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**Uncovering the Successful Leadership Style and the  
Reasons along with the Impacts of its Success in Band A  
Rated Abu Dhabi Schools: A Study Conducted on  
Outstanding and Very Good Private Schools in Abu Dhabi**

الكشف عن أسلوب القيادة الناجح وأسباب نجاحه في مدارس أبوظبي لتصنيف  
باند أ: دراسة أجريت على مدارس خاصة ممتازة وجيدة جدا في أبوظبي

by

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**Dissertation submitted in fulfilment  
of the requirements for the degree of  
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at

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## **Abstract**

This research has the aim of uncovering the successful leadership style and the reasons along with the impacts of its success in Band A rated Abu Dhabi schools. This aim was selected due to there being little to no relevant studies in such cultural and specific contexts. It investigated what the most successful and frequent leadership characteristics are present in school leaders of school rated as Band A (Outstanding, Very Good). These characteristics matched well with the characteristics presented in the Multifactor Leadership Questionnaire (MLQ) including Idealised Influence, Inspirational Motivation, Intellectual Stimulation, Individualised Attention, Contingent Reward, Management-by-Exception, Laissez-Faire.

The study would aim to collect its own primary data via conducting a two part online survey and complement it with ADEK's thorough and very detailed but albeit secondary source reports.

The survey was formed of two sections. The first was a five point Likert-scale based mainly on Multifactor Leadership Questionnaire Form which served to not only supply quantitative data but also to characterise the leadership style of the school principal and as it was completed by both the leaders and their staff (with slight differences in the surveys) the results proved to be interesting. The second part was composed of open-ended questions which were added mainly to allow more nuance and character to seep through and add colour to the study and its findings. Both these sections address and pour into the aims of this study.

According to the ADEK inspection reports, the most frequently successful leadership styles was the mixture of inspirational and transformational leadership styles.

Finally, both the ADEK inspection reports and the survey data agreed that mainly the most important characteristics for school improvement to reach Band A rating was definitely those of transformative along with the features of inspirational leadership and features like Playing as a Team, The Achievement of Desired Results, The Constant Monitoring and Follow Through, The Implementation of the Shared Vision, The Continual Development of Followers, The Creation of a Shared Vision.

## ملخص

كشفت هذا البحث عن أسلوب القيادة الناجحة والأسباب التي أدت إلى نجاحه في مدارس أبوظبي من تصنيف الفئة أ. لقد بحثت في أكثر خصائص القيادة الناجحة والمتكررة في قادة المدارس بالمدارس التي تم تصنيفها على أنها من الفئة أ (رائع ، جيد جداً). تتوافق هذه الخصائص بشكل جيد مع الخصائص المعروضة في استبيان القيادة متعدد العوامل والتي منها الانتباه الفردي ، والمكافأة ، والإدارة الاستثنائية بما في ذلك التأثير المثالي، والدافع الملهم، والتحفيز الفكري المثالي، والتحفيز الفكري.

ومع ذلك، قدمت بيانات الاستبيان الذي أجرته أيضاً تحذيراً حتى للقادة المتميزين من الفئة أ حيث بلغت بعض العوامل مثل التحفيز

الفكري والاعتبار الفردي للتابعين ذروتها حال تحقيق المدرسة لتصنيف الفئة من خلال استخدام مزيج بين أسلوب القيادة ويجب ان تنبه القادة ٢٠٠٧ الملهمة والتحويلية. وهذه النتيجة مدعومة بنتائج الأبحاث السابقة في المجال مثل بحث ويب أن لا يتقاسوا في هذه النقاط. ولقد بحثت أيضاً العلاقة بين وجود قائد متميز و تصنيف المؤسسة التعليمية في العوامل الخمسة الأخرى التي يستخدمها دائرة التعليم والمعرفة في أبوظبي، حيث أكدت نتائج الاستبيان قوة هذه العلاقة ومثانتها

ووفقاً لتقارير دائرة التعليم والمعرفة في أبوظبي ونتائج الاستبيان ثبت ان انجح أسلوب للقيادة هو مزيج بين القيادة الإلهامية والقيادة التحويلية

و المدير الناجح يجب ان يتصف بالتأثير المثالي، التحفيز الفكري، مراعاة الفروق الفردية والمكافأة المشروطة إلى جانب ميزات القيادة الملهمة مثل العمل كفريق واحد، المتابعة المستمرة وتنفيذ الرؤية المشتركة و التطوير المستمر لجميع أفراد المؤسسة.

وأخيراً وجدت علاقة ترابط قوية في جميع المدارس التي تناولها البحث " سواء كانت المدرسة من الفئة أ أو لا" بين وجود قائد متميز والتقييم الإيجابي للمدرسة في بقية النواحي من قبل دائرة التعليم والمعرفة في أبوظبي. وهذا يعني ان تغيير المدراء انفسهم أو التغيير في نمط إدارتهم يلعب دوراً مهماً في تحسين تقييم مدارسهم من قبل دائرة التعليم والمعرفة في أبوظبي

## **Dedication**

This dissertation is lovingly dedicated to my family who mean the world to me.

It is also dedicated to every educational leader in Abu Dhabi with the wish that it may be of use or help in their jobs and constant reforming and improvement.

## **Acknowledgement**

To begin with, I thank Allah almighty for granting me the energy to complete this paper.

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### **List of Abbreviations**

ADEK	Abu Dhabi Department of Education and Knowledge
KHDA	Knowledge and Human Development Authority.
AD	Abu Dhabi
MOE	Ministry of Education
MRG	Management Research Group
OECD	Organization for Economic Co-operation Development
UAE	United Arab Emirates
MFLF	Multi-factor Leadership Form

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## **Chapter 1: The Introduction**

### **1.1 The Background**

This study aims to uncover the successful leadership style and the reasons along with the impacts of its success in Band A rated Abu Dhabi schools. The study is conducted on outstanding and very good private schools in Abu Dhabi and it relies on triangulating data from ADEK inspection reports along with data from school leaders (principals and heads of departments) along with followers / staff in those schools. It is done after the realisation that out of the 229 private schools under ADEK only 30 have reached Band A on an ABC scale. Thus, the researcher aims to extract the lessons from the model of these schools to share with other school leaders under ADEK in the hopes that they may be of use to them in their continual quest for improvement in today's ever evolving educational climate.

The UAE's envisions a future where education is a top priority of its information-driven economy. Hence, the UAE's education aims to be considered as on a par with the best in the world and to play a vital role in the country's development. From this is understood the significant focus on education in the UAE's plans such as in vision 2021. Vision 2021 is an action-based plan to advance and to enhance the U.A.E. as a country in all key sectors including education. Vision 2021 was announced in 2006 under the patronage and support of by His Highness Sheikh Mohammad bin Rashid Al Maktoum, ruler of Dubai and the Prime Minister of the UAE. Since then, progress towards these goals has advanced through various phases in leaps and bounds and at a dizzying pace towards the set goals in vision 2021.

To implement this vision, two main agencies were established in 2006: The Abu Dhabi Department of Education and Knowledge (ADEK) responsible for the emirate of Abu Dhabi and the Knowledge and Human Development Authority (KHDA) responsible for the emirate of Dubai. They follow up on the progress of schools via regular inspection.

The inspection of private school in Abu Dhabi started in 2008. The inspection network extended to include all private schools by 2011. The results are released every second year to pinpoint in which areas should the schools focus their improvement and reform efforts for better results and ratings by the inspecting authority. The schools are inspected every 18 to 24 months. The duration of the inspection itself varies from 3 up to 5 days. Afterwards, a detailed report outlining the inspected school's thorough assessment by the inspectors is published online on the



authorities' website. Then the school is given a certain rating within the framework of the UAE inspection guidelines. There are six ratings used as part of the UAE-wide inspection process. These are Outstanding, Very Good, Good, Acceptable, Weak and Very Weak. (ADEK, 2018 P.9).

The results of the most up to date ADEK inspection and statistics (2016-2017) of private schools in Abu Dhabi came out with certain conclusions. A total of 191 private schools took part in this inspection distributed between Al Dhafra, Al Ain and Abu Dhabi. These private schools have a total of 241,000 students which are 65% of the UAE's student population along with 14,570 teachers and 8,119 management staff. The report concludes that the private schools have shown steady growth in both their capacities and student enrolment.

The ADEK inspection framework for the academic year 2017-2018 displays that the various emirates in the UAE have strived in an independent manner towards reforming their schools. The report also stressed the need for establishing an inter-emirate standardized approach towards school inspection strategies and methodology. It is suggested that this be done via combining the sum of all experience gathered up to date into one comprehensive strategy. This is recommended in order to ensure that all emirates move towards the goals stated in Vision 2021 at a uniform pace (ADEK, 2018). The laborious effort given by schools to reach the goals set for them by inspecting authorities such as goals for vision 2021 is evident in the latest improved inspection results by ADEK displays clearly (Report, 2018).

Yet, how will the UAE measure reform in its schools? The targets set in vision 2021 for example display the UAE's tendency to measure the progress of school reform via measuring the performance and achievement of their students. A look at the literature suggests that this approach is highly complemented by expert and experienced leadership whose fruit are very positive school improvement (Marzano, Waters, & McNulty, 2005). The vision of the leadership alongside their philosophy and style of leadership affect greatly the chances of a school's successful reform (Soini, Pietarinen & Pyhältö 2016).

Nevertheless, the impact of a certain school's leadership is indirect rather than direct on the achievement displayed students. That is due to the fact that teachers act as a buffer and intermediary in the educational process between the leadership and the pupils. As such, a successful leader would have to grow and foster an environment and culture in the school where

teachers view goals, such as those of vision 2021, as their target and are motivated to achieve them on time (Berends et al. 2010). Not enough significant research has been done in the field to look for the tools and methods in which a certain leadership can implement to better visibly and actually the quality of education their schools provide (Soini, Pietarinen & Pyhäntö 2016).

In this research paper, I aim to investigate the diverse and various techniques, strategies and methods that school leaders in Abu Dhabi have resorted to in order to significantly improve or maintain their school's performance. It also aims to uncover the beliefs that these leaders hold when it comes to which practices are most helpful and what are useless in the process of school improvement. The roles of other various factors that may influence the results of this research will be taken into consideration to keep the results of this study valid.

This research paper will take the qualitative route by implementing the methods of the grounded theory. Interviews along with surveys and ADEK's reports will be used as the main primary sources of data and information in this study. Abu Dhabi school leaders from selected schools that have earned the highest rating conferred by ADEK (Outstanding) will be contacted and interviewed. A survey will be given to their teaching staff. The researcher lives in Abu Dhabi and thus will conduct the interviews personally with the principals of these private sector schools.

This research paper will focus on taking its sample on schools from the private sector and will exclude completely schools from the public sector. That is due to the fact that public sector schools receive all their strategies directly from the education ministry and thus the school leaders cannot and do not have to take any significant decision regarding the reform of their schools (Al-Taneiji & McLeod 2008). This is in contrast to the private sector schools. In these schools, leaders have very significant autonomy and take independent decisions.

What follows are some of the details the author sees fitting to disclose about his background that are relevant to the study undertaken herein. The author has an experience in the UAE field of education and leadership of more than 23 years across many schools especially in Abu Dhabi. Throughout this vast time period, the author has witnessed many educational reforms and their methods along with their effects. With the goals outlined in Vision 2021, a refreshed and new wave in the series of continuous reforms is sweeping all private schools in the UAE and especially in the capital city of Abu Dhabi. The author believes such a thorough and intimate

background with the subject of study is not only a significant bonus but a requirement especially given that research on this topic of reforming schools in Abu Dhabi and the UAE is still lacking (Soini, Pietarinen & Pyhältö 2016).

Ideally, all schools should be able to improve and reach a Band A rating by ADEK. Unfortunately, only 30 out of 229 schools under ADEK have achieved that in the most recent inspection cycle (2018-2019).

The literature shows (Poekert, 2012) that leadership is the essential and core factor in improving all other indicators of performance in school improvement. Yet, the material and literature that studies this in the context of Abu Dhabi under ADEK's evolving and modern vision are scarce and in between. This study aims to be a first step and door opener for further studies into this topic by studying a sample of those Band A schools via triangulating data from ADEK's inspection reports with the data from school leaders (both principals and heads of departments) along with the staff / followers under the leadership of aforementioned school leaders.

## **1.2 The Problem Statement**

The author of this paper is an active educator and plays an important role amidst the sweeping reforms taking place at her educational institution and the UAE at large. Henceforth, it is of utmost interest and importance to both the researcher and all those in the field to research and figure out the best practices possible for the most satisfying results in the shortest time possible and hence the most efficient methods and strategies employed. Throughout the author's vast experience, she has been active in both the functions of instruction and leadership of educators. In addition to that, as a witness to the many reforms that the UAE underwent, the author saw the difficulty which many school leaders faced in finding helpful guidance throughout this tumultuous process.

Under the supervision of the Ministry of Education and ADEK, the educational reforms implemented via the inspection system rated schools and published these ratings to the public. This led many school leaders to take as their major and sometimes only goal thus was to improve their public rating from each inspection cycle to the next. Out of the many conversations the author had with many school leaders in Abu Dhabi, she sensed that their main question and topic of interest was to acquire and implement any better method or strategy they come across if it meant a positive increase on their ADEK public rating or better quality of education to their

pupils. This concern is especially palpable if the reader keeps in mind that these schools operate in the competitive private sector where higher ratings translate into increased attractiveness for better teaching staff, better pupils and better management staff. Thus, schools that manage to reform successfully and get ahead may expect a good reward for their efforts and even increased returns and earnings in the form of more and higher tuition fees per student.

In a display of good will, many leaders were trying to emulate the rubric given in the inspection framework as a method to improve their school's rating. The results in reality and the researchers agree that this approach is in itself not enough. That is because leaders' responsibilities are complex. The leaders are supposed to balance the reform ongoing in the school with maintaining or increasing the goodwill with outsider forces such as parents, school owners and local authorities which is a very demanding job. In effect, leaders aiming to be rated as outstanding would have to foster a spirit of teamwork amongst instruction staff and teachers, build a welcoming and encouraging environment of learning whilst keeping heart and centre the goals of Vision 2021 and their students' motivation to achieve better results (Ganon-Shilon & Schechter 2018).

The author herself plays key roles in both instruction and school leadership and thus has a more balanced or realistic understanding of the entire educational process and thus believes she can offer an interesting perspective in this study. In this study, she will examine closely the methods and moves implemented by leaders of outstanding schools to achieve such astounding progress on their way to realizing the targets of UAE vision 2021. The study will employ all practically possible methods including in person interviews where the researcher will have an open discussion guided by key inquiries with leaders of outstanding schools as a way to extract their secret for their success.

### **1.3 The Research Aim and Objectives**

This research has the aim of uncovering the successful leadership style and the reasons along with the impacts of its success in Band A rated Abu Dhabi schools. This aim was selected due to there being little to no relevant studies in such cultural and specific contexts. The research objectives are as follows:

1- To investigate what the most successful and frequent leadership characteristics are present in school leaders of school rated as Band A (Outstanding, Very Good) ?

2- To investigate the link between having an outstanding school leader and rating in other 5 performance indicators (used to measure school improvement and progress by ADEK) ?

3- To investigate whether the literature's best practice advice work as is in the cultural and legislative context of ADEK's Abu Dhabi or whether some tweaks or modifications are required and what they are?

#### **1.4 The Research Questions**

In this paper, the main methods employed by the researcher would include the careful analysis of the practices and strategies by school leaders of a good selection of international private schools rated in band A (outstanding or very good) by ADEK in Abu Dhabi. They would also encompass surveys and with leaders of these schools who understand and agree to take part in the study. This will help extract the main lessons and concepts from their vast and diverse experiences and backgrounds.

The main questions on which many other branching and explanatory questions would be directed and a rigorous and scientific answer to the questions below would be sought by the researcher in this piece of scholarly pursuit are as follows:

1- To determine what leadership style was evaluated as most successful by ADEK (Irtiqa'a) in the most recent round of inspections (2018-2019).

2- What factors should be present in and make up the Band A (outstanding, very good) leader (both principal and head of department) in Abu Dhabi schools?

3- To what extent is a successful leader behind the outstanding rating of his school by ADEK and is there a significant relationship between the two?

I would attempt to answer these questions via triangulating and analysing data from ADEK inspection reports (Irtiqa'a), data collected via special survey questionnaire from school leaders

(principals and heads of department) along with staff / followers. Staff and Leaders each receive a slightly different survey questionnaire but both survey questionnaires are based on the Multifactor Leadership Form (MFLF).

### **1.5 The Purpose Statement**

A statement of purpose should aim to point out the goal of the study conducted along with the expected achievement to be made in mind (Casewell, 2014). As far as this study is concerned, its purpose is to uncover and identify the leadership personalities that thrive in the constantly reforming and improving Abu Dhabi educational environment. Then it aims to distill the methods and reasons for their success and it aims to also grope at why their successful leadership styles and characters lead to their schools reaching or maintaining the outstanding rating conferred to them by ADEK.

### **1.6 The Rationale of the Study**

Since the establishment of ADEK and KHDA there has been a significant tendency towards educational reform in Abu Dhabi and the UAE at large. This is reflected in the educational community and its reaction towards the continuous inspections launched by MOE and ADEK and whose results are made public for all stakeholders in the educational process to view and analyse. These effects and ramifications impact decision makers in the UAE who take into account the results of agencies such as KHDA and ADEK in their planning for the future, especially given the fact that the maximum allowed tuition fees are determined by the results of these inspections (Alkutich, 2015). This leads to a focus on outcomes and measurement of performance criteria on school managements (Warner et Burton, UAE Public Policy Forum 2017).

The main significance of this study is to contribute not only to the literature and theory of educational leadership in the UAE but also to the everyday practice of leadership in Abu Dhabi. This study would achieve its theoretical aims via filling a gap in the educational literature about what types of leadership are most suitable to achieve outstanding and very good according to ADEK ratings and inspections reports. It plans on doing this via studying a sample of these

outstanding schools and analysing their leader's performance and style in a way that stimulates and encourages future researchers to expand more on the topic and start a fruitful conversation. Its practical aspect is to be most quickly recognized by school managements and leaders seeking to improve the ADEK rating of their school in the coming years and to meet the worldwide standards and goals set for quality education. It may also aid schools and professional development centres in crafting more tailored and nuanced training programs for Abu Dhabi school leaders that takes into account not only the perspective of ADEK but also the point of view of leaders active in the same environment and under the same special sociocultural conditions in Abu Dhabi. The study is of especial importance given the fact there are more than 180 private schools in Abu Dhabi but only a few are rated as outstanding and thus there is significant room for improvement.

This study would contribute to the field by pointing to a glaring gap, only 30 out of 229 schools under ADEK have achieved that in the most recent inspection cycle (2018-2019), and being the first effort and attempt at trying to abridge it and investigate what Band A schools do differently. As such, it hopes to start a conversation in the literature especially that the local literature is somewhat lacking in studies on how to improve under the ADEK educational and legislative and UAE cultural settings. It aims to do that by triangulating data from ADEK's inspection reports with the data from school leaders (both principals and heads of departments) along with the staff / followers under the leadership of aforementioned school leaders.

### **1.7 The Structure of the Dissertation**

This present paper is divided into mainly five prominent chapters. The first chapter is to be the general introduction to the topic under study in this paper. This first chapter begins by presenting the related background, discusses the research questions, rationale of the study along with its general structure and organisation. Chapter two focuses on dealing with a review of relatively important literature along with its findings along with related theoretical frameworks. The third chapter deals with the methodology employed in the study. The third chapter focuses mainly on the design of the research, population choice, sampling techniques applied, sources of data and its handling along with other related considerations. The fourth chapter analyses the results obtained using the methodology described in chapter 3 and thus extracts the main findings of the study. In this chapter, the research questions are handled in light of the obtained results. It also goes into a discussion of these main findings and comments on the implications of this study

for both theory and practice in the UAE. The fifth chapter is the last chapter of this study. It contains the conclusions of this study regarding the afore-mentioned questions along with noting down recommendations suggested for leaders in Abu Dhabi and other researchers in the future.



## Chapter 2: The Literature Review

### 2.1 The Definitions of Key Concepts

The definitions of key terms will be discussed below and these include essential ideas and set of theories that put into context the topic of the study in discussion. These include concepts such as leadership in general and in the education context of private schools along with effectiveness of schools. Key definitions of terms are presented here:

**Leadership:** there is a great number of definitions for this term in the literature, yet unfortunately all of them represent the proverbial story of the various blind men describing an elephant where no one definition supplied by any of them encompasses all aspects of the word (or the "elephant"). This problem was tackled by Winston and Patterson (2006). They suggested the following definition after a comprehensive study of the leadership literature. Their definition is empirically the best and encompasses more than 90 aspects of leadership. Nevertheless, it is in itself 702 words long. Therefore, I would prefer to use other definitions that focus on the practical aspects that are relative to the questions of this paper. Hence, we can define leadership by its effect as producing highly motivated followers or subordinates with congruently impressive levels of accomplishment via the impact of the leader and his vision in attaining the goals of the organisation (Antelo et al, 2010). This definition of the word is more practical and is thus used more frequently (Vroom & Jago 2007).

**School Effectiveness:** Many attempts at defining school effectiveness were made and they vary in their complexity and diversity. The mainstream option is to confer this term on schools that have little difference between their actual scores and maximum predicted scores in certain key criteria that are used to measure effectiveness (Cahan & Elbaz 2000). In general, an effective school is an extraordinary and not the run of the mill school in terms of its performance in the key criteria of the inspection framework that they are subjected to.

**School Leadership:** Leadership in schools is a multifaceted phenomenon. It can be defined according to seven main characteristics (Leithwood et al, 2008). The two most important of these are i) Successful school leadership has certain characteristics and traits that are common and shared between all such successful school leaders and that these factor into the success of

their education institution in reaching its goals but unsuccessful leaders' traits could be very diverse. ii) a successful leader is one of the main and direct reasons in the effectiveness of the learning process of the pupils.

## **2.2 The Theoretical Framework**

In what follows below is a discussion of the core ideas, frameworks, studies, theories and concepts that are of importance to this study's question.

### **2.2.1 The Concept of Leadership**

Now more than ever, the amount of attention and resources spent on the topic of providing the best education possible is at its zenith worldwide even in developing countries (Liethwood & Day, 2007). This has led to more public pressure on schools and an examination into what are the most important drivers or engines of an outstanding school (Liethwood & Day, 2007). The number of studies that confirm outstanding leaders as the engine of such change and that sought to define and deconstruct such leaders are as numerous yet many of them were not successful in delimiting the borders between such outstanding leaders and others less in ability (Brouer et al. 2012). To some extent, the results of such studies can be attributed to the fact that perspective of the researcher colour his methodology along with the fact that some characteristics are not mutually exclusive to leaders. This means that a number of traits could be displayed in an equal manner by both leaders and others who are not considered as such (Bass, 1990; Zaccaro, 2007). Yet, the situation is not so hopeless. In fact, a key and reliable indicator that could be used is this – leaders have a measurably positive impact on their followers and subordinates, as discussed in the definition at the start of the chapter (Vroom et Jago, 2007).

There are many ways proposed to appraise leadership but there are two main ways stressed in the literature: situational and personality features (Hersey et al, 1993). Appraising leadership by perspective is done usually by examining the traits displayed by an outstanding leader and the usual accompanying effect of such traits on their followers (Vroom et al, 2007). While appraising leadership according to the situation aspect is built essentially on studying the events surroundings the leader (Ferris et al, 2007; Jago, 2007). Since we choose to go with defining leadership according to its impact and influence in leading successful schools (Vroom, 2007) we will also like to name some leadership models that use influence as indicator or as an

important aspect in their evaluation. These leadership models include: narcissistic (Miller, 1985), tyrannical leadership (Glad, 2004), charismatic leadership (Kanungo, 1998), transactional leadership, servant leadership and transformational leadership (Burns, 1978). Below we discuss the most important of these types in detail. Note that transformational and instructional styles of leadership are recognised as the predominant template for leadership in educational institutions since the 1980s (Hallinger, 2003).

## **2.2.2 The Models of leadership**

### ***2.2.2.1- The Transformational Model of Leadership***

One of the main aims of the transformational philosophy of leadership is to flame the interest of the staff to reach a higher standard of achievement and performance which leads to deeper beliefs in and commitment towards the school (Bass, 1985). This also requires the stakeholders to move to a shared vision via trust and empowerment (Carlson, 1996).

The main traits of a leader with a transformational style include characteristically proactive, motivating and influential characteristics. Such traits result in better innovation and advancement of staff and students, tugging on their sleeves to trudge down the path to higher achievement standards (Avolio & Bass, 2004). These leader's traits are built on a mixture of four basic pillars which are as follows: motivational inspiration, consideration for the individual, stimulation of the intellect and role-model ideal influence (Bass, 1985). With such leaders one can also observe a noticeable connection of mutual stimulation with transformation of staff members and subordinates into leaders themselves (Burns, 1978). Motivational inspiration embeds great expectations into actual performance.

Furthermore, consideration of the individual indicates paying attention personally to every individual especially those that seem lonely or neglected. Also, in regards to ideal influence, it stresses on outstanding behavior through a high standard of personal conduct, performance and character. In addition to that, the stimulation of the intellect focuses on enabling followers to think in a critical manner and analyze the situation thoroughly and to achieve their common goals (Burns, 1978).

The literature seems to indicate that the style of transformative leadership displays constantly

these following traits which include: i) Empowering Others in a balanced and controlled manner B) Encouraging and spurring team collaboration and work, C) Building and establishing trust D) Displaying and dispensing care (Capshew 2015).

I would like to stress that the model of transformative leadership is very effective in an environment of constant reform in the Abu Dhabi private sector since this style takes into account both creating new policies and structures along with motivating and impacting followers positively (Sagnak, 2010).

Studies have proven that such transformative leaders enable their educational institutions to act collectively as one potent unit (Balyer, 2012). This allows transformational leaders to sow and cultivate 2 essential and useful traits in their follower: independent action and mutual trust. These 2 traits were proven to raise teacher's satisfaction with their jobs (Bass, 1999) which in turn plays a major role in increasing the commitment of teachers in reaching and achieving the goals set in the leadership's vision (Singh & Billingsley, 1998).

#### ***2.2.2.2- The Transactional Model of Leadership***

This style of leadership could be also seen defined in the literature as management leadership style since this style puts an emphasis on supervising and keeping on top of organisational performance. In this mode of leadership, organisational and pre-set punishments and rewards are set by the leader to spur their subordinates to achieve the predetermined goals (Odumeru & Ogbonna 2013).

What is remarkable about this style of leadership is the fact that it puts the interests of the leader himself above all else as much as possible instead of promoting all interests including those of followers in a balanced manner (Garcia-Morales et al, 2012). This is in complete contrast to the philosophy espoused by the transformational style of leadership. The fact that rewards upon the achievement of a certain set of goals makes the basis of the relation between the leader and his substitute is supported in the literature (Khan et al, 2014; Bushra et al, 2011). There are three main and classic pillars of this style which can be divided traditionally into – a reward contingent on certain conditions and management by exception in both of its forms; active and passive.

Other defining traits of this style include also their ability to act as motivators via the carrot and

stick method not via inspiration and their straight to the point fact-based assessment of followers based on their outcomes in certain set criteria. These traits and features may sound a tad negative or uninspiring but they usually are very successful in maintaining the status quo and this could be very good if the educational institution is already outstanding. Yet, whenever a strategic and timely reform or transition are needed, it is best to have a transformational leader at the helm.

Both styles of leadership, transformative and transactional, when their certain aspects are combined together by a certain leader enable that leader or principal to give their teacher's a certain degree of autonomy and freedom along with the chance to lead themselves within a tolerant and flexible framework that accommodates this autonomy while maintaining certain levels of academic achievement and the safety of the students

### ***2.2.2.3- The Instructional Model of Leadership***

The principal plays an important and significant role along with the teaching staff in forging the students into motivated learners in a well-provided environment which develops all of their skills holistically.

Moreover, another cornerstone of the instructional style of principal is the development of the teacher's abilities alongside the entire school community in order to achieve a better quality of education for the pupils. Expressed differently, a leader in the instructional style measures his success by his ability to solve challenges and obstacles that face his institution and also by proving his decision-making ability to put the student's and their interests always first (Hallinger, 2005).

Certain characteristics define an instructional leader and the most significant of these is that they put forward certain specific targets, apply the curriculum in a concentrated manner along with upholding and sustaining a motivating and inspiring learning environment for both teacher and pupil (Lunenberg, 2013). With more and more reforms and an ever raising the bar for academic performance, the education scene is witnessing an increasing demand and need, by parents, ministries of education and other stakeholders, for leaders who can perform very successfully in these criteria and have a positive influence on them. This is even expressed by teachers who are increasingly seeking leaders that give them more autonomy to tackle their current and ever increasing responsibilities, foster a team spirit in order to tackle forks in the road confidently

and develop creative and unconventional initiatives and policies to create a significant improvement.

#### ***2.2.2.4- Other Leadership Perspectives***

Many theories, models and frameworks have been put forward and discussed in the literature. Some of these include servant theory of leadership the managerial grid theory of leadership (Blake et al, 1991), the leader-style theory of leadership (Yetton, 1973), the Hersey-Blanchard theory of leadership (Hersey et Blanchard, 1993 et 1996), the path-goal theory of leadership (Northouse, 2013) and the contingency theory of leadership (Fiedler, 1987 et 1996). It is not contested that all these theories along with the other models scattered throughout the literature are of a certain value and are supported by a considerable amount of case and comparative studies. Yet, they share similarities in their structure conceptually and in their descriptions. Also, they remain somewhat limited and unsatisfactory descriptions of the elephant by the proverbial blind men who could only see certain aspects. Winston and Patterson (2006) resolved this in their afore-mentioned 703 word definition at the start of the chapter.

#### **2.2.3 The Instructional Practices for the Principal**

There are many significant practices that specify the instructional leadership style and show how this principal is interested in improving the learning environment of the students.

Significant practices towards the leading in an instructional style and to display the principal's interest in the improvement of the educational environment of the pupils can be very diverse.

As reported by Hallinger (2005), the practices of an instructional leader include: a solid framework along with clear communication of the school's goal, supervision of instruction, coordination of the educational curriculum, monitoring the development of the students, maintaining strong visibility, providing motivation and inspiration to teachers, stimulating further professional development and providing all required and encouraging resources towards better learning.

#### **2.2.4 The Relation between Leadership Style and School Performance:**

A survey into leadership styles would come back with the results that a strong correlation between school performance and its leadership is obvious and forthright in theory but rather uncertain and sophisticated in practice.

Investigation on this relation gives mixed outcomes. On one side, some studies confirm the existence of this correlation between school performance and school leadership style.

Further research into this interesting relation yields mixed results. On one hand, one finds studies that confirm the existence of the association between school leadership style and its performance.

An instance of this is the paper of Ubben and Hughes (1992), where they reach the conclusion that principals have the ability to forge an empowering school environment to enhance the performance of both teachers and students along with the ability to foster or restrict the effectiveness of the school.

Another instance of this was shown by Hallinger and Heck (1998), where they studied more than 40 cases empirically which were piloted from 1980 up to 1995 and came to the conclusion that principals had a statistically significant results on the achievement of students and effectiveness of schools.

Also, Witziers, Bosker, and Kruger (2003) support the claim which states that school leaders have a noticeable and felt impact on student achievement. This is supplemented by Heck (1992) who states that student achievement is considerably increased via able school leaders.

In addition to that, Kruger, Witziers, and Slegers( 2007) call to attention that leaders of schools could also impact the culture of the school and students in indirect ways. Kythreotis and Pashiardis (2006) have found a direct and positive connection between the leadership style of the school's principal on the achievement of students.

This led them to conclude that the leadership frame a certain principal may enjoy does have a tangible result on students' achievement.

The substantial relationships between staff and leaders in the Cypriot educational system, for example, played a major role in increasing the effectiveness of leadership style on school effectiveness (Kythreotis and Pashiardis, 2006).

Scholarship on the topic of leadership styles came with the conclusion that transformational leadership is intimately related with an increase in satisfaction of teachers and their readiness to apply greater effort at work. In addition to that, it focuses on the relationship between followers and leaders. As stated above, the quality of this relationship is not clearly predictive of the excellence of the students' outcomes.

On this topic, a thorough study that included both qualitative and quantitative methods was piloted by Marks and Printy (2003) on 24 US schools to uncover the finding that transformational leadership is essential and required yet not sufficient alone without the extra aspects of instructional leadership which concentrate on matters that impact the achievement of students in a direct and obvious manner.

Henceforth, the mixture of transformational with instructional leadership styles personified by a single principal would increase achievement levels of students and the quality of education they offer. Thus, improving the school's performance (Marks & Printy, 2003). Yet, unfortunately, this rarely happens and is hindered in most cases by the fact that principals usually have a lower understanding of the subject knowledge than the teachers under their command.

Moreover, unfortunately a substantial number of principals view their responsibilities as purely administrative and hence remove themselves from their educational role and regulate such issues to their subordinates (heads of departments and other teachers) which is often an ineffective substitute.



## **2.2.5 The Effectiveness of School Leadership**

### ***2.2.5.1- The Creation of a Shared Vision***

The perception in the literature and amongst those employed in educational roles is that the majority of school leaders are measured based on their effectiveness, which is in turn gauged via their character, vision, management style and manners.

Effectiveness of leaders can be also defined as their capability and power to affect their followers in such a way that they are motivated and led properly to accomplish their targets and goals (Vroom et al, 2007). Some researchers suggested that to be an effective leader means to be participatory in a trustful and laissez faire communicative channel amongst the leader and his followers (Likert, 1967).

Others chose to divide school leaders amongst two types in a dichotomous fashion. Those belonging to the first division are labelled as inefficient since they believe that their followers hate their jobs and execute their tasks with a lack of interest and conviction. School leaders placed amongst the second division are seen to be more successful since they are of the belief that their followers and employees are willing to do a good job and would enjoy making meaningful additions to the success of their institution and its prosperity (McGregor, 1967).

Amidst many contributing effectors, a specific one lays at the heart of efficient and fruitful leaders. This is the ability and skill to instil motivation and inspiration of followers to achieve their targeted aims (Harwood et al. 2008). This belief is further reinforced by others in the literature (Hersey et al, 1993) where they make a case for developing leaders via elaborate techniques and encompassing information to enable them to skillfully motivate and acquire new skills to stay on top of their game throughout their careers.

With this kept in mind, one must also not forget to add that effective leaders were always confronted with the various contexts in which the definition and measure of their effectiveness may have took on varied and diverse directions and forms throughout different times and organisations (Boone, 2012). As a result, I adapted and was inspired by the leader efficiency model (Wallis et al, 2007) since it is of a general nature and does not restrict itself or its scope to a certain type of organisation or nation amongst other factors.

Despite there not being an agreed upon “golden metric” for leadership effectiveness that is universally valid across all playing fields which are backed up by consensus, the six core traits and functions recognised and uncovered by Wallis et al (2007) are definitely a good start. That is especially true as they also apply to both spheres of civil life, the private and the public sphere. These six traits are namely expressed as creating a vision common amongst the staff and organisation, the developing further of followers and their advancement, the implementing of a shared vision, the follow-through and constant monitoring and mentoring, the achievement of desired goals and finally the establishing of a team spirit in the form of playing in a team (Wallis et al, 2007).

There are five main functions and skills to put into use when establishing for an organisation a common vision (MRG, 1998). In actuality they are and include:

- 1- The Strategic: the actual measure on which leadership keeps an open mind and opens a wide eye to consider the maximum amount of options when tackling difficulties and in their decision making process to reach results objectively.
- 2- Technical: the degree and measure of knowledge and information the leadership possesses in regards to their surroundings and how they function on the day-to-day level regarding specific topics.
- 3- Traditional: the extent to which leadership analyses problems into their first principles and extract lessons in order to minimise future risk as much as possible.
- 4- Innovative: the plasticity and the speed which a leader has to think critically and out of the box in response to fierce competition and under changing circumstances on key topics.
- 5- Self: the measure of freedom and independence leaders may possess in making their own decision and calling their own shots after having taken the opinions of others into account and consideration.

#### ***2.2.5.2- The Continual Development of Followers***

One of the prominent features of a successful leader lies in the capability to impact his followers in such a manner that they are motivated and led properly to achieve their shared vision (Tichy et al, 1986). This could be achieved commonly through the method of projection of common values and beliefs (internalising) and also via cultivating trust and easy informal relationships with their followers (identifying).

There exist mainly four tools recommended in the literature to cultivate followers in such a manner as described above (Wilson, 1989). These encompass:

1- Persuasion: the capability to win others' hearts and minds towards your character and ideas as a leader via logic and personal charm.

2- Outgoing: the degree to which a leader could mingle amongst all sorts of diverse staff through all levels and from various backgrounds and cultures.

3- Excitement: The measure of the degree of conviction a leader possess going about his daily work throughout and his attention to the details of the work of followers.

4- Restraint: the measure of the leader's cool headedness and calmness under fire by acting stoically and hence inspiring their followers to press onwards even amidst perverse adversity and calamity. This is an essential skill for every leader as it is associated with actions that are essential to coping in hard and trying times that every organisation must inevitably go through, especially reforming ones (Wilson, 1989).

#### ***2.2.5.3- The Implementation of the Shared Vision***

To make visions a reality and hence achieve them, four primary attitudes are necessary for every single leader. To begin with, he must be structured and orderly via installing and using rigorous systems and procedures to satisfy all the needs of an educational organisation. This has many benefits including increasing both the efficiency of the organisation along with the confidence of their followers in themselves which leads to better performance in both long and short term. The second attitude should definitely be a healthy eye and concentration when needed on the methods and means necessary to facilitate and achieve results in the short term or in record time without avoidable delays. The third attitude has to be the establishment of channels of communication that are free and flow in both directions. These channels should be distinguished with trust and practical and accurate instructions and descriptions. The fourth and final attitude is the ability to delegate properly which is the measure of the independence a leader gives his followers to pursue their assigned goals and aims (MRG, 1998).

#### ***2.2.5.4- The Constant Monitoring and Follow Through***

Monitoring and mentoring his followers through the various stages of a project is an essential trait for the effective leader. This trait can be further broken down into two main components.

The first component could be described as controlling the process and putting checks and balances in place that serve to hinder laziness and inspire a sense of challenge in the project. An example could be setting a deadline and monitoring the work of the employees on-site from time to time to ensure that work is done on time and as required. For the second component one could say it is the handing out of specific evaluation and educational feedback back to the followers both on the results of their work itself and their work-related character traits by comparing it to the agreed upon expectations set upon the start of the work.

#### ***2.2.5.5- The Achievement of Desired Results***

To an efficient leadership, concrete achievement of set goals and the shared vision is of utmost importance. Such outstanding results can only be achieved via leaders who don't lose their concentration nor the bigger picture, establish an encouraging and "can-do" team climate and set trying and challenging targets and aims (MRG, 1998).

A certain pack of attitudes can reflect the presence of this trait in leaders. One is managing in such a confident and self assured manner which will definitely rub on his followers who themselves will be emboldened to try new things and think outside of the box, hence getting out of their comfort zone. A further trait could be said to be the leader's assertiveness and seriousness on achieving vital targets and essential aims which will not only extract the best effort out of his team but also gain him their respect. Another trait is their consistent and constant evaluation of their own achievement and performing along with that of their followers coupled with always trying to push the edges and limits of their abilities to the maximum amount possible and setting the example themselves.

#### ***2.2.5.6- Playing as a Team***

Schools and educational institutions are first and foremost social institutions and as such the ability to play in a team is of paramount importance to the leader who wants to achieve anything worthwhile. Different traits could all be classified under the umbrella of playing in a team spirit. One is cooperating where a leader would have the ability to set aside a personal project to accommodate the needs and requirements of his followers. Another one is being democratic and consensus seeking where they aim to incorporate the various voices present in the organisation in the decision making process. A further point is being able by a large measure to respect

specialist in their respective disciplines and makes interesting connections between their specialised knowledge with that from another unrelated field and this exerting the leader's authority. For closure one can say that successful leadership's main component is being empathetic and acting as a pillar of support for all their followers and being the shoulder they know they can rely on. This enables the leader to ask from his followers much more than if he lead them traditionally or in a classic and cold hearted manner since the followers feel that their contributions are personally appreciated.

### **2.2.6 Leadership in Education: Educational and Managerial Leadership**

Due to its importance and essential role it plays in reforming schools, educational leadership has had always enjoyed significant attention and recently in the twenty first century this attention has only intensified further due to the dizzying pace of school reform and hence the need for adept and skilled leaders. The fact that also presents itself forcibly is that properly trained and well experienced teachers are the cornerstone to delivering quality education competitively. Henceforth, this presents clearly the need by educational institutions to acquire efficient school leaders (Bush, 2007). The quality of the syllabus and education delivered by the educational institution along with the objective academic achievement level of students on an outstanding level are main indicators of an educational organisations success (Baum et al. 2013). Many (including Leithwood et al, 2003) invest great importance in the leader's task where it includes nowadays and extends to having a motivating and inspiring impact on the staff whilst achieving ambitious results. The school leaders can accomplish this via being effective, gathering and maintaining a fully qualified and professional staff which will also have the effect of making the students of today the leaders of tomorrow (Baum, 2013).

It is the unfortunate but very real situation that often the different stakeholders in the educational process have varying interests that may not overlap completely and at times may not intersect at all (Bolman et al, 1997). This understandably creates dilemmas in every day life for would-be school leaders. Hence, the skill to merge these interests and reach satisfying and fruitful compromises between all the interests of different stakeholders is essential. This may sometimes lead to leaders not knowing whether their day to day activities fall into managing or leading as they would usually not fit nicely into either category (Leithwood et al, 1999).

### ***2.2.6.1- Head Teachers and Teacher Leadership***

Leading teachers and teachers exercising some degree of leadership is an opportunity to encourage teachers and afford them chances to lead certain tasks that befit their skills and experience (Harris, 2003). The main goal of implementing such a system is to enhance the educational process via modelling leader styles on the basis of professional developing and continual growth and skill acquisition (Harris, 2003). For the growing of a school, the constant and motivated leader is of no trivial importance (Donaldson, 2006) and good leadership is key to the flexibility of a school to the continuous changes present in modern society (Spillane, 2006).

It is a matter of consensus that when studying leadership, the principle should not be the only subject studied (Grant, 2006). That is understandable when one keeps on mind that relationships are essential and of grave importance to leadership and thus granting experienced staff a measure of autonomy is a wise decision (Lieberman, 1988). All parts and components of an educational institution need to integrate some degree of autonomy and decision making in their daily tasks (Harris, 2005). A sharing and division of the process of taking decisions along with its complementary risks lie at the heart of school improvement.

### ***2.2.6.2- The Link between Curriculum and Leading***

No discussion of leader in the context of curriculum could be complete without mentioning instructional leadership which is comprised of setting targets, following through, evaluating the feedback and investing in the professional development of their staff and followers. (Halinger, 2003). A good working definition for leading in curriculum's context as the equal organisation of both your staff and you positive relationship with them along with the delivery and form of your educational content (Morrison, 1995). Leaders who embody this style of leadership organise the distribution of resources and as well skilled extroverted communicators (Morrison, 1995).

### **2.2.7 The Conclusion**

In conclusion, one can glean many related and important lessons from the previous literature to our study. The characteristics presented in the Multifactor Leadership Questionnaire (MLQ) including Idealised Influence, Inspirational Motivation, Intellectual Stimulation, Individualised Attention, Contingent Reward, Management-by-Exception, Laissez-Faire are reliable measures of transformative amongst other characteristics of leaders. Also, other important features like Playing as a Team, The Achievement of Desired Results, The Constant Monitoring and Follow Through, The Implementation of the Shared Vision, The Continual Development of Followers, The Creation of a Shared Vision result in better school improvement as is cemented by the literature (Silins, 1994).

## **Chapter Three: Methodology**

### **3.1 The Introduction**

In this chapter, I will aim to discuss the frameworks, methods, instruments and designs employed in this research study towards answering the research questions. Of note, the philosophy of mixed methods approach will be made use of in this study, that is since it would strengthen and heighten the rigor of the study and the usefulness of its results and insights (Greene, 2016; Turner, 2017; Jick 1979).

The mixed method will be adopted in the research study. This in turn translates in this study to seeking to gather both types of data: qualitative and quantitative. The main method would be to draft a thorough survey questionnaire that gathers both types of data qualitative and quantitative and administer it to both school leaders and staff in outstanding rated schools by ADEK's inspections. This then would be triangulated with the following and important factor too. That is ADEK's Irtiqaa regular school inspection reports that manage to furnish thorough and expertly gathered qualitative and quantitative in its comprehensive reports of the entire school written by qualified professionals. Another benefit of these reports is that they are regular and thus one can build a more concrete picture of improvement made by a certain leadership personality through time. This definitely leads making the results more nuanced, balanced and meaningful (Hussein, 2009). The populations chosen for sampling would be multi-layered to give as most thorough and balanced a picture possible. Hence, the sample of teachers, school leaders and other management and ancillary staff would be used. These samples would be chosen and selected from the sections of the private education sector in Abu Dhabi rated as outstanding or very good in ADEK's inspection reports.

### **3.2 The Design of the Research**

The design of research would represent the path and quality of questioning followed by the researcher in her research along with the certain methods and techniques employed (Creswell, 2014). Research design that is well thought out aim to serve as a compass and guide towards achieving results whose validity is as good as possible (Burns et Grove, 2003).



### **3.3 The Collection of Data**

#### ***3.3.1 The Site of Research and its Scope***

This paper aims to concentrate on Abu Dhabi especially on the time period after the introduction of continuous and exponential educational reforms heralded by ADEK. It would exclude public schools and would base its crosshairs mainly and squarely on private schools as there the degree of autonomy a leader enjoys allows for more decisions and thus a more accurate measurement of leadership styles and how they adapt to reform and school improvement. This paper is mainly the author attempting to distil answers to the aforementioned research questions which the author believes are of value not only academically but practically to the leader in the field in this environment.

#### ***3.3.2 The Population Sample***

For this paper, the sample population would be made up from school leaders, school staff, which includes teachers, and head or lead teachers which strangle both the worlds of leading and following as they have a foot in both but I would consider them as mainly leaders for the purpose of this study. These are all as mentioned above taken from the private schools in the Abu Dhabi educational district under the supervision of ADEK.

To establish an orderly framework for sampling, ADEK's database called TAMM was used to acquire a list of all schools under the supervision and reach of ADEK. This list included many details from their contact details and location up to the latest inspection reports.

From the 229 private schools under ADEK, only 30 achieved Band A rating (outstanding or very good status) which is the highest honour possible on an ABC scale. This helped guide and structure the investigation and results of this research paper.

### **3.4 The Discussion and Interpretation**

The data was organized, compiled and analyzed using the help of specific software and methods. In the next step, these results were then interpreted and discussed analytically. In the analytic discussion the focus was mainly on attempting to answer the original research questions of the study whilst during interpreting the aim was to derive the meaning of the data and apply it in its proper context and background of this research paper. The position of the results and their relation with existing literature was also given a thought and how the results reinforce many lessons found in the literature thus increasing their cross-cultural validity.

### **3.5 The Instrumentation: The Source of Data and Survey Questionnaire**

The instruments are adapted and are validated structurally in the literature by both Avolio et al (2004) and Tepper (1994). The study would aim to collect its own primary data via conducting a two part online survey and complement it with ADEK's thorough and very detailed but albeit secondary source reports. This approach is more balanced and would be produce more nuanced findings (Sekaran, 2003).

The survey was formed of two sections. The first was a five point Likert-scale based mainly on Multifactor Leadership Questionnaire Form which served to not only supply quantitative data but also to characterise the leadership style of the school principal and as it was completed by both the leaders and their staff (with slight differences in the surveys) the results proved to be interesting. The second part was composed of open-ended questions which were added mainly to allow more nuance and character to seep through and add colour to the study and its findings. Both these sections address and pour into the aims of this study.

The data collected included all strata of staff and included all stages of educational cycle and was equally composed of men and women and as thus is representative of the overall general situation in Abu Dhabi private schools. The full sample survey for both staff and leaders are to be found below in the appendices.

### **3.6 The Measurement of Study's Variables**

The main variables and observations used in the present investigation along with the rationale is as follows:

1- The Multifactor Leadership Questionnaire to determine the leadership characteristics of school leaders evaluated as most successful by ADEK recently. This itself splits into 7 sub-factors or sub-variables (idealised influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management by exception, Laissez-faire leadership). This is to be taken from both leaders and followers to balance biases.

2- The critical analysis of a mass of ADEK inspection reports on Band A schools (outstanding and very good) to find out to what extent is there a correlation or even a causation mechanism between such a successful leader and the outstanding rating of his school by ADEK in all other 5 main domains.

### **3.7 The Data Collection Procedures and Methods**

Data gathered for this study has included both quantitative and qualitative data as that produces more nuanced results and a more vivid picture of the actual situation and thus helps us formulate better advice for other leaders and reach more valid results. The data was mainly from official sources.

To actual hear the voices of these successful leaders and their followers, we employed a two part online questionnaire survey. The first part was based on the Multifactor leadership Form which measures leaders based on 7 criteria and helps discern their characteristics. The second part was an open-ended questions section to hear from the surveyed and allow them a space to share their opinions so that the researcher may limit his biases in interpretation of data. The online survey was conducted anonymously and administered via Google Forms for its familiar interface for end users and because it allows exporting data into other software.

The survey was voluntarily undertaken whether by leaders or staff and the informed consent of

the school leader to go ahead was granted to the researcher after describing the study and its aims.

The survey was forwarded to school leaders and their staff via email. Being open to any inquiries and responsive and honest on the part of the researcher had helped achieved a significant and unexpected response rate (Dulty, 2008). The duration of data collection lasted approximately 4 weeks due to the large number of schools involved. All participants had access to the private email address of the researcher so that they can contact her if they had any questions whatsoever or wanted to add a comment verbally.

### **3.8 The Methods used in Data Analysis**

All data was gathered and then exported from online survey in Google Forms to Microsoft Excel for statistical and mathematical analysis.

### **3.9 The Reliability, Validity Credibility of this Research**

The author did her best to make sure that her results are both solidly valid and reliable in order to increase the credibility of her paper. While reliability is the degree to which the methods of data collection and data analyses techniques result in coherent and consistent findings (Smith et al, 2008) while validity is actually the measure of whether the findings are a true reflection and representation of what is being studied or not (Saunders et al, 2012). To ensure both, a series of several measures were taken. One measure was inviting all Band A schools to take part in the survey to remove selection bias from the researcher's side and to get the complete picture. Also, the data was collected from all perspectives (ADEK via inspection reports, school leaders via special survey and staff via special survey) and from all genders equally to remove bias and ensure a complete picture that includes all voices in one picture. Also, the researcher herself is has more than 20 years of experience teaching in all sorts of schools under all sorts of school curricula and taught before and after the ADEK inspections and reforms in Abu Dhabi and as such avoids the outsider bias or misinterpreting things due to ignorance or inexperience. All of these factors and measures amongst others ensure and guarantee as humanly as possible in the present conditions and resources available the generalisability of the sample population under study.

### **3.10 The Ethical Considerations**

All ethical considerations were noticed and handled and by the researcher to the best of her ability. To begin with, the researcher sought to take an objective stance which would help her at arriving at more accurate results. The researcher made sure that the sample size was not too small to prevent data form being skewed and giving misleading results. Instead with this significant sample population the results could be generalized to all private schools in Abu Dhabi under ADEK. The sample was also selected in a manner that seeks to make it as representative as possible by controlling as many factors as practically possible.

Implementing the mixed method approach and triangulating both qualitative and quantitative data played an important role in maintenance of the objectivity of the study and its results by eliminating as much as possible the impact of the researcher's human error. Moreover, the consent of well informed subjects was acquired from every participant after they understood thoroughly both the goals and aims of this paper. In case the participants had any inquiries they were answered adequately and promptly before, during and after the duration of the study. Obtaining consent in such a manner plays an essential role on the ethical side of research in any field whatsoever and could determine whether the study is considered successful and acceptable or not (Bryman, 2007; Creswell, 2009; Saunders et al, 2012).

Furthermore, definite possible and recommended considerations provided in the literature were completely applied in this study (Bryman, 2007). A letter of intent was acquired by the researcher from the British University in Dubai (BuiD) which would then be used by the researcher in her contacts with schools principal's and leaders to gain their official permit and consent to the study which would consist of administering a thorough qualitative and quantitative survey to both the school leader and the school staff and teachers. The consent forms signed by principals of schools that agreed to take part in this research are attached below in the appendix of this paper. It is noteworthy of mention that the leaders of schools sampled were quite helpful and open to taking part in the study and encouraged their staff to do the same. The

survey was anonymously administered to protect the privacy of the participants and to give them the ability to express themselves honestly as they wish without hesitation

All these measures taken together definitely contribute to raising the credibility and reliability of the results of this research (Saunders, 2012).

### **3.11 The Chapter's Conclusion**

The chapter above took to giving the reader an idea about the methodology employed in this paper and approaches and the rationale behind them. Both a qualitative and a quantitative set of data were collected and analysed from primary sources to address the research questions. The main variables and factors in mind when devising the methodology and carrying out the research included aiming to identify the characteristics of those successful leaders (divided into 7 subfactors or sub variables) and then analyse the data collected via Google Forms in Microsoft Excel.

## **Chapter Four: Results, Analysis and Discussion**

### **4.1 Data Summary and Overview**

In this chapter, the aim is to display the most important and key results and findings of this paper. The numbers and data is not presented in a cold and dry fashion but is rather accompanied by an analysis and description that helps the reader build a better picture and avoids or at least lowers the possibility of misunderstanding for the reader. The researcher would like to point to the fact that the response was more than expected at about 250 respondents. This may not be an overwhelming majority when compared to the total of 3315 potential respondents. This number was due to the restrictions such as limited time due to the set deadline by the researcher's educational institution, the difficulty of getting all schools to participate in such a survey amongst others. Nevertheless, this was accounted for as the researcher is not relying on one source of data nor on one school and has read and analysed thoroughly the publicly available and published ADEK inspection reports for all Band A schools irrespective if they took part in the study or not. The researcher did not choose only one school and focus on it for certain reasons: 1- the researcher wants to break the trend of studies that focus on one specific case and thus have very little to no generalisable results that are of benefit to neighbouring institutions 2- the researcher wanted to maintain the anonymity of the schools as that encourages their participation and choosing only one school would have not allowed that. The triangulation of data implemented here serves to cancel out any (self-) selection bias or omission bias as humanly as possible. The respondents took part anonymously to their own edition of the online Google Forms Survey questionnaire. The researcher's professional immaculate reputation for over more than 20 years in the Abu Dhabi educational scene helped gain the trust of schools and encouraged their participation.

To avoid any form of discrimination or its possibility, personal data was not asked nor collected from participants so as to uphold the true spirit of full anonymity which would encourage a good response rate.

## 4.2 ADEK's Inspection Report's Statistics

### 4.2.1 The Relation between Curriculum and Band A Status

Presented in Figure 10 is a list of all band A schools, divided into outstanding and very good, along with their respective curricula. This was done to out of curiosity by the researcher to see what results it might bring. It was surprising even to the researcher to discover that english national curriculum is the curriculum of choice for 6 out of 7 of the outstanding schools. It is also more than double the next frequent curriculum of choice (American at 6 schools). In Figure 11, a tally is presented of curriculum with its respective frequency in Band A schools.

**Figure 1 List of Band A Schools with their corresponding curriculum**

	Number	Name of School	Curriculum
Outstanding	1	The British School Al Khubairat	english national curriculum
	2	aldar academies-al muna primary school	english national curriculum
	3	bloom academy	english national curriculum
	4	Brighton College Abu Dhabi	english national curriculum
	5	cranleigh school abu dhabi	english national curriculum
	6	merryland international school	english national curriculum
	7	Raha International School	international baccalaureate (IB)
Very Good	1	abu dhabi international private school	American / english national curriculum
	2	al ain - american private school	American
	3	al basma british school	english national curriculum
	4	aldar academies- the pearl primary school	english national curriculum
	5	aldar academies-al ain international school	english national curriculum
	6	aldar academies-al yasmina school	english national curriculum
	7	American Community School of Abu Dhabi	American / IB



	8	American International School in Abu Dhabi	American/ IB
	9	The British International School Abu Dhabi	english national curriculum / IB
	10	Emirates National School-MBZ	american / IB
	11	Emirates National Private School, Al Ain	american / IB
	12	Gems American Academy	american / IB
	13	GEMS World Academy	american / IB
	14	German International School	German Abitur
	15	Lycee Louis Massignon	French
	16	Horizon Private School Branch	American
	17	The Japanese School of Abu Dhabi	Japanese
	18	Private International English School	Indian
	19	Repton Foundation School	english national curriculum
	20	Repton Senior School	english national curriculum
	21	The Sheikh Zayed Academy for Boys	American
	22	The Sheikh Zayed Academy for Girls	American

**Figure 2 List of Frequency of Each Curriculum in Band A Schools**

Curriculum	Frequency
English National Curriculum	13
American/IB	6
American	4
IB	1
Other	4

#### **4.2.2 The Relation Between Turnover Rates and ADEK Rating**

Below in Figure 12 is a list of teach-over turnover rates per band A school. It is interesting to note that the average turnover rate of Outstanding schools (15.8) is lower by 2 points than the average turnover rate of Very Good Schools. Both rates are lower than those found in lower ranked schools where it can reach in some cases up to 40%. One should also note that there are

some anomalies in the data that may skew the turnover rate of Very good schools to be lower than it actually is. For example, the very good rated Japanese school has a turn over rate of only 8% which is much lower than many outstanding schools. Yet, this is explained not by leadership but rather by the types of contracts signed by teachers where the Japanese teachers are lent by the Japanese government for a certain amount of years and thus this limits mobility. Add to that also the small number of staff (only 12) at the school.

Also the reader should note here that culture and nationality of teachers also may have a skew effect on results that must be factored in so that a valid value that reflects the effect of leadership is arrived at. For example, even amongst outstanding schools, Merryland private school is almost as half as the others with a turnover rate of 8%, but that is due to the teacher’s culture (mostly all are indian nationals) which values consistency and stability rather than constant and frantic mobility. It would be interesting for a future study to note the turnover rate of each nationality in Abu Dhabi’s schools.

All in all, the results nevertheless show a clear trend that the better rated a school is, the lower its turnover rates and higher retention rates. This reflects the fact that teacher satisfaction and motivation at their current institution is high (Sandhya et Kumar, 2011) and as we know from literature (Miner, 2005) the main factor in motivation is leadership.

**Figure 3 List of Teacher Turnover rates at Band A Schools**

ADEK rating	Number	Name of School	Turnover Percentage (%)
Outstanding	1	The British School Al Khubairat	19
	2	aldar academies-al muna primary school	18
	3	bloom academy	19
	4	Brighton College Abu Dhabi	19
	5	cranleigh school abu dhabi	10
	6	merryland international school	8
	7	Raha International School	18
Very Good	1	abu dhabi international private school	18.7
	2	al ain - american private school	10
	3	al basma british school	20
	4	aldar academies- the pearl primary school	25

5	aldar academies-al ain international school	15
6	aldar academies-al yasmina school	20
7	American Community School of Abu Dhabi	11
8	American International School in Abu Dhabi	27
9	The British International School Abu Dhabi	25
10	Emirates National School-MBZ	19
11	Emirates National Private School, Al Ain	18
12	Gems American Academy	25
13	GEMS World Academy	15
14	German International School	25
15	Lycee Louis Massignon	15
16	Horizon Private School Branch	15
17	The Japanese School of Abu Dhabi	8
18	Private International English School	5
19	Repton Foundation School	10
20	Repton Senior School	11
21	The Sheikh Zayed Academy for Boys	19
22	The Sheikh Zayed Academy for Girls	19

#### 4.2.3 The Teacher-to-Student Ratio at Band A schools

The teacher-to-student ratio shows the stress inflicted on teachers in their jobs (Nelson, 2001). The ratio shows no cut-and-clean trend despite the average ratio for outstanding schools (1:11) is about 3 points lower than very good schools. This shows that it is not the duties and stress on the teachers itself that is of paramount importance as they vary little in the Abu Dhabi educational environment (Coladarci, 1992) but rather the effect of leadership with its clear vision and strong ability to understand and motivate its staff and give their work a sense of meaning. The leadership achieves this by many strategies (see literature review) least amongst them is showing gratitude for the teacher's sacrifices and establishing a team spirit in the educational environment.

**Figure 4 List of Teacher to Students Ratio at Band A Schools**

ADEK rating	Number	Name of School	Teacher- Student ratio
Outstanding	1	The British School Al Khubairat	1:11
	2	aldar academies-al muna primary school	1-14
	3	bloom academy	1:8
	4	Brighton College Abu Dhabi	1:12
	5	cranleigh school abu dhabi	1:9
	6	merryland international school	1:16
	7	Raha International School	1:13
Very Good	1	abu dhabi international private school	1:16
	2	al ain - american private school	1:15
	3	al basma british school	1:14
	4	aldar academies- the pearl primary school	1:20
	5	aldar academies-al ain international school	1:15
	6	aldar academies-al yasmina school	1:22
	7	American Community School of Abu Dhabi	1:8
	8	American International School in Abu Dhabi	1:10
	9	The British International School Abu Dhabi	1:12
	10	Emirates National School-MBZ	1:25
	11	Emirates National Private School, Al Ain	1:14
	12	Gems American Academy	1:11
	13	GEMS World Academy	1:22
	14	German International School	1:8
	15	Lycee Louis Massignon	1:21
	16	Horizon Private School Branch	1:14
	17	The Japanese School of Abu Dhabi	1:8
	18	Private International English	1:15

		School	
	19	Repton Foundation School	1:15
	20	Repton Senior School	1:12
	21	The Sheikh Zayed Academy for Boys	1:12
	22	The Sheikh Zayed Academy for Girls	1:14

#### 4.2.4 Number of teaching staff per Band A school

Presented below for perspective is the number of teaching staff per Band A school to give the reader perspective and a clearer picture of the size and magnitude of the educational institutions under discussion.

**Figure 5 List of Number of Teachers per Band A School**

ADEK rating	Number	Name of School	Number of Teachers
Outstanding	1	The British School Al Khubairat	164
	2	aldar academies-al muna primary school	43
	3	bloom academy	105
	4	Brighton College Abu Dhabi	143
	5	cranleigh school abu dhabi	134
	6	merryland international school	159
	7	Raha International School	161
Very Good	1	abu dhabi international private school	80
	2	al ain - american private school	58
	3	al basma british school	108
	4	aldar academies- the pearl primary school	55
	5	aldar academies-al ain international school	71
	6	aldar academies-al yasmina school	169
	7	American Community School of Abu Dhabi	127
	8	American International School in Abu Dhabi	131

	9	The British International School Abu Dhabi	139
	10	Emirates National School-MBZ	241
	11	Emirates National Private School, Al Ain	181
	12	Gems American Academy	176
	13	GEMS World Academy	42
	14	German International School	49
	15	Lycee Louis Massignon	82
	16	Horizon Private School Branch	134
	17	The Japanese School of Abu Dhabi	12
	18	Private International English School	123
	19	Repton Foundation School	34
	20	Repton Senior School	43
	21	The Sheikh Zayed Academy for Boys	79
	22	The Sheikh Zayed Academy for Girls	112
<b>Total Number of Staff</b>			<b>3155</b>

#### 4.2.5 List of Status Changes per Band A School from last ADEK Inspection Cycle

In figure 16 below is a list of status changes per band A School from last ADEK inspection cycle which is presented here to also give the reader perspective and in this case much hope. I say hope because it shows that only three schools out of the 229 under ADEK were rated as outstanding and only 16 were rated as Band A compared to this cycle where 7 schools were rated as outstanding and 29 as Band A which is almost a twofold increase in just one cycle. This reflects that the ADEK inspection cycle is in itself fair and unbiased and evaluates schools based on their merit. That's since once school leadership was replaced with better leaders between inspections cycles in many schools, their rating across the various performance indicators rose leading to their general ratings improvement.

The effect of better leadership can not be underestimated as this research paper shows, it can make or break a school across all 6 performance indicators of ADEK's inspection. This applies to all schools even those not in Band A. A notable example is the transfer of Mrs. Baria Abou Zein to ABC Private School where exactly one inspection cycle later Mrs. Baria managed to lift

the school an entire level across various performance indicators. This is even reflected on briefly by ADEK as shown in figure 14 and figure 15 from the report.

**Figure 14 Excerpt from latest ABC private school's inspection report**

- School leaders have improved school performance in several key areas. Overall, their capacity to improve the school is good.

**Figure 15 Excerpt from latest ABC private school's inspection report**

**Areas of Relative Strength:**

- Effective senior leadership to effect improvement.

**Figure 6 List of Status Changes per Band A School from last Inspection Cycle**

ADEK rating	Number	Name of School	Status Change
Outstanding	1	The British School Al Khubairat	Very good -> Outstanding
	2	aldar academies-al muna primary school	none
	3	bloom academy	none
	4	Brighton College Abu Dhabi	Very good -> Outstanding
	5	cranleigh school abu dhabi	Very good -> Outstanding
	6	merryland international school	Very good -> Outstanding
	7	Raha International School	none
Very Good	1	abu dhabi international private school	Good -> Very Good
	2	al ain - american private school	Good -> Very Good
	3	al basma british school	Good -> Very Good
	4	aldar academies- the pearl primary school	none
	5	aldar academies-al ain international school	none
	6	aldar academies-al yasmina school	none
	7	American Community School of Abu Dhabi	Good -> Very Good
	8	American International School in Abu Dhabi	none
	9	The British International School Abu Dhabi	none

	10	Emirates National School-MBZ	Good -> Very Good
	11	Emirates National Private School, Al Ain	Good -> Very Good
	12	Gems American Academy	none
	13	GEMS World Academy	none
	14	German International School	none
	15	Lycee Louis Massignon	none
	16	Horizon Private School Branch	Good -> Very Good
	17	The Japanese School of Abu Dhabi	none
	18	Private International English School	Good -> Very Good
	19	Repton Foundation School	none
	20	Repton Senior School	none
	21	The Sheikh Zayed Academy for Boys	Good -> Very Good
	22	The Sheikh Zayed Academy for Girls	none

### 4.3 Multifactor Leadership Questionnaire (MLQ) Survey

This questionnaire provides a description of the leadership style of the respondent. It contains twenty-one descriptive statements listed below. The MLQ measures leadership on seven factors related to transformational leadership. The score for each factor is determined by summing three specified items on the questionnaire. For example, to determine the score for factor 1, Idealized influence, sum the responses for items 1, 8, and 15. This procedure is done for all seven factors. The score are graded across range as follows: High is 9 to 12, Moderate is 5 to 8 and Low is 0 to 4.

Respondents had to judge how frequently each statement fits them or their leaders on a five point Likert scale. Then each three related statements were added to give a score out of for each of the 7 factors identified in successful leaders in the literature (Avolio et Bass, 2004). In table 1 below is a list of each of the 7 factors being measured along with the questions that measured such traits. The questions were distributed in a spaced fashion in the survey to throw off the respondents and prevent their biases from creeping in their responses as much as possible. Note that both leaders and staff were asked to complete surveys based on the MLQ and thus we will discuss below the score of both respondents simultaneously for each factor.



**Table 1 Each Factor along with its relevant Question number**

Factor 1: Idealized influence	Factor 2: Inspirational motivation	Factor 3: Intellectual stimulation	Factor 4: Individual consideration	Factor 5: Contingent reward	Factor 6: Management-by-exception	Factor 7: Laissez-faire leadership
1- I make others feel good to be around me	2- I express with a few simple words what we could and should do.	3- I enable others to think about old problems in new ways	4- I help others develop themselves	5- I tell others what to do if they want to be rewarded for their work	6- I am satisfied when others meet agreed-upon standards	7- I am content to let others continue working in the same ways always
8- Others have complete faith in me.	9- I provide appealing images about what we can do	10- I provide others with new ways of looking at puzzling things	11- I let others know how I think they are doing	12- I provide recognition/rewards when others reach their goals	13- As long as things are working, I do not try to change anything	14- Whatever others want to do is OK with me
15- Others are proud to be associated with me	16- I help others find meaning in their work	17- I get others to rethink ideas that they had never questioned before	18- I give personal attention to others who seem rejected	19- I call attention to what others can get for what they accomplish	20- I tell others the standards they have to know to carry out their work	21- I ask no more of others than what is absolutely essential

### 4.3.1 Scoring Interpretation

#### Factor 1 – Idealised Influence

**Table 2 The Average Scores of Leaders in Trait 1**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 1: Idealized influence	11	<b>High</b>	11	<b>High</b>

**Factor 1 – Idealised Influence:** indicates whether the leader holds the subordinates’ trust, maintains their faith and respect, shows dedication to them, appeals to their hopes and dreams, and acts as their role model.

This is one of the most important factors and that was consistently rated as present highly in Band A leaders whether evaluated by the staff or by the leaders themselves. This is supported and predicted by the literature (Leithwood et al, 2008) where idealised influence is one of the

main pillars along with motivating the staff of leadership successful in school improvement (Winston et al, 2006).

## Factor 2 – Inspirational Motivation

**Table 3 The Average Scores of Leaders in Trait 2**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 2: Inspirational motivation	11	<b>High</b>	11.5	<b>High</b>

**Factor 2 – Inspirational Motivation** measures the degree to which the leader provides a vision, uses appropriate symbols and images to help others focus on their work, and tries to makes others feel their work is significant.

Also here as in Factor 1, the rating of leaders whether evaluated by the staff or by the leaders themselves was quite high (even higher in the case of leaders by a 0.5). This also comes as no surprise since inspirational motivation is sometimes used simply as the very definition of leadership in the literature (Ghasabeh, 2015).

## Factor 3 – Intellectual Stimulation

**Table 4 The Average Scores of Leaders in Trait 3**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 3: Intellectual stimulation	9	<b>High</b>	10	<b>High</b>

**Factor 3 – Intellectual Stimulation** shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

This factor rated lower by both leaders and staff than the first two factors by several points yet is nevertheless within the High scoring range. Out of the literature (Bass, 1999) and personal experience, I believe the culprit here in this dip is the fact that intellectual stimulation was higher *before* the school reached the Band A rating as it had much tougher problems that in turn stimulated the intellects of both staff and leaders to solve them.

## Factor 4 – Individualised Attention:

**Table 5 The Average Scores of Leaders in Trait 4**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 4: Individual consideration	7	<b>Moderate</b>	9	<b>High</b>

**Factor 4 – Individualised Attention:** indicates the degree to which the leader shows interest in others’ well-being, assigns projects individually, and pays attention to those who seem less involved in the group.

Here the dip in scoring whether by staff or leaders is apparent and even the two scores are divergent with staff rating it at moderate but leaders seeing it as high. Individualised attention to be fair is rather hard to maintain as schools grow and develop in complexity (Yasin Ghadi et al, 2013) yet shared leadership and teacher leadership may help the leader delegate this task yet maintain high levels in this factor (Bezzina, 2008).

**Factor 5 – Contingent Reward:**

**Table 6 The Average Scores of Leaders in Trait 5**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 5: Contingent reward	8	<b>Moderate</b>	9	<b>High</b>

**Factor 5 – Contingent Reward:** shows the degree to which the leader tells others what to do in order to be rewarded, emphasizes what he / she expects from them, and recognises their accomplishments. The leaders here also in expected fashion seem to rate themselves as higher in this factor than what their staff believe they deserve. Here again the recognition of accomplishments seems to be rather less than stellar but is somewhat reported elsewhere in the literature (Blatchford et al, 2009).

**Factor 6 – Management-by-Exception**

**Table 7 The Average Scores of Leaders in Trait 6**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 6: Management- by-exception	10	<b>High</b>	10	<b>High</b>

**Factor 6 – Management-by-Exception:** assesses whether or not the leader tells his staff the job requirements, is content with standard performance, and is a believer in “if it ain’t broke, don’t fix it” as a leadership policy across the board.

## Factor 7 – Laissez-Faire:

**Table 8 The Average Scores of Leaders in Trait 7**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 7: Laissez-faire leadership	8	<b>Moderate</b>	9	<b>High</b>

**Factor 7 – Laissez-Faire:** measures whether the leaders requires little of others, is content to let things ride, and let others do their own thing to prevent his interfering in every detail and micromanaging the small details out of his/her depth which may lead to bad side-effects such as bad decisions, losing the bigger picture (vision) and demoralising the staff who feel treated as kids.

**Table 9 The Score Ranges Equivalence**

Score Range	Score
High	9 - 12
Moderate	5 - 8
Low	0 - 4

## 4.4 Strengths of Schools due to Leadership mentioned in ADEK’s Inspection Reports of all Band A Schools

In this section I would present extracts from ADEK’s inspection reports and discuss their implication below in Answers sections. To avoid boring the reader via repetition, I chose a selection that summarises the points repeated in the inspection reports of top schools. They all state the leadership and its characteristics as areas of strength for these schools and huge assets that impact all other performance indicators directly or indirectly thus having a rating-increasing effect on their school.

### Areas of Relative Strength:

- 
- Accurate and detailed self-evaluation and improvement planning which has led to improvements to all aspects of the school and maintenance of exceptionally high academic outcomes.
  - Governance which holds school leaders to account and ensures that high quality resources are available to students and their teachers.

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## **Areas of Relative Strength:**

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- The effectiveness of the school's distributed leadership arrangements.
- The school's warm, inclusive ethos and productive partnerships.

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## **Areas of Relative Strength:**

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- The quality of leadership at all levels and the impact of leaders' actions on students' achievement
- Accurate self-evaluation systems and effective development planning

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## **Areas of Relative Strength:**

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- Leaders' shared vision for the school, particularly with parents.
- Leaders' monitoring, evaluation and improvement of the effectiveness of teaching.
- The school's self-evaluation and improvement planning.

---

## **Areas of Relative Strength:**

---

- Inspirational leadership.
- High quality self-evaluation.
- Vision that is shared and understood by staff, students and parents.

---

## **Areas of Relative Strength:**

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- The very skilful leadership of the Principal and senior leadership team.
- Rigorous and analytical approaches to self-evaluation.
- Engagement of all staff in improving the school
- Strong vision and sense of direction provided by the Board of Trustees.

---

## **Areas of Relative Strength:**

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- Parental involvement and relationships.
- Vision and mission from senior leaders which powerfully drives school improvement.

---

**Areas of Relative Strength:**

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- Leaders' strategic and ambitious vision shared by the whole school community
- Distributive leadership across all phases of the school
- Accurate, robust and analytical school self-evaluation and improvement planning
- Highly successful engagement with parents as partners
- The impact of governance to drive school improvement.

---

**Areas of Relative Strength:**

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- Visionary leadership that drives innovation
- Arrangements for involving parents in their children's learning
- Accountability mechanisms which drive a culture of ambition.

---

**Areas of Relative Strength:**

---

- The leadership of the principal and vice principal.
- Use of data for self-evaluation.
- Partnerships with parents.

---

**Areas of Relative Strength:**

---

- School leaders' effective systems for self-evaluation and improvement planning.
- Communication within the school and reporting to parents.

---

**Areas of Relative Strength:**

---

- The impact of school leaders on the sustained performance of the school.
- The school's partnership with parents.
- The school's effective, electronic systems of assessment and self-evaluation.

**4.5 Areas of Improvement and Advice by ADEK for Aspiring Schools to reach Band A**

In this section I would present extracts from ADEK's inspection reports and discuss their

implication below in Answers sections. This section also seems to see repetitive remarks which are cut here as much as possible to avoid repetition and boredom. The main remarks are along the lines of:

1- Bridging the gulf in achievement between Arabic-medium subjects and English-medium subjects.

2- Involving parents and other stakeholders more via establishing a parents council for example although some schools were praised for having very direct communication with parents.

3-Further establishment of shared leadership and delegated leadership

4- Making very clear the roles and responsibilities of middle managers to increase their efficiency.

---

**Areas for Improvement:**

- More involvement of parents and other stakeholders in governance and decision making.

---

**Areas for Improvement:**

- Ensure achievement in Arabic medium subjects is improved to match the standards achieved in other core subjects.

---

**Areas for Improvement:**

- Bridging the gap in students' achievement between the Arabic and the English medium subjects.

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**Areas for Improvement:**

- The clarity of the role of subject coordinators in order that they have more impact on teaching and student outcomes.
- Communications with parents to improve punctuality of minority of students to school.

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**Areas for Improvement:**

- Extend student council representation in the senior leaderships' evaluation of the work of the school.

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**Areas for Improvement:**

- Continuing to develop delegated leadership among staff.

### **Areas for Improvement:**

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- Further promotion of shared leadership.

### **Areas for Improvement:**

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- Accurately benchmarking student achievement against a comprehensive range of international assessment data.

### **Areas for Improvement:**

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- Further develop relationships with parents to ensure that they feel that they have a clear voice in the school.

### **Areas for Improvement:**

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- Leaders' role in ensuring that a good pace of learning is achieved consistently, in all lessons and subjects.

### **Areas for Improvement:**

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- School leaders' promotion of challenge for the highest achieving students.

#### **4.6 Answers extracted from data above to research objectives**

This research has the aim of uncovering the successful leadership style and the reasons along with the impacts of its success in Band A rated Abu Dhabi schools. For the first objective, it was to investigate what the most successful and frequent leadership characteristics are present in school leaders of school rated as Band A (Outstanding, Very Good). These characteristics matched well with the characteristics presented in the MLQ including Idealised Influence, Inspirational Motivation, Intellectual Stimulation, Individualised Attention, Contingent Reward, Management-by-Exception, Laissez-Faire. Yet, the survey data also presents one caveat where “what got you here, will not take you there” is very true. Meaning that lagging factors such as intellectual stimulation and individual consideration hit a peak once Band A status was achieved using the mixture of inspirational and transformational leadership styles. This also has its basis in the literature (Webb, 2007) and should be a warning for leaders to not get complacent.

The second research objective was to investigate the link between having an outstanding school leader and rating in other 5 performance indicators (used to measure school improvement and



progress by ADEK). The answer was also triangulated. From the survey, the respondents gave answers strongly in affirming this relation. Below are some excerpts of answers to the question:

### 3- How impactful do you believe the school's leadership to be in the school's educational success ?

Very important

School leadership is the key in the school educational success

100%

I believe that school's leadership has its great impact on the plans, educators as well as the learners

It is a cornerstone in empowering both students and teachers.

Leadership is the corner stone in the school's educational success

Very

Huge impact

#### 4.7 Answers extracted from data above to research questions and Summary

The first of the main questions put forth by the researcher in this piece of scholarly pursuit was to determine what leadership style was evaluated as most successful by ADEK (Irtiqa'a) in the most recent round of inspections (2018-2019). According to the ADEK inspection reports, the most frequently successful leadership styles are the mixture of inspirational and transformational leadership styles. This conclusion is also supported in the literature (Hallinger, 2003; Silins, 1994) and my result here cements it further and increases its cross-cultural validity to include Abu Dhabi and the UAE society.

The second research question was what factors should be present in and make up the Band A (outstanding, very good) leader (both principal and head of department) in Abu Dhabi schools. At first glance, both the ADEK inspection reports and the survey data agree that mainly the most important characteristics for school improvement to reach Band A rating was definitely those of

transformative which are namely Idealised Influence, Inspirational Motivation, Intellectual Stimulation, Individualised Attention, Contingent Reward, Management-by-Exception, Laissez-Faire along with the features of inspirational leadership and features like Playing as a Team, The Achievement of Desired Results, The Constant Monitoring and Follow Through, The Implementation of the Shared Vision, The Continual Development of Followers, The Creation of a Shared Vision. This results is cemented by the literature (Silins, 1994) and the study here adds to the validity of previous studies and confirms them in the cultural context of the UAE.

**Figure 7 List of Status Changes per Band A School from last Inspection Cycle**

ADEK rating	Number	Name of School	Status Change
Outstanding	1	The British School Al Khubairat	Very good -> Outstanding
	2	aldar academies-al muna primary school	none
	3	bloom academy	none
	4	Brighton College Abu Dhabi	Very good -> Outstanding
	5	cranleigh school abu dhabi	Very good -> Outstanding
	6	merryland international school	Very good -> Outstanding
	7	Raha International School	none
Very Good	1	abu dhabi international private school	Good -> Very Good
	2	al ain - american private school	Good -> Very Good
	3	al basma british school	Good -> Very Good
	4	aldar academies- the pearl primary school	none
	5	aldar academies-al ain international school	none
	6	aldar academies-al yasmina school	none
	7	American Community School of Abu Dhabi	Good -> Very Good
	8	American International School in Abu Dhabi	none
	9	The British International School Abu Dhabi	none
	10	Emirates National School-MBZ	Good -> Very Good

11	Emirates National Private School, Al Ain	Good -> Very Good
12	Gems American Academy	none
13	GEMS World Academy	none
14	German International School	none
15	Lycee Louis Massignon	none
16	Horizon Private School Branch	Good -> Very Good
17	The Japanese School of Abu Dhabi	none
18	Private International English School	Good -> Very Good
19	Repton Foundation School	none
20	Repton Senior School	none
21	The Sheikh Zayed Academy for Boys	Good -> Very Good
22	The Sheikh Zayed Academy for Girls	none

The third research question was to what extent is a successful leader behind the outstanding rating of his school by ADEK and is there a significant relationship between the two. The question looked for a correlation which it found to be a significant and noteworthy one across all schools even those not in Band A. From analysing ADEK's inspection reports and figure 16 one can see the obvious twofold increase in Band A schools especially that most schools had new blood take the reins. Noteworthy is the speed with which many schools improved. One of the most concrete examples of the effect of leadership must be aldar academies-al muna primary school which only opened for two years and got an outstanding rating from the first inspection cycle and the ADEK report lays the cause on the extraordinary leadership in charge. This means that a change of leadership or a change in the leadership style of the same current leaders could be the start to improvement, which is also what the research supports (Hopkins, 1994).

## **Chapter Five: Conclusion and Recommendations**

### **5.1 Summary of Study**

In this study, the author's key intent was to uncover the main characteristics and traits of leaders that lead successful Band A (outstanding or very good) rated by ADEK schools which would help guide other leaders of the 229 schools not counted as Outstanding or Very good (Band A) in the educational field in their quest to improve their schools especially that this study would be more relevant since i) its done in UAE culture and especially in Abu Dhabi under ADEK ii) since there are so few such studies who have these more control variables (eg: same culture and under the same educational authority ADEK, etc) and thus this study is more valid and relatable. Also, another aim for the researcher in this study was to spur other leaders towards developing and adapting via another motivation than the casual "I have to do something" by showing them that their leadership is not just one out of six performance indicators evaluated by ADEK but rather the main engine that drives all other indicators and that its improvement is a tell tale sign of the improvement of the others over time.

Nevertheless, the study did take into account thoroughly the practical and theory literature on the topic under study with an eye to detail and analytic scrutiny to shine light and pave the way for this study. This research paper, reinforced by the conclusions found in the literature and standing on the shoulders of giants in the field of educational coupled with the author's vast and diverse experience in the field for more than 20 years, has augmented and implemented valid methodology as humanly possible given the constraints on time and resources available.

### **5.2 Key Findings of the Study**

In this section I would present key findings in the table below from the survey questionnaire answers by both leaders and staff. extracts from ADEK's inspection reports and discuss their implication below in Answers sections.

**Table 1 Each Factor along with its relevant Question number**

Factor 1: Idealized influence	Factor 2: Inspirational motivation	Factor 3: Intellectual stimulation	Factor 4: Individual consideration	Factor 5: Contingent reward	Factor 6: Management-by-exception	Factor 7: Laissez-faire leadership
1- I make others feel good to be around me	2- I express with a few simple words what we could and should do.	3- I enable others to think about old problems in new ways	4- I help others develop themselves	5- I tell others what to do if they want to be rewarded for their work	6- I am satisfied when others meet agreed-upon standards	7- I am content to let others continue working in the same ways always
8- Others have complete faith in me.	9- I provide appealing images about what we can do	10- I provide others with new ways of looking at puzzling things	11- I let others know how I think they are doing	12- I provide recognition/ rewards when others reach their goals	13- As long as things are working, I do not try to change anything	14- Whatever others want to do is OK with me
15- Others are proud to be associated with me	16- I help others find meaning in their work	17- I get others to rethink ideas that they had never questioned before	18- I give personal attention to others who seem rejected	19- I call attention to what others can get for what they accomplish	20- I tell others the standards they have to know to carry out their work	21- I ask no more of others than what is absolutely essential

**Table 2 The Average Scores of Leaders in Trait 1**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 1: Idealized influence	11	<b>High</b>	11	<b>High</b>

**Table 3 The Average Scores of Leaders in Trait 2**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 2: Inspirational motivation	11	<b>High</b>	11.5	<b>High</b>

**Table 4 The Average Scores of Leaders in Trait 3**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 3: Intellectual stimulation	9	<b>High</b>	10	<b>High</b>

**Table 5 The Average Scores of Leaders in Trait 4**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 4: Individual consideration	7	<b>Moderate</b>	9	<b>High</b>

**Table 6 The Average Scores of Leaders in Trait 5**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 5: Contingent reward	8	<b>Moderate</b>	9	<b>High</b>

**Table 7 The Average Scores of Leaders in Trait 6**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 6: Management-by-exception	10	<b>High</b>	10	<b>High</b>

**Table 8 The Average Scores of Leaders in Trait 7**

Factor Measured	Average Score of Staff Respondents	Score range	Average Score of Leader Respondents	Score range
Factor 7: Laissez-faire leadership	8	<b>Moderate</b>	9	<b>High</b>

### **5.3 Discussion and Implications of the Current Study**

After consulting the relevant literature, it is evident that school principals carry the responsibility of creating the correct learning environment for both staff and students (Dinham et al. 1995). Not only that, but they have a direct impact and effect on this environment for better or worse (Bush 2007).

Moreover, creating and discovering distinguished leaders in the educational field is acquiring increasing importance in the globalised and fast-paced world with entire countries worldwide recognising the important part played by the educational sector in keeping and maintaining a steady supply of quality workers for the economy (Bush, 2007).

It is essential that there is cooperation between school leadership and management to fulfill proper developmental goals (Glover, 2002). Setting a clear vision, developing followers, redesigning the organization and a strong desire to achieve set objectives are key and important indicators of success for a leader in an educational institute (Leithwood et al, 2003).

### **5.4 Recommendations to Industry Stakeholders**

In this study, the sphere of stakeholders would expand to include Abu Dhabi Department of Knowledge (ADEK), all Abu Dhabi private school leader whether principals or heads of departments and the entirety of the educational community both globally and locally. My notes here for a section addressing those who achieved band A status is that you should not get complacent and should now adapt your leadership style from highly transformative which was good in school improvement to a more inspirational leadership style that lays its attention at the individual. Practicing more orderly and organised delegated and shared leadership would also help measurably.

For the other 189 schools who did not achieve band A status, many advice can be gleaned from here. First and foremost, the current leaders should aim to change themselves or be replaced with leaders who possess the qualities found in Band A leaders and discussed in this paper above such as Idealised Influence, Inspirational Motivation, Intellectual Stimulation, Individualised Attention, Contingent Reward, Management-by-Exception, Laissez-Faire along with the features of inspirational leadership and features like Playing as a Team, The Achievement of Desired Results, The Constant Monitoring and Follow Through, The Implementation of the Shared

Vision, The Continual Development of Followers, The Creation of a Shared Vision.

All leaders would do well to heed such advice as bridging the gulf in achievement between Arabic-medium subjects and English-medium subjects., involving parents and other stakeholders more via establishing a parents council for example although some schools were praised for having very direct communication with parents or even a Whatsapp group for direct communication, further establishment of shared leadership and delegated leadership, making very clear the roles and responsibilities of middle managers to increase their efficiency.

Moreover, a note of interest to both researchers and leaders, is that 6 out of 7 outstanding schools were english national curriculum schools. I hypothesize this is because in the english national curriculum students do international exam for three years (grade 10 IGCSE, grade 11 AS-level, grade 12 A-level exams) unlike other systems and curriculums where students only do exams in grade 12. I believe this helps galvanise the leadership towards a concrete goal and gives them reliable external feedback which can be very useful. So as a suggestion, other schools could encourage bright students to do the exam earlier and try to take on more exams that may help students and leaders alike concentrate their powers on tangible goals throughout the year and not on a “seasonal” basis. One attempt I saw at a school was introducing the National Latin Exam which is an international exam administered by the National American Classics League. The exam was inexpensive costing only 5 dollars per student, can be administered in paper or digital formats, students receive medals and certificates, the exam is split into 6 levels and an intro level so that students from grade 7 can start doing it so that when they reach grade 12 they finish all levels. Moreover, it was low stakes as nobody’s future depended on it and it gave students a lot of much needed self confidence. Similar ventures should be studied and looked into in the researcher’s humble opinion based on her extensive experience. Perhaps future research can discover this connection further too in a quantitative manner.

### **5.5 Limitations of The Study**

This study was limited by the time and resources available to the researcher as she has to complete this task before a set deadline for her higher education institution. As the researcher is also an employee as a teacher, she needed sometimes to take time off from her job to make ends meet. Also, other challenges like being granted consent to do the survey was somewhat addressed by using the researcher’s professional networks of over 20 years of employment in



the field in Abu Dhabi. The researcher is not financed by any particular party or organisation and as such presents no bias in her results.

### **5.6 Scope for further study**

Given the afore-mentioned findings, I recommend to future researchers several things. First, it would be really worthwhile to repeat this study and take a much larger sample size from all school Bands.

Also, these same studies should be repeated across the various emirates and even where possible other Arab countries so that a coherent and comprehensive is established to aid future researchers. Also, the researchers were aided in Abu Dhabi by ADEK's publicly published inspection reports. Other Arab countries should adopt this process of regular inspection and publish their reports publicly to aid future researchers. All in all, these future studies should close the gap on the role of leaders in the Arab world and the UAE in school improvement and what leadership styles may fit there. This will aid in achieving a valid model and reliable theory on the efficiency and characteristics of school leaders.

### **5.7 Conclusion**

This research had uncovered the successful leadership style and the reasons along with the impacts of its success in Band A rated Abu Dhabi schools. For the first objective, it investigated what the most successful and frequent leadership characteristics are present in school leaders of school rated as Band A (Outstanding, Very Good). These characteristics matched well with the characteristics presented in the MLQ including Idealised Influence, Inspirational Motivation, Intellectual Stimulation, Individualised Attention, Contingent Reward, Management-by-Exception, Laissez-Faire. Yet, the survey data also presented one caveat where certain lagging factors such as intellectual stimulation and individual consideration hit a peak once Band A status was achieved using the mixture of inspirational and transformational leadership styles. This also has its basis in the literature (Webb, 2007) and should be a warning for leaders to not get complacent. The second research objective investigated the link between having an outstanding school leader and rating in other 5 performance indicators (used to measure school improvement and progress by ADEK). The answer was also triangulated. From the survey, the respondents gave answers strongly in affirming this relation.

The first of the main questions put forth by the researcher in this piece of scholarly pursuit determined what leadership style was evaluated as most successful by ADEK (Irtiqa'a) in the most recent round of inspections (2018-2019). According to the ADEK inspection reports, the most frequently successful leadership styles was the mixture of inspirational and transformational leadership styles. This conclusion is also supported in the literature (Hallinger, 2003; Silins, 1994) and my result here cemented it further and increased its cross-cultural validity to include Abu Dhabi and the UAE society.

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## **Appendices**

### **Appendix 1: The E-mail sent to School Leaders Containing Information Sheet.**

Dear respected school principal,

I am a researcher at the British University in Dubai specializing in Education, leadership and school improvement, Confirmation is attached below (attachment 1).

Given your educational institution's glowing rating by ADEK in the recent inspection round, I would like to conduct a short anonymous online survey at your school. (See links below). The survey aims to uncover the factors in your school's remarkable performance to serve as a role model in the Abu Dhabi setting. All data would be collected anonymously and privacy would be completely respected.

If you wish, your school can be thanked by name in the acknowledgements section of the research paper.

Your understanding and cooperation are highly appreciated.

survey for leaders (head of department, principal, etc): <https://forms.gle/QjBmZCjgwVwm7WP36>

survey for staff (teachers):: <https://forms.gle/ChKqJPis9181C8uD6>

Best regards,  
Khiloud Tayem



**Appendix 2: Letter of Proof from British University in Dubai (BUiD).**

9/18/2019

**To whom it may concern**

This is to certify that Mrs Khiloud Tayem with Student ID number 20172935 is a registered part-time student in the Master Of Education offered by The British University in Dubai since September 2017.

Mrs Tayem is currently collecting data for her research (The most effective leadership style in Abu Dhabi private school environment.)

She is required to gather data through conducting surveys that will help her in writing the final research. 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 Mrs Tayem's request.

Yours sincerely,

  


**Dr. Amer Alaya**  
**Head of Student Administration**

## Consent Form for Online Survey Questionnaire

You are invited to participate in a web-based online survey on leadership and education. This is a research project being conducted by Khiloud Moustafa Yousef Tayem, a student at British University of Dubai. It should take approximately 5 minutes to complete.

### Participation

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

### Benefits

You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about leadership characteristics and styles in Abu Dhabi.

### Risks

There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life. The survey is fully anonymous and so no data can be traced back to your person.

### Confidentiality

Your survey answers will be sent to a link at Google Forms where data will be stored in a password protected electronic format. Google Forms does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

### Contact

If you have questions at any time about the study or the procedures, you may contact me via email at khiloudtayem@yahoo.com

Electronic Consent: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the "Agree" button indicates that

- You have read the above information
- You voluntarily agree to participate
- You are 18 years of age or older

Agree       Disagree

## Appendix 4: The Unfilled Survey Questionnaire ( for Leaders)

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# Multifactor Leadership Questionnaire (MLQ) (Leader edition)

INSTRUCTIONS: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members. KEY: 0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

**NEXT**

Never submit passwords through Google Forms.

# Multifactor Leadership Questionnaire (MLQ) (Leader edition)

\* Required

## Multiple Choice Section

1- I make others feel good to be around me \*

0 1 2 3 4

Not at all      Frequently, if not always

2- I express with a few simple words what we could and should do. \*

0 1 2 3 4

Not at all      Frequently, if not always

3- I enable others to think about old problems in new ways \*

0 1 2 3 4

Not at all      Frequently, if not always

4- I help others develop themselves \*

0 1 2 3 4

Not at all      Frequently, if not always

5- I tell others what to do if they want to be rewarded for their work \*

0 1 2 3 4

Not at all      Frequently, if not always

6- I am satisfied when others meet agreed-upon standards \*

0 1 2 3 4  
Not at all      Frequently, if not always

7- I am content to let others continue working in the same ways always \*

0 1 2 3 4  
Not at all      Frequently, if not always

8- Others have complete faith in me. \*

0 1 2 3 4  
Not at all      Frequently, if not always

9- I provide appealing images about what we can do \*

0 1 2 3 4  
Not at all      Frequently, if not always

10- I provide others with new ways of looking at puzzling things \*

0 1 2 3 4  
Not at all      Frequently, if not always

11- I let others know how I think they are doing \*

0 1 2 3 4  
Not at all      Frequently, if not always

12- I provide recognition/rewards when others reach their goals \*

0 1 2 3 4  
Not at all      Frequently, if not always

13- As long as things are working, I do not try to change anything \*

0 1 2 3 4

Not at all      Frequently, if not always

14- Whatever others want to do is OK with me \*

0 1 2 3 4

Not at all      Frequently, if not always

15- Others are proud to be associated with me \*

0 1 2 3 4

Not at all      Frequently, if not always

16- I help others find meaning in their work \*

0 1 2 3 4

Not at all      Frequently, if not always

17- I get others to rethink ideas that they had never questioned before \*

0 1 2 3 4

Not at all      Frequently, if not always

18- I give personal attention to others who seem rejected \*

0 1 2 3 4

Not at all      Frequently, if not always

19- I call attention to what others can get for what they accomplish \*

0 1 2 3 4

Not at all      Frequently, if not always



20- I tell others the standards they have to know to carry out their work \*

0 1 2 3 4

Not at all      Frequently, if not always

21- I ask no more of others than what is absolutely essential \*

0 1 2 3 4

Not at all      Frequently, if not always

BACK

NEXT

Never submit passwords through Google Forms.

---

# Multifactor Leadership Questionnaire (MLQ) (Leader edition)

\* Required

## Open-ended Questions Section

1- What do you believe makes your school leadership so effective as rated by ADEK amongst others ? \*

Your answer

---

2- What is the most important factor that you look for in a school's leadership ? \*

Your answer

---

3- How impactful do you believe the school's leadership to be in the school's educational success ? \*

Your answer

---

BACK

SUBMIT

Never submit passwords through Google Forms.

# Multifactor Leadership Questionnaire (MLQ) (Leader edition)

Your response has been recorded.

[Submit another response](#)

---

## Appendix 5: The Unfilled Survey Questionnaire ( for Staff)

# Multifactor Leadership Questionnaire (MLQ) (Staff edition)

INSTRUCTIONS: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members. KEY: 0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

NEXT

Never submit passwords through Google Forms.

# Multifactor Leadership Questionnaire (MLQ) (Staff edition)

\* Required

## Multiple Choice Section

1- I look forward to being around the leadership \*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

2- what I could and should do is expressed to me with a few simple words by leadership \*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

3- I am enabled to think about old problems in new ways by leadership \*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

4- my leadership helps me develop myself \*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

5- I am told by leadership what to do if I want to be rewarded for my work \*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

6- my leadership is satisfied when I meet agreed upon standards \*

\*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

7- leadership is content to let me continue working in the same ways always \*

\*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

8- I have complete faith in my leadership \*

\*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

9- leadership provides me with appealing vision about what I can do \*

\*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

10- leadership provides me with new ways of looking at puzzling things \*

\*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

11- leadership lets me know how he thinks I am doing \*

\*

	0	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently, if not always

12- leadership provides me with recognition/rewards when I reach my goals \*

0 1 2 3 4  
Not at all      Frequently, if not always

13- As long as I am achieving , my leadership does not request to change anything \*

0 1 2 3 4  
Not at all      Frequently, if not always

14- Whatever I want to do is OK with my leadership \*

0 1 2 3 4  
Not at all      Frequently, if not always

15- I am proud to be associated with my leadership \*

0 1 2 3 4  
Not at all      Frequently, if not always

16- My leadership helps me find meaning in my work \*

0 1 2 3 4  
Not at all      Frequently, if not always

17- My leadership gets to me to rethink ideas I never questioned before \*

0 1 2 3 4  
Not at all      Frequently, if not always

18- Leadership gives personal attention to others who seem rejected or unrecognized. \*

0 1 2 3 4  
Not at all      Frequently, if not always

19- Leadership calls attention to what I can get for what I can accomplish \*

0 1 2 3 4

Not at all      Frequently, if not always

20- Leadership tells me the standards I have to know to carry out my work. \*

0 1 2 3 4

Not at all      Frequently, if not always

21- Leadership asks no more of me than what is absolutely necessary. \*

0 1 2 3 4

Not at all      Frequently, if not always

BACK

NEXT

Never submit passwords through Google Forms.

## Multifactor Leadership Questionnaire (MLQ) (Staff edition)

Your response has been recorded.

[Submit another response](#)

## Appendix 6 Sample Completed Survey (Staff)

### Open-ended Questions Section

1- What do you believe makes your school leadership so effective as rated by ADEK amongst others ? \*

Effective planning and serious implementation

2- What is the most important factor that you look for in a school's leadership ? \*

The collaboration

3- How impactful do you believe the school's leadership to be in the school's educational success ? \*

Leadership is the corner stone in the school's educational success

Submitted 9/22/19, 9:11 PM



## Multiple Choice Section

1- I look forward to being around the leadership \*

0 1 2 3 4

Not at all      Frequently, if not always

2- what I could and should do is expressed to me with a few simple words by leadership \*

0 1 2 3 4

Not at all      Frequently, if not always

3- I am enabled to think about old problems in new ways by leadership \*

0 1 2 3 4

Not at all      Frequently, if not always

4- my leadership helps me develop myself \*

0 1 2 3 4

Not at all      Frequently, if not always

5- I am told by leadership what to do if I want to be rewarded for my work \*

0 1 2 3 4

Not at all      Frequently, if not always

6- my leadership is satisfied when I meet agreed upon standards \*

0 1 2 3 4

Not at all      Frequently, if not always

7- leadership is content to let me continue working in the same ways always \*

0 1 2 3 4

Not at all      Frequently, if not always

8- I have complete faith in my leadership \*

0 1 2 3 4

Not at all      Frequently, if not always

9- leadership provides me with appealing vision about what I can do \*

0    1    2    3    4

Not at all                        Frequently, if not always

10- leadership provides me with new ways of looking at puzzling things \*

0    1    2    3    4

Not at all                        Frequently, if not always

11- leadership lets me know how he thinks I am doing \*

0    1    2    3    4

Not at all                        Frequently, if not always

12- leadership provides me with recognition/rewards when I reach my goals \*

0    1    2    3    4

Not at all                        Frequently, if not always

13- As long as I am achieving , my leadership does not request to change anything \*

0    1    2    3    4

Not at all                        Frequently, if not always

14- Whatever I want to do is OK with my leadership \*

0    1    2    3    4

Not at all                        Frequently, if not always

15- I am proud to be associated with my leadership \*

0    1    2    3    4

Not at all                        Frequently, if not always

16- My leadership helps me find meaning in my work \*

0 1 2 3 4

Not at all      Frequently, if not always

17- My leadership gets to me to rethink ideas I never questioned before \*

0 1 2 3 4

Not at all      Frequently, if not always

18- Leadership gives personal attention to others who seem rejected or unrecognized. \*

0 1 2 3 4

Not at all      Frequently, if not always

19- Leadership calls attention to what I can get for what I can accomplish \*

0 1 2 3 4

Not at all      Frequently, if not always

20- Leadership tells me the standards I have to know to carry out my work. \*

0 1 2 3 4

Not at all      Frequently, if not always

21- Leadership asks no more of me than what is absolutely necessary. \*

0 1 2 3 4

Not at all      Frequently, if not always

## Appendix 7 Sample Completed Survey (Leadership)

1- I make others feel good to be around me \*

0 1 2 3 4

Not at all      Frequently, if not always

2- I express with a few simple words what we could and should do. \*

0 1 2 3 4

Not at all      Frequently, if not always

3- I enable others to think about old problems in new ways \*

0 1 2 3 4

Not at all      Frequently, if not always

4- I help others develop themselves \*

0 1 2 3 4

Not at all      Frequently, if not always

5- I tell others what to do if they want to be rewarded for their work \*

0 1 2 3 4

Not at all      Frequently, if not always

6- I am satisfied when others meet agreed-upon standards \*

0 1 2 3 4

Not at all      Frequently, if not always

7- I am content to let others continue working in the same ways always \*

0 1 2 3 4

Not at all      Frequently, if not always

8- Others have complete faith in me. \*

0 1 2 3 4

Not at all      Frequently, if not always

9- I provide appealing images about what we can do \*

0 1 2 3 4

Not at all      Frequently, if not always

10- I provide others with new ways of looking at puzzling things \*

0 1 2 3 4

Not at all      Frequently, if not always

11- I let others know how I think they are doing \*

0 1 2 3 4

Not at all      Frequently, if not always

12- I provide recognition/rewards when others reach their goals \*

0 1 2 3 4

Not at all      Frequently, if not always

13- As long as things are working, I do not try to change anything \*

0 1 2 3 4

Not at all      Frequently, if not always

14- Whatever others want to do is OK with me \*

0 1 2 3 4

Not at all      Frequently, if not always

15- Others are proud to be associated with me \*

0 1 2 3 4

Not at all      Frequently, if not always

16- I help others find meaning in their work \*

0 1 2 3 4

Not at all      Frequently, if not always

17- My leadership gets to me to rethink ideas I never questioned before \*

0 1 2 3 4

Not at all      Frequently, if not always

18- Leadership gives personal attention to others who seem rejected or unrecognized. \*

0 1 2 3 4

Not at all      Frequently, if not always

19- Leadership calls attention to what I can get for what I can accomplish \*

0 1 2 3 4

Not at all      Frequently, if not always

20- Leadership tells me the standards I have to know to carry out my work. \*

0 1 2 3 4

Not at all      Frequently, if not always

21- Leadership asks no more of me than what is absolutely necessary. \*

0 1 2 3 4

Not at all      Frequently, if not always

### Open-ended Questions Section

1- What do you believe makes your school leadership so effective as rated by ADEK amongst others ? \*

The quality of leadership

2- What is the most important factor that you look for in a school's leadership ? \*

Consistency

3- How impactful do you believe the school's leadership to be in the school's educational success ? \*

100%