



**Arab Teachers' Perspective on Leader-Member Exchange
Practices: a Case Study on Arab Leaders' Relationship in a
Private School in Dubai**

وجهة نظر المعلم العربي حول ممارسات التبادل بين الأعضاء القياديين: دراسة حالة حول علاقة القادة العرب في
مدرسة خاصة في دبي

by

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ABSTRACT

Performance is critical in any organization operating in the industry. For a long time, businesses and other organizations have concentrated on improving their performance. Institutions in Dubai are striving to improve student's performance through teacher empowerment and leadership. Leadership is an important factor in the organization because employees can be easily guided on how to improve their skills. Leader-Member Exchange (LMX) is becoming a common trend in the organizations as its impact is great and boosts the overall performance of the organization. LMX entails the formation of groups in an organization and designating a leader to each group. The leaders conduct matters a lot as the subordinates try to emulate their behaviour. The implication is that positive attributes from a leader are transferable to the employees hence bringing in positive changes to the organization. The aim of the study is to establish teachers' perspectives on LMX in a private institution in Dubai. The researcher reviewed a number of literatures to provide broad information about the existing studies conducted on the topic. There are numerous theories and frameworks that explain more about the relationship of a leader and member. The transactional, transformational, and social exchange are among the theories that this paper explored. It emerged that the character of the subordinates in an organization matters most when a leader seeks to choose a certain leadership style. Data collection entailed the used of questionnaires that were presented to the population understudy. This entails both qualitative and quantitative data that was analysed through a scientific software. The study found out that Arab leaders created a positive LMX in the institution. Also, it was evident that adoption of LMX could influence performance in the organization. On the other hand, the researcher concluded that LMX was essential in the organization and there was need for it to be implemented. Another conclusion made by the researcher is that Arab leaders were more effective in comparison to Western leaders and therefore institutions are expected to consider Arab leaders.

Summary in Arabic

الأداء أمر بالغ الأهمية في أي منظمة تعمل في هذه الصناعة. ولفترة طويلة ، ركزت الشركات والمنظمات الأخرى على تحسين أدائها. تسعى المؤسسات في دبي جاهدة لتحسين أداء الطلاب من خلال تمكين المعلمين والقيادة. تعتبر القيادة عاملاً مهماً في المنظمة لأن الموظفين يمكن توجيههم بسهولة حول كيفية تحسين مهاراتهم. أصبح التبادل بين الأعضاء القياديين (LMX) اتجاهًا شائعاً في المؤسسات حيث أن تأثيره كبير ويعزز الأداء العام للمنظمة. تستلزم LMX تشكيل مجموعات في منظمة وتعيين قائد لكل مجموعة. يدير القادة الأمور بشكل كبير حيث يحاول المرؤوسون محاكاة سلوكهم. المعنى الضمني هو أن السمات الإيجابية للقائد قابلة للنقل إلى الموظفين ومن ثم جلب تغييرات إيجابية إلى المؤسسة. تهدف هذه الدراسة إلى إنشاء وجهات نظر المعلمين حول LMX في مؤسسة خاصة في دبي. استعرض الباحث عدداً من الأدبيات لتوفير معلومات واسعة حول الدراسات الموجودة التي أجريت حول هذا الموضوع. هناك العديد من النظريات والأطر التي تشرح المزيد عن علاقة القائد والعضو. إن التبادلات التحويلية و التبادلية و الاجتماعية هي من بين النظريات التي استكشفتها هذه الورقة. وتبين أن طبيعة المرؤوسين في المنظمة مهمة أكثر عندما يسعى أحد القادة إلى اختيار أسلوب قيادة معين. استلزم جمع البيانات استخدام الاستبيانات التي قدمت إلى السكان. ويستلزم ذلك بيانات كمية وكمية تم تحليلها من خلال برمجيات علمية. ووجدت الدراسة أن القادة العرب خلقوا LMX إيجابية في المؤسسة. أيضا ، كان من الواضح أن اعتماد LMX يمكن أن يؤثر على الأداء في المنظمة. من ناحية أخرى ، خلص الباحث إلى أن LMX ضروري في المنظمة وهناك حاجة لتنفيذها. الاستنتاج الآخر الذي توصل إليه الباحث هو أن القادة العرب كانوا أكثر فاعلية مقارنة بالقادة الغربيين ، وبالتالي من المتوقع أن تعتبر المؤسسات القادة العرب.

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I recognize the support and guidance offered by my supervisor, Dr. Solomon Arulraj David, throughout the entire study. Also, I do acknowledge the role that my colleagues in university played and the moral support that they offered. To my family, your emotional support was marvelous and has enabled the completion of my dissertation.

Dedication

I dedicate this work to my wife who played a vital role in ensuring that its completion was successful. Thank you for your unwavering support, encouragement and love over the years.

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Chapter 1: Introduction

1.1 Background and motivation to the Study

Enhancing quality is a key initiative that the organization is mainly concerned across the world. The quality of services offered by the employees is significant because they enhance the performance of an organization (Morganson, Major, and Litano 2017). The Leader-Member Exchange (LMX) is a theory that is applied to any organization as a way of improving the quality of employees through their leaders. The LMX suggest that leaders should come up with a one on one or dyadic relationship with their subordinate staffs. Performance is key in an organization, and thus, the use of leaders to enhance performance is considered effective as opposed to when the junior workers are working on their own (Kauppila, 2016). The LMX provides two approaches which entail the perspectives of the team that is shared across the members in a group and the perception of the follower that is unique among each member. (Naktiyok and Kula 2018) Argues that the perspectives often lead to diverse measures, which bring different results at not only individual levels, but also team levels. Education in is one great concern that Dubai is prioritising to achieve a better labour workforce in the future. However, achieving the best education level that the country anticipates will only be achieved when the country utilizes leaders in institutions of learning to help motivate and guide the subordinates.

Performance across the institutions tends to vary because of the differences that exist regarding service delivery. Institutions that are not using leader-member exchange tends to have lower performance compared to those that are utilizing the practice among their employees. The LMX theory is used by the organization to try and easily identify the strengths and weaknesses that exist between the employees in an organizational context. The leaders can monitor closely the manner in which employees are working and act as an example by providing them with the right direction that is in line with the company or institution goals and objectives. The use of LMX is what differentiates institutions efficiency in Dubai. The quality of the leaders used in the interaction with employees is what matters most. Leaders need to be smart in a manner that they can pass their skills and knowledge towards their subordinates (Munshi and Haque 2017). The country utilizes both Western and Arab leaders whose efficiency and relationships with the teachers tend to differ.

Choosing between the Arab and Western leaders can only depend on the teacher's perspectives on the leader-member exchange in the institution.

The study is based on a qualitative and quantitative investigation that employs a cross-sectional type of design. The study aims to learn how LMX can be used to enhance performance in the Dubai private institutions (Megheirkouni 2017). The investigation will harness data and explain the results established by the researcher to establish the perspective of Arab teachers on their leaders. The research methodology will entail the use of questionnaires with open-ended questions that will aid the collection of quantitative data. The data collected will be analyzed, and the inferences and conclusion of the study be made.

The researcher has provided a wide introduction to LMX in organizations. Indeed, Leader-member relationship is critical in an organization because of the impact that it puts on a performance. Most organizations are performing poorly because they lack leaders who can guide the employees. The companies lack a clear direction, and thus there is no common goal when employees are working on their own. Some institutions have employed the concept of LMX, and this has affected their performance. Therefore, the investigator seeks to investigate Arab teacher's perspective on the leader-member exchange. The researcher clarified research questions, the nature of the study, the purpose of the study, definitions, scope, objectives of the study, background, and limitations.

1.2 Statement of the Problem

On the global view, multinational organizations are constantly experiencing vigorous cross-cultural arrangements, which emanate from technological advances (Pellegrini, 2015). In multinational companies including educational institutions, activities are conducted in varied multicultural work groups, especially through expatriation and virtual work. Pellegrini (2015) ascertains that enormous changes in the structure of different organizations are accompanied by numerous interests focused on management across the cultures resulting in the need to have appropriate leadership systems to bolster working, especially among the Arab teachers. Ali, Lodhi, Orangzab, Raza, and Ali (2018) examined the effects of managerial coaching on the job performance of employees. The examination focused on the mediating roles of LMX quality, work engagement, turnover intents and job satisfaction. According to Ali et al. (2018), coaching is an

imperative organizational and resource development tool with regards to improving the employees' behaviors and attitudes in the workplace. As such, it is vital for the study to investigate the perspective of the Arab teachers on the notion of LMX exchange practices.

Building on relationships in organizations between the leader and members is an essential aspect in enhancing the performance of members. Global organization act as examples to the local entities that look at the manner in which they are building on leader-member relationship. The implication is that globally, LMX is a common aspect that is often looked upon by the management of the organization (Elanain 2014). On the other hand, LMX is an issue of concern across the Middle East region. Countries that make up the Middle East are trying to enhance their organizational performance through worker empowerment. The main aim that the region is focused on is to ensure that they are able to achieve quality skills that will improve on efficiency and output of a worker ((Munshi and Haque 2017). Efficiency among workers is not only essential in institutions of learning but any other organization as well. The quality between Arab leaders and teachers in Dubai is an issue to be investigated to ascertain whether the teachers are comfortable having the Arab leaders as their supervisors or if they need western leaders. The quality of teachers in the institutions of learning is imperative considering the performance of students (Munshi and Haque 2017). Some institutions in the country have been employing the technique which has to yield different results. The perspectives of teachers across the institution can be either different or similar to each other depending on their experience with their Arab leaders. Perspectives of the teachers are highly dependent on the existing relationship with their leaders (Elanain 2014). The Arab leaders have already developed a close relationship with the teachers, and thus a contextual change of the leaders might affect both the teachers and their leaders. The market workforce in Dubai is greatly contributed by the type of education that students are receiving from their teachers. Quality enhancement through leaders seems to have brought changes in the delivery of services in the institution (Munshi and Haque 2017). Western leaders portray distinct characteristics from those of Arab leaders because of differences in language and experience as leaders. Therefore, the impact that is put by the leaders and teachers play an imperative role in an institution.

The poor relationship existing between the two parties will often negatively affect the organization. In reality, often fails in a situation where the quality and the relationship of leaders is poor. Private schools in Dubai are facing great competition from the public institutions hence, leading to a

reduction in the number of students in private schools. The stiff competition has been attributed to a lack of quality teachers in private schools (Megheirkouni 2017). Therefore, the availability of skilled teachers remains a challenge for the country as it seeks to achieve a higher education standard. The enhancement of education in Dubai is set to counter the gap of skills that are essential in the labor market. The inadequacy associated with low skilled labor has forced the country to outsource labor from other countries that have a standard system of education (Stone & Dulebohn 2016). The use of LMX in Dubai private institutions is meant to counter the reducing number of students. The perspectives of Arab teachers on LMX will better explain if the leaders are impacting on their skills or there is a need to source leaders from the west.

1.3 Purpose of the Study, Objectives, Research questions and Assumptions of the study

The core aim of the research is to inquire about the value of LMX between teachers and leaders from Arab countries, specifically in a privately-owned school in Dubai. LMX is paramount in institutions of learning because it ensures that the efficiency of the teachers is improved through their leaders (Megheirkouni 2017).

The objectives of the current investigation are to:

- i. To establish the extent to which Arab leaders create a positive LMX between them and the teachers working under them?
- ii. To determine if the LMX favorable when the leaders are from Arab countries?
- iii. To examine if teachers prefer working under Arab or Western school leaders

Furthermore, the researcher drafted study questions to bolster the investigation process. The questions encompassed:

- a) What is the value of the LMX theory among the teachers and leaders from the Arab countries?
- b) Do Arab leaders create a positive LMX exchange practice between them and the teachers working under them?
- c) Is the LMX favorable when the leaders are from Arab countries?
- d) Do teachers prefer working under Arab or Western school leaders?

Moreover, the investigator had some assumptions in line with the study. The assumptions helped the researcher in aligning the study towards its objectives; these assumptions were:

- i. Although some private organizations prefer not sharing their issues and experiences with third parties, the researcher assumed that the teachers that will take part in the survey would provide honest answers to the study questions.
- ii. The researcher used an appropriate method of choosing the respondents and thus, assumes that they have a better understanding of LMX.
- iii. The investigator assumes that no one among the respondents has any conflict of interest with the study being conducted.

1.4 Rationale for the Study

The researcher intends to investigate Arab teacher's perspectives on Leader-Member Exchange (LMX) in a Dubai private institution. As supported by Cropanzano, Dasborough, and Weiss (2017), in the past decades, the LMX emerged as the most efficacious framework to study leadership among organizations. According to Cropanzano, Dasborough, and Weiss (2017), the LMX theory has significant benefits drawn from the positive associations evinced between the leaders and their respective followers. As such, it is imperative for the current investigation to delve into the LMX model to unearth the various perspective held by the Arab teachers in organizations. With regards to LMX, institutions will be able to establish the impact that is put by the Arab leaders towards the teachers. The information is important because it will be easier to determine if they are efficient in the delivery of services. Also, institutions will easily make decisions on whether to maintain Arab leaders or even decide to outsource leaders from the west (Babič 2014). Besides, the information will be relevant to other institutions that have not yet implemented the technique in their workplace. A study completed by Kim, Han, Son, and Yun (2017) focused on the ideology of exchange between supervisor and subordinate dyads, knowledge sharing, and LMX model via a social exchange lens. In perspective, Kim et al. (2017) assert that considering relational and personal factors, subordinates' ideology of exchanging perceptions about the LMX model is significant in sharing knowledge. As such, it is prudent for the current examiner to establish the perspectives of the Arab leaders on the LMX exchange practices. The study will help to clarify some factors like quality among the Arab leaders and perspectives of the teachers that affect LMX exchange practices in the institution. The Arab leaders can utilize the information harnessed gauge their efficiency at the workplace. Indeed, this will help them improve on the areas that need polishing. Therefore, researching teacher's perspective on the leader-

member exchange will provide an insight into the efficiency of the program in the institution. This research could act as a pacesetter to other institutions that may be interested in implementing the program (Megheirkouni 2017).

1.5 Structure of the Dissertation

The structure of the research will entail a total of five chapters. Chapter one provides for the introduction of the study. This will entail the background of the study, research problem, limitations of the study, objectives, research questions and nature of the study. Chapter two follows with the literature review of the study. It contains the theoretical and conceptual framework of the study. Chapter three and four will present the methodology and analysis of the study respectively. Finally, chapter five will have a conclusion, findings, and recommendations of the study.

Chapter 2: Literature Review

2.1 Conceptual Analysis

2.1.1 Leader-Member Exchange

LMX is defined as an existing relationship in an organization between the leaders and subordinates. LMX refers to the manner in which subordinates relate with their leaders on matters concerning their job positions. This relationship tends to differ across leaders and the subordinates because of the different traits that they both possess. The kind of relationship that leaders have with their followers determines whether a company will perform well or not (Wulani and Lindawati 2018). Enhancing on LMX helps the leaders to understand the point of weakness and strengths that employees possess. Leaders are expected to assess the level of maturity of the employees before choosing the suitable leadership style. The form of leadership used by managers in an organization is key because of the effect that it brings (Merve 2018). For example, the subordinate's qualities should be understood by the leader to be well matched with the best leadership style. In the end, leaders are in a better position of understanding their employees through the development of a mutual relationship.

2.1.2 Quality of Arab leaders

The quality of a leader refers to the knowledge and skills they possess about the job they are assigned. Leaders use their skills to impact on employee performance by transferring the skills and qualities through the development of a good relationship. In this case, a leader can identify the challenges that the employees are facing in the organization and come up with a formula to counter the setbacks (Matta, Scott, Koopman, and Conlon 2015). Also, the quality of Arab leaders matters a lot because they depict the quality that the subordinates possess. Qualities between leaders may be different because of the type of leadership that they possess. Therefore, qualified leaders need to be sourced to ensure that they can tackle the challenges that both the organization and subordinates are facing.

2.1.3 Teachers perspective on LMX

Perspectives on the teachers refer to their point of view on the leader-member exchange. Teachers may develop different or same perspectives according to the relationship that exists between them and their leaders. It is key to understand that the perspective that leaders bear on the LMX is highly inclined by the qualities of their leaders (Gupta and Bhal 2017). Managers qualities will determine the delivery of services to their subordinates, and this will make the subordinates evaluate the significance of LMX hence, their perspective will be good or bad if they had an unfriendly experience (Gukdo, Soojin, and Seungwan 2017). Also, a positive perspective from the teachers is an implication that the leaders are playing their role well and that the LMX is effective as well.

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

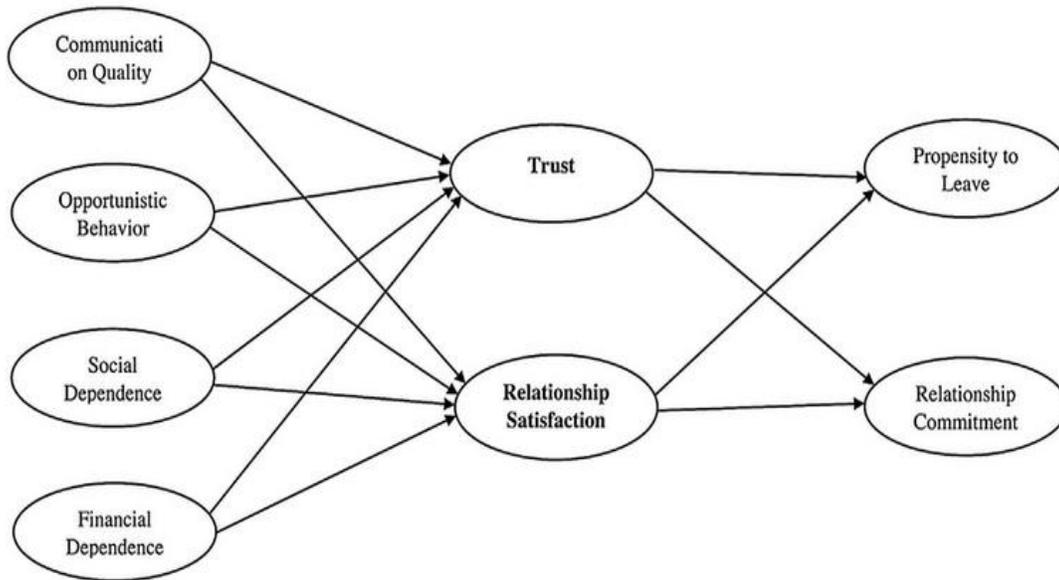
The theory suggested that the social behavior of a person arises as a result of an exchange process. The exchange that occurs between individual is purposed to minimize cost in an organization as profit, and other benefits are maximized (Kim, Han, Son, and Yun 2017). The theory was developed by a sociologist by the name of Homans who introduced the benefits and risks that arises in an organizational relationship. The implication in this relationship is that people tend to weigh the risks and the benefits and decide on whether to maintain the relationship. In this case, the relationship in organizations is determined with the rewards and punishments that the juniors receive from their leaders (Farh, Lanaj, and Ilies 2017). The main idea, in theory, is that an interaction that causes approvals from others is likely to recur unlike that which leads to disapproval. Therefore, this makes it easier to predict if an interaction will continue through measurement of the rewards and punishments. The relationship is likely to continue if the punishments will be minimal and the rewards are more. The rewards in this can be given in any kind which ranges from money, gifts, and recognition among many more others.

On the other hand, punishment to a person might be through humiliation, deduction, and demotion. Therefore, in a given social context, a relationship that maximizes rewards is the one that should be maintained, and the cost kept at the minimal level (Yin 2018). In this case, individual affected by the relationship is considered to be selfish in a manner that they are most concerned about their interests hence nobody is concerned about equality among all the members. However, the theory

is a bit complex compared to other theories because it stated that individuals should feel positive or negative in the relationship that they engage because of the comparison levels, cost-benefit analysis, and comparable levels of alternatives (Lioukas and Reuer 2015). The cost-benefit analysis entails a process of evaluating between the benefits and the cost incurred to achieve the benefits. The theory suggests that the potential costs are those that are perceived to be negative. On the other hand, the rewards in a given relationship are the desired personality or traits that bring in a positive effect on an organization.

The cost-benefit analysis is a technique that is employed to track the rewards and punishments to determine the value of the relationship. The cost-benefit analysis helps an individual to evaluate and determine whether to start and continue with a relationship (Lioukas and Reuer 2015). The comparison level refers to the expectations that individuals may have based on their past experiences in other relationships. In these cases, the costs and benefits of a past relationship are compared to those of the current relationship. The theory makes some assumptions, especially on the leaders and members. First, the theory assumes that the individuals that interact are mostly interested in the benefits that arise. Fulfillment in the interaction comes from the partners. Also, people in the system are goal oriented, and the platform is highly competitive (Pillay and James 2015). On the other hand, critiques think that the theory is wrong because it depicts that individuals in an interaction are always rational in their thinking and how they make decisions. Also, the model is not well structured because it fails to include the power of emotions among individuals and how emotions may affect the relationship between participants.

Figure 1: Social exchange theory



Source: Jeong and Oh 2016)

2.2.2 Leader-member Exchange Theory

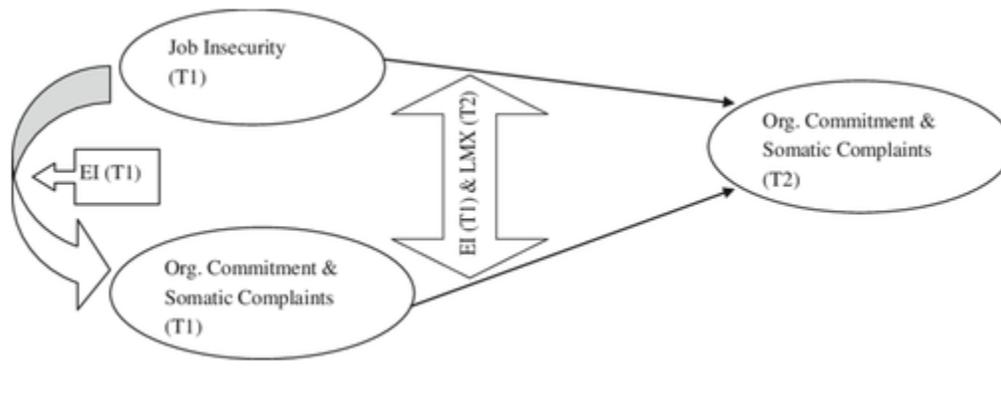
The LMX-theory explains how managers or leaders try to maintain their positions through some agreements with their members. The theory suggested that leaders tend to form different associations with their respective members. An in-group receives more favors compared to the other groups (Epitropaki, Kapoutsis, Ellen, Ferris, Drivas, and Ntotsi, 2016). Therefore, the members in an in-group receive more attention and are provided with more resources by their leaders unlike the other members from other groups. The other workers in the organization are categorized as an outgroup and do not receive favors from their leaders. A subordinate may be considered for an in-group if the manager is convinced about the performance of the worker (Newman, Schwarz, Cooper, and Sendjaya 2017).

A good example is when a leader can develop his or her group, and the leader can trust the members, they work hard, and in the end, such members cannot let down the leader. The leader, in turn, will be offering challenging projects to these members. However, in any given team, there are those members that are considered to be weak and leaders are advised not to fully trust these members with challenging assignments (Raghuram, Gajendran, Liu, and Somaya 2017). The members are offered with daily responsibilities but are not promoted. Sometimes it is important to think of the reasons as to why leaders fail to trust some of their members.

To some extent, the leaders choose to withhold opportunities that might help these members in succeeding. This is what the leader-member exchange entails. However, the most important thing to note in this theory asserted that the connection that exists between the top leaders and the junior staff can be categorized into three stages (Harry and Iryani 2016). The first stage is the role taking where new entrants into the organization and the leaders take the initiative to assess their abilities and talent as they provide them with a chance to showcase their capabilities. Another stage under the LMX theory is the role making. In this stage, the leader and the follower undertake some negotiations on work-related issues (Chan and Yeung 2016). Members that have similar characteristics as those of the leaders are often selected to be among the in-group while those that show any sign of betrayal are likely to be put among the out-group.

Routinization is the last stage that entails the establishment of the social exchange connection existing between the leader and members. In this case, both parties try to maintain the existing relationship for a long-term mutual benefit. One of the strengths is that the theory is unique because it focuses on an individual association between the managers and the subordinates. An individual relationship helps the leader to be able to understand each member on a personal level in a way that it's easy to establish their strengths and weaknesses (Yu, Matta, and Cornfield, 2018). Also, the theory focuses on communication between the leader and the members which are a very important aspect of any given organization. Through communication, leaders can reach out to their workers or followers and able to provide them with directions and designate duties as well (Abbas and Bashir 2017). However, critics against the theory argued that the scholars did not explain how high-level relationships can be achieved in an organization (Kauppila 2016). The theory is criticized because of the lack of equality whereby some members receive high favors while other employees are denied privileges.

Figure 2: LMX model



(Source: Cheng, Huang, Lee, and Ren 2012)

2.2.3 Transactional Leadership Theory

The transactional style of leadership was developed in 1947 by Max Weber and later improved in 1981 by Bernard Bass. The style is used in the organization by the top managers because it aids in organizing, controlling, and planning for a short period. The form of leadership is based on motivation and providing direction to the junior employees or followers in an organization through support of their interests (Irma, Ana, Snježana, and Aleksandra, 2016). The theory states that power among the leaders is as a result of their positions in the organizations and the responsibilities that they are assigned. The follower, in this case, is expected to follow and obey the instructions offered by the leader. The theory states that empowerment is best in the organization because it leads to good performance in the end. Also, employees that do what the organization desires will be rewarded by the management which in turn offers motivation and zeal for such a worker to remain determined all through (Sui, Wang, Kirkman, and Li, 2016). However, the theory states that workers that do not adhere to the desires and interests of the organization are often punished. The implication here is that the manager and the workers have an exchange that is aimed to ensure that the performance goals of the institution are achieved.

The theory of leadership mainly focuses on results and operates with the current structure in an organization. Success in an organization that employs the theory is measured through analysis of the penalties and rewards towards the employees (Morton, 2012). In essence, success will be evident in an organization where most of the workers have been rewarded most. A transactional

leader is in charge of maintaining the individual performance of the workers and ensuring that each group is performing well as per the standards of the organization. The leader sets a working criterion for the workers and conducts reviews in the organization on the workers. The reviews are meant to measure the performance of each worker (Berkovich, 2016). The leader can establish the weak and strong area of a worker and can take up necessary measures to improve performance among the weak employees. Leaders, in this case, tend to relate and work well with the employees that understand well their job and those that are inspired by the penalty and reward system.

Transactional leadership helps the organization in maintaining its status quo. The theory defines a leader as someone who values structure and order in an organization. Order refers to the systematic way that an organization has set and which should be followed all the employees keenly, that is, from the top management to the lower subordinates (Mišić-Andrić and Markov, 2012). On the other hand, structure refers to the different departments in an organization. In most cases, each department is responsible for undertaking some tasks. The departments in the organization make up the whole structure that stipulates the manner in which the entity operates. Also, such leaders command the juniors and lead across various operations that the organization needs to achieve (Effelsberg, Solga, and Gurt 2014). However, it is vital to understand that a transactional type of leadership is not applicable to all types of organization and cannot work well especially where innovation and creativity are highly supported. The leaders are subjected to a certain order, and thus they are not provided with room for creativity on how they work with their employees. Also, if creativity is introduced, it might distort the order and structure that the company is expected to follow.

Evidentially, the transactional type of leadership is based on the premise that leaders in a particular organization offer employees with what they want in exchange for getting something that they are in need. The implication, in this case, is that performance and rewards are important in strengthening the relationship between managers and employees of a given organization (David, March, and Jochen 2014). The form of leadership suggests that workers are not self-motivated and thus require instructions, structure, and constant evaluation to enable them to complete various tasks assigned to them in a certain time frame. The form of leadership was common during World War II and was mainly used by the United States. At this point, the country was at its rebuilding

stage and needed a high-level structure that was meant to guarantee the stability of the state (Paramova and Blumberg 2017). Professor McGregor Burns and other scholars that have advanced on the theory argued that a transactional leader needs to be morally upright and have a higher purpose. Burnes asserted that it is essential for a leader to show honesty, responsibility, and fairness among other qualities.

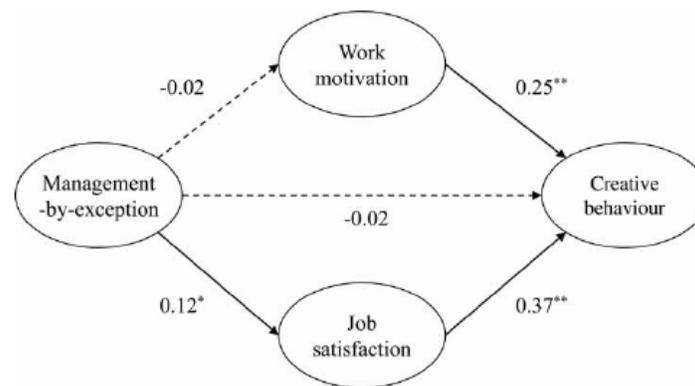
The qualities that leaders exhibit matters a lot because their followers will try to emulate their characteristics. Therefore, a good leader is likely to have the best followers whereas a leader that exhibit bad qualities is likely to experience bad governorship because the junior staffs will be of bad characters. In the early 90's, researchers like Bernard M. Bass, Jane Howell, and Bruce Avolio came up with a few dimensions of transactional leadership (Xuan 2017). These include the contingent rewards that entail the process that involves rewarding and expectations of workers. Another dimension for the theory is the passive management where a leader does not interrupt his or her employing during work except for exceptional issues that might arise and need his attention. Finally, another dimension mentioned by the scholars is the active management by exception (Prochazka, Vaculik, and Smutny 2017). The leader, in this case, anticipate the problem and ensures that all activities and oversees the processes that take place in the organization as they issue some corrective measures.

The theory implies that leaders tend to emphasize rules, procedures, and short-term goals. Leaders do not put up the effort to enhance or support the worker's creativity in the organization. Also, the leaders under this theory are as well not interested in formulating and coming up with new ideas. The leading theory is well employed in the organization where there are no numerous problems (Prochazka, Vaculik, and Smutny 2017). Leaders do not reward any idea that an employee may come up with the idea that will disrupt the current structure and program that the organization employs. The leaders under this theory are thought to be effective in guiding decisions that will improve the productivity of the organization and reduce the operating costs.

Also, such leaders are action-oriented and there tends to be a transition between these leaders and their followers, hence, there exists no emotional attachment (Álvarez, Tomás, Estevan, Molina-García, Queralt, and Castillo, 2018). The transition that exists between the members and their

managers is the money that is provided to the workers as compliance for the effort that they put in the achievement of the entity goals. The theory makes some assumptions. First, the theory asserts that the employees in a given institution or business are motivated by the reward or type of punishment they receive from their leaders. Another assumption that the theory makes is that the junior employees are subject to the rules and guidelines that are provided by their seniors. The third assumption in this theory is that the workers are not self-motivated because their supervisors keep on monitoring them in their activities.

Figure 3: Transactional leadership model (Kim and Lee 2011)



2.2.4 Transformational Leadership Theory

The transformational leadership style in which a leader in an organization can inspire or influence those individuals that are followers. A leader under this theory is often described to be enthusiastic, energetic, and passionate. The leaders play the role of ensuring that every member of the organization succeeds well in their activities. James MacGregor Burns was the main developer of the theory of transformational leadership (Khan and Ismail, 2017). In regards to Burns theory, this leadership style is prevalent in organizations especially when leaders and their subordinates provide each other with both moral support and motivation as they advance to higher levels. The inspiration that comes from transformational managers possess is sourced from the personality and vision that they possess towards the achievement of the business goals and objectives. Another expert and researcher by the name Bernard M. Bass expanded the theory stating that transformational type of leader can be described well according to the impact that they put on the workers or followers of an organizational leader (Khan and Ismail 2017). Through the followers,

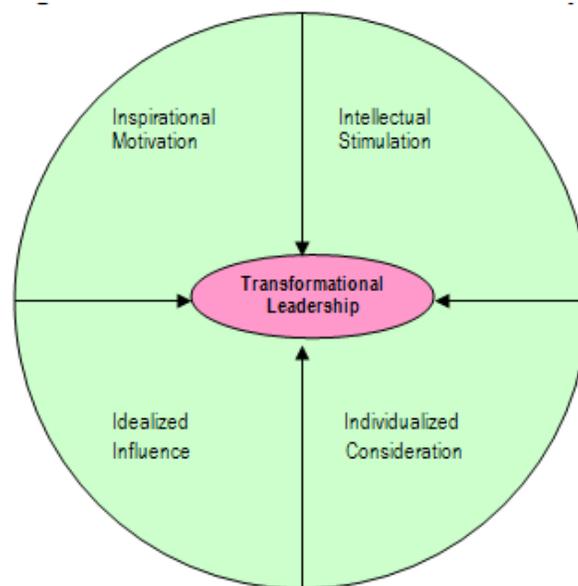
the leaders under this concept gain respect, trust, and serve as examples as well. The leadership style is considered a new approach that shows how leaders in an organization can utilize their skills in the creation of valuable and positive changes among the junior staffs. Burns came up with the concept of leadership during his study on politics, but it is still used in organizations as well.

Therefore, burn played a role in developing both transactional and transformational leadership theories. However, transactional leaders tend to put their focus on achieving compliance through withholding and offering rewards to employees (Yaslioglu and SelenayErden, 2018). The main goal is to ensure that the employees are transformed to offer support to each member for the profit of the association. In most cases, employees join an organization with education skills as others may be having minimal skill. The leader plays the role of ensuring that there is transformation among this employee's contrary to the state that they joined the organization initially (Ladan, Nordin, and Belal 2017). Bernard M. Bass adds that the theory is related to psychological mechanisms that are accompanied by four factors which include; individuals' consideration, intellectual stimulation, inspirational motivation, and idealized influence. The theory has been supported over the past 30 years as various organizations that have employed the theory have succeeded. The theory was first developed to show the essence of values and morals among the leaders in an organization (Ladan, Nordin, and Belal 2017). It is vital to note that the theory was founded on a questionnaire which was not consistent in the results provided. Also, transformational leadership tends to focus more on high-level leaders and forgets about the other employees who take part in a weighty role in the business. In some cases, leaders might use the type of leadership in the wrong way, hence, end up affecting other employees.

On matters concerning the effect of this leadership style, researchers have established that a transformational type of leadership offers positive changes in an organization. It emerged that the groups in an entity that utilizes a transformational type of leader have recorded good performances in the past contrary to other groups that have been under the supervision of other types of leaders. The good performance associated with this type of leadership arises because leaders are convinced that their followers can perform well in their positions (Gyanchandani 2017). Experts on leadership stated that for one to become a transformational leader, there is a need to have a positive and strong vision that puts the future of the organization in a better position. The leaders need not only to

believe in themselves but have the ability to convince other individuals to believe in their visions as well (Howladar, Rahman, and Uddin 2018). Also, the leader needs to ensure that his or her character is that which will influence the followers of his or her group positively. Previous research indicated that the companies in the market could use the theory of leadership to facilitate training programs among employees (Gyanchandani, 2017). Communication is considered to be key under this leadership because it aids leaders to be able to solve the conflicts that may arise. However, the style of leadership can yield good results in a company if only used in the best way. On the contrary, it might not be efficient in some areas where groups of followers might need an autocratic leader who can offer close control to the members.

Figure 4: Transformational leadership model



(Source: Juneja, n.d)

2.2.5 Likert's Management Systems

These are management styles that were developed in the 1960's by Rensis Likert. He came up with four systems of management that bind the relationship between managers and workers in a given organization. The study was based on an American insurance company that had highly productive workers (Bieńkowska and Zgrzywa-Ziemak, 2014). The systems were later revised and put in line with an education setting. Below are the four styles under the model that can be used to help understand leadership behavior.

Exploitative Authoritative System

This management system is characterized with responsibilities being accorded to the top leaders in a company. In this case, the company or organization does not involve the subordinates in the decision-making process. Therefore, the employer and top managers make decisions on behalf of the junior employees (Bieńkowska and Zgrzywa-Ziemak, 2014). The implication in this style is that the manager who is considered superior has no trust in the employees and, makes decisions without any consultation or discussions. The system of communication in this style of management is downwards where the top leaders in the organization provide orders and instructions to the junior officers. Such a type of communication is weak because it is not that effective like vertical channels and there lacks teamwork among the members. However, the management, in this case, is much concerned with the completion of the company activities and tries to use the available means and even poses threats towards its employees to ensure that everything is done in the best way.

Benevolent Authoritative System

Just like the exploitative system, in this system (Benevolent), the responsibility in the organization lies on the individuals at higher positions. However, the difference existing between these styles is that the exploitative is more of exploiting the employees through threats whereas the benevolent type uses rewards as a form of motivation towards the subordinates (Bieńkowska and Zgrzywa-Ziemak, 2014). Also, those in higher positions in the company have a good relationship with the employees and tend to develop confidence in them as well. Trust and confidence among the employees are key in this type of relationship because it increases the efficiency of workers. The subordinates are provided with rewards as a sign of appreciation for their good performance in the company (Volkova and Jākobsone 2016). Unlike the first style of management, here the communication might flow upwards from the subordinates to the leaders in the company, but there exist restrictions as well. Therefore, this system implies that employees are not free with their superiors in discussing matters concerning employment. This eventually leads to poor communication and low teamwork among the members hence lower productivity.

Consultative System

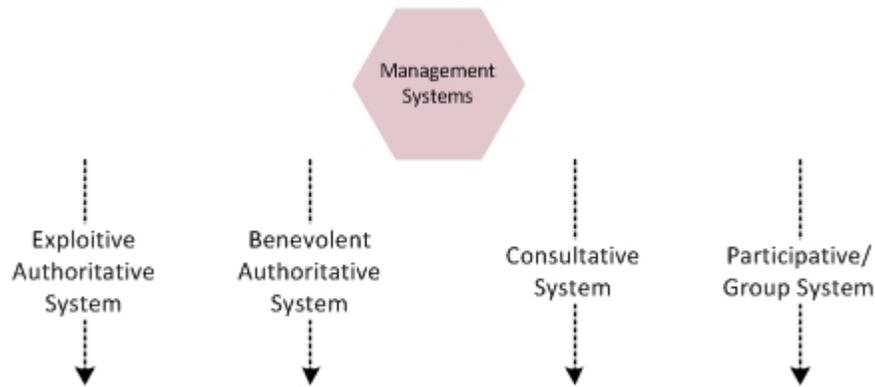
In this type of leadership system, the superiors have substantial but not all the confidence and trust of the employees. The leaders in many cases considered the opinions and views that are raised by

the employees. Their views are used to consider some of the decisions that the leaders come up with as operations take place. Motivation on the employees is measured by their involvement in the making of decisions and the number of rewards that they receive from their superiors. The form of communication used by the organization, in this case, is the vertical and horizontal (Khan and Ismail 2017). Therefore, those in lower positions are free to express their views to their superiors. In this case, the decisions that the company makes are in line with the views and thoughts. Also, employers are free to discuss issues concerning employment and their concerns are often taken into consideration. However, despite employees being involved in the consultative process, the decisions of the company still vest on the seniors.

Participative System

This is another system of management under Likert where the superiors have fully developed trust and confidence in their employees. The employer in this situation encourages the team members to participate fully in the organization's decision-making processes. The workers are free to talk to their managers about any issue that affects them in their line of the job (Tyson, 2006). This, in turn, makes the employees feel to be a part of the company; hence, dedicate much of their efforts towards the achievement of the company goals and objectives. The system of management entails a lot of teamwork between the members where every individual participates in the affairs of the organization. Also, motivation in this system of management comes in the form of rewards and involvement of the members in the decision-making process (Roy and Roy, 2016). The above for management system helped Likert come up with some variables in management. These include; goal setting, interaction-influence, leadership, decision making, communication, motivation, and control in an organization.

Figure 5: Likert's model



(Source: Management systems, 2018)

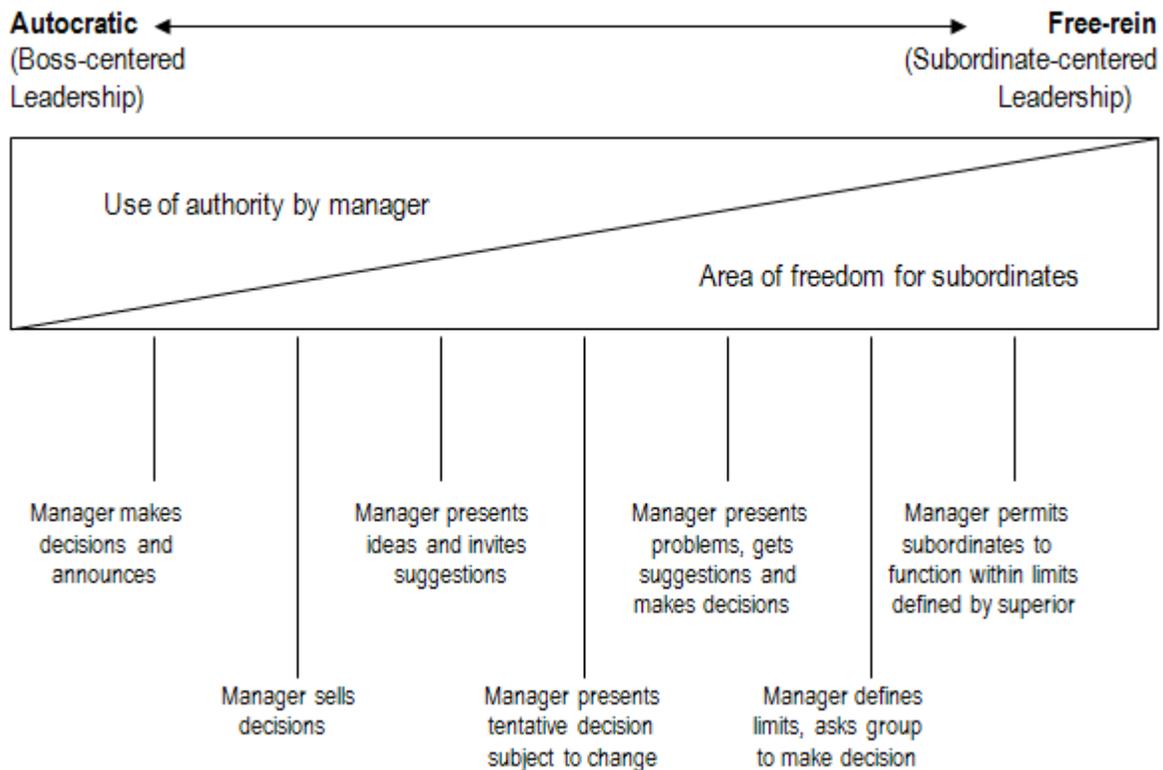
2.2.6 Continuum of Leadership Behaviour

The model was originally developed by Tannenbaum and Schmidt the year 1958 and was later updated in 1973 (Van and Verwey, 2016). Their model suggested that a range of leadership behavior are vested by a leader. In this case, a manager is characterized according to the level of control that he has on the subordinate staffs. This model has identified four styles of leadership that can be practiced in an organization. The first style identified by the model is known as *Tells* where the manager identifies a problem that an organization is experiencing and takes the initiative to select the best solution that suits the particular problem (Van and Verwey, 2016). The manager finally informs the subordinates about the problem in particular. The implication is that the employees of the organization are not consulted in the decision-making process, but the manager expectations are that the subordinates will take part in the implementation of the decision. The second style identified is known as the *Sell* where the leader or manager chooses a particular decision on behalf of other members with the notion that he or she will receive a form of resistance from those members that are affected with the decision. However, despite there being a resistance among the members being affected, the leader goes to the extent of persuading the employees to accept the decision (Yammarino and Danserau, 2009). The third style of this model is referred to as *Consults*. The style entails the identification of the problem by the manager but does not take part in the initiation of the final decision. The manager ensures that the subordinates in the company are well informed about the problem after which they consult each other and come up with a suitable solution. Finally, *Joins* is the last style that entails the definition of the limitation

by the manager on the decision that the employees can make. The manager and the workers equally take part in formulating the final decision.

Tannenbaum and Schmidt suggest that there are three factors that need to be considered before one chooses from the above leadership style. Forces of the manager are the first feature that needs to be considered by evaluating the leader in question. Personality, knowledge, and experience are important in a leader because it helps determine if such a leader has confidence on the subordinates and determine the extent of his or her leadership skill (Yammarino and Danserau, 2009). In this case, it will be easier to choose the leadership style that will match the manager. Forces of the subordinates is another determining factor, which needs to be considered. This entails the kind of personality that the subordinates have and most important their expectations from their manager that influences the manner in which they behave. Also, forces of the situation at hand that entails the general and environmental situation that may affect the leaders. This is usually influenced by factors like group effectiveness, the nature of the problem, the type of organization, and time pressure (Schriesheim and Neider, 2014). The two authors added that the area of freedom that is shared between the non-managers and managers is occasionally redefined through their interactions and forces of the environment that affects both. Tannenbaum and Schmidt conclude that a successful leader in any given organization can identify the most appropriate behavior at a certain period. The leaders can shape or change their behavior after an evaluation of the organization, the environmental factors affecting them, subordinates, and the leaders themselves.

Figure 6: Continuum of leadership behavior



(Source: Juneja, n.d)

2.2.7 The Hersey-Blanchard Model

Professor Paul Hersey and leadership expert Ken Blanchard were the pioneers of the Hersey model. The situational model that recommended that there exists no optimal leadership in an organization. The model implies that leaders' progress from one stage to another as their followers mature with the exposure and the experience that they gain (Meier 2016). In this case, follower maturity refers to the confidence and ability of a group that they are leading. The model asserted that leaders in an organization often come across the various levels of maturity among their subordinates and this leads to the development of four leadership styles. These styles incorporate:

- Delegating style- The model defined this as a low-relationship, low-task style where the leader provides the subordinates with a chance to make decisions.
- Participating style- It is a low task but with a high-relationship style that insists that employees and their leaders should participate in the sharing of ideas and make decisions that affect their job and matters concerning the organization (Meier 2016).

- Selling style – The style is both high task and high relationship whereby the leader of the group makes several attempts to sell out his or her ideas by explaining them into detail and persuading the subordinates to accept the direction that they are being offered.
- Telling style – The telling style is considered to be a high task, low-relationship where leaders possess full control of the group and provide the direction that the subordinates need to follow as they supervise activities from a close range (Meier 2016).

Managers using the model need to understand that it is vital for them to select an appropriate leadership style that matches well with the maturity of the subordinates. For instance, in the case where the level of maturity of the follower is very high, this implies that the leader needs to select a delegating style that requires minimum guidance from the leader to the follower. On the other hand, the telling style could be applied in a situation where a follower is characterized by lack of experience and low maturity (Meier 2016). The telling style is appropriate for such a group because it ensures that the followers are well conversant with the goals and the process that they are expected to employ to achieve their targets. The model is applicable to managerial and many leadership areas in an organizational context. The managers use the model to take charge of various groups through an understanding of the characteristics that the subordinates hold. The model takes into consideration the strengths and weaknesses of the followers thus this helps in enhancing performance in the organization. However, it is vital to understand that the model is still subject to some limitations (Meier 2016). The leader may be limited regarding authority because of the structure and hierarchy that needs to be followed by the company. Also, the circumstances that the manager may face in an organization might force them to act in a different way. For example, financial and time constraints are common in organizations, and thus leaders may at times be forced to act differently.

Figure 7: Hersey-Blanchard model

		Task Behaviors	
		Low	High
Relationship Behaviors	High	Participating Style Shares Ideas <i>(Followers able, unwilling, not confident)</i>	Selling Style Explain Decisions <i>(Followers unable, willing, confident)</i>
	Low	Delegating Style Turn over decisions <i>(Followers able, willing, confident)</i>	Telling Style Give Instructions <i>(Followers unable, unwilling, not confident)</i>

(Source: Free management books.com)

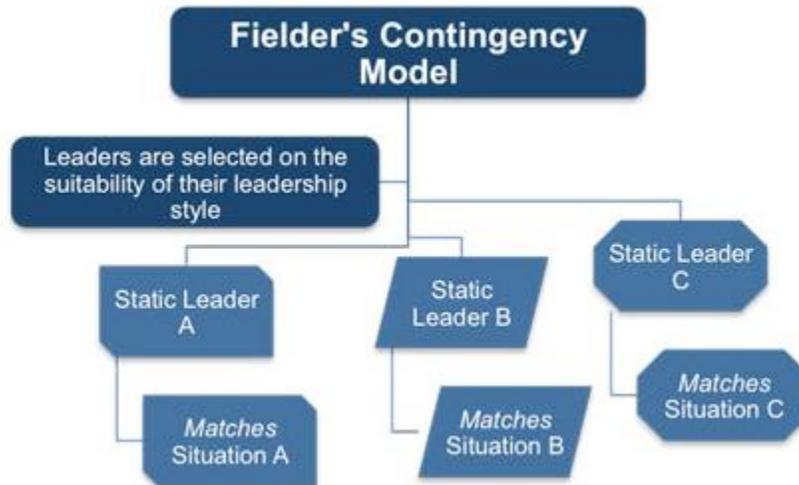
2.2.8 Fielder's Contingency Model

The model measures the effectiveness of a group regarding their performance about the circumstances that the group is facing and the leadership style that is being employed. The model is employed in the organization to aid in the selection of suitable leaders that will offer skills that will impact on the group performance (Norman, 2015). The model asserted that there exist two types of leadership style; the relationship-motivated and the task-motivated. The situation in a given group is determined by some factors: The structure of the task being undertaken, the leaders and the group members, or how goals and procedures of the organization have been outlined and power that a leader employs in punishing and rewarding group members. The model aids leaders in the company to upgrade variables to make their groups more effective.

Fielder asserted that there is no type of successful leader and anyone can be prosperous provided that they are working with the right group setting. The author insisted that managers can improve on some factors to ensure that efficiency is achieved (Geaney, 2017). The theory implies that a task-oriented leader can be highly effective if the activities are clearly defined. The model has faced criticisms from other scholars who claimed that the model could have no flexibility (Norman, 2015). Fielder assumed that a natural leader is automatic and that this leadership quality arises because of the personality of an individual. According to Fielder, natural leadership could be more efficient compared to the other forms of leadership. However, this was wrong because he did not consider some of the possible challenges that leaders usually encounter which may affect their

performance. The above theories and models link well with the LMX model as they expound on the leader-follower relationship. The models are best for a reader to understand in detail the existing relationship in an organizational context.

Figure 8: Fielder's contingency model



(Source: Free management books.com)

2.3 Review of Related Literature

Organizational leadership is considered a key factor in an organization because of the significant role that it plays. Leaders play the role of ensuring that they provide guidelines to their subordinates as a way of ensuring that the company goals and objectives are achieved. However, leadership skills may differ from one individual to another because of the skills and knowledge that these individuals develop (Norman, 2015). A leader can be naturally born or one may acquire leadership skills through education. The impact that leaders put on organizations regarding performance is what matters a lot. Most organizations operating in the market are much interested in performance and how they can maximize benefits in the industry through their leaders. Successful leadership is all about the connection that is established between the leader and the members. The implication is that an enhancing association between the two parties will often lead to better performance. The association between a leader and a follower depends on the type of leader that one may choose (Meier 2016). There are a variety of leaders that are distinguished by their way of the governorship and their characteristics. For example, an authoritative leader tends to be in command in an

organization and provides orders to the subordinates on what should be done. Such a leader punishes those employees that fail to comply with their guidelines.

On the other hand, the employee will be submissive in a manner that they cannot oppose anything that the leader proposes. Also, such a leader tends to make all decisions on behalf of the employees. In another organizational context, there are leaders whose relationship to their employees is considered to be fair in a manner that the employees are included in the decision-making process. Such a relationship has its advantages and disadvantages. First, the employees can air their views and opinions to their leaders. Second, the subordinates can come up with some innovative ideas that can help the organization since there is no mandatory structure that should be followed.

Leadership can be accomplished as the capacity that a man needs to rouse or impact others towards the accomplishment of specific objectives in an association or some other body. Different types of leadership are connected today with the point of accomplishing better outcomes toward the finish of the procedure. This organization approaches distinctive suit circumstances that pioneers may experience in their associations (Meier, 2016). Then again, pioneers dependably incline toward their structures that they feel much great working. In any case, take note of that leadership can be innate or can be accomplished through understanding. Pioneers go about as good examples and are constantly gazed upward upon by other people who are roused by their character and capacity to direct different errands. It is important to understand that the education level that leaders possess matters most because it determines their level of skill in their positions. An educated leader is likely to understand the dynamics of leadership and be able to pass their skills towards the employees and enhance organisational performance.

Growth is very important in leadership and in most cases leaders tend to advance their skills and experience according to their years of practice. Leaders may face numerous challenges when they start their career but get used to it as they get to understand how to cope and deal with these challenges. Also, previous research suggested that leaders are created in an organizational context. This implies that any individual can advance from the lower positions and become a leader (Bieñkowska and Zgrzywa-Ziemak 2014). It happens when one performs well in the small positions and get promoted to more challenging roles where they turn to be successful and end up gaining leadership positions. Therefore, leaders are expected to understand their responsibilities in

order to undertake their roles in the best way as expected by the organization. In this way, performance and leaders and employee skills will be enhanced. Therefore, leadership should be conducted on the interest of the organization and its employees as well. The relationship developed between the staffs should be beneficial. Another important thing that leaders should consider is to offer training to their juniors as a way of improving their skills and efficiency in their positions. In cases where leaders experience challenges, there is a need to re-strategize or seek help from other experienced people in the same field of operation.

Creation of a conducive working environment for workers is essential in an organization. The employees performance is boosted by a number of factors which includes the leadership that the institution applies in governing its employees. An organization that employs good leadership skills on its employees is likely to benefit from the achieved efficiency in the long-run. Employees that are guided by their leader tends to have a motive and a specific direction that they follow. This usually makes it easier to achieve the company goals within the specified period (Thirupathi, 2008). Also, the presence of leaders in an organization plays a significant role as they are able to identify the challenges that employees undergo. In addition, through leadership forms in an organization, leaders are able to identify some of the weaknesses and potentials of the employees. This is an important aspect that helps the organization to guide the weak employees as they utilize the potential of other employees.

The presence of quality leaders in an organization is one way that performance can be improved. Leaders are often divided to guide small groups in the organization that are set to achieve some specific goals. Performance might be challenging especially when an organization does not consider bringing in leaders that will influence worker performance. This is because workers may lack drive that makes them follow a certain path for success. Also, the issue of motivation need to be considered in an organization (Ehiorobo, 2017). Motivation refers to rewards that employees get from the employer as a sign of appreciation for the effort that they put. There are different forms of motivation that an organization can employ to influence workers. For example, promotion is one way that workers are motivated and get assigned to new and challenging roles by their leaders or managers in the company.

2.4 Summary

Leader-Member relationship is an important aspect of any given organization. The theories indicate that the efficiency of a leader is substantial in enhancing member performance. Also, from the theoretical review, the need to choose a leadership style that matches the qualities of members will lead to a better LMX in the organization. The presence of a leader in a company is imperative and the roles played by the leader are intended to improve the subordinate's performance that is usually put in small groups. The characteristics that the leader holds matter a lot and influences the relationship that is created between the two parties. Therefore, there being some challenges that organizations are facing, there is a need to introduce leaders that will guide these employees (Bieńkowska and Zgrzywa-Ziemak 2014). Still, researchers have not explored this field, and thus, the study will help readers understand the concept and how it can positively affect the organization. The research is important to companies that are facing challenges because of poor performance that is coming from their employees. The analysis will provide a better chance to explore this existing gap.

The theories provided in the theoretical frameworks helps in understanding the relationship existing between the leaders and members in an organizational context. This implies that beneficial aspects that teachers gain from operating under specific leaders. In reference to the theories of the study, they most explored on worker behaviour and how it can be influenced to be productive in the organization (Bieńkowska and Zgrzywa-Ziemak 2014). The theories explore on leadership and do not provide information concerning the how their utilization can influence workers in a positive way. Therefore, the research on LMX is one area that needs to be studied to shed light on how organization performance can be improve through building of the relationship.

Chapter two provides for the theoretical review and models employed by the study. The theories and model explored are important for the study because they help in enlightening the reader on the concept of LMX and how it links with other theories and models. Some of the models and theories explained in this chapter include; the transactional, transformational, leader-member exchange, social exchange theory, continuum leadership behavior, Likert's management system, Hersey, and

Fielders contingency model. Chapter three will focus on the methodology which outlines data collection and analysis procedures among other sections.

Chapter 3: Research Methodology

3.1 Research Approach

The research will follow a mixed method approach that is characterized by a set of beliefs and assumptions shared by researchers (Zoogah, 2014). Povee and Roberts (2015) indicate that mixed methodology is a blend of both qualitative and quantitative techniques in a single study. A study conducted by Petersen and Gencel (2014) studied the varied research methods, worldviews, and their correlations to the aspect of validity in software engineering. In the literature depicted by Petersen and Gencel (2014), the individuals having a positivist worldview conceive the positivism ideology as objective reality in the world. The positivists have a deterministic philosophy founded on careful measurements and observations to establish inferences about a general truth (Petersen & Gencel 2014). The research approach refers to the structure, arrangement, and methodology employed by the researcher to gain answers to the control factors of the study (Short, 2014). The research is grounded in a realism approach that focuses on methods that match the data collection techniques employed by the researcher. The research entails casual research that would enable the gathering of important data on Arab teacher's perspective on the leader-member exchange. This is a mixed method that incorporates both qualitative and quantitative research. The outline is appropriate for the study considering that the researcher has no control over the autonomous factors. This enables the researcher to complete the research on time and within the time constraints.

3.2 Context and Site of the Study

The study was conducted in a private school in Dubai where Leader-Member Exchange is applied in the institution of learning. The institution management and the teachers have an experience of the concept; thus, will be the best area of study.

3.3 Target Population and Sample

The target population refers to a section of individuals with similar characteristics that the researcher is interested in enabling the investigator to come up with answers to the research being

conducted (Rivas-Quarneti, Magalhaes, and Gastaldo 2018). The population under study is the Arab teachers working in a private institution that has experience with their leaders.

A sample in a given study refers to a small section that a researcher selects for purposes of investigation. The small section that is selected by the researcher is used to generalize the entire population. The conclusions made in the research will be used to make an implication of the population under study (Zoogah, 2014). The main reason as to why sampling is conducted is to ensure that the researcher can meet financial limitations.

Also, the use of a small sample aids the researcher to speed up data collection. The researcher employed questionnaires as the primary way of data collection.

3.4 Delimitations of the Study

The scope of the study will incorporate Arab teachers in a private school in Dubai that have a relationship with their leaders. The study will put more emphasis on all teachers working in the institution.

3.5 Research Instrument and Procedure

Data for the research was collected through questionnaires designed by the investigator. The procedure included closed and open-ended questions. Questionnaires were employed because the participants in any given study seek anonymity of the information that they provide (Dumitru, 2015). The questionnaires provided to the participants included questions related to the variables under study and demographic information of the respondents. The questionnaires were designed in a way that respondents found it easier to answer questions (As shown in Appendix A). After collection of the questionnaires, the data was sorted and analyzed by the researcher (A sample of a filled questionnaire that was collected from the respondents is attached in appendix B).

3.6 Validity of the Instrument

Since the researcher created the questionnaire, it was vital to present it to the panel of experts who establish validity and relevance of the questions devised. Validity in research is important because

of its indication that the results are true and represents the section under study. The data collected by the researcher should be a representation of the variables under study (Ferran-Ferrer, Guallar, Abadal, and Server, 2017). The researcher was able to analyze the data, and through the guidance of the supervisor, it was easy to have access to relevant and accurate instrument items.

3.7 Reliability of the Instrument

Reliability of the instrument is key in research because it ensures that the instrument used by the researcher can provide similar results for a single individual at different instances. Various tests on the instrument is a clear indication that of reliability. There was room for any changes made by the research.

3.8 Piloting the Instruments

Piloting refers to a strategy that is utilized by researchers to conduct tests on the questionnaire through the use of a smaller sample. Therefore, a pilot study was conducted on the sample selected by the investigator (Dumitru 2015). The piloting took place in Dubai private school, and the participants in the piloting exercise were not included in the real study hence, this eliminated any possibility of biases.

3.9 Data Collection

Data collection entails the means that the researcher employs to ensure that the necessary data has been gathered from the target population. Kiliñç and Firat (2017) ascertain that the rapid advancement of the internet has bolstered the environment to glean information through online platforms such as Survey Monkey. Kiliñç and Firat (2017), further, mention that information can be garnered from the respective respondents through Internet-based surveys where researchers can receive information anytime anywhere; hence boosting the asynchronous communication, which lifts the limitations of accessibility. Besides, the technique is cheap and simple to use. The researcher prepared a semi-structured questionnaire with both closed and open-ended questions that were presented to the target sample (Guglyuvatyy, and Stoianoff, 2015). Fielding a questionnaire with both open and closed-ended questions ensured that each respondent that took part in the study were subjected to the same questions. The researcher used an online-based

platform, particularly survey monkey to field the questionnaires and harness the necessary information for analysis. The technique was suitable for the study because it prevented any cases of missing data in the research. The investigator ensured that the questionnaire had straight forwards hence, easy for the respondents to provide easy answers. The analysis was easy because the sorting of the data was made simpler.

3.10 Independent and dependent variables

3.10.1 Independent Variable

Andersen and Rieckmann (2016) define an independent variable as that which the researcher has control over or that which is easy to manipulate. The independent variable is what the researcher thinks will affect the dependent variable in a study. However, there are a few instances the researcher might not be able to manipulate the independent variables especially if it is fixed.

The researchers had two independent variables including the quality of the Arab leaders and the teachers' perspectives on LMX.

Quality of Arab Leaders – The quality of leaders tends to affect the efficiency of LMX in an organization. Less qualified leaders are less effective and will not impact the subordinates as expected by the organization.

Teachers' Perspective on LMX – The perspectives that teachers bear in mind will affect their performance and thus affect LMX. A positive perspective from the teachers will bring in good results to the institution.

3.10.2 Dependent Variables

The LMX exchange practices of the Arab teachers and leaders form the dependent variable for the current investigation. The dependent variable is that which is measured in a study and usually affected by the other factors (Michael and Kerem 2013, p. 263).

LMX exchange practice is a relationship-based approach that mainly focuses on leaders and followers in an organization. Leaders are expected to develop an exchange with the subordinates to impact on the junior employee's quality.

3.11 Data Analysis

Analysis of data entails the sorting that takes place to enable final deductions by the researcher. The data is put together and examined and deductions and inferences collected (Bansal and Srivastava, 2018). The researcher utilized statistical packages to analyze the data and make inferences of the same. Graphs and tables were obtained using the software. The study employed both qualitative and quantitative procedures. The qualitative and quantitative data for the study were obtained through the questionnaires filled by the respondents. Therefore, the data will be examined and analysed after collection from the target population has been completed.

3.12 Ethical Considerations

Ethics in research refers to a set of guidelines that are supposed to be followed by the investigator. The concept of ethics is used in research to ensure that the study is conducted in the best interest of the respondents. In a bid to maximize on the information acquired from the respondents, the researcher must ensure that risks are minimized (Bansal and Srivastava, 2018). Also, there is a need to assure the participants that the information that they provide through the questionnaires will remain confidential. Thus, the researcher informed the respondents about their confidentiality to and reassured them that the information gleaned will be for utilized for academic intents only. Therefore, the study should be conducted in the best way that cannot cause any harm to the respondents. Also, the researcher considered the institution's dignity by conducting the research a more professional way. The researcher dealt with biases in the research by subjecting all the respondents to a similar questionnaire. Overall, the researcher communicated the varied ethical concerns that may come up during the study and helped in ensuring that the research process is a smooth one. The role of the researcher was to ensure that the respondents are not affected by the research as they are engaged through the questionnaires. Further, the researcher had to ensure that the information is harnessed, sorted, analysed, and presented appropriately.

3.13 Chapter Summary

The chapter is concerned with the methodology and the procedures that the investigator employed to examine. The qualitative and quantitative data collected is reliable and trustworthy because the population that was engaged entails professionals who are conversant with the topic under research. Arab teacher's perspective on leader-member exchange programs and the role that it plays in institutions. Chapter three entails sections like study approach, population under study, the area of study, validity, data collection among other sections listed above. Chapter four will integrate a discussion of the data collected and analyzed.

Chapter 4: Results, Analysis and Discussion

4.1 Chapter Overview

Chapter four entails presentation of data that was analyzed by the researcher from the questionnaires collected. The views of the respondents should aid in the understanding of LMX in an organizational context. The literature that was reviewed it was evident that LMX had a high potential and could influence performance.

4.2 Analysis of Quantitative Data

The questionnaire that was presented to the respondents included a total of 18 questions. The questionnaire was formulated in a way that it could provide the information concerning LMX and its impact on the organization. The questionnaire can be found at the end of the paper.

4.2.1 Gender of the respondents.

The table below was intended to establish the number of males and females that took part in the study.

Gender of the respondents				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	14	36.8	36.8	36.8
female	24	63.2	63.2	100.0
Total	38	100.0	100.0	

Table 1: Gender of respondents

From table 1 above, it shows that the number of females, 24 out of 38 who took part in the study was more than the number of males, 14 out of 38. These figures attributed to 36.8% and 63.2% for male and female respectively. This indicates that the number of female teachers tends to be slightly higher than that of male teachers in the institution.

4.2.2 Level of education of the respondents.

The researcher intended to establish the level of education of the respondents in the study. Considering the nature of the study, it was important to understand the different qualifications that the respondents help. In addition, being a teacher in the school implied that they were employed on a basis of their qualifications. The following response was provided by the respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor	13	34.2	34.2	34.2
Masters	24	63.2	63.2	97.4
Doctorate	1	2.6	2.6	100.0
Total	38	100.0	100.0	

Table 2: Level of education of respondents

The analysis above indicates the different qualifications that the participants had attained. It emerged that 13 out of 38 participants that are represented by 34.2% had a bachelor's degree, 24 out of 38 that are represented by 63.2% had a master degree, while 1 out of 38 participants had a doctorate degree.

4.2.3 Age of respondents.

The age of respondents was an important aspect in this study as it enabled the researcher to establish the different ages and try to relate with their level of understanding on LMX. The following was the response provided by the participants in regard to their age.

Age of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30 years	5	13.2	13.2	13.2
31-40 years	19	50.0	50.0	63.2
over 40 years	14	36.8	36.8	100.0
Total	38	100.0	100.0	

Table 3: Age of respondents

After the researcher concluded the analysis on the questionnaire, the age of the respondents was represented as 5 out of 38 were between 21 – 30 years and were represented by 13.2%. On the other hand, those between 31-40 years were 19 out of 38 and were represented by 50% of the population under study. Finally, those over 40 years were 14 out of 38 represented by 36.8%. This shows that a majority of the population that took part in the study was between 31-40 years.

4.2.4 Level of experience of participants.

The researcher tried to analyze the questionnaire to establish the number of years that the participants had worked in their career. A high number of years in the job market had a positive implication in terms of knowledge concerning LMX. On the other hand, a participant that had a minimal number of years could not be able to assess LMX. However, each individual had more than one-year experience in their job. The following response was analyzed from the questionnaires.

		Level of experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	3	7.9	8.1	8.1
	6-10 years	18	47.4	48.6	56.8
	over 10 years	16	42.1	43.2	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 4: Level of experience of participants

Completion of analysis on the questionnaires indicated that the level of experience across the participants in the study was different. Those with the lowest level of experience between 1-5 years were represented by 3 out of 30 individuals and match the 7.9% of the whole population. On the other hand, a majority of the population that represented a 47.4% had worked for between 6-10 years in their career in the institution or maybe could have started their career in other institutions before they joined the school. The maximum years of experience were 10 years and above and this was represented by 16 out of 38 respondents. There was one missing value in the analysis conducted on the question assessing the years of experience.

4.2.5 Leader understanding on member problems.

Leader-member relationship can be best assessed by evaluating the relationship between the two. The researcher used this question to find out if leaders understood the problems that employees were going through. Understanding the problems that employees were going through could help leaders to build them and improve their skills as well. The respondents had different thoughts on the question as provided in the table below.

How well does your leader understand your job problems?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A little	2	5.3	5.3	5.3
A fair amount	6	15.8	15.8	21.1
Fair often	15	39.5	39.5	60.5
Very often	15	39.5	39.5	100.0
Total	38	100.0	100.0	

Table 5: Leader understanding of member problems

The response provided indicated that 2 out of 38 participants felt that their leaders had little understanding of their problems, 6 out of 38 thought that the understanding that their leaders had on their problem was of a fair amount, while 15 out of 38 thought that the understanding that their leaders had on their problem was fair often and very often. The table indicates that the members have a different relationship with their leaders.

4.2.6 How leaders utilize power in solving problems.

Leaders are often accorded with some powers that they use to perform various activities in the organizations. The question on the utilization of power was meant to establish how leaders employ power as a way of attaining solutions to some of the problems that they might encounter (Volkova and Jākobsone 2016). After the analysis was conducted on the data collected, the following response was provided by the individuals that took part in the study.

The probability of leader utilizing power in solving problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	1	2.6	2.7	2.7
	Moderate	9	23.7	24.3	27.0
	High	17	44.7	45.9	73.0
	very high	10	26.3	27.0	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 6: How leaders utilize power in solving problems

The probability that leaders utilized power to offer solutions according to the respondents was that 1 out of 38 participants that represent 2.6% believed that none of the leaders was solving the problems using the available power. The other portion, 9 out of 38 that is equal to 23.7% thoughts that their leaders moderately utilized power in a bid to offer solutions to the problems that were prevalent in their organizations. Also, another section 17 out 38 represented by 44.7% and which was highest stated that leaders highly used power to offer solutions. This implies that leaders are most dependent on power as they govern their members. Finally, 10 out of 38 people, 26.3%, claimed that power was utilized very high by the leaders to offer a solution. However, there was one missing system in this category.

4.2.7 The relationship between leaders and members

The working relationship between a leader and a worker can be used to evaluate the efficiency between the two. In most cases, the working relationship can be described in a number of ways depending on the thoughts that the respondents have on his or her leader. Below is a response that the participants provided on their questionnaire.

How would you characterize your working relationship with your Leader?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost average	2	5.3	5.4	5.4
	Average	7	18.4	18.9	24.3
	better than average	15	39.5	40.5	64.9
	Great	13	34.2	35.1	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 7: The relationship between leaders and members

All the respondents seem to have a positive relationship with their leaders which implies that they are colliding well in a bid to achieve the goals and objectives of the institution. From the analysis, it was evident that 2 out of 38 participants agreed that their relationship with their leader was almost average. On the other hand, 7 out of 38 people that are represented by an 18.4% claimed that their working relationship with their leaders was average, while 15 out 38 that comprises of a 39.5% thought that their relationship with their leaders was better than average. Finally, 13 out of 38 respondents indicated that they had a great working relationship with their employees.

4.2.8 Leaders' recognition of member potential.

Leaders' recognition of member potential was used to evaluate if the relationship that leaders had with their workers was fruitful. In essence, there needs to be a good relationship between the leader and the member in order to easily establish some of the potentials that members hold in an organization. Understanding the potential of the work enables the leader to provide the necessary guidance to ensure that the potential is utilized. The respondents stated as follows on the question.

Indicate how your leader recognizes your potential.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	2	5.3	5.4	5.4
	Moderately	5	13.2	13.5	18.9
	mostly	21	55.3	56.8	75.7
	Fully	9	23.7	24.3	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 8: Leaders' recognition of member potential

The participants indicated differently in terms of their leader's recognition of their potential. First, 2 out of 38 felt that their leaders had little recognition on their potential, 5 out of 38 claimed that the leaders recognized their potential moderately, while the majority 21 out 38 respondents stated that their leaders recognized their potential in most cases. Finally, 9 out 38 individuals were convinced that the leaders recognized their potential fully.

4.2.9 Establishing if leaders create a positive LMX.

A positive LMX implies that the result at the end in terms of performance will be positive as well. The researcher intended to establish the effect of Arab leaders in an organizational context. LMX is effective depending on the type leader and the skills of a leader. The respondents had the following thoughts in regard to the fact that Arab leaders were creating a positive LMX.

Arab leaders create a positive LMX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	15.8	16.2	16.2
	Agree	21	55.3	56.8	73.0
	Neutral	8	21.1	21.6	94.6
	Disagree	2	5.3	5.4	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 9: Establishing if leaders create a positive LMX

The analysis shows that there was one missing system in the data collected. 6 out of 38 participants strongly agreed that Arab leaders had a positive impact on the relationship between them and the members. Those that agreed with the statement were 21 out of 38 that were represented by 55.3% and they were the majority as well. On the other hand, 8 out of 38 participants remained neutral on the statement as they did not agree nor disagree with the statement. Those that disagreed with the issue were 2 out of 38.

4.2.10 Whether LMX is favorable when leaders are from Arab countries.

LMX in an organization could be favorable depending on the type of leaders that are mandated to lead a certain group of employees. In this case, the researcher wanted to establish if LMX was performing well in the presence of Arab leaders. The participants responded as follows.

LMX is favorable when leaders are from Arab countries?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	18.4	18.9	18.9
	Agree	7	18.4	18.9	37.8
	Neutral	12	31.6	32.4	70.3
	Disagree	9	23.7	24.3	94.6
	strongly disagree	2	5.3	5.4	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 10: Whether LMX is favorable when leaders are from Arab countries

Out of the 38 people that took part in the study it emerged that 7 out of 38 and another 7 out of 38 strongly agreed and agreed respectively that LMX was favorable when the leaders were from Arab nations. Another 12 out 38 remained neutral on the question and they could not tell the favorability of LMX depending on the origin of leaders. The analysis shows that 9 out of 38 individuals disagreed on the issue that LMX was favorable when the leaders originated from the Arab countries while 2 out 38 individuals represented by a 5.3% strongly disagreed on the issue.

4.2.11 Respondents' preference of leaders

The preference of leaders in an LMX is usually influenced by the manner in which the two relate with each other. A leader that is close to his or her members tends to be preferred as opposed to a leader that may be having boundaries with members. The researcher wanted to investigate whether Arab leaders were preferred more compared to the western leaders. The respondents answered the question as follows.

I prefer working under Arab leaders than Western leaders?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	18.4	18.9	18.9
	Agree	6	15.8	16.2	35.1
	neutral	14	36.8	37.8	73.0
	disagree	4	10.5	10.8	83.8
	strongly disagree	6	15.8	16.2	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 11: Respondents' preference of leaders

The participants had a diverse view on the preference of Arab leaders than those from the west. Those that strongly agree were 7 out of 38 and represented an 18.9% 6 out of 38 agreed that Arab leaders were the best working with and not western leaders. On the other hand, 14 out of 38 participants were neutral and thus this implies that they were flexible working with any leader either from the Arab or the west. On the other hand, 4 out of 38 disagreed that Arab leaders were preferred over western leaders. Finally, 6 out of 38 participants strongly disagreed that that Arab leaders were most preferred.

4.2.12 The impact of LMX on the institution performance.

The researcher formulated the above question to establish the effectiveness of LMX in performance in the school. The respondents answered the question as indicated in the table below.

LMX has impacted on student performance in my institution?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	18.4	18.9	18.9
	Agree	11	28.9	29.7	48.6
	Neutral	14	36.8	37.8	86.5
	Disagree	5	13.2	13.5	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 12: The impact of LMX on the institution performance

The analysis shows different views of the respondents on the question. A total of 7 out of 38 strongly agreed that the impact of LMX was significant in the organization and thus had a positive outcome. On the other hand, the statistics show that 11 out of 38 individuals agreed that the LMX influenced the performance in an institution in a positive way. However, those that were neutral on whether LMX had an impact in institution performance were represented by a figure of 14 out of 38 individuals. On the other side there were individuals that were not in agreement with the question by the researcher. It emerged that 5 out of 38 participants disagreed that the LMX had an influence on performance in the institution.

4.2.13 The adoption of LMX in an organization.

The question was formulated in order to taste the respondent's views on the adoption of LMX in the organization. The response could help the researcher to be able to establish whether it is of essence implementing LMX in an institution. The participants provided the researcher with the following response.

The institution is fair better if LMX is adopted?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	11	28.9	29.7	29.7
	Agree	7	18.4	18.9	48.6
	Neutral	15	39.5	40.5	89.2
	Disagree	4	10.5	10.8	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 13: The adoption of LMX in an organization

The response provided showed that 11 out of 38 participants that represent 28.9% strongly agreed that there was a need to adopt LMX in the organization, 7 out of 38 just agreed that the organization needs to adopt the LMX system. However, a majority that is represented by 15 out of 38 were neutral on the matter of adoption of LMX, while 4 out of 38 that are represented by 10.5% felt that there was no need of implementing LMX in the institution.

4.2.14 Respondents' thoughts on the quality of Arab leaders and how they influence performance.

The question was set to establish the essence of quality in a leader in influencing school performance in an institution. Quality of leaders is of importance in any organization and might in one way or the other influence performance. The following are the thoughts of the respondents in regard to the question.

Quality of Arab leaders influences school improvement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	28.9	29.7	29.7
	Agree	12	31.6	32.4	62.2
	Neutral	10	26.3	27.0	89.2
	Disagree	3	7.9	8.1	97.3
	strongly disagree	1	2.6	2.7	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

Table 14: Respondents' thoughts on the quality of Arab leaders and how they influence performance

Those that strongly agreed that quality of Arab leaders had an influence on performance were 11 out of 38 individuals and were off 28.9%, 12 out of 38 agreed that improvement in the institution was influenced by the quality of Arab leaders, as 10 out of 38 individuals remained neutral on the matter. On the other hand, 3 out of 38 individuals represented by 7.9% disagreed that the improvement in performance was enhanced by the quality of Arab leaders. Finally, 1 out of 38 individuals strongly disagreed that the quality of Arab leaders had no impact on performance.

4.2.15 Respondents' response to confidence with their leaders.

Confidence on leaders by the members is critical because it helps to build trust between the two parties. The respondents reasoning on the question was as follows.

Do I have confidence with my leader that s/he would defend and justify a decision?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	15	39.5	40.5	40.5
Agree	12	31.6	32.4	73.0
Neutral	5	13.2	13.5	86.5
Disagree	3	7.9	8.1	94.6
strongly disagree	2	5.3	5.4	100.0
Total	37	97.4	100.0	
Missing System	1	2.6		
Total	38	100.0		

Table 15: Respondents' response to confidence with their leaders

The analysis shows that 15 out of 38 individuals strongly agreed that they had confidence with their leaders, 12 out of 38 agreed that they had confidence with their leaders as well. On the other hand, 5 out of 38 were neutral on the question of whether they had confidence with their leader. Finally, 3 out of 38 disagreed as 2 out of 38 disagreed on the question that they had confidence with their leaders.

4.3 Summary of Quantitative Data

The quality of the data collected is dependent on the population that is being engaged in a particular study. An educated population implies that the participants have broad knowledge on the topic that is being investigated (Matta, Scott, Koopman, and Conlon 2015). This implies that dealing with a population that does not have a background of the topic under study could pose a challenge to the researcher in establishing critical information. As the study links with the years of experience of the respondents in their career, this is an important aspect that provides the researcher with confidence that he or she is engaging the right population.

Organizational performance could be influenced by the relationship developed between the leaders and members in an organization. The development of a good relationship is usually initiated by the interactions taking place between the two parties (Geaney 2017). Positive impact by the leaders was beneficial to the workers and the company as well. However, positive impact could only result from good leaders that the organization employs. Also, such leaders are defined with their qualities and not their place of origin. (Norman, 2015). The adoption of LMX in the institution is a guarantee that performance will be boosted and worker efficiency in the institution. LMX integrates the organizational goals and ensures that workers are utilized in achieving these goals (Geaney 2017). The quality of leaders creates an impact on performance because they tend to transfer their skills to the subordinates (Norman, 2015). Confidence on leaders implies that the leaders have the ability to lead and tackling the challenges that they are likely to face.

4.4 Open-ended Questions

The question on whether the manner of interaction between the leaders and the teachers indicated that most of the teachers stated that their interaction enhanced on their relationship. Most of the respondents indicated that there existed a positive and mutual benefit. This was attributed to close relationship that exists between the Arab leaders and members. Some of the respondents indicated that they did interact well with their leaders all the way. Team work was among the aspects that defined a good relationship as the respondents indicated that they were able to interact and work together with their leaders in different activities. Leaders recognize workers efforts in the organization and this is one way that motivates workers to strive to achieve the organizational goals. However, a few noted that the relationship between their leaders was not

fruitful and this made them to prefer staying away from their leaders. It can be generalized that leaders build a good relationship with their members.

On the other hand, on the question regarding the type of management style that was being utilized by the leaders, the respondents claimed that the management style was friendly. The respondents were convinced that their leaders were supportive, efficient, understanding, and brave in their positions. The members described their leaders to be among the best in management because of the manner of governorship that they utilize. Other leaders were described to be effective in their positions, brave in making decisions that impact on the organization positively, and always motivating the members. On the other hand, some teachers indicated that their leaders were strict and at times employed open door policies. Therefore, leaders tend to be friendly with the members in terms of management.

Finally, the question of the preferred way of communication by the teachers to their leaders, there were multiple responses provided by the participants. Emails and phones were the most common way of communication across many participants. Also, some other methods that were mentioned included' face-to-face, through meetings, and phone calls. The form of communication between the leaders and teachers was mainly dependent on the message that was intended to be communicated. This implies that meetings with leaders were for official conversations but teachers had the opportunity to use other means like phone calls and WhatsApp to communicate on urgent issues. This indicates that LMX was flexible among the teachers and the leaders as their interaction was positive and they could as well communicate effectively with minimal challenges. In addition, management of the leaders is favorable.

4.5: Summary of Qualitative Data

Interaction between leaders and members creates a positive output that is beneficial to the organization. This implies that in order to expect positive results in any organization, it is essential that leaders and workers are able to build a positive relationship. The leadership styles may differ but the most important thing is to ensure that each leader employs an efficient style that is beneficial to the employees as well. A leadership style in an organization affects the manner in which employees communicate with their leaders. A leader that empowers and motivates his or her employees tends to be close to employees compared to an autocratic leader who makes decisions independently. This implies that leadership style influences workers to build the organization together with their leaders.

4.6: Summary

From the data analysis, it emerged that LMX was improving performance in the organization. Members were greatly benefiting from their leaders through the exchange. It emerged that leaders impacted on both organization and worker performance. Also, skills were important in determining the quality of leaders in the organization. In addition, members in an organization interacted well with leaders whom they had developed a close relationship. This was already reviewed in the literature section in chapter two. Therefore, the effect of LMX is positive in a manner that benefits the stakeholders that are involved.

Chapter 5: Summary, Conclusions, and Recommendations

5.1 Summary

The research investigation was intended to establish Arab teachers' perspectives on Leader-Member Exchange. The researcher utilized an experimental design to aid an understanding of teachers' perspectives on LMX. The investigation was undertaken among teachers in a private institution in Dubai that were conversant with LMX. A total of 38 questionnaires were dully filled and analyzed by the researcher for results. The study indicated that LMX was bringing in a positive impact in the institution as the respondents agreed that school performance was improving with the use of LMX. This implies that the role of LMX in an organization is significant and the respondents indicated that the presence of quality leaders influenced members in a positive way. Also, it was established that most of the respondents had gone through university and thus could integrate well issues concerning LMX. The institutions were using LMX as a way of impacting on their performance and improving teacher's efficiency. The respondents remained divided on the issue of quality of Arab teachers being better than Western teachers. In brief, the investigation established that organization that was employing LMX were far much better compared to organizations that were operating in a normal way.

The issue of quality of leaders was raised in the questionnaires and a majority of the respondents had indicated that they agreed with the leadership style that was being employed by their leaders. The leaders made decisions on behalf of the members and this indicates that the teachers had confidence on their leaders. In addition, quality of leaders was an important aspect of a leader that teachers seem to be much concerned about. First, members were comfortable working with leaders from Arab region and thus this is an indication that they were content with the quality of their

leaders and were less concerned with leaders from the western region. Also, the research was able to provide an understanding of the essence of communication in an organizational context. This implies that leaders and members need to be in touch always in order to ensure that their relationship is able to increase their productivity and that of the institution as well. The researcher was able to come up with a number of key findings, implication of the research and recommendations, limitations, and areas that needs to be researched as presented below.

5.2 Key Findings

The researcher was able to come up with key findings from the research;

It emerged that leaders plays a significant role in the institutions and they were responsible for improvement in performance. The researcher examined the population and from the analysis teachers accepted that the presence of leaders in the institution had impacted greatly on performance. The overall performance of the institution and that of individual students was on the increase because of the efforts that were put in place by the leaders.

The study determined that effectiveness of leaders did not depend on place of origin but his or her quality in terms of skills. This implies that the quality of Arab leaders was good and thus there was no need of introducing Western leaders to the institution as teachers were comfortable working with the current leaders from UAE region. However, the quality of leaders varied depending on teachers' perspectives on their skills and manner in which they relate.

The study established that LMX is associated with minimal cost and there was achievable in institutions of learning. This is an important finding that the researcher was able to come across in the research. Creating of leaders that govern the rest of workers in an institution is less costly

because existing workers in the company that are qualified are accorded with the role of leading others hence is less costly compared to other ways like hiring externally.

5.3 Implications and Recommendations

The study implies that education could be impacted through initiation of LMX program. The level of performance in the institutions is wanting and in order to increase student performance, there is need to consider implementation of LMX between the leaders and the teachers of various institutions.

The study made the following recommendations;

Because of challenges in terms of performance that most institutions are facing, the study recommended the embracing of LMX program in order to enhance on workers performance. Also, LMX could influence the overall institution performance.

The study recommends that the efficiency of LMX could be attained through the use of leaders from the Arab countries.

Another recommendation made by the study is that the government needs to strengthen the education system by advising institution to implement LMX as a way of boosting their performance.

5.4 Limitations

The study was limited to the perspectives that teachers had on leader member exchange in their institutions. A study on the challenges will help improve this area of research as it will provide expansive knowledge as well.

5.5 Scope for Further Research

It is important to consider further research in order to ensure that LMX becomes more efficient on the applicable areas. The following area is recommended for further research.

The research suggests that there is a need to consider studies on the challenges that are faced by the LMX program. In essence, there are a number of challenges that LMX encounters in an organizational context.

5.6 Conclusion

The study was able to establish that the use of LMX in the organization was greatly impacting especially on performance. Leaders and members were enjoying a good relationship through the initiative. The study further made a number of conclusions after analysis. First, the study concluded that LMX had a great value on both teachers and leaders from Arab countries. The LMX was aiding the two parties to build a good relationship that could help attain the interest of the institution. The students were benefiting as the quality of teachers was being improved through the LMX. The performance was on the increase thus, indicating that the value of LMX in the school was significant.

Another conclusion that the study made is that Arab leaders created a positive LMX exchange with the teachers that were working together. The leader's presence provided the teachers with guidance on how to go about various aspects in their career and dealing with some of the challenging issues as well. In addition, the leaders created a positive exchange on the teachers through improvement of their skills that were finally passed on the students who

benefited at the end. Most of the respondents indicated that they were most comfortable working under Arab leaders as opposed to the western leaders.

Also, the study concluded that LMX was favorable when leaders were from Arab countries. The researcher was able to establish this because most of the respondents claimed that Arab leaders were most effective and could bond well with teachers in the region. It was clear that the interaction between the Arab leaders and teachers was close and much beneficial. In addition, Arab leaders tend to understand the problems that the teachers go through and thus the teachers were more comfortable when the leaders were from Arab countries.

Finally, the study concluded that the teachers preferred Arab leaders over Western school leaders. Most of the respondents answered in favor of Arab leaders being the best working compared to western leaders. This indicates that LMX is an effective program that needs to be implemented across the institution as a way of enhancing on performance.

In my view, LMX is not only important but essential for organizations that are facing governorship challenges. Employing the program will increase efficiency of workers and student performance which will be a benefit to the institution as well.

5.7 Further Research

It is important to consider further research in order to ensure that LMX becomes more efficient on the applicable areas. The following area is recommended for further research.

The research suggests that there is a need to consider studies on the challenges that are faced by the LMX program. In essence, there are a number of challenges that LMX encounters in an organizational context.

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Appendices

A. Unfilled Questionnaire

Leader-Member Exchange Questionnaire

Thank you for participating in this research study on Leader-Member exchange conducted by Mr. Wadih Boustany, a Master's candidate from the British University in Dubai, College of Education. By completing this survey, you will help us understand better the relationship between leaders and teachers in an international school setting.

Completion of this survey involves no foreseeable risks. Participation is voluntary and you may stop at any time without penalty. No one will see individual responses other than the researcher. Any data will be reported only on a group basis. If you have any questions or concerns, please contact: wadihboustany@hotmail.com.

The questionnaire is to describe the type of leader-member exchange created and perceived by leaders and teachers from Arab countries. Please answer the questionnaire anonymously, so do not write your name or position.

Part One: Demographic Information

1. Please indicate your age
 - i. Below 20 years
 - ii. 21-30 years
 - iii. 31- 40 years
 - iv. Over 40 years
2. Please indicate your gender
 - i. Male
 - ii. Female
3. Indicate you highest level of education obtained?
 - i. Diploma
 - ii. Bachelor
 - iii. Master
 - iii. Doctorate
4. Indicate the number of years you have been working in your organization.
 - i. 1-5
 - ii. 6-10
 - iii. More than 10

Part Two: Leader-Member Relationship

Kindly read each and every statement and select the most appropriate option that describes your answer.

	Statement(s)					
5	How well does your leader understand your job problems and need?	Not a bit	A little	A fair amount	Fair often	Very often
6	Irrespective of the formal authority your leader has harnessed into his/her position, what is the probability that your leader will utilize the power to help in solving problems?	None	Small	Moderate	High	Very High
7	How would you characterize your working relationship with your leaders?	Worse than Average	Almost Average	Average	Better than Average	Great
8	Please indicate how your leader recognizes your potential?	Not at all	A little	Moderately	Mostly	Fully

Part Three: Perspectives on the Arab leader

	Statement(s)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9	Arab leaders create a positive LMX between themselves and the teachers working under them	1	2	3	4	5
10	LMX is favorable when the leaders are from Arab countries	1	2	3	4	5
11	Teachers prefer working under Arab than Western school leaders	1	2	3	4	5
12	Leader Member Exchange has impacted on student performance in your institution	1	2	3	4	5
13	Institutions to adopt the Leader Member Exchange program	1	2	3	4	5
14	The quality of Arab leaders is best	1	2	3	4	5
15	I have enough confidence in my leader that s/he would defend and justify a decision	1	2	3	4	5

16. Do you think the way you interacted with your leader improved your relationship with them? If so, in what way? If not, why not?

17. Can you please describe your leader's management style? What did you like and dislike about his/her management style?

18. What is your preferred way of communicating with your leader?

Thank you for participating

B. Sample of Completed Questionnaire

Leader-Member Exchange Questionnaire

Thank you for participating in this research study on Leader-Member exchange conducted by Mr. Wadih Boustany, a Master's candidate from the British University in Dubai, College of Education. By completing this survey, you will help us understand better the relationship between leaders and teachers in an international school setting.

Completion of this survey involves no foreseeable risks. Participation is voluntary and you may stop at any time without penalty. No one will see individual responses other than the researcher. Any data will be reported only on a group basis. If you have any questions or concerns, please contact: wadihboustany@hotmail.com.

The questionnaire is to describe the type of leader-member exchange created and perceived by leaders and teachers from Arab countries. Please answer the questionnaire anonymously, so do not write your name or position.

Definition: Leader-Member Exchange

The **leader-member exchange (LMX)** theory is a relationship-based approach to leadership that focuses on **the two-way relationship** between leaders and followers. It suggests that leaders develop **an exchange with each of their subordinates**, and that the quality of these leader-member exchange relationships influences subordinates' **responsibility, decisions, and access to resources and performance**. Relationships are based on **trust and respect** and are often emotional relationships that extend beyond the scope of employment. Leader-member exchange may **promote positive employment experiences and augment organizational effectiveness**.

Part One: Demographic Information

1. Please indicate your age
 - i. Below 20 years
 - ii. 21-30 years
 - iii. 31-40 years
 - iv. Over 40 years
2. Please indicate your gender
 - i. Male
 - ii. Female
3. Indicate your highest level of education obtained?
 - i. Diploma
 - ii. Bachelor
 - iii. Master
 - iv. Doctorate
4. Indicate the number of years you have been working in your organization.
 - i. 1-5
 - ii. 6-10
 - iii. More than 10

Part Two: Leader-Member Relationship

Kindly read each and every statement and select the most appropriate option that describes your answer.

	Statement(s)					
5	How well does your leader understand your job problems and need?	Not a bit	A little	A fair amount	Fair often	Very often ✓
6	Irrespective of the formal authority your leader has harnessed into his/her position, what is the probability that your leader will utilize the power to help in solving problems?	None	Small	Moderate	High	Very High ✓
7	How would you characterize your working relationship with your leaders?	Worse than Average	Almost Average	Average	Better than Average	Great ✓
8	Please indicate how your leader recognizes your potential?	Not at all	A little	Moderately	Mostly	Fully ✓

Part Three: Perspectives on the Arab leader

	Statement(s)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9	Arab leaders create a positive LMX between themselves and the teachers working under them	1 ✓	2	3	4	5
10	LMX is favorable when the leaders are from Arab countries	1 ✓	2	3	4	5
11	I prefer working under Arab leadership rather than Western leadership	1 ✓	2	3	4	5
12	Leader Member Exchange has impacted student performance in my institution	1 ✓	2	3	4	5
13	Institutions fair better if LMX is adopted	1 ✓	2	3	4	5
14	The quality of Arab leaders is suitable to influence school improvement	1 ✓	2	3	4	5
15	I have enough confidence in my leader that s/he would defend and justify a decision	1 ✓	2	3	4	5

16. Do you think the way you interacted with your leader improved your relationship with them? If so, in what way? If not, why not?

I have a great relationship with my leader because I was able to share with them all my concerns and they helped me deal with them on many levels

17. Can you please describe your leader's management style? What did you like and dislike about his/her management style?

My leader has a style that I fully appreciate because it's infused with kindness and guided by love and care for everyone.

18. What is your preferred way of communicating with your leader?

I prefer to have a face to face open communication with my leader.

Thank you for participating

C. Permission to Conduct Research

Nada Jawhari

Subject: FW: Permission to conduct research

From: Moussa Chahbaz <moussa.chahbaz@amsi.ae>
Sent: Wednesday, August 29, 2018 2:46 PM
To: wadih boustany
Subject: RE: Permission to conduct research

Dear Mr. Wadih

We are happy to support you in your study. Please consider this as an approval to conduct the survey.

Regards

Moussa Chahbaz | Principal



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From: wadih boustany [<mailto:wadihboustany@hotmail.com>]
Sent: Wednesday, August 29, 2018 9:07 AM
To: Moussa Chahbaz <moussa.chahbaz@amsi.ae>
Subject: Permission to conduct research

Dear Mr. Moussa,

I would like to request permission to conduct research for the purpose of obtaining my Master's degree in Education. The nature of the research is to assess the Leader-Member exchange between leaders and teachers in school, specifically relating to diverse nationalities and origins.

Your reply to this email will be considered as consent which I will include in my research paper as proof of approval.

Kind regards.