Investigating the Leadership Styles and National Culture of Emirati Female School Principals

بحث أنماط القيادة والثقافة الوطنية لمديرات المدارس الإماراتيات

by

SOULAFA AL KHATIB

A thesis submitted in fulfilment

of the requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

at

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**Thesis Supervisor
Professor Sufian A. Forawi**

Approved for award:

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Name   Name
Designation   Designation

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DECLARATION

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Soulafa Al Khatib

Abstract

Background: With the growing expectations from the field of education day by day, increases the importance of effective school leadership. Leadership is the procedure through which the leaders can influence the decision making process and set the goals of the institution. They apply their influence over other behaviors in order to achieve the set goals. The school proves its effectiveness depending on various factors; the principal's leadership style is the main one.

Purpose: The purpose of this study was to investigate the influence of the female gender and national culture dimensions on the leadership styles of the Emirati female school principals, as educational leaders, and the relationships that exist among the different variables.

Design/ Methodology/ Approach: The researcher employed Explanatory Sequential mixed method approach in two phases for this study. In the first phase, the quantitative data was collected using the MLQ (5X-short) survey and the cultural dimensions survey. In the second phase, the researcher conducted semi-structured interviews and qualitative observations.

Results: the findings of the study indicated that the Emirati female leaders tend to be more transformational in their leadership styles while they still practice transactional leadership to a certain degree. The female principals were found to be more "androgynous" carrying the qualities of both male and female leaders. In addition, the leadership styles and their elements proved to have significant relationship to national culture dimensions except for management by exception (active) that has no significant correlation with any of the culture dimensions.

Research Limitations & Implications: Future research should include a larger sample size and the perspectives of the followers as well. It is important to conduct the study in different organizational context not only in schools to confirm the finding that women use "androgynous" style in the UAE and beyond. Some recommendations were also provided to principals and policy makers to design and implement policies and professional

development for effective leadership, taking into consideration the UAE cultural dimensions.

Key terms: Leadership styles, gender leadership, national culture dimensions.

ملخص

خلفية الدراسة: مع تزايد التوقعات في مجال التعليم يوماً بعد يوم، تتزايد الحاجة للقيادة المدرسية الفعالة. القيادة هي العملية التي من خلالها يمكن للقادة التأثير على عملية صنع القرار وتحديد أهداف المؤسسة، ويؤثر القادة من خلالها على سلوكيات الأفراد من أجل تحقيق الأهداف المحددة. هناك عدة عوامل تؤثر على فعالية المدرسة، والنمط القيادي للمدير هو أهم هذه العوامل وأبرزها.

غرض الدراسة: الغرض من هذه الدراسة هو تحليل تأثير الجنس الأنثوي وأبعاد الثقافة الوطنية على أنماط القيادة لدى مديرات المدارس الإماراتيات والعلاقات القائمة بين المتغيرات المختلفة.

منهج الدراسة: قام الباحث باستخدام أساليب توضيحية متتابعة متنوعة على مرحلتين. تتضمن هذه الأساليب البحثية الأسلوب الكمي في المرحلة الأولى حيث تم جمع البيانات الكمية باستخدام استبانة لأنماط القيادة وأبعاد الثقافة الوطنية، والأسلوب النوعي في المرحلة الثانية حيث أجرى الباحث مقابلات ومشاهدات نوعية مع مديرات المدارس.

نتائج الدراسة: أشارت نتائج الدراسة إلى أن القيادات النسائية الإماراتية أكثر ممارسة للقيادة التحولية بالإضافة إلى القيادة التبادلية إلى حد ما. كما أوضحت النتائج أن مديرات المدارس يحملن صفات كل من الاناث والذكور في أسلوب قيادتهن. بالإضافة إلى ذلك، أثبتت الدراسة العلاقة بين أنماط القيادة وعناصرها مع أبعاد الثقافة الوطنية باستثناء الإدارة بالشكل الاستثنائي النشط الذي لا علاقة له بأي من أبعاد الثقافة الوطنية.

حدود الدراسة وتبعاتها: يجب أن تتضمن البحوث المستقبلية عينة أكبر ووجهات نظر التابعين أيضاً. من المهم إجراء الدراسة في حقول مختلفة وليس فقط في المدارس لتأكيد النتائج بأن النساء يستخدمن أسلوباً مزدوجاً في دولة الامارات العربية المتحدة. كما تم تقديم بعض التوصيات إلى مديري المدارس وواضعي السياسات لتصميم وتنفيذ السياسات والتطوير المهني لقيادة فعالة، مع مراعاة أبعاد الثقافة الوطنية لدولة الامارات العربية المتحدة.

المصطلحات المفتاحية: أنماط القيادة، القيادة الجنسانية، أبعاد الثقافة الوطنية.

DEDICATION

I dedicate this thesis to my family in appreciation for their tremendous love and support.

To my MOM for her continuous encouragement and trust in me

To my beloved boys Samer, Yassine and Mustafa

for their tolerance, understanding and love throughout this journey

Acknowledgement

At the beginning, I am deeply thankful to Allah for giving me the strength, faith, patience and ambition to pursue my dream and progress in my educational journey. I will always be indebted to all the people who motivated and supported me to complete my thesis.

First of all, I wish to express my deep gratitude to my director of studies, Professor Sufian Forawi for his patience, encouragement and immense knowledge. Your useful comments, guidance and support lit my way all through my research process and writing of my thesis. I shall forever be indebted to you for your tremendous effort and tolerance. It was a great honor to accomplish my thesis under your supervision.

A special thank you goes to my cousin, Dr. Ali Al Khatib, for guiding and supporting me during the statistical analysis stage and to Dr. Adib Saab for the constructive critique. I would also like to express my thanks to my colleagues who have supported and encouraged me throughout this journey and in particular Mr. Abdelillah Abu Rayya.

The biggest thanks go to my family. The faith you put on me and the undoubted sacrifices you made on my behalf motivated me throughout this period of my life. I can't thank you enough.

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List of Abbreviations

MLQ (5 X-Short): Multifactor Leadership Questionnaire (5 X-Short)

CR: Contingent reward

IC: Individualized Consideration

IIA: Idealized Influence (attribute),

IIB: Idealized Influence (Behavior)

IM: Inspirational Motivation

IS: Intellectual Stimulation

LF: Laissez-Faire

MEA: Management by Exception Active

MEP: Management by exception Passive

PF: Proactivism/Fatalism

GOSO: Group-oriented/ Self-oriented

PDPC: Power-distributed/ Power-concentrated

CA: Consideration/Aggression

GR: Generative/ Replicative

LHR: Limited Relatioship/ Holistic Relationship

PAT: Paternalism

SPSS: Statistical Packages for Social Science

MANOVA: Multivariate Analysis of Variance

SEM: Structural Equation Modeling

PCFA: Principal Component Factor Analysis

ADEK: The Department of Education and Knowledge in Abu Dhabi

KHDA: Knowledge and Human Development Authority

MOE: Ministry of Education

CFI: Custom Factory Integration

TLI: Tucker Lewis Index

RMSEA: The Root Mean Square Error of Approximation

IFI: Incremental Fit Index

Chapter 1

Introduction

The world is facing an era of constant change and rapid development. Globalization, this rapid phenomenon that has over passed countries boundaries, has placed new challenges to all life aspects including education (Miller 2017). In this fast transforming world, education system in any country is the reservoir that equips individuals with the skills needed to cope, and leaders are the people who have the most significant impact in leading the development and change (Robbins & Judge 2012). Leadership is regarded, according to many scholars, as central to the success of any organization operation (Hanges et al. 2016; Landis, Hill & Harvey 2014). It is the first and most important element in the success or failure of any organization (Hoy & Miskel 2010) as leaders are the ones who hold the organization together by ensuring efficient operations and work to achieve accomplishment and success. Hoy and Miskel (2010) claim that the importance of educational leadership has grown with the growing expectations from schools.

Rapid change experienced has made the implementation of effective leadership styles compulsory (Yukl 2008). Over the past century, numerous studies have been conducted to understand leadership and its effect on developing organizations and individuals (Chikoko, Naicker & Mthiyane 2011; Cohen, Manion & Morrison 2007; Hallinger & Heck 1996; Jogulu & Wood 2006). With the recent changes in the field of education and the imperative role of leaders in causing growth and development, researchers were concerned about determining the qualities, characteristics and style of effective leader.

One way to grasp how leaders operate is to consider how their practices vary from one region to another as stated by Miller (2016), who believes that even though there is a universal need for leadership, its practice is culturally situated. Yüksel and Durna (2015) highlighted the discussion presented by Collins in 1998, which claims that any study that works on analyzing management models, styles or policies, leadership styles, the structure of an organization or the performance mechanism common in organizations in a particular country must consider the national culture characteristics or features. Culture is tied to leadership behaviors, which differ based on different cultural profiles (Van Emmerick, Euwena & Wendt 2008). Miller (2017) believes that

leadership is culturally situated. Cultural background imposes difference in the leaders' use of superiority, power and supervision (Triandis 2006). Knowing and admitting the importance of culture in shaping the leader's behaviors is essential in our global world (Claus, Callahan & Sandlin 2013), especially with all the empirical evidence provided about the link between the leadership styles and culture (Jogulu 2010).

Research evidence suggests that different cultures value leaders differently; some prefer those who are visible and assertive and command respect, while others prefer those who are humble or stay behind the scenes (Wong & Chan 2010; Yukl 2010). The French prefer their leaders to be highly educated in arts and Mathematics. The Dutch value equalitarianism while the Americans are 'schizophrenic', some prefer leaders who empower them, while others want their leaders to be forceful and risk takers (Steers, Sanchez-Runde & Nardon 2012). Chinese leaders must focus on establishing personal relationship, while Malaysian leaders must be humble and modest (Steers, Sanchez-Runde & Nardon 2012).

Many studies have discussed the role the national culture plays in determining the leaders' leadership styles and their relationship with their followers (Nazarian & Atkinson 2013). Individuals' behaviors, attitudes, beliefs and values reflect their culture and they also affect their leadership style (G. Hofstede & G. J. Hofstede 2005; G. Hofstede, G. J. Hofstede & Minkov 2010). Dickson et al. (2012) declared the importance of culture in the leadership context as successful leadership varies across different cultures (Ng, Van Dyne & Ang 2009), also the way leaders are chosen, viewed and developed (Dickson et al. 2012).

In addition to considering the culture effect on leadership styles, leadership studies have raised the attention to the leadership styles of women in particular (Grogan & Shakeshaft 2011; Kohli & Burbules 2012). Leadership studies which discussed women leadership emerged in the 1970s and since then have made a steady progress to give a better understanding of gender influence on leadership (Jogulu & Wood 2006). Studies pertaining to women leadership are numerous (Al Haj & Van Horne 2013; Blackmore 2004; Dimmock & Walker 2005; Hallinger, Walker & Bajunid 2005); however, they are mostly developed in western societies, a context which is different from that of the UAE, where this study is conducted. There is little known about women educational leadership in other parts of the world other than Canada, Europe and the USA

(Grogan 2010). There is also limited information of whether female educational leadership in developing countries is the same or different from female leadership in the West or other developed countries (Oplakta 2006).

Theories and models pertaining to Western countries where women are still underrepresented and are struggling for equality may not hold, especially in the Arabian Gulf and in particular in the UAE where there is a rapid expansion in females' education, societal role and partnership in all aspects of the country's development (Samier 2015). Research on the female leadership in the Middle East has finally begun to emerge, and this is true to the UAE where some scholars have started to explore the experiences of female leaders in different sectors, like education, government and business (Kemp 2011; Moore 2012; Shaya & Abu Khait 2017). The key relationship between female gender and culture with the leadership styles cannot be overlooked as it was touched on by scholars separately and proved the link between culture and leadership (Jogulu 2010) and female gender and leadership (Abu-Tineh 2012).

1.1. The Study Context:

The United Arab Emirates (UAE) is a small country in the Arabian Gulf. It is relatively a new nation, a federal monarchy of seven Emirates: Abu Dhabi (the capital), Dubai, Sharjah, Ajman, Umm Al Qaiwain, Ras Al Khaimah and Al Fujairah, formed in 1971. The UAE official religion is Islam and its official language is Arabic while English is used as a second language due to the huge number of expatriates who constitute approximately 80% of the UAE population. It was founded by the late Sheikh Zayed Bin Sultan Al Nahyan and has rapidly transformed from a country depending only on agriculture and fishing for pearls to a modern, internationalized and cosmopolitan country.

After the discovery of the oil reserves, the UAE has gone through constant development relying on its natural resources. Recently, the UAE has reduced its reliance on oil and is working towards knowledge-based economy to ensure sustainability, continuous growth and development, productivity and innovation (The UAE government 2016). The UAE ambitious vision 2021 (Prime Minister's office 2015), published in 2010, highlighted the national vision for developing and monitoring a strong, prosperous country that preserves its Islamic values while

blazing the trail on socio-economic growth. Examples of notable development are education reform and promotion of females in public life (Mathias 2017).The federal government in the UAE is responsible for collective issues like security, defense, public affairs and education while other issues are left to the government of each Emirate to decide upon.

Speaking of the educational system in the UAE, it has gone through a lot of changes and reform. In the 1950's, mirroring many other Gulf countries, the education in the UAE was limited to teaching the Holy Quran by village elders. Later, the first non-religious school was established in Abu Dhabi. It wasn't until the early 1970's that modern schooling started with the establishment of educational system. Since then, and with the rise of Sheikh Zayed Bin Sultan Al Nahyan in 1971, massive changes have taken place (Litz & Scott 2016). At the national level, strategic plans were set to lead change, while at the Emirates level, educational bodies were created to assist and ensure successful implementation of policies and plans (Al Amiri 2012). Curricular, operational, organizational and structural changes took place to improve the performance standards of schools and the quality of teaching and learning to lead to better students' achievement.

The Department of Education and Knowledge in Abu Dhabi (ADEK), previously known as Abu Dhabi Educational Council (ADEC), is the governing body responsible for the education system in the Emirate of Abu Dhabi. The Knowledge and Human Development Authority (KHDA) is the entity in charge of the private schools in Dubai, in addition to the Ministry of Education (MOE) which is in charge of the public schools in Dubai and all public and private schools in Sharjah and the Northern Emirates. One of the nine pillars of Abu Dhabi economic vision 2030 is premium education (The Abu Dhabi Government 2008), while one of the key performance indicators of the First-Rate education system emphasized in the UAE 2021 vision is having 100% high quality teachers (The UAE Government 2016). Hence, comes the role of the school leadership to support in leading to premium, high quality education. The school principals are now leading teachers, students, parents and almost all the community as well as providing funding, monitoring instructions and planning strategically (Lynch 2012). Not to forget that 60.9% of school principals in Abu Dhabi are female (OECD 2014) while 244 are in administrative positions in Dubai compared to 58 males in 2015-2016 (Dubai statistics 2017).

UAE is listed among the top 10 countries for the number of women in leadership positions (Grant Thornton 2013).

1.2. Education Reform in the UAE:

 In the last decades, governments worldwide have put tremendous effort on reforming education to improve the countries' social and economic conditions (Abi-Mershed 2010) and lead to social and economic development (Miller 2018). National governments have regarded education as a tool that plays a double role on raising social mobility and guiding economic growth (Miller 2018). Education reform in the Arab world signaled its start in the early 1970's when Arab countries saw it as the vehicle or catalyst that will lead the social, economic and political development (Abi-Mershed 2010).

The UAE aims to raise the quality of education in all public and private schools to international standards (Thorne 2011). Changes taking place are similar to those in any developing nation and which are improving facilities and infrastructure, enhancing building capacities, overhauling the curricula, developing teaching-learning pedagogies, creating new policies and regulations, raising outcomes to international standards, restructuring management and boosting and evolving leadership capacities (Blaik Hourani & Litz 2019; Litz & Blaik Hourani 2016; Litz & Scott 2017).

Education in the UAE is facing a rapid change because of the government policy to shift to knowledge-based economy. The UAE government is allocating 20% of its budgeted expenditure on education (D'Mello 2017). The Ministry of Education ten year strategic plan for education reform 2010-2020 aims at providing high-quality education characterized by a quality curriculum, professional teaching, good and safe life for students, preserving and promoting national identity and culture and ensuring effective school leadership (D'Mello 2017).

In public schools in the UAE, there is a senior leadership team composed of the school principal, the administrative vice principal, the academic vice principal and the heads of departments. Principals of the same region or the same geographical area report to cluster managers. Those school administrators are known to play a core role in school development (Blaik Hourani & Litz

2018). They are responsible of setting the cornerstone for the school to attain international standards in the quality of education, as stated in ADEC's 'Professional Standards for Principals' handbook (Blaik Hourani & Litz 2018).

To ensure reforms in education are properly implemented, there must be capacity development. In 2016, the ministry of education designed a training program as an early step or a precursor for the licensing procedure. This training program targets 11,500 teachers, 1000 school principals, 92 academic supervisors and many other school staff (Warner, ed Arabia 2016). ADEK has also identified five professional standards for cluster managers, principals and vice principals to be able to cope with and support the implementation and requirements of the reform. Those standards of leading the organization, leading strategically, leading teaching and learning, leading people and leading the community (ADEK 2011) which are also demanded for principals' licensing scheduled by the KHDA, evolved the role of the principal and provided a solid ground for achieving school effectiveness and attaining international standards of high quality education.

1.3. Background and Definitions of the Study Concepts:

Educational Leadership:

Leadership is a concept that has been debated for years with over than 200 definitions and more than 50 classifications (Miller 2018). Northouse (2010) considered lesdership as a process which impacts both leaders and followers, it involves influencing followers to attain or even exceed goals set, takes place in groups and finally shares common goals.

Educational leadership, also termed as school leadership in some educational systems across the world, is a "social process" that creates a balance among leadership, administration and management to produce "commitment, alignment and direction" (Miller 2018, p.9).

Due to the changing context of education, school leadership has been increasingly researched and debated (Pashiardis & Johansson 2016).

It is believed to be a practice derived from and influenced by the interrelation among four dimensions: "personal", "social", "relational" and "environmental" (Miller 2018, p.167). The "personal dimension" indicates the school leader reliance on his/her own personal beliefs and

values and the communication of those values to staff and students to cause change (Miller 2018). The "social dimension" reflects the school leaders work with internal and external factors to attain personal and national goals (Miller 2018) and provide a different educational experience that will develop students personally, socially, economically and spiritually (Miller 2016). The "relational dimension" highlights the importance of leading with school staff, students, parents, community and others to have successful educational leadership, while the "environmental dimension" shows the direct and indirect impact of the context and national and global policies on the way leaders lead (Miller 2018).

Miller (2018) places a high importance on the context indicating the influence it has on educational leadership. He acknowledges that the context, whether it is related to the leader's knowledge, skills and experience or to the community participation and regulations, determines the leaders' behaviors.

Miller (2018) identifies five layers of context which affect educational leadership and must be taken into considerstion when evaluating it. First, the institutional context or rules and regulations of the district like that of ADEK, KHDA and educational zones in the UAE, determine and shape the context in which the leaders operate, which in turn regulate their behaviors, practices and styles. Second, the community context, like location, diversity of staff, parents and stakeholder involvement and community violence also plays a role in shaping the leaders' practices. This context influence is limited in the UAE because all schools are in safe areas, and they are all monitored and well equipped to ensure security and safety. Economic context influence is limited too, as public schools in the UAE are funded by the government and well resourced, which also cannot be a predictor of the Emirati educational leadership practices. Political context and educational policies are also factors which affect leadership practices. Approaches to school leadership policies must place a high consideration on the contexts in which the school operates (Pashiardis & Johanson 2016). The last context stated by Miller (2018) is national culture context, which is the area of focus in this research is of utmost importance in shaping the educational leaders' behaviors.

National Culture:

Culture is defined as values, beliefs and perceptions that people acquire early in life and distinguish them from others (G. Hofstede, G. J. Hofstede & Minkov 2010). It is a system which informs people on what to value and how to act (Trompenaars & Hampden-Turner 1997). Hence, understanding the national culture of a leader is important since it impacts his/her behaviors and practices. Scholars worked on providing a clear framework to understand cultural diversity, but it was not properly framed until the emergence of Hofstede's dimensions (Fernandez et al. 1997). Pashiardis & Johanson (2016, p. 205) state that "Education systems are micropolitical", which means they are the reflection of the culture and values of their people. As a result, what is effective and successful in one part of the world might not be as effective in another area (Pashiardis & Johanson 2016).

As stated by Miller (2018), many scholars discussed the link between the national culture context and the leaders' behaviors (Ayman & Korabik 2010; Budin & Wafa 2015; Nazarian & Atkinson 2013; Obeidat et al. 2012). Studies reported that leaders' attitudes and behaviors differ across cultures , and so do management practices (Duyar, Aydin & Pehlivan 2010). Hence, to have more successful leadership, it has to be linked to the culture values (Miller 2018).

Gender Leadership:

The interest in gender leadership started as early as the 1970s. Researchers at that time questioned whether sex differences implied that men and women lead and manage differently (Schein 1973). The concept of gender leadership argues that men and women lead differently and they are followed differently (Elias 2013). Burns (1978) classified women as submissive and nurturing which make them not competent to lead as opposite to men. Gray's (1993) gender paradigm described female as more caring, considerate of individual differences and needs, creative, innovative and subjective.

Many studies argue that there is a difference between male and female leadership styles (Poulson et al. 2011; Gartzia & Van Engen 2012; Al Zouguol et al. 2013). Several other studies which investigated the impact of gender on leadership styles and in particular female gender indicated that women displayed more elements of transformational leadership style which are more competent with their stereotyped gender qualities (Showunmi & Kaparou

2017; Shaya & Abu Khait 2017). In conclusion, many studies have proven the influence that female gender has in determining female leaders' leadership styles despite the very few studies that claimed the opposite (Coleman 2005; Paustian-Underdahl, Walker & Woehr 2014).

1.4.Problem Statement:

Due to the importance of leadership role in school development and many other aspects, there should be a focus on the qualities of those leaders to support in educational reform because having adequate educational leaders who are well qualified and with high potential is important to ensure continuous school development and attain education promises to any nation (Miller 2018). In addition to that, most literature and research on educational leadership, until recently, did not give priority to school leaders' voices. As mentioned earlier, female gender (Poulson et al. 2011) and national culture are variables that influence the leaders' style (Ayman & Korabik 2010), which in turn affects the whole educational process and development in the school (Talebloo et al. 2017). Thus, with the wide educational reform that is taking place in the UAE, studying the relationships between female gender and national culture as independent variables in determining the leadership style of the female school principals as educational leaders is crucial.

Leadership theories generated are all ethnocentric, and they are tailored according to their context. Scholars generating those theories make little or even no consideration to culture, thus what works in Anglo-American societies might not work outside (Dimmock & Walker 2000). Globalisation in educational leadership means the export of theories and practices in educational leadership from certain countries, in particular the Anglo-American world, and import them to the non-Western world (Dimmock & Walker 2000). The suitability of these imported theories and practices are questionned by many observers because what seems valid in one social setting might not be appropriate in another cultural context. Many factors, such as culture, economy, politics, race, gender and religion play a role in the adoption or rejection of policies and practices (Dimmock & Walker 2000). Understanding the relationship between national culture and leadership style is a must to help in developing effective leaders (Chin-Sanchez Hucles 2007)

and aid in transferring management theories from developed countries to developing ones and check their applicability (Leung et al.2005), as well as doing the needed adaptation.

Western scholars in social science do not usually discuss or research in the Middle Eastern conditions (Samier 2015). Therefore, the existing literature suffers from different aspects like misrepresentation, overgeneralization or even negative stereotypes (Cole 2009; Nader 2013). There is scarcity in empirical studies which investigate the effect of culture on leadership styles (Nazarian & Atkinson 2013), especially in the Arab world and in particular in the UAE where the very few studies found on the effect of values and culture on managers and individuals were in the business field (Hassan 2015; Willemyns 2008), which leaves a gap in literature. In addition to that the majority of the studies that investigate the female gender effect on the leadership styles were conducted in western context (Al Haj & Van Horne 2013). Therefore, studies that discuss the role of gender and culture in determining the leadership style of female leaders would help in closing the gap and contributing to literature on effective school leadership. Scholars have also reported the limited research which investigated transformational and transactional leadership in the UAE (Metcalfe & Mimouni 2011) or the unique characteristics of leaders working in the UAE context (Hijazi, Kasim & Doud 2016).

Even though many studies have discussed the effect of gender on the leadership style (Burns & Martin 2010; Cleveland, Stockdale & Murphy 2000; Eckman 2004; Morris, Guattin & Coleman 1999; Rosenbach & Taylor 1998) very few have considered the national culture dimensions within. Views discussing the transferability of specific leader behaviors across cultures have suggested that any effective leadership process must reflect the culture (Ayman 1993; Ayman & Korabik 2010) and its unique features like values beliefs, religion …etc (Dorfman et al. 1997; Ayman & Korabik 2010). Trandis and Bislin (1984) claim that studies that consider cultural effect might lead to a better understanding of construct researched or even improve theories because they look at more variables and factors, especially because it is believed that leadership is culturally situated (Miller 2017). For a new research on leadership to add to existing literature it must incorporate the role of culture, argue Ayman and Korabik (2010).

1.5. Purpose and Research Questions:

The twofold purpose of this study was to investigate the leadership styles that the Emirati female school principals adopt and to explore the influence of female gender and national culture on the leadership styles of the Emirati female school principals, as educational leaders. Accordingly, the questions that were formulated to guide the research to achieve the purpose set were:

> **RQ1:** What leadership styles do Emirati female principals exhibit and to what degree are they aware of their styles?

> **RQ2:** What are the leadership characteristics of participating female principals according to their own perspectives?

> **RQ3:** How are the Emirati female principals' leadership styles influenced by their female gender?

> **RQ4:** How do the cultural dimensions of Emirati female principals affect their leadership styles?

1.6. Significance of the Research Study:

The scarcity in the research studies that examine the role of both female gender and the national culture dimensions of the leaders on the leadership styles adopted leads to a gap in literature. Therefore, studies which investigate this link are needed to close the gap and contribute to literature on effective female leadership in the educational system.

Leadership is essential to cause positive change (Hoy & Hoy 2013; Mulford 2008). As a result, this study would be of interest for countries working on education reform, especially those that share the same cultural dimensions as the UAE. Knowing the qualities of effective leaders in a certain context would lead to developing leaders that can support in causing change. It also guides countries to plan professional development to equip leaders with the qualities that would make them effective in their context.

The shift in the educational system in the UAE to meet the need of the country's economic growth raised the need to investigate effective educational leadership that will support in

attaining the country's vision in educational reform. Locally, the Findings of this study might support in informing policies that will guide in school reform and setting strategies for effective female leadership in the UAE, especially because the UAE is working to ensure that its educational system provides the nationals with the needed skills to support the innovative economic growth and the long term economic stability (World Economic Forum 2017). In addition to that, the paramount importance that the UAE is placing on empowering women to participate in the country development has driven the need to get to know their qualities and styles to inform strategic plans set and the training program planned to develop teachers and principals capabilities.

1.7.The Researcher's Background:

The researcher has been in the educational field for 19 years out of which 11 are in the UAE. She has been working as deputy principal, academic advisor and teacher trainer in Al Ain, Dubai, Sharjah and Ajman. During these years, she was in interaction with teachers and principals from different nationalities and from both genders males and females. From her visits to different schools, public and private and various professional development conferences, the researcher noticed the eagerness of the Emirati female leaders for development. The noticeable number of Emirati female leaders' participation in workshops, in particular the young generation, has triggered the curiosity of the researcher to know more about their qualities especially for the important role they play in the development journey in the UAE and in particular in the journey of the education reform. In addition to that, the increase in female representation to 22.5% in the recent Federal National Council election and the selection of a woman to be the president of the council and the new number of young female ministers in the latest government, made the researcher more eager to know about what leadership qualities these females possess that led them to reach those senior leadership positions.

The researcher experience as educational leader might to a certain extent have affected the research as well as the study outcomes and interpretation (Marshall & Rossman 2016). It is important to consider the researcher's positionality by understanding who she is and her position in relation to the context and the research (Avçi 2016), because the context, academic discipline,

professions path and experience affect the positionality of females and the researcher is a female leader (Hoskins 2015).

Positionality, as acknowledged by Bourke (2014) and Mercer (2007), holds both subjectivity and objectivity. In other words, the researcher attitude varies between subjectivism and objectivism according to different factors and conditions, such as time, context or even participants. Thus, scholars argued that researchers fall in the middle area where they are neither fully subjective, also termed "complete insider", nor fully objective or "complete outsider" (Kerstetter 2012).

This study researcher falls in this category. She can be partially considered an insider because she has been an educational leader herself for around 11 years in the UAE. This has been an advantage for her because she already knows the educational system in the UAE, is aware of the education reform and the need for effective leadership to implement the change and is training teachers and principals to equip them with the skills needed to cause change. With this knowledge, the researcher was capable of gaining the participants' trust (Kerstetter 2012), which led the way to ask more relevant and targeted questions as well as collecting richer data (Dwyer & Buckle 2009). Being subjective or an insider in researching the problem might lead to researcher's bias, and being unable to look at the topic as an outsider is a disadvantage of positionality that the researcher was aware of and tried to control and to minimize.

The researcher is also considered as an outsider for several reasons. First of all, the researcher is a resident of the UAE while she comes from a different culture, she is Lebanese, and she has finished her studies in an educational system which is completely different than that of the UAE. Second, her experience in the UAE is in private schools not in governmental schools where the study was conducted. One of the advantages of being an outsider is viewing things from a distance. This provides the outsider with the privilege of noticing things that the insider can't see for his familiarity with the situation (D'silva et al. 2016). Also keeping emotional distance is important as it will add value to the research and limit the impact the researcher might have on the data analysis (Chawla -Duggan 2007). It is important as a researcher to be aware of your positionality and try to make use of the advantages of being both an insider and an outsider while controlling your bias and limiting your impact as the researcher of this study did.

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1.8.Overview of the Study Chapters:

The thesis is organized into five chapters. In the first chapter, a background review of the research topic is presented as well as an overview of the context where the research was conducted and the education reform in the UAE, which highlights the importance of the variables of focus in this study and their contribution to the education reform. Chapter one also discusses the research problem, the purpose of the study, the research questions and the significance of the study. It touches as well on the background of the researcher and her positionality.

The second chapter starts with the conceptual analysis of the study constructs of educational leadership, gender leadership and national culture dimensions. The researcher then presents the theoretical framework where she discusses the theories adopted in this study like the Full Range Leadership theory, the masculine and feminine paradigms of gender leadership and the national culture dimensions of Dimmock and Walker as well as Dorfman and Howell and a justification for the usage of each theory. Then, different studies which explored the constructs of focus in this study are reviewed and the chapter concludes by situating some studies that reviewed the three constructs.

In chapter three, the researcher explains the methodology followed in the study. She also discusses the research approach and paradigms used. In addition to that the site, sampling as well as the data collection instruments including their validity and reliability, analysis procedures and ethical considerations are presented.

The fourth chapter presents the analysis of the collected quantitative and qualitative data. First the demographics statistics of the Emirati female school principals are displayed. Then factor analysis and descriptive statistics are used to determine the leadership styles of the Emirati female leaders. Multivariate analysis of variance (MANOVA), structural equation modeling (SEM) and multiple regressions are then calculated to indicate the inter correlation between variables and the influence of culture dimensions on the Emirati female leadership styles. The

last section of the chapter covers the qualitative data analysis of each construct and the relationships between them.

In the fifth and last chapter, the findings of the study are discussed and answers to each research question is presented and elaborated on. The findings are compared to earlier studies to support or contradict them. The chapter concludes by presenting the implications and suggesting recommendations to policy makers, school principals and trainers. It also looks at the limitations of the study and provides suggestions for further research.

Chapter Two

Conceptual Framework, Theoretical Framework and Literature Review

2.1. Overview

Like any institution, schools are in constant change and development (Hinde 2003). "Greater demands and expectations are being placed on schools and school leaders…….. never before in modern history has education and schooling been perceived as having such significance in national change agendas" (Miller 2018, p.60). It is widely acknowledged that school leaders play a critical role in implementing reform. While policies are decided at the higher level in any educational system, their success depends mostly on the practices of the leaders of the schools (Frost et al. 2013; Miller 2018). Leaders are the change drivers (Bishop 2008) and central to reform (Miller 2018). It is believed that school leaders are the most important in helping governments and nations to achieve their change agendas within education or outside it (Miller 2018) and that school administrators play a core role in enhancing school development through effective evaluation, raising standards and supporting continuous professional development (Blaik Hourani & Litz 2019). "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school", claim Leithwood et al. (2004, p.7). Miller (2018) also ranked school leadership second to teaching in leading to school success. Many researchers have documented the positive relationship between school leadership and educational outcomes (Blaik Hourani & Litz 2019; Bush 2005; Sun & Leithwood 2012; Nash 2011), and the significant effects it has on the quality of the school organization and the students' learning (Leithwood et al. 2006). Leithwood et al. (2006, p.5) implied that the leader is the catalyst that unleashes the potentials and capacities in any organization, and they stated that "there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership". Educational leadership influences learning by modifying teachers' working conditions and motivating them (Louis, Dretzke & Wahlstrom 2010; Walker, Lee & Bryant 2014) and improves school outcomes (Hopkins 2013; Walker, Lee & Bryant 2014). Many scholars described the principal's role as a lever that

determines school improvement (Blaik Hourani & Litz 2019; Hanges et al. 2016; Robinson, Lloyd & Rowe 2008; Robbins & Judge 2012). Spaull (2013) considers that the one reason behind poor academic standards in school is the lack of effective leadership in a way to emphasize the important role of the principal.

Elmore (2004) also argues that the principal has the key role in guiding instructional improvement while Shields (2003) urges that there must be a mix of different styles of leadership to produce effective leadership that will guide students' performance, teaching and learning, inspiring and motivating others and establishing collaboration to attain desired goals. Among the characteristics of effective leadership stated by Bishop (2008) is a leader who supports change and development.

Murphy and Datnow's (2003) case studies on "Leadership lessons from comprehensive school reforms" illustrated the need for a leadership style which is a collection of different skills that lead to school reform. Miller (2018) reported the findings of the Organization for Economic Cooperation and Development (OECD) on the importance of effective school leadership to improve the efficiency and quality of education in school which in turn leads to economic development. In conclusion, there is a very strong "link between principal leadership and reform implementation. The principal is in a unique position to help mediate the success of reform at the school level – perhaps more so than any other individual in the school system. In schools where principals act as catalysts for change and have a personal commitment to the project, reforms have the possibility of leading to school improvement" (Marsh & Datnow 2008, p.19), that is why understanding leadership styles of Emirati Female school principals is essential to support in the educational reform in the UAE.

The world is in rapid change; as a result, leadership styles need to change. Organizations have moved to more of a flatter structure to cope with the global competition and the world of new and high-technology. Traditional approaches to leading have proved to be rigid and new strategies of openness are needed. Empowerment, cooperation and communication are a must for better performance (Rhee & Sigler 2015). "The military style of management of expecting unquestioning obedience from subordinates has become passé and has been replaced by a participatory kind of management" argued Brady (1996, p.1 cited in Rhee & Sigler 2015).

Leaders are the most important agent in any organization and their leadership styles influence the success and performance of their organizations (Sabharwal, Levine & D'Agostino 2017; Seidle, Fernandez & Perry 2016). They can lead their institutions to better performance and excellence, or they can demolish advantages and wreck them completely. They can either create a healthy and productive work environment to their followers or cause them nightmares (Vasconcelos 2018). Therefore, leadership is considered as "arguably the most important problem in the social sciences" (Van Vugt et al. 2008, p. 182 cited in Vasconcelos 2018).

In brief the researcher discusses the role of women in the UAE to highlight the difference in the situation of females in the UAE compared to Western countries or even other Arab countries. Studies on leadership styles and their effectiveness taking into consideration the role of culture and gender in determining leader's behaviors and beliefs are reviewed and used according to relevance (Yasseen 2010; Zougool et al. 2015; Al-Ali et al. 2017). The individual's own positionality and the context he/she is in and how that is reflected on his/her self-perception and leadership style is also used to facilitate the later analysis of data.

Through this chapter, the conceptual analysis of the constructs of leadership, gender leadership and national culture is discussed. It is then followed by the theoretical framework which presents the theories of the Full Range Leadership, the masculine and feminine paradigms of leadership and the national culture dimensions of Dimmock and Walker as well as Dorfman and Howell and a justification for the usage of each theory. The researcher then discusses different studies that explored the constructs which are the focus of the paper and the relationship between them. She concludes by situating some studies that reviewed the three constructs.

2.2. Conceptual Framework

2.2.1. The Concept of Leadership:

Leadership, management and administration are concepts that overlap and are usually used differently in different contexts and different cultures. Coleman (2005) considers leadership to be more important, while management is related to operational issues and administration indicates tasks done regularly as routine. While leadership and management are still used interchangeably, leadership is seen as more special. The leader is more than a manager; he is a person with

charisma, vision and ability to encourage others and motivate them. Leadership is defined as the process through which leaders affect their followers to attain common goals set (Lunenburg & Ornstein 2013, cited in Avçi 2015). Burns (1978, p.19) defined leadership as, "leaders inducing followers to act for certain goals that represent the values and the motivation – the wants and the needs, the aspirations and expectations – of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations". He also described it as the most observed phenomena, but the least understood. Bass (1990, p.11) later defined it:

> as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviours, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions.

The definition of leadership has evolved over time to be similar to that of House et al. (2004, p.56) who says that leadership is "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members". Dimmock (2012, p.6) argues that the concept of leadership "is complex, multi-dimensional and inseparable from the social and organizational context and conditions in which it operates". He (2012, p.7) defines it as "a social influence process guided by a moral purpose with the aim of building capacity by optimizing available resources towards the achievement of shared goals".

Even though Smith et al. (1989) argue that the concept of leadership was addressed very early dating back to the sixteenth century by Machiavelli, it has become more systematized and extended in the 1900s. It started with the charismatic leadership of Weber (1947), to the transformational leadership of Burns (1978) that was developed later by Bass (1985) whose work laid the foundations of Bass and Avolio's (1997) "Full Range Leadership Theory".

There is a considerably wide range of writing on leadership in general and educational leadership in particular. Leadership has been theorized in different ways, each of which focused on an area (Coleman & Early 2005):

a. Some theories focused on the qualities of the leader like the "Great Man Theory" and the "Trait Theory". The great man theory claims that a leader is born to be a leader which implies that no training is possible to create effective leaders if they were not born to be one. This theory is kind of linked to the stereotype that males in particular are the leaders; hence it is named "the great man". The trait theory is quite similar. It states that leaders have a common set of traits in their personality like self trust and popularity, physical factors like gender, age and look and abilities such as performance or intelligence. Rating high on those traits indicates that the individual is a leader (House & Aditya 1997). This theory was rejected by many who explained that not only trait possession would make a leader; it is also the interaction with situational demands and the relationship with the followers (Stodgill 1948). It was proven to be invalid (Mann 1959) because traits are not common among leaders, so what applies to one of them might not be essential or applicable to the others. As a result, the trait approach will not be helpful if used as a base for any study in leadership (Mullins 2008).

b. Contextual, Situational and Contingency theories consider that leadership is a two-way process depending on the followers and the context. Fielder (1967) considered that the leader's style might be more or less successful depending on the context whether it is favorable or unfavorable. Hersey and Blanchard (1988) believed that the relationship between the leader and his followers depended on the experience of the followers and their commitment. So the leader will delegate work to the experienced and committed followers, will direct the inexperienced one and will coach and support the experienced who is less committed. The situational leadership theories suggest that leaders adopt leadership style that fits and suits the time and situation (Bass 1990). These theories highly contributed to the leadership literature and were of significant value, but still were criticized for the complexity of the adopted models, the impractical applications and faulty methodologies.

c. Distributed leadership claims that leadership must be shared throughout the organization. It is a collective leadership where all share responsibility to improve the outcome.

d. Underlying dimensions of leadership theories (Behavioral Approach): This deviated the focus from traits or innate characteristics to learned, adopted and acquired behaviors. It discussed two major leadership styles which focused on decision making or people/task centered. Here comes a large spectrum of leadership styles where leader is perceived as autocratic, democratic or laissez faire as described in the work of Lewin and Lippitts in 1938. Vernadire (1997) also explained that democratic was favoured because it focused on the quality of work not the quantity like the autocratic while the laissez-faire cared neither for quality nor for quantity.

Ohio State University and University of Michigan provided two major studies that discussed the behaviors of effective leaders and contributed to the foundation of leadership research (Bryman 1986). The Ohio State University study was conducted between 1940 and 1950. Few years later, Kahn and Katz (1960) at the University of Michigan investigated the relationship between leaders' behaviors and the performance and development of the followers. They concluded that leaders can be "product-oriented", also termed as "task-oriented", or "employee-oriented" also termed as "relationship-oriented". Leaders who are product-oriented focus on the end product that is why they put clear goals, set procedures to be followed and guide their followers to achieve the set goals. On the other hand, employee-oriented leaders care for relationship with their followers to encourage productivity and promote satisfaction (Kahn & Katz 1960). Similar to Kahn and Katz (1960) was the study of Kerr et al. (1974) who identified two dimensions of leadership "consideration" and "initiating structure". "Initiating structure" refers to the leaders' role in setting and guiding goals' achievement; while consideration discusses the leaders' ability to construct relationships of trust, respect, honesty and consideration (Kerr et al. 1974).

Another major theory that used the afore mentioned studies' findings is that of Blake and Mouton in 1978 (1985) that identified nine-point scale to classify leaders as more people oriented or task oriented. Blake and Mouton's managerial/ leadership grid is represented by two main axes, the x-axis is the concern for production (task oriented) and the y-axis is the concern for people (people oriented). Each axis ranges from 1 which represents minimum concern to 9 which represents maximum concern. Since not every manager has a preference to either of the two, Blake and Mouton found five leadership styles that combine the two and which are:

indifferent or impoverished management (1,1), dictatorial o 'produce or perish' management (9,1), status quo or middle of the road management (5,5), accommodation or country club management (1,9) and sound or team management (9,9). To sum up, these approaches were based on the activities of the leader which might be "work-oriented" or "person-oriented" (Vernadire 1997). Although behavioral approach contributed well to leadership research and understanding, it failed to explain the ineffectiveness of leadership sometimes.

e. Gender Leadership: this will be discussed later in detail. It explains the stereotypes about the difference between men and women leaders. Women are more caring, gentle and emotional. They focus on collaboration, teamwork and delegation. Men are more autocratic, aggressive, and decisive and prefer to work independently (Coleman 1996; Gray 1993).

f. Emotional Intelligence leadership: The concept of emotional intelligence discussed by Coleman in 1998 had 5 domains: self-awareness which refers to knowing own emotions, strengths and weaknesses. Self-regulation means having the ability to control own emotions. Motivation is the will to meet goals and work for development and finally comes empathy and social skills. This theory is in contrast with the traditional view of a leader who must be more rational than emotional.

Those were some of the basic theories in leadership which underpin the new theories in leadership styles and led researchers to explore leadership behaviors not traits. Leadership style is the group of different behavioral aspects adopted by a leader and which determine how this leader cooperates, communicates and deals with his/her followers to motivate them to reach the goals (Sawati et al. 2013). Early discussion of leadership started first in business, industry and military sectors. The need to develop schools has directed researchers to look at the leadership role in school context. Research has proven a clear relation between leader behaviors and school outcomes which drove lots of studies to investigate on best leadership qualities (Hanges et al. 2016; Leithwood, Begley & Cousins 1991; Miller 2018; Sabarhawal, Levine & D'Agostino 2017; Seidle, Fernandez & Perry 2016).   In the last few decades, several literatures on leadership in its assorted styles and traits and school improvement have arisen.

Leithwood and his colleagues (Leithwood, Begley & Cousins 1991) derived 6 styles of leadership in education. Those leadership styles are categorized as of who influences whom, why this influence is exerted and what its outcomes are. The leadership styles are:

a. Instructional Leadership: or also called 'learning-centered leadership'; it assumes that the leader's main focus is on students' learning. This type of leadership emphasizes on teaching and learning, curriculum and monitoring students' learning and progress. Those leaders work on developing teachers' instructional abilities to impact better students' outcomes.

b. Transformational Leadership: This is always seen in contrast with Transactional Leadership. It is based on the work of Burns (1978) and developed later by Bass and Avolio (1991). It is strongly related to building the capacity of followers to lead to better outcomes, productivity and continuous improvement.

c. Moral Leadership: Its focus is on values and moral, and it is applicable in many contexts. One of its exceptional aspects is that it is linked to areas with political problems such as repression and economic deprivation. Such type of leadership helps in promoting a more stable society if democratic attitudes and values were developed in schools (Harber & Davies 1997).

d. Participative Leadership: It overlaps with Moral Leadership and Transformative Leadership because it insists on shared decision making and leadership for more democratic organization.

e. Managerial Leadership: also named Transactional Leadership. It is similar to bureaucratic and hierarchical leadership where the leader is at the top of the pyramid and exercises classical management described with full power. It aims at reaching the targets without considering people.

f. Contingent leadership: It represents a leadership style in which leaders respond differently to different situations.

Among all of the leadership theories, the Full Range Leadership Theory, which will be discussed thoroughly in the theoretical framework section, is the most researched and validated (Kirkbride 2006). It has gained large popularity among scholars and leaders. It consists of a wide variety of leadership styles with a broad range of leadership behaviors which contribute on indicating the effectiveness or ineffectiveness of a leader (Avolio & Bass 2004).

2.2.2. Approaches to Studying Gender and Leadership:

Centuries ago, scholars noticed the necessity to tell the difference between gender and sex (Bem 1974). Pounder and Coleman (2002, p.124) defined gender as "a collection of qualities labeled male or female that are created culturally". It is "a social phenomenon, a categorization of a physical body that places a person into one classification or another" (Christman & McClellan 2008, p.6). Korabik (1999) stipulates that gender is a 'multidimensional' and 'multilevel' phenomenon with different aspects. Sociologists have emphasized the belief that sex is determined while gender is built depending on different environmental factors in particular the ones related to the culture (Pagliassotti 1993). Simone de Beauvoir (1993, p.301) stated that "one is not born woman, one becomes one".

Gender and leadership is a construct that has been widely discussed, and it started through the 1970s and 1980s. Research at that time questioned whether these were enduring sex differences, which implied that men and women manage and lead differently. Research then was based on the work of Schein (1973, 1975) "think manager – think male", which argued that most people relate or link the qualities of a leader to those of males. Management roles are seen to be widely aligned with stereotypically men qualities and characteristics. The concept of gender and leadership was emphasized with Bem's (1974) identification of the masculine and feminine characteristics in leadership. It implied the masculine stereotype as authoritarian and target oriented and the feminine stereotype as collaborative and people oriented.

Early researches emphasized that leadership is biologically indicated and shown through the behavior of men. Both men and women were perceived in traditional stereotypical manner, where only men are seen as leaders. Burns (1978) indicated that leadership is viewed as a male domain because as assumed high power should be monopolized by males while females are

denied leading positions. Consistent with this theory and because of the wide influence of stereotypes, studies have noted that beliefs about leaders and gender affect the perceptions of individual leaders (Eagly & Carli 2003) that is why women as leaders are perceived negatively (Deal & Stevenson 1998). "[…] People's expectations about successful leadership behavior are strongly associated with attributes such as competitive, assertive, and decisive, which are traditionally regarded as male characteristics" stated Schuh et al. (2014).

Women were viewed as lacking leadership characteristics because they were stereotyped as submissive and dependent (Burns 1978). They were only seen as mothers, which led them to doubt their own leadership abilities (Joasil 2008). Norms which are socially constructed are the reason behind the stereotype of leadership styles (Hoff & Mitchell 2008) and also behind the concept that considers men as better suited candidates while marginalizing women (Blackmore 2002). Eagly and Karau (2002 in Eagly, Johannesen-Schmidt & Van Engen 2003, p.572) indicated the reason behind the preference of men and the "less favorable evaluation of women's potential for leadership because leadership ability is more stereotypic of men than women". Lacasca (2016) explained that female reaching leadership position have difficulty receiving respect from their subordinates because they doubt their abilities to be good leaders and they consider them less effective than male leaders.

People have always associated the role of leaders with authoritative style of management (Rosener 1990). Eagly, Makhijani and Klonsky (1992) found that women are not favored as leaders especially when they try to use autocratic and directive styles which are usually defined as male styles. Hoffman's (2004) findings also indicated that even if females prove to be as effective as males in influencing their followers to adopt influencial decisions, they are still rated less than males on their leadership abilities and less likable. According to Folkman (2017), when females adopt some qualities of males, opposite results happen; for example men leaders' boldness increases engagement while women leaders' boldness decreases engagement. Gender expectations influence the way the leaders perceive themselves as well as others' perceptions about their leadership and their success (Pounder and Coleman 2002; Eagly & Carli 2003). As a result of this concept, women face the struggle of balancing between the masculine expectations of the leader role and the expectations which are traditionally related to women.

This compatibility issue was described in the notion of "role incongruity" which places the females in the dilemma or "incongruity between leader role and female gender roles" (Eagly, Johannesen-Schmidt & Van Engen 2003, p. 572). Eagly, Johannesen-Schmidt & Van Engen (2003) discussed the social role theory approach to leadership to support the claim that even though males and females might occupy the same role, they vary in their leadership behaviors or styles according to gender. The social role theory argues that "leaders might occupy roles defined by their specific position in a hierarchy and simultaneously function under the constraints of their gender role" (Eagly, Johannesen-Schmidt & Van Engen 2003, p. 572). Agentic traits (being autocratic, aggressive, independent and competitive) are associated with males and communal traits (being sentimental, caring, emotional and cooperative) are associated with females; therefore, female leaders who display qualities that are not gender typical are disadvantageous. Whereas male leaders who display androgynous attributes (both masculine and feminine qualities) are advantageous, in particular, when using intellectual stimulation, charisma /inspiration and contingent reward (Wolfram & Gratton 2014). "Androgyny represents an ideal of human functioning blending the strong characteristics (more than the median) of masculinity and femininity" explains Park (1997, p. 167 cited in Vasconcelos 2018). Berkery, Morley & Tierran (2013) disagree with that stating that women are better prepared to adopt androgynous attributes and follow a transformational leadership style than men who face difficulties in showing stereotypical female behaviors.

By the late 1980s and early 1990s, new interest in female leadership emerged. Rosener (1990) argued that there was a 'second wave' of female leaders who no longer act the same as the male model of command and control. She explained that those women are positively interacting with subordinate, encourage participation, share power and raise people's self confidence. At this stage, there was no more a question of whether women are suited to lead or not, because women had already made progress in fulfilling leadership role (Northouse 2004), the question is whether men and women lead differently. The influence of gender on leadership style pervades current literature on leadership styles (Chin 2011; Christman & McClellan 2008; Vikenburg et al. 2011). Yoder (2001, p.815) explained that performing leadership differs between males and females because leadership exists in a gendered environment and not in a "genderless vacuum". Pounder and Coleman (2002, p.124) argued that due to socialization, "women have developed values and

characteristics that result in leadership behaviours that are different from the traditional competitive, controlling, aggressive leadership behaviours of men".

2.2.3. The Concept of Culture: Understanding National Culture

The concept of culture was reviewed by many scholars and indicated its importance in research studies related to international management and leadership (Ayman & Korabik 2010). The definition of culture has been largely debated (Triandis 1996). The earliest modern definition of culture goes back to Edward Tylor, in 1870, who stated that culture is "the complex whole which includes knowledge, belief, arts, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (cited in Soares, Farhangmehr & Shoham 2007, p.277). One hundred sixty four different definitions for culture were highlighted by Kroeber and Kluckhohn (1952) who conducted a critical review on the concept of culture and its definition. Based on the definitions they come across, they created their own definition which states:

Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action (Kroeber and Kluckhohn 1952, p. 181).

Triandis (1972, p. 4) gave another definition for culture as:

> *[a]n individual's characteristic way of perceiving the man-made part of one's environment. It involves the perception of rules, norms, roles, and values, is influenced by various levels of culture such as language, gender, race, religion, place of residence, and occupation, and it influences interpersonal behavior.*

Understanding the national culture of a leader is important since it impacts his/her behavior and work perception. Ayman and Korabik (2010) argued that culture is operationalized in two different ways. The first is the visible characteristics such as country boundaries and the people's physical characteristics. The second looks at the invisible and deepen characteristics like beliefs and values. Hofstede (2001) built his dimensions on cultural values.

Hofstede (1991) defined culture by looking at its different levels starting from national culture and moving down to professional culture, organizational culture and finally to group culture. Karahanna, Evaristo and Srite (2005) explained that the recent changes in the work environment have emphasized the importance of considering cross-cultural variables in leadership theories. They agreed with Hofstede (1991) that culture is defined on various levels. For example, organizational culture strongly affects a person's attitude, beliefs and behaviors within the boundaries of any organization, but there might also be some subcultures within this one organization such as political parties or ethnic groups. Those subcultures also have certain influence on individual's values and behaviors. Cultural issues are mostly studied at the national level or at the organizational level (Nazarian 2013). Karahanna, Evaristo and Srite (2005, p.5) explained that the levels or layers of culture presented in table 2.1 interact all together to influence the person's behavior and that he/she might be influenced by one layer more than the other.

Level	Definition
Supranational • Regional • Ethnic • Religious • Linguistic	Any cultural differences that cross national boundaries or can be seen to exist in more than one nation. Can consist of: • Regional – Pertaining to a group of people living in the same geographic area • Ethnic – Pertaining to a group of people sharing common and distinctive characteristics • Linguistic – Pertaining to a group of people speaking the same tongue
National	Collective properties that are ascribed to citizens of countries (Hofstede, 1984)
Professional	Focus on the distinction between loyalty to the employing organization versus loyalty to the industry (Gouldner, 1957)
Organizational	The social and normative glue that holds organizations together (Siehl & Martin,1990)
Group	Cultural differences that are contained within a single group, workgroup, or other collection of individuals at a level less than that of the organization

Table 2.1: The levels of culture (adapted from Karahanna, Evaristo and Srite 2005, p. 5)

Researchers agreed that national culture and its dimensions operates based on 3 relationships; relationship with time, with people and with nature. Kluckhohm and Strodtbeck (1961) argued that not all social problems that people face might have solutions which are available all the times, and in all societies. Those solutions reflect the values of the societies they are performed in, taking into consideration the dimensions of human and man nature, activity, time and relations (Kluckhohm & Strodtbeck (1961).

Culture is related to the nature of the human being whether it is bad, good, a mixture of both or neutral. It also relates to the nature of man as being submissive, having partial control with harmonious relationship with others or having full control. The relationship of culture with time reflects time orientation to past or to future. Then activity is based on the drive to behave whether it is an internal motive or an external one. Last is the nature of relations between individuals described as individualistic, hierarchical or based on extended groups bonds and backup (Kluckhohm & Strodtbeck 1961). These dimensions which are at the core of any society were used by scholars like Hall (1959), Hofstede (1980), Trompenaars and Hampden-Turner (2000), House et al. (2004) and others to identify national culture dimensions.

Hofstede (1980, p.43) defined national culture as "the collective programming of the mind that distinguishes the members of one category of people from those of another", so it "refers to the collective mental programming that the people have in common; the programming that is different from that of other nations". Same definition was restated in G. Hofstede, G. J. Hofstede & Minkov (2010) explaining that the cultural values and practices are acquired formally and informally starting from childhood and continuing through adulthood. The evolution of culture and its distinctiveness is influenced by its history, economy, religion, language, geographical location, governmental system and education (Yüksel & Durna 2015). Yüksel and Durna (2015) also claimed that each nation factors change the way of thinking and behavior of people as they become part of their identity. All of those definitions shared the concept that culture encompasses the way people think, behave, act and feel. It includes the system of values and beliefs which are acquired in early childhood.

Scholars worked on providing a clear framework to understand cultural diversity and its influence on organizations, but cultural differences and similarities across countries weren't properly framed until the emergence of Hofstede's dimensions. Hofstede's theory was described as "watershed conceptual foundation for many subsequent cross-national research endeavours" (Fernandez et al. 1997, p. 43) and the foundation for any "scientific theory building in cross-cultural research" (Fernandez et al. 1997, p. 44).

2.3. Theoretical Framework

The theoretical framework is drawn upon theories interacting together in educational leadership. The theories are the Full Range Educational Leadership theory, gender leadership theory and national culture dimensions theory.

First, by reviewing the historical and current contexts of leadership theory, the researcher highlights the characteristics valued in any leader and compares them to characteristics internationally found in female leaders. At the second stage, the national culture dimensions model is utilized to critically analyze the effect of culture dimensions in general and gender as a social construct on Emirati female educational leaders. Third, the different perspectives of the female leaders are framed and their individual stories are analyzed as they reflect on their experiences as females and leaders (Figure 1).
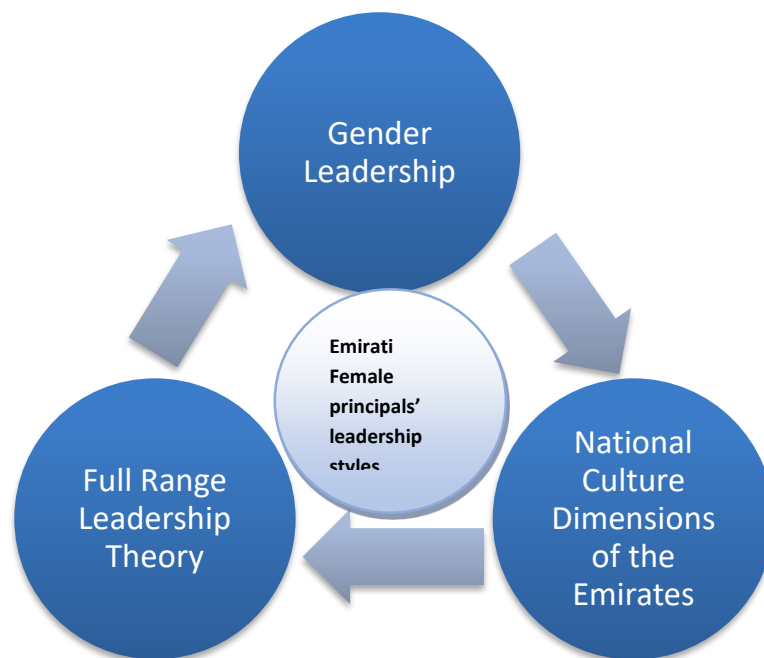
Figure 1: Theoretical Framework of the Study

2.3.1. The Full Range Leadership Theory:

The "Full Range Leadership Theory" by Avolio and Bass (1991) is the main theory that was used in this study to investigate the leadership styles of female Emirati school principals. The

origin of this goes back to the notion of Charismatic leader discussed by Weber as early as 1974. He argued that charisma is emotional in nature. Downton (1973) claimed that transactional and inspirational leadership types must be used by leaders at different degrees. He explained that transactional leadership depends on economic exchange where fulfillment is rewarded by positive transaction and unconforming to the demands is punished through negative transaction. Downton (1973) also believed that leaders must employ their inspirational aspects to convince their followers to conform and make sacrifices for the achievement of common goals, and use their charisma for followers to identify with them.

House (1977) elaborated on the notion of charismatic leadership by discussing its psychological effect. He concluded that a charismatic leader uses his/her self-confidence and his/her assertive behaviors to be his/her followers' role model who inspires and motivates them. In a recent revision of charismatic leadership, Kuppusamy, Ganesan and Rosada (2010) noted that charismatic leaders are capable of causing major changes in the assumptions and attitudes of their followers. They have "a magnetic effect" on their followers which facilitates building a consensus to achieve the organization goals. Those leaders are usually described as self-confident and risk takers. House's charismatic theory was then followed by Burns' (1978) transforming and transactional leadership theory that was later extended by Bass (1985) who changed the term 'transforming leadership' to 'transformational leadership'. Bass's transformational leaders transform their followers' beliefs and attitudes, set a vision, create an emotional relationship and motivate their subordinates to perform beyond expectations. Unlike Burns, he also emphasized the importance of clarifying the followers' tasks and the rewards for successful achievement. In 1991, Bass and Avolio elaborated on Bass's theory to form the "Full Range Leadership Theory".

It was considered the most influential theory which investigated leadership behaviors. Burns and others' theories were first discussed in non-educational context. Leithwood and his colleagues explored the utility of Burns' theory in education beginning of 1990s. Educational leadership is defined now based on skills, behaviors, traits and approaches (Jossey – Bass 2007). Northouse (2010, p.3) highlighted certain components to be central to educational

leadership by saying "leadership is a process, it involves influence, it occurs in groups and involves common goals".

The "Full Range Leadership Theory" includes transformational, transactional and laissez-faire leadership styles. It represents a range of leadership starting from non-leadership or Laissez-faire to more transformational leadership through nine distinct features (Figure 2). Transactional leadership is more task-oriented leadership that involves forming an exchange relation between leader and followers built on a system of reward for achieving goals or consequences for not achieving (Dubrin & Dalglish 2003; Eagly, Johannesen-Schmidt & Van Engen 2003). It uses coercion to ensure followers' compliance. It has no emotional exchange and lacks creativity (Sergiovanni 1990). A transactional leader focuses on policies and structure and makes sure of keeping his organization safe and secured (Mahdinezhad et al. 2013). It is classified in three subcategories or components which are contingent rewards, management by exception active and management by exception passive. Transformational leadership is a process through which "leaders and followers raise one another to higher level of morality and motivation" (Burns 1978, p.20). Transformational leadership emphasizes on motivating followers to reach their full potential or even go beyond expectation for the good of the organization (Buil, Martinez & Matute 2018). Such approaches "emphasize emotions and values and share in common the fundamental aim of fostering capacity development and higher level of personal commitment to organizational goals" (Leithwood 2007, p.192). Transformational leaders challenge their followers to take risks and find daring solutions. They empower their co-workers and develop their leadership skills (Bolkan & Goodboy 2009; Odetunde 2013). Bass (1985) identified 4 categories of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Idealized influence indicates that the leader communicates the vision, the mission and the values and exhibit high personal qualities. Leaders practicing inspirational motivation inspire their followers to aim high and work as a team to achieve an ambitious goal. Intellectual stimulation shows the leaders' support to their followers to be creative and innovative. Finally, individualized consideration refers to leaders who consider individual followers' needs and act like mentors. Researchers believed that transformational leadership has proven to be the most effective (Avolio &Bass 2004; Gardner &Stough 2002). However,

laissez-faire leadership is "a general failure to take responsibility for managing" (Eagly, Johannesen-Schmidt & Van Engen 2003, p.571). It is also known as non-leadership or absence of leadership. It produces work of low quality and quantity. A laissez-faire leader is lazy, careless, procrastinates, and does not care for followers' needs or work achievement.
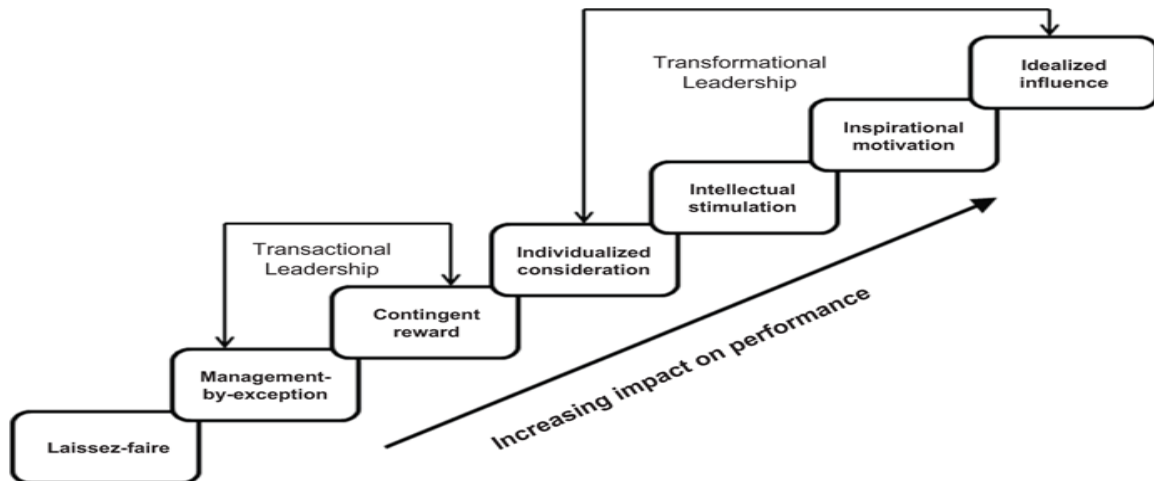
Source: Adapted from Kirkbride (2006)

2.3.1.1.   The

Figure 2: The Full Range Leadership (Avolio & Bass 1991)

2.3.1.1.The Full Range Leadership Components:

For the purpose of this study, the components of the Full Range Leadership Theory (Avolio & Bass 1991) are explained in the theoretical framework as they will be used to identify the Emirati female principals' leadership styles and their correlation to the national culture dimensions.

Transactional Leadership: It acts under the concept of awarding and exchanging benefits between leaders and followers (Northouse 2010). It is also called the managerial leadership because it focuses on the member's responsibility towards the institution (Sultana, Darun & Yao 2015). Transactional leader emphasizes work standards and compliance with rules and regulations to complete the tasks. Once the task is accomplished, the employees receive rewards to encourage them to perform even better. Followers are motivated by external incentive like rewards, an extrinsic-based motivation or psychological ones. This procedure allows the leader

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to reach the goals set while followers receive their rewards such as extra pay, promotion, day off or others. Transactional leaders care about keeping things on track and don't have a vision for future. Avolio and Bass (1991) developed Burns' work and agreed with him on the qualities of the transactional leaders. Transactional leadership is comprised of three components: contingent rewards, management by exception active and management by exception passive.

Bass and Avolio (2004) further studies indicated the differences between management by exception active and management by exception passive. In its active form, the leaders are proactive in approaching any problem, while in the passive form the leaders deal with a problem at a later stage when it elaborates and becomes chronic. Therefore, they preferred to consider management by exception (passive) as an element of the passive – avoidant or laissez – faire leadership style.

Contingent Rewards: This element clarifies that leaders and followers relationships depend on economic and emotional exchange. The leaders clarify the work and the goals that must be reached and the rewards for achievement (Odetunde 2013). They explain the expectations, set agreements, discuss resources, and offer acknowledgment for successful performance (Jones & Rudd 2008). It is an encouraging and positive relationship based on agreement between leaders and followers (Brymer and Gray 2006). The rewards can be external or materialistic like a raise on the salary or a gift or it can be psychological or emotional like an appreciation certificate and in this way the contingent reward would be transformational (Antonakis, Avolio & Sivasubramanian 2003). Contingent reward is productive and affects followers' motivation but not for long term achievement, so it does not give way to full commitment and loyalty of followers (Bass & Avolio 2004). It can be effective only with short-term goals and daily routine.

Management by exception active: Leaders observe followers' performance and intervene when followers deviate from standards and rules. They closely supervise to enforce rules and prevent mistakes. They use corrective critisism and negative reinforcement (Avçi 2015; Jones & Rudd 2008). Similar to contingent rewards, management by exception (active) focuses on the outcomes, the end product, but the former uses positive reinforcement while the latter uses negative reinforcement.

Management by exception passive: Those leaders fail to engage in the system until the problems become quite serious. They take reactive, corrective action only when mistakes become noticeable and are brought to attention. There is negative relationship between leaders and followers as leaders don't care for outcomes or followers' behaviors, attitudes and performance.

Transformational Leadership**:** Its essence lies in leaders transforming their followers and motivating them to move beyound self-interest for the welfare of the organization (Mc Laurin & Amri 2008). Transformational leadership increases intrinsic motivation and sense of belonging. The transformational leader is a role model for change, skilled management and future vision as Mc Laurin and Amri (2008) claim. The 4 Is of the transformational leadership are:

Intellectual Stimulation: It is the first element of transformational leadership. Leaders support followers to be creative and innovative by questionning old assumptions and approaches and encouraging new ways (Nicholson 2007). Leaders who practice intellectual stimulation lead to productive change in their followers who become stimulated to raise awarness of their thoughts, beliefs and values, and challenge them to come up with more innovative approaches to old situations. Intellectual stimulation provokes the followers thinking and invigorates them to question other's beliefs and opinions and disagree freely. Their disagreement must be respected and not criticized by the leaders (Bass & Riggio 2006).

Individualized consideration: It is the second element of the transformational leadership and refers to the leaders who act like mentors. They consider individual followers' needs and differences and treat them in a caring way (Northouse 2004). In individualized consideration practices, leaders make effort to understand each individual in their teams and be aware of their needs and uniqueness. They create a supportive climate and listen attentively to their subordinates. They elaborate a good channel of communication by spending good times with them, listening to their points of views and worries, acknowledging their strengthes and weaknesses and respecting them (Bass & Avolio 2004). They also help them grow and develop (Northouse 2004). They coach and encourage their employees to achieve self-realization and act

to their full potential by delegating work, each according to his/her abilities and performance (Bass 1999).

Inspirational Motivation: It refers to the behavior of the leaders who inspire and motivate their followers to aim high, increase team work and enthusiasm, share an idealized vision and encourage them to achieve it (Northouse 2004). Leaders who practice inspirational motivation are usually avid, eager, excited and auspicious in communicating the institutions' goals and visions (Bass & Riggio 2006). They evoke team spirit and collaboration. They consider followers' career advancement in addition to organization development (Bass & Avolio 2004).

Idealized Influence (Attribute & Behavior): It is the fourth element of the transformational leadership. Leaders practicing idealized influence communicate the values, purpose and mission. They exhibit high personal qualities like emphasizing pride, respect, trust and devotion. Idealized influence leaders are usually known for their high moral and ethical values (Avolio & Bass 1991). The idealized influence (attribute) builds followers' trust. They start seeing their leaders as role models who influence them to work for the welfare of the team rather than self-interest (Bass & Avolio 2004). Leaders practicing idealized influence (behavior) treat their followers with high integrity and respect; they communicate their beliefs in creating a common mission and vision baring in mind all ethical and moral issues (Bass & Riggio 2006). Bass and Riggio (2006) believed that both forms of idealized influence combined together lead to charismatic – inspirational leadership similar to House's (1977) charismatic leadership theory.

Laissez – Faire Leadership or also termed as Non-Leadership: It is the failure to manage. They are passive leaders who avoid to take responsibilities, do not clarify their expectations or give clear objectives and standards, are absent when needed and fail to give assistance or guidance. This type of leadership leads to negative outcomes which are far from goals and impacts individuals and organization negatively (Bass & Avolio 2004).

2.3.2. Gender and Leadership Theory: Masculine and Feminine Paradigms

Many scholars have studied the issue of gender differences in education (Burns & Martin 2010; Eckman 2004; Stetler 2002). The concept of gender leadership argues that females and males lead differently and are followed differently (Elias 2013; Pološki 2003; Stetler 2002). Gender leadership was discussed as early as Burns (1978), who classified women to be more submissive and nurturing which make them incapable of leading as opposite to men. When studying how they lead differently, researchers noticed that women are people-oriented while men are task-oriented; women create a positive environment built on cooperation and sharing power while men are more dictatorial (Coleman 2003 in Brundrett, Neil & Smith 2003; Rosener 1990; Stetler 2002). Christman and McClellan (2008) found that in educational leadership women are either categorized as one of two genders or with characteristics of both males and females called 'Androgynous' as Coleman (1996) named. Pounder and Coleman (2002) identified similar characteristics between transformational leadership and women leadership such as nurturing and collaboration. Table 2.2 highlights a number of studies that provided leadership characteristics which are stereotypically associated to men or women (Mokaba-Bernardo 2016).

Study	Masculine Leadership Characteristics (Stereotypically associated with men)	Feminine Leadership Characteristics (Stereotypically associated with women)
Eagly & Carli 2003	Autocratic and task oriented	Democratic and interpersonally oriented
Pounder & Coleman 2002	Controlling, aggressive, competitive	Caring, emotional, empathetic, collaborative, consensual, cooperative and submissive
Grogan & Shakeshaft 2011	Individualistic, power and hierarchical (top-down)	Shared decision making, spiritual, balanced leadership,

		leadership for social justice and leadership for learning
Vickenburg et al. 2011	Assertive and directive	Sensitive and communal

Table 2.2: Leadership characteristics stereotypically associated with men and women (adapted from Mokaba-Bernardo 2016, p. 44)

Using Bem (1974) masculine and feminine characteristics in leadership, Gray (1993) and Coleman (1996) developed a model or a gender paradigm (Table 2.3) to describe male and female leadership behaviors. They described female as more caring, considerable of individual differences, creative, innovative, subjective and not competitive. The feminine paradigm will be either confirmed or challenged by the end of this study based on the Emirati female leaders' experiences and their context.

The Nurturing / Feminine Paradigm	The Defensive / Aggressive Masculine Paradigm
Caring	Highly regulated
Creative	Conformist
Intuitive	Normative
Aware of individual differences	Competitive
Non-competitive	Evaluative
Tolerant	Disciplined
Subjective	Objective
Informal	Formal

Table 2.3: Feminine and Masculine Paradigms. Source: Gray (1993, p. 111)

Bem's scale also indicated that an individual might score high in both masculine and feminine characteristics which term them as 'Androgynous Leaders':

> *The concept of psychological androgyny implies that it is possible for an individual to be both assertive and compassionate, both instrumental and expressive, both masculine and feminine, depending upon the situational appropriateness of these various modalities; and it further implies that an individual may even blend these complementary modalities in a single act [...]* (Bem 1977, p.196)

Ferrario (1994) argued that 'androgynous' individuals are more effective leaders while Esser et al. (2018) insisted that females should integrate both feminine and masculine leadership qualities. They have greater independence and are capable of motivating, encouraging and nurturing followers. Thus, Gray (1993) argued that men and women can't be viewed as two coherent groups with determined ways of leading and managing. He explained:

> *As our understanding of gender issues has developed, we have moved from considering men and women as two great, opposed sexual blocks to realising that differences within each sex are much greater than those between the sexes and that a simple view that all men or all women fall into one category of behaviour is quite false.* (Gray 1993, p. 107)

While it is important to acknowledge the number of leadership studies that compares women's leadership styles to that of men, recent studies are looking specifically at women's perspectives and the influence of gender on female leadership styles (Abdul Ghani et al. 2018; Grogan & Shakeshaft 2011; Kohli & Burbules 2012; Lacasce 2016); "Although occasional gender comparison studies have continued to be published, the bulk of studies from 1985 to 2009 are single-sex (female) inquiries" explained Grogan and Shakeshaft (2011, p.38). Thus for the purpose of this research paper, the emphasis is placed on analysis of female leadership styles rather than a comparative analysis of females versus males leadership styles.

2.3.3. National Culture Dimensions:

2.3.3.1. Hofstede's Culture Dimensions:

National culture has been studied and researched for decades. Some scholars like Hofstede (1998), Trompenaars and Hampden – Turner (2000), Dorfman and Howell (1988), Dimmock and Walker (2005) and many others have contributed in creating a better understanding of national culture and its variances (Adler 2007). Hofstede's (1980) study provided the foundation for many subsequent culture researches. It was based on 116,000 responses from 60,000 personnel representing 50 countries in multinational company. Researchers consider it to be the most significant cultural study on work-related values (Bhagat & MCQuaid 1982). Ronen and Shenkar (1985, p.446) cited Hofstede's work as "four defining factors of culture (nationality) backed both by theory and empirical

evidence". It proved to be robust and provided the base for many other cultural models and paradigms.

Hofstede classified major cultural differences in 4 cultural dimensions in which countries are ranked high or low. They are described by Hofstede (1997), G. Hofstede & G. J. Hofstede (2005) and G. Hofstede, G. J. Hofstede & Minkov (2010) as:

Power distance: It is the first dimension, and it reflects the degree of inequality which is considered acceptable by a nation. In other words, it indicates the degree to which the people of no power in a society accept the inequality of power distribution (Hofstede 1997). Power distance is defined by G. Hofstede, G. J. Hofstede & Minkov (2010, p.46) as "the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally". This dimension indicates how people are treated based on their social rank, wealth, race and other variables. So this dimension gives an indication on the type of relationship between leader and followers or people of different levels of power in an institution. Factors related to leadership such as decision-making, employees' empowerment as well as leadership styles are affected by this dimension. A culture with low power distance reduces hierarchy and does not accept inequality. It also emphasizes on providing opportunities for employees to share in decision-making. Respect is an indicator in low power distance cultures. People respect each other even if they differ in their social rank and wealth. Because of the horizontal structure in a low power distance culture, employees and leaders collaborate in making decisions and they are equally treated. "Emotional distance" is minimal between them which creates an "interdependence" (G. Hofstede, G. J. Hofstede & Minkov 2010); this indicates the alignment with intellectual stimulation where followers can disagree with their leaders and state their ideas freely. Thus, a culture with low power distance advances and fosters transformational leadership. Contrarily, individuals in high power distance culture behave according to their status. They exert the power based on their posts. Leaders and followers are distant emotionally which creates "counter dependence" (G. Hofstede, G. J. Hofstede & Minkov 2010). High power distance enhances vertical hierarchy structure, so inequality is tolerated and the distance between the leader and the followers limits discussion or

communication between them (G. Hofstede, G. J. Hofstede & Minkov 2010; Siddique 2017). Employees in high power distance culture abide by the instructions to complete work demands. They don't disagree and they are less empowered which reflects management by exception (active) of transactional leadership. They don't feel secure to be innovative and take risks (Siddique 2017). According to G. Hofstede, G. J. Hofstede & Minkov (2010), it is the way the leaders use their culture to lead that determines the effectiveness at work and not the low or high power distance.

Uncertainty Avoidance: The second dimension is the degree of preference of structure over unstructured situations in a country. It defines the degree people feel threatened by ambiguous situations and work on avoiding them (Hofstede 1997). It is defined by G. Hofstede, G. J. Hofstede & Minkov (2010, p. 191) as "the extent to which the members of a culture feel threatened by uncertain or unknown situations". In high uncertainty avoidance culture, individuals prefer rules and instructions and cannot tolerate ambiguous and uncertain situation. As a result, in high uncertainty avoidance society, leaders set rules and regulations for followers to abide by to minimize risks, so they do not empower their followers and take their decisions solely. Hence, leaders in high uncertainty avoidance culture are advised to adopt transactional leadership style. On the contrary, individuals in low uncertainty avoidance culture accept uncertainty and risk taking; thus, leaders empower their followers to share in decision making.

Individualism versus collectivism: It is the degree to which people prefer to act individually rather than in a group. In an individualistic culture, individuals care for themselves and their close families. The ties between people are loose and the interest of the individual is placed first and is more important than that of the team or the group (G. Hofstede, G. J. Hofstede & Minkov 2010). As a result, employees in individualistic cultures are more concerned about performing their jobs. The collectivist culture, on the other hand, reinforces social network where individuals in groups provide support, trust, protection and loyalty to each others. The interest of the group is of paramount importance and defined by loyalty, care, support and sense of obligation. In collectivist culture, employees are treated based on their family relations or social status, not based on performance (Jogulu 2010).

Masculinity versus Femininity: It is "the degree to which values like assertiveness, performance, success and competition, which in nearly all societies are associated with the role of men, prevail over values like the quality of life, maintaining warm personal relationships, service, care for the weak and solidarity, which in nearly all societies are more associated with the role of women" (Hofstede 1997, p.5). This dimension is connected to values' distribution across the genders. A masculine culture emphasizes qualities associated with men like competition, achievement, ambition and the belief that they "live to work". G. Hofstede, G. J. Hofstede & Minkov (2010, p.140) clarify that in masculine culture "emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with quality of life". Gender stereotype is clear in masculine culture and each individual act according to gender, so females are not supposed to display males' characteristics and don't take leading roles; their roles are only supportive. On the other hand, feminine cultures are characterized by cooperation, teamwork, building relationships and fostering the belief that we work to live. In feminine cultures, men and women are treated equally. Females are provided with the opportunities to grow and progress in their careers. G. Hofstede, G. J. Hofstede & Minkov (2010) explain that in feminine cultures, gender roles overlap; men as well as women display qualities of modesty, tenderness and concern about equality in life. In feminine cultures, men and women values are less varied, so men's values can vary from assertiveness to caring (Hofstede 2011). Leaders in feminine cultures care about their followers, look at their individuals needs, provide a supportive environment and help them grow which matches the description of individualized consideration of the transformational leadership style.

Hofstede (1997) added a fifth dimension later which is *long-term versus short-term orientation* and it is defined as society maintaining its links to its past and tradition while dealing with the present and future challenges.

Even though it is the most widely cited framework for investigating the effect of culture on leadership practices, Hofstede's dimensions have been criticized by some scholars for different reasons like the representativeness of the sample used, the usage of 4 or 5 values

only, the usage of questionnaires to evaluate complex values, the outdated results (20years ago) and the terminology used in the dimension of 'masculinity versus femininity' (Dimmock & Walker 2005).

First, Hofstede assumed that each culture is restricted by its boundaries while scholars argued that within each culture there are other subcultures which might be notable (Mc Sweeney 2002). Another critique was for Hofstede's ignorance for ethnic groups within the borders of each country and the emphasis on a holistic picture (Cohen 2006). In addition to that, the nature of data collected was also heavily criticized. Scholars who revised Hofstede's model disputed that data collected from one company, the IBM, can't be representative for a whole nation (Mc Sweeney 2002). Hofstede (1998) replied to this criticism by mentioning that choosing one company as a setting eliminates the effects that might result from varied organizational environment.

Hofstede's methodology was also regarded as ineffective for using surveys as a method to collect data for a subjective value. His data was considered as well out of date as it was gathered long time ago (Jones 2007) especially with the globalization and the rapid change that is affecting the whole world. Hofstede (1998) explained that the culture dimensions have had their roots for ages since Taylor looked at the complex components of the culture in 1870 and maybe earlier. He believed that values are tough enough to withstand any change (Hofstede 2007).

2.3.3.2.Culture Models of Dimmock and Walker and Dorfman and Howell:

Dimmock and Walker (2005) argued that the culture has a significant influence on educational leadership in different societies as it plays a role in shaping the leader's beliefs, thoughts and actions about leadership, teaching and learning, companionship and rapport. It is known to have the most influential role in determining and shaping leaders' behaviours and their leadership styles (Brislin 2000; House, Wright & Adltya 1997; Offerman & Hellman 1997).

Dimmock and Walker's (2002,2005) cross-cultural dimensions school-focused model were adopted from Hofstede's (1980) model and Trompenaars and Hampden-Turner's (1997)

model. Trompenaars and Hampden-Turner (2000) identified seven cultural dimensions that they believed have evolved from the interactions between individuals, time management and relation to nature in the process of facing challenges. The first dimension is Universalism versus Particularism and it highlights the importance of rules in a Universalist culture and relationships in a Particularist culture. Individualism versus Communitarianism is Trompenaars and Hampden-Turner's second dimension and is the same as Hofstede's individualism and collectivism. Third is Affectivity versus Neutrality. People in Affective cultures express their feelings freely, while in Neutral cultures they control their emotions so they wouldn't affect their actions. Specific versus Diffuse dimension reflects the degree of separating or relating elements. In Diffuse cultures, people place much importance on building relationships, while in Specific cultures people separate their personal life from work. The fifth dimension is Achievement versus Ascription. This dimension indicates that an individual gains his status based on his performance in an achievement culture while the individual's gender, family background and financial conditions determine his status in an ascriptive culture. The sixth culture dimension that Trompenaars and Hampden-Truner identified is related to how people manage time and the importance given to past, present and future, while the seventh dimension, internal-oriented versus outer-oriented cultures, shows people's belief in the possibility to control their environment to attain their goals or the need to adapt to the environment that controls them.

Based on work outside education like that of Hofstede (1991) and work that started in the educational field (Hallinger & Kantamara 2000; Heck 2002), Dimmock and Walker suggested a cross-cultural framework to increase the understanding of culture influence on educational leadership. Baring in mind, cultural and cross-cultural considerations, they drew a comparative model for the study of educational leadership. Their framework facilitated the process of comparing educational leadership across cultures or in different cultural context. It was based on their previous work and the work of other scholars like Leithwood, Hallinger and Heck. They presented three main concepts which discussed that leadership is a process which is bounded culturally and contextually, and that the influence of culture on leadership is multidimensional and often hard to detect and finally understanding the link

between leadership on one hand and cultural and contextual influence on the other would lead to improve its practices (Jarvis 2007).

Dimmock and Walker's (2002, 2005) model is composed of two interrelated parts (figures 3 & 4). The first part consists of the 4 four elements (figure 4) that constitute a school and which are organizational structures, leadership and management processes, curriculum and teaching and learning. The second part presents a set of six cultural dimensions (figure 3) applicable at the cultural and sub cultural levels of a region. Those dimensions permit the comparison of schooling and educational leadership within any geopolitical area (Dimmock & Walker 2005). In this research, the researcher used one element of schooling which is leadership and the dimensions of societal / regional / local cultures.

Societal / Regional /Local Cultures:

- Power – distributed / Power – concentrated

- Group – oriented / Self – oriented

- Consideration / Aggression

- Proactivism / Fatalism

- Generative / Replicative

- Limited relationship / Holistic relationship

The Four Elements of Schooling:

- Organizational structures

- Leadership and management processes

- Curriculum

- Teaching and learning

Figure 3: Societal Culture dimensions   Figure 4: Schooling elements

Dimmock and Walker (2005, p.29) define the cultural dimensions "as core axes around which significant sets of values, beliefs and practices cluster, not only facilitates their description and measurement, but also promotes comparison between cultures". They also consider those dimensions as tools for analysis. The dimensions as explained by Dimmock and Walker (2002,2005) are as follows:

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- Power-distributed / Power-concentrated: It is modeled in Hofstede's (1991) power distance which discusses that the power is either distributed equally among different levels or concentrated among few. Societies with high power-concentrated accept unequal distribution, while societies with power-distributed don't accept inequality. In power-distributed cultures, individuals are empowered and they share in decision making. Institutions follow horizontal structure so everybody is treated equally. Thus, a power-distributed culture aligns with intellectual stimulation element of transformational leadership (G. Hofstede, G. J. Hofstede & Minkov 2010).

- Group-oriented / self-oriented: the same as individualism/collectivism dimension of Hofstede (1991) and individualism/communitarianism of Trompenaars and Hampden-Turner's (1997). This dimension describes whether people in a given culture focus more on self or their place in a group. It distinguishes the "we" from the "I" attitude in a culture (G. Hofstede, G. J. Hofstede & Minkov 2010). Self-oriented individuals care for their self benefits while group-oriented ones are loyal to their groups and place group interest first.

- Consideration/Aggression: This is based on Hofstede's masculinity/femininity dimension. Dimmock and Walker reconceptualized it. Aggression cultures stress on achievement and competitiveness, and power is used to resolve conflicts. In considerate societies the emphasis is placed on relationships and compromise and negotiation in resolving conflicts.

- Proactivism/Fatalism: This was drawn on Hofstede's 'uncertainty avoidance' and Trompenaars and Hampden-Turner's 'attitudes to the environment'. This dimension explains the proactive attitude in some cultures and reaction and acceptance of change. In such societies, people believe that they have some control over change and are not threatened by it. While in fatalistic societies, people hang on to tradition because they fear the unknown and do not like risks.

- Generative/Replicative: This dimension is original to Dimmock and Walker model. It reflects the concept that generative cultures are more inclined to value innovation and new ideas and create policies which are original. Replicative cultures adopt ideas and innovations developed by others elsewhere without considering cultural context.

- Limited relationship / Holistic relationship: This dimension was built based on Trompenaars and Hampden-Turner's 'specific/diffuse' and 'performance/connection'. In limited relationship cultures, interactions are based on rules and set criteria, while in holistic relationship cultures, there is more care for relationship consideration like friendship or patronage, not formal rules.

- Male Influence / Female Influence: This dimension was added later to reflect men or women influence in society. In some societies, men are dominant in decision-making while in others women play a more influential role. This role might be changing considerably in some societies while remaining static in others.

In their revision to extend the culture measurement, Dorfman and Howell (1988) added one dimension to Hofstede's dimension, which is 'Paternalism'. It was added based on studies done by Bass in 1981 and Ayman and Chemers (1983).Dorfman and Howell (1988) argued that Hofstede's work was performed at an ecological level which limits the relevance and application of the dimensions on the individual level. They believed that the data results, correlations among items and even internal consistency reliability will differ if data is collected at an individual level. Dorfman and Howell built on Hofstede's work to develop an instrument which is psychometrically suitable to measure culture on the individual level which will lead to results far from generalizations. The scale developed by Dorfman and Howell (1988) proved to be valid, reliable and theoretically meaningful. They identified that leadership is a factor which is highly affected by culture. They affirmed that when researching on leadership 'paternalism' is of utmost importance.

Leadership and cultures literature discussed the importance of 'Paternalism' in determining leaders' behaviors (Mustafa &Lines 2012; Ayman 2004; Ayman &Korabik 2010).

Paternalism is the level of care and control that old individuals in a community provide to younger ones. It is defined as managers taking interests in their employees' personal life, assisting to their personal needs and taking care of them. In a society described as paternalistic, the relationship between the leader and the followers is hierarchical where leader's role is to provide care, support and guidance to followers who return this care with loyalty and commitment (Aycan et al. 2000). In their study of 1,954 participants from 10 different western and eastern counties, Aycan et al. (2000) concluded that paternalism, which originated from the concept of familism and then extended to work environment and social community, is a favored quality of Middle-Eastern, Asian and Latin-American leaders; While it is not desirable in western countries that consider paternalism an authoritative quality (Aycan et al. 2000).   It is as well considered as a relevant and dominant cultural dimension in the UAE (Wilkins 2001); thus the importance of including it. The culture scale that will be used in this study will be a mixture of Dimmock and Walker (2005) scale and Dorfman and Howell (1988).

In a nutshell, the 'Full range Leadership' theory is reviewed as a first stage to evaluate the behaviors valued in any leader. Then national culture dimensions theory using Dimmock and Walker, and Dorfman and Howell's scales is utilized as a second stage to critically analyze the effect of culture and also gender as a social concept on the leadership styles of Emirati Female leaders.

2.3.4.   National Culture dimensions of the United Arab Emirates:

Culture theories started in 1960s with Hall's (1960) explanation of the 3 dimensions of culture: private or public space, monochromic or polychromic time and high or low context, to be developed later to Hofstede's 4 dimensions in 1980: power distance, individualism/ collectivism, masculinity/ femininity and uncertainty avoidance. Even though Hofstede's theory was important in furthering understanding of cross-cultural management (Cardon 2008; Fernandez et al. 1997), it has been criticized by many for being outdated, focusing only on IBM employees as sample without considering members from the same countries and being based on ethnocentric pattern which is a fixed approach that relates to the world through one's own culture (Dimmock & Walker 1999; Hassan 2015). To overcome these

problems, Dorfman and Howell (1988) proposed a new scale for culture dimensions at the individual level to validate the data gathered from any member in society. Trompenaars and Hampden-Turner (1997) offered another model that reflected a more pragmatic view of culture and elaborated on 7 dimensions: Individual/Collectivism, Specific/Diffuse, Universalism/Particularism, Achievement/Ascription, Internal/External Control, Sequential/Synchronic and Neutral/Affective. Dimmock and Walker's (2002, 2005) model which is used in the theoretical framework of this study was adopted from Hofstede (1980) and Trompenaars and Hampden-Turner's (1997) cultural dimensions.

The UAE was not studied by Hofstede but analysis of its cultural dimensions on Hofstede 6-D Model on Hofstede's private website, which is based on research projects and data representing similar countries showed that the UAE scored 90 on power distance, which reflects high power distance. The UAE society accepts inequality. Emirati people accept hierarchical order and centralization of decision. They believe that every person has a position and followers accept the concept of being told what to do by their bosses who are autocratic in their leadership styles. The UAE scored 25 in individualism /collectivism. This low score proves that it is a collectivistic society committed and associated to group ranging from family to extended family and relationships. Relationships in the UAE society are strong; members take responsibilities of each other and loyalty is of paramount importance. Societies usually might attain similar score in individualism /collectivism for different reasons such as tribal structure or religion (At-Twaijri & Al-Muhaiza 1996). The fact that the UAE nationals are organized in tribes and families, in addition to their small population caused this loyalty and attachment to their groups which in turn enhanced their feelings of safety and security. Islam is a religion that reinforces unity and support of Muslim to his brother and as Islam is the only UAE nationals' religion, it is a factor that strengthens relationships and emphasizes collectivism in the UAE culture. Even though wealth is agreed to be inversely to power distance, especially because wealthy individuals are capable of doing things individually due to the easy access to varied resources (G. Hofstede, G. J. Hofstede & Minkov 2010), the case in the UAE is reversed, and as mentioned earlier it might be due to the small population size and the religious beliefs.

The UAE scored 50 in the masculinity dimension which implies that the UAE culture is neither masculine nor feminine. Caring and cooperating for the welfare of other and better quality of life which are feminine qualities are encouraged by the UAE society. Emirati people are also ambitious and always look forward to do the best and stand among different nations and these are masculine characteristics.

The UAE scored 80 on the dimension of uncertainty avoidance, which stipulates the high preference to avoid uncertainty. The UAE maintains rigid codes of beliefs and behaviors and does not easily accept new ideas. Rules, policies, regulations and laws are emphasized; precision, punctuality and hard work are the norms. Wealth also contributes to the high score of uncertainty avoidance in the UAE because as a country in the Gulf region, they are facing the fear of losing this wealth due to oil prices fluctuations (At-Twaijri & Al-Muhaiza 1996). The UAE has no available score for long versus short term orientation, a part that this study might add to.

O'Sullivan (2016) study of paternalism in the UAE revealed that Emirati leaders create a close relationship with their followers. They provide care to their employees and their families which leads to positive employees' dedication, attitude and better work outcomes.

Even though the UAE was not included in the GLOBE (the Global Leadership and Organizational Behavior Effectiveness) study, but it was considered as part of what is classified as Arabic cultural cluster (House et al. 2004). The findings reported that the Arabic cluster scored high for power distance and group and family collectivism. It scored low for future orientation and gender egalitarianism. Group orientation is a prevailing and recommendable trait. Kabasakal et al. (2012) demonstrated that the GLOBE results in the Arabic cluster manifest that paternalistic model of leadership is the prototype in the Arab region where high power distance goes along with the expectations that the leaders listen to suggestions while still taking the final decisions.

There is scarcity in addressing the link between Dimmock and Walker's culture dimensions and paternalism in the UAE culture to leadership styles, a gap that this study aims to address.

2.4.Literature Review:

In this section, different studies that explored the constructs which are the focus of this research paper and the relationship between them were discussed. The section touches on the role of Emirati women in the UAE society and their empowerment. It elaborates on the Full Range Leadership Theory in literature and its effect on the different aspects of schools. It also discussed the relationship between gender and leadership style focusing on leadership practiced by women in different cultures and different sectors. In addition, studies that highlight the causal relationship between national culture and leadership were reviewed.

2.4.1.   Women in the UAE:

Since the establishment of the Union on the 2nd of December, 1971, Emirati females have received the ultimate support of their wise leadership. His highness Sheikh Zayed Bin Sultan Al Nahyan, the founder father of the UAE, who laid the foundations of the UAE's renaissance in different paths of life and was keen to empower women and support them to overcome any barrier that might hinder their progress and enable them to occupy leading positions, once said (Sheikh Mohammed Bin Rashed Al Maktoum 2010, para. 3):

Nothing could delight me more than to see the woman taking up her distinctive position in society….Nothing should hinder her progress….. Like men, women deserve the right to occupy high positions according to their capabilities and qualifications.

The UAE rapid growth is seen in the growing role of the Emirati females who are effective partners in the country's blistering progress. The UAE has worked on developing female well-being in healthcare, education and average income. The latest report of the Human Development Index (HDI 2018), a composite statistics of life expectancy, education and income per capita indicators to check the quality of life in any nation, which was published on September 14, 2018 and is based on data collected in 2017 has reported that UAE indicators are 0.863 which places it the first in the Gulf Region, the 2nd in the Middle East and North Africa after Israel, and the 34th compared to 187 countries worldwide.

Based on the latest gender gap report (World Economy Forum 2017), women worldwide are closing the gap in the fields like healthcare and education, while inequality persists in the workforce and in politics. Duke (2017) reports that it will take 217 more years before gender parity is achieved. She explained that women represent less than 50% of leaders in every industry and their progress was slow over the past decades. There was only an increase of 2% of female leaders across the different industries. The only industries where female leadership over passed 40% were education, healthcare and nonprofit sectors.

Gender equality is considered of paramount importance in the UAE. Many constitutional laws were initiated to protect women and guarantee equality in society and workplace. Legislative foundations worked to support women's rights and empower them to participate in the country's development as grounded in the institutions laws and legislations related to their rights and duties. His highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, instructed the UAE Gender Balance Council to implement best practices to ensure achievement of gender balance goals which will in turn support the UAE's vision in becoming one of the world's top 25 countries for gender equality 2021 (Gulftoday 2017; UAE Cabinet 2017). He also declared on December 18, 2006 that "A place without women is a place without spirit" (Ministry of State for Federal National Council Affairs 2008).

The UAE has seen noticeable improvements and progress on gender gap parity in ministerial positions and wage equality for similar job and is near to fully close its gender gap in educational attainment. There is no difference between men and women in education, employment or receiving services. They have equal rights as men, equal educational opportunities, same legal status, and claim to titles and can practice any profession (Ministry of State for Federal National Council Affairs 2008). The latest gender gap report published in 2017 places the UAE 3rd in the Middle East and North Africa in closing gender gap with a score of 0.649. The country ranked 62nd in educational attainment and 62nd in political empowerment (GGR 2017).

"Access to education is one of the primary indicators of women's status and is the root of women's emancipation" (Randeree 2009, p.8) as stated in the World Economic Forum.

Education paves the way for women to participate in the public sphere and this was greatly reflected in their contribution to the economic growth in the Middle East (Fernea 2000). In the UAE, progress was seen in the increase in the number of national female students as well as national female teachers and principals in governmental schools. 95% of Emirati females enroll in higher education or travel for study abroad. The literacy rate has increased to 91% among females (United Arab Emirates the Cabinet 2012). The female students have outnumbered the male students in government schools in Abu Dhabi (SCAD 2017). Also the proportion of female students to male students is 109.7 per each 100 males (SCAD 2017). Dubai statistics of students' enrollment in governmental education in 2016-2017 showed a higher number of female enrollments in all stages with a total of 16,005 females in all stages from kindergarten to secondary compared to 13,592 males. While for tertiary education the numbers of females and males enrollments are almost the same 9,959 males and 9,936 females. According to TALIS, the Teaching and Learning International Survey which collects data from 30 different countries around the world about learning environment and working conditions, 60.9% of school principals in Abu Dhabi are females compared to 49% in other TALIS countries, and on average they are also younger (49 years). In addition to that, they have more years of experience, around 10.9 years, in their positions than most TALIS countries (OECD 2014). OECD report (2014) also informed that 46% of upper secondary principals in Abu Dhabi are females. Dubai statistics (2017) indicated that the number of Emirati teachers in Dubai has reached 945 compared to 22 male Emirati teachers in the academic year 2016-2017. The number of Emirati females in administrative positions in 2015-2016 was 244 compared to 58 males.

The UAE has succeeded in empowering women in the parliamentary field. It is claimed that Emirati females nowadays "are well represented in all echelons of society, including the political arena, diplomatic corps, judiciary and the commercial sector" (UAE interact 2015). Emirati women won many seats in national elections. They have advanced their presence and parliamentary experience and been present in different elections as well as been appointed during council sessions. United Nation Development Programs (UNDP 2011) data also showed that UAE has the highest percentage of women holding ministerial posts in the MENA region. Over 3 legislative periods, with each lasting 4 years, 24 Emirati women have

become members of the Federal National Council (FNC). In the recent Federal National Council elections, there was an increase in female representation from 17.5% to 22.5% and a woman was selected to be the president of the council which is the first time to happen in the history of the UAE and the Arab World. Dr. Amal Abdullah Al Qubaisi was the first Emirati woman to become Speaker of the Federal National Council (FNC) and the first to hold such a position in the Gulf and the Middle East (WAM 2018[a]). There was also 27.5% female representation in the new cabinet (Gulftoday 2017) as stated by Mona Al Mari, vice president of the UAE Gender Balance Council. Emirati females occupy as well diplomatic positions in the Ministry of Foreign Affairs. At the time being, there are 4 female ambassadors abroad and 175 women working in the diplomatic and consular corps at the ministry and 42 others in foreign missions. UAE women account 43.5% of workforce and compose more than 40% of all employees in education (MNFCA 2007). While recent official statistics showed the increase in women representation to 46.6% in the workforce, their holding of 66% of the jobs of the public sector, and their presence exceeds that of men in education, healthcare and banking (WAM 2018[b]).

Her Excellency Sheikha Lubna Bint Khaled Al Qasimi, the first female minister in the UAE, stated her opinion about women role in the society and women empowerment very clearly through her statement, "The benefits of having women as agents for social change through taking a more visible role in society is not limited to paid employment... These women, whether they are doctors or home-makers, are on the front lines of our community in transition" (Al Qasimi 2007). The role of Emirati women has changed over the past years which made UAE a leader in the Arab world in terms of gender equality and women empowerment. With this in mind, what applies to studies done in western countries where women are still struggling to gain leadership position might not fully pertain to the UAE which is listed among the top 10 countries for number of women in leadership positions (Grant Thornton 2013).

2.4.2. The Development of Educational Leadership:

A multi-level framework was used to analyze literature of educational leadership. It started with the organizational level, moving to the group or situational level leading to the

individual level. This type of framework has been used by many psychologist and sociologist to highlight the relationships between different social phenomena (Hogue & Lord 2007; Kress 2011).

At the organizational level, leadership is influenced by different forces in society such as politics, economy, culture and gender which interact together to influence females' leadership. Leadership is the reflection of its context which influences the leader and his/her style (Hallinger 2013). Many leadership theories have developed over the past 100 years to meet the social, political, economic and cultural demands. Some of these theories are: trait theories, behavioral theories, contingent theories, implicit leadership theories and new leadership theories like the transformational leadership (Hernandez et al. 2011).

Trait theory that focuses on leaders' attributes, physical factors and ability (Bass 1990) has proven not to be helpful in studying leadership because it doesn't consider followers (Mullins 2008). While behavioral leadership that started by McGregor (1960) emphasizes the relationship between leaders and followers and looks at followers' performance, it still does not allow the analysis of leadership based on situation and proved its failure to be effective in certain situations sometimes. Other contingency theories that emerged later also proved to lack practicality, which led to the adoption of other approaches that resulted on the "Full Range Leadership Theory".

In 1978, Burns introduced new concepts of leadership based on Weber's view of charisma and power and Maslow's human needs hierarchy. He "drew attention to the concept of transforming leadership to emphasize the significance of the interaction between leader and followers" (Geijsel et al. 1999, p.310). In 1991, Avolio and Bass elaborated on the work of Burns and proposed a "range of leadership paradigm" or "Full Range Leadership" that includes transformational, transactional and laissez-faire leadership styles (Vinkenburg et al. 2011, p.11).

The increasing expectations from the field of education have emphasized the critical role of educational leadership in the success, growth and development of any educational institution (Hoy & Miskel 2010; Miller 2018). With the need to change in educational system (Collins

2000; Kouzes & Posner 2007) rose the need for effective leadership style which causes the change (Miller 2018). Hallinger and Heck (1996) concluded after reviewing 40 studies on leadership that school leadership affects school climate, school effectiveness and improvement and teachers and students' performance. Effective leadership is the main component for a successful school (Chikoko, Naicker & Mthiyane 2011, Miller 2018) and has an essential and influential role in leading to change and improvement (Cohen, Manion & Morrison 2007; Kilinç 2014). It is the second most important factor in the success or failure of any school as stated by Miller (2018, p.2) who argued that "school leaders and school leadership are positioned as having a vital role in improving school level efficiency and in transforming the fortunes of national education systems through schooling".

Leithwood who adopted the work of Avolio, Bass and Burns on transformational leadership developed a model that links to the school setting. Research done by Leithwood and his partners demonstrated the positive relation between transformational leadership and students' academic performance (Leithwood 1994;Nash 2011; Sun & Leithwood 2012) as well as staff's confidence, engagement (Koh, 1990), sense of belonging and productivity (Snodgrass & Shachar 2008). Transformational leadership proved to have a great influence on teachers' morale (Eboka 2016).

2.4.3. Situating the Full Range Leadership Theory:

Gone is the emphasis on 'one man show' or the great man theory, "Post heroic leadership is touted as a vehicle for transformation, a way to create learning organizations that are able to manage dynamic processes, leverage the learning from diverse perspectives and accommodate the interests of multiple stakeholders" claimed Fletcher (2004, p. 655). A new model is more effective now, a model where leadership practices and influence are not restricted or located at the top of the pyramid; on the contrary, they are distributed all throughout the organization (Fletcher 2004). With the change in economy and politics, came the change in organizations which logically led to changes in leadership and leadership practices (Leithwood 2007). "In this new downsized, globalized, highly competitive environment, new forms of leadership were needed that could rekindle employees' commitments to the organization, help develop the capacities needed for this

brave new world and encourage greater effort on behalf of the organization" (Leithwood 2007, p.185).

The Full Range Leadership theory was argued to be the most cited, influential and dominant contemporary theory and paradigm of leadership (Felfe & Schyns 2010; Matzler, Bauer & Mooradian 2015) as well as the most researched and validated model of leadership in the world today (Bodla & Nawaz 2010). Of the three leadership styles presented by the Full range Theory, transformational leadership has proven to be the most influential (Al Hourani 2013). Plentiful literature has highlighted the positive effect of transformational leadership (Aydin, Sarier & Uysal 2013; Hermann & Felfe 2014; Matzler, Bauer & Mooradian 2015). It was found to be more effective and more accepted than transactional leadership in a wide range of empirical studies done across varied cultures like Indonesia, Singapore, India, Canada and the United States (Arvey et al. 2015) and in different sectors such as business, hospital, education, industry and many others (Northouse 2010).

According to Leithwood (2007), there is a shift from leadership approaches that are embedded in hierarchical and bureaucratic structure of organizations. He supported his opinion by citing Burns' (1978 cited in Leithwood 2007, p.158) comment on exceptional leaders who no more depend on exchange relationship to influence their followers "[R]ather, they appealed to the personal goals and values of their organizational colleagues and worked to both elevate and transform goals and values in the collective interest". Transformational leadership emphasizes on motivating the individual, fostering development and high level of commitment for the welfare of the whole organization (Leithwood 2007). It has the potential to attain organizational standards as well as individual objectives to a great extent (Nazarian, Soares & Lottermoser 2017).

Transformational leadership indicated positive correlations with many aspects of the school like job satisfaction (Bogler 2001; Aydin, Sarier & Uysal 2013; Thomas 2014; Verna 2015), organizational effectiveness (Bass & Riggio 2006; Nazarian, Soares & Lottermoser 2017; Tyssen, Wald & Heidenreich 2014), students' achievements (Sun & Leithwood 2012), followers' commitments (Chaudhry & Javed 2012), followers' creative performance and sense of belonging (Matzler, Bauer & Mooradian 2015; Snodgrass & Schachar 2008; Wang

et al. 2011). Between 1990 and 2006, Leithwood and colleagues, through many empirical studies, examined the effect of transformational leadership on the different aspects of the school. The findings of their studies indicated the positive effects of transformational leadership elements on students' achievements, teachers' job satisfaction, work environment and organizational conditions (Leithwood & Jantzi 2006) which play a significant role in school effectiveness. Shafiee, Salimi and Shahtalei (2014) proved through a study that investigated the relationship between leadership styles and job satisfaction and that was based on the feedback of 218 teachers in girls' elementary schools in Khomeinishahr in Iran, that there is a positive correlation between transformational leadership and teachers' job satisfaction. It concluded that principals' display of transformational leadership style increases job satisfaction.

In a recent study conducted on 300 teachers in the United Arab Emirates and that investigated the relationship between leadership style using the Full Range Leadership theory and teachers' job satisfaction, Verna (2015) concluded that teachers perceived their leaders to be more transformative. The dimension that was revealed to be more dominant is inspirational motivation, while idealized influence, intellectual stimulation and individual consideration come after.

Thomas (2014) study on 71 public elementary school teachers in the state of Texas which investigated school principals' leadership styles using the Full Range Leadership theory, indicated that transformational leadership is the most practiced, in particular inspirational motivation, while individual consideration was the least which is similar to Verna's findings (2015). 211 teachers in primary schools in Australia rated their principals as more transformational than transactional or laissez faire (Waters 2013). They described their principals' practice as using more inspirational motivation. Idealized influence (behavior), idealized influence (attribute) and intellectual stimulation ranked second, while the individual consideration was placed last. Waters (2013) pointed out that transactional leadership is also practiced but to a lesser extent than transformational leadership. Management by exception (active) had a higher contribution to transactional leadership followed by contingent reward and finally management by exception (passive).

Surprisingly, Waters (2013) demonstrated that two elements of the transactional leadership were more practiced by principals in Australia than two elements of the transformational leadership; intellectual stimulation and individual consideration. By these findings, Waters (2013) implied that even if teachers perceive their principals as more transformational than transactional, no leadership style is considered more important; on the contrary, both might be essential for effective leadership.

Jackson (2013) study on 200 middle and high school teachers showed that intellectual stimulation of transformational leadership was practiced the most in contrast to individual consideration that was the least practiced. This partially aligns with the studies of Verna (2015), Thomas (2014) and Waters (2013) that also indicated that individual consideration is the least practiced element. Those studies concluded as well that contingent reward of transactional leadership is higher than management by exception (active), while teachers in Jackson's (2013) study contradicted others by rating their principals higher in laissez-faire than management by exception (passive).

Wang et al. (2011) confirmed through a meta-analysis that there is a positive relation between transformational leadership and followers' creative performance. When leaders encourage subordinates to challenge the status quo, think creatively, be innovative and take risks, followers will face their fear of failure and try different options (Wang et al. 2011).

 By communicating their own values and ideals, transformational leaders lead their followers through strong emotions to internalize those values and ideals as their own (Illies et al. 2012), and motivate them to produce better performance (Matzler, Bauer & Mooradian 2015) which in turn yield to positive changes in followers' personalities and performance (Chou et al. 2013; Wang & Howell 2012). Ayiro (2014) study on 103 principals and 206 deputy principals and heads of departments in high schools in Kenya indicated that transformational leadership causes a difference in terms of team work and organizational performance and has proven to be effective in the Kenyan culture. He found that managers who were rated to be more effective by their followers are those who possessed transformational leadership qualities and aspects of emotional intelligence. This

study resonates with Hackett and Hortman (2008) findings on the role of leader in bringing a difference in the effectiveness and efficiency of schools.

Nash (2011) investigated the leadership styles of principals who have proven to be successful in closing the gap in achievement for diverse students. The result of this study suggested that transformational leadership is significantly positively correlated to students' better achievement. Leithwood and Sun (2012) stipulated that when leaders share vision and goals and provide high support and expectations for school members, they strengthen school culture and foster collaboration.

A study that investigated the relationship between transformational leadership and overall school effectiveness in Malaysia (Talebloo et al. 2017) proposed that to develop, maintain, elevate and improve the level of school effectiveness, transformational leadership must be practiced in schools. Another focused study by Zembat et al. (2010) found a significant relationship between school effectiveness and intellectual stimulation and individual support. Similarly, Robinson, Lloyd & Rowe , Lloyd and Rowe (2008) remarked that appropriate practice of transformational leadership would lead to improvement in setting goals, higher expectations, teaching, learning and progress, supportive environment, and better curriculum and evaluation process. In addition, Ghani et al. (2011) research that was conducted in excellent schools in Malaysia reported the strong, positive correlation that existed between transformational leadership and school effectiveness.

Therefore, it can be concluded based on the evidence from the different studies presented that transformational leadership is the mostly adopted between school principals in different countries around the world, while transactional leadership is less practiced as well as laissez-faire which is scarce. Studies have also highlighted that certain elements of transformational leadership were more practiced than others and sometimes elements of transactional leadership might indicate more participation. As a result, one can conclude that school principals' leadership style is not limited to one single style and not all elements of each style might be dominant, leadership practices vary under different circumstances and in different cultures.

2.4.4. The Effect of Gender as a Social Construct on Leadership: Female Leadership Style

Moving to the second level of analysis is the discussion of gender influence on leadership styles, especially female leadership style. In recent years, there has been an increasing amount of literature that discussed the issue of gender differences in leadership (Burns & Martin 2010; Eckman 2004; Esser et al. 2018; Abdul Ghani et al. 2018; Stetler 2002). Even though there are no innate factors which allow differences in leading abilities, the stereotype of men being a better, more capable leader persists (Abu Tineh 2012; Oakley 2000). Stereotypes constrain how leaders are perceived. They considered females as ineffective leaders (Brown 1979). Empirical evidences collected over years result on ambiguous findings on gender leadership and sometimes contradictory conclusions (Stojanović-Aleksić, Stamenković & Milanović 2016). Torrance et al. (2017) argued that women in educational leadership is a social justice issue. Women in the western countries where most studies were conducted are still underrepresented in leadership positions and face barriers in their path to leadership (Blackmore 2009; Coleman 2005). Fuller (2010, p. 376) described women who reach the leadership post in English secondary schools to be most likely "single, separated or divorced; fulfill domestic responsibilities; move location to follow their partner's career; have fewer children; and draw on a wide range of carers to look after sick children than men".

As studied in its western context, Coleman (2003, p. 326) claimed that in addition to the fact that woman is underrepresented in educational leadership, she "does not seem to be considered an essential component of the discussion and classification of leadership theory in education". Coleman (2003, p. 37) argued that leadership is a "gendered" concept in different cultures and is still conceived by males.

Gender expectations affect self-perception as well as the perception of others of the leader's abilities to lead and succeed. Researchers such as Harris (2013) and Hopkins (2013) argued that what determines the leaders' practices is the way people think of leadership. To overcome the situation of women doubting their leadership abilities, researchers recently investigated females' leadership styles. Some leadership styles are of advantage to women

such as feminist and transformative, explained Showunmi and Kaparou (2017). Gray (1993, p.111) and Coleman (1996) presented two paradigms, a feminine and a masculine one. The feminine paradigm shows that the female leaders are "caring, nurturing, creative, tolerant, subjective and informal", while the male paradigm is completely the opposite. With these qualities in mind many researchers concluded that women are more transformative. This research paper will either confirm the feminine paradigm model when discussing Emirati female educational leadership style or come up with a new one.

Grogan and Shakeshaft (2011, p.2) characterized females' educational leadership in 5 approaches which are "leadership for learning, leadership for social justice, relational leadership, spiritual leadership and balanced leadership". They stated that relational leadership works on facilitating the work of others as they share in authority. They concluded that what women exhibit is a "shift away from conceiving of organizational leadership as residing primarily in the individual" (Grogan & Shakeshaft 2011, p. 3). These approaches are expanded in transformational leadership which also led to the concept that women are more transformational than men.

In recent years, there has been an increase in the amount of literature that investigated women's leadership. Traub (2011, p. 36) remarked that "for too long, women have carried the water alone in the name of advancing themselves into the leadership positions with limited success", even though their leadership styles are "credited with effectively managing and inspiring performance and possessing high levels of cultural competence". Eagly and Heilman (2016) pointed out to the surge of research on gender leadership. They stated that since 1970 there have been almost 3000 published journal articles, 38% of which dated 2010 and later. This raise demonstrated the academic interest in women as leaders.

In a survey conducted by the British council (British Council 2002) on 800 people from eight different countries in East Africa, women were suggested to be more effective and less likely to be corrupt. More than 70% of the people described women to be performing better than men or at least at the same level and more than 50% of people interviewed in the same study thought that women politicians care more for the community basic needs and aren't corrupt like men.

Eagly, Johannesen-Schmidt & Van Engen (2003) proved through a meta-analysis research on 45 studies on whether women and men lead differently that female leaders are transformational and engage more in contingent reward behavior which is an element of the transactional leadership, while male leaders display more the other aspects of transactional leadership (management by exception active and management by exception passive) and laissez faire, which is also supported by Poulson et al. (2011). Stojanović-Aleksić, Stamenković and Milanović (2016) claim completely different findings in a Serbian context where females are found to be more task-oriented and authoritarian while males are relationship-oriented and democratic. Some researchers disagree and explain that there are no differences between the way men and women lead (Van Engen & Willemsen 2004; Noor, Uddin & Shamaly 2011).

Trinidad and Normore (2005) research finding stipulated that women prefer transformational leadership and that the women values which are developed through socialization such as creating relationships, communicating, influencing others and motivating for a common purpose reflect the characteristics of transformational leadership. Coronel, Moreno and Carrasco (2010) resonated Trinidad and Normore's (2005) findings when they argued that female leaders "promote a somewhat kinder, more socially compassionate version of organizational goals and social policies, and place more emphasis on democratic relationships, participatory decision-making, delegation, and team-based leadership skills" (Coronel, Moreno & Carrasco 2010, p. 154).

Vinkenburg, Engen, Eagly, Johannesen – Schmidt (2011) administered an experimental study to investigate whether the descriptive gender stereotypes about leadership styles are accurate. The study surveyed 271 (122 American and 149 Dutch) participants with a mean age of 44. Participants, who were approached in settings with many business travelers like the airport lounges or first class compartments, were asked to state their opinions about the leadership styles of a typical male or a typical female individuals and managers. The items of the questionnaire were based on the Multifactor Leadership Questionnaire (MLQ), the tool used in this research paper. The results indicated that women were believed to display significantly more idealized influence (behavior), intellectual stimulation and individualized

consideration from the transformational leadership scale and the contingent reward from the transactional leadership scale than men. Vinkenburg et al. (2011, p. 19) suggested that "female leaders are wise to supplement these behaviors (inspirational motivation behaviors) with individualized consideration behaviors to fulfill prescriptive gender norms and avoid backlash". Men, in comparison to women, displayed significantly more management by exception active and passive from the transactional leadership scale and the laissez-faire scale.

Sabharwal, Levine and D'agostino (2017) found that there are gender differences in leadership. Female leaders in particular exhibit traits that resemble transformational leadership. They scored higher on idealized influence and inspirational motivation elements. Sabarhawal, Levine & D'Agostino (2017) emphasized that transformational leadership is advantageous for females because it encompasses behaviors like relationships, collaboration, support and consideration which are stereotypically females'.

Poulson, Smith, Hood, Arthur and Bazemore (2011) conducted a research that explored the perceptions of 233 male and female college students on professional leadership styles using transformational and transactional perspectives. Polson et al. (2011) revealed that women often rated characteristics associated with transformational leadership styles much higher than men did. While both men and women appreciated transformational approach to college instructions as opposed to transactional approach.

Koenig, Eagly, Mitchell and Ristikari (2011) led a meta-analysis that discussed the stereotypes of leadership and masculinity. They determined that leadership nowadays is incorporating more feminine qualities in particular in relationships like having sensitivity, understanding and warmth. Koenig et al. (2011) concluded that leadership has become less masculine over time; there is a shift from the traditional style of leadership to a more female approach and transformational look.

Gartzia and van Engen's (2012) research results on gendered traits and the sex differences in leadership styles indicated that female leaders displayed significantly high rate in emotional intelligence, contingent reward and individualized consideration. In self-rating, they

described themselves as more people oriented and more emotional than men. Gartzia and van Engen (2012) also suggested that leaders who were able to overcome gender stereotypes and display feminine and masculine traits (androgynous) were considered more effective.

In an Ethiopian context, Tsegay (2013) examined Ethiopian women's perceptions about their own leadership. 45 women leaders proved to possess the ten leadership qualities investigated in the study and which are "vision, ability, enthusiasm, stability, concern for others, self-confidence, persistence, vitality, charisma, and integrity" (Tsegay 2013, p. 79).

Al Zouguol, El Bargathi, Habib, Khalaf and Al Qutub (2013) conducted a quantitative study on 352 employees in the private sector in Jordan to determine the leadership styles of women and if there are differences between men and women leadership styles in Jordan using the Full Range Leadership theory. The results indicated that women in Jordan displayed the elements of the transformational leadership style. According to their followers' perceptions, women frequently exhibit idealized influence (attribute) and inspirational motivation. They also fairly use intellectual stimulation, idealized influence (behavior) and contingent reward from transactional leadership. When comparing both men and women's leadership styles, the study revealed that men display more management by exception passive and laissez-faire.

Paustian – Underdahl, Walker and Woehr's (2014) meta-analysis that reviewed 58 journal publications, 30 dissertations and theses, 5 books and 6 other sources probed the relationship between gender and leadership effectiveness using different moderators. By considering varied contextual variables like time of the study, the organization type, the leadership level and the study setting, Paustian – Underdahl, Walker and Woehr's (2014) explained that in addition to contextual variables, there is a number of factors, such as whether they are using self-rating or other ratings to determine leadership effectiveness, which might lead to different patterns of results. They deduced that when all leadership contexts are taken into consideration, no significant gender difference is noticed in perceived leadership effectiveness. This resonates with an earlier claim by Coleman (2003, 2005) who found no difference in leadership styles between men and women head teachers, and Eagly and Johnson's (1990) meta-analysis of 350 gender comparison studies that also indicated no differences between men and women's leadership styles. Yet, when other ratings are

examined, women are rated as more effective leaders in business and educational organizations. When considering the level of leadership, women are also significantly more effective than their fellow men in middle and upper level of leadership (Paustian – Underdahl, Walker & Woehr's 2014).

Gherardi and Murgia (2014) invited 43 students, males and females, who were registered in the first and second year of master in sociology to participate in a qualitative study by writing a story about a fictional or imaginary chief executive officer (CEO). The written texts were then analyzed where 22 stories were about women CEO and 21 were about men CEO, but the later 21 about men were not only written by male students, 11 were written by males and 10 by females. Gherardi and Murgia (2014, p. 699) indicated through the results that the gender of the writer influenced the consideration and thoughtfulness towards the CEO of the same gender, so "When the CEO was a women, the interplay of gender and managerial competence was stressed". The female CEOs were described as more trustworthy especially for her ability to generate a good work atmosphere as opposed to male CEOs who were negatively judged.

In their study drawn from four different countries, Scotland, England, Jamaica and New Zealand to explore the challenges that women face as school leaders, Torrance et al. (2017) reported that women experience leadership in different ways than men and are treated differently and that gender still has a significant influence on their opportunity for leadership. They also concluded that internationally women are still underrepresented in educational leadership and this might be due to reasons that vary from one country to another but basically family, culture, personal role and policy all contribute.

Showunmi and Kaparou (2017) ran a study about the effect of ethnicity and gender on female leaders from England, Malaysia and Pakistan. They deduced that in Muslim societies like Pakistan, women principals prefer to adopt some masculine qualities like boldness and aggression in their practices as a way to establish their reputation and preserve their post.

Shaya and Abu Khait (2017) empirical study on "Feminizing Leadership in the Middle East: Emirati Women Empowerment and Leadership Style" aimed at developing "a conceptual

model on the principal social and cultural factors inducing the success of Emirati women in attaining senior leadership roles and shaping their leadership style to be transformational" (Shaya & Abu Khait 2017, p. 590). The study was conducted on 4 Emirati women with leading positions in their fields. Shaya and Abu Khait (2017) inferred that Emirati women align with international studies which claim that women are more transformational in their leadership style. They also highlighted the important role the government, family and Islamic ethics play in supporting women empowerment in the United Arab Emirates. Emirati females are capable of balancing work/life commitments and take their successful Sheikhs and leaders' styles as a model to follow to run a prosperous career.

With the given qualities attributed to women that are related to their nurturing nature, quality performance, future planning and others, evidences suggest that women are better suited and will for sure excel in politics and entrepreneurial fields, especially in contexts that value care, sacrifice of one's self-interest for the welfare of the team, dignity and integrity (Bullough and de Luque 2015). Looking through different studies, it can be admitted that women have diverse ways to lead and comparing men to women might restrict the analysis of women. That is why this research paper only focuses on Emirati female leadership style without comparing them to their male colleagues, but considering their culture and context in determining their leadership styles.

2.4.5. National Culture and Leadership:

Any organization is at the micro-level of the culture (macro-level), so it is impossible to separate the national culture from management practices (Irawanto 2009). Many researchers have revealed the effect of national culture on leadership style (Ayman &Korabik 2010; Duśan 2004; Nazarian &Atkinson 2013) and the relationship between certain dimensions of leadership and those of culture (House et al. 2004). G. Hofstede & G. J. Hofstede (2005) highlight the consequences of individuals' values, behaviors and attitudes on their leadership practices. Many other studies discussed that some leadership styles might be effective and dominant in one culture while prove to be ineffective in another (Ayman &Korabik 2010; Irawanto 2009; Jogulu 2010; Nazarian, Soares & Lottermoser 2017; Willemyns 2008). Earlier studies of leadership focused on the leaders' traits, behaviors and styles (Jogulu

2010). However, recent studies have highlighted the link between the cultural environment and the leaders' behaviors and also the way the followers perceive their leaders (Jogulu & Wood 2006; Ayman & Korabik 2010). Recent research studies propose that leaders' attitudes, behaviors and effectiveness differ across cultures so do management practices (Duyar, Aydin & Pehlivan 2010). It is suggested that to have a more effective and successful leadership, it has to be linked to the values of the society and to the environment (Miller 2013 cited in Miller 2016). Miller (2016) believes that leadership is culturally situated, so what is known to be 'Western Best Practice' might not be applicable in the Arab world especially when thinking that the Arab culture has a noticeable role in defining the leadership style (Mendenhall et al. 2012).

The studies that investigated the effect of national culture on the leadership style in an educational context are scarce, especially in the UAE, while there are some that discussed the same issue in non-educational environment. The Global Leadership and Organizational Behavior Effectiveness (The GLOBE) research program is a project that investigated the effect of cultural variables on the leadership and organizational process (House et al. 2004). In this most comprehensive study conducted by around 200 researchers and social scientists in 62 countries around the world, 22 leadership attributes, such as motivational, dynamic, encouraging and many others, were identified to be universally applicable across different cultures which make them desirable or undesirable (House et al. 2004).

In a paper that focuses on leadership based on the GLOBE findings, Dorfman, Javidan, Hanges, Dastmalchian and House (2012) demonstrated that leadership behaviors are indirectly influenced by the national culture through societies' expectations. Leaders tend to lead in a manner which is more or consistent with what is expected from them as endorsed in their culture. So leaders are considered to be effective if they behave according to expectations. They also argued that some leadership behaviors such as charismatic/ value-based leadership is universally accepted and described to be effective while there are other leadership behaviors that are culturally sensitive like participative leadership. They concluded by saying that it is essential to understand the national culture to identify which is more effective.

Wood (2008) argued that followers' perceptions of their leaders' behaviors and actions differ based on the cultural environment. Therefore, the concept of leadership differs across cultures due to the differences that exist in each culture (Wood & Jogulu 2006). This notion was confirmed by Jogulu (2010) who suggested that due to variations in cultural values and beliefs, it is crucial for a leader to understand the leadership styles that are culturally linked. He proposed that for a leader to encourage better performance and satisfaction there must be a mutual understanding and acceptance. As leaders provide guidance and protection, followers must show loyalty and commitment in return (Jogulu 2010). In high power distance culture like Malaysia, followers accept the concept of inequality in power distribution. As a result, leaders in Malaysia must demonstrate acceptance and respect to age, tolerance, exercise power and authority and set rules and regulations that are approved by others.

Irawanto (2009) explained in his study about national culture and leadership practices in Indonesia that Indonesian culture pays attention to collective well-being and orientation to society and for a leader to be effective in such a culture, he/she must show compassion and use paternalistic not autocratic leadership style. Irwanto (2009) stressed the fact that leadership strategies or behaviors that might be effective in one culture can be rejected or proven to be counter-productive in another. Other studies like that of Matviuk (2010) conducted in Mexico on 122 managers proved the relationship between different dimensions of leadership and national culture.

In a study that investigated the relationship between the culture dimensions and the transformational leadership styles of 204 managers in private and public business in Maldives, Sadiq (2011) indicated that all national culture dimensions were significantly related to five of Kouzes and Posner model of transformational leadership practices. The results showed that individualism is high in Maldivian culture which leads to a significantly negative relationship with 5 practices of transformational leadership. The low power distance in the Maldivian culture has a positive effect on "model the way" practice of Kouzes and Posner model of transformational leadership. Masculinity dimension negatively impacted "model the way" and "encourage the heart" practices, while the very low uncertainly

avoidance has a significantly positive relationship with 4 of the practices of Kouzes and Posner transformational leadership model except for "inspire a shared vision".

Wiratmadja, Parlindungan and Sunaryo (2012) conducted a study that examined the relationship between transformational leadership and the national culture dimensions in Indonesia. The data was collected from local and foreign leaders. The results confirmed that national culture dimensions have positive relationship with transformational leadership except for masculinity dimension. Nazarian and Atkinson (2013) tried to prove their hypothesis that national culture and leadership styles are related. Data was gathered from 350 managers of private organizations in Iran. The results indicated the significant relationship between the national culture dimensions and transformational and transactional leadership styles, while only uncertainty avoidance and individualism have very weak significant relationship with the passive leadership style and no relationship was detected between power distance and masculinity with passive leadership. For better indicatives, the regression analysis proved that all culture dimensions are positive predictors of transactional and transformational leadership except for masculinity which is a significantly negative predictor. This result is predictable as in a masculine society, the leaders are assertive, aggressive and firm which contradicts the quality of a transformational leader who nurtures and motivates his followers. Results of Nazarian and Atkinson's (2013) study corroborate the findings of the study of Wiratmadja, Parlindungan and Sunaryo (2012) discussed earlier.

Obeidat et al.'s (2012) revision of literature on the influence of the Arabian culture on management led to three conclusions. First, employees follow individual leaders and not organizations and this is due to large power distance and collectivism which lead to personalized relationships between leaders and followers. Second, institutions are redesigned based on those relationships rather than considering effectiveness. Third, new trends in management and leadership are adopted without adaptation even though the Arab culture is quite different than the western context from which the innovations in management are imported. Obeidat et al. (2012) argued that customs and traditions are still dominant in the Arab culture even with the impact of new rules and structures from the west.

In a comparative study between China, Germany and Russia, Richardson et al. (2014) claimed that leadership styles of a certain country is related to the culture values of the country itself. The data was collected from 328 German leaders, 288 Russian leaders and 126 Chinese leaders. The study revealed that in China the prevailing style is paternalistic, while in Russia they prefer authoritative leadership style, and in Germany, the dominant leadership style is the transactional one. On the other hand, Nazarian, Soares & Lottermoser (2017) argued that German leaders should adopt both transformational and transactional leadership styles as opposed to laissez-faire which is completely rejected. This indicates that leadership styles are directly related to the culture values that the leaders are accustomed to (Richardson et al. 2014).

Budin and Wafa (2015) used Jogulu's (2010) study as a base for their research on "The relationship between culture and leadership style preference among Malay- Brunei, Bajau and Kadazan – Dusun community in Sabah, Malaysia". Purposive convenient sampling method was used to locate 219 employees from public and private sectors. The results of the study indicated the significant positive relationship between culture and leadership style preferences. It was concluded that low power distance has significant relationship with achievement – oriented leadership style, and people in such culture are willing to face challenges and develop their abilities. The study also explained that high uncertainty avoidance has significant relationship with directive, supportive and participative styles while collectivism has significant relationship with supportive, participative and achievement oriented styles. No relationship was found between femininity culture and leadership preference. In conclusion, Budin and Wafa (2015) emphasized the significant relationship between culture and leadership styles.

In Taiwan, Lee and Liu (2016) examined the relationship between transformational leadership styles and power distance of the national culture dimensions. Through the structural equation modeling, they could indicate the significantly positive relationship between power distance and each element of the transformational leadership identified by Bass and Avolio, but at varied levels. Those findings resonate with those of Muenjohn and Armstrong (2008) and Bass and Rigio (2006) who also showed the strong positive

relationship between power distance and idealized influence which is also referred to as charismatic – inspirational leadership. This leads to the conclusion that high power distance societies consider their leaders as role models of high morality and integrity.

Yousef (1998) study conducted in the UAE on 235 participants from different companies confirmed the relationship between leadership styles and national culture. Through his study on 52 Emirati managers and professionals (29 males and 23 females) who were undertaking an MBA course, Willemyns (2008) proved that while Emirati managers are still attached to traditional, collectivistic and religious basics, there is a clear shift towards western management attitudes and practices going in parallel with the quick transformation taking place in the country. Even though Emirati people welcome and tolerate the cultural change, they are worried about the disappearance of the Emirati culture and identity because they are a minority population. A study done by Whiteoak, Crawford and Mapstone (2006) contradicts the analysis of the UAE culture based on Hofstede 6-D model as it claims that the young Emirati are becoming more individualistic than their parents because of the increased wealth and education. While a study that examined the leadership behavior of national and expatriate managers in the UAE revealed that because of culture influence, UAE managers are less transformational and more passive avoidant than expatriate managers from the USA and Europe (Bealer & Bhanugopan 2014).

As all reviewed studies stipulated the significant relationship between the dimensions of national culture and the leadership styles, and as discussed earlier of the important role the educational leaders play in reform and causing change, thus the findings of this study which investigates the effect of culture on leadership styles will be of great importance for policymakers and educational leaders to guide reform that will lead to success.

2.4.6. Positionality and Female Leaders as Individuals:

Positionality is "individuals' sense of who they are and what their positions are in relation to others" as defined by Avçi (2016, p.145). It influences individual's perception of the world. It is the individuals' sense of who they are and their position in relation to people around them and their context which influence their perception of their world (Maher & Tetreault

2001). It is a dormant power that becomes clear to self and others when an action reveals the person's stance of any issue (Wee Teo 2015).

Billot (2002) proposed that women are agents who view the world in their own particular way. They use resources and their energies to expand their influence, and as they grow to be more mature; their view of the world gets modified and influences their actions. This implies that how women lead is impacted by their discernment of their position and their ability to perform in their context. Hoskins (2015) claimed in a study done on female professors that difference in the context, academic discipline, professions path and progression or their experience in general impact their positionality. The positional difference influences the females' experiences and their constructions of themselves. The researcher used this notion of positionality to look at the different perspectives and uniqueness of Emirati female experiences in comparison to international female perspective.

This level of analysis is the narrowest; it focuses on female leaders as individual to understand how female positionality influences her leadership style. Kezar (2002) used positionality theory to better understand multiple leaderships and explained that many researchers failed to identify various aspects like race, gender, social class and position in an institution which work together to determine a person's leadership perspective. This leads to the assumption that there are different positionalities and that a person's identity contributes to his/her unique perspective.

By interviewing 36 male and female administrators Kezar (2002, p.559) "explored the ways in which context and power shape beliefs of leadership", "because power and positionality take place within a social context, the context in which people work and live must be examined to understand individuals' perspectives" (Kezar 2002, p.562).

Baring this in mind, it is likely that Emirati women educational leaders have different positionalities based on their identity and their context. Each woman has her own perspective and unique experience. Studying those Emirati women gives a voice to their experiences which might comply with or differ from other internationally studied cases.

2.5.Gender, Culture and Leadership: Situated Studies

In leadership literature, very few studies have examined the joint effect of both gender and culture on leadership styles. Ayman and Korabik (2010) spotted the parallelism between the dynamics of culture and those of gender. They claimed that both of them have visible (physical) and invisible (values) components. Culture as well as gender influence individual's identity, group unity, interactions among people and approach to power and resources (Ayman & korabik 2010). Just as gender role beliefs and attitudes are learned, so do culture values and beliefs. It is important to acknowledge the essential role that culture and gender play in leadership, as discussed by many theorists (Ayman & Korabik 2010; Collard and Reynolds 2005; House et al. 2004; Van Emmerick, Euwena & Wendt 2008), and as stated by Dorfman, Hanges and Brodbeck's (2004, p. 698) report on the GLOBE project, "we also have a great deal to learn about gender differences across cultures. Gender differences were more apparent in certain cultures than in others".

Collard and Reynolds (2005) came to challenge the concept of gender and argued about the context and culture in forming a new theory about relation between gender and leadership which is culturally inclusive. They claimed that culture and context play a role in shaping male and female leadership style. They believed that gender is not the determinant of leadership style and both males and females might display the status quo or change it to "critical professionalism" (Blackmore 2004). Collard and Reynolds (2005) refused the traditional theories which emphasized the effects of gender in determining leaders' leading style claiming that those were drawn from business context not from educational context. They defend the Connell (1995) complex theory of "multiple masculinities and femininities" which explains that interaction with race, context and culture determine the leadership style and any leadership theory which excludes "multiple masculinities and femininities" as well as context are incomplete. After researching women leaders in girls' schools in Australia, Collard and Reynolds (2005) found that those women do not show one distinctive female leading style, on the contrary there are different forms depending on the context.

Ayman and Korabik (2010) claimed that emic and etic perspectives are needed to have more inclusive theories of leadership. They explained that the emic approach focuses on culture and social groups when studying leadership, while the etic approach considers genders and cultural settings to validate theories and models of leadership. They explained that both gender and leadership and culture and leadership were studied using emic approach, but in their study they focused on the etic approach that takes into account using culture and gender to validate the North American leadership models that were developed by men and validated by men and see to what extent they apply to women and to other cultures.

Ayman and Korabik (2010) concluded that gender and culture are important when studying leadership experience because they affect the leader's behavior, attitude, effectiveness and style in many different ways. As an example they state that the "leaders' gender-role identities and cultural values can affect the choices they make about the manner in which they will lead" (Ayman & Korabik 2010, p. 166). They highlighted the fact that "leadership is not universal; rather, it can vary as a direct function of either gender or culture. Furthermore, both gender and culture can moderate the relationship between leadership behaviors and outcomes" (Ayman & Korabik 2010, p. 166).

Van Emmerick, Euwena and Wendt (2008, p. 298) investigated the "importance of gender and culture profile when explaining leadership behaviors in a worldwide sample of managers". The study was conducted in 473 organizations in 42 countries. Data was collected from 64,038 subordinates who rated the leadership styles of 13,595 managers (73% men and 27% women). Van Emmerick, Euwena and Wendt (2008) concluded that culture has a strong impact on leadership more than gender does. Female and male leaders are not that different in leadership behaviors. Women were found to use more consideration and more initiating structure. Female leaders are perceived as caring to followers' needs because of their nurturing qualities, even though this might differ according to their cultural background. They argued that the differences in cultural characteristics result on different leadership behaviors like differences in using power, superiority and supervision (Triandis 2006, Van Emmerick, Euwena & Wendt 2008). In accordance with Liltrell and Nkomo

(2005), Van Emmerick, Euwena & Wendt (2008) posited that societal expectations, values and beliefs reinforce gender role stereotypes that are reflected through leaders' behavior in any culture. Well, this isn't the same for both genders, as for males, stereotyping across culture is consistent where men are seen in most cultures as stronger and more active. Female gender stereotypes differ largely across cultures.

Yasseen (2010) researched on the Arab women leadership styles based on the Full Range Leadership Theory styles of men and women in the UAE. The results of the study demonstrated that women in the Arab world exceeded men in inspirational motivation, intellectual stimulation, individualized consideration and idealized influence (attribute) of the transformational leadership and contingent reward scale of the transactional leadership; While Arab men demonstrated more of the idealized influence (behavior) scale of the transformational leadership and management by exception active and passive of the transactional leadership. He explained that Arab females' leadership styles tend to be more democratic and have greater effectiveness than Arab males'. They proved to be more proactive in handling problems before they develop. He claimed that those differences are due to culture not to religion.

Litz and Scott (2017) conducted a study to determine if the school principals in the UAE use transformational leadership style and how well teachers accept this style taking into consideration culture and Islamic religion. The results of the study showed different opinions between teachers and principals. Principals perceived their leadership styles as transformational while teachers disagreed with that. Teachers reported feeling inspired, encouraged, enabled and challenged but in occasional situations. They explained that the unique culture of the UAE makes it difficult for teachers to receive transformational leadership. The findings showed that participants believed that transformational leadership is applicable to the UAE culture but the transactional leadership remains prevailing and no differences in leadership styles must be made with respect to the UAE culture and context. Litz and Scott (2017) found that principals practiced both transformational and transactional leadership styles and transformational leadership can be utilized in the UAE or other Middle Eastern countries but with adaptation to the culture.

In conclusion, different research studies have indicated that gender and culture are important factors that should be considered when studying leadership behaviors. They both play a role in shaping the leader's behavior, attitude and style. Very few studies have examined the combined effect of both of them; hence, this research will contribute in filling this gap.

Chapter Three

Methodology

The methodology chapter describes the research approach and its philosophical paradigm and the methods followed. The site, the sampling, the data collection instruments including their validity and reliability, analysis, procedures and ethical considerations are discussed in details as well. It also elaborates on the role of the researcher. The purpose of this study was to investigate the effect of female gender and culture on the leadership styles of Emirati female schools principals as educational leaders. The purpose guided the selection of the research methodology and design that addressed the research questions appropriately (Fraenkel, Wallen & Hyun 2015). The study used a mixed method approach which is a combination of both quantitative and qualitative methods and the rationale behind using this approach is explained in this chapter too. This study seeks to investigate the leadership styles of the Emirati female school principals, as educational leaders, and explore the influence of the female gender and national culture on their styles by answering the following questions:

- What leadership styles do Emirati female principals exhibit and to what degree are they aware of their styles?
- What are the leadership characteristics of participating female principals according to their own perspectives?
- How are the Emirati female principals' leadership styles influenced by their female gender?
- How do the cultural dimensions of Emirati female principals affect their leadership styles?

3.1. Research Design:

The mixed method approach was adopted in this study. Recently, the field of mixed methods has developed and broadened noticeably (Creswell & McCoy 2011) through different social and health science domains which adopted this type of research. Scholars provided different definitions for it. The difference was in terms of what was mixed, but almost all led to one

common understanding that it uses qualitative and quantitative methods to reach more in-depth understanding (Tashakkori & Teddlie 2010). Tashakkori and Creswell (2007, p.4) defined mixed method as "research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry". The intent of using mixed methods in this research was to reach a common understanding by data triangulation from different methods (Mertens 2010). Mertens (2010) claims that mixed method design is capable of answering questions that might not be answered by other designs and this is due to the incorporation of both qualitative and quantitative techniques. Creswell (2012) explains that mixed method approach is used when one type is not enough and more data is needed to extend or elaborate on the first data collected.

Using mixed method has its advantages as described by Morse (2003, p.189 cited in Mertens 2010) who stated that

> By combining and increasing the number of research strategies used within a particular project, we are able to broaden the dimensions and hence the scope of our project. By using more than one method within a research study, we are able to obtain a more complete picture of human behavior and experience. Thus we are able to hasten our understanding and achieve our research goals more quickly.

The mixed method approach usually assists in providing better explanation of the relationship between variables through the rich data collected and triangulation (Creswell 2014). Most of the study reviewed in the educational field or other fields adopted quantitative approach and explored correlations between variables to explain the relationships. This study added a qualitative approach to provide an in-depth explanation of the findings to clarify their divergence or convergence with other study findings. Participants' perceptions and beliefs vary across contexts and they might have been the reason behind the disagreement, so the usage of qualitative approach was important.

The researcher conducted the research over two phases with an emphasis on the results collected from the quantitative tools in the first phase to inform the second phase that was

why she used explanatory sequential mixed method to avoid bias and minimize the weaknesses of each form of instruments. It is explanatory sequential mixed method approach because one type of data which is the quantitative is providing the basis for collecting the qualitative data that will serve in trying to explain the quantitative results more (Mertens 2010). The rationale behind using this approach is that the quantitative data was giving a general picture that was refined, explained and extended by the qualitative data collected after, so it grabbed the best from both methods (Creswell 2012).

To answer the research questions of the leadership styles of Emirati female school principals and the impact of female gender, and culture, the researcher used quantitative surveys. Results of the surveys informed the selection of the participants for the qualitative phase and the questions asked in the semi-structured interviews.

The quantitative phase is of primary importance as it is best suited to look at cause and effect (Muijs 2004) especially because the researcher investigates the effect of female gender and culture dimensions on the leadership styles of Emirati female principals while considering their positionality. Using surveys to explore perceptions and relationships between variables for more than a hundred female Emirati principals supports in collecting large data that might allow for generalizations that can be retested later (Fraenkel, Wallen & Hyun 2015). Quantitative phase only provides statistical information that informs significant or non-significant relation, but for further explanation a qualitative phase is needed (Creswell 2014). Qualitative researchers are distinctive in understanding elements that affect behaviors and perceptions of people (Ritchie 2003). Creswell (2009, p.176) argues that it is "a form of interpretive inquiry in which researchers make an interpretation of what they see, hear and understand". Creswell (2013) also explains that qualitative researchers organize the data inductively to build their themes. This inductive process may involve collaboration with the participants to shape the themes, a process that this study applied to reach the essence. Another reason for using qualitative phase is that it allows for flexibility. In other words, some changes can take place during the process according to additional information obtained. The multiphase research design recommends this kind of flexibility because the interview protocol which was designed for phase 2 depended on the data collected from the surveys

that were used in phase 1. This flexibility allows for emergent themes to be discovered (Creswell 2009).

In addition to that, some researchers have recommended the usage of qualitative research approach in studying cross-cultural leadership because it helps explaining individuals' personal experiences (Deng &Gibson 2008) and explains cultural dimensions (Strauss &Corbin 1994). Others suggested the usage of observations and interviews to understand culture dimensions (Schein 2004) as culture is best understood when spending time with the participants (Meriam 2009).

This study is a phenomenological one because it seeks to explore, describe and analyze the lived experience of Emirati female educational leaders (Marshall & Rossman 2011). Phenomenology shows the "interest in understanding social phenomena from the actors' own perspectives and describing the world as experienced by the subject, with the assumptions that the important reality is what people perceive it to be" (kvale & Brinkman 2009, p.26). It focuses on the individual's perceptions and the meaning drawn on a phenomena or a lived experience. The purpose is to understand and describe a certain phenomena or situation from the point of view of those who lived it. "The key characteristic of phenomenology is the study of the way in which members of a group or community interpret the world and life around them. The research does not make assumptions about an objective reality that exists apart from the individual. Rather, the focus is on understanding how individuals create and understand their own life spaces" (Mertens 2010, p. 235).   This design is used because it is capable of investigating the processes without interfering with the subjective experience of individuals whose words are the basis of analysis (Pack 2012), and because the purpose of this study is best suited for this type of research where "it is important to understand several individuals' common or shared experience of a phenomenon. It would be important to understand these common experiences in order to develop practices or policies, or to develop a deeper understanding of the features of the phenomenon" (Creswell 2013, p.81). It is important to be aware of the social, cultural and political contexts of the participants to understand their experiences as people's realities are affected by their environment (Flood 2010). Phenomenology of practice, which is an interpretive inquiry that is context-sensitive, serves well practitioners who are unaware of the depth of other's experiences and might

benefit from them (Esser et al. 2018). Even though the researcher used a mixed method approach, this did not drive her from the phenomenological method because as Fisher and Stenner (2011, p.89) claim that "the phenomenological method, however, has the potential to integrate qualitative and quantitative concerns in ways that orient research towards uniform criteria of substantive meaningfulness and mathematical rigour". The rationale for this choice was due to the belief that it allows to capture the phenomenon of the experience of each participant in her role as a female leader which provides an informative account of the different experiences (Esser et al. 2018).

To truly and deeply understand the complexity of the influence of female gender and culture on the leadership styles of the Emirati female educational leaders, data was gathered from the leaders in their natural setting through Multifactor Leadership Questionnaire (MLQ), cultural dimensions scale, interviews and observations.
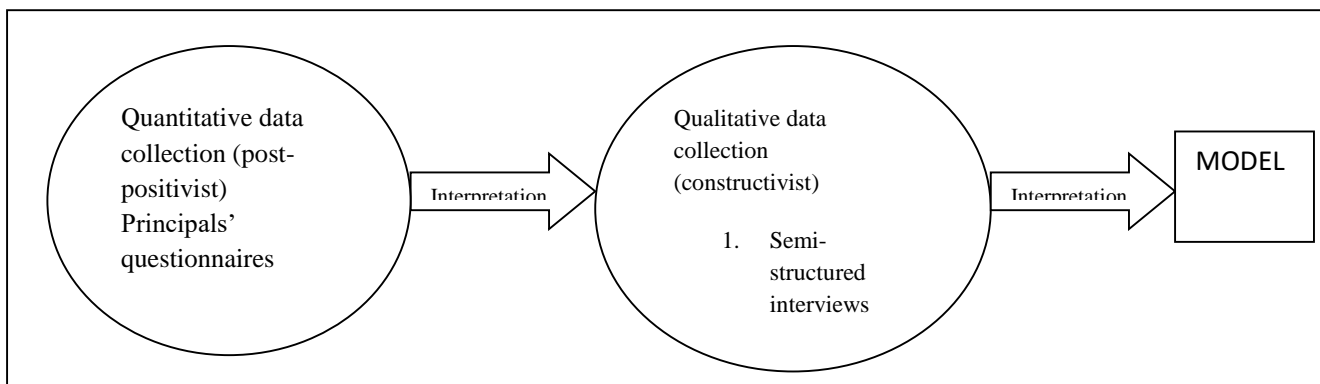
Figure 5: Approach Paradigm

3.2.Philosophical Paradigm:

One of the most crucial tasks a researcher faces is to select the appropriate research design which fits with his/her assumptions. By discussing the philosophical paradigm, a researcher is capable of identifying the reasons behind choosing the approach for any study. A paradigm or also called by Creswell (2014) as philosophical worldview is identified as set of views and beliefs which impact the choice of methods the researcher will use to conduct his/her study and the way he/she will interpret the results following a particular discipline (Bryman 2008). "A paradigm is a comprehensive belief system, world view, or framework that guides

research and practice in a field" (Willis 2007, p.8). Neuman (2006) defines it as "a general organising framework for theory and research that includes basic assumptions, key issues, models of quality research, and methods for seeking answers" (p.81). Creswell (2014) explains that a paradigm is "a general philosophical orientation about the world and the nature of research that a researcher brings to a study" (p.6). Creswell (2014) highlights four worldviews or paradigms that were discussed by many scholars: post-positivism, constructivism, transformative, and pragmatism. Transformative paradigm insists that research inquiry has to be connected to political change. Transformative research has to address important social matters like inequality and oppression. It has to give a voice to the participants to cause change. Pragmatic worldview focuses on the problem and uses any approach or method that appears appropriate to understand and derive more knowledge about the problem. The post-positivism and constructivism paradigms, which are used in this study, each serves different beliefs. Post-positivism is a scientific paradigm that usually underpins quantitative researches. Constructivist paradigm advocates the importance of individual's experiences and it underpins qualitative researches.

The researcher used a mixed method approach in this study. This approach is usually used to understand the individual, intersubjective or language, and culture and causal realities in our world (Johnson & Christensen 2014). As this study purpose is to investigate the effect of female gender and culture on the leadership styles of the Emirati female school principals and provide more in depth explanation about this relation and its impact, explanatory sequential mixed method is the most appropriate to be used (Creswell & McCoy 2011). The researcher first conducted a quantitative research and then built on the results to further explain them with qualitative research (Creswell 2014).

Many scholars have argued about the philosophical foundation that should accompany this approach (Hall 2013). Hall (2013) discussed three different stances that accompany the mixed method approach: paradigmatic, multiple paradigm or single paradigm stances. Researchers adopting paradigmatic stance ignore the paradigm due to their belief that epistemology and methodology are not connected (Patton 2002). Researchers using multiple paradigm stance employ different paradigms that suit the mixed methods adopted (Creswell

& Clark 2011). This study used the post-positivist foundational philosophy in the quantitative stage and the constructivist philosophy in the qualitative stage as endorsed by Creswell and Clark (2011).

The researcher used first a post-positivistic lens to measure the objective reality of the leadership style of female Emirati leaders and the causes that shaped their leadership styles (Creswell 2014). The post positivistic paradigm with its characteristics of "determinism" and "reductionism" used in the quantitative phase supported the researcher's aim of checking the effect of one variable on another and accepting or rejecting hypothesis (Creswell & Clark 2011). Post positivism is best used to discover the 'reality' in an area of probability as reality can be imperfectly known because of the interference of humans' limitations (Mertens 2010). Even though post positivists claim that there is no hundred percent proof of a theory, they try to remove alternative explanation of it. As the study discusses the influence of culture on leadership style so the constructivist paradigm is the appropriate one because it states that 'reality' is constructed according to society (Creswell 2012). For example, socially constructed phenomena such as 'feminism' might mean different things to different people based on their culture (Creswell 2012). In the constructivist paradigm, a phenomenon is understood and constructed depending on social interaction which lent itself to this study which aims to understand the relationships by exploring participants' beliefs to explain those relationships in the context of the UAE, develop meanings and discuss findings in comparison to other parallel studies. The researcher used the constructivist paradigm in analyzing and interpreting the qualitative research. The researcher depended on the participants' views and perceptions of the phenomena which are formed through their interaction with others and with cultural norms (Creswell 2014). She tried to understand the lived experience of participants from their own point of view. It is a more interactive way of data collection. She was looking at the multiple perspectives provided by the participants themselves rather than one single reality (Creswell 2013) to elaborate on existing studies' findings or contradict them. "Although it is important not to influence or bias what you are observing, it also is important to understand the insiders' meanings and viewpoints" (Johnson & Christensen 2014, p.37).

3.3.Site, Sampling and Participants:

This study was conducted in public schools in the United Arab Emirates (UAE). The researcher chose public schools which seemed an appropriate site for the purpose of this study because of the high percentage of Emirati female employees in them especially with the ministry goal of reaching 90% Emiratisation of public school staff by 2020.

As the research is focusing on the Emirati female principals' experience, the convenience sampling was chosen to provide the information needed in addressing the purpose. It is a sampling strategy usually used in educational setting as other sampling strategies might not be convenient (M.D. Gall, J. P. Gall & Borg 2010). Out of the population of 437 Emirati female principals in the public schools in the UAE (MOE 2016) 108 took the Multifactor Leadership Questionnaire (MLQ 5X-Short) survey and the cultural dimension survey in phase one of the research in a way to achieve high confidence level. This sample consisted around 25% of the total population because "the larger the sample the better, as this not only gives greater reliability but also enables more sophisticated statistics to be used" (Cohen, Manion & Morrison 2007, p. 101).

The researcher used convenience sampling in the qualitative phase. Participants who were willing to participate in the interviews and later in the observations were selected (Cohen, Manion & Morrison 2011). Almost 10% of the principals who took the survey were interviewed and observed which is a small size and does not ensure representativeness but it was based on the principals' willingness to participate and not on the researcher's bias (Fraenkel, Wallen & Hyun 2015).

3.4.Data Collection Methods:

The twofold purpose of this study was to investigate the leadership styles that the Emirati female school principals adopt and to explore the influence of female gender and national culture on the leadership styles of the Emirati female school principals, as educational leaders. The researcher adopted an explanatory sequential design and used three different instruments to collect data. Utilizing quantitative and qualitative measures for data collection increases its validity and trustworthiness (Zohrabi 2013). Zohrabi (2013) insisted that a valid

research is the one that ensures validity across all its stages of developing instruments, collecting data, analyzing and interpreting. Principals' Multifactor Leadership Questionnaire (MLQ 5X-Short) and culture dimensions survey were used as the quantitative tools and semi-structured interviews and observations were used as qualitative tools.

3.4.1. *Phase 1:*

The first phase of the explanatory sequential research involved the distribution of principals' questionnaire (refer to appendix B). Questionnaires come in different forms, qualitative, quantitative and mixed semi-structured (Cohen, Manion & Morrison 2011). The qualitative questionnaire is not structured and includes open-ended questions, quantitative or structured questionnaire which is the type used in this study incorporates closed-ended questions, and finally the mixed semi-structured questionnaire has both types of questions opened and closed. This data collection method is used dominantly for its advantage of quick collection time, high validity of already tested ones and easy analysis of closed-ended questions (Cohen, Manion & Morrison 2011). This study questionnaire was divided into three sections. The first section has the demographic information such as age, years of experience in educational administration field, years in current post and higher qualification obtained. The second section is the Multifactor Leadership Questionnaire (MLQ 5X-Short) and the third section contains items from Dimmock and Walker's (2002) questionnaire and items related to 'Paternalism' from Dorfman and Howell's (1988) questionnaire. The survey was first distributed by the ministry of education on the sis system, but because of the low responses rate the researcher had to self-administer it to ensure high response rate, completion in one occasion and participants' support in case of uncertainty or queries (Cohen, Manion & Morrison 2007). The survey was used to provide numeric description of principals' qualities and skills. It is the mostly used method in studying leadership qualities (Yukl, Gordam & Taber 2002).

3.4.1.1.The Multifactor Leadership Questionnaire:

The MLQ (5X-Short), a comprehensive leadership questionnaire, was used to address research question one. Using it provided a foundation for a conversation about the leadership

styles and their dimensions. This questionnaire was created in 1985 depending on the work of Bernard Bass and Bruce Avolio. It has gone several revisions since that time. The MLQ is based on the "full range leadership theory" on which this research is also based and it discusses "nine single order factors comprised of 5 transformational leadership factors, 3 transactional leadership factors and one non-transactional laissez-faire leadership" (Antonakis, Avolio & Sivasubramanian 2003, p.264). The factors shown in table 3.1 are adapted from Bass and Avolio (2003) in addition to 3 "outcomes of leadership" which are also measured by the MLQ (5X-Short). The MLQ (5X-Short) is composed of 45 items from which the 36 items of leadership styles behaviors were used.

Table 3.1: *Full Range Leadership Paradigm Assessed by the MLQ*

Transformational Leadership	Full Range Leadership Model Style Labels
The Five I's of Transformational Leadership	Idealized Influence-Attributes (Trusted and Respected) II A Idealized Influence-Behaviors (Demonstrates High Moral Standards, Values, Beliefs & Principles) IIB Inspirational Motivation (Inspires Others to Achieve Full Potential) IM Intellectual Stimulation (Challenges Others To Achieve Innovative Thinking) IS Individualized Consideration (Develops Followers into Leaders) IC
Transactional Leadership Constructive Corrective	 Contingent Reward (Sets Clear Expectations & Rewards Achievement) CR Management-by-Exception: Active (Actively Monitors for Mistakes) MBEA
Passive-Avoidant Behaviors	

Passive	Management-by-Exception: Passive (Delays Correcting Things) MBEP
Avoidant	Laissez-Faire (Avoids Making Decisions) LF
Outcomes of Leadership	Extra Effort
	Individual, Unit, and Organizational Effectiveness Ratings
	Satisfaction with the Leadership

Source: Bass & Avolio (2003) retrieved from www.mindgarden.com

The MLQ (5X-Short) has "become known as the benchmark measure of transformational leadership and has been recommended for measurement of transformational leadership styles in all appropriate settings" (Fleenor 2007). It can be used by leader as a self-evaluation tool to reflect on one's own leadership style. It serves this study purpose in providing a comprehensive look at Emirati female principals' perceptions of their own leadership styles.

This tool is the most suitable quantitative instrument to be used for this research because it measures individual leadership style ranging from transformational leaders who inspire their followers to be leaders themselves, to transactional leaders who reward according to actions, to passive leaders. It provides efficient results that can serve as a springboard for more in-depth interview that allows the participants to discuss more their leadership styles and the factors that influence them.

MLQ (5X-Short) has proven to meet the criteria of validity and reliability. It was used by several studies conducted in the business field, like in banks, community agency, oil companies and military field (Lowe, Kroeck & Sivasubramanian 1996). There were also studies conducted in the field of education to check educational leaders' styles (Dale 2012; Lowe et al. 1996; Waters 2013) which validates its usage in this study. Fleenor (2007) stated that MLQ (5X-Short) has presented norms for leaders' self and co-workers evaluation of their style based on a sample of more than 27,000 individuals. MLQ (5X-Short) has proven to be valid and highly reliable regardless of language or context (Nazarian 2013). It has been

used by most researches that investigated the relationship between leadership behaviors and other variables (Al Sayed, Motaghi & Osman 2012).

Reliability of MLQ:

After conducting a meta-analytic review of MLQ literature, Lowe, Kroeck & Sivasubramanian (1996, p.385) concluded that "the transformational leadership scales of the MLQ were found to be reliable and significantly predicted work unit effectiveness across the set of studies examined". Bass and Avolio (2004) reported that the Cronbach's alpha score of the nine scales of the MLQ ranged between 0.69 and 0.83. It also showed high reliability in many other studies regardless of the language as indicated by Al Sayed, Motaghi & Osman (2012) who administered it in Palestine and the Cronbach's alpha score was 0.95 and the different items reliability was between 0.5 and 0.86.

Criterion-related validity of MLQ:

Criterion-related validity relates to "the results of one particular instrument to another external criteria" (Cohen, Manion & Morrison 2007, p.140). It focuses on subscales consistency. In a study done by Tejeda et al. (2001, p.41) using "Cronbach's alpha to determine internal consistency reliabilities for each of the subscales" it was concluded that "consistent with prior research, the transformational leadership subscales demonstrated superior internal consistency to both the transactional leadership subscale and the laissez-faire leadership subscale". Literature by Bass and Avolio has indicated that MLQ scores are predictable of group and individual performance in any organization and explain around 45% to 60% of the variance in organizational performance (Fleenor 2007).

Content validity of MLQ:

Content validation is evident in literature. Antonakis, Avolio and Sivasubramanian (2003) and Avolio, Bass and Jung (1999) discussed that the MLQ (Form 5X) was developed based on results of earlier researches that used previous versions of the MLQ which recommended addition or deletions of some items and confirmatory factor analyses (CFAs). The content that was assessed by the MLQ (Form 5X) in this study and the leadership framework were closely intertwined.

Construct validity of MLQ:

 MLQ is grounded in many research studies that led to the existing "full range leadership theory" posed by Avolio & Bass (1991) after years of related research. Research proved that the leadership factors evaluated have indicated to be valid assessment of leadership behaviors within the three "typologies of leadership behavior:: transformational, transactional, and nontransactional laissez-faire leadership" (Antonakis, Avolio & Sivasubramanian 2003, p. 262). "Using CFA's and a large sample of pooled data (N=1394), Avolio et al. (1995) provided preliminary evidence for the construct validity of the MLQ (Form 5X). According to Avolio et al. (2003), the MLQ (Form 5X) scales have, on average, exhibited high internal consistency and factor loadings" (Antonakis, Avolio & Sivasubramanian 2003, p.266).

3.4.1.2. Culture Dimensions Questionnaire:

The third section of the survey measured culture dimensions using Dimmock and Walker's (2005) questionnaire. It measured the 6 dimensions of Power-Distributed / Power-Concentrated, Group-Oriented / Self-Oriented, Consideration/Aggression, Proactivism/Fatalism, Generative/Replicative, Limited Relationship / Holistic Relationship and the dimension of "paternalism" from Dorfman and Howell's (1988) instrument. Dimmock and Walker's (2005) model was better suited for this study as it is school-based and increases the understanding of culture influence on educational leadership. Their framework facilitated the process of comparing educational leadership across cultures or in different cultural contexts (Dimmock & walker 2005). Their culture dimensions were adopted from Hofstede (1980) and Trompenaars and Hampden-Turner (1977). Dorfman and Howell's (1988) instrument was used because it is psychometrically suitable to measure culture at the individual level. It was developed by using Hofstede (1980) and Haire, Ghiselli and Porter's (1966) instruments and adding one more dimension which is paternalism. This dimension importance was revealed in determining leader's behaviors in many cross-cultural leadership literatures (Mustafa & Lines 2012; Ayman & korabik 2010). Dorfman and Howell's instrument has shown an acceptable reliability index that ranged between 0.63 and 0.8. When administered in Arabic in the Arabian Gulf, the Cronbach's alpha ranged between 0.67 and 0.74 (Robertson, Al-Khatib & Al-Habib 2002) which makes it suitable for this study.

3.4.2. *Phase 2:*

Most literature discussed earlier is based on studies conducted in western countries, so to validate the results of the surveys, the researcher conducted semi-structured interviews with selected principals and qualitative observations. "Because thoughts, feelings, beliefs, values, and assumptions are involved, the researcher needs to understand the deeper perspectives that can be captured through face-to-face interaction and observation in the natural setting" as stated by Marshall and Rossman (2011, p.91).

3.4.2.1 Semi-structured Interviews:

Interviews are classified under various types depending on how structured they are (Merriam 2009). They range from highly structured ones, where questions wording and order are predetermined, to the unstructured ones where the questions are flexible, open-ended and exploratory (Merriam 2009). The third type which is the semi-structured interview is the one used in this study. This type follows an interview guide with a set of questions already prepared by the researcher and additional questions might be added during the interview to further explore ideas or thoughts presented by the participants (Cachia & Millward 2011) which is an advantage of this type of interviews (Merriam 2009)

The semi-structured interviews were conducted personally by the researcher to understand the lived experiences of Emirati female principals and how they evaluate their leadership styles. The interviews were conducted within the school environment, specifically in the offices of the each of the participants. Prior to the interview, the researcher sent an email and called each of the participants in the target sample reminding them of the purpose of the research and securing appointments for interviews. Sometimes the researcher sought the help of some colleagues to communicate with the principals and set time for the interviews. The day of the interview, the participants were given a consent form where the purpose of the study is conveyed and ethical issues were clarified. Those interviews are attempted "to understand themes of lived everyday world from the subjects' own perspectives" (Kvale &Brinkmann 2009, p.27). Interviews are best tools used in research studies where more "in-

depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivations and feelings" (Johnson & Christensen 2014, p.233) are needed.

Qualitative interviews encourage the participants to be clear and precise in their description of their experience and feelings as it seeks to cover both facts and meanings (Kvale & Brinkmann 2009). They also allow the interviewer to control the type of information she/he receives by asking the specific questions that lead to the information needed (Creswell 2012). This might lead to few disadvantages such as receiving deceptive data. In other words, the interviewee might give the information that the interviewer wants to hear. Also, the presence of the researcher himself/herself as interviewer might affect the way the interviewees respond (Creswell 2012). To avoid those disadvantages, triangulation was used to ensure the validity of data received.

As discussed earlier, the interview questions were informed based on the theoretical framework, the research questions and the results of the surveys. The purpose was to provide the participants the opportunity to elaborate on their experiences as educational leaders and explore the factors that shaped their leadership styles. Interviews also allowed interviewer through probes and follow-up questions to seek more clarity and details about certain ideas presented by the participants. The interviewer listened carefully to the explicit information provided and also read between the lines. She formulated some implicit messages sometimes and sent them back to the interviewee for confirmation or refusal (Kvale & Brinkmann 2009).

The interview was audio taped to get accurate record of the conversation. At the same time, notes were taken on the interview protocol (Appendix D) as a backup for any problem that might happen with audio taping. The interview protocol had instructions on the process of the interview and the questions asked (Creswell 2012). The first question in the interview protocol was an ice breaking one to create a positive atmosphere and encourage the participants to talk. The rest of the questions addressed mainly the research questions issues and helped in gaining a better understanding of the quantitative findings on the elements of the leadership styles and national culture dimensions (Appendix D).

3.4.2.2. Observations:

Observation as defined by Johnson and Christensen (2014, p.236) is "the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest", so it is an appropriate tool to watch a leader's behavior in the natural setting. Naturalistic observations were conducted in the schools to observe the behaviors of the principals already interviewed. It was done for exploratory purpose because "people do not always do what they say they do" (Johnson & Christensen 2014, p.236). The nature and purpose of the research were explained to participants. Participants were given the freedom to set the time for observation so it would be convenient to them. A structured observation was carried out and an observation protocol (refer to appendix E) was used to record data in a systematic format including verbal and non-verbal interactions between the participants and others as well as their behaviors and responses. Notes were recorded during or immediately after the observation not to forget the important details. Some quotes were incorporated in the field notes for their importance. The Researcher generated a code for each participant for use in all note taking and recording. The participants' names were not to be noted at any time. The researcher recorded everything and anything relevant to the research question.

3.4.2.3. Trustworthiness of the qualitative tools:

Validity and reliability are also important in qualitative research and they depend mostly on the researcher's perspectives (Fraenkel, Wallen & Hyun 2015). Different strategies were employed to ensure the reliability of the data. First, the researcher provided a detailed description of the focus of the study, of her role, the participants' positions, the basis under which participants were selected, and the context in which the data was collected (Creswell 2014). Second, triangulation of data gathering and analysis was used, which strengthened the reliability and the internal validity. Finally, the researcher reported in details the data collection and analysis strategies providing a clear and valid picture of the methods used in this phenomenological study (Creswell 2014). Those methods were applied to achieve consistency, trustworthiness, credibility, compliance and transferability (Creswell 2014; Kvale & Brinkmann 2009). The sharp and precise description in meaning in qualitative

interviews is similar to accuracy and exactness in quantitative results (Kvale & Brinkmann 2009).

3.4.2.4. Validity of the qualitative data:

To ensure accuracy of findings, the researcher had employed varied approaches which enhanced her ability to assess whether the findings were accurate or not. The validity strategies used were:

1. Triangulation: data collected from different sources like observations in addition to interviews helped in building coherent and justifiable themes (Creswell 2014).
2. Participants' checking: The transcription and the specific descriptions, such as the polished work like findings and themes were given to the participants to determine whether they think they were accurate or not and provide comments where needed (Creswell 2014).
3. Rich and elaborate description of the findings: A clear description was given to provide the possibility of transporting the reader to the setting of the research and having details of the different themes, which made results richer and more realistic (Creswell 2014).
4. Researcher's bias and role: Through this section, I reflect on my roles and responsibilities as a researcher. As an educator who has been in the field of education and leadership for 19 years out of which 11 years were in the UAE, I have lived in the culture of the participants and have experienced the culture influence in supporting the female educational leaders. Not to forget also that I am a female educational leader who shares some leadership qualities with the female Emirati participants. Currently, I am still working as a senior leader in a group of schools in Dubai and the Northern Emirates. Through my experience in the UAE, I dealt with educational leaders from different nationalities, Western, Arabs and locals. Each time, I discovered the difference in their qualities, in the way they handle their job, and in their approaches to the same situation which inspired me to do this study. So, in conclusion, I consider myself as an insider and outsider at the same time. Insider, because of my experience as a leader in the UAE and my knowledge of their culture and I am also a female, and an outsider because I am not Emirati and I haven't lived their experience or gone through the same path on my journey

to leadership as I come from a different culture. Finally, I can say that I am fully aware of how my background can play a role in shaping the data collection and findings. The bias could have influenced the data collection stage as the researcher's subjectivity might lead to misunderstanding of the participants' opinions (Krueger & Casey 2000). To avoid this, the researcher tried to control the subjectivity and always demanded more clarification. Bias might also extend to data analysis where subjectivity might interfere in the analysis of the interview findings (Kvale & Brinkman 2009). This was avoided by asking another qualitative researcher to review the qualitative findings, in addition to triangulation and participants' checking.

3.5. Data Analysis Techniques:

3.5.1. Quantitative Data Analysis Techniques:

The quantitative data were analyzed using the Statistical Packages for Social Science (SPSS 22.0) as software to get descriptive statistics such as group means, modes, and frequencies, come up with the multivariate analysis of variance (MANOVA) and to compute the normality test and Cronbach's alpha to determine reliability. IBM Amos software was also employed to administer Principal Component Factor Analysis (PCFA), Structural Equation Modeling (SEM) to determine the relationships between culture dimensions and leadership styles and finally regression was conducted to calculate the degree of influence between variables (Table 3.2).

3.5.2. Qualitative Data Analysis Technique:

Thematic analysis was used to interpret the qualitative data. Thematic analysis is a very common form of analysis of qualitative data. It emphasizes on examining and highlighting patterns or themes within the data. It is defined by Braun and Clarke (2006, p.6) as a "method for identifying, analyzing and reporting patterns within data" and it organizes the data and describe them with minimum words that sum up the rich details (Braun & Clarke 2006). The researcher justified the usage of thematic analysis for its alignment with the research questions. Braun and Clarke (2006) explain that thematic analysis provides an effective procedure to identify, interpret and report themes found in certain data when answering "how" questions, because the "how"

questions are related to perceptions. The data analysis procedures used need to reveal the deep meanings within the participants' responses and experiences.

Thematic analysis helps the researcher to move from shallow, surfaced level in looking at data into deep underlying meanings within the data. The usage of the phenomenology research design guided the analysis of the qualitative data. The study used Moustakas (1994) method of phenomenological analysis and Creswell (2012) six steps to interpret and analyze qualitative data. When adopting Moustakas (1994) method and Creswell (2012) six steps process, the researcher first familiarized herself with the data, and then followed the steps one by one to dig deeper into the meanings, develop the themes, find the connections, define each theme, finish the work and produce the report (Creswell 2012; Braun & Clarke 2006). The six steps followed were:

1. Horizentalization: The researcher listed statements or sentences that gave an understanding on how the participants experienced the phenomenon (Moustakas 1994). In other words, preparing and organizing the data by transcribing the interviews and typing the field notes of the observations (Creswell 2012).

2. Clusters of meanings: The researcher developed the meanings from statements to themes (Moustakas 1994). Data was explored and coded by reading through it and reducing the information to descriptive themes (Creswell 2012).

3. Textural description: It was the usage of themes and statements to write a description of the participants' experience (Moustakas 1994). Codes were also used to describe the participating principals based on the themes which are related to the leadership styles.

4. Structural description: The themes and statements were also used to write a description of the context that affected how the participants experienced the phenomenon.

5. Bracketing: In this section, the researcher stated her own experience. The researcher touched on this section while discussing the role of the researcher but not in the analysis part, as the researcher is not from the same culture of the participants, but the

researcher's earlier understanding and knowledge of the participants' world helped in the interpretation (Tuohy et al. 2013).

6. Essence: From textural and structural description, the researcher wrote about the common experience of the participants. In brief, "the experiences of those participating in the study – those who have had a similar experience – are analyzed as unique expressions and then compared to identify the essence" (Marshall & Rossman 2011, p.20). The researcher made an interpretation of the findings by comparing them to existing literature and suggesting limitations or future research (Creswell 2012).

In this study, the data was first collected, transcribed and read through intensively to create meanings from the statements. Then, codes were set to organize data based on unique patterns. The third stage was to reduce information into descriptive themes (Creswell 2012) or cluster of meanings (Moustakas 1994), or "aggregate data into small number of themes," (Creswell 2014, p.195). Themes aim to pinpoint critical responses within the data in relation to the research questions. Themes are named and used to write detailed description supported by vivid examples from the participants' own words and actions. A detailed discussion and elaboration on the data are required to enable the reader to acquire a clear understanding of the main themes.

The thematic analysis process needs considerable and continuous reflection on the study purpose and the research questions, refining the themes and analyzing the data (Patton 2002). The reflection allows the researcher to be continuously focused on the answer for the research questions, while the analysis of data allows for focusing attention at the participants' responses and perceptions.

Research Questions	Research Instruments		Data Analysis	
	Quantitative	Qualitative	Quantitative	Qualitative
What leadership styles do Emirati female leaders exhibit and to what degree are they aware of their style?	MLQ 5X-Short	Semi-structured interviews

Observations | Descriptive Statistics

Multiple Analysis of variance

Factor Analysis | Thematic Analysis |

| What are the leadership characteristics of participating female leaders according to their own perspectives and opinions? | Not Applicable | Semi-structured interviews

Observations | Not Applicable | Thematic Analysis |
|---|---|---|---|---|
| How are the Emirati female leaders' leadership styles influenced by their gender? | Not applicable | Semi-structured interviews

Observations | Not Applicable | Thematic Analysis |
| How do the cultural dimensions of Emirati female affect their leadership styles? | MLQ 5X-Short

Dimmock and Walker Survey Dorfman and Howell Paternalism Questionnaire | Semi-structured interviews

Observations | Pearson Correlation

Structural Equation Modeling (SEM)

Multiple Regression analysis | Thematic Analysis |

Table 3.2: Research questions, instruments and data analysis

3.6. Ethical Consideration:

Ethics is intertwined with any research method used. Ethical issues must be considered before proceeding with any data collection due to its importance (Lincoln & Cannella 2009). First, the researcher requested an approval from the Ethics Advisory Committee of the British University in Dubai (Appendix F). Once it was granted, she sought an approval from the Ministry of Education that manages the public schools in the different Emirates to be permitted access to the public schools and collection of the data needed. The procedure with the ministry of education took a period of six months. After the approval was granted from the ministry of education, the questionnaire was sent to principals via the ministry SIS system. The researcher also visited some schools in person to increase the level of participation. The researcher was also granted the license to administer the Multifactor Leadership Questionnaire (5X-Short) through online purchase from Mindgarden.com (see appendix A). The national culture survey questions were borrowed from online resources and other master and doctoral dissertations. A consent form that ensures confidentiality, anonymity and benefits of the research was given to all the participants. Participants signed the consent form (refer to appendix C). They were informed of the purpose of the study, the reason for the choice of the participants and the benefits of the study, to have an idea of all the features of the study which might affect their willingness to participate. Participants were

assured of confidentiality and anonymity of data collected and their right to drop out of the study at any time. Assuring confidentiality and anonymity reduces the bias in the participants' answers as they are sure that expressing their opinions freely won't have any consequences (Sekaran 2003). Thirty surveys only returned from the ministry system while the remaining 78 surveys were collected by the researcher.

As discussed earlier, mixed-method approach was used to collect data. The qualitative data was needed to provide a better explanation of the quantitative data collected and to help the researcher elaborate on the interpretation of the relationships. The principals who were willing to participate in the interviews recorded that in the allocated place at the end of the survey. The female principals were then called to arrange for the semi-structured interviews that took around 35 to 45 minutes. The participants were also asked to sign a consent form before the interviews. They were informed that they would receive copies of the transcribed audios that were recorded during the interviews. Ice-breakers were used to start the conversation. The researcher made sure not to impose her opinion or affect the interviewees. At the end of the interviews, principals were asked if they approve on participating in the observation. Based on their responses, arrangements were made. Only three principals agreed on being part of the observation stage. Before the observation time, participants were reminded of the time of the observation, so it would be convenient for them. Notes were recorded immediately during or after observing not to forget important details. Some notes were incorporated into the field notes for their importance.

To sum it up, data for this explanatory sequential research was collected over two phases. In phase one, the data was collected using a three section survey from 108 Emirati female school principals. Phase one data informed the collection of the qualitative data in the second phase. Semi-structured interviews and qualitative observations were used to validate the results of the survey.

Chapter Four

Results

The purpose of this study was to investigate the leadership styles that the Emirati female school principals adopt and to explore the influence of female gender and national culture on the leadership styles of the Emirati female school principals, as educational leaders. The focus of this research is to gain a better understanding of the effect of culture dimensions and being a female leader on the leadership styles of female educational leaders in the United Arab Emirates and the qualities that are helping the female leaders to cope with and support educational development and progress in the UAE.

This chapter presents analyses such as reliability, descriptive and a wide range of empirical statistical tests of the quantitative data collected. The qualitative data collected in the second phase through semi-structured, in-depth interviews and observations were also analyzed and interpreted. First, the researcher analyzed the responses of the female principals from the questionnaire surveys to explore the elements related to leadership styles and culture dimensions. Descriptive and inferential techniques were used to determine the significance of the elements and the relations between them.

The quantitative data obtained was analyzed using various techniques from Statistical Package of the Social Science (SPSS 22.0) version and IBM AMOS software to compute descriptive statistics, principal component factor analysis (PCFA), structural equation modeling (SEM), multivariate analysis of variance (MANOVA) and multiple regression analysis (MLR) to reach the answers for the research questions. First, reliability tests were conducted using Cronbach Alpha. Then, factor analysis and descriptive statistics (means and standard deviations) were calculated to determine the leadership styles of participating Emirati Female principals. Inter-correlations between variables were checked to determine relationships as well as regression tests that were used to investigate the influence of the independent variable (culture dimensions) on the dependent variables (Leadership styles). Structural equation modeling (SEM) was used as a powerful technique to set a general and suitable framework that includes various multivariate procedures.

Following the analysis of the questionnaire survey responses, the researcher analyzed the interview responses of the participating Emirati female school principals to explore their perceptions of their leadership styles and the role that female gender and culture play in shaping their styles. The researcher used thematic analysis and applied Moustakas (1994) method and Creswell (2012) six steps to interpret the qualitative data. Lastly, the researcher reviewed the data collected from the observation in natural setting. The observations were examined in light of the questionnaire responses and the interview data. The researcher monitored the principals' daily activities, interaction with staff members and checked for behaviors that reveal leadership styles or actions that indicate culture effect.

4.1. Quantitative Data Analysis Results

This section is divided into six subsections. First, description of the demographics of the study participants was conducted. Then the reliability tests were performed for the leadership styles and the culture dimensions. Third, one way analysis of variance (ANOVA) was administered. In the fourth section, factor analysis (PCFA) for leadership styles was done to provide an answer for what leadership styles do Emirati female leaders exhibit. After that SEM (Structural Equation Modeling) analysis was used to investigate the link between the leadership styles and the culture dimensions. SEM was used as it gives the correct parameters that avoid inflation in the β value. Lastly, a multiple regression analysis was performed to determine the strength of each predictor on the leadership styles of Emirati female leaders.

4.1.1. Demographics Statistics

As mentioned earlier in the methodology chapter, data were cleaned and the responses of only 108 principals were used in the data analysis. This section displays the analysis of the 108 Emirati female principals' responses on the first section of the survey. Demographics include four variables: the highest degree received by the female principals (1 item), their age range (1 item), the years of experience they have as principals (1 item) and the years of experience they have in their current school (1 item). Results are presented in Table 4.1 as well as the frequency charts. The frequency charts indicated that less than 1% of the 108 participants are holder of a

high school degree which represents only 1 participant, while 78.7% are holder of a bachelor degree, 17.6% have a master degree and 2.8% have a doctorate degree (Figure 6).

Highest Degree

- 1: high school
- 2: Bachelor Degree
- 3: Master Degree
- 4: Doctorate Degree

3% 1%
17%
79%
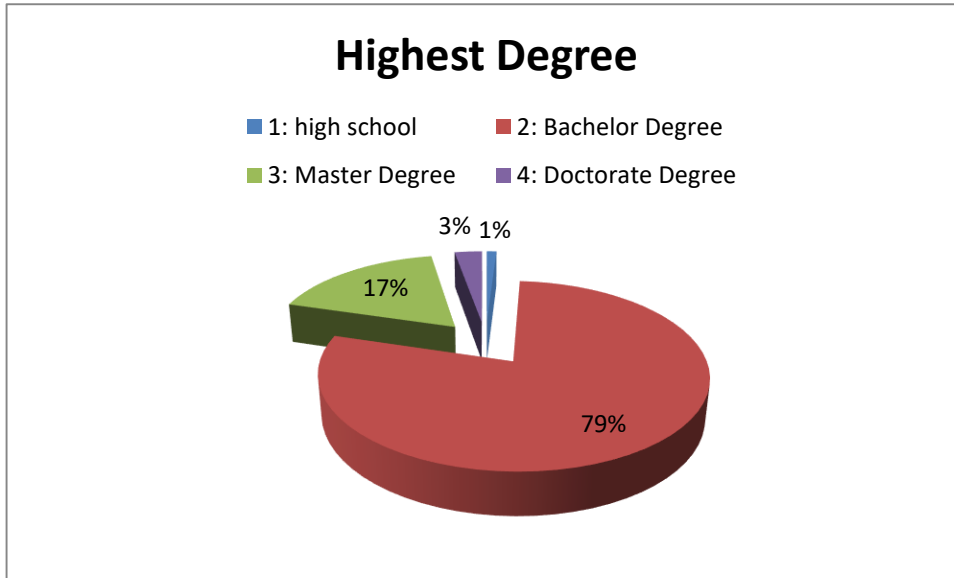
Figure 6: frequency Chart for the highest degree held by the Emirati female principals

50.9% of the female participants were aged between 46 and 55 years, while 47.2% were aged between 36 and 45 years. 1% was more than 56 years old and 1% between 25 and 35 years (Figure 7).

Participants' Age Group

- 1: Less than 25 years
- 2: 25-35 years
- 3: 36-45 years
- 4: 46-55 years
- 5: 56 years and above

1% 0% 1%
47%
51%
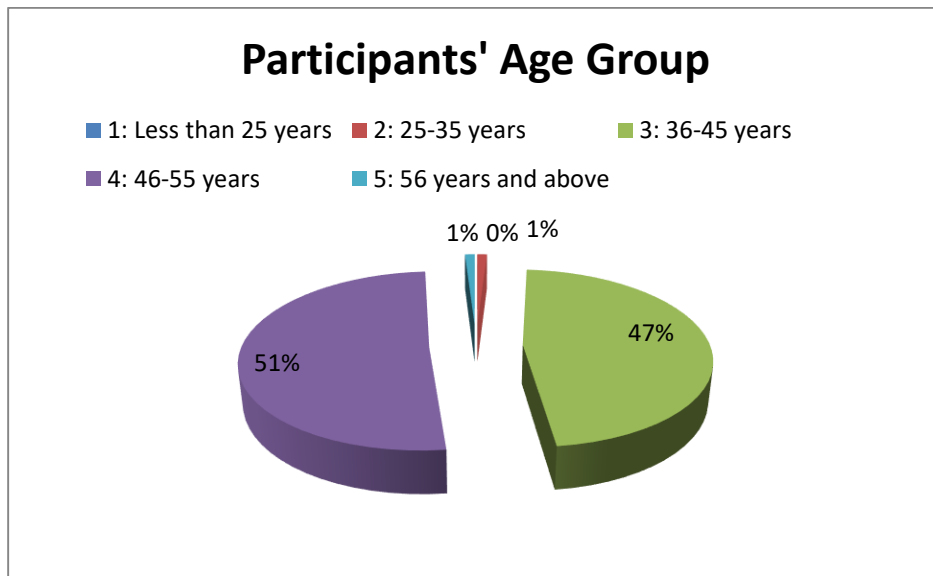
Figure 7: Frequency Chart for participants' age group

108 female principals reported about their years of experience as school principals as follows: 6.7% have less than 1 year of experience, 1% have 1 year, 30.5 % have 2-5 years, 36.2% have 6-10 years and 25.7% have more than 10 years of experience (Figure 8).
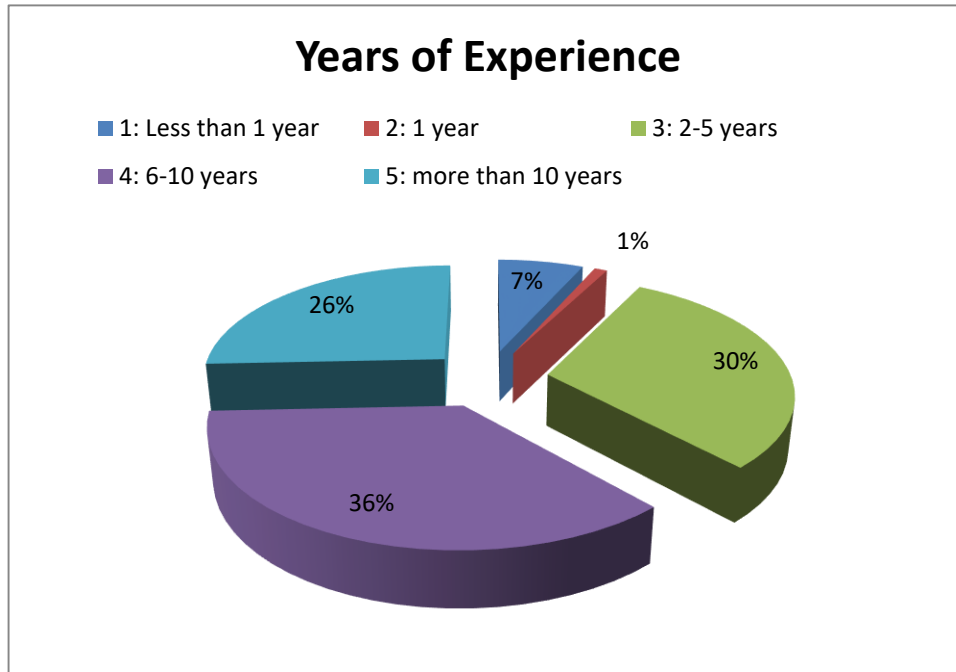
Figure 8: Frequency Chart for Years of Experience as school principal

In their current schools, 11.3% of the 108 Emirati female principals have less than 1 year of experience, 17% have 1 year, 40.6 % have 2-5 years, 21.7% have 6-10 years and 9.4% have more than 10 years (figure 9).
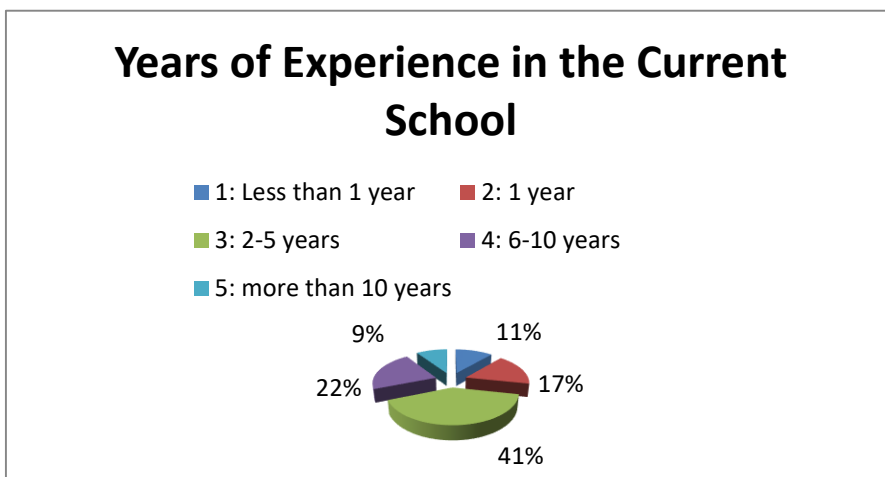
Figure 9: Frequency Chart for Years of Experience in the Current School

Correlation was done to investigate the relationship between the four demographic variables and the leadership styles. Results indicated that there is no significant correlation among any of the four demographic variables and the leadership styles. Therefore, no further analysis was done in relation to demographics.

4.1.2. Reliability

Reliability indicates if an instrument is consistently interpreted in varied situations (Field 2009). O'Rourke, Hatcher and Stepanski (2005, p.158) explain that if an instrument provides "consistent score upon repeated administration by alternate forms" and at different times, it is considered reliable.

Cronbach's alpha developed by Lee Cronbach in 1951 was used to measure the internal consistency or reliability of both leadership styles and culture dimensions. It is the most commonly used measure of internal consistency and often used in determining the reliability of groups of multiple likert items. Brace, Kemp and Stengar (2009) report that the value of Cronbach's alpha must be minimum of 0.7 to prove that a group of items are indicative of certain variables.

4.1.2.1. Reliability of the Leadership Styles (Multifactor Leadership Questionnaire MLQ 5X)

MLQ 5X proved highly reliable when administered in different studies, regardless of the language of administration (Al Sayed, Motaghi & Osman 2012). When administered in the Arabic language in Palestine, its overall reliability was 0.95 and the items reliability coefficient ranged between 0.85 and 0.86. The tool is appropriate to be used in this study as it has been used in many empirical researches to investigate the relationship between leaders' leadership styles and other variables (Al Sayed, Motaghi & Osman 2012). When computing the reliability test of the leadership styles in the second section of the questionnaire which consisted of 36 items including transformational leadership (20 items), transactional leadership (12 items) and laissez-faire (4 items), the overall reliability coefficient was reported to be .724 (M=95.28, SD=9.3142, N=108) which is above 0.7 and indicates that the questionnaire is a reliable tool to be used in this

study (Table 4.1) because Cohen, Manion & Morrison (2011) reported that a score of 0.6 and above is acceptable while Tavakol and Dennick (2011) considered 0.7 to 0.95 values to be acceptable.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	Mean	SD
.724	.770	36	95.28	9.3142

Table 4.1 Reliability of leadership styles

All variables reported reliability scores greater than .7 (Table 4.2) when negatively correlated items were excluded, which seems adequate compared to the coefficient alpha of reliability of the MLQ 5X which ranges between .74 and .94.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CR1	92.380	78.546	.377	.708
CR2	91.880	81.821	.426	.711
CR3	92.087	83.443	.271	.717
CR4	91.728	82.046	.400	.712
IC1	92.739	86.195	-.013	.732
IC2	92.087	81.465	.352	.712
IC3	91.870	84.422	.149	.722
IC4	91.772	81.475	.423	.710
IIA1	92.272	79.431	.282	.715
IIA2	92.152	81.141	.289	.714
IIA3	91.793	84.188	.185	.720
IIA4	91.652	83.526	.279	.717
IIB1	93.217	84.612	.048	.731
IIB2	91.815	80.834	.467	.708
IIB3	92.076	81.653	.306	.714
IIB4	91.652	83.130	.318	.716
IM1	91.674	85.255	.105	.724
IM2	91.815	82.944	.340	.715
IM3	91.848	83.075	.257	.717
IM4	91.717	84.007	.227	.719
IS1	91.978	82.351	.332	.714
IS2	92.359	82.101	.239	.718

IS3	91.859	79.397	.501	.704
IS4	92.011	82.670	.269	.716
LF1	94.533	86.120	-.008	.732
LF2	94.685	87.954	-.119	.739
LF3	94.652	84.999	.051	.729
LF4	94.022	84.901	.042	.731
MEA1	93.163	77.369	.409	.705
MEA2	92.935	77.952	.409	.705
MEA3	92.891	76.384	.519	.698
MEA4	92.565	82.226	.221	.719
MEP1	93.815	85.867	-.021	.738
MEP2	94.380	83.227	.148	.723
MEP3	94.293	83.968	.097	.727
MEP4	94.522	84.626	.076	.727

Table 4.2 Reliability of leadership styles items (CR: Contingent reward, IC: Individualized Consideration, IIA: Idealized Influence (attribute), IIB: Idealized Influence (Behavior), IM: Inspirational Motivation, IS: Intellectual Stimulation, LF: Laissez-Faire, MEA: Management by Exception Active, MEP: Management by exception Passive)

Calculating the Cronbach's alpha of the averages of the three leadership styles components including contingent rewards (CR), management by exception active (MEA), management by exception passive (MEP), idealized influence attribute (IIA), idealized influence behavior (IIB), inspirational motivation (IM), intellectual stimulation (IS), individual consideration (IC) and laissez faire (LF) resulted on a low Cronbach's alpha of .574. Due to this low Cronbach's alpha, items with negative correlation such as management by exception passive and laissez faire were deleted which increased Cronbach's alpha to .762 (M=22.088, SD=2.353, N=108). Then, an exploratory principal components factor analysis (PCFA) was done to explore the structure of the data. The analysis resulted on two factor groups explaining 59.514% of total variance (KMO= .782, p<.001). The reasons behind retaining the factor analysis test results for the leadership styles were the meaningfulness of the two factors, the high percentage of variance as well as the high KMO score.

4.1.2.2. Reliability of Culture Dimension Items:

Reliability test was also administered to the 32 culture dimension items. The overall reliability coefficient Cronbach's alpha is .846 (M=71.649, SD=12.8849, N=108) (Table 4.3) which reveals

a high level of internal consistency. The reliability score for each item under culture dimensions was greater than .836.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	Mean	SD
.846	.848	32	71.649	12.8849

Table 4.3 Reliability of culture dimension items

In conclusion, the statistical reliability tests revealed high reliability scores for leadership styles and culture dimensions items in the survey.

4.1.3. Normality Tests

As a first step, normality tests were computed for the study variables as they are needed to determine normality of the data before conducting CFA and Structural Equation Modeling tests. Byrne (2013) states that data are considered normal if Shapiro-Wilk test or Kolmogorov-Sminova test are higher than .07. As shown in table 4.4, almost all variables were higher than 0.7 except for two variables from the laissez-faire leadership and four variables from proactivism/fatalism culture dimension.

Variables	Mean	Kolmogorov-Smirnov		Shapiro-Wilk	
		Statistic	Sig.	Statistic	Sig.
CR1	2.881	.353	.000	.755	.000
CR2	3.393	.296	.000	.741	.000
CR3	3.167	.336	.000	.758	.000
CR4	3.560	.373	.000	.671	.000
GR1	3.488	.386	.000	.557	.000
GR2	1.524	.237	.000	.875	.000
GR3	.655	.294	.000	.640	.000
IC1	2.583	.241	.000	.875	.000
IC2	3.190	.271	.000	.780	.000
IC3	3.405	.316	.000	.751	.000
IC4	3.476	.338	.000	.718	.000
IIA1	2.976	.305	.000	.749	.000
IIA2	3.119	.307	.000	.734	.000
IIA3	3.512	.364	.000	.706	.000
IIA4	3.631	.414	.000	.644	.000

IIB1	2.021	.189	.000	.907	.000
IIB2	3.464	.337	.000	.725	.000
IIB3	3.179	.270	.000	.788	.000
IIB4	3.643	.420	.000	.635	.000
IM1	3.631	.422	.000	.631	.000
IM2	3.464	.333	.000	.711	.000
IM3	3.440	.329	.000	.736	.000
IM4	3.571	.386	.000	.679	.000
GOSO1	2.762	.214	.000	.860	.000
GOSO2	3.238	.268	.000	.756	.000
GOSO3	3.345	.320	.000	.711	.000
GOSO4	2.750	.262	.000	.848	.000
GOSO5	3.071	.277	.000	.816	.000
GOSO6	2.869	.285	.000	.839	.000
IS1	3.310	.284	.000	.711	.000
IS2	2.869	.236	.000	.865	.000
IS3	3.393	.319	.000	.731	.000
IS4	3.250	.273	.000	.750	.000
LF1	0.714	.305	.000	.767	.000
LF2	0.560	.356	.000	.633	.000
LF3	0.631	.341	.000	.686	.000
LF4	1.274	.257	.000	.872	.000
LHR1	3.214	.308	.000	.703	.000
LHR2	3.357	.316	.000	.697	.000
LHR3	1.976	.217	.000	.893	.000
LHR4	2.226	.218	.000	.894	.000
CA1	0.845	.261	.000	.764	.000
CA2	0.762	.279	.000	.765	.000
CA3	1.036	.241	.000	.830	.000
CA4	0.964	.280	.000	.824	.000
CA5	0.929	.270	.000	.781	.000
MEA1	2.107	.200	.000	.909	.000
MEA2	2.333	.230	.000	.896	.000
MEA3	2.345	.244	.000	.892	.000
MEA4	2.702	.301	.000	.845	.000
MEP1	1.381	.186	.000	.881	.000
MEP2	0.893	.259	.000	.814	.000
MEP3	0.952	.257	.000	.825	.000
MEP4	0.762	.315	.000	.768	.000

PAT1	2.238	.222	.000	.870	.000
PAT2	2.393	.231	.000	.874	.000
PAT3	2.845	.277	.000	.853	.000
PDPC1	0.988	.305	.000	.770	.000
PDPC2	1.833	.272	.000	.865	.000
PDPC3	0.690	.269	.000	.700	.000
PDPC4	0.929	.300	.000	.791	.000
PDPC5	1.476	.291	.000	.866	.000
PDPC6	0.690	.279	.000	.666	.000
PF1	3.643	.438	.000	.473	.000
PF2	3.143	.320	.000	.746	.000
PF3	3.798	.487	.000	.328	.000
PF4	3.631	.405	.000	.523	.000
PF5	3.571	.395	.000	.580	.000

Table 4.4: Descriptive statistics and Normality tests, study variables (N=68)

Given the unbalanced items results in each category, an average method was applied to compute the dependent and independent variables for the study. Normality tests were conducted again for the averages of the dependent and independent variables (Tables 4.5 & 4.6). All dependent and independent variables results are above 0.8 except for the proactivism /fatalism dimension result which is .560.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CR	.163	108	.000	.933	108	.000
MEP	.127	108	.000	.938	108	.000
MEA	.142	108	.000	.962	108	.004
IS	.129	108	.000	.936	108	.000
IIB	.147	108	.000	.953	108	.001
IIA	.170	108	.000	.914	108	.000
IM	.181	108	.000	.845	108	.000
IC	.130	108	.000	.947	108	.000

Table 4.5: Normality tests for the elements of the leadership styles (CR: Contingent reward, IC: Individualized Consideration, IIA: Idealized Influence (attribute), IIB: Idealized Influence (Behavior), IM: Inspirational Motivation, IS: Intellectual Stimulation, LF: Laissez-Faire, MEA: Management by Exception Active, MEP: Management by exception Passive)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PF	.270	108	.000	.560	108	.000
GOSO	.113	108	.002	.886	108	.000
PDPC	.159	108	.000	.904	108	.000
CA	.129	108	.000	.892	108	.000
GR	.200	108	.000	.919	108	.000
LHR	.145	108	.000	.946	108	.000
PAT	.208	108	.000	.899	108	.000

Table 4.6: Normality tests for culture dimensions (PF: Proactivism/Fatalism, GOSO: Group-oriented/ Self-oriented, PDPC: Power-distributed/ Power-concentrated, CA: Consideration/Aggression, GR: Generative/ Replicative, LHR: Limited Relatioship/ Holistic Relationship, PAT: Paternalism).

4.1.4. Factor Analysis (PCFA) for the Leadership Styles

Cronbach's alpha was calculated for leadership styles which included 3 variables with 36 items. Cronbach's alpha for the 36 items was reported to be .724 (M=95.283, SD=9.3142, N=108). It was above .7 for all the variables except for the transactional leadership and its components that had their Cronbach's alpha between .6 and .7 (Table 4.7).

Leadership Styles	N of items	Cronbach's Alpha	Mean	Standard Deviation
Transformational	20	.821	65.667	7.4024
Transactional	12	.654	27.143	5.3375
Laissez Faire	4	.704	3.223	2.7258

Table 4.7: Cronbach's Alpha for Leadership Styles

To investigate the structure of the data, an Exploratory Principal Components Factor Analysis (PCFA) was done. The analysis of the 36 factors of leadership resulted in 10 components explaining 68.8 % of total variance (KMO=.731, p<.001). The low percentage of the variances

led to the rejection of the factor analysis test results; except for the first factor that explains 23.863% of total variance and has an Eigenvalue of 8.591 and the second factor that explains 10.846% of total variance and has Eigenvalue of 3.905. In addition to that, the concentration of distribution of the initial factors is in the first two new constructed factors.

To better serve this research and provide an answer for the first part of the first research question, RQ1: What leadership styles do Emirati female leaders exhibit? an exploratory principal components factor analysis (PCFA) was performed for the averages of the elements of each leadership style (Transactional leadership including contingent reward, management by exception active and management by exception passive, Transformational leadership including idealized influence (attributed), idealized influence (behavior), intellectual stimulation, inspirational motivation, and individualized consideration, and Laissez-faire). Factor analysis presented in table 4.8 confirmed the results of the descriptive statistics discussed. The averages of the leadership styles elements formed 2 conceptually sound components (factors) explaining 59.514 % of total variance (KMO=.782, p<.001). The first component has 6 elements of the leadership styles, 5 of the transformational leadership and contingent reward from the transactional leadership. It explained 41.010% of total variance with Eigenvalue of 3.691. The second component has three leadership styles elements, management by exception active and management by exception passive from the transactional leadership and laissez faire. It explained 18.504% of total variance with Eigenvalue of 1.665 (Table 4.8).

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.691	41.010	41.010	3.691	41.010	41.010
2	1.665	18.504	59.514	1.665	18.504	59.514
3	.861	9.563	69.077			
4	.763	8.479	77.556			
5	.665	7.393	84.949			
6	.420	4.670	89.618			
7	.331	3.680	93.298			
8	.318	3.532	96.830			
9	.285	3.170	100.000			
Extraction Method: Principal Component Analysis.						

Table 4.8: Factor Analysis for Leadership Styles

So the transformational leadership style was frequently displayed by the Emirati female principals in educational leadership positions in addition to one element of the transactional leadership which is contingent reward. While transactional leadership in combination with laissez faire (non leadership) was rarely displayed.

4.1.5. Descriptive Statistics

Standard deviation and range are measures of the spread of data from its mean. The mean is the most common statistic used to measure the center in numerical data, similar to the average. Standard deviation measures the dispersion of data relative to its mean. It is used to quantify the amount of variation of a set of data values. The lower the standard deviation, the closer the data points are to the mean of the set. While a high standard deviation is an indicator that the data points are spread out over a wider range of values. It is mostly used to measure confidence in statistical conclusions. Descriptive statistics, such as mean and standard deviation, were used to determine the leadership styles of the female Emirati leaders and explain the culture dimensions data.

4.1.5.1. Descriptive Statistics of the Leadership Styles

MLQ 5X is the standard instrument used to detect transformational, transactional and laissez faire leadership behavior (Bass & Avolio 2004). It is composed of 9 scales: 3 for transactional leadership (contingent reward, management by exception active, and management by exception passive), 5 for transformational leadership (Intellectual stimulation, idealized influence attribute, idealized influence behavior, inspirational motivation, and individualized consideration), one laissez-faire (non-leadership), and 3 outcome scales (effectiveness, extra-effort, and satisfaction) that were excluded from this study survey. A total of 108 Emirati female school principals answered the 36 leadership items in the MLQ 5X. Means and standard deviations were calculated to determine the current state of leadership styles of female participants (Table 4.9). Transformational leadership was mostly displayed (M= 3.2852, SD= .36494, N=108), followed by the transactional leadership (M=2.2598, SD= .43936, N=108). Laissez-faire or non-leadership was very rarely practiced (M= .8210, SD= .67756, N= 108).

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Main Leadership Styles	N	Mean	Standard Deviation
Laissez-faire	108	.8210	.67756
Transformational	108	3.2852	.36494
Transactional	108	2.2598	.43936

Table 4.9: Descriptive Statistics for the Three Leadership Styles

Analysis of the elements of each leadership style presented in table 4.10 revealed that Contingent Reward (M=3.28, SD=.48, N=108), Intellectual Stimulation (M=3.27, SD=.48, N=108), Idealized Influence (behavior) (M=3.09, SD=.45, N=108), Idealized Influence (attribute) (M=3.30, SD=.51), Inspirational Motivation (M=3.52, SD=.48, N=108), and Individualized Consideration (M=3.22, SD=.52, N=108) were frequently if not always displayed by Emirati female educational leaders. Management by Exception active (M=2.37, SD=.68, N=108) was fairly displayed, Management by Exception passive (M=1.11, SD=.78, N=108) was displayed like once in a while, and laissez-faire (M=.82, SD=.67, N=108) was almost rarely displayed.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Contingent Reward (CR)	108	2.00	4.00	3.2847	.48271
Management by exception (Passive) (MEP)	108	.00	3.50	1.1173	.78365
Management by exception (Active) (MEA)	108	.75	3.75	2.3773	.68571
Intellectual Stimulation (IS)	108	1.50	4.00	3.2731	.48038
Idealized Influence (Behavior) (IIB)	108	2.25	4.00	3.0941	.45488
Idealized Influence (attribute) (IIA)	108	1.75	4.00	3.3056	.51873
Inspirational Motivation (IM)	108	2.00	4.00	3.5278	.48618
Individualized consideration (IC)	108	1.50	4.00	3.2253	.52275
Laissez-faire (LF)	108	.00	3.00	.8210	.67756
Valid N (listwise)	108				

Table 4.10: Descriptive Statistics for Leadership Styles elements

4.1.5.2. Descriptive Statistics of the Culture Dimensions

Mean values were calculated for each culture dimension which are used as tools for analysis of culture values, beliefs and practices. Mean scores (Table 4.11) were reported to be high or low to provide a detailed description of the United Arab Emirates culture. Proactivism /Fatalism (M=3.597, SD=.590, N=108) and Group-oriented /Self-oriented (M=3.060, SD=.544, N=108) are very high. Limited relationship/ holistic relationship (M=2.740, SD=.682, N=108) and Paternalism (M=2.410, SD=.817, N=108) are close to high, while Power-distributed /Power-concentrated (M=1.152, SD=.728, N=108) and Consideration /Aggression (M=.948, SD=.839, N=108) were low.

Descriptive Statistics of Culture Dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
PF	108	.00	4.00	3.5972	.59030
GOSO	108	.00	4.00	3.0608	.54437
PDPC	108	.00	3.33	1.1528	.72885
CA	108	.00	3.60	.9481	.83939
GR	108	.00	3.67	1.8627	.62645
LHR	108	.00	4.00	2.7400	.68289
PAT	108	.00	4.00	2.4012	.81746
Valid N (listwise)	108				

Table 4.11: Descriptive Statistics of Culture Dimensions (PF: Proactivism/fatalism, GOSO: Group-oriented /Self-oriented, PDPC: Power-distributed /Power-concentrated, CA: Consideration /Aggression, GR: Generative /Replicative, LHR: Limited Relationship /Holistic Relationship, PAT: Paternalism)

4.1.6. Multivariate Analysis of Variance (MANOVA):

The multivariate analysis of variance (MANOVA) was used to determine whether there are any difference variations among the culture dimensions and the leadership styles. It is an appropriate statistical test to be used when assessing for differences in multiple continuous level variables between groups.

There are statistically significant differences in leadership styles based on culture, $F_{(576, 337.232)} = 1.522$, $p < 0.001$; Wilks' $\Lambda = 0.000$, partial $\eta^2 = 0.719$, which indicated that the leaders' leadership styles are significantly dependent on the culture $p < 0.001$ (Table 4.12).

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter
Intercept	Pillai's Trace	.997	1474.387[b]	9.000	35.000	.000	.997	13269.480
	Wilks' Lambda	.003	1474.387[b]	9.000	35.000	.000	.997	13269.480
	Hotelling's Trace	379.128	1474.387[b]	9.000	35.000	.000	.997	13269.480
	Roy's Largest Root	379.128	1474.387[b]	9.000	35.000	.000	.997	13269.480
CULTURE	Pillai's Trace	6.050	1.378	576.000	387.000	.000	.672	793.682
	Wilks' Lambda	.000	1.522	576.000	337.232	.000	.719	862.730
	Hotelling's Trace	28.576	1.648	576.000	299.000	.000	.760	949.357
	Roy's Largest Root	7.822	5.256[c]	64.000	43.000	.000	.887	336.364

Table 4.12: Multivariate test of Culture and Leadership Styles

There are statistically significant differences in leadership styles based on Proactivism /Fatalism, $F_{(30, 56.44)} = 3.740$, $p<0.001$; Group-oriented /Self-oriented $F_{(39, 57.01)} =4.91$, $p<0.001$; Power-distributed / Power-concentrated $F_{(42, 57.128)} =4.58$, $p<0.001$; Consideration /Aggression $F_{(36, 56.86)} =5.09$, $p<0.001$; Generative /Replicative $F_{(24, 55.7)} =5.37$, $p<0.001$; Limited relationship / Holistic relationship $F_{(39, 57.01)} =5.53$, $p<0.001$ and Paternalism $F_{(33, 56.68)} =4.46$, $p<0.001$ (Table 4.13)

Multivariate Tests of Culture Dimensions and Leadership Styles

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.992	826.031[b]	3.000	19.000	.000
	Wilks' Lambda	.008	826.031[b]	3.000	19.000	.000
	Hotelling's Trace	130.426	826.031[b]	3.000	19.000	.000
	Roy's Largest Root	130.426	826.031[b]	3.000	19.000	.000
PF	Pillai's Trace	1.813	3.207	30.000	63.000	.000
	Wilks' Lambda	.040	3.740	30.000	56.445	.000
	Hotelling's Trace	7.078	4.168	30.000	53.000	.000
	Roy's Largest Root	4.611	9.682[c]	10.000	21.000	.000
GOSO	Pillai's Trace	2.181	4.302	39.000	63.000	.000
	Wilks' Lambda	.013	4.910	39.000	57.011	.000
	Hotelling's Trace	11.618	5.263	39.000	53.000	.000
	Roy's Largest Root	6.363	10.278[c]	13.000	21.000	.000

PDPC	Pillai's Trace	2.162	3.867	42.000	63.000	.000
	Wilks' Lambda	.013	4.580	42.000	57.128	.000
	Hotelling's Trace	12.969	5.455	42.000	53.000	.000
	Roy's Largest Root	9.226	13.839[c]	14.000	21.000	.000
CA	Pillai's Trace	2.163	4.522	36.000	63.000	.000
	Wilks' Lambda	.014	5.095	36.000	56.865	.000
	Hotelling's Trace	11.898	5.839	36.000	53.000	.000
	Roy's Largest Root	8.408	14.714[c]	12.000	21.000	.000
GR	Pillai's Trace	1.799	3.933	24.000	63.000	.000
	Wilks' Lambda	.031	5.373	24.000	55.707	.000
	Hotelling's Trace	8.967	6.601	24.000	53.000	.000
	Roy's Largest Root	6.200	16.274[c]	8.000	21.000	.000
LHR	Pillai's Trace	2.241	4.774	39.000	63.000	.000
	Wilks' Lambda	.010	5.537	39.000	57.011	.000
	Hotelling's Trace	13.601	6.161	39.000	53.000	.000
	Roy's Largest Root	8.502	13.734[c]	13.000	21.000	.000
PAT	Pillai's Trace	1.897	3.284	33.000	63.000	.000
	Wilks' Lambda	.023	4.461	33.000	56.682	.000
	Hotelling's Trace	10.453	5.596	33.000	53.000	.000
	Roy's Largest Root	7.324	13.982[c]	11.000	21.000	.000

Table 4.13: Multivariate test of Culture dimensions (PF: Proactivism/fatalism, GOSO: Group-oriented /Self-oriented, PDPC: Power-distributed /Power-concentrated, CA: Consideration /Aggression, GR: Generative /Replicative, LHR: Limited Relationship /Holistic Relationship, PAT: Paternalism) and the three Leadership Styles (Transformational, transactional and laissez faire)

Tests of between subject effects also indicated that there are statistically significant differences in leadership styles (transformational, transactional and laissez-faire) based on all the culture dimensions with $p < 0.001$ except for transactional leadership style that has no statistically significant differences with power-distributed / power-concentrated (sig. $= 0.079$).

A detailed analysis also reflected high statistically significant differences in the nine elements of the leadership styles based on the culture dimensions with $p < 0.05$ (Table 4.14).

Based on the dimension of Proactivism /Fatalism, results indicated that there are statistically significant differences in transformational leadership (sig. $= 0.023$, $p < 0.05$), intellectual stimulation, individualized consideration, idealized influence (attribute), transactional leadership, management by exception active, management by exception passive and laissez-faire. However, there are no statistically significant differences in contingent reward (sig. $= 0.218$, $p < 0.05$),

idealized influence (behavior) (sig. =0.6, p<0.05) and management by exception passive (sig. =0.08, p<0.05).

The multivariate analysis of variance of the three leadership styles and their elements by the group-oriented /self-oriented dimension indicated statistically significant differences in transformational leadership, intellectual stimulation, inspirational motivation, individualized consideration, idealized influence (attribute), transactional leadership, management by exception active, management by exception passive and laissez-faire, while there are no statistically significant differences with contingent reward (sig. =0.077, p<0.05) and idealized influence (behavior) (sig.=0.243, p<0.05).

The test also indicated that based on the power distributed /power concentrated dimension, there are statistically significant differences in transformational leadership, intellectual stimulation, inspirational motivation, individualized consideration, idealized influence (behavior), management by exception active, management by exception passive and laissez faire. On the other hand, no statistically significant differences existed in idealized influence (attribute) (sig. =0.180, p<0.05), transactional leadership (sig. 0.079, p<0.05) and contingent reward (sig. =0.456, p<0.05).

The findings also indicated that based on consideration /aggression dimension, there are statistically significant differences in transactional leadership, management by exception active and passive, transformational leadership and its elements of intellectual stimulation, inspirational motivation, individualized consideration and idealized influence (attribute) and laissez-faire leadership, while there are no significant differences in contingent reward (sig.=0.088, p<0.05) and idealized influence (behavior) (sig.=0.161, p<0.05).

The results also showed that based on generative /replicative dimension there are statistically significant differences in transactional leadership, management by exception active and passive, transformational leadership, intellectual stimulation, inspirational motivation, individualized consideration and laissez faire. However, there are no statistically significant differences in contingent reward (sig.=0.367, p<0.05), idealized influence (behavior) (sig.=0.377, p<0.05) and idealized influence (attribute) (sig.=0.193, p<0.05).

Based on the limited relationship/ holistic relationship dimension, the results indicated statistically significant differences in all leadership styles and their elements except for contingent reward (sig.=0.458, p<0.05), idealized influence (behavior) (sig.=0.075, p<0.05) and

inspirational motivation (sig.=0.145, p<0.05). The multivariate analysis of variance of paternalism and the leadership styles and their elements indicated statistically significant differences in all leadership styles and their elements except for contingent reward (sig.=0.563, p<0.05) and idealized influence (behavior) (sig.=0.776, p<0.05).

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
PF	CR	1.573	10	.157	1.474	.218
	MEP	2.454	10	.245	2.046	.080
	MEA	4.799	10	.480	8.387	.000
	IS	1.492	10	.149	6.515	.000
	IIB	.909	10	.091	.837	.600
	IIA	2.831	10	.283	4.088	.003
	IM	.945	10	.095	2.207	.061
	IC	2.234	10	.223	7.148	.000
	Laissez faire	1.450	10	.145	3.556	.007
GOSO	CR	2.768	13	.213	1.995	.077
	MEP	8.098	13	.623	5.192	.000
	MEA	6.776	13	.521	9.109	.000
	IS	1.692	13	.130	5.684	.000
	IIB	1.964	13	.151	1.391	.243
	IIA	2.339	13	.180	2.598	.025
	IM	1.718	13	.132	3.086	.011
	IC	2.900	13	.223	7.137	.000
	Laissez faire	2.766	13	.213	5.219	.000
PDPC	CR	1.553	14	.111	1.039	.456
	MEP	3.709	14	.265	2.208	.049
	MEA	4.889	14	.349	6.103	.000
	IS	2.153	14	.154	6.712	.000
	IIB	4.086	14	.292	2.686	.020
	IIA	1.495	14	.107	1.541	.180
	IM	1.333	14	.095	2.223	.048
	IC	3.020	14	.216	6.902	.000
	Laissez faire	2.495	14	.178	4.372	.001
CA	CR	2.488	12	.207	1.943	.088

	MEP	4.008	12	.334	2.784	.019
	MEA	6.404	12	.534	9.326	.000
	IS	1.877	12	.156	6.828	.000
	IIB	2.111	12	.176	1.619	.161
	IIA	3.649	12	.304	4.390	.002
	IM	1.660	12	.138	3.230	.009
	IC	2.729	12	.227	7.276	.000
	Laissez faire	1.501	12	.125	3.068	.012
GR	CR	.991	8	.124	1.161	.367
	MEP	3.326	8	.416	3.465	.011
	MEA	5.763	8	.720	12.588	.000
	IS	.897	8	.112	4.893	.002
	IIB	.993	8	.124	1.143	.377
	IIA	.871	8	.109	1.572	.193
	IM	.974	8	.122	2.842	.026
	IC	2.653	8	.332	10.608	.000
	Laissez faire	1.527	8	.191	4.684	.002
LHR	CR	1.435	13	.110	1.034	.458
	MEP	6.554	13	.504	4.203	.002
	MEA	6.335	13	.487	8.517	.000
	IS	1.524	13	.117	5.117	.000
	IIB	2.834	13	.218	2.006	.075
	IIA	5.125	13	.394	5.692	.000
	IM	.925	13	.071	1.662	.145
	IC	2.816	13	.217	6.929	.000
	Laissez faire	3.233	13	.249	6.100	.000
PAT	CR	1.046	11	.095	.891	.563
	MEP	3.101	11	.282	2.350	.044
	MEA	5.616	11	.511	8.922	.000
	IS	1.645	11	.150	6.530	.000
	IIB	.764	11	.069	.640	.776
	IIA	3.214	11	.292	4.218	.002
	IM	1.457	11	.132	3.092	.013
	IC	2.822	11	.257	8.208	.000
	Laissez faire	2.322	11	.211	5.178	.001

Table 4.14: MANOVA of Culture dimensions (PF: Proactivism/fatalism, GOSO: Group-oriented /Self-oriented, PDPC: Power-distributed /Power-concentrated, CA: Consideration /Aggression, GR: Generative /Replicative, LHR: Limited Relationship /Holistic Relationship, PAT: Paternalism) and the Leadership Styles elements (CR: Contingent

reward, IC: Individualized Consideration, IIA: Idealized Influence (attribute), IIB: Idealized Influence (Behavior), IM: Inspirational Motivation, IS: Intellectual Stimulation, LF: Laissez-Faire, MEA: Management by Exception Active, MEP: Management by exception Passive)

4.1.7. Results from Structural Equation Modeling (SEM)

Structural equation modeling (SEM), a multivariate analysis technique, is used to analyze structural relationships. It is used as a combination of both factor analysis and multiple regressions. It basically looks at the structural relationships between measured variables and latent constructs. It is a preferred method by researchers as it estimates multiple and interrelated dependence in one analysis. The variables used in SEM are exogenous, not influenced by another or other variables, or endogenous, influenced by other variables in a model. Path analyses were used to examine the relationships between national culture dimensions and the leadership styles. Kenny, Kaniskan and McCoach (2015) recommend the usage of two-phase process for SEM models, the first phase of testing uses CFA (Component Factor Analysis) followed by the second phase of testing the structural models using SEM.

The researcher used path analyses to investigate the degree to which the national culture dimensions of the female Emirati principals affect their leadership styles. Then it was followed by path analyses to investigate the relationship between national culture dimensions and the elements of each style transformational, transactional and laissez-faire. Statisticians explained a lack of model fit if the Chi-square is significant. Byrne (2013) explained that the Chi-square value must be non-significant, while other indicators values like TlI, CFI and IFI should be above .95 and RMSEA below .05. SEM technique is impacted by sample size, the larger the sample size the better. It needs to be bigger than 1:10 ratio for items versus the sample size (Preacher & Coffman 2006) which might be the reason behind the poor model fit in this study.

Results of the path analyses that were performed to investigate the relationships of national culture dimensions: proactivism/fatalism, group-oriented /self-oriented, power-distributed /power-concentrated, consideration /aggression, generative /replicative, limited relationship /holistic relationship, paternalism and the three leadership styles transformational, transactional and laissez faire showed a poor fitting model of CFI .411, TLI -.105 and RMSEA .269 (Fig. 10).
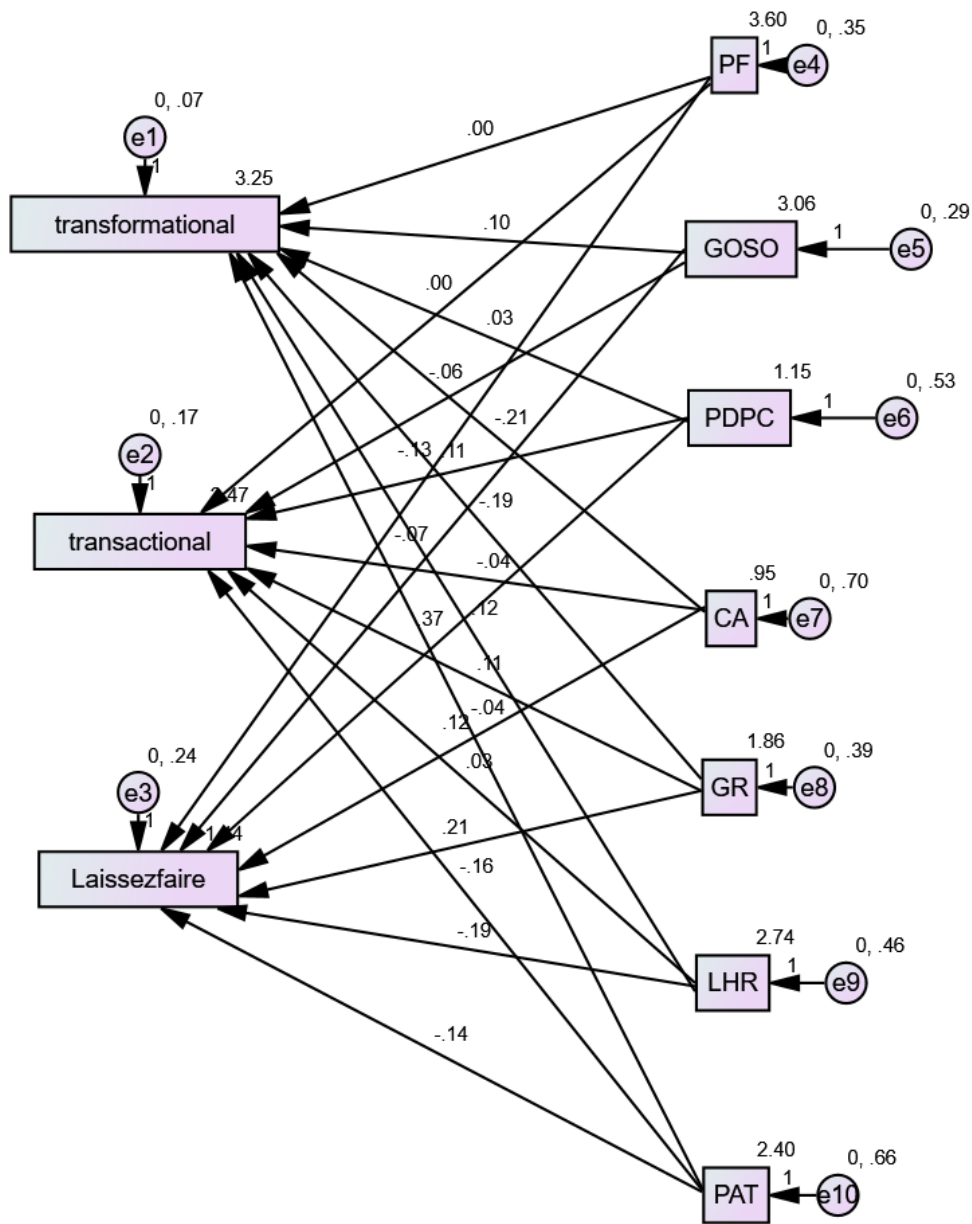
Figure 10: CFA Model Fit between the leadership styles and culture dimensions ((PF: Proactivism/fatalism, GOSO: Group-oriented /Self-oriented, PDPC: Power-distributed /Power-concentrated, CA: Consideration /Aggression, GR: Generative /Replicative, LHR: Limited Relationship /Holistic Relationship, PAT: Paternalism).

The results showed that transactional leadership is statistically significant and it is positively associated with power-distributed /power-concentrated (β = .112, p < 0.05) and it is highly negatively correlated with paternalism (β = -.162, p < 0.001). Transformational leadership is statistically significant and is positively associated with group-oriented /self-oriented (β = .097, p < 0.05) and with limited relationship /holistic relationship (β = .124, p < 0.01). Yet, it is highly negatively correlated with consideration /aggression (β = -.211, p < 0.001) and generative /replicative (β = -.185, p < 0.001). Laissez faire is statistically significant and is positively associated with power-distributed /power-concentrated (β = .374, p < 0.001), generative /replicative (β = .210, p < 0.01) and consideration /aggression (β = .117, p < 0.05). Yet, it is statistically negatively associated with limited relationship /holistic relationship (β = -.192, p < 0.01) and paternalism (β = -.143, p < 0.05) (Table 4.15). These results mean that power-distributed/ power-concentrated is a poor predictor of transactional leadership style while paternalism is a good predictor of it and that consideration/aggression and generative/ replicative are powerful predictors of the transformational leadership style; yet, group-oriented/ self-oriented and limited relationship/ holistic relationship are good predictors of it. Laissez-faire is reported to be statistically significant with power-distributed/power-concentrated, generative/replicative and limited relationship/holistic relationship as strong predictors of it, while consideration/aggression and paternalism are poor predictors of it.

	Transactional Leadership		Laissez Faire Leadership		Transformational Leadership	
Variables	Estimate	SE	Estimate	SE	Estimate	SE
Proactivism/ fatalism	-.001	.067	-.129	.080	-.001	.044
Group-oriented /self-oriented	-.065	.073	-.071	.087	.097*	.047
Power-distributed /power-concentrated	.112*	.054	.374***	.065	.031	.035
Consideration /Aggression	-.044	.047	.117*	.057	-.211***	.031
Generative /Replicative	.110	.063	.210**	.076	-.185***	.041

Limited relationship/ holistic relationship	.031	.058	-.192**	.070	.124**	.038
Paternalism	-.162***	.049	-.143*	.058	-.036	.031

*Note: *p<0.05. **p<0.01. ***p<0.001.*

Table 4.15: Structural Equation Modelling Analyses predicting Leadership Styles from National Culture Dimensions

Path analyses performed to investigate the relationships of national culture dimensions and the three elements of the transactional leadership styles showed a poor fitting model of CFI .265 TLI-.379 and RMSEA .273 (fig. 11)

Figure 11: CFA Model Fit between the elements of transactional leadership styles (CR: Contingent Reward, MEA: Management by exception active, MEP: Management by exception passive) and culture dimensions (PF: Proactivism/fatalism, GOSO: Group-oriented /Self-oriented, PDPC: Power-distributed /Power-concentrated, CA: Consideration /Aggression, GR: Generative /Replicative, LHR: Limited Relationship /Holistic Relationship, PAT: Paternalism).

The results showed that contingent rewards is statistically significant and is negatively associated with consideration /aggression (β = -.296, p < 0.001). Management by exception (passive) is statistically significant and is positively associated with power-distributed /power concentrated (β = .317, p < 0.001) and consideration /aggression (β = .070, p < 0.01). However, it is negatively associated with paternalism (β = -.323, p < 0.001) and group-oriented /self-oriented (β = -.298, p < 0.01). There is no association between the management by exception (active) and any of the culture dimensions (Table 4.16). The results mean that consideration/ aggression is a good predictor of contingent reward, power-distributed/ power-concentrated and paternalism are powerful predictors of management by exception passive and consideration/aggression and group-oriented/ self-oriented are good predictors of management by exception passive. Yet, management by exception active was non-significant and had no association with any of the culture dimensions.

	Contingent Reward		Management by exception (Passive)		Management by exception (Acive)	
Variables	Estimate	SE	Estimate	SE	Estimate	SE
Proactivism/ fatalism	0.33	.069	-.040	.099	.004	.110
Group-oriented /self-oriented	0.56	.075	-.298**	.107	.047	.119
Power-distributed /power-concentrated	0.19	.056	.317***	.080	.000	.089

Consideration /Aggression	-.296***	.048	.220**	.070	-.057	.077
Generative /Replicative	.010	.065	.164	.093	.156	.103
Limited relationship/ holistic relationship	.028	.060	.088	.086	-.025	.095
Paternalism	-.023	.050	-.323***	.072	-.140	.079

*Note: *p<0.05. **p<0.01. ***p<0.001.*

Table 4.16: Structural Equation Modeling Analyses predicting Element of the Transactional Leadership Style from National Culture Dimensions

Path analyses performed to investigate the relationships of national culture dimensions and the elements of the transformational leadership styles: intellectual stimulation, idealized influence (behavior), idealized influence (attribute), inspirational motivation and individual consideration showed a poor fitting model of CFI .429, TLI -.215 and RMSEA .268 (Fig. 12).

Figure 12: CFA Model Fit between the elements of transformational leadership styles (IC: Individualized Consideration, IIA: Idealized Influence (attribute), IIB: Idealized Influence (Behavior), IM: Inspirational Motivation, IS: Intellectual Stimulation and culture dimensions ((PF: Proactivism/fatalism, GOSO: Group-oriented /Self-oriented, PDPC: Power-distributed /Power-concentrated, CA: Consideration /Aggression, GR: Generative /Replicative, LHR: Limited Relationship /Holistic Relationship, PAT: Paternalism)

The results showed that intellectual stimulation is statistically significant and is positively associated with limited relationship /holistic relationship (β = .210, p < 0.001), while it is negatively correlated to consideration /aggression (β = -.200, p < 0.001) and generative /replicative (β = -.235, p < 0.001). Idealized influence (behavior) is statistically significant and is negatively associated with group-oriented /self-oriented (β = -.161, p < 0.05) and consideration /aggression (β = -.127, p < 0.05). Idealized influence (attribute) is statistically significant and is positively correlated with group-oriented /self-oriented (β = .178, p < 0.05) and limited relationship /holistic relationship (β = .226, p < 0.001). On the other hand, it is negatively correlated to consideration /aggression (β = -.209, p < 0.001). Inspirational motivation is statistically significant and is positively correlated to limited relationship /holistic relationship (β = .116, p < 0.05), yet it is negatively associated consideration /aggression (β = -.296, p < 0.001) and generative /replicative (β = -.204, p < 0.001). Individual consideration is statistically significant, positively correlated to group-oriented /self-oriented (β = .303, p < 0.001) and negatively associated with consideration /aggression (β = -.222, p < 0.001) and generative /replicative (β = -.284, p < 0.001) (Table 4.17). The results mean that all transformational leadership elements are statistically significant, but vary in their correlation to the culture dimensions. Consideration/ aggression, generative/ replicative and limited relationship/ holistic relationship are powerful predictors of intellectual stimulation. Consideration/ aggression and group-oriented/ self-oriented are poor predictor of the idealized influence (behavior). Consideration/ aggression and limited relationship/ holistic relationship are strong predictor of the idealized influence (attribute) yet group-oriented/ self-oriented is a poor predictor of it. Consideration/ aggression and generative/ replicative are powerful predictors of inspirational motivation while limited relationship/ holistic relationship is a poor predictor of it. Finally, group-oriented/ self-oriented, consideration/ aggression and generative/ replicative are strong predictors of individualized consideration.

	IS		IIB		IIA		IM		IC	
Variables	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Proactivism/ fatalism	.026	.065	.123	.070	-.128	.072	-.008	.053	-.018	.072

Variable										
Group-oriented /self-oriented	.058	.070	-.161*	.076	.178*	.078	.104	.057	.303***	.078
Power-distributed /power-concentrated	.068	.052	.065	.057	-.017	.058	-.064	.043	.105	.059
Consideration /Aggression	-.200***	.045	-.127*	.049	-.209***	.051	-.296***	.036	-.222***	.051
Generative /Replicative	-.235***	.061	-.086	.066	-.117	.068	-.204***	.050	-.284***	.068
Limited relationship/ holistic relationship	.210***	.056	.058	.061	.226***	.062	.116*	.046	.009	.063
Paternalism	-.059	.047	-.047	.051	-.083	.052	-.013	.038	.020	.052

Note: *p<0.05. **p<0.01. ***p<0.001.

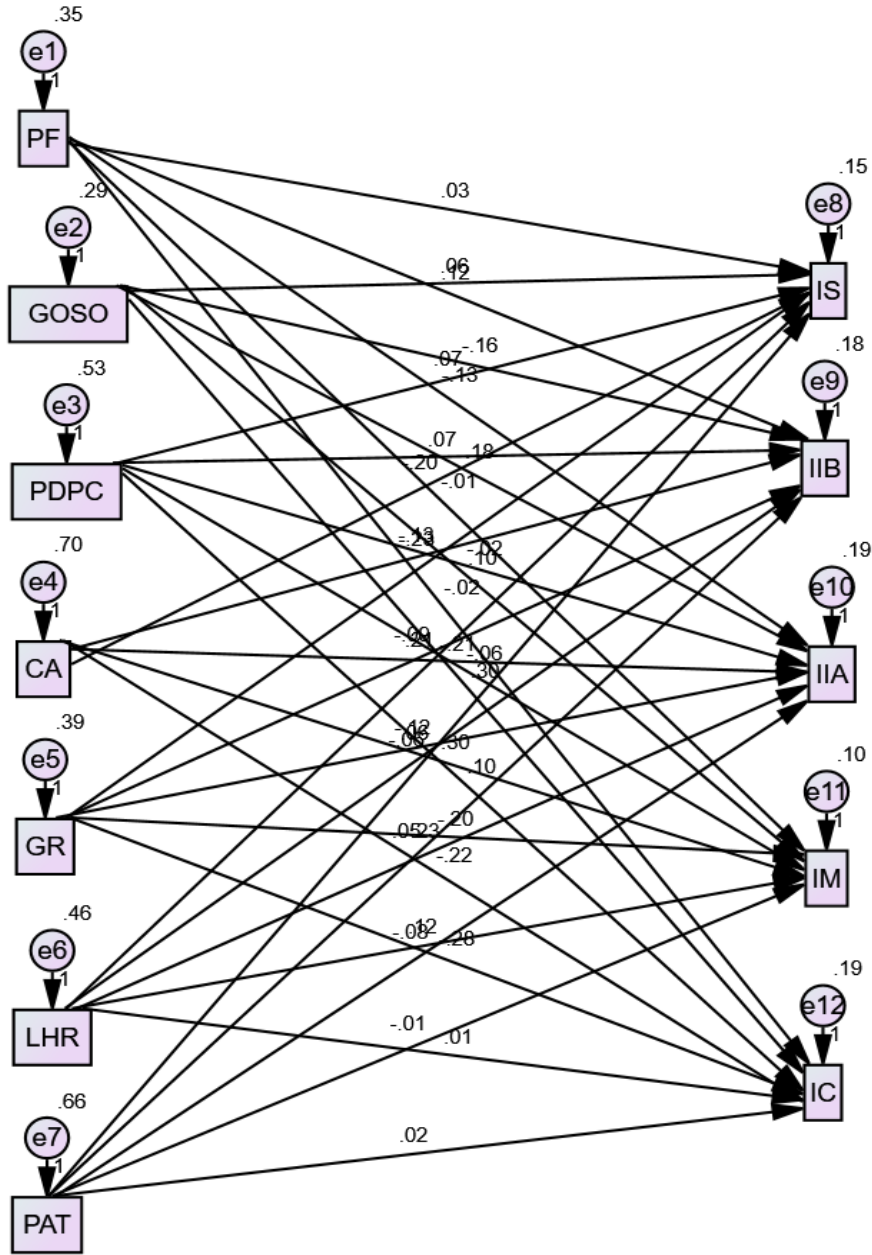Table 4.17: Structural Equation Modeling Analyses predicting Element of the Transformational Leadership Style (IC: Individualized Consideration, IIA: Idealized Influence (attribute), IIB: Idealized Influence (Behavior), IM: Inspirational Motivation, IS: Intellectual Stimulation) from National Culture Dimensions

4.1.8. Stepwise Linear Regression

A stepwise linear regression is a method of regressing multiple variables to simultaneously get rid of those which aren't important, each time it removes the weakest correlated variables. At the end, it leaves the variables that best explain the distribution. The Standardized Beta coefficient highlights the strength of the effect of each independent variable. In other words, if the absolute value of the Beta Coefficient is high, it means the effect is strong.

According to Cohen's (1988) rules in illustrating the size of effects in multiple regressions, any R^2 below .0196 indicates small effect size. R^2 assesses the role of any new predictor in explaining variance in the outcome, while the F-test of overall significance tells if the relationship is statistically significant or not.

4.1.8.1. Stepwise Linear Regression for Culture Dimensions and Leadership Styles

To further examine the leadership style elements in relation to the culture dimensions and determine if the culture explains the variance of the leadership styles, the stepwise regression test was utilized. Table 4.18 presents the regression test results between culture with its seven dimensions as independent variables and the three leadership styles, Transformational Leadership, Transactional Leadership and Laissez Faire as dependent variables.

According to the results, the unstandardized regression coefficient (B = 2.222) associated with the effect of culture dimensions on the leadership styles was highly significant ($p < 0.001$). The value of F (F=15.859, $p < 0.001$) is also highly significant and explains 21.7% (Adjusted R^2 = .217) of the variance. It is represented by the regression formula:

Leadership styles = 2.222 + 0.156 PDPC – 0.117 PAT

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	1.957	.050		39.415	.000			
	PDPC	.143	.036	.356	3.926	.000	.356	.356	.356
2	(Constant)	2.222	.084		26.408	.000			
	PDPC	.156	.035	.389	4.525	.000	.356	.404	.387
	PAT	-.117	.031	-.326	-3.789	.000	-.287	-.347	-.324

a. Dependent Variable: Leadership styles

Table 4.18: Multiple Regression test for Leadership Styles (DV) and Culture Dimensions (IV); (PDPC: Power-distributed/ power-concentrated, PAT: Paternalism)

The transformational leadership showed a negative correlation with culture as a group β = -.314, $p < 0.01$. The F value is highly significant (F = 11.606, $p < 0.01$) and it explained 9.9% (adjusted R^2 = 0.90) of the variance.

Regarding the relationship between transformational leadership and the culture dimensions, the regression is highly significant (F=27.687, $p < 0.01$) and it explained almost 43% (Adjusted R^2

=.428) of the variance. Therefore, culture dimensions, in particular, Consideration / Aggression (CA), Limited Relationship / Holistic Relationship (LHR) and Generative / Replicative (GR) show high significant relationship to transformational leadership explained in the regression formula:

Transformational Leadership = 3.369 – 0.194 CA + 0.148 LHR – 0.164 GR

One can observe that Consideration / Aggression has the greatest negative influence on the transformational leadership style.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	3.517	.044		79.708	.000			
	CA	-.245	.035	-.562	-7.004	.000	-.562	-.562	-.562
2	(Constant)	3.140	.117		26.834	.000			
	CA	-.257	.033	-.591	-7.683	.000	-.562	-.600	-.588
	LHR	.142	.041	.265	3.451	.001	.202	.319	.264
3	(Constant)	3.369	.132		25.576	.000			
	CA	-.194	.037	-.445	-5.191	.000	-.562	-.454	-.380
	LHR	.148	.039	.277	3.766	.000	.202	.346	.275
	GR	-.164	.050	-.282	-3.294	.001	-.487	-.307	-.241

a. Dependent Variable: transformational

Table 4.19: Multiple Regression test for Transformational Leadership (DV) and Culture Dimensions (IV); (CA: Consideration/ aggression, LHR: Limited relationship/ holistic relationship, GR: Generative/ replicative)

Regarding the relationship between culture dimensions and transactional leadership, the results showed that the Unstandardized Beta Coefficient (B=2.491) associated with 2 of the culture dimensions on transformational leadership was significant (F=6.399, p<0.01) and it explains 9.2% (Adjusted R^2 =.092) of the variance. This indicates the limited relationship with only paternalism and power-distributed/ power-concentrated influence on the transactional leadership. The relationship is represented by the regression formula:

Transactional Leadership = 2.491 – 0.153 PAT + 0.118 PDPC

One can observe that Paternalism exerted the greatest negative influence on transactional leadership. Transactional leadership did not show any significant relationship with culture as a group.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	2.602	.128		20.394	.000			
	PAT	-.143	.050	-.265	-2.835	.005	-.265	-.265	-.265
2	(Constant)	2.491	.136		18.312	.000			
	PAT	-.153	.050	-.285	-3.079	.003	-.265	-.288	-.284
	PDPC	.118	.056	.196	2.121	.036	.168	.203	.195

a. Dependent Variable: transactional

Table 4.20: Multiple Regression test for Transactional Leadership (DV) and Culture Dimensions (IV); (PDPC: Power-distributed/ power-concentrated, PAT: Paternalism)

Laissez-Faire showed significantly positive correlation with culture (β = .218). The F value is also significant (F=5.278, p<0.05) and it explains almost 4% of the variance (Adjusted R^2 = 0.38). According to the table 4.21 the unstandardized regression coefficient (B=0.896) associated with the effect of 4 of the culture dimensions (PDPC, LHR, GR and PAT) on Laissez-Faire leadership style is highly significant (p<0.001). The value of F (F=20.590, p<0.001) is also highly significant and explains 42.3% of the variance (Adjusted R^2 = 0.423). This indicates the strong influence of culture dimensions on laissez-faire in particular power-distributed/ power-concentrated, limited relationship/ holistic relationship, generative/ replicative and paternalism. The regression formula is:

Laissez Faire = 0.896 + 0.469 PDPC – 0.241 LHR + 0.212 GR – 0.147 PAT

Power Distributed / Power Concentrated (PDPC) is noticed to be exerting the greatest positive influence on Laissez Faire leadership style.

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	.221	.102		2.167	.032			
	PDPC	.521	.075	.560	6.960	.000	.560	.560	.560
2	(Constant)	.936	.223		4.188	.000			
	PDPC	.542	.071	.583	7.607	.000	.560	.596	.581
	LHR	-.270	.076	-.272	-3.550	.001	-.222	-.327	-.271
3	(Constant)	.678	.248		2.734	.007			
	PDPC	.459	.079	.493	5.778	.000	.560	.493	.433
	LHR	-.281	.075	-.283	-3.752	.000	-.222	-.345	-.281
	GR	.206	.092	.190	2.226	.028	.398	.213	.167
4	(Constant)	.896	.260		3.441	.001			
	PDPC	.469	.078	.505	6.025	.000	.560	.510	.443
	LHR	-.241	.075	-.243	-3.197	.002	-.222	-.300	-.235
	GR	.212	.091	.196	2.345	.021	.398	.225	.172
	PAT	-.147	.063	-.177	-2.329	.022	-.167	-.224	-.171

a. Dependent Variable: Laissez faire

Table 4.21: Multiple Regression test for Laissez Faire Leadership (DV) and Culture Dimensions (IV); (PDPC: power-distributed/ power-concentrated, LHR: limited relationship/ holistic relationship, GR: generative/ replicative, PAT: paternalism)

Culture Dimensions (IV) Leadership Styles (DV)	B	SE B	Adjusted R^2	R^2	F Change
Leadership Styles	2.222	.084	.217	.232	15.859***
Transformational Leadership	3.369	.132	.428	.444	27.687***
Transactional Leadership	2.491	.136	.092	.109	6.399**
Laissez Faire	.896	.260	.423	.444	20.590***

*p<0.05, **p<0.01, ***p<0.001

Table 4.22: Regression results of Leadership Styles and Culture Dimensions

In conclusion, the quantitative results indicated that the Emirati female principals adopted transformational and transactional leadership styles to different degrees. Contingent reward, intellectual stimulation, idealized influence (behavior and attribute), inspirational motivation and individualized consideration were frequently displayed by the participating principals. Management by exception active was fairly displayed while management by exception passive and laissez-faire were almost rarely displayed. The results also implied that there is a significant relationship between the leadership styles and their elements with the culture dimensions. Transactional leadership indicated negative correlation with paternalism and a positive correlation with power-distributed/ power-concentrated. Transformational leadership showed a positive correlation with group-oriented/ self-oriented and limited relationship/ holistic relationship, while it indicated negative correlation with consideration/ aggression and generative/ replicative. Laissez-faire demonstrated a positive correlation with power-distributed/ power-concentrated, generative/ replicative and consideration/ aggression, and it is negatively correlated to limited relationship/ holistic relationship and paternalism. The results also showed the degree of influence each dimension exerted on the leadership styles and their elements. Consideration/ aggression, limited relationship/ holistic relationship and generative/ replicative are predictors of the transformational leadership with consideration/ aggression having the greatest negative influence. Paternalism and power-distributed/ power-concentrated are predictors of the transactional leadership with paternalism having the greatest negative influence. Power-distributed/ power-concentrated, limited relationship/ holistic relationship, generative/ replicative and paternalism are predictors of laissez-faire leadership with power-distributed/ power-concentrated having the greatest positive influence.

In a nutshell, the Emirati female principals have exhibited a leadership style that combines both transformational and transactional styles depending on the situations. They demonstrated that culture plays a role in shaping their behaviors, attitude and styles.

4.2. Qualitative Data Analysis Results

Qualitative method is a different approach to explore the research problems through interviews and observations in natural setting. The focus at this stage is on the participants' perceptions and

how they make sense of their experience (Fraenkel & Wallen 1990). Therefore is the need to understand different experiences.

Interviews are useful tools that allow the researcher to formulate open ended questions and sequence them in a unique way to elicit information, views and opinions of the participants. Observations allow the researcher a firsthand experience with the participants (Creswell 2014). Through complete – observer type of observations, the researcher has the opportunity to record data as it occurs and to notice any unusual aspect that wasn't revealed during the interviews.

For the qualitative phase, this thesis employed both semi-structured, in-depth interviews for a total number of 10 interviewees (Emirati female school principals) and 3 qualitative observations in natural settings. The number of the interviews and observations depended on the participants who were willing to share. Interview questions were built and observation notes were recorded on the observation protocol based on the results of the quantitative stage as well as the theoretical framework and research questions.

4.2.1. Qualitative Data Thematic Analysis:

As discussed earlier in the methodology chapter, Moustakas (1994) method as well as Creswell (2012) six steps to interpret and analyze qualitative data were used. Clear steps were closely followed to interpret the qualitative data thematically. Thematic analysis was used because it is capable to rummage deep in the data provided and give in-depth explanation (Patton 2002). Yin (2009) states that thematic analysis is the most relevant tool to understand raw data utilized and organized to produce rich and well-defined description of the themes.

4.2.1.1. Themes developed from Semi-structured, in-depth Interviews and Observations:

The results of the 10 semi-structured face-to-face interviews and the three observations are presented in this section. Semi-structured, face-to-face, in-depth interviews conducted lasted on average 40-50 minutes. Most of the interviews were audio-recorded except for three, where the participants preferred that only written notes be taken. After that, they were fully transcribed, coded and then themes and sub-themes emerged. It is important to mention here that two of the

interviewees are female principals heading boys' schools. The 3 natural setting observations lasted three to three and a half hours each. Time of the observation was set by the principals according to their convenience. During the observation the researcher was a complete observer and did not participate or interfere with anything. Same steps were taken as in the interviews; notes recorded were also read through carefully, coded and then related to themes and sub-themes that emerged earlier. Not all the themes and sub-themes that emerged from the interviews were noticed in the observations and this is for sure due to the limited time and the number of observations done, which is why notes from observations are not always found in the analysis.

The main themes and sub-themes that emerged from the analysis of the interviews and observations were:

Principals' Leadership Styles	Themes	Sub-themes	Codes
Transactional Leadership	Contingent Reward	Clarifying duties & responsibilities	• Clear duties & roles
		Rewarding System	• Intrinsic Motivation • Appreciation Certificates • Professional Development • Rewards • Words & Compliments
	Management by exception (Active & Passive)	Degree of Follow-up	• Intensive • limited
		Problem solution	• solving problem as a team • interference when problem arises • Delegating problem-solution
		Building abilities	• Providing opportunities • Communication • Set plans and guide teams to perform
Transformational Leadership	Inspirational Motivation	Reinforcement	• Inspiring vision • encouragement • trust in potentials
		Motivation	• Challenging

			Taking risks
	Intellectual Stimulation	Creativity & Innovation	• Encouraging creativity and innovation • Competitions • Ministry role
		Support	• Supportive Environment • Providing resources
	Idealised Influence Attribute	Setting role model	• Role models • Principals' involvement
		Work Ethics	• Professional work ethics • Hard work • Commitment & dedication • Loyalty & pride • Trust
	Idealised Influence Behavior	Actions reflecting vision and mission	• Communicating vision & mission through actions • Communicating values & goals through actions
	Individualized consideration	Teachers' Needs	• Needs • Strengths & Weaknesses
		Guidance	• Listening • Coaching
		Professional Development	• Workshops • Peer Observations • mentoring
Laissez Faire	Laissez Faire	Decision Making	• Avoid decision making • No feedback • carelessness
		Involvement	• No involvement • No guidance

Table 4.23: Thematic Analysis of Qualitative Data Related to Leadership Styles

Culture	Themes	Sub-themes	Codes
Culture Dimensions	Power-distributed /Power-concentrated	Organization Structure	• Hierarchical structure • Flat structure
		Staff Empowerment	• Involvement in decision making • Committees • Task assignment • Delegation
	Group-oriented /Self-oriented	Self-interest	• Self-interest • Self-development
		Team welfare and success	• Collective needs • Collaboration • Group welfare • Group success

	Consideration /Aggression	Mixed gender leadership	• Consideration • Care for relationships • Preference for achievement • Competitiveness
	Proactivism /Fatalism	Rules & Regulations	• Abiding by rules and regulations • Modifying rules
		Change	• Accepting change • Rejecting change • Feeling threatened by change • Taking risks to change and observe results • Type of change
	Generative /Replicative	Innovation Support	• Government role • Encouraging and supporting creativity • Value innovation • Benefits of innovation
		Adoption of ideas	• Adoption of other's ideas • Modification • Students and staff's innovation
	Limited Relationship /Holistic Relationship	Limited to rules and regulations	• Interactions based on rules • Promotion based on abilities
		Consideration	• Considering relationships • Considering individual's case
	Paternalism	Family atmosphere	• Involvement in personal issues • Family attitude
		Care and support	• Help in resolving any problem • Care for personal life • Interference • Leader role as a parent

Table 4.24: Thematic Analysis of Qualitative Data Related to Culture

Gender Differences in Leadership	Themes	Sub-themes	Codes
	Perceptions of female leadership	Gender leadership characteristics	• Characteristics of male leaders • Characteristics of female leaders • Relationship with staff • Focus on performance
		Women Empowerment in the UAE	• Ministry role in empowering Emirati women • Opportunities provided to Emirati women • More fit to leadership • Professional development provided to female leaders

Table 4.25: Thematic Analysis of Qualitative Data Related to Gender differences in leadership

Perceptions of culture effect on Leadership	Themes	Sub-themes	Codes
	Culture effect	Culture Support	• Family role and support • Society reaction • Family and work balance
		Barriers	• Society barriers • Family barriers • Expectations

Table 4.26: Thematic Analysis of Qualitative Data Related to Perceptions of culture effect on leadership

4.2.1.1.1 Qualitative analysis: Principals' Leadership Styles

Based on the interviews and observations, themes emerged related to the elements of the three leadership styles. Five main questions along with some follow-up questions and probes were asked. The questions asked were:1- "How do you describe your leadership style? What impact does your role as a leader have on your followers? How do you motivate and inspire your followers?", 2- "How do you reward your staff members? Is there a clear rewarding system? How do staff members know what is expected from them?", 3- "How do you follow up on work? What happens if a problem arises? How and when do you solve it? If staffs are not following instructions or not being committed what do you do?" 4- "How do you communicate the vision, mission and goals and share your values and beliefs? How do you encourage staff members to be committed to attaining goals?" 5. "How do you describe your relationship with your followers? Do you get involved in personal issues?".

Transactional Leadership: It focuses on exchange between leaders and followers (Northouse 2010). It is task-oriented leadership that allows leaders to reach their goals, while followers receive external rewards for performing their jobs or get punished for not achieving it.

Contingent Rewards: Two sub-themes emerged under this theme.

First, all the principals discussed the importance of communicating duties and responsibilities to the staff early in the year.

Principal 1: "As early as the first week of the school, in our orientation meeting, school staffs receive a copy of their job description."

Principal 2: "Rules are clear to everyone. They all receive their duties at the very beginning. Communication is open and every single matter is discussed with them."

Principal 6: "They all receive copies of their duties and responsibilities."

Principal 7: "They must know their responsibilities and perform accordingly."

The second theme that emerged was the rewarding system. Principals agreed that there is a rewarding system in their schools, and that being in the post they are at is part of the rewarding system of the ministry of education. They considered that their promotion to higher post is a reward to their exceptional performance. They mentioned that rewards come as extra pay, promotion, gifts, attending workshops or conferences and in some situations it might be a day off.

Principal 1: "My team is cared for in all aspects. They receive materialistic and moral incentives. They might be given symbolic gifts, money, certificates, recognition or even be sent to conferences and workshops that the school pays for…"

Principal 3: "…It is a must. Employees must be encouraged in different ways to develop and perform at higher standards."

Principal 7: "It differs according to the performance. They must feel appreciated and also be held responsible of their duties…"

Principal 8: "They feel recognition for their work, as every organization has its rewarding system. We give them trophies, certificates, gifts and sometimes money on special occasions. Exceptionally performing ones have the chance to attend external conferences and even get promoted if possible."

Principal 10: "Reward is a tool to drive employees to better performance. We, school principals, are rewarded by the ministry of education through promotion, attending conferences and having continuous professional development."

Observation 1: The principal prepared end of term gathering. All school staff had lunch together and symbolic gifts were distributed. Special criteria are set for the selection of the employee of the month. He is given an exceptional gift and his picture is displayed on the designated board for a whole month. Some staff members were sent to workshops as rewards for their exceptional performance.

Observation 3: The friendly smiling face and the words of thanks accompany the school principal the whole day. She has set a clear system where everybody is rewarded based on performance. Records are kept where teachers' names are written showing the type of reward they received and the reason behind receiving it.

Management by Exception Active and Management by Exception Passive: These elements indicate if the leader looks over the followers' performance to correct them or waits for the problem to happen to interfere. The principals believed that rules must be set for employees to follow while they are watching over their performance. They all emphasized that they work hand in hand with their followers to ensure the work progress and never wait for the problem to occur to act. Three sub-themes emerged: the degree of follow up, problem solution and building the abilities. In the first sub-theme, the principals explained that they do follow up on the work and the plans set directly or indirectly through committees.

Principal 1: "We set plans, follow them up and assess the outcome; that is why I keep track of everything hand in hand with my team. As you can see I am always among them, I participate in everything, ask about everything, observe, evaluate and take action….."

Principal 5: "They see me with them all the time. I work with them hand in hand and they know that I follow up on every single detail."

Principal 9: "We work as one team toward a clear target. We complete each others that is why I am always among them. I follow up on even very tiny details."

Principals discussed also that they try to solve problems as one team, take immediate action or communicate the problem to other staff members to find the best solution.

Principal 4: "Sometimes problems arise, we try to solve issues as a team. I believe that, in some situations, I have to be strict and take immediate action while in other situation I communicate with administrative members or other staff to find reasonable solutions."

Principal 7: "I trust their abilities in solving problems. I have guided them to do so."

Principals also explained that they support their teams to achieve their potentials and this sub-theme was noticed in more than one place.

Principal 2: "I look at their potentials and try to drive them to act accordingly….."

Observation 1: The principal is always outside her office. She follows up on everything and is knowledgeable of everything. She was noticed modeling the work for one of the assistants before leaving her to finish the rest.

Observation 3: She plans the work with the committees and guides the application step by step. She observed the preparation of the exam rooms and asked to change some of the instructions that were placed in the control room.

Transformational Leadership: It nurtures followers' dedication and encourages them to exceed expectations (Bass 1985, Bass & Avolio 2000). Transformational leaders inspire followers and support their growth through their charismatic and flexible personalities, broaden their vision and enhance their sense of belonging. It is a process through which the leaders appeal to their followers' ideals and values. They enhance their commitment and inspire them to be creative.

Inspirational Motivation: Principals mentioned the inspiring vision 2020 of the UAE and the ministry of education. They agreed that all academic and administrative teams in any educational institution in the UAE must be challenged and encouraged to work enthusiastically for the achievement of goals set by the ministry of education. The two sub-themes that emerged from inspiring motivation were reinforcement and motivation. First the principals explained that all staff members are aware of the inspiring vision of the UAE and encouraged to use their full potentials to reach its goals.

Principal 1: "Since I joined this school as a principal, I ensured that every member of this family - I call it family because this is how we feel we are and this is the type of relationship we have created - is aware of the vision and the goals we are targeting. I am very enthusiastic in nature and I create an energetic atmosphere around me where everybody is eager to achieve more."

Principal 9: "Staff needs to be self-motivated. I encourage them to prove themselves through their exceptional performance. I always tell them that in addition to knowledge you need experience and hard work to excel."

Second, principals motivate their teams by challenging them and drive them to take risks.

Principal 2: "I look at their potentials and try to drive them to act accordingly….."

Principal 4: "I encourage them to look at the future and take risks to achieve the goals set. I make them feel that their success will drive all of us forward."

Observation 1: The principal and her team are very active. You can feel their enthusiasm when you move around or talk to anyone of them. I noticed how they were all cooperating in arranging for the exhibition that was taking place in the school and referring to the principal for consultation. The principal knows the potential of each one and where he/she excels; that is why when she prepared the list of duties during the activity that was taking place, she put them according to their potential and area of excellence. She told one of her team, "I know you can do it you are the best in electronics, I am sure you will find a way….."

Observation 3: The staff members are placed in different committees based on their potentials or talents. The principal challenges her team by putting targets and setting dates to achieve them. Even though she believes that this might be overwhelming sometimes as she mentioned to her assistant but she drives them to think and work hard.

Intellectual Stimulation: All the country is enhancing creativity and innovation which is the first sub-theme that emerged in this theme. Principals mentioned that creativity and innovation are integrated in the new Ministry of Education curriculum and you can't create a culture of innovation if you as a principal and your staff lack it. Support is the second theme that emerged.

The principals create a supportive environment and provide them with all resources needed to fulfill their initiatives and achieve innovative thinking and new approaches and perspectives.

Principal 2: "….It is part of our strategic vision. I feel the need to stimulate my team to communication, discussion or even sometimes through upcoming problems to think outside the box and find new approaches to different situations."

Principal 5: "The country loves creativity and innovation. The Ministry of Education insisted on designating and organizing workshops in schools for creativity and innovation and equipping them with needed resources to provoke teachers and students' imagination and creativity."

Principal 6: "We have started it recently but have gone a long way. Teachers and students are creating and innovating….."

Principal 8: "There are no excuses to fall behind. We are a country that is progressing so fast and we need to cope with the quick change and even move ahead. New initiatives are appreciated and encouraged and all support is provided to achieve them."

Principal 9: "I push them to think outside the box, take risks, try new ideas and broaden their horizon……"

Observation 1: Teachers and students were busy in the creativity and innovation workshop to prepare for the creativity and innovation exhibition in the school.

Observation 2: A board is placed on the reception wall. Staff members record there any creative idea that comes to their mind and will serve the school and the students.

Idealized Influence (Attribute): Leaders are looked at as role models. They emphasize on high ethics, trust, dedication, loyalty, devotion and pride. They share their values and the institution goals and purposes to be achieved. Two sub-themes emerged which are: setting a role model and work ethics. The Emirati female principals model loyalty, honesty, dedication and confidence and implant them in their followers.

Principal 2: "I don't exclude myself from them. I start by myself first to set an example for them. We all work toward the vision, we set plans and everybody is held accountable."

Observation 3: Through her continuous presence and open door policy, she reflects the image of dedication, loyalty and honesty.

Second, the principals agreed upon communicating the values and goals. They showed the pride in serving their country and how they communicate this pride to their followers through their actions.

Principal 1: "Staff should know the goals of the strategic plan; in fact, they put them and work hard to achieve them. You can see the love in their work and the happiness and pride in fulfillment. I feel they work for their own children. I can see how dedicated they are."

Principal 5: "We had inspection few months after I was appointed as school principal. It was a challenge, but they worked very hard and supported me to the maximum because they could see that I was working hand in hand with them. They were happy and stayed with me sometimes till night. They never complained. They did it with love and a smile that never left their faces. They were so dedicated to excel."

Observation 1: Quotes and words said by Sheikhs are placed everywhere in the school. The principal shows love and pride in serving her country. She used the words of Sheikh Mohamed Bin Rashed, the ruler of Dubai, more than once in her early morning speech or in her meetings. She uses encouraging words with the male students like "you are our future leaders" "You must make UAE proud of what you will achieve".

Idealized Influence (Behavior): The principals insisted that the ministry vision and mission are materialized in their daily actions and behaviors. They are reflected in the decisions they take and put into actions in their plans.

Principal 4: "Whatever we do, any plan we set or any decision we take is an image, a reflection of our vision and mission."

Principal 7: "Our daily assembly is a daily remainder of our vision, mission and the goals we and our students, the new generation, need to achieve."

Individualized Consideration: It is the attention that the leader gives to his followers' needs by coaching, listening, guiding and advising. The sub-themes that emerged were: teachers' needs,

guidance and professional development. The Emirati female principals believed that considering staff needs, listening to them, advising and coaching them is a necessity. First the principals stated that they consider their staff individual needs.

Principal 1: "The first day for me as a school principal, I distributed a survey asking each and everyone to tell me about himself/herself. Few months after, I got to know them well. I was interested to know what motivates them, interests them, what they are good at and how I can encourage them………I am always there for them and they feel welcomed to share anything with me and I advise them."

Principal 3: "I am not only a principal; I am a sister and a mother. We are in a culture where we were raised to care for others and support them…….."

Principal 7: "I believe that each individual needs a special kind of treatment."

Second, they all insisted that guidance is provided all the time from them or from other people in charge.

Principal 2: "New comers are assigned mentors to support and guide them."

Principal 4: "We are a family. We care for each others. I provide individual care to each and every one of them. Some of them even ask for my advice on personal issues."

Principal 10: "I never give up on anyone of them; I guide them especially new comers. They receive intensive coaching and care."

Observation 1: She has open door policy even in personal issues. She knows about each and every one of them. She guides them and provides one on one support.

Observation 2: She is training her assistant well believing that she deserves to be promoted. She can tell about the qualities of each one of her team and you can see the way she changes her facial expressions and her voice tone when she talks to different people.

According to the Emirati female leaders, professional development is a must for every person in the educational field. The ministry insists on providing training for every new trend in education.

Principal 1: "I send them to different workshops. Some are external, not delivered by the ministry."

Principal 5: "We set schedule for peer observation and sharing best practices."

Principal 9: "Professional development is scheduled all through the year, either by the ministry of education or internally according to needs."

Laissez-Faire or also named as non-leadership: It has been found to lead to lowest productivity. Laissez Faire leader provides no guidance, gives freedom to his subordinates to act, is not attentive to their needs, and doesn't give feedback (Northouse 2010).

The Emirati female principals agreed that such type of leadership is not at all tolerated. They rejected the two sub-themes of avoiding decision making or not getting involved. They wondered how a leader can discard his/her responsibility or not guide, plan, set goals, supervise, follow up, solve problems, evaluate outcomes ….etc.

Decision-making:

Principal 1: "Decisions must be taken either with the team or individually depending on the situation. You can't run away from your responsibilities."

Principal 4: "….We can't ignore our duties and responsibilities or else everything will collapse. The whole system won't work…."

Involvement:

Principal 2: "You mean be careless…I wouldn't call him a leader even….he shouldn't be in the post he is at…"

Principal 7: "Even if you work in a team, you have a role you need to play. You should be their ideal, so how can you be reluctant and careless?"

4.2.1.1.2 Qualitative Analysis: Culture

In terms of culture, seven main questions were asked from the Emirati female principals along with some follow up questions and probes. The questions were: "Do you think that the UAE culture has supported you or hindered your progress in your path to leadership?"; "Does the educational policy in the UAE contribute in any way to support women in educational leadership? Explain"; "How do you accept change? What is your reaction to it?"; "Do you stress on self actualization or group progress? Why?"; "Do you believe in hierarchy of organization or flat structure? Why? How are decisions taken in your school?", "Do you use power when dealing with your staff members?" and "How do you describe the UAE culture in terms of innovation?"

Power-distributed/ Power-concentrated: It expresses the degree to which power is distributed equally among different levels of the society. Societies with power concentrated accept hierarchical order, while in power distributed societies inequality is rejected (Dimmock & Walker 2000, 2005).Two sub-themes emerged; the first was organization structure. The Emirati female principals thought that hierarchy is needed especially because they abide by the structure and regulations set by the ministry of education, but they didn't believe in power concentrated especially in decisions taken within the school. They felt that inside their school and depending on the decision and situation flat structure works most of the time.

Principal 1: "There must be a hierarchical structure. A person must work hard to earn the post he is at or to be promoted, but everybody must have such opportunity, it is not restricted to one group. Whoever has the qualification and experience must progress. Hierarchy doesn't mean to boss others but structure is needed to distribute work and responsibilities."

Principal 3: "There must be equality but hierarchical structure is found to organize work. We follow the Ministry of Education….. I delegate based on abilities and efficiency."

Principal 9: "Hierarchical structure is important, but it depends on the decisions whether they are taken in the school or are received from outside."

Principal 7: "Hierarchy is needed, but not all the time. We believe in equality."

The second sub-theme was staff empowerment.

Principal 2: "I assign tasks according to abilities and I trust they can accomplish them."

Principal 5: "It is a necessity, but I always prepare the second line of leadership and they delegate to those who come after. We all have equal responsibility, we share decisions. I don't grab everything, I work in a team and I supervise.."

Principal 6: "I don't see it this way. We work as a team and take decisions as a team, so even if I am not around the different committees know what to do."

Principal 7: "You must show them that you trust their potentials as committee members and let them take decisions and act as convenient."

Observation 1: It was close to exam time and the principal received the instructions from the ministry of education (MOE). She called for a general meeting where instructions were discussed and suggestions given to ensure that everything is arranged according to the school conditions. The principal was open to any point of view.

Observation 2: The principal had committees for everything, like administrative committee, activities committee, creativity and innovation committee and many others. The principal calls for the committee when any issue arises.

Group-oriented/ Self-oriented: This dimension reflects whether the person sees himself as "I" or "we". It indicates whether people, in a certain culture, care for self-interest or collective needs (Dimmock & Walker 2005). In general, the female principals placed group first believing that no community progresses unless all its members work as one hand to develop it. They also believed that each person must emphasize self-development but without selfishness. Hence, the sub-themes that were concluded were self-interest or team welfare and success.

Principal 2: "I shouldn't forget myself, I am their model, but team comes first."

Principal 3: "The progress of the group comes first because it is a nobler target. With the development of your team, you can look for self-actualization. My goal is that of the group."

Principal 5: "The school develops by its team not by my name as a principal."

Principal 5: "We work like a beehive with lots of love and care to each other to excel in the work we are performing."

Principal 7: "Both, I look for self-actualization as well as group development."

Principal 10: "I encourage everybody. The reputation of the school is not built by its principal only, but by every member of its staff. I encourage everyone to develop and change to lead the whole school to success."

Observation 1: The principal cared for her team progress. She had reports on the different workshops she sends her team to and each according to his/her interest and need. Some staff members were sent to workshops as rewards for their exceptional performance. She even knew the name of every single student in her school and called them by names asking them to rush to their classes or if they have the needed stationary for the exam …. She also emphasized on her self-development. She attended all the professional development courses provided by the ministry of education as well as registered on some others on her own expenses.

Observation 3: The whole school operates as "one family" as every staff member calls it. "We are all in one boat, either we float together or we sink together, and for sure we have chosen to fly even," those were the exact words of one of the administrative members in the school.

Consideration/ Aggression: The pole of aggression represents a society that has a preference for achievement, competitiveness and reward for success. The opposite, consideration, emphasizes cooperation, modesty and care for relationships (Bašnáková, Brezina & Masaryk 2016, Dimmock & Walker 2005), . In this dimension, the Emirati female principals highlighted the importance of achievement and rewarding high performance, while also putting a high emphasis on good relationships, cooperation, negotiation and making the followers feel that the principal is one of them. The sub-theme that emerged was: Mixed gender leadership.

Principal 1: "I care for my team and believe that cooperative work is the key to better achievement. At certain times, I also encourage competitiveness just to push them to produce more. It is always good to create a caring environment, so employees feel that they are cared for. Sometimes, I have to be strict to ensure work is done; this doesn't mean that I am rude. I actually discuss almost all the matters with them but there are certain issues that demand quick action and immediate compliance."

Principal 3: "I care for cooperation and try to resolve any issue through discussion…..I reward good performance to encourage everyone to produce better."

Principal 5: "I treat them in a very tender way, but I have to be tough sometimes to ensure work is done. As said in Arabic, I don't pull too hard and I don't let go. I work with them on everything which makes them feel that I am one of them."

Principal 6: "I am very serious in my work, but I don't work alone; on the contrary, I work hand in hand with my team……. They feel satisfied when they see their hard work is appreciated, encouraged and rewarded."

Principal 7: "I believe in negotiation. I take everybody's opinion."

Principal 10: "We work in an institution where everyone supports the other. We complete each others. I believe in strictness and cooperation at the same time. We build good relationships and care for our teams, but still we need a degree of toughness to ensure work is done as it should be."

Observation 1: At some times, the principal had to send some instructions related to school operation without discussing them with her team. She explained that saying, "Certain instructions come from the ministry of education, so we have to apply them immediately. I can't open the door for discussion. In addition to that, sometimes I have to be serious in taking certain decisions without referring to anyone because I see the bigger picture." The principal invited all the teachers for a lunch that she organized in the school as an end of term gathering and reward distribution ceremony. Power was used sometimes in daily activities that needed immediate interference and resolution. She followed up on every member's work to ensure achievement.

Observation 2: Cooperation is noticed especially because of the committees created in the school. The principal depends on these committees to ensure work is organized and performed properly. She calls for committees meetings according to issues faced. At certain stages, it is noticed that she might be firm in taking decisions based on the situation. This was noticed in one of the meetings where she was strict about one decision that wasn't fully agreed upon.

Observation 3: The principal spent a lot of her time outside her office. She is everywhere. She emphasizes achievement and is always worried about excellence in performance by asking her team every time something is done to make sure it is as recommended by inspection teams.

Proactivism / Fatalism: It explains societies' reaction to change. Proactive societies don't feel threatened by change because they believe that they have some control over it. On the contrary, the fatalistic societies don't dare taking risk; they stick to their principles and traditions and feel threatened by change (Dimmock & Walker 2005)**.** The first sub theme that emerged was rules and regulations. The Emirati female principals explained that rules and regulations are a necessity for any system to work properly.

Principal 1: "Policies, rules and regulations related to the whole education process in the country are set by the ministry of education. We also receive memos and circulations based on the situations."

Principal 5: "We abide by regulations set and sent to us by the ministry. It is a must."

For the second sub-theme which is change, the female principals indicated that change is a must with the quick changes and development in the field of education especially in the United Arab Emirates (UAE). They all explained that this is part of the country's new vision and that their leaders, the Sheikhs, are working hard towards making UAE one of the top countries in the world and this can only be achieved through accepting change by taking it, studying it and modifying it to suit their culture, environment and their children.

Principal 1: "Last year, we had a general meeting in the zone. I was presenting a paper. My opening statement was 'nothing is impossible in life, who has ever thought that woman will be leading a secondary school for boys, a completely male dominant environment', so we are with change. There is a need to convoy or else we will rank last. The change we receive is studied and tested by educators who have knowledge and experience in the field. They train us on how to apply it, but we have to understand that the result of change is not always immediate; sometimes it takes time to harvest the good results of change. In humanities change needs time, we are not dealing with machines here. If you modify things in a machine, you can see quick results, humans are different."

Principal 2: "I work on change to spread a culture of accepting change, but not all change; change that is purposeful and well studied."

Principal 3: "As a school principal and as a mother I see it very good. It only needs time and patience."

Principal 4: "It is a must. You have to convoy, but we also need to ensure it has positive impact. We have to aim for development and combine experience with new knowledge and take what suits us."

Principal 6: "Change is good when it is beneficial for the school. At the beginning, we might notice some opposition or disagreement, but all this vanishes when we see the positive results."

Principal 7: "It depends on change, positive or negative. We give it time. I always discuss any new change and see if it suits our students and our environment."

Principal 9: "Change isn't something to be afraid of. We must fight for change and work hard for it to support our country's development. It is not a nightmare; on the contrary, it is something to be proud of when you see its prosperous results."

Observation 1: The structure of the school was modified to keep pace with all the new demands of the change in the curriculum and the introduction of innovation and creativity courses. Labs and workshops were equipped by resources and materials needed. Teachers were trained to cope with the change and facilitate its application. Principal attended classes to ensure that workshop training is reflected in daily practices in class.

Observation 2: Same was noticed in almost all visited schools. The school building was renovated in a way to keep up with the demands of the ministry of education and the country's vision in developing and changing for better achievement. Introduction of new labs and workshops as well as training teachers intensively to play the role of a catalyst and a facilitator in driving students to development and change was obvious in the school and principal ensured on focusing on this area even in her class observations.

Generative / Replicative: This dimension was introduced by Dimmock and Walker (2005) to

suggest that societies are considered generative if they value innovation and new ideas, while

they are described as replicative if they adopt others' ideas and innovations. In this dimension,

Emirati female leaders had opinions that might differ slightly. The principals agreed that it is a country policy to drive UAE to be among the top nations in the world in innovation, as Sheikh Mohammed Bin Rashed Al Maktoum, ruler of Dubai, announced in UAE innovation month in February 2018. Some of them believed that the UAE has already put its fingerprints in the area of innovation worldwide, hence sub-theme one of innovation and support.

Principal 1: "We are facing the challenge of Expo 2020. Dubai will have thousands of innovative projects, in addition to new work opportunities and new careers. I think that education now is paving the way for the generation to be equipped with innovation through the new courses and subjects introduced in the new ministry of education curriculum. All through the year, there are projects and competitions like 'Think Science' which was under the sponsorship of Dubai Municipality. The country might benefit from other countries innovative projects, this is not wrong, but sure adaptation and modifications are made to make those innovative projects suit the UAE environment."

Principal 2: "We want to convoy with the whole world. We want our children to invent. We weren't an innovative country before, but now we are. It has become part of our vision and our strategic plan, and our Sheikhs are working on that."

Principal 5: "The country is supporting innovation. They have asked us to designate workshops for innovation in our schools. They are even giving scholarship to students and teachers to travel to other countries and get exposed to new discoveries and innovations."

Principal 6: "It started recently in the UAE, but we have gone many fast steps on the way. Teachers, students and even administrations are innovating."

Principal 7: "We encourage innovation as well as adopting other countries' ideas and modifying them to suit our needs."

Principal 10: "It has become an essential part of our curriculum. Children are thinking outside the box."

Observation 1: On Tuesday, June 12, 2018, the school hosted a creativity and innovation competition for the male secondary schools in Dubai.

Observation 2: Students working in the creativity and innovation workshops on inventive science and math projects.

Others think that the UAE is still adopting ideas from other countries and modifying them to fit the UAE environment and culture which caused the emergence of sub-theme two of adoption of ideas.

Principal 4: "UAE adopts and innovates according to need."

Principal 8: "It adopts and innovates."

Limited Relationship / Holistic Relationship: This dimension is based on interaction between members of any culture. Limited relationship cultures interact based on rules and regulations, no consideration is given to relationships and friendship, while the holistic relationship cultures are the opposite (Dimmock & walker 2005). The first sub-theme that emerged was limited to rules and regulations while the second was consideration.

Limited to rules and regulations:

Principal 7: "I don't exert power. We abide by rules and regulations but they don't control our relationships. I am still a sister and a colleague and I don't let my post affect my attitude towards them. I take into consideration personal cases as much as possible."

Principal 8: "Based on rules and regulations…."

Consideration:

Principal 1: "I have close relationship with them. I do celebrations in the school in different occasions. Their work is highly appreciated and they are rewarded for it. Even students are treated like our own children and exceptional students are encouraged by giving them scholarships. I don't stick to rules if I feel that there are certain personal cases that I need to consider."

Principal 3: "I am a mother, a sister and a principal. I consider all humanistic conditions and provide support. Sometimes, I am strict in rules application if I feel that the employee isn't

straight forward and is trying to manipulate things. It all depends on situations and circumstances."

Principal 5: "They see me as a mother and refer to me in personal issues, but still this doesn't mean that we disregard rules and regulations."

Paternalism: It is original to Dorfman and Howell scale (1988). It reflects the managers' interest in their employees' personal life and taking care of them. The Emirati female principals agreed that they care for their employees' personal life but to a certain limit and according to convenience. The sub-themes that emerged were; family atmosphere and care and support.

Family atmosphere:

Principal 1: "I have close relationship with them. I give gifts on personal events like having a newborn. I am a good listener, so they come to me when they have personal problems and they need advice."

Principal 2: "If anyone of them has difficulties, we act like sisters and provide her with the support she needs whether it is financial or of any kind."

Principal 10: "Teachers need to work in an environment where they feel comfortable and cared for. Whatever you give them, you will take back doubles. That is why I make sure they are happy, because this will make them produce more and perform well. I assist them in any problem even if it is personal and they resort to me when they face any difficulty."

Care and support:

Principal 4: "Personal support is given based on the circumstances."

Principal 5: "They see me as a mother and refer to me in personal issues."

Principal 7: "We help as much as possible, but public interest is above personal interest."

Observation 2: One of the teachers had an operation and she had no family in the country to take care of her. The principal modified the other teachers' schedule, so she can send one every 2 hours to stay with her colleague and then come back to school.

Observation 3: She had consideration for personal issues like allowing a teacher to leave early because her child was sick and told her to stay home the second day.

4.2.1.1.3 Qualitative Analysis: Gender differences in leadership

Gender leadership theory argues that female leads differently than males (Elias 2013). Scholars who discussed gender leadership as early as Burns (1978) gave characteristics to each gender. Men are described to be more task-oriented while women are more people-oriented. Females emphasize on cooperation and sharing power while males are more dictatorial and aggressive (Coleman 2003 in Brundrett, Neil & Smith 2003).

In terms of gender leadership, the principals were asked three questions along with some follow up questions and probes. The questions are "How do you perceive your experience as a female leader?" "How do you describe your leadership style?" and "Do you see differences between male and female leaders?" The principals were supposed to describe their characteristics as females in leadership and whether they believe they are different than those of males based on their experience and knowledge. A special attention was given to the two female principals who are leading boys' schools. The theme that emerged from this section was: perceptions of female leadership with the two sub-themes, gender leadership characteristics and women empowerment in the UAE.

Gender leadership characteristics:

The Emirati female principals believed that the difference exists and no one can deny it, but they think that they hold the qualities of both. In other words, they think that they might sometimes exhibit some characteristics which are considered purely male's and this depends on the circumstances of the work and the situations they face in their daily practices. They supposed that they are more organized, precise and reasonable, they are competitive and work for better achievement, and at the same time they are caring, patient, and social.

Principal 1: "Even though men and women might have similar qualities in leadership, women are more emotional and care for the humanistic side. They are more caring. In addition to that, women are more organized and think thoroughly before taking any decision."

Principal 3: "Men are stricter. Women are reasonable and emotional at the same time."

Principal 4: "Ambitious, daring, competitive, organized, caring and sharing …"

Principal 6: "Female touches differ, and her care differs. She acts like a mother. We are more organized, precise and act immediately for better achievement. We like competitiveness. While men are lazy and depend on the team for achievement."

Principal 7: "There is a clear difference between men and women. Women are more patient, more reasonable and more emotional. Women take time to think of any problem before taking a decision. Women are usually more sociable and people-oriented. I feel we are more ambitious."

Observation 1: The principal had strategic and action plans for her school. Her daily plans were set early in the week and changes added according to needs. She had a list of the workshops she attended, the ones organized by the ministry and the ones she took on her own expenses, which indicates her ambition and eagerness for continuous development. Her emotions and care were obvious in the way she treated her staff and her students. She cared for their personal needs and tried to provide comfortable environment. While having a coffee at the end of the day in the principal's office, one of the teachers addressed me saying: "We were worried when we knew that a female will be leading us. It was a shock to many of us because as you know, we are in an eastern culture and still the mentality of the male dominance. Many of us thought of transferring to another school, but the truth is we have never felt so comfortable dealing with a principal. She has special touches on everything. She created an atmosphere where we all feel welcomed and at ease."

Observation 2: The principal arranged a schedule for the teachers to support their colleague who had an operation and had no family around. She shares responsibilities and delegates work. She appears firm sometimes especially with the decisions related to the ministry of education to ensure things are done as recommended, but still she uses a friendly tone and terms like "dear", "I know you are working hard but we are supposed to finish the demands today…"; "It is ok habibti, lots of work but we have no other choice". She depends on her committees in different areas and trusts their judgments which appear obvious in her meetings with them. She asks their opinion and votes on controversial issues.

Observation 3: She ensures work runs smoothly and as planned for, by moving around most of the day, helping her team and asking about the different school operations. She has a smile that is always drawn on her face. She appears tensed sometimes because she wants to guarantee perfection. This seems obvious in her way of following up on work; she asks detailed questions about even minor issues.

Women empowerment in the UAE:

Principal 1: "….I am sitting on this chair in front of you ……I have received lots of support from the ministry of education and from my seniors."

Principal 2: "Our Sheikhs, the ministry of education and the Emirati society have played a major role in paving the path for the Emirati females to reach leading posts in the country. We are a country that abides by Islamic culture and Islam has always emphasized the role of woman in the progress of nations."

Principal 4: "Women are provided with many opportunities to have leading roles in the country."

Principal 5: "The woman has leading posts in the government and the National Council.."

Principal 8: "…..The proof is that two years ago, the ministry of education has trusted females to lead boys' schools….."

Principal 9: "Our Sheikhs are our models who insist on the role of woman, in particular Sheikh Zayed, who supported woman in entering all the fields and helped her to play a role in the establishment of this country."

4.2.1.1.4 Qualitative Analysis: Perceptions of culture effect on the principals' leadership

Regarding the effect of culture on the leadership style of Emirati female principals and the acceptance of their leadership as females, they were asked four questions along with follow up questions and probes. The questions were: "What type of support did you receive during your journey? Which ones you consider to be beneficial?" "Did you face any barriers on your path to leadership?" Does the educational policy in the UAE contribute in any way to support women in educational leadership? Explain." "Do you think that the UAE culture has supported you or hindered your progress in your path to leadership? How?"

The main theme that emerged was culture effect with two sub-themes: culture support and barriers. The Emirati female principals insisted on the role of their country and the leading Sheikhs in encouraging the women to be effective members in the society. They described the UAE culture as an open culture that is embracing woman's development and advancement towards higher posts in the country like the female ministers in the new government. They

explained that Sheikh Zayed Bin Sultan Al Nahyan, the father and founder of the UAE, believed in the role of women in the development and progress of the country and that the woman must work hand in hand with the man. The UAE policies supported the role of women and many constitutional laws were set to ensure women are treated equal to men in society and workplace.

Culture Support:

Principal 1: "The answer is that you see me sitting behind this office now. I have received lots of support from the ministry of education and from my seniors. The visit I received from the minister, Jameela Al Mehairi, gave me a great push and encouraged me. The UAE culture is supportive for the role of woman. My family and my husband played a great role in my path. When I started my journey as a principal in this school, the parents were worried to see a female leading boys' school, but later I remember one of them saying, 'before we had a father, now we have a father and a mother'."

Principal 2: "My father supported me a lot. Our Sheikhs, the ministry of education and the Emirati society have played a major role in paving the path for the Emirati females to reach leading posts in the country. We are a country that abides by Islamic culture and Islam has always emphasized the role of woman in the progress of nations."

Principal 5: "The woman has leading posts in the government and the National Council. I received all support needed by my family, my relatives and my society to reach the place I am at now. All my seniors guided me to grow……The parents of my students, even the old generation, want their girls to receive the right education and get high certificate and then have a good job. The whole society knows the important role the woman plays."

Principal 7: "Our culture taught us to work hard and perform better. It taught us to be ambitious and prove ourselves and our abilities. The UAE is an open country that believes in the role of woman in development and progress."

Principal 9: "Our Sheikhs are our models who insist on the role of woman, in particular Sheikh Zayed, who supported woman in entering all the fields and helped her to play a role in the establishment of this country."

Barriers:

Principal 2: "There were few obstacles on the way, but I could overcome them with the support I received."

Principal 5: "We always face obstacles on our path to success, but nothing is hard to overcome."

The qualitative results gave detailed explanation of the quantitative results. The Emirati female principals discussed their perceptions of their leadership styles and elaborated on the role of their culture and their country leaders on empowering women in the UAE to reach leading positions. The participating principals proved through their answers on the interview questions and observations that they display qualities of transformational and transactional leaders. They highlighted their practices and discussed their leadership qualities which do not fully align with female leadership characteristics. They described that they display both female and male characteristics in leading out of their belief that the work demands and situations play a role on affecting their decisions or practices. The participating principals emphasized on the relations they have developed with their teams and indicated the importance of collaborative work and subordinates' empowerment in achieving the goals set. They also stressed on the country's vision and mission and coping with the rapid change in the field of education and the fast development in the country in general.

Chapter 5

Discussion, Conclusion, Recommendations and Limitations

This chapter of the study presents the discussion, the conclusion, the recommendations and the limitations. It examines, discusses and elaborates on the findings of each research question and then gives a combined interpretation of the findings of all research questions. The findings are also compared to earlier studies to support or refute them. In the second part of chapter five, the researcher concludes the findings and suggests recommendations to policy makers and school principals, while the last part of the chapter reports on the limitations of the study and suggests future research implications which address the possible limitations.

5.1. Discussion of the Findings:

The purpose of the study was to investigate the influence of female gender and culture on the leadership styles of the Emirati female school principals, as educational leaders. An explanatory sequential mixed method approach was adopted to address the purpose and provide answers to the four research questions which are:

- What leadership styles do Emirati female principals exhibit and to what degree are they aware of their styles?
- What are the leadership characteristics of participating female principals according to their own perspectives?
- How are the Emirati female principals' leadership styles influenced by their female gender?
- How do the cultural dimensions of Emirati female principals affect their leadership styles?

The mixed method research approach adopted used data from questionnaires completed by 108 principals, semi-structured interviews conducted with ten female principals and three observations.

5.1.1. Discussion of the Results of Research Question 1:

To answer research question one about the leadership style that the Emirati female principals exhibit and the degree to which they are aware of that, quantitative data were collected from the female principals using the MLQ (5X-short) in its leader form and qualitative data were collected from the semi-structured interviews and the observations conducted with the principals.

5.1.1.1. Principals' Perceptions of their leadership styles:

Findings from descriptive analysis indicated that the female principals tended to practice transformational leadership style (M= 3.28) more often than transactional leadership style (M= 2.25) and laissez-faire (M= 0.82). As for the elements of the leadership styles, the Emirati female leaders rated themselves the highest in inspirational motivation (M= 3.52), followed by idealized influence (attribute) (M= 3.30) and then contingent reward (M= 3.28), an element of the transactional leadership. After that came intellectual stimulation (M= 3.27), individualized consideration (M= 3.22) and finally idealized influence (behavior) (M= 3.09). Management by exception (active) was fairly displayed by the female leaders (M= 2.37), while management by exception (passive) (M= 1.11) was displayed almost once in a while compared to laissez-faire (M= 0.82) that was rarely or never displayed.

In terms of factor analysis, the elements of the leadership styles formed two conceptually sound factors. The first factor had six elements of the leadership styles, five of the transformational leadership style and the element of contingent reward from the transactional leadership style. The second factor had management by exception (active), which could have stood alone as transactional leadership due to its mean score (M= 2.37) which indicated that it was fairly displayed, management by exception (passive) and laissez-faire. The factor analysis explained that the dominant style of the Emirati female leaders is transformational while they still practice transactional leadership to a certain degree. The finding aligns with Bass's (1985) theory which explains that transactional leadership is still required for effective leading in addition to the importance of high emphasis on the transformational leadership. The latter is needed to

transform followers' values and attitudes, to motivate and encourage them, to broaden their vision and creativity and to develop their awareness of themselves and the goals to be attained. The former is also required to guide to successful performance by providing clear instructions about the followers' roles, duties and responsibilities and the rewards received for completion of tasks. The result confirms Bass's (1985) belief that leaders appear to be more effective when they combine various leadership styles especially in a school context where leaders' performance needs to vary based on different individuals, different settings and different conditions. Al-Ali et al. (2017) also stipulated that leaders who adopt both transformational and transactional leadership styles ensure goals achievement, productivity and effective change management, while Nazarian, Soares & Lottermoser (2017) considered transformational and transactional leadership styles combined as significant predictors of developed organizational performance. This opposes Burns' (1978) discussion of the effectiveness of the transformational leadership compared to the transactional leadership and laissez-faire which are at the opposing end.

Many other researchers also believed that the most influential leadership practices are the ones combining both transformational and transactional leadership styles (Al-Ali et al. 2017; Bass et al. 2012; Nazarian, Soares & Lottermoser 2017; Yukl & Mahsud 2010). The result almost fully aligns with Al Zougool et al. (2015) results on the leadership styles of Jordanian women. It also partially resonates with the findings of Yasseen (2010) who claims that women in the Arab world display four elements of the transformational leadership and which are idealized influence (attribute), inspirational motivation, intellectual stimulation and individualized consideration and the element of contingent reward from the transactional leadership.

The result partially agrees as well with the studies that demonstrate transformational to be the most powerful style (Al Hourani 2013; Matzler, Bauer & Mooradian 2015) and more acceptable and effective across different cultures like India, Japan, Canada, Singapore and the United States of America (Arvey et al. 2015). Transformational leaders are reported to be the ideal and most successful leaders for their followers (Bass 1997). Other studies were also found which emphasized the preference of the transformational leadership style over the transactional and laissez faire in different fields like agriculture, life science (Greiman 2009; Jones & Rudd 2008), nursing deans (Chen 2004) and university deans (Al-Hourani 2013).

The result also resonates with those of Verna (2015) who concluded that the principals in the UAE are more transformative with inspirational motivation coming first and followed by idealised influence, intellectual stimulation and lastly individual consideration. The result also aligns with those of Thomas (2014) who indicated that school leaders in Texas display more transformational leadership style with inspirational motivation standing first and individual consideration last. Same result was also noticed in Australia where Waters (2013) found that principals practiced transformational leadership more with the same order of elements as in this study. He also pointed out that transactional leadership is practiced to a lesser extent as in this research study except that Water's (2013) study showed that management by exception active was higher than contingent reward. Nazarian, Soares and Lottermoser's (2017) result also partially conforms to the result of this study as they explained that in the German context leaders adopt both transformational and transactional leadership styles as opposed to laissez-faire. They believed that leaders must use transactional leadership to satisfy their followers' lower-order needs, while they practice transformational leadership to motivate their subordinates and develop their full potential to attain higher-order goals.

Concerning the elements of the leadership styles and as reported in the quantitative data, the Emirati female principals rated themselves the highest in inspirational motivation. They expressed their enthusiasm about their work and how this is communicated to their employees by encouraging them to look optimistically at the future and think of it and helping and inspiring them to trust their abilities to achieve the goals. The qualitative data collected through the interviews and observations provided a better understanding of how Emirati female principals practice inspirational motivation. The results affirmed that the female principals communicate the vision and goals and staff are motivated to trust their potentials and take risks. They inspire their followers by communicating the ministry of education vision 2021 which aims at placing the UAE as one of the top countries in the world in many sectors (Agenda 2018) and highlighting the importance of working towards achieving goals and this echoes with Northouse's (2004) identification of inspirational motivation. Emirati female principals motivate self-trust. They encourage their staff to trust their abilities; they support their professional development, growth and career advancement and challenge them to take risks as indicated by Bass and Avolio (2004) and as reflected by Buil, Martínez and Matute (2019) who described

transformational leader as the one who motivates his/her employees to attain set goals, work for the company welfare and even perform beyond expectations.

Data from interviews and observations confirmed that inspirational motivation is reflected through reinforcement. Principals are enthusiastic, optimistic and very active. They persuade their followers through their vivid engagement, participation and positivity in their daily practices and daily routine which aligns with Bass and Avolio theory (1997), Bass and Riggio's (2006) description of leaders who practice inspirational motivation and Abdul Ghani et al.'s (2018) concept that transformational leadership increases subordinates' motivation.

Quantitative data analysis showed that idealized influence (attribute) was the second rated transformational leadership element. As explained by Bass and Avolio (2004), idealized influence (attribute) builds followers' trust, so their leaders become their role model who influences them to work for the welfare of the team. The qualitative data collected confirmed through the themes identified from the interviews and observations that the Emirati female principals emphasize their work ethics, hard work, commitment, dedication, loyalty, honesty, trust and fairness. They model them and implant them in their followers who start seeing them as their role models. Those qualities might have been displayed due to the fact that the Emirati female principals are Muslims and those represent the core values and beliefs of Muslim leaders (Samier 2017). Samier (2017) discussed that hard work, striving for excellence in work quality and human development, acting as role models, ensuring honesty, trust and respect, modelling good behaviour towards subordinates to maintain motivation and many others characterize Muslim culture and UAE abide by Islamic values and beliefs and its nationals are brought up on those beliefs which might have influenced their conduct.

The third rated element was contingent reward from the transactional leadership as indicated by the quantitative data. The Emirati female principals perceived themselves as using transactional leadership to a certain extent by first clarifying and communicating rules, regulations, duties and responsibilities and setting a rewarding system. The participating female principals echo Odetunde's (2013) finding that leaders displaying contingent reward clarify the work and the goals that must be reached and the rewards for achievement. The principals discussed the importance of communicating expectations and duties to staff early in the year which aligns with

Jones and Rudd's (2008) statement. This is also clarified in the schools' strategic and action plans where every staff member is responsible of achieving one or more of the goals or tasks set.

Furthermore, the principals stipulated that there is a rewarding system provided by the ministry of education and that their promotion to a higher post is an evidence of it. They also specified that the rewards can be external or materialistic like a raise on the salary, an extra pay, a gift, attending workshops or conferences or a day off, or it can be emotional and intrinsic like certificates of appreciation and words of thanks, and in this way it would be more transformational and encourages the employees to perform better as suggested by Antonakis, Avolio & Sivasubramanian (2003). The principals agreed that rewards of any type drive followers to try harder and to perform better which contradicts Bass and Avolio's (2004) claim that contingent reward is effective only with short-term goals and daily routine.

The intellectual stimulation element of the transformational leadership had the fourth mean (M=3.27). Leaders who practice intellectual stimulation lead to productive change in their staff who become aware of their own beliefs, values and opinions, to question them and to freely agree or disagree (Bass & Avolio 2004; Bass & Riggio 2006). They also challenge them to come up with innovative approaches to old situation and to adopt creative strategies to solve problems (Bass & Avolio 2004). The qualitative data slightly indicated this argument by showing that the female principals challenge their followers to try new ways and take risks, while the themes that emerged in this element were more related if not limited to principals' roles in supporting creativity and innovation which echoes Nicholson (2007) claim that those leaders support their subordinates to be creative and innovative by questioning old assumptions and encouraging new ways. The Emirati female principals elaborated on this by only mentioning the importance the UAE is placing on creativity and innovation and that it has become part of the new ministry of education curriculum. They emphasized that with their staff, they are creating a culture of innovation and providing the needed resources and supportive environment to fulfil initiatives and achieve innovative thinking and new approaches. The participating principals tried to create an environment that fosters their staff's learning and continuous development. They assign tasks for them and create committees to share in decision making and take responsibilities.

The individual consideration element of the transformational leadership was displayed the fifth (M= 3.22) among the other elements. Northouse (2004) pointed out that leaders practicing individual consideration care for followers' needs and differences, treat them in a caring way and help them grow and develop. Bass and Avolio (2004) explained that those leaders make effort to understand each member of their team and be aware of his/her uniqueness. They listen attentively to them, communicate with them, acknowledge their strengths and weaknesses and support them accordingly. The Emirati female principals emphasized those practices and indicated through the qualitative data collected that they highly consider their followers' needs, listen to them and provide them with the needed support by advising, mentoring and coaching them. The result echoes Antonakis and House's (2015) claim that individual consideration is reflected through individual support that might come in the form of coaching and mentoring. The principals also indicated that knowing their team members' interests as well as needs and areas of weaknesses is a must to manage for the appropriate support, and this is done through class observations, walkthroughs and report from heads of departments. Followers are then provided with training and professional development as well as one-to-one support. Interviews and observations also highlighted the role of the principal in delegating work to followers according to their potentials, abilities and experience which resonates with Bass and Riggio's (2006) argument.

Quantitative data also indicated that idealized influence (behavior) (M= 3.09) was rated the sixth among the elements of leadership displayed by the Emirati female principals. In accordance with Bass and Riggio (2006), the principals insisted that the ministry vision and mission are materialized in their daily actions, behaviours and decisions bearing in mind all ethical and moral issues that might arise. As discussed earlier in the theoretical framework, Bass and Avolio (2004) argued that leaders who display idealized influence (behavior) adopt criteria like morality, fairness and integrity in all their behaviours. The finding of this study supports this argument through the qualitative data collected which provided sufficient evidence of actions reflecting the vision, the mission, the values, the beliefs and the efforts the principals put to be fair to all their followers.

Management by exception (active) was reported by the quantitative data to be fairly displayed (M= 2.37) by the Emirati female principals. Through qualitative data collected, the principals affirmed that rules are set first for employees to guide them through their daily work while they observe their performance. They emphasized that they work hand in hand with their team to ensure that work is achieved properly and never wait for a problem to arise to interfere. They also stated that if a problem occurs, they discuss it as one team to find the reasonable solution. This supports Bass & Avolio's (2004) statement that leaders who practice management by exception (active) closely observe their followers to take corrective actions any time followers deviate from set plans. The study results do not fully resonate with Avçi (2015) and Jones and Rudd (2008) who argued that although management by exception (active) focuses on the outcome, it uses negative reinforcement. No one of the principals mentioned anything about punishing their followers or blaming them for not complying or deviating from what is needed, maybe because as explained earlier they work hand in hand with them, so they immediately take corrective actions before situations get worse.

Quantitative data analysis indicated that management by exception (passive) is displayed maybe once in a while as marked by its mean score (M= 1.11). The qualitative data collected provided a better understanding as principals explained that they have created committees in the schools. Even though they follow up on everything, they delegate work for the committees to achieve and observe to ensure that work is done as planned. The principals mentioned that, at certain stages, if a problem arises, they solve it as a team or leave it for the committee to decide because they want to build their problem-solving skills that is why they try not to interfere at an early stage. This partially agrees with Bass and Avolio (2004) who argued that principals who adopt management by exception (passive) limit their interaction with their followers and only interfere after the problems occur. Some of the principals also mentioned that they do not interfere sometimes because they want to see the reactions of some individuals or their skills in taking decisions. They also added that at times, administrative individuals who are in charge must act like heads of departments and deputy principals as this is part of developing their leadership skills. Nevertheless, some of them mentioned that sometimes they take immediate action depending on the situation as certain issues need strictness and direct interference.

Laissez-faire is described as the failure to manage. It is explained by the Full Range Leadership Theory (Avolio & Bass 1991) as non-leadership or absence of leadership. Bass and Avolio (2004) and Northouse (2010) considered it as lack of guidance because those leaders don't trust their own abilities to guide others, and they lack self -confidence, so they avoid taking decision or delay it till they consult others. This type of leadership has negative impact on the followers and the whole process. The quantitative results indicated that the laissez-faire is rarely displayed (M =0.82). This is also affirmed by the qualitative results that highlighted the opinion of the Emirati female principals who consider such type of leadership as not tolerated at all. They rejected the concept of not taking decision and not getting involved by wondering how a principal leads if he/she discards his//her responsibilities or not guide, plan, supervise, follow up and solve problems. They explained that such type of people are careless and should not be called leaders. They agreed that the principal has a role to play and must act as a model for his/her followers, so this is not an acceptable trait which agrees with Nazarian, Soares and Lottermoser (2017) who described laissez-faire as a passive trait that is rejected in the German culture.

Based on the quantitative and qualitative results, it can be concluded that the Emirati female principals are aware of their own leadership styles which explains the parallelism between both types of results. They described themselves as democratic leaders while still having to be strict in certain situations, which echoes Nazarian, Soares and Lottermoser's (2017) discussion that leaders combine both leadership styles in their practices depending on the situation. The result indicated that the principals are mostly transformational in their leadership styles while still administering some of the transactional leadership qualities that they feel are needed in certain situations. This result resonates with many other researchers like Al Zougool et al. (2015), Bass (1985), Nazarian, Soares and Lottermoser (2017), Yasseen (2010), Waters (2013) and many others.

5.1.2. Discussion of the Results of Research Question 2:

To answer research question two about the leadership characteristics of the participating female leaders according to their own perspectives, qualitative data was collected from semi-structured interviews and observations with the participating principals.

Gender leadership theory argues that women lead differently than men and are followed differently (Elias 2013; Esser et al. 2018; Lucia et al. 2018; Sabarhawal, Levine & D'Agostino 2017). Females were described to be more people-oriented, democratic, caring, emotional, sensitive, share in decision making and use balanced leadership (Eagly & Carli 2003; Gray 1993; Grogan & Shakeshaft 2011; Lucia et al. 2018; Siddique 2017; Vickenburg et al. 2011). In this study, the Emirati female principals challenged this opinion. Even though they admitted that there is a difference between the way men and women lead, they believed that they held the qualities of both. They explained that depending on the circumstances of the work and the situations they were facing, they might exhibit certain characteristics which are considered purely men's. The participating female principals see themselves as organized, precise, reasonable, competitive, ambitious, work for better achievement in addition to being caring, patient and social.

The result resonates more with Bem (1977) description of "androgynous leaders" who carry the qualities of both males and females being "both assertive and compassionate, both instrumental and expressive…" (Bem 1977, p.196). The participating principals feel that they are more effective and more practical when they combine qualities from both because this way they can motivate and encourage followers from both sexes. This echoes Ferrario's (1994) argument and also Gray (1993) who argued that males and females shouldn't be viewed as two coherent groups with determined ways of leading and managing and it is false to limit them into a specific category of behaviour. The same view is presented by Esser et al. (2018) and Gartzia and Van Engen (2012) who see leaders to be more effective if they were able to overcome gender stereotype and display masculine and feminine traits.

The Emirati female principals, in this study, did not describe themselves as autocratic, but they explained that in certain situations they would take immediate decisions without consulting others. This is the result of the centralization and the reference to the ministry of education in major issues, so they cannot always be consultative because certain demands must be performed immediately and without modification. They refused the concept of being aggressive but insisted on being competitive. They always aim high and try to exceed expectations. They believed that they must remain true to themselves, similar to what was stated by Esser et al. (2018), and

behave according to what they feel convenient and serves for the welfare of everyone. Their actions are not implied by their female gender but by the situations and circumstances. They believed that their Sheikhs have placed a burden on their shoulders because they trusted their abilities and potentials and encouraged them to excel and lead hand-in-hand with men, and they want to be up to the responsibilities they were entrusted. Almost all of them quoted Sheikh Zayed Bin Sultan Al Nahyan's words on the role of women and women empowerment which inspired all of them not only to achieve, but also to excel.

In this study, the Emirati female principals did not use the terms of transformational or transactional leadership as they are not aware of the terms while they described their leadership qualities based on their understanding of how an effective leader must act and on their daily practices. They explained that they are ambitious, eager to learn and develop, take risks, work hard and face challenges, which echoes Young Entrepreneur Council's (2017) statement about female capabilities to learn from their mistakes, take risks, fight for their beliefs and face challenges. This section was already explained in research question one where principals' quotes and actions were matched to the parallel leadership style element that explains it.

The result of this question challenges the feminine paradigm (Gray 1993) which describes female leaders as "caring, creative, intuitive, non-competitive, tolerant, subjective and informal", as it indicates that Emirati female educational leaders also carry qualities which are within the masculine paradigm.

5.1.3. Discussion of the Results of Research Question 3:

To answer research question 3 about how the Emirati female principals' leadership styles are influenced by their female gender, quantitative data was collected using the MLQ (5X-short) leader's form and qualitative data was obtained using interviews and observations with the participating principals.

As discussed earlier, many scholars believed that female leaders lean towards adopting transformational leadership style because it embraces their stereotypical qualities and interpersonal characteristics of care, consideration, tolerance and support (Coronel, Moreno & Carrasco 2010; Esser et al. 2018; Poulson et al. 2011; Sabarhawal, Levine & D'Agostino 2017).

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Based on the answer of research question one, the Emirati female principals adopted transformational leadership style as well as transactional leadership to a certain extent. The quantitative result indicated that the Emirati female principals practiced inspirational motivation, idealized influence (attribute), contingent reward, intellectual stimulation, individualized consideration and idealized influence (behavior) more often while management by exception (active) is fairly displayed compared to management by exception (passive) and laissez-faire which were almost rarely displayed. The result partially coincides with Eagly, Johannesen-Schmidt & Van Engen (2003) meta-analysis which proved that female leaders are more transformational and engage more in contingent reward behaviour. It also partially agrees with Esser et al. (2018), Coronel, Moreno & Carrasco's (2010), Sabarhawal, Levine & D'Agostino (2017) and Trinidad and Nomore (2005) research findings which stipulated that women prefer transformational leadership which emphasizes values like socialization, creating relationships, influencing others and motivating them, and they promote a more socially compassionate form of policies and goals, while the Emirati female principals do not show a preference for one style in particular but a combination of both transformational and transactional leadership styles.

The Emirati female principals mentioned through the different elements of the transformational leadership data analysed that they inspire their employees and motivate them to act to their full potentials and take risks. They also enhance creativity and provide a supportive environment that drives followers to try new approaches. They share their values and work ethics and model loyalty, honesty, dedication and confidence to implant them in their staff. They also give attention to their followers' needs by coaching, listening, guiding and advising, taking into consideration individual differences. Emirati female principals insist on the importance of communicating the rules as well as the responsibilities of their followers and to set a rewarding system for accomplishment. The finding partially echoes that of Vikenburg et al. (2011) who claimed that women are believed to display significantly more idealised influence (behaviour), intellectual stimulation, individual consideration and contingent reward, while Emirati female principals highly displayed inspirational motivation followed by idealised influence (attribute) and then contingent reward, intellectual stimulation, individualized consideration and last idealised influence (behaviour). The result coincides with Poulson et al. (2011) who revealed that women often rated transformational leadership qualities much higher. It partially agrees with

Abdul Ghani et al. (2018) who argued that female leaders, who ascended the hierarchical positions in work fields normally occupied by men, used transformational leadership style.

The finding of this research contradicts that of Stojanović–Aleksic at al. (2016) who found Serbian women to be more task-oriented and authoritarian. It also contradicts the results of Showunmi and Kaparou (2017) who deduced that females in Islamic cultures like Pakistan adopt masculine qualities to establish their reputation and keep their post, while even though the UAE is an Islamic culture, the Emirati female principals adopt qualities of both genders. The Emirati female principals explained that as women they might lead differently but this isn't due to their characteristics as women because sometimes they have to adopt male leadership characteristics depending on the circumstances. They also relate their leadership characteristics to the way they were brought up or being affected by a role model like a father or a female leader who encouraged them to work hard and develop leadership skills to reach the post they are at. They believed that even though they are emotional, this doesn't imply that they are soft. On the contrary, they can be strict when situations demand that.

In conclusion, participating female principals don't believe that they display pure feminine characteristics or pure masculine characteristics and they are not fully transformational as stereotyped by their female gender, the situation and work demands affect the way they behave and not their gender. They also stressed that the role of their Sheikhs in particular Sheikh Zayed Bin Sultan Al Nahyan, the father and the founder of the UAE, and Sheikha Fatmah Bint Mubarak, the mother of the UAE, in empowering the Emirati women which drove them to overcome the stereotype of the female figure as submissive. They are working hard to prove that no country can excel unless men and women work hand in hand as two main pillars of the society as stated by Sheikh Zayed.

5.1.4. Discussion of the Results of Research Question 4:

To answer research question four about the effect of cultural dimensions on the leadership styles of the Emirati female leaders, quantitative data were collected from principals using Dimmock and Walker (2005) questionnaire and paternalism dimension from Dorfman and Howell (1988) scale, together with the previously mentioned data collected from the multifactor leadership

questionnaire MLQ (5X-short). Qualitative data were collected from the semi-structured interviews and the observations with the principals.

5.1.4.1. National Culture Dimensions of the Emirati Female Principals:

The result of this study showed that the Emirati female principals perceive their culture to be high on proactivism/fatalism which is supported by Hofstede's (2017) results that describe the UAE as high in preference for avoiding uncertainty. The mean score of this cultural dimension (M= 3.59) was the highest among all other dimensions. Through the qualitative data, the Emirati female principals indicated that rules and regulations are a necessity for any system to work properly and they should abide by them. They referred to the circulations and regulations sent by the ministry of education which also affirms the importance of the policies. The data also reported on the degree of follow up that the Emirati female principals exert and that they closely follow up on the performance of their teams to ensure work is done as instructed. They stated that rules and regulations are given and explained very early in the academic year to ensure complete abidance which supports G. Hofstede, G. J. Hofstede & Minkov (2010) argument that abiding by rules affects organization behaviours and setting rules help minimizing risks. While the result of this study doesn't fully agree with G. Hofstede, G. J. Hofstede & Minkov (2010) who claimed that in such cultures, leaders don't empower their followers. It also disagrees with Siddique (2017) who stated that cultures high in certainty avoidance discourage people from sharing new ideas and experiences which create a learning climate. The participating principals believed that they need to empower their followers each based on potentials and abilities, even if they abide by rules and regulations, they have the freedom to change and modify if the situation necessitates that which reflects Samier's (2017) discussion of principles that distinguish the Islamic policy and decision making from Western ones. Those principles are distinct in their processes that demand moral and religious requirements such as consulting others and allowing them to participate in decision-making which contribute to their empowerment, also to their ability to implement change and manage crisis (Samier 2017). Samier (2017) also argued about the system of Islamic administration that treat others based on an ethical system of actions, behaviours, emotions and thinking, and this was echoed in the participating principals' responses. The qualitative data reported as well the importance of change which is a

characteristic of a proactive society. The Emirati female principals stipulated that change is a must especially with the rapid development in the field of education in the UAE and worldwide. They emphasized that it is part of the UAE vision and their Sheikhs' beliefs which agrees with Al-Ali et al. (2017) who insisted on the leaders' role to model commitment to change and positive attitude towards it. They also believed that change is accepted when you take it, study it and modify it to suit your culture and environment. They stated that change is good when you know how to use it and you are patient to harvest its results because it doesn't happen overnight; it needs time. They explained that it is their attitude towards change and the help they provide to their team which make them feel more relaxed, comfortable and able to embrace it. This result conforms to Al-Ali et al.'s (2017) belief that change leader exhibits two behaviours, the first is task behaviours that lead to goals attainment and the second is appropriate conduct that support subordinates to feel relaxed about change. In conclusion, the Emirati culture is believed to abide by rules and regulations while still leaving a margin for change and taking risks that have become a demand in the rapid development of the country.

The second ranking dimension of the national culture in the UAE was group-oriented/ self-oriented which is parallel to Hofstede's individualism/collectivism. The Emirati female principals perceived the UAE culture as highly group-oriented. They placed group first believing that no community progresses or develops unless all its members have a strong relationship that drives them to work hand in hand for the welfare of the group. The finding contradicts those of Whiteoak, Crawford and Mapstone (2006) who claim that young Emirati are becoming more individualistic because of the increased wealth and education. It affirms the statement of G. Hofstede, G. J. Hofstede & Minkov (2010) who distinguish the 'we' from the 'I' attitude stating that in a collectivist society or a group-oriented one, the focus is on the welfare of the group not the individual and there are strong bonds and relationships between members of the same group. They also believed that a collectivist or a group-oriented culture reinforces social network where individuals provide protection and trust which were evident in the responses and actions collected from the principals in the semi-structured interviews and observations. The participating female principals emphasized the progress of the group and explained that schools develop by their team and that every collective work is for the welfare of the students. The finding resonates with Anwar and Chaker (2003) and Al Mazrouei and Pech (2015) who

observed that organizational groups in the UAE place high values on group connections and consider themselves as a community. The principals value teamwork. They foster and reward it from their belief that it leads to better performance which conform with Naor, Linderman and Schroeder's (2010) statement that group culture enhances and supports teamwork. The principals refused the concept of treating members based on how close they are to them or their social status. They placed performance as first indicator for employee's treatment, because what concerns them is high educational quality and better students' performance and they reject any compromises at the expense of educational quality or students' welfare. This finding contradicts what Galicia (2005) mentioned about group-oriented culture that enhances promotions opportunities based on strong relationships and regardless of the person's potentials or abilities. It also opposes Jogulu's (2010) belief that group-oriented cultures are unfair in their treatment of their employees because they are treated based on their family relations and social status. She argued that in certain group-oriented cultures, employees might receive a special treatment and don't have to work as hard as others only because they have the privilege of a social status or family relations.

The tribal structure and the Islamic religion in the UAE might be the reason behind the high group-oriented score (Al-Twaijri & Al-Muhaiza 1996; Samier 2017). Islam is the religion of all Emirati female principals. They quoted many lines from religion and the Holy Quran when discussing group work with them and they emphasized the words of the prophet on caring for others and working together. This might have been a reason for the tight relationship between team members. Another reason that was also stated earlier by Al-Twaijri & Al-Muhaiza (1996) and Samier (2017) is the tribal structure of families in the UAE and Gulf region. The tribal principles and practices that existed before Islam and were reinforced later by Islam like unity, equality, decentralization, democratic consultation, collective responsibility maintaining the welfare of the group and protecting the weak (Samier 2017) might have also been the reason behind the high group-oriented score. Those principles caused the strong relationship between members especially because the Emirati nationals are a small population size compared to the expats in the country, so they feel the need to be supported and protected by tight relationships. Even though the UAE is a culture that is working on the long-run growth and development, it emphasizes the importance of group without disregarding the individual development. This

contradicts the belief of Gorodnichenko and Roland (2011) who stated that individualism or self-orientation has a powerful effect on long-run growth. The result conforms with Willemyns (2008) who proved that Emirati leaders are still attached to traditional, collectivistic and religious basics.

The Emirati culture is seen as a holistic culture that is also regulated by rules. Limited relationship/ holistic relationship was the third ranking dimension with a mean of (M=2.74). The answers of the Emirati female principals varied for this cultural dimension. Even though they believed that rules and regulations are a necessity to organize work and ensure structure, they don't control their relationships. They explained it in a way that consideration for relationships creates an atmosphere of family support and care for humanistic conditions but without disregarding rules and regulations. They emphasized the importance of being fair in taking decisions, for example they do not promote an individual for the relationship they have with him/her and neglect objective criteria and rules. This finding contradicts with Obeidat et al.'s (2012) conclusion that institutions in the Arab world are redesigned based on personalized relationships rather than effectiveness. This dimension was not researched in the UAE before but some studies indicated that the Emirati culture is strongly influenced by the Islamic work ethics (Samier 2017; Yousef 2000) which support the principles of working professionally and hard for personal and social contentment (Al Mazrouei & Pech 2015). Islamic principles emphasize hard work that lead to progress without depending on relationships. Islam prevents discrimination at work, preference based on relationships or taking credits for work accomplished by others (Samier 2017; Syed & Ali 2010). Relationship is important in Islam but not to be used as a mean to get what you don't deserve as mentioned by one of the Emirati female principals.

Paternalism which was taken from Dorfman and Howell scale (1988) ranked fourth with a mean score of M= 2.40. The qualitative data indicated that the Emirati female principals cared for their staff and provided support in different situations but to a certain limit and according to convenience. The support they provided was by being good listeners, giving advices in personal issues, or even financial support. One of them did change the schedule of a group of teachers to support their colleague who was hospitalized and had no family around. This resonates with Aycan et al.'s (2000) view of paternalistic leaders who provide care and guidance to their

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followers. Emirati female principals believed that those are values they are brought up on and that the staff will be more dedicated to work if they feel that they are cared for. The finding aligns with O'Sullivan (2016) who revealed that Emirati leaders have a close relationship with their followers. They provide care and support to their employees and their families and this leads to positive work attitude, dedication and better outcomes (O'Sullivan 2016). The tribal structure as well as the guardian role in Islam to protect and safeguard those one is responsible of (Samier 2017) explain the participant principals' beliefs and attitudes towards their team members. While the result partially aligns with Al Mazrouei and Pech's (2015) belief that the Arabic tribal construct of the UAE dictate that leaders adopt paternalistic attitude and Aycan et al.'s (2000) view that paternalism is fully adopted in countries like the UAE, because the close to average mean and the principals' responses indicated that leaders do not fully practice paternalism and that it is displayed based on situation and convenience. It also partially aligns with Kabasakal et al.'s (2012) demonstration that the GLOBE results manifest that paternalistic model of leadership is a prototype in the Arabic cluster that the UAE is considered within. The close to average score might be due to the principals' tendency to avoid interference with very critical issues and that might also be related to respecting limits in relationships especially because in the UAE culture, it is inappropriate for an individual who is not close family to be involved in sensitive personal matters. That is why the principals expressed through the qualitative data that they provide support, guidance and care based on circumstances and convenience.

Generative/ Replicative dimension that was introduced by Dimmock and Walker (2005) had a mean score of M=1.86. This average mean score indicates that the UAE adopts innovative and new ideas and creates policies that are original and support innovation and creativity while also adopting others' ideas and taking into consideration the adaptation needed to suit the UAE context. The qualitative data shows more that the country is a generative one even though the quantitative mean score doesn't reflect that. The principals agreed that the country policy is to drive UAE to be among the top nations in the world in innovation and they are working to achieve that through the curriculum and the work delivered in their schools. They think that education is the vehicle that is paving the way for a generation equipped with creativity and innovation. They believe that even though it has recently started in the UAE, they have gone

many steps on the way; it has become part of the ministry curriculum, the UAE is innovating in many areas like space technology, robotic innovation and many others. This aligns with MEED Business Review (2016) which stated that innovation is at the heart of the UAE economic development and that through innovation, the UAE is aiming to be among the leading countries in changing global economy. This also resonates with Saji and Nair (2018) who explained that the government and the leadership of the UAE is setting plans and insisting on creating a future generation equipped with the skills needed for innovation and entrepreneurship to ensure development and sustainability of the country and its economic progress. The result contradicts that of Obeidat et al. (2012) who argued that the Arab culture adopts new trends for example in management and leadership without adapting them and that innovation is imported.

Power-distributed/ Power-concentrated dimension had the second lowest mean score. Hofstede (2017) and House et al. (2004) who classified UAE in the Arabic cultural cluster reported that the UAE is high in power distance which is parallel to power-distributed/ power-concentrated in Dimmock and Walker dimensions. This means that the UAE is a culture that accepts inequality, hierarchical order and centralization of decision which is similar to Siddique's (2017) description of high power distance culture. He implied that such culture doesn't forge a learning environment where followers are empowered and encouraged to be innovative, take risks and share in decision making. Hofstede (2017) results indicate that followers in the UAE accept taking orders and being told what to do by their autocratic leaders. The result of this study contradicts Hofstede's (2017) report. The qualitative data collected affirm the quantitative data. The Emirati female principals believed that hierarchy is needed because they abide by the structure and regulations set by the ministry of education, but this doesn't mean that power concentration is exerted within the school. They explained that hierarchy is there not to boss others but to have a structure in place where everybody knows his/her duties and responsibilities. They emphasized that decision-making happens in groups, and flat structure works most of the time inside their schools. The principals give the chance to their followers to participate in decision-making through the teams and committees, which aligns with G. Hofstede, G. J. Hofstede & Minkov's (2010) findings that cultures low on power distance or power-distributed / power-concentrated (Dimmock & Walker 2005) allow their employees to participate in decision-making. It differs from Kabasakal et al.'s (2012) manifestation that the GLOBE results in the

Arab region indicated that it is high in power distance (power-concentration); leaders listen to their followers' opinion and suggestions while they still take the final decision. The results of this study confirm G. Hofstede, G. J. Hofstede & Minkov's (2010) discussion that in such culture inequality is not accepted and followers are empowered. The Emirati female principals indicated that they trust their followers' abilities and potentials by delegating tasks to them and letting them take decisions which is a form of empowerment. They also mentioned that they prepare a second line of leaders who in turn delegate to a third line which stresses the fact that Emirati female principals adopt a democratic leadership style and are open to accept participation, discussion and even disagreement in decision which is a characteristic of a power-distributed culture.

Consideration/ Aggression has the lowest mean score (M= 0.95). Hofstede (1997) stipulated that this dimension is connected to values' distribution across the genders and that an aggressive or masculine society emphasizes qualities associated with men and gender stereotype is clear and females must not display male characteristics, while a culture which displays consideration or femininity display equality of treatment between men and women (G. Hofstede, G. J. Hofstede & Minkov 2010). The finding of this study does not align with Hofstede (2017) who considers UAE culture to be neither masculine (aggressive) nor feminine (considerate). The Emirati female principals affirmed that there is no advantage of men over women. They confirm that the differences exist but what matters is achievement. They both can produce the same work if they have the knowledge and skills. The female principals exhibit the qualities of both and refuse gender stereotype. The finding reflects G. Hofstede, G. J. Hofstede & Minkov's (2010) belief that in a culture low in aggression or masculinity, women are empowered and equality of opportunities is emphasized. The Emirati female principals were proud to continuously mention the role of their country leaders in empowering women and providing them with the opportunities to learn, grow, develop and progress. The constitutional laws that were initiated to guarantee equality for women in society and workplace (Ministry of State for Federal National Council Affairs 2008) conforms to the statements of the Emirati female principals.

5.1.4.2. The Relationship between the National Culture Dimensions and the Emirati Female Principals Leadership Styles:

Many researchers have revealed the effect of national culture on the leadership styles (Ayman & Korabik 2010; Nazarian & Atkinson 2013). Scholars believe that leaders' attitudes, behaviour, management practices and effectiveness vary across cultures (Duyar, Aydin & Pehlivan 2010) and what seems to be dominant and effective in one culture might prove to be ineffective in another (Ayman & Korabik 2010; Irwanto 2009). Recent studies focus on the link between cultural environment and leadership styles and behaviour as well as the way the followers perceive their leader (Jogulu & Wood 2006; Ayman & Korabik 2010) which differs from earlier studies that focused only on the leaders' traits, because it is believed that to have a more effective leadership, it has to be linked to its context, to the values of its society (Miller 2013 cited in Miller 2016).

Multivariate analysis of variance (MANOVA), path analysis and stepwise linear regression were conducted to investigate the relationship between UAE national culture dimensions and the Emirati female principals' leadership styles and specify the type of the relationship and the degree of effect. The result proved that transformational leadership showed significant positive relationship with group-oriented/ self-oriented and limited relationship/ holistic relationship and significantly negative relationship with consideration /aggression and generative/ replicative, while it had no relationship with proactivism /fatalism, power-distributed/ power-concentrated and paternalism. Principals who reported higher level of group-oriented and holistic relationship adopted more transformational leadership qualities, and principals who displayed lower level of aggression and replication adopt a higher level of transformational leadership.

The finding partially aligns with Sadiq's (2011) study that investigates the relationship between culture dimensions and transformational leadership style. He indicated that all national culture dimensions were significantly related to Kouzes and Posner's model of transformational leadership. He also showed that high individual culture has significantly negative relationship with five transformational leadership practices, and masculinity (aggression) has significantly negative relationship with two of the transformational leadership practices "model the way" and "encourage the heart". The result is also in partial alignment with Wiratmadja, Parlindungan and Sunaryo (2012) who confirmed the positive relationship between all national culture dimensions and transformational leadership style except for masculinity dimension (aggression).

This study result indicated significantly positive relationship between power-distributed/ power-concentrated dimension and transactional leadership style and significantly negative relationship between paternalism and transactional leadership style. In addition, power-distributed/ power-concentrated, consideration/ aggression and generative/ replicative reported significantly positive relationship with laissez-faire leadership style and limited relationship/ holistic relationship and paternalism have significantly negative relationship with laissez-faire leadership style.

The results of this study partially coincides with Nazarian and Atkinson's (2013) findings that pointed out that all the national culture dimensions have significant relationships with transformational and transactional leadership styles, while some have significant relationship with laissez-faire style, and that all national dimensions are positive predictors of transformational and transactional styles except for masculinity (aggression) which is a negative predictor as in this study. This study results do not converge with Lee and Liu (2012) and Bass and Riggio (2006) who reported that power distance (power-distributed/ power-concentrated) has positive relationship with transformational leadership style. The finding also opposes that of Muenjohn and Armstrong (2008) who reported that power distance is the only dimension that has positive relationship with transformational leadership, while there is no significant relationship between any of the national culture dimensions and transactional or laissez-faire leadership styles.

Linear regression analysis indicated that limited relationship/ holistic relationship is a positive predictor of transformational leadership, while consideration/ aggression and generative/ replicative are negative predictors, which is logical as transformational leadership emphasizes collaboration and team work so holistic relationship is an indicator of it, the higher it is the more transformational leadership is adopted. In addition to that, transformational leadership presents qualities of consideration and care which opposes aggression, so the more aggressive the culture is, the less transformational the leaders are. The same applies for generative/ replicative as transformational leaders inspire their followers to be creative and innovative and to think of new approaches to old situations, so the more replicative the society is, the less transformational the leaders are and vice versa.

Linear regression also reported that paternalism exerted the greatest negative influence on transactional leadership while power-distributed/ power-concentrated is a positive predictor. The higher the paternalistic dimension in a culture is, the less transactional are its leaders because paternalism is defined as leaders taking interest in their followers' personal life, assisting them in their needs and taking care of them (Aycan et al. 2000) which is not a quality of transactional leaders who are task oriented and their main concern is to achieve goals based on exchange relationships with their followers built on a system of rewards for achieving goals or consequences for not achieving (Eagly, Johannesen-Schmidt & Van Engen 2003).

Power-distributed/ power-concentrated exerted the greatest positive influence on laissez-faire, in addition to generative/ replicative which was a positive predictor. While limited relationship/ holistic relationship and paternalism were reported to be negative predictors of laissez-faire leadership style. The more concentrated the culture is, the more they accept leader of any style. Furthermore, a replicative society copies other societies without even modifying which conforms to the careless qualities of a laissez-faire leader. It is quite obvious that limited relationship/ holistic relationship and paternalism are negative predictors because a careless leader who avoids responsibilities fails to give guidance and assistance and has negative impact on individuals (Bass & Avolio 2004). He also doesn't care about relationships nor has paternalistic qualities.

This study went further into analysing the relationships between national culture dimensions and the elements of the transformational, transactional and laissez-faire leadership styles which is a step ahead of other studies that focused on national culture dimensions and the three leadership styles without getting into the details of discussing the relationships with their elements.

The national culture dimension that had the most significant relationships with the elements of the three studied leadership styles was consideration/ aggression. As discussed earlier, consideration/ aggression had a positive relationship with laissez-faire. It also had a positive relationship with management by exception (passive), while it showed significantly negative relationships with contingent reward, intellectual stimulation, idealized influence (behavior), idealized influence (attribute), inspirational motivation and individualized consideration. This finding coincides with Wiratmadja, Parlindungan and Sunaryo (2012), Sadiq (2011) and Nazarian and Atkinson (2013) who confirmed that all national culture dimensions have positive

relationships with transformational leadership style except for masculinity (aggression) which is a negative predictor of it. This study indicated that the Emirati female principals provide a more equitable organizational structure where employees are cared for and well nurtured. This result is predictable in a considerate culture that accords with the qualities of transformational leadership as Hofestede (2011) explained that a feminine (considerate) culture ensures that its members are cared for, so the less aggressive the culture is the more transformational leaders it has. The responses of the Emirati female principals confirmed that even though achievement is of paramount importance, high emphasis is put on good relationships, cooperation, negotiation and team work.

Generative/ replicative dimension reported no relationship with any element of the transactional style, a positive relationship with laissez-faire and a negative relationship with intellectual stimulation, inspirational motivation and individualized consideration. Dimmock and Walker (2005) claimed that a culture low in generative/ replicative is a culture that adopts ideas and innovations developed elsewhere without considering cultural context which contradicts the situation of the UAE. Intellectual stimulation leads to productive change and provides challenges to come up with innovative approaches (Nicholson 2007). Inspirational motivation evokes team spirit, inspires and motivates, while individual consideration leaders emphasize the followers' individual needs and provide a supportive atmosphere (Northouse 2004). As a result, the finding is predictable as in a replicative society, followers aren't inspired or challenged to innovate and create which confirm the negative relationship between the three elements of the transformational leadership style and the generative/ replicative dimension. The more replicative the culture is, the less the transformational style is adopted and vice versa.

Limited relationship/ holistic relationship dimension has reported no relationship with any element of the transactional leadership style; it has positive relationship with intellectual stimulation, idealized influence (attribute), inspirational motivation and negative relationship with laissez-faire. The result indicated that the Emirati culture is more of a holistic culture which emphasizes relationship as it is influenced by its Islamic values (Yousef 2000) without disregarding professionalism. The positive relationship with intellectual stimulation, idealized influence (attribute) and inspirational motivation agree with Al Mazrouei and Pech (2015) who

stressed that the UAE is a culture that is strongly influenced by Islamic work ethics which focus on working professionally with respect, pride and devotion, which are qualities of idealised influence (attribute) leadership, to reach personal and social contentment. The negative relationship with laissez-faire reinforces the earlier discussion that the UAE culture is that of a balanced one that emphasizes relationship consideration while limiting it to moral and ethical values.

Power-distributed/ power-concentrated indicated significantly positive relationship with laissez-faire leadership style and management by exception (passive). It had no relationship with any element of the transformational leadership style, which is a bit surprising, neither with contingent reward or management by exception (active) of the transactional leadership style. The findings contradict the previous studies results that highlighted the relationship between power distance (power-distributed/ power-concentrated) and each element of the transformational style and in particular the idealized influence element which is also referred to as charismatic-inspirational leadership (Lee & Liu 2016). Even though Emirati female principals exhibited high moral and ethical values and acted as a role model who influenced their followers to produce better work for the welfare of the team, no relationship was found between power-distributed/ power-concentrated dimension and idealized influence elements. G. Hofstede, G. J. Hofstede & Minkov (2010) claimed that power-distributed culture aligns with intellectual stimulation element of transformational leadership. Intellectual stimulation provokes the followers to question other's opinions and disagree freely with them which also characterize a power-distributed society. The Emirati female principals confirmed this concept by allowing their followers to approach them in any issue and disagree with or discuss any idea that they don't feel convinced with. Though the Emirati female principals' practices showed the application of both, no significant relationship was found between intellectual stimulation and power-distributed/ power-concentrated dimension.

The quantitative and qualitative results indicated that the UAE culture is more of a power-distributed one. The Emirati female principals empower their followers, delegate tasks to them and trust their abilities to share in decision making or even take decisions which are qualities of leaders who practice individual consideration (bass & Riggio 2006). Although those practices are

common to both power-distributed culture and individual consideration, no relationship was reported between both of them in this study. Nazarian and Atkinson (2013) proved that there is a relationship between national culture dimensions and transactional leadership style which partially aligns with this study that indicated the relationship between power-distributed/ power-concentrated and management by exception (passive). Principals who report more power-concentration would have higher level of management by exception (passive) which resonates with G. Hofstede, G. J. Hofstede & Minkov's (2010) view that leaders in high power distance (power-concentrated) culture do not exhibit transformational leadership. G. Hofstede, G. J. Hofstede & Minkov (2010) also affirmed the relationship that existed between power distance (power-distributed/ power-concentrated) and management by exception (active) of the transactional leadership, which this study didn't confirm.

Group-oriented/ self-oriented relationship with the elements of the three studied leadership styles was also investigated and it indicated a significantly negative relationship with management by exception (passive) and idealized influence (behavior). It has a significantly positive relationship with idealized influence (attribute) and individualized consideration. This finding aligns with Sadiq (2011) who showed that in individualistic (self-oriented) culture such as the Maldives, there is a negative relation with transformational leadership elements, so in a group-oriented culture such as the UAE, it is normal to have a positive relationship with transformational leadership elements. As for the individualized consideration, leaders consider their subordinates' needs and acknowledge their strengths and weaknesses, respect them. Help them to grow and encourage them to achieve their full potential (Bass & Avolio 2004; Northouse 2004). Leaders go beyond self-interest, cater for the welfare of the team and train their team well. This aligns with the group-oriented culture which places others and group interest before self and as a result is the positive relationship between group-oriented/ self-oriented and individualized consideration. This also resonates with Irwanto (2009) who explained that in a group-oriented culture or a collectivist one like that of Indonesia, educational leaders show compassion and care and with Budin and Wafa (2015) who believed that in collectivist (group-oriented) cultures, leaders are supportive. Leaders practicing idealised influence (attribute) represent the role model for their followers; they exhibit high personal qualities like respect, trust and devotion (Avolio & Bass 1991), build their trust and influence them to work for the welfare of the team (Bass &

Avolio 2004). There is great connection between idealized influence (attribute) and idealized influence (behavior), as such one can also expect to see a positive relationship between group-oriented/ self-oriented and idealized influence (behavior) as well; surprisingly the relationship was negative in this study. In a culture that is more self-oriented, the focus is more on self and the 'I' attitude (G. Hofstede, G. J. Hofstede & Minkov 2010). Employees in this culture are more concerned about performing their job and the degree of supervision is minimal which lends itself to the management by exception (passive). The UAE culture has demonstrated to be a more group-oriented culture, thus the results indicated the negative relationship between group-oriented/ self-oriented dimension and management by exception (passive).

Surprisingly, the result of this study showed no relationship between paternalism and any element of the transformational leadership style while it indicated significantly negative relationship with laissez-faire and management by exception (passive). Aycan et al. (2000) defined paternalism as the degree of care and support the older members of a society show to younger ones, in other words, it is the degree to which the leaders provide guidance, care and support to their followers. This was evident in the Emirati female principals' responses and daily practices. They were all willing to guide and support even in family matters and to the degree they find appropriate. The close relationship between the Emirati female principals and their followers, the encouragement and coaching they provide and the freedom to communicate, discuss and argue they allow, should have led to a significantly positive relationship with paternalism as expected by the researcher but the results didn't support this expectation. Concerning management by exception (passive) and laissez-faire, the significantly negative relationship indicated that in a paternalistic culture, care, guidance and support are provided to individuals to solve problems and overcome difficulties which contradicts the characteristics of management by exception (passive) leaders and laissez-faire leaders who avoid taking responsibilities, ignore problems and don't care about resolutions; hence, the negative relationship is logical.

The surprising result also was that of proactivism/ fatalism (uncertainty avoidance) which showed no relationship with any element of the three studied leadership styles transformational, transactional and laissez faire; this contradicts the results of all earlier studies. Nazarian and

Atkinson (2013) reported a weak significant relationship between uncertainty avoidance (proactivism/ fatalism) and passive leadership. Sadiq (2011) indicated that low uncertainty avoidance or proactivism has a positive relationship with four transformational leadership elements of Kouzes and Posner model. Budin and Wafa (2015) explained the relationship between high uncertainty avoidance (fatalism) and directive leadership. Lee and Liu (2012) showed significantly negative relationship between uncertainty avoidance (proactivism/ fatalism) and intellectual stimulation. In a culture similar to that of the UAE where people are open to change while still preserving their tradition and culture a certain degree of relationship whether positive or negative with the elements of the three studied leadership styles was anticipated, but the results of this study did not reveal it.

5.2. Conclusion:

Through this research paper, the researcher investigated the effect of female gender and culture on the leadership style of Emirati female school principals. The study findings demonstrated that the Emirati female principals perceived their leadership styles to be transformational and transactional but to different degrees which aligns with Bass and Avolio's (1997) argument that effective leaders are those who combine both transformational and transactional leadership styles. The study revealed that transformational leadership was adopted more often followed by transactional leadership which was fairly displayed while laissez-faire was rarely or never displayed.

Inspirational motivation was the highest rated element and Emirati female principals affirmed their role in communicating the vision, mission and goals and motivate their followers to trust their abilities and take risks. Their enthusiasm, positivity and optimism are reflected in their daily practices and drive their employees to act accordingly. Emirati female principals displayed idealized influence (attribute) second. They model high morals, values and work ethics and emphasize hard work, dedication, commitment, loyalty and honesty which impact their subordinates directly as they see them as their role models.

Contingent reward from the transactional leadership was often displayed by the Emirati female principals who believed that reward whether materialistic/external or emotional/intrinsic lead

followers to believe that they are appreciated and want to produce more. Intellectual stimulation was also often practiced by Emirati female principals who challenged their team members to be creative and innovative and provided them with all resources needed. They also elaborated on the importance the UAE is placing on creativity and innovation. They as well created an environment that fosters employees' continuous learning and development and formed committees that share in decision making to drive them to think critically and provide new approaches to solve issues.

Individualized consideration was highly noticed in the quantitative and qualitative results. The Emirati female principals pointed out that they are good listeners and provide the needed support to their followers. They know their subordinates well and provide advice, mentoring and coaching each according to his/her needs. They also delegate tasks according to individuals' abilities and potentials which indicates that they are aware of each one's abilities. Quantitative and qualitative data also reported that the Emirati female principals displayed idealized influence (behavior) often through materializing the vision and mission in their daily practices and behaviours as well as modelling morality, fairness and integrity. The principals put much effort to be fair to their staff.

Management by exception active was fairly displayed by the Emirati female principals. This finding was not highlighted in earlier studies as a quality of a female leader. The principals focused on clarifying rules and regulations and guiding their teams to achieve the work while observing them closely. They confirmed that they work hand in hand with their team members and refused the concept of negative reinforcement or punishment discussed by Avçi (2015) and Jones and Rudd (2008). Management by exception passive was rarely displayed as well as laissez-faire which was almost never displayed.

It can be concluded that the Emirati female principals are aware of their leadership styles which explains the resemblance between the quantitative and the qualitative results and the further explanation the qualitative results provide to understand to quantitative ones. The Emirati female principals could describe themselves as leaders who display democratic qualities while still using some autocratic characteristics depending on the situation.

The result also indicated that the Emirati female principals do not exhibit the leadership style usually displayed by their gender, a finding that contradicts most western studies that describe females as transformational leaders (Esser et al. 2018; Coronel, Moreno & Carrasco 2010; Poulson et al. 2011; Sabarhawal, Levine & D'Agostino 2017; Trinidad & Normore 2005). Quantitative results indicated that the principals displayed both transformational and transactional leadership styles but at different degrees. The results also showed that the female principals act according to situation, which implies that it is not their gender that determines their leadership style. In addition to that, the Emirati female principals confirmed that they do not conform to the descriptive gender stereotypes about leadership styles. They believed that they exhibit characteristics from both feminine and masculine paradigms which classified them as 'androgynous leaders'. They explained that combining both characteristics make them more effective.

It was also concluded that the Emirati culture is high in proactivism/ fatalism which indicated that principals set instructions and regulations and follow up on their implementation, but this dimension showed no relationship with any of the three leadership styles studied or their elements. The Emirati culture was also described as group-oriented, a dimension that proved a positive relationship with idealized influence (attribute) and individualized consideration which partially aligns with other research findings like those of Sadiq (2011).

Limited relationship/ holistic relationship dimension wasn't purposefully studied in the UAE by other researchers but some discussed the concept of personalized relationships in the work environment (Obeidat et al. 2012) or the effect of Islamic work ethics on the UAE culture (Yousef 2000). The results of this study indicated that the UAE culture emphasizes the importance of abiding by rules and regulations to organize work while still considering relationships to create a friendly atmosphere. The dimension reported no relationship with transactional leadership while it had positive relationship with intellectual stimulation, idealized influence (attribute) and inspirational motivation and a negative relationship with laissez-faire which aligns with al Mazrouei and Pech (2015).

Paternalism which was studied earlier in the UAE reported that the Emirati female principals cared for their followers and their families and supported them in different issues but to a certain

limit which aligns with O'Sullivan (2016) and partially aligns with Al Mazrouei and Pech (2015). Surprisingly, paternalism had no relationship with any element of the transformational leadership style while it had a negative relationship with laissez-faire and management by exception passive which is logical.

The quantitative result indicated that the UAE culture is almost in the middle between being generative or replicative, even though the qualitative data emphasized the new focus placed on creativity and innovation in the country. This dimension wasn't researched earlier in the UAE while there are some studies that researched creativity and innovation in the UAE (Saji & Nair 2018). This dimension reported no relationship with transactional leadership style, a positive relationship with laissez-faire which implies that the more replicative the culture is the more careless are the leaders to cause change or modify. It had negative relationship with intellectual stimulation, inspirational motivation and individualized consideration which is normal as a replicative culture do not inspire and motivate its members to think creatively, take risks and try new approaches; this is not the case of the UAE.

Power-distributed/ power-concentrated or power distance dimension of Hofstede result indicated that hierarchy is there to organize the work but not to boss others and that inside schools flat structure works more to create team spirit and collaboration. The surprising result that contradicts earlier results (Lee & Liu 2016) was that power-distributed/ power-concentrated showed a positive relationship with laissez-faire and management by exception passive while it indicated no relationship with any element of the transformational and transactional leadership styles.

The last ranking dimension was consideration/ aggression. The result does not align with Hofstede's (2017) finding that the UAE is neither masculine nor feminine. The Emirati female principals affirmed their country leaders' role in empowering women and providing them with equal opportunities as men to grow and progress. This study showed that the principals perceived their culture as more considerate than aggressive. This dimension had a positive relationship with laissez-faire and management by exception passive while it has negative relationship with all the elements of the transformational leadership which coincides with earlier studies (Wiratmadja,

Parlindungan & Sunaryo 2012) that confirmed masculinity or aggression to be a negative predictor of transformational leadership.

5.3. Limitations:

Even though this study contributed to the literature on gender and culture effects on the leadership styles of the Emirati female principals in the UAE, it still had certain limitations. Limitations can't be controlled and might have an impact on the results (Gay et al. 2009), thus they must be considered when interpreting the results.

The first limitation was accessibility. The researcher had difficulties to receive the ministry of education approval to conduct the study in the public schools. It took her more than six months to be granted the approval to send the survey via the ministry email system. This also took a while and the online responses were limited which forced the researcher to seek another approach to visit schools in person and collect the surveys; this somehow raised the number of participation.

The second limitation was the sample size of 108 Emirati female principals which is small compared to the population. This in turn limits the generalization of the results on the whole population.

The third limitation was the self-reported data. Data was collected from the principals themselves which questions the accuracy and honesty in providing responses. This might affect the way the phenomenon is reported. In addition to that the participants might provide the answers that are expected from them and not their actual views.

5.4. Research Recommendations and Implications:

After analysis of the collected data, presenting the results and discussing the four research questions, some recommendations emerged for future research in addition to some suggestions for the female principals, the policy makers and the ministry of education.

5.4.1 Research Recommendations:

First of all, the results of this study were based on self-reported data, so one of the recommendations is to also collect data from followers to compare to the principals' responses and ensure honesty and transparency. Comparison might enrich the findings, especially if the followers' perceptions revealed certain differences with what was reported by the female principals. In addition to that, having male participants as well as female would allow the researcher to identify the similarities and differences between male and female Emirati leaders' leadership styles which might confirm the findings of this study or contradict them.

Another recommendation is to have a larger sample size that would cover all the emirates and this would help to generalize the findings. A further research study can be conducted on female leaders in different sectors in the UAE and not only education and compare if female leadership styles also differ in different work fields.

The findings also probe us to think critically about educational leadership and gender and look closer into the social reality of how leaders whether female or male make sense of their leadership in the context of the UAE taking into consideration Islamic religion in addition to culture in the time of fast change and globalization.

Future research can also dig deeper into the best practices delivered by female principals and their impact on causing change, producing better student outcomes and supporting educational reform in a culture that emphasizes creativity and innovation.

5.4.2. Implications:

The ministry of education along with policy makers are supposed to take further steps to support the female principals who proved to have effective leadership style that can assist in the educational reform journey in the country. The researcher is not suggesting to have all schools run by females only, but to look at how effective principals are in achieving positive results in their role and the qualities and practices that helped.

The ministry of education is providing professional development to school principals but what is recommended is to have more targeted ones. It is advised to set a professional development plan based on a conducted needs analysis in addition to principals' evaluation reports and their performance during a period of time. A more targeted professional development will consider the

principals' individual needs and equip them with the knowledge and skills that will help them to lead effectively. It has to be holistic and comprehensive (Blaik Hourani & Litz 2019).

School administrators play a core role in implementing reform and developing school performance, as a result cluster managers who are responsible of evaluating school principals in the UAE are recommended to guide and train them to do self-evaluation to identify their strengths and weaknesses, continuously reflect and evaluate their practices, see what works better with their followers and what inspires them to ensure better productivity. They must advise school principals to work on self-development to improve their knowledge and leadership skills. They should also conduct workshops to train principals to use leadership practices that proved to be more effective and result on better outcomes and healthier work environment.

Policy makers are also advised to reconsider the centralization of decision. School principals must have more freedom in challenging or accepting any new circulation if it doesn't suit the school environment.

The findings of this study provide trainers and ministry of education members with guidance on which leadership styles young professionals might adopt based on their culture to achieve better performance in a rapid changing world.

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Appendices

Appendix A

Multifactor Leadership Questionnaire (MLQ) License

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To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright

Appendix B
Principals' Survey: Leadership Styles and National Culture Dimensions:
إستبيان مدراء المدارس: أنماط القيادة وأبعاد الثقافة الوطنية

Overview of the study: لمحة عامة عن الدراسة

Dear Participant,

The purpose of the study is to investigate the leadership styles of Emirati female educational

leader and how it is influenced by gender and culture in the context of United Arab Emirates

girls' secondary public schools. The researcher would appreciate if you take part in this study by

answering this survey which might take around 15 minutes to complete. Participants must rest

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assured that information received will be treated anonymously and with high confidentiality. Neither your name nor your school name will be identified or referred to. You have the right to discontinue your participation at any time. You will be informed of the results of the study by the end of it. For any queries about the research, you can send an email on 2015121009@buid.ac.ae

Thank you for your time and cooperation

Soulafa Al Khatib

عزيزي المشارك،

الهدف من هذا البحث هو دراسة نمط القيادة لدى القيادات التربوية النسائية في دولة الامارات وكيفية تأثره بالجنس والثقافة الوطنية في إطار مدارس الإناث الثانوية الحكومية في الإمارات.

يقّدر الباحث مشاركتك في هذا الإستبيان والذي قد يتطلب 15 دقيقة لإستكماله. كافة المعلومات سيتم التعامل معها بسرية كاملة ودون الإفصاح عن هوية المشارك. لن يتم الإشارة إلى إسم المدرسة أو إسم المشارك.

يحق لك التوقف عن المشاركة في هذه الدراسة في أي وقت. يمكنك الإطلاع على نتائج البحث فور إنتهائه. إن كان لديك أي إستفسار يرجى توجيهه إلى

2015121009@buid.ac.ae

شكراً جزيلاً لوقتكم وتعاونكم

سلافة الخطيب

Section 1: General Information معلومات عامة

Select the appropriate answer: إختر الجواب المناسب

1. What is the highest degree you received? ما هو مؤهلك التعليمي الأعلى؟
   a. High School ثانوية عامة
   b. Bachelor Degree شهادة بكالوريوس
   c. Master Degree شهادة ماجستير
   d. Doctorate Degree شهادة دكتوراه

2. What is your age range? ما هو عمرك؟
   a. Less than 25 years أقل من 25 سنة
   b. 25-35 years 25-35 سنة
   c. 36-45 years 45-36 سنة
   d. 46-55 years 46 55 سنة

e. 56 years and above 56 سنة وأكثر

3. How many years of experience you have as a principal? ما هي عدد السنوات التي شغلتها كمديرة؟
   a. Less than 1 year   أقل من سنة
   b. 1 year   1 سنة
   c. 2-5 years   2-5 سنة
   d. 6-10 years   6-10 سنة
   e. More than 10 years. Specify: ----------   ---------------- حدد: أكثر من عشر سنوات .

4. How many years of experience do you have as principal in the current school?

كم عدد السنوات التي شغلتها في منصب مدير في هذه المدرسة؟
   a. Less than 1 year   أقل من سنة
   b. 1 year   1 سنة
   c. 2-5 years   2-5 سنة
   d. 6-10 years   6-10 سنة
   e. More than 10 years. Specify: ----------   ----------- حدد: أكثر من عشر سنوات.

Section 2: Leadership Style

The list of statements in the following table describes your leadership style as you perceive it. Please answer all items on the questionnaire. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Thirty six descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean any staff member or all staff members in your team.

البيانات الوصفية في الجدول تصف نمطك القيادي. الرجاء الإجابة عليها جميعاً إن كان أي منها غير مناسب، أم كنت غير متأكد من الإجابة الرجاء ترك الإجابة فارغة.
36 بياناً وصفياً مدرجاً في الصفحات التالية. الرجاء الإجابة عليها بتحديد مدى ممارستك لكلٍ منها. كلمة "الغير" تعني أي عضو من الفريق.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always				
ابداً 0	نادراً 1	أحياناً 2	غالباً 3	في كثير من الأحيان إن لم يكن دائما 4				
I provide others with assistance in exchange for their efforts. أقدم المساعدة للغير مقابل جهودهم				0	1	2	3	4
I re-examine critical assumptions to question whether they are appropriate. أعيد التفكير في فرضيات بيئة العمل المدرسية للتأكد من أنها مناسبة				0	1	2	3	4
I fail to interfere until problems become serious. لا أتدخل حتى تصبح المشكلات جادة				0	1	2	3	4

I focus attention on irregularities, mistakes, exceptions, and deviations from standards. أركز إنتباهي على المخالفات، الأخطاء، الإستثناءات، والأمور الخارجة عن المعايير.	0	1	2	3	4
I avoid getting involved when important issues arise. أتجنب التدخل عند ظهور أمور مهمة.	0	1	2	3	4
I talk about my most important values and beliefs. أتحدث عن أهم قيمي ومعتقداتي.	0	1	2	3	4
I am absent when needed. لا أتواجد عند الحاجة.	0	1	2	3	4
I seek differing perspectives when solving problems. أسعى إلى تبني وجهات نظر مختلفة عند حل المشاكل.	0	1	2	3	4
I talk optimistically about the future. أتحدث عن المستقبل بتفاؤل.	0	1	2	3	4
I instill pride in others for being associated with me. أعزز إفتخار الغير بأنفسهم كونهم مرتبطون بي.	0	1	2	3	4
I discuss in specific terms who is responsible for achieving performance targets. أناقش بدقة من هو المسؤول عن تحقيق أهداف العمل.	0	1	2	3	4
I wait for things to go wrong before taking action. أنتظر حتى تحدث الأخطاء قبل أن أتخذ أي إجراء.	0	1	2	3	4
I talk enthusiastically about what needs to be accomplished. أتحدث بحماس عما يجب إنجازه.	0	1	2	3	4
I specify the importance of having a strong sense of purpose. أركز على أهمية وجود شعور قوي نحو الأهداف والغايات.	0	1	2	3	4
I spend time teaching and coaching. أمضي الوقت بالتعليم والتدريب.	0	1	2	3	4
I make clear what one can expect to receive when performance goals are achieved. أوضح المردود المتوقع أن يلقاه الفرد عند تحقيقي الأهداف.	0	1	2	3	4
I show that I am a firm believer in "If it ain't broke, don't fix it". أبين بأنني أؤمن بشدة بمقولة: إن لم يكن مكسور، لا تصلحه.	0	1	2	3	4
I go beyond self-interest for the good of the group. أتجاوز مصلحتي الشخصية مقابل مصلحة المجموعة.	0	1	2	3	4
I treat others as individuals rather than just as a member of a group. أعامل كل فرد كشخص متميز وليس مجرد فرد في المجموعة	0	1	2	3	4
I demonstrate that problems must become chronic before I take action. أظهر بأن المشاكل يجب أن تصبح مزمنة قبل إتخاذ أي إجراء .	0	1	2	3	4
I act in ways that build others' respect for me. أتصرف بطرق تبني احترام الآخرين لي .	0	1	2	3	4
I concentrate my full attention on dealing with mistakes, complaints, and failures. أركز جل اهتمامي على التعامل مع الأخطاء والشكاوى والإخفاقات .	0	1	2	3	4
I consider the moral and ethical consequences of decisions. أخذ بعين الإعتبار التبعات الأخلاقية والمعنوية للقرارات.	0	1	2	3	4
I keep track of all mistakes. أقوم بتتبع جميع الأخطاء.	0	1	2	3	4
I display a sense of power and confidence. أظهر شعوراً بالقوة والثقة بالنفس.	0	1	2	3	4

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
ابداً 0	نادراً 1	أحياناً 2	غالباً 3	في كثير من الأحيان إن لم يكن دائما 4

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I articulate a compelling vision of the future. أتكلم بوضوح عن رؤية مقنعة للمستقبل.	0	1	2	3	4
I direct my attention toward failures to meet standards. أوجه إنتباهي للإخفاقات بتحقيق الأهداف.	0	1	2	3	4
I avoid making decisions. أتجنب إتخاذ القرارات.	0	1	2	3	4
I consider an individual as having different needs, abilities, and aspirations from others. أعتبر بأن لكل فرد إحتياجات، قدرات وتطلعات خاصة مختلفة عن غيره من المدرسين.	0	1	2	3	4
I get others to look at problems from many different angles. أجعل الغير ينظرون إلى المشاكل من عدة زوايا مختلفة.	0	1	2	3	4
I help others to develop their strengths. أساعد الغير على تطوير مواطن القوة لديهم.	0	1	2	3	4
I suggest new ways of looking at how to complete assignments. أقترح طرق جديدة للنظر في كيفية إتمام المهام.	0	1	2	3	4
I delay responding to urgent questions. أؤجل الرد على الأسئلة الملحّة.	0	1	2	3	4
I emphasize the importance of having a collective sense of mission. أؤكد على أهمية وجود شعور جماعي برسالة المدرسة المراد تحقيقها.	0	1	2	3	4
I express satisfaction when others meet expectations أعرب عن رضائي عندما ينجز الغير ما هو متوقع منهم.	0	1	2	3	4
I express confidence that goals will be achieved أظهر ثقة بأن الأهداف سوف يتم تحقيقها.	0	1	2	3	4

Section 3: National Culture Dimensions أبعاد الثقافة الوطنية

Use the following rating scale to tell whether you agree or disagree with the statements:
إستخدم المقياس التالي لتظهر إلى أي حد توافق مع كل أمر من الأمور التالية.

SA: Strongly Agree أوافق بشدة	**A**: Agree أوافق	**N**: neutral محايد	**D**: Disagree أوافق	**SD**: Strongly Disagree لا أوافق بشدة

Statement	SA	A	N	D	SD
It is important to explain job requirements and expectations in details for staff to know what is expected from them. من الضروري توضيح المتطلبات والتعليمات الوظيفية بشكل تفصيلي ليتمكن العاملون من عمل ما يتوقع منهم.					
A principal expect staff to follow instructions and procedures. يتوقع المدير من العاملين إتباع التعليمات والإجراءات بدقة.					
Rules and regulations are important as they inform the staff what the school expects them to do. القواعد واللوائح مهمة لأنها توضح للعاملين ما تتوقعه المدرسة منهم.					
Standard operating procedures are helpful to staff in their work. معايير تسيير العمل ضرورية للعاملين في أداء عملهم.					
Instructions for operations are important for staff to perform. تعليمات تسيير العمل ضرورية للعاملين في أداء عملهم.					
Group welfare is more important than individual rewards. رفاهة المجموعة أكثر أهمية من المكافآت الفردية.					
Group success is more important than individual success.					

نجاح المجموعة أكثر أهمية من النجاح الفردي.					
Being accepted by the members of your work group is important. قبول الفرد كعضو ة مهم جداً.					

Statement	SA	A	N	D	SD
Staff should only pursue their goals after considering the group welfare. يجب على العاملين العي نحو تحقيق أهدافهم فقط بعد الأخذ بعين الإعتبار المصلحة العامة للمجموعة.					
A principal should encourage group loyalty even if individual goals suffer. على المدير تشجيع الولاء للمجموعة حتى ولو كان ذلك على حساب الأهداف الفردية.					
Individuals might be expected to give up their goals in order to ensure group success. قد يكون التخلي عن أهداف الأفراد متوقعاً لتحقيق نجاح المجموعة.					
A principal must make most decisions without consulting subordinates. يجب على المدير إتخاذ معظم القرارات دون استشارة العاملين.					
It is frequently necessary for a principal to use authority and power when dealing with staff. في كثير من الأحيان يكون إستخدام مدير المدرسة للسلطة والقوة عند التعامل مع العاملين ضرورياً.					
A principal should rarely ask for the opinions of staff. يجب على المدير أن لا يطلب آراء العاملين إلا نادراً.					
A principal should avoid off-the-job social contacts with staff. يجب على المدير تجنب التواصل الإجتماعي مع العاملين خارج نطاق العمل.					
Staff should not disagree with management decisions. يجب على العاملين أن لا يعترضوا على القرارات الإدارية.					
A principal should not delegate important tasks to staff. يجب على المدير أن لا يفوّض العالمين القيام بأعمال مهمة.					
Meetings are usually run more effectively when chaired by a man. عادةً ما تكون الإجتماعات أكثر فعالية عندما يترأسها رجل.					
It is more important for men to have a professional career than it is for women. أن يكون للرجل مسيرة مهنية أكثر أهمية من أن تكون للمرأة مسيرة مهنية.					
Men usually solve problems with logical analysis while women usually solve problems with intuition. عادة ما يستخدم الرجال التحليل المنطقي في حل المشكلات بينما تستخدم النساء حدسهن في الحل.					
Solving school problems usually requires active, forcible approaches which are typical of men. عادة ما يتطلب حل المشاكل المدرسية نهجاً ناشطاً وصارماً وهذا من طبيعة الرجال.					
It is preferable to have a man in a high level position rather than a woman. من المفضل أن يحتل المناصب العليا رجل وليس إمرأة.					
A principal must accept innovative ideas from staff. على المدير أن يتقبل الأفكار الإبداعية المطروحة من قبل العاملين.					
A principal must implement strategies that were used in previous years. على المدير تطبيق الإستراتيجيات عينها التي إتبعت في السنوات السابقة.					
A principal shouldn't allow staff to adopt new strategies. على المدير عدم السماح للعاملين استخدام إستراتجيات جديدة.					
A principal must address problems with different staff members in different ways, على المدير معالجة مشاكل العاملين بطرق مختلفة تتناسف مع إختلافهم.					
Rules should apply to all staff members regardless of their position or performance. يجب تطبيق القوانين على جميع العاملين بغض النظر عن مناصبهم أو أدائهم.					
A principal should use his/her authority to solve a problem. على المدير إستخدام سلطته في حل المشكلات.					
A principal should make compromises to resolve conflicts					

	على المدير تقديم التنازلات لحل النزاعات.					
A principal should help staff with their family problems. على المدير مساعدة العاملين في حل مشاكلهم العائلية						
A principal should help staff in solving their personal problems. على المدير مساعدة العاملين في حل مشاكلهم الشخصية.						
A principal should treat staff as they would treat their families. على المدير الإعتناء بالعاملين كأنهم أفراد من عائلته.						

Participation in an interview:

المشاركة في مقابلة:

The researcher would like to conduct an interview with principals later to discuss the surveyed topics. Please provide your contact details below if you would like to be interviewed. Rest assured that all collected data will be treated anonymously and with maximum confidentiality.

يرغب الباحث بإجراء مقابلات مع مدراء المدارس لمناقشة المواضيع المذكورة في هذا الإستبيان. إذا كنت ترغب في المشاركة الرجاء تزويدنا بالبيانات أدناه. يرجى التأكد أن جميع المعلومات سيتم التعمل معها بمنتهى السرية والخصوصية.

Email address:

Mobile Phone Number:

Appendix C

Consent Form

Dear Participants,

Please read the consent form below and then choose if you agree or disagree to take part in it.

Study Title: Emirati Women and Educational Leadership: An Analysis of the leadership Styles of Emirati Female Secondary School Principals

Study Purpose: The study will investigate the influence of gender and culture on the leadership style of secondary school Emirati female principals, as educational leaders

- The study has been explained to me and my questions about it have been answered.
- I understand how I should fill the survey.
- I understand what will happen during the interview and observation if I was chosen to participate in them and I know what is expected from me.
- I have been informed that participation is voluntary and I have the right to discontinue my participation in the study at any time.
- I have been informed that all information will be treated anonymously and confidentially.
- It has been explained to me that the researcher might use my exact words while discussing the findings of the study. I have been reassured that my words would be anonymous and I can decide whether to permit their usage or not.

I agree to participate in this study.	Yes	No
I permit the usage of my words in this study.	Yes	No

Participant's Name: --

Participant's Signature: --

Date: ---

Thank you for your support,

Soulafa Al Khatib

Appendix D: Semi-Structured Interview Questions (English & Arabic)

Principals' Interview Guide

1. Tell me briefly about your journey as a leader.
2. What motivated you to become an educational leader?
3. What type of support did you receive during your journey? Which ones you consider to be beneficial?
4. Did you face any barriers on your path to leadership?
5. How do you describe your leadership style?
6. What impact does your role as a leader have on your followers? How do you motivate and inspire your followers?

7. How do you reward your staff members? Is there a clear rewarding system? How do staff members know what is expected from them?

8. How do you follow up on work? What happens if a problem arises? How and when do you solve it? If staffs are not following instructions or not being committed what do you do?

9. How do you communicate the vision, mission and goals and share your values and beliefs? How do you encourage staff members to be committed to attaining goals?

10. How do you describe your relationship with your followers? Do you get involved in personal issues?

11. How do you perceive your experience as a female leader?

12. Do you see differences between male and female leaders?

13. Do you think that the UAE culture has supported you or hindered your progress in your path to leadership?

14. Does the educational policy in the UAE contribute in any way to support women in educational leadership? Explain

15. How do you accept change? What is your reaction to it?

16. Do you stress on self actualization or group progress? Why?

17. Do you believe in hierarchy of organization or flat structure? Why? How is decision taken in your school?

18. Do you use power when dealing with your staff members?

19. How do you describe the UAE culture in terms of innovation? Do you develop your own creative ideas or you adopt from other cultures?

دليل مقابلة مدير المدرسة

أخبريني بالمختصر عن مسيرتك كقيادي تربوي.

ما الذي حفزك لتصبحين قيادي تربوي؟

ما نوع الدعم الذي حصلتي عليه خلال مسيرتك؟ وأي منهم كان مفيدا لك؟

هل واجهتي أي عقبات خلال مسيرتك للقيادة التربوية؟

كيف تصفين نمط القيادة لديك؟

ما هو تأثير دورك كقيادي على أتباعك؟ كيف تحفزينهم وتلهمينهم؟

كيف تكافئين موظفيك؟ هل هنالك نظام مكافآت واضح؟ كيف يعرف الموظفون ما هو متوقع منهم؟

كيف تتابعين العمل؟ ماذا يحدث إذا نشأت مشكلة؟ كيف ومتى تحلينها؟ إن لم يتبع الموظفون التعليمات، ماذا تفعلين؟

كيف توصلين الرؤية والرسالة والأهداف وتبادل القيم والمعتقدات الخاصة بك؟ كيف تشجعين الموظفين على الإلتزام بتحقيق الأهداف؟

كيف تصفين علاقتك مع تابعيك؟ هل تتدخلين في المشكلات الشخصي؟

ما هو فهمك وإدراكك لتجربتك في القيادة كإمرأة؟

هل ترين إختلافات بين القادة الذكور والإناث؟

هل ثقافة الإمارات دعمت أم أعاقت تقدمك في مسارك للقيادة؟

هل السياسات التربوية في الامارات تساعد على دعم قيادة المرأة؟ كيف؟

كيف تتقبلين التغيير وما ردة فعلك عليه؟

هل تركزين على تحقيق الذات ام تقدم المجموعة؟ ولماذا؟

هل تؤمنين بالتسلسل الهرمي ام بالبناء المسطح؟ ولماذا؟

هل تستخدمين السلطة عند التعامل مع موظفيك؟

كيف تصفين الابتكار في الامارات؟ هل تطورون افكاركم الإبداعية ام تقتبسون من الثقافات الأخرى؟

Appendix E: Observation Protocol

Date: --

Time: --

Length of Activity: ------------------- hours/minutes.

Participant's code: -----------------------------------

Descriptive Notes	Reflective Notes
Setting	Observer's interpretations of certain behaviors and responses. Observation of non-verbal behaviors. Comparison of behavior to leadership styles components.

Description of participants' actions, activities and behaviors. People engaged in the activities Sequence of events Interactions with others Unplanned events Decision taken People involved in decision making if any Participants' words written in quotes	Observer's interpretations of certain behaviors and responses. Observation of non-verbal behaviors. Comparison of behavior to leadership styles components.
Actions and behaviors that stand	Observer's interpretations of certain behaviors and responses. Observation of non-verbal behaviors. Comparison of behavior to leadership styles components.

Appendix F: University Letter

10/3/2017

Ministry of Education
Dubai, UAE

This is to certify that Ms.SOULAFA AHMAD AL KHATIB with Student ID number 2015121009 is a registered part-time student in the Doctor Of Education offered by The British University in Dubai since September 2016.

Ms. AL KHATIB is currently collecting data for her thesis (Emirati Women and Educational Leadership: An Analysis of the leadership Styles of Emirati Female Secondary School Principals).

She is required to gather data through conducting Surveys and Interviews that will help her in writing the final thesis. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms.AL KHATIB's request.

Yours sincerely,

Amer Alaya
Head of Student Administration

PO Box 345015 · Block 11 Dubai International Academic City Dubai U A E · T +971 4 279 1400 · F +971 4 279 1490
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