had mold them and what input an educator can bring about highly manifests to the influences it had transferred to the learner.

Leadership concept can be drawn from what kind of motivation a leader has, his goals towards change and his plans to sustain it. Learners being the center of the educational process will either benefit or have a losing impact to the kind of leaders they have in their learning sanctuary. Leadership need to possess a trait that can foster social influence to get the help of co-workers to attain a certain goal. Goals that will make

learners achieve cognitive development, fine-motor skills and its emotional preparation in the world after school.

In this study, different theories, principle and styles that influences leadership in student learning is being explored. Leadership can be part of a very regular scenario in every aspect of a certain organization or not just so astonishing to write, but in the end, as educators and the like, is to know how significant leadership can bring efficient and effective management in education to influence learners and the goal to have them become as stated in the mission and vision of its institution.

Also this study described the socio-demographic profile of the respondents. It will be described in terms of their name, sex, age, educational status and years of experience as independent variables and the leadership styles being the dependent variables. The respondents will also identify leadership styles that their present superior possesses. Finally, the respondents would also give their own assessment to what kind of leadership styles that they feel would be successful in influencing the learning environment of the students. In this study, the future researchers will be enlightened, that it will take a great leader to make a difference.

This study will help future researchers to understand leadership styles that will bring about change in the development of learners and their learning environment.

1.2 Statement of the Problem

As a leadership style creates a psychosocial environment that impacts teachers, administrators, and students, the leaders' personal traits and values influence what they look at, what they perceive, and what they think they mean. Abu Dhabi Education Council (ADEC) has a huge variety of schools that implement different curriculums. So, this study will show how to develop unique leaders' styles who can manage multicultural schools in Abu Dhabi area, and how they comprehend their schools' rituals, policies, activities, traditions, curricula, and pedagogy through their own views.

Some school leaders are able to maintain an instructional and academic results, they are able also to establish an environment that meet the ADEC or Ministry of Education (MoE) requirements. Their practical experiences almost very big pressure to achieve their goals of progress.

The study aimed to identify ideal leadership styles that will influence learning environment and sheds the light about the traits that help those leaders to build a comfortable learning environment.

1.3 Purpose of the study

The desired outcome of this study is to determine what the teachers want in the school leader in terms of the styles of leadership, and leadership behaviors that directly affect the students' learning environment and their effectiveness in the development of a better atmosphere for learning. It is believed that teachers are the accurate information providers regarding the behavior of school leadership because they are closest to the day to day work at schools, and to the best behavior that suited the learning environment. In order to that school leadership plays an effective role for their employees, it is necessary for them to be familiar with not only identifying the qualities necessary for the development of student achievement, and taking into consideration the preferences of their own faculty members. This study aims to determine which leadership styles considered most important for school administrators to promote behaviors that often appear in the educational environment.

This study was conducted to determine the traits (or attributes) that are considered the most important teachers' parameters for school administrators to perform their work effectively for the school. Researcher briefed on the views of 102 faculty members about school leadership performance. Analysis of the results of the 102 participants that resulted in effective school leaders are essential for the development of the academic achievement of the students. And teachers will determine to what extent it is important for the principal to exercise those traits as a leader of the school.

1.4 The Questions of the Study

The study aims to answer its main general question:

What are the styles and traits of school leadership that create a better learning environment?

and to find answers to these sub questions :

1. What is the socio-demographic profile of faculty/teachers in terms of their age, sex, educational qualifications and years of experience that can contribute in identifying leadership style?
2. What are the leadership styles that leaders manifest affecting the learning environment?
3. What leadership styles do leaders possess that influences a better learning atmosphere?
4. What leadership traits that a leader must possess to help in the development of a better learning atmosphere?

1.5 The Objectives of the Study

The main objective of this study is to identify ideal leadership styles that will influence learning environment. Specifically, this study will discuss the following objectives:

1. To describe socio-demographic profile of faculty/teachers in terms of their age, sex, educational qualifications and years of experience;
2. To know the leadership styles do leaders manifest that affects the learning environment;
3. To identify leadership styles leaders possess that influences a better learning atmosphere.
4. To identify leadership traits that affects school climate.

1.6 The Significance and Rational of the Study

In this study the researcher confers indication that leadership can play a significant part in cultivating student learning. That leadership plays an indispensable role in achieving the three key areas of comprehensive development or learning. The researcher believes in its significance in the ever changing world of education, its system and the learners.

As the researcher has rich experiences in the field of teaching and school administration in the same area and the same learning environment, that led to a more appropriate and realistic results. These results were found applicable and could be implemented practically.

By scanning other relevant studies, the researcher found most of them discussing the leadership styles or the leadership traits separately. Whereas this study tried to link the styles and the traits of leadership together.

The researcher was highly motivated in doing this research believing a pedagogy that a leader should not undervalue how important in the growth of learners concerning its physical, mental and spiritual development. This study had materialized believing that the aspect of a leader that shows enthusiasm in improving the entity learner and the administrates the place which enhances education and brings a good learning environment. He should also be familiar with the values of the learner in terms of how this leader influences open thinking for the preparation of the educational process that focuses on the student.

1.7 The Structure of the Study

This study is comprises of 5 chapters as follows:

- Chapter one is the outline and general explanation in which the researcher tries to present the study problem, limitations, questions, objectives and methodology;

- Chapter two is an array of related studies. It examines the previous studies that are significant to the objectives of the study. It aims to give an in depth knowledge, support and elucidate the results of this study.
- Chapter three of this study demonstrates the methodology of research; kind of research, provides detailed information about the means of collecting data, information about the selected sample, as well as the target area of research in which will be conducted.
- Chapter four discusses and analyzes the data gathered for the research. It includes the results of the analysis of the data and its interpretation and provide answers for the questions of the research.
- Chapter five is the conclusion of the study. It includes the summary of the significant results, proposes recommendations which are conducted from the findings of the research.

Chapter Two

2. THEORITICAL FRAMEWORK

2.1 Introduction

This chapter presents a review of literature and studies that are of relation to the study conducted. Included are concepts as well as findings of other researches that provide significant data and information that the present investigation can be linked and tied up.

This study will help the readers explore the broader sense of leadership as it is being identified as a factor that influences an ideal learning atmosphere. Superiors are the managers and leaders in a workplace. However, such position entails characteristics and traits that would understand how people think and act. This actuation of a leadership will affect the development of an ideal learning environment if a certain leader will not have enough knowledge to motivate and lead his people. Furthermore, if a certain leader has the qualities to make the working atmosphere truly inspiring then he may influence them to create a better learning atmosphere thus contributing also to the development of a learning atmosphere. Leadership, although noted as a very common study however, a lot of researchers hold this kind of subject intriguing as it has evolved ever since. Laissez Faire leadership style is known as being non-authoritarian. It believes that people excel more when given the opportunity to respond freely on their obligation. However, known problem of laissez faire is resolving conflict when no one takes the responsibility as it has a loose on how to achieve control.

2.2 Conceptual Analysis

2.2.1 Leadership

Al Khatib, et al (2000), defined leadership as achieving a particular goal through the exploitation of manpower and resources available in minimum time, cost and effort. Leadership is centered to people; skills, ability, capability, adaptation, learning and their self-consciousness to the ever changing workplace. Hiring the right people for the right job is one of foremost concern of all human resources but because of a leaders' failure to consider all necessary measure to find the right people, minimum effort is lost and while time and cost increases. Leadership is a human trait aimed at cooperation and coordination among a group of people and their efforts(Al Khatib & Others 2000).

2.2.2 Leaders

Any organization or any group of people needs a leader, as stated in Al Hdith Al Sharif of Prophit Mohammad, that any three or more travellers should employ one of them as a leader. One that has a vision and one that has planned to develop a certain direction. Learning organizations are run by people called instructors and the overall accountability and responsibility lies to single individual, the principal. As core leader, the principal must have the skills of a leader, knowledge and strong spirit of assurance in performing his work. Most people are not born leaders, but can get good leadership skills and traits through training, education and self-improvement to obtain the necessary skills for a certain profession.

As essential leaders, they play a vital role in developing a well-ordered and operative learning environment with the minimum level of producing, at least intellectuals that has the ability to compete and become critical thinkers. The responsibility of implementing the programs and policies of the school effectively, lies on the shoulders of the school leader, as a highest leading authority. To achieve this goal, the school and through the school

principal should provide the appropriate place where students educational and intellectual needs can be met with best facilities and safe learning environment.

The progress of any institution is often made aware through the positive atmosphere of relations between the actions of leaders and staff responses (Berger & Luckmann, 1966). Leaders and followers must work hand in hand to achieve these goals and objectives. Without the support from followers to leaders, success will never happen at all.

2.2.3 Effective Leadership

Lee Bolman and Terry Deal (1995), , have remarked many ways leading to effective leadership. However, the qualities that are consistent with the most effective leaders have been identified also. Among them are focus, passion, wisdom, courage, and integrity. Effective leaders know what is important and focus on it, care deeply about their work, have learned from both their successes and failures, take calculated risks, and are people you can trust (Sergiovanni, 2005).

Focussed is when a leader knows the main idea and the main purpose of his goal, what he must do and where it would lead him to. He has a vision of the outcome and he can make things happen with a purpose. As leader, a strong passion or feeling of enthusiasm must be felt by the leader to ignite interest of the people that works with him. However, to carry this on, a leader must also have the ability to think and act according to his experience and insight. This is where wisdom comes in. A leader must show a disposition to create a decision with a highest adequacy. Is expected to be coupled with wisdom. Wisdom is the leaders' ability to perceive things beyond how others can understand it. It is their capacity to think and act according to their knowledge, experience and insight. A leader who has a wisdom can resolve conflict with the highest degree of respect under given circumstances. A leader must also show courage. It is when the leader stays principled, know what is right and wrong in the midst of shame, scandal, or any given discouragement. It much be coupled with moral courage to stand firm to act rightly. A leader who can also be effective in transforming the workplace is a leader who had the integrity or having the quality of

being honest, having strong moral principles and moral uprightness. It is by choice to uphold oneself to be consistently moral and ethical.

As a manager, leadership quality is primarily expected in any workplace. Certain qualities are expected from them to perform well and how they will manage a certain organization. As a leader, it is essential to be strong. It starts with accepting responsibility in its changing form and sometimes undefined existence. A leader must be adapting to change under any given circumstances. It shows when he has the ability to amend decision to accommodate a much better one. He is expected to be ready in any decision or firm in decision making. Some people in an organization has the tendency to stir planned and well thought ideas, therefore, a leader must be open to communications to complete a certain goal.

Leadership does not concentrate on management only. Successful organizations had pointed out that it is because of strong and effective leaders.

2.2.4 Leadership Style

Leadership style is the way how the leaders adjust to their role and at the same time reflect to their roles to come up with a decision. An organization continues to involve its member with planning, conflict resolving and making decision; this entails a leadership style that can scoop an enlightening encouragement. Communication stays between the leader and his people. The authoritative style of leadership separates his people from reaching a common goal. When employees are deprived from their ideas the true scenario can't be realized and reaching a conceptual educated resolution is defeated.

Hallinger (1992) emphasized that transformational leaders is the leadership style which changes and turns others to best practices. They relate to the feelings and values and long-term goals. They take into account the motives of others as human beings and take all effort to listen to their needs. When the school vision is sharing with all employees, they will have a sense of identity and a sense of school self-efficacy. Those employees know their roles well and how to improve the ultimate goal of their school.

2.3 Theoretical Framework

The study in leadership is said to be an overly done study, yet very important and worth to be continually studied upon as there are lots of organizations that fail to understand factors that is affecting the system and change rarely happens because of the failure to accept that there are also failure leaders.

This study is anchored on a theory **about situational leadership** that was developed by Paul Hersey and Ken Blanchard in 1969 on situational leadership. It is a part of group theories known as contingency theory of leadership. This is the ability of a leader to modify, alter and change his management according to the level of maturity of his subordinates. This study will describe the traits and characteristics of the leader according to educational setting and what specific kind of trait that greatly influences learning environment. In this theory, it is believed that a certain traits or personal characteristics that leaders have while others does not. These traits includes sociability, energy, integrity, determination, self-confidence, intelligence and charisma.

Trait theory is useful in identifying leadership potential in people. Many organizations also use this principle to help make hiring decisions; however, this theory has been highly criticized for its simplicity and exclusion of many other factors. Critics of the theory challenge the notion that people who have these qualities will make good leaders and those that do not possess these traits cannot become effective leaders.

Another theory where this study is anchored is from the **managerial theory** grid that was designed by Robert Blake and Jane Mouton in 1960s where it dwells on the behavior of the leader or what the leaders do opposed to who they are. This study will also highlight on how leadership traits like being task oriented versus being people oriented traits could affect the learning environment of the student.

Table (1) Study Theories

| Theory | Year | Scholar Pioneer(s) | Impact on follower |
|--------------------|----------------------|----------------------------------|---|
| Trait Theory | 1931 | Cowley, | propose that individuals possess certain personality traits that partially determine their behavior |
| Managerial Theory | 1964 | Robert R. Blake and Jane Mouton. | focuses on a leader's concern for task and concern for people to predict leadership outcomes |
| Situational Theory | During the mid-1970s | Paul Hersey, and Ken Blanchard | Directs a leader on a type of training required for the development of a factor in a specific case. |

2.4 Related Literature

2.4.1 School Leader

School leaders suggest five key responsibilities for a school leader as basis to succeed. According to the study of Wallace Foundation, (2000) these five key task are; creating an environment that is healthy which will give the school process in education with safety and accommodating spirit to nurture blissful interaction, exchange ideas until they feel their responsibilities and duties within the school community. Educational leadership helps employees to do their best in order to achieve their goals, and lastly, managing people and school data to foster school improvement is part of the foremost emphasis in achieving the goal and mission of an institution.

“The principal is the principle, and everything flows from there,” said Larry Payne, (Markley, 1996). In a study conducted in America, one researcher noted the role of the Principal being the carrier of principle in the effectiveness and efficiency in carrying the development and improvement of the school. The principal manages different philosophies that is being carried out by different practitioners in the field of education. Despite the variety of ideas that this people have, the principal can collate it to achieve one goal. Principals work with different parents having different cultures and varying principles; thus making the principal meeting the needs of each clientele.

According to Badjugar Preetika and Joshi Priti (May 2013), in their study ‘‘A Descriptive Study of the Challenges Faced by the School Principals,’’ five school principals mentioned that the safety of students inside and outside the school was a big challenge.

Studies in Canada by Macmillan (2000) and more recently by Fink & Brayman (2006), reviewed change of leadership can bring an impact in the continuity in carrying out the functions in school. Sudden change and unplanned successions shatters the system thus also causing personnel to address the changes in school. This is one of the factors that

brings about slow in growth because new system will be introduced according to the preference of new leader. Old models will be modified and new design of instructional system will sprout. However, active school leadership becomes vital in the positive change.

Richard Dufour & Robert J. Marzano (2011) argued that effective educational leaders like the work they do, in order to serve their works, and the people who work with them. The best leaders we knew in schools who demonstrate their passion and presence is important for the purpose of moral, and that passion that will help them to persevere when faced with difficulties that are inevitable as trying to bring about a fundamental change in the school environment.

Kenneth Leithwood, et. al.(2006) in their study “Seven Strong Claims About Successful School Leadership” stated that school leadership is second only to classroom teaching as an influence on pupil learning. The conclusion from this claim is that leadership has very significant effects on the quality of school organization and on pupil learning. Leadership serves as a catalyst for unleashing the potential capacities that already exist in the organization. The second claim was almost all successful leaders draw on the same repertoire of basic management practices. The most significant theory is the importance of teachers’ performance as the main task of leadership. The School leaders are the provider of viable conditions to respond the needs of the teachers; their motivations and values; and teachers training to impart and effective learning to the students. They should also look in a manner that teachers as educators should be taken as individuals to consider best practices. Kenneth also mentioned is when the school leadership is widely disseminated, it affects and influences students’ personality and improves teaching and learning process indirectly. It also motivates others who work within school community.

Marzano in his work refer to Fullan (2008) who informs that leaders demonstrated what has called the first secret of leadership: love those you are attempting to lead . These leaders gush with enthusiasm when describing their staff and their students. They view those with whom they work as the solution to the challenges they face and not the cause of those challenges, and they demonstrate their regard for and commitment to others by creating the conditions to help them succeed.

2.4.2 Administrators

Ibukun, Oyewole, & Abe(2011) in their work refer to Itsueli (1995) who explained what is required of a school principal to achieve three vital functions: they make progress in the goals and guidelines; the establishment and harmonization of educational institutions on the preparation and implementation of appropriate programs. And obtain the necessary support to the educational system of the school and its programs deliberated resources. These factors restrict and limitations tend to make the high school administration less than encouraging because they put great limits on the degree of leadership for school administrators efficiency. More recently, the occurrence leadership position had a wide interest and extensive study by theorists and researchers in a number of restrictions. Humphreys, Jiao and Sadler (2008) pointed that there was great interest in influencing the character within the leadership and many of the results associated with the leaders (Bono and Judge 2004).

2.4.3 Principals' Leadership Efficiency

Richard Dufour & Robert J. Marzano (2011) stated that the ability to articulate a realistic, credible, attractive vision of the future that connects to the hopes and dreams of others is a defining skill of an effective leader. When thousands of people were asked to describe what they want in a leader, their answers were very similar to their response regarding what they look for in a colleague: honesty, competence, intelligence, supportiveness, and so on. the only striking difference in the responses came in one area: forward thinking. People want leaders who are thinking ahead and helping define better future.

In order for a shared vision to impact the day-to-day work of people throughout an organization, it's members must be able to understand how their work contributes to a larger purpose. So effective leaders constantly remind people of the significance of their work and how it is contributing to an important collective endeavour (Katzenbach & Kahn, 2010) as referred by Marzano (2011). One of the most important motivators in any

organization is the belief that the work being done is valuable and worthwhile, that it is making a positive difference in the world. Effective leaders give the “ gift of significance” (Bolman & Deal, 2001, p.95) by helping people throughout the organization find meaning in their work by linking it to a higher purpose and celebrating its importance (Amabile & Kramer, 2010).

Effective leaders link the vision of their school to the hopes and dreams of those they serve. Work with a guiding coalition to develop the specific actionable steps they will take to move toward the vision. Then constantly remind their staff or students of the importance of their work by linking to a higher purpose . In the context of this study, principals’ leadership efficiency refers to the ability of the school principals to effectively transfer out managerial tasks related to instructional indoctrination, staff personnel administration, student personnel administration, financial and physical resources, and school-community relations toward achieving the school goals and objectives.

2.4.4 Instructional Program

Ibukun, Oyewole, & Abe (2011) stated that the school principal is the leader of the school curriculum. He is accountable for designing, implementing and evaluating the changes in the educational program of his school. Nigerian educational system is designed by the nation, the board curriculum policy is designed in strict according to the social, economic and cultural needs. And the principal gears and evaluates the major changes in the educational program. Assessment comes in the form of his continuous accountability of his teachers, and the inspector uses the records of the school principal during the assessment of the educational program of the school.

2.4.5 Staff and Personnel

Ibukun, Oyewole, & Abe (2011) in their study refer to Cooke and Dunhil (1992) who articulated the view that an informative leader must encourage a lively and energetic

approach with educators by urging government establishments to provide regular in-service training. To new teachers, the school leader should be the chief source of motivation and support through his advice, stimulation, instruction, and guidance. For knowledgeable teachers, the principal develops chances and channels to enable their contribution in the procedure making process, the preparation of programs, and resounding out a decision jointly agreed upon. For the principal to be of help to any teacher, he must know what goes on in the classroom, despite the fact that he or she accepts informal or indirect feedback regarding the climate of coaching and the value of teachers from students.

2.4.6 Student Personnel Administration

Ibukun, Oyewole, & Abe(2011) argued that to be capable to lead in the part of student personnel, the principal must develop a deeper consideration of the standards of students as well as the degree to which student principles may be at modification with those of the school as an organization. At the high school level, student participation in decision-making may be progressively introduced in the logic that students should be allowed to contribute in decisions relating to matters that concern them; otherwise, it may be too late when they are faced with predicaments of decision-making for the larger society.

2.4.7 Monetary and Physical Resources

Ibukun, Oyewole, & Abe(2011) mentioned that the principal is expected to oversee monetary and physical resources of his school. These include acquiring and requesting supplies and materials, bookkeeping for school duties, and sustaining a record of school property. The central norm in school finance is not how money goes into the system, but how well the accessible funds are successfully put to use.

Resources are to a complex organization what food is to the body. In the context of school leadership. As referred by Robert Marzano, Timothy Waters, Brain A.

McNulty(2005), Deering, Dits, and Russell (2003), explain that resources important to a school extend well beyond books and materials. They state:

Dufour & Marzano (2011) argued that to be successful, leaders need to create organizations fluid enough to respond quickly to new circumstance. This involves the alignment of several levels of resource necessary to analyse, plan, and take action in response to opportunities and threats that the future brings. Another component of school capacity concerns the extent to which schools garner technical resource. Instructional improvement requires additional resources in the form of materials, equipment, space, time, and access to new ideas and to expertise.

One of the most frequently mentioned resources important to the effective functioning of a school is the professional development opportunities for teachers.

2.4.8 School-Community Associations

As an applied step to endorsing active school-community relations, the principal must study and comprehend the communal in which the school is located. He must develop collaboration in an autonomous procedure, possess administrative ability for headship, and understand that there are limitless human and bodily resources in every communal that can be systematized and used to simplify effective school-community relations. The principal must regularly inform the community about the conditions, achievements, and needs of the school. He should venture to seek and uphold student collaboration in development and organizing the school communal relations program, as well as in connecting education in school to life external the school. Ibukun, Oyewole, & Abe(2011).

2.4.9 Effectiveness and Gender

Ibukun, Oyewole, & Abe(2011) mentioned that some studies stated that male principals did not prove superior than their female counterparts performance. They also found that some male are not better than female in their leadership. However, others

pointed out that men ranked a large margin of independent than women as democratic leaders. In another survey, a group of teachers, rated female as male principals equivalent in the ability of individual potential and discovered that both male and female managers had above average performance in supervisory roles. It has been observed that the mean average performance of male principals to be just a few points above that of the female principals. Male managers tend to do a better job in supervisory activities associated with their female counterparts. This may be due to the fact that male principals seem to have more control over students and teachers.

2.4.10 Experience and Training

Ibukun, Oyewole, & Abe (2011) in their work refer to Schein (1997) who contended that the “main effect on the type of leader one today is the result of understanding one advances in leading people”. In a study by Okolo (2001) on the performance of elementary school principals, the results showed that there was a big difference in performance between the primary school head teachers with experience ranging from a period of 4-11 years, and those with 20 years of experience and above. And thus can one conclude that the experience contributes greatly to the difference in the performance of head teachers. A related study by Eyike (2001) showed that principals who benefit from ongoing training in certain process skills were more operative than those who did not. An important inference here also, is that skilfully trained principals perform their roles better than non-professionals. Amanchi (1998) stated that teachers who wide-ranging degrees in education have more professional outputs than those who do not. Focussed training allows and encourages such teachers for improved performance. For this study, only several work years the principals have, should make up their experience of management.

2.4.11 Effectiveness and Age

Ibukun, Oyewole, & Abe (2011) refer in their study to Drucker (1973) who observed that an organization group included of labours of the same age is a organization group

headed for crisis. Yet, he also noted that an organization group that is equally old may be desirable to the one that is consistently too young. In a study carried out by Glasscock (1991), it was exposed that age did not affect principals' presentation of their headship accountabilities. Okolo's (2001) study on primary school head teacher's performance, however, showed that age tended to mark the head teachers' organizational performance. Mature head teachers had generally spent more years on the job, attended more seminars, and joined in related specialized negotiations that showing them to new methods of administration.

2.5 Leadership Traits

Characteristic headship is defined as combined designs of individual physiognomies that reproduce a variety of distinct differences and foster reliable leader effectiveness across a diversity of assembly and structural situations (Zaccaro, Kemp, & Bader, 2004). The philosophy of trait leadership developed from early leadership research which focused chiefly on finding a group of genetic attributes that distinguished leaders from nonleaders. Leader efficiency refers to the quantity of influence a leader has on specific or group performance, followers' satisfaction, and overall effectiveness (Derue, Nahrgang, Wellman, & Humphrey, 2011). Many academics have contended that headship is distinctive to only a select number of personages and that these entities own certain incontrovertible traits that cannot be developed (Galton, 1869). Although this viewpoint has been slated greatly over the past century, scholars still linger to learning the effects of personality traits on leader effectiveness. Research has verified that prosperous front-runners differ from other people and own certain core character traits that meaningfully donate to their success. Accepting the significance of these essential behaviour traits that forecast leader efficiency can help administrations with their leader range, training, and growth practices (Derue et al., 2011).

2.6 Summary

In this chapter, the researcher discusses many theories which belong to school leadership. The discussions of literature review identifies the problem of the study the researcher tries to clarify; the combination of leadership styles and leadership traits that create a better learning atmosphere. The effectiveness of leadership on learning environment does not concentrate only on managing the day-to-day works. It's not also the instructional and development of staff skills. The school leaders should be the spring which waters everything and everything flows from there. The school principal should be the agent of change and the chief source of inspiration.

The better learning environment needs a leader who has different characteristics of different styles with different traits.

Chapter Three

METHODOLOGY

3.1 Introduction

This chapter presents the framework in which the study was anchored. It also shows the conceptual design of this study and the methodology used to conduct this study.

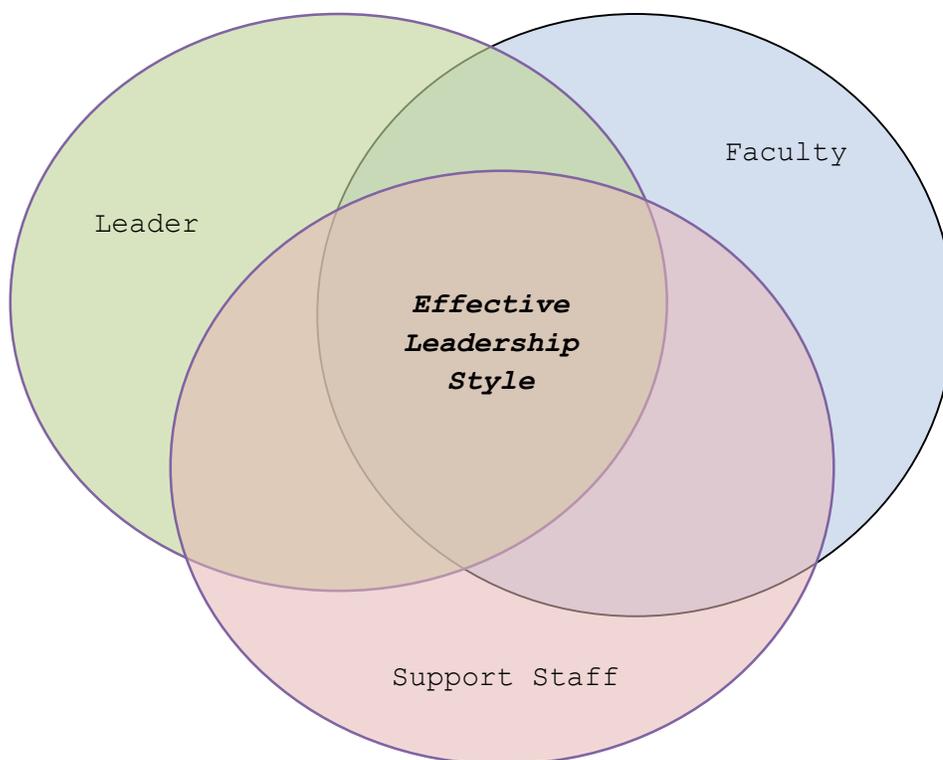
This study was conducted in order to help educational practitioners to draw leadership styles that influence the learning environment and leadership traits that would help in the development of a better learning environment. According to Barnard (1938), the ability of the leader to influence his subordinates to follow a certain goal or path would depend on the style of leadership of a certain leader.

This study is anchored on Lewin's (1939) participatory leadership styles of autocratic leadership style, democratic leadership style and laissez-faire leadership style. In the autocratic leadership style, the leader doesn't allow participation in the input of ideas to arrive a certain decision. The motivation of its people is separated of the result of the decision made. The tendency of the employees is to be less affected with what decision may go through because of not being involved during the making of the decision. In democratic style of leadership, the employees are involved in planning, decision making and possible change in the system. These sometimes create a problem when there's a wide range of opinion to be considered. In laissez-faire leadership style, a person is recognized for being capable of making their own decision. A problem may arise because this kind of leadership lacks coordination. Lewin's study proved that the most effective style of leadership is democratic.

This study is also anchored in Burns's (1978) Theory of leadership that studied the dynamics of participatory and visionary. Transactional leadership style is the kind of leadership that engages in exchanging one thing for another. Transformational leadership style is the kind of leader that has the ability to know the needs and motives of others.

Another theory that had a great influenced in this study is the belief that a leader is based on emotional stability McCall and Lombardo (1983), his ability to realize his faults and make amend, his intellectual strength and having a refined people skills and relations.

Fig. 1 Conceptual Framework



Identifying Leadership Style and Leadership Traits

Fig. 2

Overview

of Input-Output

Process from the Leaders

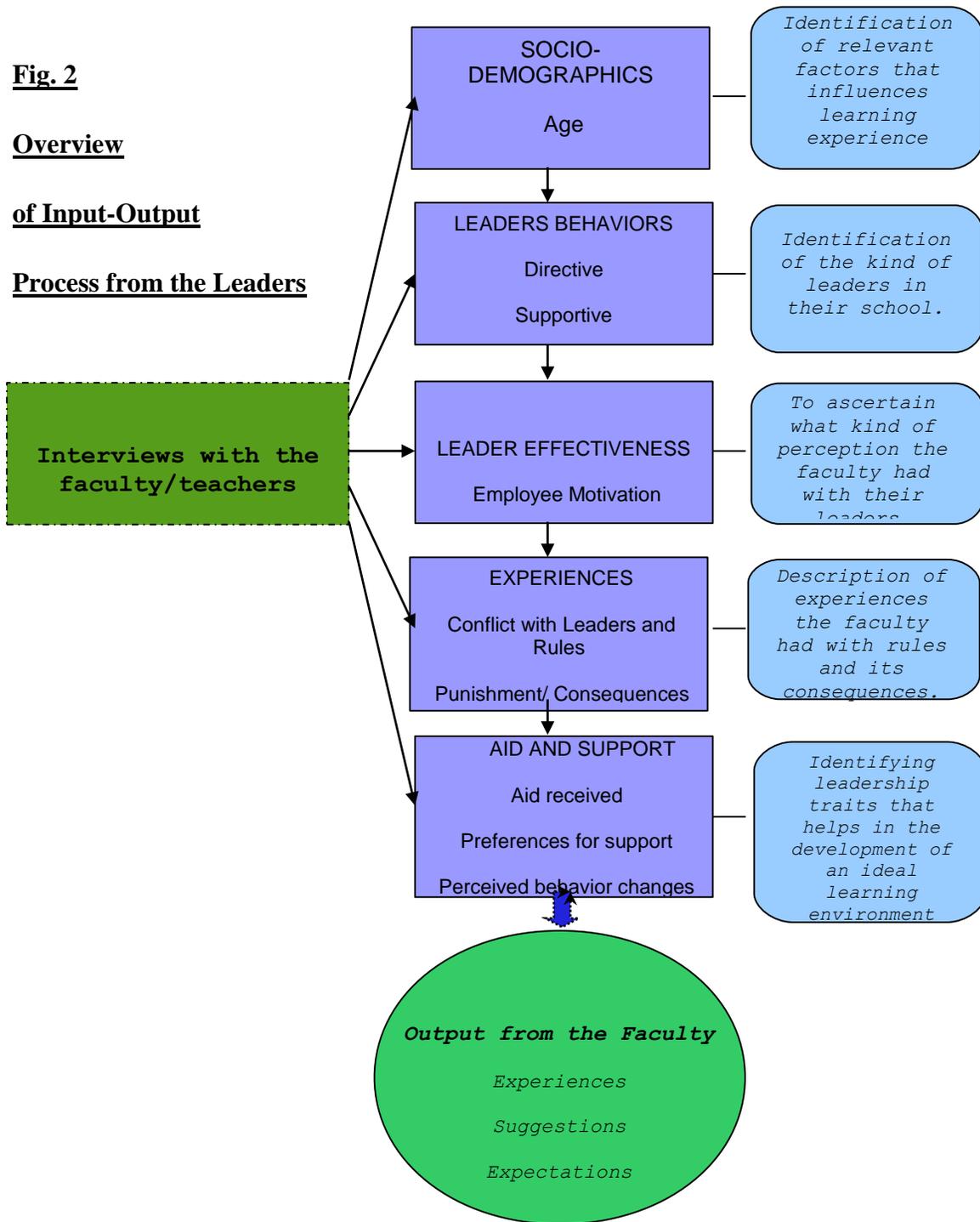
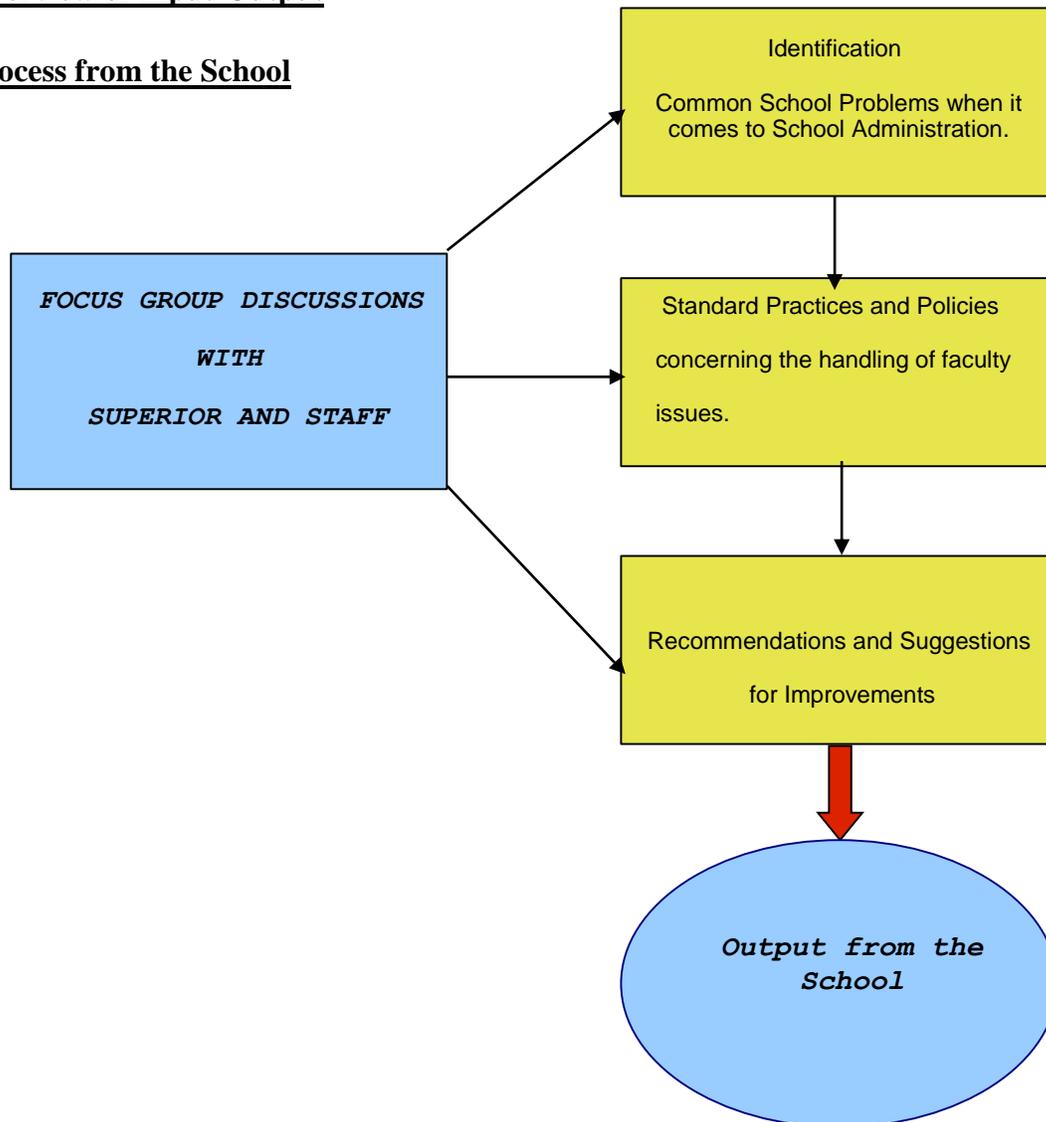


Fig. 3

Overview of Input-Output

Process from the School



3.2 Research Design

This research employed a descriptive design using both quantitative and qualitative methods for it described the socio demographic profile of the respondents, their years of experience, and their educational qualification. The descriptive method was used to describe the styles and traits of leaders that will best fit an educational institution that needs to develop an ideal learning institution. According to David (2002), the descriptive type of study finds answers to the questions who, what, when, where and how. It also described the situation and the given state of affairs in terms of specified aspects or factors.

3.2.1 Mixed method approach

The mixed method is not only to have two criteria one quantitative and one qualitative with all their questions and results, they should be integrated and connected in some way. (Crosswell and Tarshakkori-2007a) . Johnson et. Al. (2007) mentioned that the participants of a primary level study are people, while the participant of a thesis level study are those primary level studies. The mixed methods are best conducted when the strengths of quantitative and qualitative methods are combined together.

Here the researcher used the mixed method to analyze the results of the other methods and to draw the conclusions.

The Quantitative research method was used to reflect in numbers the respondents' characteristics. David (2002) defines quantitative research as a research that seeks to quantify or reflect in numbers the observations on the characteristics of the population being studied. It will measure the number of respondents or objects possessing a particular characteristic. It emphasizes precise measurement and oftentimes requires statistical analysis of data of the testing of hypotheses based on a sample observation.

The quantitative research method is used to gathering information across a large number of the study participants, different groups can participate in one survey, then, the

outcomes can be compared and analyzed. In the opposite of qualitative research method, the quantitative can be generalized as it is gathered from a large number of the study sample.

The qualitative research method is used to gather specific information in a deep descriptive manner. Interviews with individuals or small groups is used in this type of research. Qualitative research method requires much time with a small number of participants. The results in this kind of research can't be generalized even it serves specific situations.

The qualitative method provides a verbal responds which helps in deeper understanding of a phenomena and these results can be easily converted into numerical results.

In this proposal the researcher used the Qualitative research to corroborate the numerical results with descriptions of the respondents' profile in terms of their socio demographic profile, years of experience, and educational qualification. According to David (2002), a qualitative research is a type of research that emphasizes verbal descriptions and explanations of human behavior and practices in an attempt to understand how the units or members of the study populations experience or explain their own world.

3.3 Settings and Respondents of the Study

This study was conducted at the 4th week of May 2015 until the 3rd week of June 2015. The researcher included one hundred two (102) respondents who were volunteered by their respective leaders from two (2) private schools and three (3) public schools in Abu Dhabi, United Arab Emirates. Since the researcher had been working as a teacher in public schools for about fourteen years and later transferred to a private school in the same area, he has experienced a lot of professional skills. The researcher depends on two criteria of choosing public and private schools. Most of public schools teaching staff are Arab and local nationalities with average age of forties. While most private schools teaching staff are in younger ages from different nationalities. The researcher found this differentiation in

experiences and multi-backgrounds, the suitable environment to investigate the results of his study.

Table 2

Respondents of the Study

| School | Frequency | Percentage |
|---------------|------------------|-------------------|
| Public | 67 | 66 |
| Private | 35 | 34 |
| TOTAL | 50 | 100 |

3.3.1 Sampling Design

Purposive random selection was used in conducting this study. The respondents were volunteered by their leader according to their availability to respond with the questionnaires, short interview and focus group discussion. Focus group discussion was done to those who can significantly suggest ideas for the formulation of the school-based seminar program that will give training to leaders in order to create an ideal learning environment.

The study sample was selected as a small group of schools that have the same characteristics of many other schools in the same area. This random selection gives an equal chance to increase the quality of the collected information and the usefulness of the study findings, and depending on that, the results of this study can be easily generalized to a larger group.

3.4 Research Instruments

While the instrument is the term or the tool the researcher use to collect and measure the data of a study, instrumentation is the process of how these terms or tools are developed and used. Instruments are classified into two categories; the first one which can be completed by the participants and the second which can be completed by the researchers as interviewers.

For both quantitative and qualitative information, the researcher used interviews and a questionnaire divided into different areas; profile, styles of leadership affecting learning environment, perceived leadership style that can best influence a better learning environment and leadership traits that can develop an ideal learning environment.

The questionnaire focused on the roles of school principals, their traits in performing their duties and effects of their roles to the entirety of the functioning of the school. To certify that the questions will be comprehensible to the respondents, the proposed study conducted pre-testing among selected respondents to be able to gather feedbacks. These sample respondents were not included in the actual respondents of the proposed study. Corrections, comments and suggestions in the questionnaires had been taken and been used by the researcher as bases for revision and improvement of the instrument.

3.4.1 Questionnaire

Part I are the respondents' personal characteristics. The respondents were asked to fill up the appropriate space to provide necessary data solely for research purpose.

Questionnaire 1 which determined the socio-demographic profile of the respondents in terms of their age, sex, years of experience and educational level. Sex refers to whether the respondent is a male or female; age refers to their chronological age; educational level refers to high school, college level, masters or doctorate level; years of experience were limited to those who have served in the same nature of work from one-five years of

experience, six-ten years of experience, eleven-fifteen years of experience, and sixteen years of experience and above.

Part II are the different questionnaires averaging to twenty questions that determine the leadership styles the respondents' leaders manifest that affects the learning environment; leadership styles of leaders as perceived by the respondents that will influence a better learning atmosphere; and leadership traits as perceived by the respondents that will contribute to the development of a better learning atmosphere.

Questionnaire 2 describes the leadership styles that leader's manifest that affects the learning environment from pacesetting leadership style, authoritative leadership style, coaching leadership style, coercive leadership style, democratic leadership style, and transformational style of leaders.

Questionnaire 2 that was divided into 20 questions to identify the kind of leadership the leader manifests that affects a better learning atmosphere; pacesetting leadership style that refers the kind of leaders that sets a high level of standards in terms to their employees' performance or the "do as I do now" kind of leader; authoritative leadership style refers to the kind of leadership that shows authority and ownership of a certain responsibility or the "come with me" kind of leader; coaching leadership style refers the kind of leadership style that develops people for the future or the "try this" kind of leader; coercive leadership style is the kind of leader that use a force to achieve a certain goal or the "do what I tell you" kind of leader; democratic leadership style is the kind of leader who will give the opportunity to others and will give a variety of options to a certain decision or the "what do you think" kind of leader; and transformational style are leaders who can motivate by their own result.

Questionnaire 3 describes leadership styles of leaders as perceived that will influence a better learning atmosphere pacesetting leadership styles, authoritative leadership styles, coaching leadership styles, coercive leadership styles, democratic leadership styles, and transformational leadership styles of leaders.

Questionnaire 3 were described fairly as the same with questionnaire 2.

Questionnaire 4 describes leadership traits as perceived by the respondents that will contribute to the development of a better learning atmosphere. Leaders that are communicator/friendly that refers to leaders that clearly states their ideas and are approachable; insightful perspective are leaders who envision the future; self-confidence are leaders who have grown confidence in their experience; persistence/determination refers to traits that never give up despite the hardship of the nature of a certain work; and dependable/trustworthy refers to the trait that someone you can rely on despite of the pressure in the working environment.

Part III – Questionnaire 2 focus on random interview to answer questions that the questionnaire cannot fulfill and Questionnaire 3 is designed for a purposive focus group discussion as to why leaders need an awareness of seminar to develop an ideal leadership trait that would best develop an ideal learning environment.

Questionnaire 2 & 3 what are the respondents perceived ideal leadership trait need that can be modeled as an awareness leadership program for superiors that can help develop an ideal learning environment; what personality development seminar that can be created for leadership enhancement skill; and what leadership traits aside from the one being mentioned would you prefer as ideal for the development of an ideal learning atmosphere.

3.4.2 Interview

An interview is a conversation in which questions are structured and asked by the interviewer and conducted by two or more people. The aim of the interview is to elicit information and facts needed by answering face to face questions. Seidman, I(1998).

Weiss, R.S.(1994) summarized the advantages of interviews; the social facials of the interviewee: voice, body language, intonation,... help in deep understanding of the details given, can give a clear picture of the situation, give extra information about the study case, the interviewer can form specific questions by giving more clear explanations and

examples. Kvale,S.(1996) mentioned some characteristics should the interviewer have; familiar of the topic he is searching about, give short clear questions, responds to what interviewee says, gives interviewee time to give the answers, can steer the interview to what he wants to find out, and remembers all been said during the interview.

Interviews are done as one of the most common method in in data collection. It is used to explore the respondents' views, motivations, beliefs, and experiences. It is also done to answer questions that the questionnaire might fail to meet. It will also elaborate certain areas to make have a better understanding of the result of the study. Interview may also verify some answer that is expected to have negative implication but would mean positive to the respondents.

In this study the researcher used this method to explore the faculty views about the leadership styles and the traits of leaders that influence the learning environment. The interview questions were designed to reinforce and enhance the questionnaire reliability and accountability.

The interview questions were divided into three groups, each group is related to each part of the questionnaire. The questions of group one were about the leadership styles that found in the interviewees schools and how these styles affect the learning environment.

The researcher as an interviewer, tried to elicit the interviewees opinions and views and how they feel of the way their school leadership address them, support them, and assess them and how they participate in making school decisions. In the last three questions of group one, the researcher explored the feelings of the staff when being pressured or misunderstood by their school leaders.

Group two questions were about the teachers own believes of a better learning atmosphere. The researcher tried to draw a clear picture of what the staff believes and what they need for a better learning atmosphere. He started his questions about the ways staff prefer of following up their work issues. The questions also tried to find out their ideas of delegating work and whether they prefer to be involved in the decision making process at schools or not.

The last two questions of group two conveys the staff opinions about future changes in their schools and how they think these changes to be carried out according to their leadership instructions and views.

Group three has three questions; the first one attempted to report the leadership traits that contribute the development of a better learning atmosphere, in the second question, the researcher tried to unfold the traits that leaders shouldn't possess. The last question explored and discussed the favorable leadership qualities that the staff think the leaders should have to lead their schools to a better learning environment.

3.4.3 Validity and Reliability of the Instruments

The study instruments are designed to measure the initial study objectives of this study. According to the respondents of the study participants, the items of the research questions do assess what the researcher wants to know.

All of the major questionnaires that was used in this study were submitted for face and content validity. The Focus Group Discussion Guide and the In-depth Interview Guide were also submitted for content and language validation to the selected member of the review committee.

3.4.4 Role of the Researcher

The researcher works as a school principal, so he has got enough experiences to manage interviews and to elicit the information he needs. This positionality affects and impacts the study because of the previous tendency of the researcher about what he is going to explore. This positionality affects the research in another way, the interviewees provide specification of input data because of their intimate relationship with the interviewer.

Re-testing in different circumstances and repeatable questions with different statements enhance trust and help in generalizing the results as it increases the reliability of the instruments used. In this study the researcher conducted pre-testing among a selected sample and then, compare the results in order to analyze the understanding of the questions.

3.5 Data Collection

The researcher identified different public and private schools in Abu Dhabi, United Arab Emirates (U.A.E). A permission to conduct the study was acquired at the office of Abu Dhabi Educational Council (ADEC). Upon their permission to be one of the respondents of the proposed study, copies of the questionnaire were given to them. After the approval of the request, the questionnaires were then distributed; these respondents were asked to fill up Part 1 of the questionnaire which is their socio-demographic profile. Another date was set for short random interview. During the interview, each question was explained thoroughly before the respondents were able to answer. The data gathering with the respondents lasted for 3 weeks.

A Focus Group Discussion (FGD) is an informal in-depth discussion in which a small number of participants (9-12), under the guidance of a moderator or facilitator talk about topics of special importance to a particular research issue. Discussants are purposively selected from a defined target population whose opinions and ideas are relevant to the research (AIDSCAP, FHI, 1994 as cited by David, 2002). The FGD “can provide relatively quick answers to specific questions and are often used in the formulation of hypotheses before surveys are designed to clarify ambiguous survey findings” (Scrimshaw, et.al., 1991 as cited by Solano, 2004). The focus group discussion will be used to obtain group reactions to an issue which can be compared later with interview responses from respondents in the same population to determine groups’ reactions to formulate or develop certain program or intervention as basis for developing hypotheses for larger studies; as basis in developing survey instruments; to explain and interpret more fully results of surveys and other quantitative studies and as basis in developing, testing and refining educational messages. The focus group discussion process will involve the following steps. First, the purpose of the focus group discussion should be determined. The research question or problem must be clearly defined, the type of information to be elicited must be determined and the appropriate target focus group discussants must be identified. Next, a topic guide should be developed. A topic guide begins with a summary statement of the

issues and objectives of the discussion. It will also include the cues of the moderator. A list of questions should be prepared. The topics will come from the general to the specific, and the list should be based on the objectives of the study. A list of probing questions will be generated. Probing questions are used if the information given is not clear, complete, adequate, consistent or spontaneous. Statements to stimulate the participants should be prepared and an estimate time for each topic will be determined to make sure that adequate time is allotted for all the topics to be discussed, based on priority and complexity. The type of discussants must have more or less similar characteristics and they do not know each other; however, it is often difficult to select such participants. Selection of a moderator, venue, schedule and preparation of the materials shall follow. When conducting the focus group discussion, the discussants should be seated in a circular arrangement so that each member can see and hear every discussant talking.

Participants who will not be able to answer questionnaires and participate with the FGD will be requested for a short interview.

3.6 Statistical Data Analysis Procedure

This study used mixed Quantitative and Qualitative Research and will employ descriptive statistics in the analysis of the gathered data.

To predict the outcomes of his study, the researcher used data analysis. It is also the same process being used by the researcher to examine the trends of the population sample from the collected data. (Lachlan James)

In this study, descriptive method of research helps the researcher in collecting quantitative data that could be easily analyzed and translated into numbers. It also helped the researcher draw conclusions that can create recommendations and suggestions that is helpful in understanding the styles and traits of the school leaders and practitioners. This will guide them with their future planning, decision making and school functions.

The descriptive statistics used were the frequency count, percentage, ranking and mean. Frequency count and percentage were used to determine the number and percentage of the respondents. Ranking was used to identify the strongest preferred or the least preferred choice of the respondent. The mean was used to determine the average values for ranking their preference.

3.7 Limitations of the study

The study entitled Leadership: Identifying Styles that Influences an Ideal Learning Environment” will be conducted in randomly selected private schools and public schools in Abu Dhabi City, United Arab Emirates, in the 2nd Term of School Year 2014-2015.

The respondents of the study will be limited to the participating faculty and staff from different private school and public school in Abu Dhabi City of United Arab Emirates.

In administering survey questionnaires, the researcher will take a look to the different areas to consider and problems that the researcher might encounter along the way. The researcher should also consider time and respondents availability. Since the respondents were school faculty, time were difficult for them because of busy schedule. Also spending time for interview and answering survey questions would entail a lot of time. With this, the researcher has to devote an ideal amount of time to conduct the survey, interview and possible questions that may arise during the time with the respondents. Gathering the questionnaires were also a problem because of time constraint.

Chapter Four

RESULTS AND DISCUSSION

4.1 Introduction:

This study results are presented through two research methods, the questionnaires and the interviews. The questionnaire which is designed in four tables tries to investigate the leadership styles and traits that affect the learning environment and that lead to better learning atmosphere, while the interviews tries to explore the faculty views and opinions about their school leaders effectiveness.

4.2 Data Analysis

4.2.1 Questionnaires

The questionnaire is articulated into four tables (Here explained from table 2 to table 5). Each table tackled one of this thesis issues: the socio-demographic profile of the faculty, leadership styles that affect the learning environment, leadership styles that influence a better learning atmosphere, and the leadership traits which contribute to the development of a better learning atmosphere.

4.2.1.1 Characteristics of the Respondents

Table 3 presents the characteristics of the respondents in terms of sex, age, educational level, and years of experience.

The data shows that males compose 74% of the total respondents and 26% female. Mostly (52%) were young professionals aging 25-35 years old, 32% were middle professionals aging 36-45 years old and only 18% were senior professionals aging 46 years old and above.

Table 3 also shows that 11% were College Graduate, 71% were on their master degree level and 20% were on their doctorate level.

The year of experience of the respondents were 13% between 1-5 years of experience, 27% were in their 6-10 years of experience, 34% were already on their 11-15 years and 28% were more than 16 years on the field of education.

Table 3

Characteristics of the Respondents

| Variables | | Frequency | Percentage |
|----------------------------|----------------------|------------------|-------------------|
| Sex | Male | 75 | 74 |
| | Female | 27 | 26 |
| | Total | 102 | 100 |
| Age | Young Professionals | 54 | 52 |
| | Middle Professionals | 33 | 32 |
| | Senior Professionals | 15 | 18 |
| | Total | 102 | 100 |
| Educational Level | College | 11 | 11 |
| | Masters Level | 72 | 71 |
| | Doctorate Level | 19 | 20 |
| | Total | 102 | 100 |
| Years of Experience | 1-5 years | 13 | 13 |
| | 6-10 years | 28 | 27 |
| | 11-15 years | 34 | 34 |
| | 16 years and more | 27 | 26 |
| | Total | 102 | 100 |

4.2.1.2 Leadership Style that Affects the Learning Environment

Table 4 presents the respondents' perception of their leaders' leadership style that affects the students learning environment. It describes different leadership style from pacesetting leadership style, authoritative leadership style, coaching leadership style, coercive leadership style, democratic leadership style and transformational leadership style.

Pacesetting leadership style of leaders set a high standard of performance for themselves and their followers. It sets a role model of behavior for their members. It does not give feed backing to the members but instead take over when a member is lagging behind, Goleman 2002.

This kind of leadership style affects not only their level of performance but the freedom of creativeness in their classroom works because of the set limitations. Some remarks say that it is effective to industrial set up, but not in the classroom where a certain set of standards are expected to be achieved with regular training coupled by sets of assessment of what is needed to be done and continued; what are best practices that will set as model for the standards and what should be given priority to be given in the professional development.

Authoritative leadership style according to Goleman 2002 are experts individuals in their field of work and has can articulate clear vision of success. This kind of leadership can mobilize their people towards a goal and is more effective when a new vision is needed. This kind of leadership also allows their people to realize the way to achieve a certain goal. Furthermore, this kind of leadership are known to dictate policies and procedures, decides what goals that need to be achieved and controls while directing all kinds of activities without any significant participation of their subordinates. This kind of leader gains the full control of their group leading a low independence within the group. The leader has a clear vision and can motivate his group in achieving this vision. The group achieves their task under close supervision and it is either rewarded when achieved or punished when not achieved.

The respondents' responses were; 35% strongly agree, 55% agree, 5% remains neutral, none disagree and 5% strongly disagree.

Coaching leadership style is effective in developing others in terms of their skills, making work table and providing career guidance, Goleman 2002. He said that coaching leadership style could be summed up as "try this" phrase. Coaching is known to be best in developing a long term plan and provides enough feedback on its workers' performance. It is also known for giving challenging assignments and it is expert in delegating too. It says that coaching style will not lend a hand during hard times but it will teach you how to handle the challenges. Coaching leaders has an attribute of having an honest feel of helping others to succeed. They do this by developing others by using empathy and self-awareness.

There are 66% who strongly agrees that coaching affects learning development in the positive way, 23% agree, 4% stays neutral, none dis-agree but 7% emerged to strongly disagree.

Coercive leadership style according Goleman 2002 is the "do as a say" kind of leadership. This style is best when an organization is facing a crucial situation where a certain decision should be made. This happens when superior faces ineffective employees and need to be told on what to do.

Mostly of the respondents (66%) strongly agree, 30% agree, 4% stays neutral, none dis-agree and also none strongly dis-agree. The respondents explained that when given work with pressure, it sometimes result to a product that is half baked done. They also mentioned that is hard when their superior does not listen to them thus leaving them to feel their work as being coercively done. When they are deprived to express their ideas, classroom learning is greatly affected believing that being teachers, they are the one who knows best for their classroom.

Democratic style of leadership according to Goleman is something that is ideal to educational setting. It allows its workers to have a voice in the decision making. It is helpful in fulfilling a certain level of standards. It allows everyone to contribute in the planning thus achieving the desired quality of learning that the student needs in education.

Democratic kind of leadership has the attribute that seeks the opinion of others and allow others to share its opinion to gain a healthy planning every educational development. Preparing for a standard to be followed to maintain quality education requires other to share their educational preparation and their learning experiences. With this, they can come up with a holistic decision making and they can achieve the requirements of a desired standard.

The respondents' find it affecting in a positive level that 76% strongly agree, 20% agree, 4% remains neutral while none disagree and strongly disagree.

The respondents strongly agree that it is affecting their work in a helpful way when they are given the chance to air their grievance from the changes they want to do in their classroom, the materials that they need, the latest ideas that they want their classroom to enjoy and the chances that their sentiments would be heard and be given a solution. Many respondents find it as affecting in a positive way to a point that 20% agree because they allow their faculty to vote for contentious issues that may result to misunderstanding. They finish the issue with a consensus that it is resolved in a manner that everyone agree to a solution. They find it a lot fulfilling in the sense that their ideas are heard, they can give their opinion for a much healthy discussion thus creating a table a lot of options.

Transformational leadership style kind of leadership is believed to be ideal in a school setting. School atmosphere is one of the workplace where people exchange ideas in a daily basis to formulate new strategies in the classroom, new techniques and technology to meet their standards. It is being discussed as a positive reinforcer to a readily changing world of education. Burns, 1978 identified within his theory transformational leaders who motivate his people. It is when the leader can raise a higher level of motivation among his people resulting into a higher level of performance.

Leithwood's Theory, 1993 as being added in the model of the transformational leadership fostering group goals, promotes a well communicated high performance expectations and inspire their people intellectually. Transformational leaders live a life that is ideal thus promoting a true leader who lives by example.

Respondents' responses were 87% strongly agree, 12% agree and 1% neutral while none disagree and strongly disagree.

They find transformational leadership truly rewarding. Being an employee, they find it a big help once their superior allows them to voice their concern and they can be able to give their opinion. They get inspiration from how their superior motivates them in his daily work. It is affecting them in a higher positive level that they find themselves coordinated without being told to do so. It also when they get respect from their co-workers because of mutual appreciation of their job. Transformational leadership really affects them in the positive level when they are inspired by their superior by showing concern and consideration with their work.

Table 4

Perceived Superior's Leadership Style that Affects the Learning Environment

| | | | | | | | |
|--|----------------------------|------------|-----|----|---|----|-----|
| Leaders' Leadership Style | Variables | | | | | | |
| | 1-Pacesetting | | SA | A | N | DA | SDA |
| | | Frequency | 33 | 61 | 7 | 0 | 1 |
| | | Percentage | 32 | 61 | 7 | 0 | 1 |
| | 2- Authoritative | | SA | A | N | DA | SDA |
| | | Frequency | 36 | 56 | 5 | 0 | 5 |
| | | Percentage | 35 | 55 | 5 | 0 | 5 |
| | 3- Coaching | | SA | A | N | DA | SDA |
| | | Frequency | 67 | 24 | 4 | 0 | 7 |
| | | Percentage | 66 | 23 | 4 | 0 | 7 |
| | 4- Coercive | | SA | A | N | DA | SDA |
| | | Frequency | 67 | 31 | 4 | 0 | 0 |
| | | Percentage | 66 | 30 | 4 | 0 | 0 |
| | 5- Democratic | | SA | A | N | DA | SDA |
| | | Frequency | 78 | 20 | 4 | 0 | 0 |
| | | Percentage | 76 | 20 | 4 | 0 | 0 |
| | 6- Transformational | | SA | A | N | DA | SDA |
| | | Frequency | 89 | 12 | 1 | 0 | 0 |
| | | Percentage | 87 | 12 | 1 | 0 | 0 |
| | Total Frequency | | 102 | | | | |
| Total Percentage | | 100 | | | | | |

4.2.1.3 Leadership Style that Influences a Better Learning Atmosphere

Table 5 presents the respondents' perception of their leaders' leadership style that influences a better learning atmosphere. It describes different leadership style from pacesetting leadership style, authoritative leadership style, coaching leadership style, coercive leadership style, democratic leadership style and transformational leadership style.

Pacesetting leadership style was viewed by the respondents as a factor that does not influences a better learning atmosphere with 10% strongly agree, 8% agree, 4% neutral, 56% disagree and 22% strongly disagree. They feel intimidated when a superior sees to it that changes are made according to his instruction like trust is not there. Most of them disagree that it can give a better learning atmosphere especially when their superior doesn't seem listen to how they manage their work but goes on his own pace.

Pacesetting kind of leadership style is perceived by the respondents being a "one-way" kind of management. One leads to set trend to follow a certain standard. They look at that as to "catch me if you can" when the superior put his mark and set it as a standard without trying to know the consensus of everyone. They also see that this leadership style does not help to the advancement of a student-centered-learning. Much as they wish to follow the lead however classroom works need a lot of consideration. Learning as they describe should be a two way process. The ideas should flourish from all area; from students, teachers and parents who participate in the direct learning process. Pacesetter leadership style fails to promote a better learning atmosphere because it adheres one voice process such leaders can only set their rules without aligning to where learning should be centered.

Authoritative style of leadership draws negative reaction to respondents that only 5% strongly agree, 3% agree, none for neutral, but 31% disagree and majority (61%) noted that this style of leadership cannot contribute in the development of a better learning atmosphere. A superior that keeps everything under control in any school circumstances make them feel that their decisions, suggestions, recommendations, opinions, ideas and concepts are not considered reliable. A superior that makes a new course of action that leaves them totally unaware with what is going on defeats the idea of a two-way

relationship in a learning workplace. A superior that only follows his ideas may result to workers' hesitation to become vocal to their opinions and will keep their ideas to themselves.

Coaching leadership style has 31% strongly agree, 22% agree, 2% neutral, 31% disagree and 14% neutral. Some employees are believers of coaching type of motivation. As how McGregors, 1960 Theory of X and Y describe that there are employees that need to be provoked to gain a certain result. Some even takes aggressive kind of coaching to move and even find it challenging. That is why there's a balance of those who agreed and disagreed as coaching kind of leadership may contribute to a better learning atmosphere. A superior that delegates a specific school assignment to us and help us complete this assignment. A superior that proposes changes in school that can help improve school learning environment. Respondents' comment that coaching leadership style of superior doesn't threaten the group productivity as it even boost their morale while achieving a certain target. A superior that benchmarks to discover what are best to improve school learning also gains respondent agreement that it influence a better learning atmosphere. They find coaching as a kind of leadership that is related to some school strategies and school methods while others disagree that it influences a better learning atmosphere because they find it awkward to be coached in a school workplace setting.

Coercive style of leadership that finds a superior that sits at the back and command his people what to do is totally odd in the school workplace setting. Majority (80%) disagrees and 20% strongly disagree. None of them gives a comment about having a coercive superior but they say that it should never be tolerated in any workplace.

Democratic style of leadership works well in a school atmosphere where educators feel free to explore their ideas. Educators or teachers have to develop classroom concept in a daily basis. A superior that gives time to speak about school concerns help a lot in the continuous development of a healthy learning atmosphere. The respondents also find a superior that have a group consensus of what is best for the classroom truly empowering. It is also remarkable if superior allows and discover new leaders by giving them freedom in some of the school group activities influences a better learning atmosphere. They are also

expecting a superior that explains what desirable changes and allows the group to decide believing that it will improve the school learning environment. A superior that allows the group to make changes in school learning environment also develop a certain level of confidence to educators to be concept driven. Many (38%) strongly disagree, majority (62%) neither agree while none says neutral, disagree nor strongly disagree.

Transformational leadership style gains 58% of strongly disagree, 42% agree and none neutral, disagree nor strongly disagree. The respondent find it truly inspiring to have a superior that sees to it that a certain agreement must be reached before implementing any school changes and activities. They look at that as an ideal way to promote a certain level of standard in the learning atmosphere. A superior that honestly tells and remain transparent with the schools' situation even motivates them to help improve from what is better to best. Respondents also develop a high level of respect to superiors that encourage its member to suggest school improvement and allow them to implement it. Lastly, they are extremely elated with a superior that inspires them with honesty and concern to their small contributions.

Transformational style of leadership according to Bass 2002 rests with the traits of emotional intelligence and less with cognitive intelligence. It describes a well-adjusted personality to dwell on transformational leadership. Transformational leaders inspire and motivate their people with how they live with their life. They motivate their people by raising their level of awareness, their level of consciousness to a valued outcome and how they will achieve them.

Respondents describe their superior as highly confident, highly educated, high self-esteem, strong family values, excellent in people skills and most of all, looks at his employees as people with potential to develop, be concept driven, self-aware, and self-conscious. As educators, they are expected to recognize their mistake and are always willing to amend for self-improvement.

Table 5

Perceived Superiors' Leadership Style that Influences a Better Learning Atmosphere

| Leaders' Leadership Style | Variables | | | | | |
|--|---------------------------|-----|-----|---|----|-----|
| | 1-Pacesetting | SA | A | N | DA | SDA |
| | Frequency | 11 | 9 | 4 | 56 | 22 |
| | Percentage | 10 | 8 | 4 | 56 | 22 |
| | 2- Authoritative | SA | A | N | DA | SDA |
| | Frequency | 5 | 3 | 0 | 32 | 62 |
| | Percentage | 5 | 3 | 0 | 31 | 61 |
| | 3- Coaching | SA | A | N | DA | SDA |
| | Frequency | 32 | 22 | 2 | 32 | 14 |
| | Percentage | 31 | 22 | 2 | 31 | 14 |
| | 4- Coercive | SA | A | N | DA | SDA |
| | Frequency | 0 | 0 | 0 | 82 | 20 |
| | Percentage | 0 | 0 | 0 | 80 | 20 |
| | 5- Democratic | SA | A | N | DA | SDA |
| | Frequency | 39 | 63 | 0 | 0 | 0 |
| | Percentage | 38 | 62 | 0 | 0 | 0 |
| | 6-Transformational | SA | A | N | DA | SDA |
| | Frequency | 59 | 43 | 0 | 0 | 0 |
| | Percentage | 58 | 42 | 0 | 0 | 0 |
| | Total Frequency | | 102 | | | |
| Total Percentage | | 100 | | | | |

4.2.1.4 Leadership Traits that Contributes to the Development of a Better Learning Atmosphere

Table 6 shows the respondents' perception of their leaders' leadership traits that contributes to the development of a better learning atmosphere. It describes different leadership traits from a communicator leadership trait, insightful perspective leadership trait, self-confidence leadership trait, self-assured/secured leadership trait, persistence/determination leadership trait, and dependable/trustworthy leadership trait.

Leadership trait is the key to an awareness and consciousness state of why certain organizations collapse. Some leaders thought that their trainings and experiences would equip them to manage an organization. However, some managers thought that management doesn't need leaders when all the people inside the organization are professionals. Furthermore, leaders sometimes thought that they work to push or pull but they have forgotten to pair it with management skills that will allow them to succeed with the right amount of time, organizational skills and people skills thus making managers to be good leader and vice versa. The amount of load that employees' carry on their shoulder does not solely depend to their daily task but often times loaded with how their leaders manage them. The better people skills a leader possess the better manager he will become.

Zaccaro, Kemp, and Bader, 2004 conducted a study that defines integrated patterns of personal characteristics that shows a leader's effectiveness in different organizational situation. It describes mainly on looking on to a certain transmissible qualities that separates them to non-leaders. This unique quality of a leader contributes to the development of a better learning atmosphere.

The respondents strongly agree (84%) that a leader than can communicate and can articulate about his plans contributes to the development of a better learning atmosphere. Also 16% agree while none as neutral, disagree and strongly disagree. Some respondents reiterated on their comments that it is a breathable atmosphere when you have a leader that can be approached anytime and is available to answer queries thus employing a leader that is friendly too beside one that can communicate well.

Insightful perspective leadership trait is a kind of trait that when a leader can see beyond what is laid on the table. An insightful leader makes wise decision and sees clear understanding of different issues. This kind of leader is often self-aware his actions and actuations. Most of the respondents (75%) strongly agree, 25% agree, none for neutral, disagree and strongly disagree.

Self-confidence leadership trait is a kind of leadership trait that relates to self-assurance in one's personal judgment. It gives an ability to feel assure that one's has a potential, creativeness and the power to change for a higher purpose. Respondents' strongly agree (45%) because of the certainty of the leader's decision, 21% agree, 2% were neutral, 12% disagree and 20% strongly disagree.

Self-assured/secured leadership trait has 2% who strongly agree, 4% agree, none for neutral, however 62% disagree and 32% disagree. They find this kind of trait too authoritative and commanding. They look at this as though someone who believes that his/her plans will succeed however it will result to self-possession that it defeats the purpose of a joint consensus during planning. Some superior are so assured of the positive outcome of each plan than when it fails it become an issue on the leadership. While other can show support and approval.

Persistence/ Determination leadership trait has 57% strongly agree, 38% agree, 5% neutral, and none disagree and strongly disagree. This leadership trait is ideal because the leader continues to do something no matter how hard the situation maybe. In the field of education, a striving kind of character emerges to keep building a healthy learning process. Persistence and determination trait look for some other measures to achieve the goal as it is firm to achieve the set goal. This leader focused on a certain goal that it makes a kind of trait befitting for the educational system. Learning strategies are tricky that it needs a trial and error technique to test what is an effective way of teaching. The classroom brings a big impact in the learning experience of the child. Education practitioners need to be persistent and determined to create something for the child development.

Dependable/trustworthy leadership trait has 64% strongly disagree, 34% agree, 2% neutral and none disagree and strongly disagree. Respondents feel that it give a safe and

secure work climate having a trustworthy kind of leader. It makes them feel that he is true to his words and he will not bring them down. Reliability of information is a big deal in the world of education for it will put an educator's name at stake. Dependable leadership trait helps develop a better learning atmosphere since a person that they call their superior is someone they can trust from his words and action and a person that they can depend on. In developing some classroom strategies for a better learning atmosphere – information of rules, rubrics and standards keep on changing as the strand of concept change. Superior who can educate his people with dependable experience help a lot.

Table 6

Perceived Superiors' Leadership Traits that Contributes to the Development of a Better Learning Atmosphere

| Leaders' Leadership Style | Variables | | | | | |
|---------------------------------|--------------------------------|-----|----|---|----|-----|
| | 1-Communicator/Friendly | SA | A | N | DA | SDA |
| | Frequency | 86 | 16 | 0 | 0 | 0 |
| | Percentage | 84 | 16 | 0 | 0 | 0 |
| | 2- Insightful Perspective | SA | A | N | DA | SDA |
| | Frequency | 76 | 26 | 0 | 0 | 0 |
| | Percentage | 75 | 25 | 0 | 0 | 0 |
| | 3- Self-confidence | SA | A | N | DA | SDA |
| | Frequency | 46 | 22 | 2 | 12 | 20 |
| | Percentage | 45 | 21 | 2 | 12 | 20 |
| | 4- Self-assured /Secured | SA | A | N | DA | SDA |
| | Frequency | 2 | 4 | 0 | 63 | 33 |
| | Percentage | 2 | 4 | 0 | 62 | 32 |
| | 5- Persistence / Determination | SA | A | N | DA | SDA |
| | Frequency | 58 | 39 | 5 | 0 | 0 |
| | Percentage | 57 | 38 | 5 | 0 | 0 |
| | 6- Dependable/Trustworthy | SA | A | N | DA | SDA |
| | Frequency | 65 | 35 | 2 | 0 | 0 |
| | Percentage | 64 | 34 | 2 | 0 | 0 |
| | Total Frequency | 102 | | | | |
| | Total Percentage | 100 | | | | |

4.2.2. Interviews

4.2.2.1 Leadership Style that Affects the Learning Environment

During the series of interview of how the respondents agree with the leadership style affecting the learning environment of the students; many explained that it works in a more negative level because they feel that because of the full authority of the leader, they tend to create decisions without consulting and leaves them with unexpected changes. That hardest part that they felt of an authoritative style of leadership is when a certain rules are being imposed, commanding to do what is ought to be done and leaving them without any option thus making them feel that they lost their potential to think critically, their freedom to inquire and their sense of creativity is lost.

The result of the interview says that they agree of a regular drill or practice to maintain a standard however they find it disturbing and self-demeaning to be directed. They also express their thought of being fed with new ideas is helpful however they wanted that their ideas be heard too. The best is they like when their superiors believe that they can perform and looks at them as potential educators. This leaves a reflective thought that they can still maintain a high level of enthusiasm while doing their work. It also creates a meaningful impact on their classroom thus affecting it in a positive level.

The teachers pour their talent, learning and skills to make a quality education find coaching leadership style necessary in some cases; like achieving a high standard of education for the students and having high result of performance for the students.

4.2.2.2 Leadership Style that Influences a Better Learning Atmosphere

An interview was conducted why some find it as a negative trait factor that may not contribute in the development of a better learning atmosphere because some of their leaders show a different kind of self-confidence that they tend to disregard feed backing. Some also gave remarks that their leaders show confidence with arrogance that they find their ways as

sarcastic. It gave them a disagreement whether it will truly contribute to a certain level in the development of a better learning atmosphere.

The interviewees claim that their leaders have a different kind of self-confidence that puts many social barriers between them and their staff. These barriers reflect automatically between staff and students and then, as a result, affects the learning environment negatively. As a researcher, I think that self-confidence should enhance the learning climate positively. But, some leaders believe that this arrogance confidence provides them with the authority to be a strong character. From the perspective of the researcher, this is a misconception, where some leaders resort to this method as an attempt to compensate their feelings of inferiority.

4.2.2.3 Leadership Traits that Contributes to the Development of a Better Learning Atmosphere

The interview shows that it gives them a comfortable feeling to have a leader that has a good insight and is assertive in a way that it makes their working environment lighter. They feel ease in planning their classroom work, feel free to handle their students' problem, find work meaningful and always enjoy the dynamics of the school activities because their superior always makes gives them insight to do their daily work.

Chapter Five

CONCLUSION

5.1 INTRODUCTION

This study was conducted to investigate the influence of the different leadership styles on learning environment. The study attempted to identify two main statements; the best leadership styles do affect the learning environment, and the best leadership traits do influence a better learning atmosphere. The objectives of the study were mostly achieved as expected and they will be clarified in the findings section.

This chapter provides the summary of the study, the significant findings, and the recommendations that may help leaders to improve learning environment, the conclusions and the implications for further research studies.

5.2 SUMMARY

This descriptive study using both quantitative and qualitative method was conducted with the main objective to identify leadership styles that influence an ideal learning environment. It sought to answer the following questions: What is the socio-demographic profile of the faculty/staff in terms of their name, sex, age, educational qualification and years of experience; What is the superior's leadership styles that affect the learning environment; What is the superior's leadership styles that influence a better learning atmosphere; What is the superior's leadership traits that will contribute to the development of a better learning atmosphere.

A researcher-made questionnaire, random interview and a focus group discussion using guide questionnaire were the main instruments for gathering the data. The study was conducted at the 4th week of May 2015 until the 3rd week of June 2015. It included one hundred two (102) respondents coming from the public schools and private schools.

Both qualitative method and descriptive statistics were used in the interpretation and analysis of the data. Qualitative method of research was used to describe experiences of the respondents' perception of leadership style and traits that influence and ideal learning environment. Descriptive statistics used were frequency count, percentage and ranking.

5.3 FINDINGS OF THE STUDY

The study were participated by 74% male and 26% female, more than half (52%) of the participant were young professionals aging 25-35 years old, large number (34%) of the participants were already on their 11-15 years and 28% were more than 16 years on the field of education. The following are the findings of this study:

- The most perceived leadership style that affects an ideal learning environment is transformational style of leadership having 87% of the respondents strongly agreed of the said leadership style. Transformational leadership was discussed by the respondents as the kind of leadership that moved them on their foot in a tiring daily activity. They reiterated how a leader can move them without a word but merely presence.
- Leader's motivation is highly affected in the staff performance. They always look forward for a highly motivated task in the daily challenges they meet in their workplace. A leader is someone who affects his followers in a positive level. He lightens their day with a simple smile and a simple tap on their shoulder hearing the word "good job".
- Leader's expectation plays an important role in whole process. One of the respondents even said that: "transformation is going beyond what you know about your job and what is expected of you to do". It happens when your leader doesn't

count the time, the demanding days and the struggles but look at his people on what they have become.

- Democratic leadership style influences a better learning atmosphere; about 62% of the respondents support this style. Education practitioners are type of working force that need to keep track of the changing environment. It goes with an ever-evolving technology change, learners' behavioral change and the influence of media. Some respondents discussed how important to be well represented in a workplace. They also stressed how important that their ideas be considered. They also further shout it out that each opinion must be respected although a vote for the best idea must be considered.
- A great deal of balance is highly required. So, how transformational leadership style can be truly inspirational in a work place. A respondent described how days are heavy when their leader shows stress and panic. How hard it is for them to stay relaxed in their work when their leader starts pushing with deadlines and how frequent reminders create a sense of inability.
- The study shows a significant nexus between democratic and transformational styles. It showed on the data on how they agreed with democratic type of leadership and how they strongly agreed on transformational. Some respondents discussed how important to be well represented in a workplace.
- The leader is the one who will weave his followers and make them become a masterpiece. No matter, how tangled they are with each other, it is how they will look as team that will matter.
- One of the important findings shows that a communicator and friendly (84%) leadership trait is highly perceived to contribute to the development of a better learning environment. A communicator can talk to them in many ways and in any given circumstances. The respondents take pride to a leader, who is approachable. It is very important that during extreme cases that they need to talk to their leader without appointment.

- Growing an ideal learning environment depends on the strength of the relationship between the leader and his followers. Once a leader takes time to listen to his people, he is working on with an atmosphere of communication.
- A leader must be able to empathize and know what the person is going through in order to have a dynamic communication. A leader should be aware and should be careful with his words in giving feedback to ensure an attitude of positivity.

5.4 RECOMMENDATIONS

Based on the results of this study the following recommendations were made:

The meaning developing from this study is that leadership styles and leadership traits is significant in every organization – the focus of this study – is to identify leadership style that would influence in the development of an ideal learning environment. This has implications on the dynamics of the ever changing world of education. The recommendations are presented according to the different groups that will find this study beneficial. It includes individuals in an organization who aspire to develop their leadership styles and potential especially for education.

As the study progress, leadership has evolved in so many ways. It has been influenced with culture, education and people. Politics had even played a big role in leadership. Politicians proved their leadership style to how successful they are with their charisma to other people and their people skills. Big organizations reveal their secret to success by how their people describe their management which boils to down to leadership.

5.4.1. Educational Administrators; “Hiring the right people in the right job is easy” but “hiring the best people for the right job” entails skills in knowing who’s who. Management through the human resource department should be able to define job specifications properly, outline job assignment and develop work performance evaluation.

With this, it is recommended that positions in the leader level or management level should undergo training to help them identify which leadership skills they possess and to help them develop their leadership potential. It is further recommended that superiors or principals should undergo an orientation in different level of management before they are officially appointed. This will secure leveling of expectation in both sides. Furthermore, an evaluation should be conducted in a regular manner to ensure that standards in terms of management are met and maintained if not exceeded.

5.4.2 Superior or Principal: As a leader, superior needs to define the different aspect of his leadership, his role and the level of performance that is expected of him. It is therefore recommended, that a certain superior must at least have training in leadership before an assumption of a position. This leadership skill can be enhanced when a knowledge in-put is accumulated through training. A leader does not merely switch roles during the performance of a certain position, but they have to assume risk in implementation, initiate change and adopt strategies which are suitable for education practitioners. It is also further recommended that superiors need to have training in human relations and interpersonal communications. This will equip them with communication skills to convey specific behaviors in the workplace. Bulach and Peterson (2001) research findings discussed teachers reporting that principals don't listen at all and this prevented them to be open and trusting because of this kind of reception. This will support the idea of the presence of communication skills and people skills of a certain superior. Therefore, it's a must recommendation that superior will undergo in depth people skills training to develop and enhance their skills in managing people, understanding them, and resolve conflict through communication.

5.4.3. Staff and Faculty: Popoola (1984) had given meaning to 'job satisfaction as the totality of employees' social and psychological well-being in relation to their work performance. Stress in work place happens when job understanding is taken for granted. The result of this study shows the positive impact of democratic and transformational

leadership style on employees' job satisfaction. It is therefore recommended that staff and faculty should undergo training, seminar and workshop on "Understanding Leaders" in different work place. This will help them understand the stress that leaders often experience in management that affects their way of management. This will also help the employees manage stress while in the workplace when their expectations are not met. This workshop would also empower them to express their ideas, train them to channel their thoughts on positivity and challenge them to be able to communicate their leaders. Communication is effective when used properly.

5.5 Implications

As a leadership style creates a psychosocial environment that impacts teachers, administrators, and students, the leaders' personal traits and values influence what they look at, what they perceive, and what they think they mean. ADEC has a huge variety of schools that implement different curriculums. So, this study will show how to develop unique leaders' styles who can manage multicultural schools in Abu Dhabi area, and how they comprehend their schools' rituals, policies, activities, traditions, curricula, and pedagogy through their own views.

Much research has been conducted on the relationship between personality traits and leadership styles, but the current study analyzed the leadership styles and personality traits among private and public school principals, in Baniyas Area, from the followers' perspective. Additionally, future research should include different geographical and demographic contexts, as well as self-assessments by the principals.

5.6 SCOPE OF THE SYUDY

Geographically, the study was conducted in Baniyas area which lies in the east of the capital of Emirates, Abu Dhabi. This region is a conducive environment for the research, because it contains more than two-thirds of schools of Abu Dhabi City; public (ADEC and MoE), national and international private schools. Furthermore, many private sector schools have moved recently to this area which can promote and facilitate any research process as a result of multicultural schools and the various curricula opportunities.

5.7 CONCLUSION

Findings showed that the perceived leadership style of the superiors that would affect and influence the learning environment in a positive level is transformational style. Majority of the respondents clearly noted that they like a superior that inspire them and believe in their potential to develop their own classroom strategy. Findings also showed that a leader that can communicate with his employees would likely contribute in the development of an ideal learning environment.

In this dissertation, leadership theory and measurable evidence as to the relevance of traits and behaviors of an effective leader who can be an agent in the development of an ideal leadership style were reviewed. This research would help in the formation and development that corroborates the traits and behaviors of leadership styles that aid in the construction of an ideal learning environment.

The selected synthesis studies have provided the researcher of the foundation and the reference points for many of his conclusions. Theories such as transformational leadership and transactional leadership provided points of contrasts to the research findings.

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Appendices :

A- Informed consent :

Date 7/3/2015

Dear Participant:

My name is Khaleel Ali Ibrahim and I am a graduate student at BUID University-Masters of Education- Management Leadership and Policy. For my final dissertation, I am identifying the best school leadership style that influences an ideal learning environment. Because teachers are the main character of the school system, I am inviting you to participate in this research study by completing the attached questionnaire.

The following questionnaire will require approximately 60 minutes to complete. In order to ensure that all information will remain confidential, it is up to you to include your name or not. Copies of the questionnaire will be provided to my BUID University instructor. If you choose to participate in this survey, please answer all questions as honestly as possible and return the completed questionnaires promptly to whom who hand you. Participation is strictly voluntary and you may refuse to participate at any time.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding creating an ideal learning environment that help our students to learn better.

Sincerely,

ST. Khaleel Ali Ibrahim Abu Afifeh

sohaibkhaleel@yahoo.com

Under the supervision of Prof. Clifton Chadwick

BUID University

B: Questionnaire 1

- 1. What is the socio-demographic profile of the faculty / staff in terms of their name, sex, age, educational qualification and years of experience;**

| |
|--|
| 1.1)Name: _____ |
| 1.2) Sex: Male _____ Female _____ |
| 1.3)Age: _____ |
| 1.4)Educational level: College _____ Post Graduate _____ High Digree _____ |
| 1.5)Years of Experience: 1 – 5 years of experience _____ 6 – 10 years of experience _____ 11 – 15 years of experience _____ 16 years of experience and more _____ |

C: Questionnaire 2

2. What leadership styles do your superior manifest that affects the learning environment? Tick (/) the appropriate box if you Strongly Agree (SA); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA) of how your superior leads his team.

| Questions | SA | A | N | DA | SDA |
|--|-----------|----------|----------|-----------|------------|
| 1.gives faculty/staff time to air his/her grievance | | | | | |
| 2.encourages faculty/staff to give suggestions | | | | | |
| 3.assgins faculty/staff a specific task | | | | | |
| 4.allows faculty/staff to be leaders | | | | | |
| 5.listens to faculty/staff with their concern without interrupting | | | | | |
| 6.allows faculty and staff to vote for their contentious issues | | | | | |
| 7.brings faculty/staff together and keep the coordination | | | | | |
| 8.respect the individual of his/her work | | | | | |
| 9.thinks of his/her people first | | | | | |
| 10.follows what he/she wants without consulting his/her people | | | | | |
| 11. connect with people | | | | | |
| 12. trend setting the people with new ideas | | | | | |
| 13.always imposes what he/she wants his/her people to perform | | | | | |
| 14.expects quick result | | | | | |
| 15.ask his/her teachers' concern with their classroom work | | | | | |
| 16.wants his/her people to perform as he performs | | | | | |
| 17.makes work done with pressure | | | | | |
| 18 commanding his people to do what is ought to be | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| done | | | | | |
| 19.does not listen to others voice | | | | | |
| 20.drilling his people to maintain a standard | | | | | |
| 21.always believe that his/her team can perform | | | | | |
| 22.directs the faculty/staff to achieve one goal | | | | | |
| 23.recognizes the idea of the faculty/staff | | | | | |
| 24. coercive leader always want something to be done immediately | | | | | |
| 25.always leave the table with a lot of options to choose | | | | | |
| 26.always leave the faculty/staff with no option | | | | | |
| 27.suggest new ideas to the faculty/staff | | | | | |
| 28.inspires the faculty/staff by showing concern | | | | | |
| 29.considers each faculty/staff as individuals | | | | | |
| 30.always ask the faculty/staff about their opinion | | | | | |

D: Questionnaire 3:

3. What leadership styles of your superior do you believe will influence a better learning atmosphere? Tick (/) the appropriate box to which you feel corresponds to your answer. Choose from Strongly Agree (SA); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA)

| Questions | SA | A | N | DA | SDA |
|--|----|---|---|----|-----|
| 1.A superior that gives us time to speak about our school concerns. | | | | | |
| 2.A superior that have a group consensus of what is best for our classroom. | | | | | |
| 3.A superior that delegates a specific school assignment to us and help us complete this assignment. | | | | | |

Identifying Leadership Styles that Influence Students Learning Environment

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| | | | | | |
|---|--|--|--|--|--|
| 4.A superior that allows us to lead in some of the school group activities. | | | | | |
| 5.A superior that sees to it that a certain agreement must be reached before implementing any school changes and activities. | | | | | |
| 6.A superior that keeps everything under control in any school circumstances. | | | | | |
| 7.A superior honestly tells as it is when it comes to school situation. | | | | | |
| 8.A superior that sees to it that changes are made according to his instruction. | | | | | |
| 9.A superior that proposes changes in school that can help improve school learning environment. | | | | | |
| 10.A superior that explains what desirable changes and allows the group to decide believing that it will improve the school learning environment. | | | | | |
| 11.A superior that allows the group to make changes in school learning environment. | | | | | |
| 12.A superior that don't threaten the group productivity. | | | | | |
| 13.A superior that makes a new course of action, if no one disagrees, sees to it that it will be carried out. | | | | | |
| 14.A superior that encourages its member to suggest school improvement and allow them to implement it. | | | | | |
| 15.A superior that just keep quiet until the group arrives to their decision. | | | | | |
| 16.A superior that does not listen to anyone and follows his own pace. | | | | | |
| 17.A superior that sits at the back and command his people what to do. | | | | | |
| 18.A superior that benchmarks to discover what are best to improve school learning. | | | | | |
| 19.A superior that only follows his ideas. | | | | | |
| 20.A superior that will inspire us with his honesty and concern to our small contributions. | | | | | |

E: Questionnaire 4:

3. What leadership traits do you believe will contribute to the development of a better learning atmosphere? Tick (/) the appropriate box to which you feel corresponds to your answer. Choose from Strongly Agree (A); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA)

| Questions | SA | A | N | DA | SDA |
|---|-----------|----------|----------|-----------|------------|
| 1.articulate well and communicate clearly with his people | | | | | |
| 2.clearly express his ideas | | | | | |
| 3.manifests wise decision making | | | | | |
| 4.shows clear understanding of the issues | | | | | |
| 5.believes that his/her plans will succeed | | | | | |
| 6.certain of his/her decisions | | | | | |
| 7.assured of the positive outcome of each plan | | | | | |
| 8.self-aware of what is going on | | | | | |
| 9.continue to do something no matter how hard it is | | | | | |
| 10.look for some other measures to achieve the goal | | | | | |
| 11.firm to achieve the set goal | | | | | |
| 12.focussed on a certain goal | | | | | |
| 13.a person to depend on | | | | | |
| 14.always available for any queries | | | | | |
| 15.can be approached at any time | | | | | |
| 16.shows support and approval | | | | | |
| 17.reliable one | | | | | |
| 18.gives a safe and secure work climate | | | | | |

F: Interview Questions:

Research Title : “Identifying Leadership Styles that Influences an Ideal Learning Environment”

Researcher : *Khaleel Ali Ibrahim Abu Afifeh*

University : *British University in Dubai*

Interviews are done as one of the most common method in in data collection. It is used to explore the respondents’ views, motivations, beliefs, and experiences. It is also done to answer questions that the questionnaire might fail to meet. It will also elaborate certain areas to make have a better understanding of the result of the study. Interview may also verify some answer that is expected to have negative implication but would mean positive to the respondents.

Interview Question Guide:

F.1 Questionnaire 2:

2. What leadership styles do your superior manifest that affects the learning environment?

2.1 Are you comfortable when your superior directs you with all your daily task? If yes please explain why. If not explain why too.

2.2 Do you prefer a supportive superior? If yes, in what way do you want to be supported?

2.3 How do you address a superior that tells you what to do all the time?

2.4 In what way do you want to be assisted by your superior?

2.5 Are you allowed to air your grievance? In what way?

2.6 Do you give opinion in a certain issue? How are you expected to do that?

2.7 In what instances you can remember that you are given priority as a member of your office?

2.8 What do you feel when new decisions are made without consultation?

2.9 In what way do you feel being pressured in your work?

2.10 Can you share your own idea about the behavior of a certain superior that affects your work?

F.2 Questionnaire 3:

3. What leadership styles of your superior do you believe will influence a better learning atmosphere?

3.1 In what way do you prefer your superior will know your work issues?

3.2 Do you think, work should be delegated evenly? Why?

3.3 What do you prefer, to be given the freedom to lead? Will it be helpful?

3.4 Do you think that superior should also involve you in the decision making? If yes, in what way?

3.5 How do you see a superior that finds everything under control in the work place?

3.6 Do you prefer a superior that transparent in the status of the company? If yes, why?

3.7 What is your opinion with the superior that sees to it that changes are made according to his instruction?

3.8 Do you prefer a superior that ask for opinion for future changes in school? If yes, why?

3.9 What can you say when a superior post a threat in the productivity of its employee?

F.3 Questionnaire 4:

4. What leadership traits do you believe will contribute to the development of a better learning atmosphere?

4.1 Enumerate leadership traits that you prefer from your superior. Mark it 3 being the number one trait that you prefer.

4.2 What leadership trait that you feel a certain superior should not possess as a leader? Why?

4.3 In your opinion, do you think a leader should possess favorable qualities for a better learning environment?

G : Questionnaire Results:

G.1 Questionnaire 1

2. What is the socio-demographic profile of the faculty / staff in terms of their name, sex, age, educational qualification and years of experience;

| |
|--|
| 1.1)Name: _____ |
| 1.2) Sex: Male ___75___ Female ___27___ |
| 1.3)Age: ___27 - 45___ |
| 1.4)Educational level: College _____ Post Graduate ___83___ High Digree ___19___ |
| 1.5)Years of Experience: 1 – 5 years of experience ___13___ 6 – 10 years of experience ___28___ 11 – 15 years of experience ___34___ 16 years of experience and more ___27___ |

G.2 Questionnaire 2

2. What leadership styles do your superior manifest that affects the learning environment? Tick (/) the appropriate box if you Strongly Agree (SA); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA) of how your superior leads his team.

| Questions | SA | A | N | DA | SDA | not |
|--|----|----|----|----|-----|-----|
| 1.gives faculty/staff time to air his/her grievance | 34 | 50 | 7 | 0 | 1 | 0 |
| 2.encourages faculty/staff to give suggestions | 46 | 48 | 5 | 1 | 1 | 1 |
| 3.assigms faculty/staff a specific task | 36 | 55 | 7 | 0 | 1 | 3 |
| 4.allows faculty/staff to be leaders | 25 | 50 | 23 | 1 | 0 | 3 |
| 5.listens to faculty/staff with their concern without interrupting | 46 | 42 | 11 | 2 | 0 | 1 |
| 6.allows faculty and staff to vote for their contentious issues | 34 | 40 | 22 | 3 | 1 | 2 |
| 7.brings faculty/staff together and keep the coordination | 36 | 51 | 10 | 2 | 1 | 2 |
| 8.respect the individual of his/her work | 50 | 45 | 5 | 0 | 1 | 1 |
| 9.thinks of his/her people first | 24 | 47 | 23 | 4 | 1 | 3 |
| 10.follows what he/she wants without consulting his/her people | 13 | 21 | 20 | 28 | 15 | 5 |
| 11. connect with people | 31 | 60 | 7 | 4 | 0 | 2 |
| 12. trend setting the people with new ideas | 26 | 51 | 14 | 6 | 2 | 3 |
| 13.always imposes what he/she wants his/her people to perform | 10 | 16 | 19 | 30 | 22 | 5 |
| 14.expects quick result | 9 | 34 | 39 | 14 | 2 | 3 |
| 15.ask his/her teachers' concern with their classroom work | 27 | 56 | 15 | 1 | 2 | 1 |
| 16.wants his/her people to perform as he performs | 10 | 31 | 40 | 9 | 11 | 1 |

Identifying Leadership Styles that Influence Students Learning Environment

2013201025

| | | | | | | |
|--|----|----|----|----|----|---|
| 17.makes work done with pressure | 12 | 23 | 15 | 29 | 21 | 2 |
| 18 commanding his people to do what is ought to be done | 8 | 40 | 22 | 22 | 7 | 3 |
| 19.does not listen to others voice | 20 | 25 | 40 | 15 | 1 | 1 |
| 20.drilling his people to maintain a standard | 24 | 40 | 25 | 5 | 5 | 3 |
| 21.always believe that his/her team can perform | 30 | 52 | 18 | 2 | 0 | 0 |
| 22.directs the faculty/staff to achieve one goal | 2 | 45 | 24 | 9 | 1 | 2 |
| 23.recognizes the idea of the faculty/staff | 28 | 51 | 14 | 8 | 1 | 0 |
| 24. coercive leader always want something to be done immediately | 3 | 20 | 32 | 35 | 10 | 2 |
| 25.always leave the table with a lot of options to choose | 14 | 30 | 35 | 17 | 4 | 2 |
| 26.always leave the faculty/staff with no option | 5 | 18 | 18 | 45 | 14 | 2 |
| 27.suggest new ideas to the faculty/staff | 32 | 53 | 10 | 5 | 0 | 2 |
| 28.inspires the faculty/staff by showing concern | 20 | 60 | 17 | 1 | 2 | 2 |
| 29.considers each faculty/staff as individuals | 10 | 48 | 25 | 10 | 4 | 5 |
| 30.always ask the faculty/staff about their opinion | 24 | 46 | 24 | 7 | 1 | 0 |

G.3 Questionnaire 3:

3. What leadership styles of your superior do you believe will influence a better learning atmosphere? Tick (/) the appropriate box to which you feel corresponds to your answer. Choose from Strongly Agree (SA); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA); Strongly Dis Agree (SDA)

| Questions | SA | A | N | DA | SDA | not |
|---|-----------|----------|----------|-----------|------------|------------|
| 1.A superior that gives us time to speak about our school concerns. | 42 | 52 | 8 | 0 | 0 | 0 |
| 2.A superior that have a group consensus of what is best for our classroom. | 34 | 60 | 8 | 0 | 0 | 0 |
| 3.A superior that delegates a specific school assignment to us and help us complete this assignment. | 14 | 68 | 16 | 2 | 0 | 2 |
| 4.A superior that allows us to lead in some of the school group activities. | 30 | 67 | 3 | 2 | 0 | 0 |
| 5.A superior that sees to it that a certain agreement must be reached before implementing any school changes and activities. | 17 | 59 | 20 | 4 | 0 | 2 |
| 6.A superior that keeps everything under control in any school circumstances. | 35 | 43 | 17 | 5 | 0 | 2 |
| 7.A superior honestly tells as it is when it comes to school situation. | 29 | 44 | 24 | 4 | 0 | 2 |
| 8.A superior that sees to it that changes are made according to his instruction. | 10 | 35 | 32 | 18 | 5 | 2 |
| 9.A superior that proposes changes in school that can help improve school learning environment. | 46 | 47 | 8 | 0 | 1 | 0 |
| 10.A superior that explains what desirable changes and allows the group to decide believing that it will improve the school learning environment. | 38 | 46 | 15 | 2 | 0 | 1 |
| 11.A superior that allows the group to make changes in school learning environment. | 35 | 45 | 20 | 0 | 0 | 2 |
| 12.A superior that don't threaten the group | 35 | 45 | 20 | 0 | 0 | 2 |

| | | | | | | |
|---|----|----|----|----|----|---|
| productivity. | | | | | | |
| 13.A superior that makes a new course of action, if no one disagrees, sees to it that it will be carried out. | 31 | 48 | 11 | 8 | 2 | 2 |
| 14.A superior that encourages its member to suggest school improvement and allow them to implement it. | 16 | 36 | 36 | 11 | 3 | 0 |
| 15.A superior that just keep quiet until the group arrives to their decision. | 41 | 48 | 10 | 1 | 1 | 1 |
| 16.A superior that does not listen to anyone and follows his own pace. | 2 | 9 | 16 | 25 | 50 | 0 |
| 17.A superior that sits at the back and command his people what to do. | 3 | 16 | 14 | 42 | 25 | 2 |
| 18.A superior that benchmarks to discover what are best to improve school learning. | 13 | 46 | 27 | 12 | 2 | 2 |
| 19.A superior that only follows his ideas. | 4 | 12 | 11 | 34 | 41 | 0 |
| 20.A superior that will inspire us with his honesty and concern to our small contributions. | 31 | 47 | 22 | 2 | 0 | 0 |

G.4 Questionnaire 4:

3. What leadership traits do you believe will contribute to the development of a better learning atmosphere? Tick (/) the appropriate box to which you feel corresponds to your answer. Choose from Strongly Agree (A); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA)

| Questions | SA | A | N | DA | SDA | not |
|---|-----------|----------|----------|-----------|------------|------------|
| 1.articulate well and communicate clearly with his people | 62 | 35 | 5 | 0 | 0 | 0 |
| 2.clearly express his ideas | 47 | 50 | 5 | 0 | 0 | 0 |
| 3.manifests wise decision making | 42 | 50 | 10 | 0 | 0 | 0 |
| 4.shows clear understanding of the issues | 44 | 53 | 4 | 0 | 0 | 1 |

Identifying Leadership Styles that Influence Students Learning Environment

2013201025

| | | | | | | |
|---|----|----|----|---|---|---|
| 5.believes that his/her plans will succeed | 32 | 52 | 15 | 1 | 0 | 2 |
| 6.certain of his/her decisions | 30 | 47 | 19 | 2 | 2 | 2 |
| 7.assured of the positive outcome of each plan | 28 | 52 | 17 | 5 | 0 | 0 |
| 8.self-aware of what is going on | 37 | 42 | 21 | 1 | 0 | 1 |
| 9.continue to do something no matter how hard it is | 28 | 50 | 20 | 4 | 0 | 0 |
| 10.look for some other measures to achieve the goal | 41 | 50 | 8 | 1 | 0 | 2 |
| 11.firm to achieve the set goal | 22 | 58 | 19 | 0 | 0 | 3 |
| 12.focussed on a certain goal | 32 | 50 | 19 | 1 | 0 | 0 |
| 13.a person to depend on | 44 | 39 | 15 | 2 | 0 | 2 |
| 14.always available for any queries | 49 | 44 | 9 | 0 | 0 | 0 |
| 15.can be approached at any time | 45 | 40 | 13 | 2 | 0 | 2 |
| 16.shows support and approval | 46 | 51 | 4 | 1 | 0 | 0 |
| 17.reliable one | 45 | 50 | 6 | 0 | 0 | 1 |
| 18.gives a safe and secure work climate | 52 | 38 | 9 | 3 | 0 | 0 |

H: Sample Answers of Interview Questions:

Interview Question Guide:

Questionnaire 2:

2. What leadership styles do your superior manifest that affects the learning environment?

2.1 Are you comfortable when your superior directs you with all your daily task? If yes please explain why. If not explain why too.

In case of high confidence and independence, I'm pleased to work with my superior just to improve levels of achievement.

2.2 Do you prefer a supportive superior? If yes, in what way do you want to be supported?

Yes, I do. I prefer to be supported with new methodologies of teaching.

2.3 How do you address a superior that tells you what to do all the time?

patiently and wisely.

2.4 In what way do you want to be assisted by your superior?

In techniques of students involvement, occupying their time in useful tasks.

2.5 Are you allowed to air your grievance? In what way?

Sometimes to adjust ways of performance to be reasonable and achievable.

2.6 Do you give opinion in a certain issue? How are you expected to do that?

Yes, we are all free to give opinions, but most of them are not taken seriously.

2.7 In what instances you can remember that you are given priority as a member of your office?

Team work is highly evaluated and help to reach goals easily. We may be offered some priority to outside classroom activity.

2.8 What do you feel when new decisions are made without consultation?

I feel oppressed, frustrated and need a justification.

2.9 In what way do you feel being pressured in your work?
I feel so tired of the large number of weekly periods.
I find it hard to achieve goals or less on objectives, so I feel disappointed.

2.10 Can you share your own idea about the behavior of a certain superior that affects your work?
Members of my team can really find the features of my superior helpful, cooperative, expert, patient.

Questionnaire 3:

3. What leadership styles of your superior do you believe will influence a better learning atmosphere?

3.1 In what way do you prefer your superior will know your work issues?

A style that depends on democracy, mutual experience, exchange and constant evaluation.

3.2 Do you think, work should be delegated evenly? Why?

Yes, I do, doing work evenly make it easier distributing.

3.3 What do you prefer, to be given the freedom to lead? Will it be helpful?

Freedom helps workers a lot, it creates a competition environment.

3.4 Do you think that superior should also involve you in the decision making? If yes, in what way?

The workers are the first people to practice pros and cons of decision so they should be consulted.

3.5 How do you see a superior that finds everything under control in the work place?

Systematic, organized and ambitious.

3.6 Do you prefer a superior that transparent in the status of the company? If yes, why?

Transparency spread a sense of freedom among workers.

3.7 What is your opinion with the superior that sees to it that changes are made according to his instruction?

Authoritative, dictator, far from success.

3.8 Do you prefer a superior that ask for opinion for future changes in school? If yes, why?

Yes, I do. No body knows what benefits a school more than ^{it's} staff.

3.9 What can you say when a superior post a threat in the productivity of its employee?

I accept his opinion, I ask for a plausible justification.

Questionnaire 4:

4. What leadership traits do you believe will contribute to the development of a better learning atmosphere?

4.1 Enumerate leadership traits that you prefer from your superior. Mark it 3 being the number one trait that you prefer

Exchanging opinions, giving enough confidence, mutual respect.

4.2 What leadership trait that you feel a certain superior should not possess as a leader? Why?

Mocking or making fun of others.

4.3 In your opinion, do you think a leader should possess favorable qualities for a better learning environment?

A leader should always act as an elder brother for his team and by a truthful consultant.

Thank you for your participation
Khaleel Ali

I: Sample Answers of questionnaires:

Research Title : "Leadership: Identifying Styles that Influence an Ideal Learning Environment"
Researcher : Khaleel Ali Ibrahim Abu Afifeh
University : The British University in Dubai

Questionnaire 1

1. What is the socio-demographic profile of your school principal in terms of their name, sex, age, educational qualification and years of experience;

| |
|--|
| 1.1)Name: <u>Mohamed Mahmoud Elneqiry</u> |
| 1.2) Sex: Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> |
| 1.3)Age: <u>46</u> |
| 1.4)Educational level: College <input type="checkbox"/> Post Graduate <input checked="" type="checkbox"/> High <u>Degree</u> |
| 1.5)Years of Experience: 1 - 5 years of experience <input type="checkbox"/> 6 - 10 years of experience <input type="checkbox"/> 11 - 15 years of experience <input type="checkbox"/> 16 years of experience and more <input checked="" type="checkbox"/> |

Identifying Leadership Styles that Influence Students Learning Environment

2013201025

Questionnaire 2

2. What leadership styles do your superior manifest that affects the learning environment? Tick (/) the appropriate box if you Strongly Agree (SA); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA) of how your superior leads his team.

| Questions | SA | A | N | DA | SDA |
|--|----|---|---|----|-----|
| 1.gives faculty/staff time to air his/her grievance | ✓ | | | | |
| 2.encourages faculty/staff to give suggestions | ✓ | | | | |
| 3.assigned faculty/staff a specific task | | ✓ | | | |
| 4.allows faculty/staff to be leaders | | ✓ | | | |
| 5.listens to faculty/staff with their concern without interrupting | | ✓ | | | |
| 6.allows faculty and staff to vote for their contentious issues | | ✓ | | | |
| 7.brings faculty/staff together and keep the coordination | ✓ | | | | |
| 8.respect the individual of his/her work | ✓ | | | | |
| 9.thinks of his/her people first | | ✓ | | | |
| 10.follows what he/she wants without consulting his/her people | | | | ✓ | |
| 11.connect with people | | ✓ | | | |
| 12.trend setting the people with new ideas | ✓ | | | | |
| 13.always imposes what he/she wants his/her people to perform | | | ✓ | | |
| 14.expects quick result | | ✓ | | | |
| 15.ask his/her teachers' concern with their classroom work | | ✓ | | | |
| 16.wants his/her people to perform as he performs | | ✓ | | | |
| 17.makes work done with pressure | | | ✓ | | |
| 18.commanding his people to do what is ought to be done | | | | | |
| 19.does not listen to others voice | | ✓ | | | |
| 20.drilling his people to maintain a standard | | ✓ | | | |
| 21.always believe that his/her team can perform | | ✓ | | | |
| 22.directs the faculty/staff to achieve one goal | | ✓ | | | |
| 23.recognizes the idea of the faculty/staff | | ✓ | | | |
| 24.coercive leader always want something to be done immediately | | | ✓ | | |
| 25.always leave the table with a lot of options to choose | | ✓ | | | |
| 26.always leave the faculty/staff with no option | | | | ✓ | |
| 27.suggest new ideas to the faculty/staff | | ✓ | | | |
| 28.inspires the faculty/staff by showing concern | ✓ | | | | |
| 29.considers each faculty/staff as individuals | | ✓ | | | |
| 30.always ask the faculty/staff about their opinion | | ✓ | | | |

Identifying Leadership Styles that Influence Students Learning Environment

2013201025

Questionnaire 3:

3. What leadership styles of your superior do you believe will influence a better learning atmosphere? Tick (/) the appropriate box to which you feel corresponds to your answer. Choose from Strongly Agree (SA); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA)

| Questions | SA | A | N | DA | SDA |
|---|----|---|---|----|-----|
| 1.A superior that gives us time to speak about our school concerns. | ✓ | | | | |
| 2.A superior that have a group consensus of what is best for our classroom. | ✓ | | | | |
| 3.A superior that delegates a specific school assignment to us and help us complete this assignment. | | ✓ | | | |
| 4.A superior that allows us to lead in some of the school group activities. | | ✓ | | | |
| 5.A superior that sees to it that a certain agreement must be reached before implementing any school changes and activities. | ✓ | | | | |
| 6.A superior that keeps everything under control in any school circumstances. | | ✓ | | | |
| 7.A superior honestly tells as it is when it comes to school situation. | ✓ | | | | |
| 8.A superior that sees to it that changes are made according to his instruction. | | ✓ | | | |
| 9.A superior that proposes changes in school that can help improve school learning environment. | ✓ | | | | |
| 10.A superior that explains what desirable changes and allows the group to decide believing that it will improve the school learning environment. | | ✓ | | | |
| 11.A superior that allows the group to make changes in school learning environment. | ✓ | | | | |
| 12.A superior that (don't) threaten the group productivity. | ✓ | | | | |
| 13.A superior that makes a new course of action, if no one disagrees, sees to it that it will be carried out. | | | | | ✓ |
| 14.A superior that encourages its member to suggest school improvement and allow them to implement it. | ✓ | | | | |
| 15.A superior that just keep quiet until the group arrives to their decision. | | | | ✓ | |
| 16.A superior that does not listen to anyone and follows his own pace. | | | | | ✓ |
| 17.A superior that sits at the back and command his people what to do. | | ✓ | | | |
| 18.A superior that benchmarks to discover what are best to improve school learning. | ✓ | | | | |
| 19.A superior that only follows his ideas. | | | | | ✓ |
| 20.A superior that will inspire us with his honesty and concern to our small contributions. | ✓ | | | | |



Questionnaire 4:

3. What leadership traits do you believe will contribute to the development of a better learning atmosphere? Tick (/) the appropriate box to which you feel corresponds to your answer. Choose from Strongly Agree (A); Agree (A); Neutral (N); Dis Agree (DA); Strongly Dis Agree (SDA)

| Questions | SA | A | N | DA | SDA |
|---|----|---|---|----|-----|
| 1.articulate well and communicate clearly with his people | ✓ | | | | |
| 2.clearly express his ideas | ✓ | | | | |
| 3.manifests wise decision making | ✓ | | | | |
| 4.shows clear understanding of the issues | ✓ | | | | |
| 5.believes that his/her plans will succeed | | ✓ | | | |
| 6.certain of his/her decisions | | ✓ | | | |
| 7.assured of the positive outcome of each plan | | ✓ | | | |
| 8.self-aware of what is going on | | ✓ | | | |
| 9.continue to do something no matter how hard it is | | ✓ | | | |
| 10.look for some other measures to achieve the goal | | ✓ | | | |
| 11.firm to achieve the set goal | | ✓ | | | |
| 12.focussed on a certain goal | | ✓ | | | |
| 13.a person to depend on | | ✓ | | | |
| 14.always available for any queries | | ✓ | | | |
| 15.can be approached at any time | | ✓ | | | |
| 16.shows support and approval | ✓ | | | | |
| 17.reliable one | ✓ | | | | |
| 18.gives a safe and secure work climate | ✓ | | | | |