

**Emirati Female Principals and Vice Principals in  
Public Schools in Dubai:  
Personality, Leadership Style and Mentorship**

المديرات و نائبات المديرات الإماراتيات في المدارس الحكومية في دبي:  
الشخصية, أنماط القيادة و الإرشاد

**By  
Nayela Mohammed Noor Talib Mohammed**

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Dissertation Supervisor  
Professor Clifton Chadwick

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## DISSERTATION RELEASE FORM

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### **Abstract:**

This study was conducted on female Emirati principals and their vice principals. The focus of this study was on the factors that might be associated with leadership of principals and vice principals in Dubai female public schools. A questionnaire was distributed on the sample. After they were collected, the findings were analyzed by using ANOVA, Correlations and Chi square. The ANOVA results showed age and personality was related to the sample's educational leadership. The correlations results exhibited that personality correlated with more than one factor (like experience, leadership style and position). In addition, this research also focused on leadership styles and concluded that Transformational leadership style was dominant among the participants. Moreover, the participants of this study exhibited both masculine and feminine traits, and most of them spent little time in their offices. This study also explored the difficulties faced by the sample; it discussed also the characteristics of effective leaders. Finally, the recommendations focused on the suggestion of implementing mentorship for the participants, due to the fact that the sample lacked mentorship, and this could affect the way they do their jobs positively.

الملخص:

أجريت هذه الدراسة على مديرات و نائبات المديرات الإماراتيات. وكان تركيز هذه الدراسة على العوامل التي يمكن أن تكون مرتبطة بالقيادة لهن في المدارس الحكومية للبنات في دبي. ولقد تم توزيع استبيان على العينة. و بعد جمعها تم استخدام تحليل أنوفا، العلاقات المتبادلة و تربيعة تشي. و تبين نتائج أنوفا أن العمر و الشخصية أثرت في قيادتهن التربوية. و أظهرت النتائج أن العلاقات المتبادلة كانت مرتبطة مع أكثر من عامل مثل (الخبرة، أنماط القيادة و الرتبة). كانت القيادة التحويلية المهيمنة على المشاركات. و كانت لديهن الصفات الأنثوية و الذكورية موجودة لديهن. أغلبيتهن قضين القليل من الوقت في مكاتبهن. كما أن هذه الدراسة وجدت أن الصعوبات التي تواجهها العينة. و ناقش البحث الخصائص الفعالة للقيادة. و أخيراً ركزت التوصيات على تنفيذ الإرشاد للمشاركين, نظراً إلى أن العينة افتقرت إليها, و هذا يمكن أن يؤثر على الطريقة التي يقومون بوظائفهم إيجابياً.

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# Chapter One

**Introduction:**

Leadership is essential for the success of any school. Its importance lies in the ability of detecting leaders from personality and this would save the effort and time of appointing the right person in the right place to promote change and development, instead of people who would resist change and improvement.

Positive personality is the key to effective leadership, the other part of leadership is the style. Though leadership styles are various, the most popular and effective one is Transformational for its flexibility and involvement of the staff in many aspects of their schools. In the Emirate of Dubai (one of seven Emirates), four types of public schools exist, the first are the general public schools, the second are the MAG schools (Schools of Tomorrow), the third are the Schools of Princess Haya, and finally the Model schools that are semi-public because parents pay small amount of fees. These schools were covered in this study. The aims of this research were to recognize the factors could be related to leadership in female administrators, their personality traits and their leadership style and to understand the participants by recognizing their background and the preparation they had for their new posts. Then the realization that they had no formal preparation or mentors, which are crucial for their development and the sample, also realized it. Other than that, this research draws the attention towards the difficulties encountered by the participants, this research also focused on their future visions and recommendations offered by the sample to other principals and vice principals. This involved some solution to the problems they encounter or had encountered while being in their posts. These areas were chosen to be investigated, since there are not many studies that explore these areas in the UAE context.

The participants were female principals and vice principals in public schools in Dubai, the total number of the participants was 105 and the number of the schools approached was 54 of which 51 contributed to this study. The sample was given a questionnaire to fill, this questionnaire was adapted from an earlier study (Mohammed:2009) done by the researcher and from Coleman's (2002) and Ozga's (1993) surveys. The results were analyzed by using ANOVA, Correlations and Chi-square Test, and the other questions elicited and compared general information about the participants.

In an earlier study (Mohammed 2009) the participants were teachers and engineers, as a consequence this study focused on school administrators, because in order to operate a school successfully an effective educational leader is required. The whole school depends on principals and vice principals to function, therefore they are considered essential to any school. There is a need for educational leaders and not managers (the difference is discussed

in chapter three) that could solve educational issues and provide practical solutions, adapt to change and development for a better education.

The organization of this study is divided into five parts. The first part discussed the introduction providing a general idea about this research. The second chapter focused on Literature review concerning personality, masculine and feminine traits, leadership styles, the difference between leadership and management, characteristics of successful educational leaders and mentorship. The third section, discussed the methodology used in this study which was a questionnaire with a variety of questions (consisting of qualitative and quantitative questions) targeting female principals and vice principals in public schools in Dubai, and the justification for using of ANOVA, correlation and Chi-square test in the analysis. Chapter four investigated the results of this study; ANOVA stated that personality and age relate to the sample's educational leadership. The Correlations illustrated that personality along with experience, leadership styles and position relate to the participants educational leadership, correlation based on group resulted in principals experience correlating with their cycle and personality, relate to their educational leadership, while vice principals did not reach the required level of correlations in any factor. Moreover, this research explored their mixture of masculine and feminine traits this indicates their effectiveness as leaders. Then the study investigated the most preferable leadership style, transformational leadership prevailed, other issues were the time spent in offices, the difficulties they faced, their vision and recommendations. Chapter five concentrated on the conclusion, based on the findings and comprehending the results of this study, it found the importance of personality and leadership styles for the sample. further studies to focus on other emirates, male subject and GCC countries, and recommendations to appoint mentors, provide the school administrators with the needed training to improve their schools, the importance of administrators in decision making and finally the bibliography and appendices used in this study.



## Chapter Two

## **Literature Review:**

### **2.1 General definition of leadership**

Researchers provided many definitions for leadership. However. It was defined by Kerry (2000,p. 181) as ' school leadership is about making choices, deciding on priorities, and being willing to learn and change.' Probably because every day would be different than any other day because they are dealing with students, therefore, they need to make decisions regarding their schools. While Bennett, Crawford and Cartwright 2003,p, 27) explained it as "leadership is typically defined by traits, qualities and behaviours of leaders."

Kerry(2000) defined it from a better way to think of rules and regulations perspective, while Bennett, Crawford and Cartwright explained it from a personality point of view. Usually ' [t]o be a leader , one has to make a difference and facilitate positive change' (Barts cited in Dubrin 1995,p.2) However, in an educational context, both should be merged together to benefit from the practice of leadership and the personality of a leader.

### **2.2 Why focus on Principals and Vice Principals and Leadership?**

Principals and vice principals are the core of educational development (International Education Journal 2003) and are change agents (Hean 2003). Therefore, Could someone imagine a school without a principal or a vice principal? The school would be in a state of chaos. The school Administrator runs the school. Some of them would try to run the school smoothly and place order in their organization. In a school setting, teachers would be busy preparing and teaching their lessons. As a result, someone should be there to facilitate the teachers and students needs, and provide them with the necessary equipments and keep them up to date about the new rules or regulations imposed on them. Those administrators are needed for schools to run efficiently. Also they are the link between MOE (Ministry Of Education), KHDA (Knowledge and Humanity Development Authority) and the teachers along with students.

They also have numerous other responsibilities. These responsibilities are directed towards their staff, students, parents, MOE (Ministry Of Education) and KHDA (Knowledge and Humanity Development Authority). If a school is blessed with good and qualified administration, then this school would not face any problems or trouble within its small community. However, if the administration lack experience in the field of education, then it would cost both MOE, KHDA and schools a lot, not only financially but also emotionally and socially.

When administrators have no experience on how to deal with teachers, parents or students issues, or MOE/KHDA regulations, the community will lose their faith and trust in school administrators, and probably withdraw their children from that school. Students may apply to be transferred to another school and teachers either resign or demand to be transferred.

Thus, a school revolves around principals and vice principals, who are considered the core of each school (International Education Journal 2003). A good principal and a good vice principal will build a strong and a successful school, while a bad principal and a bad vice principal will destroy their own school.

Dedicated administrators try to solve any problems that occur between staff or students, while other kind of principals who would not know how to resolve certain issues will make the situation worse.

A good administrator would offer a good school that runs smoothly without any trouble. While a bad one would have an uncontrollable school, where teachers and students are in constant struggle. There are several elements that dictated the choice of this study, like administrators promote change (Chance and Chance 2002). While educational leaders could provide education with improved schooling (Leithwood and Reigh 2003).

However, it is generally believed that a job of school principal or vice principal is avoided. This is due to the following reasons for instance 'the increased expectations , complexities and responsibilities', leading to 'stressful conditions', 'lack of needed resources and support', and low 'salaries and fringes' (Tryon 1996,p. 1-2 cited in Young and Skrla 2003,p. 273). This also could be applied to this sample. Yet the participants of this study aspired to be leaders, and it appeared that they tried to evade teaching, because it was seen as a promotion and to avoid the work load of teaching.

### **2.3 Roles of principals and vice principals:**

Administrators have to fulfill several responsibilities and roles; some teachers might assume that a principal's job is easy, however, it is 'difficult and demanding' (Coleman 2002 p124). This could be due to the numerous roles and responsibilities they need to fulfill. Moreover, it is considered that "[a]s school leaders the principals plays the major role in planning and implementing change" (Bennett, Crawford and Cartwright 2003,p.143). This means that educational leaders have to be managers for trying organize general school frame work, and at the same time they should be leaders for attempting to modify their schools. Educational leaders or principals and vice principals, generally face some difficulties regarding school issues, and they try to solve them to achieve their objectives ( Carr and

Fulmer (ed.) 2004,p. 90). Yet, it appears that each day there is a new challenge or difficulty that they will face and they cannot predict it.

Based on the arguments of few researches, the indication of the difficulty, and exhausting nature of the job (Bugbee 2006)of a principal was evident. Their roles preceded the building of the schools to students, parents, teachers, Ministry and community. However, in the west one of the principal's duties is to hire and dismiss teachers, this is not applicable to Emirati principals, MOE hires and dismisses staff.

The administrators' typical roles consist of:

- 1- " checking that each class has a teacher"
- 2- " dealing with pupils referred to them"
- 3- "answering telephone calls"
- 4- "meeting visitors"
- 5- "resolving small problems raised by staff"
- 6- "maintaining the flow of paper work and routine administration" (Hargreaves and Hopkins 1991,p. 21)

Other responsibilities include the following:

Although they still perform those traditional roles, they are required to deal with new roles such as 'managerial and leadership roles', ' administrative organisation' , ' teaching and curriculum', 'interpersonal, technological, pedagogical, counseling related' issues and ' financial' (Kerry 2000,p. 190). In the Emirati school the principals and vice principals are not required to deal with curriculum matter. This might be because they do not obtain the qualifications that might enable them to accomplish this role.

Other duties that they should perform are most importantly provide 'safety and security' for everybody. They should also enable teachers to improve students' learning; they must 'facilitate all kinds of health and human services, especially to low income students.' They are being 'involved in teacher selection and assignment of new teachers', and finally they are in charge of 'effectiveness of the total school' (Malone 2000-1,p. )

However, Emirati principals and vice principals do not employ teachers, because appointing or even dismissing of staff are the responsibilities of MOE and KHDA.

Vice principals have few roles that they should address as well, such as:

'Curriculum controller'

'Administrators'

'Substitute head'

'Time table'

'Trouble shooter'  
 'Diplomat'  
 'Co-coordinator'  
 'Executive officer'  
 'Thinker' and  
 'Teacher'. (Kerry 200,p. 27)

All of the roles and responsibilities could be applied to Emirati principals and vice principals, except of 'Curriculum control' and 'pastoral manager'. They also do not place teachers, but in their previous job they held teaching positions. So Emirati administrators have fewer roles than their counterparts worldwide.

In the U.A.E “a command system is accepted by culture and tradition and schools have, in any case, little power to take decisions”. (Fuskett and Lumby 2003,p. 184), but the administrators demanded to make decisions regarding their schools.

Yet these responsibilities and roles could be divided among principals and vice principals.

Recently in the United Arab Emirates (UAE) in teacher annual report evaluation, principals were allocated (60%) while supervisors were allocated (40%), the report is evaluated by a principal, and a vice principal, along with a subject coordinator. While previously, the supervisor had a higher percentage in the annual report (60%) while the principal had a lower percentage (40%).

There are many stages for leadership, as suggested in table (1) (Weindling 1999.p, 98-100 cited in Brundrett Burton and Smith 2003,p. 62)

Stages of leadership in schools
'entry encounter' 1 <sup>st</sup> month
'taking hold' 3-12 months
'reshaping' 2 <sup>nd</sup> year
'refinement' 3-4 years
'consolidation' 5-7 years
'plateau' 8+ years

2.1 Table (1) Stages of leadership: clarifies the stages that principals experience.

It is believed that in the years from four to seven, principals are thought to be mainly efficient ( Ribbins: 1997). Yet, based on the information in the table, principals and vice principals start taking action, and they try to improve and to be effective from the third month onward in their positions until the seventh year. While in the first month, they tend to understand their

settings and the nature of their job. As they reach their eight year in their position, they become stable. Therefore for any change or improvements to take place, it needs to be implemented before the eighth year.

#### **2.4 Hierarchical Nature of school**

Some studies indicated that schools are believed to be hierarchical in nature (Gardner 1995 cite in Walker and Dimmock 2002). Therefore, it is challenging for leaders to make any decisions for their schools .and in the U.A.E school principals are not involved in any decision making regarding their schools because MOE and KHDA are responsible for rules, regulations and decision making.

#### **2.5 East versus West**

Although the studies used were conducted in a western environment, it is believed that in recent years the difference between east and west has diminished. The world has become a small global village and people are influenced by the different cultures around them; especially if they are open societies. The huge brick wall between east and west is dissolving and there is not a huge gap but a small one. As once Opera Winfrey -the famous talk show host- said 'we are more the same than we are the different' however, 'people seem to focus more on differences and ignore the similarities'. Examples are teenagers' dress codes are similar in the west and east, with the exception that women in here cover their heads and bodies with head covers and flowing black dress like a coat. In USA, UK, Arab countries to Japan teenagers are dressed similarly, they also prefer the same kinds of food.

As a result, Bush and Coleman (2000,p. 37) stated that " while leadership theory tends to be based on western models, a range of practice is likely to be found in different cultures." So there are certain aspects that are normally shared by different cultures. Consequently, it is essential to identify that 'transformational leadership is considered effective in any situation or culture' (Yurkl 1989,p. ) and 'certain leadership traits are universally important- that they apply to all situations (Dubrin 1995,p.)

Based on the researcher's personal experience, 20 years back teenagers did not play and were not familiar with the game called 'spin the bottle' or truth or dare, nowadays some secondary school girls play it. In the past rarely, one could see women wearing trousers or working in a mixed work places, let alone study in co-ed universities, but now mixed environments and co-ed universities are increasing. Thus, leads to the conclusion that societies, cultures and traditions change and evolve through the years ( Bennett, Crawford and Cartwright 2003).

This also could mean the huge differences that once existed do not have that much affect. However, the other point is that there are a minority who still believe in the old ways of living, and still have the old traditional mentality, but the majority is shifting towards westernized way of living, education and lifestyle.

## **2.6 Personality:**

Personality traits were summarized in the five-factor model according to 'positive and negative' characteristics (Funder 2009) to detect leaders from non leaders (Huges, Ginnet and Curphy 2009). The focus was on the positive traits and avoidance of the negative ones (Bono and Judge 2004). They also mentioned the stability of personality during adult hood, while a change in personality could occur during childhood, young adults and while in a phase of illness during adulthood (Caspi, Roberts and Shiner 2009).

Eventually, effective and successful leaders obtain certain traits and qualities which could be summarized as positive behavior. since “personality traits are good measures of leadership potential and as such can be used to make predictions about how effective candidates will be if placed in leadership positions” (Huges, Ginnet and Curphy 2009, p.207-207)

Additionally, a Meta-analysis concluded that personality and leadership are linked. The correlation showed it was significantly high (Bono and Judge 2004)

Personality indicates leaders’ candidates, which provides easy methods of “selection, training and development.” The focus would be on candidates with “stable traits” or positive. ()

and it should be “combined with knowledge, competence..” to be effective.

There are many traits and characteristics that define a leader studies have provided lists of personality traits, however all of these traits are summarized in the five factor model and they are: (Please refer to Appendix (D) for more details about five factor model (Caspi, Roberts and Shiner 2005, p. 456-460)

1. “Extraversion”
2. “Neuroticism”
3. “Conscientiousness”
4. “Agreeableness”
5. “Openness to experience”

Since personality remains the same, then there would be no worries that candidates might change their personalities after being appointed. Unless, they were afflicted by some diseases.

## **2.7 Masculine versus Feminine Traits:**

Literature regarding feminine and masculine traits divided characteristics of men and women into two categories regarding gender. A general belief indicated masculine traits are

more preferable when leadership was concerned (Curry 2000). While, other researchers believed that feminine traits were the most suitable for leaders (Elms). Recent studies suggested that a mixture of both masculine and feminine characteristics could facilitate the opportunity of being not only suitable but also effective and successful (Pace 2005). In addition both are required for educational field ( Reynolds 2002). Therefore, obtaining both traits might lead to a better leadership, as each situation requires different traits or a mixture of both to solve problems or make decisions.

Other researchers categorize traits as masculine and feminine. Table (2) below shows the difference between the two:

Masculine	Feminine
Competitive	Creative
Formal	Caring
Highly regulated	Initiative
Conformist	Aware of individual differences
Normative	Non competitive
Evaluative	Tolerant
Disciplined	Subjective
Objective	informal

Source: Gary (1993) cited in Coleman (2002,p. 102) and Ozga (1993,p.111)

2.2 Table (2): The characteristics of masculine and feminine personality

Masculine and feminine traits greatly differ. Though, studies have shown that men could have some female traits and not be fully masculine, similarly women could represent male attributes and not be fully feminine. (Coleman 2002).

The preference towards the mixture could provide a better chance for the individual to cope with different situations and circumstances. Gives better opportunity to run the school and solve problems. This leads to flexibility in dealing with different situations. Considering that different situations require different traits specially both masculine and feminine.

Even the five-factor model has a mixture of both traits, and mainly feminine in the positive models. Other studies have suggested that a combination of both would be more beneficial in education (Reynolds 2002). Therefore both traits are crucial for an effective leader, to be able to do her/his job properly.

## **2.8 Leaders and managers compared.**



Some studies imply that leadership and management are two different concepts or fields, they are not related. Others believe that concepts are part of each other, they are related and intertwined, yet the differences are evident (Everard, Morris and Wilson 2004). When in education both are needed.

Studies have different approaches to leadership and management; some imply that they are two different concepts, while others consider them as part of each other that cannot be separated. Nonetheless, both have similarities and differences. First the concept of management would be explained then the concept of leadership would be explained.

### Managers

Carr and Fulmer (2004,p. 114) stated that managers focused on ' [p]roductive orientation', they were '[t]ask motivated' and '[t]ransactional' leaders. Bennis (1989 cited in Wikipedia p.8) also acknowledged that managers gained authority by their rank, they prefer to manage and 'ask how and when'. Their main concern is to 'do things right' and 'rely on control'. They 'have short-term perspective' and 'accept the status quo'. In addition to that managers ' have an eye on the bottom line', 'initiate', could be described as a 'classic good soldier' and finally they 'copy'. Based on these descriptions a manager wants to accomplish the job without attempting to improve or develop.

Dubrin (1995,p.3-4) on the other hand, believed that managers emphasize on the following

- 1- Planning
- 2- Organizing
- 3- Directing
- 4- Controlling
- 5- Being 'formal and scientific'
- 6- Implementing 'a vision'
- 7- Budgeting
- 8- Solving 'problems'
- 9- And they 'produce a degree of predictability and order.'

Budgeting is important for school principals and vice principals, by reason of that the principals sometimes do not know how plan the school budget. The important factors in this part are the ability of the educational leader to focus on planning and organizing so that their schools run efficiently. They also should be able to relate to their vision and finally they need the skill of problem solving

### Leaders

Carr and Fulmer (2004,p. 114) argued that leaders prioritized 'employee orientation', they were 'relationship oriented' and '[t]ransformational' leaders. Bennis (1989 cited in Wikipedia p.8) discussed that leaders 'power by influence', 'innovate' they also 'ask what and why'. They prefer to 'develop things, besides they 'do the right thing'. Leaders 'inspire trust' and 'have long-term, perspective'. They 'challenge the status quo' and 'have an eye on the horizon'. The other aspects of leader include, they 'originate', they are their own people and leaders 'show originality'. Based on these aspects a leader would complete their jobs, yet they would aim to improve and develop.

Dubrin (1995,p.3-4) on the other hand, believed that leaders emphasize on the following

- 1- Planning
- 2- Organizing
- 3- Dealing with 'interpersonal aspects'
- 4- 'having a vision'
- 5- Motivating the staff
- 6- Focusing on change

Nevertheless, it should be taken into considerations that 'successful change in education takes time' (Stoll and Fink 1996, p. 45-56 cited in Bush and Coleman 2000,p. 541). Therefore, the evaluation of the outcome needs to be done carefully.

### **2.8 Women underrepresented:**

There is a common thought that women are being underrepresented in leadership positions (BBC 1998), it is assumed that women are 'not motivated', they only profession that suit them is being teachers moreover their only responsibility is directed towards their families (ANTRIEP 2005). Moreover, BBC reports showed that in the year 1998 women were a minority in principal position. Then a year later (1999) the number increased especially in primary level. After that in 2005, men principals were dominant, especially at a secondary level. Finally in 2008 the number of female principals increased. Based on these reports, it appears that their number fluctuates from year to another. The preference of a teaching as a choice of profession is applicable here, however, in administration position in education that is not considered an issue because schools are segregated according to gender. Therefore, women could have the opportunity of being a principal or a vice principal.

### **2.9 History of Leadership Style:**

Leadership has evolved and changed throughout history especially in the early 20<sup>th</sup> century until the begging of 21<sup>st</sup> century, table (4) below summarizes the years and principals roles associated with it.

Year	Principal Roles
1900	“Directing managers”
1920	“accepted and promoted certain values”
1930	“financial manager”
1940	“democratic leader”
1950	“applying laws... in combination with implementing school activities”
1960	“bureaucratic”
1970	“humanistic facilitator”
1980	“Instructional”
1990	“leader versus manager”
21 century	“visionary and change agent”

(Carr and Fulmer 2004,p. 308-309)

2.3 Table (3): gives a chronological order of the development of leadership through the years

It was realized that 'because of the changes in workforce.... characteristics that made leaders successful in the twentieth century may or may not be the same characteristics needed in the future' (Bennett, Crawford and Cartwright 2003,p.34) Based on that and the information given by table (4), it is observed that throughout history leadership style had changed. This alteration happened from hierarchical and autocratic to democratic. This signifies that each era had a preferable style that could serve the times needs and objectives of the people. Thus, what is considered to be an effective style now could be changed in the next generation.

### **2.10 Leadership style:**

It is assumed that men and women differ in their leadership styles. However, Coleman (2002) proved that men and women share the same traits and Fullan (2000 cited Adkinson, 1981; Fraser and Fraser, 1979; Shakshaft, 197) proved that there were no huge contrast between men leaders and women leaders.

However, there are many leadership styles and for brevity only the most common and famous ones (such as instructional, transformational, transactional, distributed, Autocratic-authoritarian and authentic) were included in this study.

Leadership styles are:

Instructional:

This style was defined by Fink and Resinck (p.9) as 'their days are filled with activities of management, scheduling, having relations with parents and community, dealing with multiple crises'. This kind could be related to school administrators, though it should not be their only focus because this could deprive them from other roles.

Transformational:

This type is seen as a women's leadership style (Dunlap and Schmuck (ed.)1995). additionally, it is argued that this type of leadership could develop schools (Wallace and Poulson 2003). Therefore, Transformational leadership would not feel alienated because it is the style they use, and by this type schools could be enhanced. This style also leads to promoting 'change' (Huges, Ginnet and Curphy, 2009). These are the elements are required to improve schools. Yet, servant leadership style is implied to be part of transformation leadership (Greenleaf 1977 cited in Norris et al 2002). This explains the reasons for excluding servant leadership style. Other characteristics include, supporting employees and listening to them. They also promote creativity and change; they also empower their staff and focus on their vision (Wikipedia). This style is appropriate for educational leadership, because they are congruent with the needs of educational field.

Transactional:

This style 'involves the position power of the leader to use followers for task completion' (Burns, 1978 cited in Bennett, Crawford, Cartwright (ed.) 2003) They are not advocate of 'change' (Huges, Ginnet and Curphy 2009). This style is not suitable for educational leaders, because change is needed in the educational field and this style does not allow change.

Moreover, transactional leader's 'prime purpose of the subordinate is to do what their managers tell them to do' ( Wikipedia). As a result employees will only perform their tasks. This style ' focuses on services on transaction.... having exchange benefits with their subordinates and clarify a sense of duty with rewards and punishment to reach goal' This form of leadership might be found in education, yet this kind should not prevail because the employees would try to reach the objectives of an organization due to fear or the need to be rewarded and would not try to develop.

Distributed: Includes more than one leader (Spillane, Halverson, and Diamond)

Autocratic- authoritarian: is only person who decides and does not refer to others for advice (Wikipedia). However, KHDA defined it as ordering the employees to perform their work as they punish or reward them. This style must be avoided because it does not permit improvement or creativity.

Situational: this style 'carefully calculate behaviours and strategies in a manner that reflects their characteristics of the situations being faced and the psychological needs of the people being led' (Sergiovanni 2001).

Authentic: Duigan 1996 cited in Kerry (2000) implied that this style generally focused on the discovery of 'authentic' oneself and 'who you are as a person and as a professional.'

### **2.11 General Characteristics of effective and successful educational leaders:**

The traits discussed in this part could be implemented to leaders generally and to female principals particularly. There are numerous traits that could describe an effective principal. Successful leaders focus on 'relating with people', providing directions and setting expectations' (Hean 2005,p. 31) these attributes are important because they need to follow a certain plan to achieve their goals. They also empower their staff and 'act visibly' (Hean 2005,p. 31) they should be seen outside their offices, due to the fact that they are needed to fulfill their responsibilities around the school.

Leaders also should promote innovation and creativity; they should be full of energy and enthusiasm. In addition, they adjust to change quickly (Cohen 2001) as a result; this would positively lead to the transformation of the current educational situation.

Effective principals are required to 'develop and improve the school' then improve "their leadership skills' (KHDA) this should be the priority of all educational leaders. Yet, Fullan (2000) made a distinction between a leader and a principal. He argued that a leader was a 'strong educator', his main focus would be on 'teaching and learning' and they are concerned about improving their schools' and they 'care' about the students(Fullan 2000,p. 99), while a principal is required to have 'skills and competencies' that could enable them to 'think and analyze' (Fullan 2000, p. 139). Although Fullan (2000) differentiated between leaders and principals, it would be beneficial if principals and vice principals could adapt leader's attributes besides their traits for the benefit of the school.

Educational leaders should recognize that 'effective leaders use a mix of personal characteristics, and techniques to facilitate productivity, quality and thus attain goal' (Durbin 1995,p. 181). These attributes could assist educational leaders to fulfill their roles and responsibilities.

### **2.12 Mentorship**

Many researchers defined Mentorship, for example Stalker 1994 (cited in Gardiner, Enomoto and Grogan 2000,p. ) allocated several 'synonyms' to mentorship, these were: 'teaching, coaching, advising, training, directing, protecting,... guiding and leading'. This emphasizes

that mentorship is essential for 'career development' (Coleman 2002,p.7) because mentorship provides individuals with all the skills that they need. Thus, a mentor is a 'more experienced person who influences the career development .... Of a less experienced individual', while '[a] protégé is a person who is less experienced... who develops expertise under the guidance of a ' mentor. Furthermore, mentorship ' is the relationship between two people' one experienced and the other not experienced (Allemen 1987 cited in Dunlap and Schmuck 1995,p. 127).

Emirati principals need this kind of professional development, in order to be prepared for their new posts with their new responsibilities and tasks. The need emerges from principals' awareness of its importance to gain skills and knowledge. This also enables them to succeed in their job and avoid mistakes.

School improvement's first step, is by introducing mentorship. It supplies key elements to enable principals develop themselves and their schools. Which finally it could have good benefits on their community and future.

### **Advantages**

Both samples admit that training (mentoring) is important to be prepared for their new posts. The advantages were argued by some researchers as:

Mentorship assists newly appointed principals or vice principals to identify with their roles (Dowling and Walking). It is also considered a form of preparation that trains them for their posts. In this light experienced principals and experienced vice principals could help newly appointed principals and vice principals. Mentors are 'not perceive as a threat' (Malone 2000-1). Educational leaders could pass their knowledge and skills to novice leaders (Pont, Nusche and Moorman 2008).Additionally, mentorship enhance their skills (Harris and Crocker 2005) For these reason it should be recommended and thus implemented in the schools because their advantages surpass their disadvantages, and it could improve Dubai public schools.

### **Disadvantages:**

The disadvantages include the following:

This relationship 'should not be left to chance' Malone (2000-1), they should be matched according to their choice. The other disadvantages might occur based on ineffective mentors, such as, if mentors ' did not give time' to the mentee. If mentors 'failed to understand the purpose of mentoring' and if they do not observe the protégé for the advancement that they have accomplished. Finally if they do not guide or advise their mentees (Kerry 2000,p. 143).

## Chapter Three

### 3. Theoretical approach and Methodology

In this section the participants' background and an explanation of instrument used in this study will be discussed. Both quantitative and qualitative methods were used in the questionnaire. First the methods in general, second the part of the questionnaire and finally the justification for using this method will be discussed.

#### 3.1 The Samples' Background:

The participants were all Emirati female principals and vice principals in public schools in the two parts of Dubai (Diera and Bar Dubai which are separated by a creek) the subjects were appointed at different cycles. These cycles/levels are Kindergarten (KG), elementary, preparatory and secondary. Most of them have a Bachelor degree, only one principal had Masters Degree and few got a diploma in school management and administration. 54 schools were visited, two principals rejected to take part in this study, while one principal had to leave the country for medical treatment abroad, and in one of the schools the principal rejected to fill the questionnaire, but her vice principal accepted to participate. The total of the participants were 105.

The table below summarizes the basic information about the two groups.

Position	Gender	Nationality	Level	Sample number	
Principal	Female	UAE	KG, Elementary, Preparatory and Secondary	45	
Assistant Principal	Female	UAE	KG, Elementary, Preparatory and Secondary	60	
				Total=105	Number of participated schools
					51

3.1Table (4): A summary of the participants' background

The principals' age group ranged between (31-50) and only 1 participant was (51-60). No one was <30 and none was >60. While vice principals had more variety in their age group, the majority ranged between (31-40), one was between (20-30), and few were (41-50). Similarly the majority of the principals in Coleman's (2002) study were in their forties and the subjects they taught also varied.



Both samples belonged to different cycles (KG, elementary, preparatory and secondary). Both of their experience varied from 1 to 16 years. Similarly to the academic degree most of the sample had a Bachelor degree, only few had a diploma in school management and administration as an addition to their degrees. Only one principal out of the whole sample (total=105) had a Master's degree, and in Coleman's (2002) study the majority held B.A then Masters.

The requirements for Emirati Principals and vice principals are few years of teaching experience, Bachelor degree, ICDL, TOFEL they need a good annual report, 'seniority', pass the interviews and exam.

The majority of the subjects were teachers, and each one of them taught different subjects and no specific subject prevailed, yet three vice principals were not teachers in their previous jobs, but were business woman/house wife, librarian and an accountant. Principals taught for > 10 years, while vice principals spent more time teaching 1-16+ years.

Only one principal was a senior manager before being a vice principal, but the rest were vice principals in their previous jobs. While vice principals had various jobs like senior manager, teacher, librarian, accountant, secretary, social worker and business women.

In this study, the sample's selection was based on the most common answers such as:

- 1- Promotion.
- 2- Being nominated.
- 3- Change of a job.
- 4- Ambition.
- 5- Conditions applied to the candidate.
- 6- The only choice available.

Based on their replies, it seemed that they wanted to leave the position of teaching because they wanted simply to advance, yet the options that are available to them are either being a principal, a vice principal or a supervisor. The latter is not included in this study.

Coleman's (2002,p.20) sample also followed a 'career path' progressing in different roles as managers. Also there were some who had other jobs such as 'examination officers, librarian, school counselor, staff development coordinator, special educational needs co-ordinator... and lecturing in higher education' (Coleman 2002,p,20). It appeared though, not all of them were vice principals, they had more variety in their previous positions than the participants in this study.

The principals were influenced by various aspects such as friends, parents and spouses. Others chose ambition, promotion, desire, no other job and fate. Similarly, vice principals had

the same influences (personal reasons, friends and spouse) while Coleman's (2002) groups first choice was their husbands and parents. Both samples in this research and Coleman's (2002) had few career breaks and it was mainly 'maternity leave'.

Both principals and vice principals in this study focused on professional development for themselves and their staff. Regarding that, they concentrated mainly on, attending workshops, lectures, conferences, training courses, learning from others' experiences, visiting other schools (principals-vice principals-teachers) and surfing the internet.

The only difference regarding teachers is that after evaluating the teacher and detecting their weakness and strength. They would be guided to attend certain workshops or conferences to improve themselves. But who advises the administrators?

Coleman's (2002) sample as well encouraged their staff to seek professional development, especially 'attending courses and conferences' (Coleman 2002, p.143). So, both samples (Coleman (2002) and this study's participants) in the east and west agreed on more than one aspect of their replies.

Both samples generally agreed to meet with their employees at anytime or if they were not in a meeting. However, in this survey, one principal accepted to meet with them, yet with limitations. Similarly, the vice principals shared the same points, but one vice principal would meet the staff after the first three sessions, she justified that by explaining that they lacked a principal, and she would spend that time finishing paper works.

However, only 1 principal agreed to meet her staff with restriction, while 6 vice principals required limitations. As a result principals were more willing to meet and talk to their staff more than the vice principals. This could be the result of expectations from the staff that the principals should be available and meet them at anytime, and the principals had more authority than the vice principals who are busy with other school issues.

Vice principals decided to become as such, for several factors for example the vice principals clarified their choice 'after some years of teaching (10-16+), for less work load, some were appointed by MOE, while others felt they fulfilled the requirements of the job.'

Whereas, principals decided to be in this position, as they explained 'after being nominated, after spending some years (>10) as teachers then as vice principals after gaining experience and achieved job requirements, obtaining a diploma of management, they considered themselves able to lead and are responsible.' It seemed that principals spent less time in teaching than vice principals, and by being nominated they might be exceptional.

Various reasons made the sample choose their current position. Both considered it as they justified 'a change, achieved experience required, promotion, appointed by MOE, has leadership abilities, love and preference to administrative work.'

However, vice principals explain the choice of this position after they had 'achieved the requirements, no other choice for teachers, fulfilling their dreams, their preference to administrative work, to stay in a familiar field to them and to serve children.'

Principals reasons also varied as explained 'to improve education, serve their country, to make a change or a difference, they have leadership characteristics, MOE, after closing their schools MOE relocated them in other schools, achieve their personal vision, promotion ladder, and to participate in distinguished education and learning'

Principals' comments were more focused and had more depth in regarding education and change, and some of them did not plan it. Probably being more experienced helped them to have depth.

And in Coleman's (2002) group the majority planned their progression into headship; however the second part of the group did not plan it, and was expected especially in all girl's schools or vice versa. Principals in another study were attracted to this position due to the 'achievement, recognition, interpersonal relationship, advancement, responsibility, the work itself and policy as contributors to job satisfaction.' (Carr and Fulmer 2004, p.309)

During the distribution of the questionnaire, some schools lacked principals; only one school did not have a vice principal. Some schools had two vice principals while others had only one, this could be related to the school size.

For this study a questionnaire was designed, and the outline of this instrument was adapted from Coombe (2008) (Please check Appendix A for more information about the questionnaire). Usually questionnaires are in a written form and they consist of several questions and answers are provided either as a multiple choice or open-ended questions that require written replies. It is also considered the most used instrument in gathering data for statistics (Dornyei 2003). It is advised that a questionnaire should consist of various questions to avoid boredom and it also should start with simple then gradually move to more difficult oness (Coombe 2008).

Therefore, the design of this questionnaire has taken into consideration these recommendations, to start with general questions so that the participants warm up and feel safe, and then the questions got complicated as the participants progressed. Moreover, the

question types included in this study were varied and were mixed from multiple choice, Yes / No questions and open ended questions.

The personality used in this questionnaire used here was adapted from the researcher's previous study (Mohammed 2009) and it was modified. The other parts were adapted from questionnaires and categories, like feminine and masculine personality traits and other parts adapted from Coleman's (2002) and Ozga's (1993) surveys.

The questionnaire was divided into four parts. Part one was General Information, part two was Leadership Style, part three contained Leadership Personality (adapted from the researcher's previous study) and finally part four was The Future.

The samples targeted for this study were female principals and vice principals in Dubai public schools. The researcher covered all the levels (KG, Elementary, Preparatory and Secondary)

In this part, the questionnaire will be viewed in details. At the beginning of the questionnaire the purpose of the survey was provided in the title. Then an explanation was given to the participants on the importance of their participation, their anonymity was guaranteed and they were thanked, Similarly at the end thanks were extended and the sample was provided with the name and contact number of the researcher if any help was required. Furthermore, at the beginning of each set of questions an explanation was provided.

The first part started with personal background information this included: position, age group, level, years of experience, degree, previous job before current position, influenced by, career break and its nature, availability of mentors and its importance, advice regarding mentors to their counterparts with explanation of answer, masculine versus feminine traits, time spent in office, professional development for both administration and staff, success elements, and finally obstacles encountered prior and subsequent to being in their recent position.

Part two focused mainly on leadership styles, the participants were given a set of statements which indicate different leadership approaches, after that the statements were split because sometimes participants might possess one aspect of that style and not the other part. Thus the participants had to tick the one closest to them.

The leadership styles covered in this research were distributed, transformational, autocratic-authoritarian, instructional, transactional, situational and authentic. Chapter 2 covered the definitions of these terms.

The reason for this choice was for brevity and the most popular ones were chosen, in addition these styles could to some extent cover and include other styles. This part ended with the sample being questioned about their availability to their staff.

In part three, the questions were based on the researcher's previous study "Personality and Leadership: Comparison of views of Teachers in Public Schools and Engineers in Dubai" (2008) which was based on the Five Factor theory of personality, however, for this study the sample had changed and the instrument was modified. This part was all multiple choice questions and the choices were distributed according to a Likert Scale they were ranged from strongly agree to strongly disagree. The choices were marked in a range 5-1. The highest strongly agree equaled 5 and numbers decreased until it reached 1 this was equivalent to strongly disagree (Robson 1993).

The last part of this questionnaire ended with three questions, they were the participants' vision for education in the UAE, their advice to their counterparts and finally comments that the sample wanted to share.

Two versions were made of this questionnaire one for the principals and the other for the vice principals. The questionnaire along with a thank you note written in both Arabic and English (Please check Appendix B for thank you letter) and permission letter (Appendix C) from the university were enclosed in an envelope and handed to the participants. They were given a week to fill that questionnaire. It took a week and a half to distribute and approximately two weeks and a half to collect. The distribution started at the beginning of the week as pointed out by Robson (1993). The beginning of the week in the UAE is Sunday. Thursday was avoided because it was the end of the week, and normally the participants would be planning for the weekend and would leave earlier than the other days (Robson 1993). A 'large sample' was used in this study because it was advised that a large sample would reduce 'error in generalization' (Robson 1993.p, 261), and this was aimed for.

The schools were located in Dubai and both parts Bar Dubai and Diera were covered. Apart from that, the questionnaire was written in English and then translated into Arabic. The participants' replies were in Arabic and those replies were translated into English. Hence, both languages were available. This is because the native language of the participants was Arabic and English is a job requirement, from the administrators.

### **3.2 Rationale for this instrument:**

There are several reasons for selecting this method. Parts are based on the researcher personal experience and the other reasons were based on advantages and disadvantages of this instrument.

Foremost the personal experience will be explained, after that the advantages and disadvantages will be listed.

The justification for using a questionnaire and avoiding other methods such as an interview was because the researcher had encountered some difficulties with interviews, in earlier assignments. This resulted in the choice of the current instrument for the benefit of the research. These encounters will be summarized in three incidents.

The first incident was the difficulty of setting a suitable date to conduct an interview, it was postponed once due to bad weather and the other problem was choosing a time suitable for both interviewers and interviewees. However, when a date and a time were set the three interviewers were given only 30 minutes to conduct an interview which was not sufficient to obtain all the information needed.

The second reason was when teachers were asked specific questions; they discussed about irrelevant topics and issues. They started complaining about their current position, their jobs, and their endless work load.

Therefore, the researcher constantly reminded them of the original question, but still they continued complaining about the new laws and legislations that were implemented in the field of education. As a consequence, the interview took longer than originally anticipated, since the participants were drifting from the point of discussion which made it difficult to get the required information.

The third and final incident was when a principal was asked to be interviewed. This principal did not give the researcher a chance to set a date and agreed to participate immediately. She confirmed that she was free and it was suitable. However, during the interview many interruptions occurred. These interruptions were made by first a secretary, then a social worker and finally a visitor.

By the time that was over, the strain of thought of both interviewer and interviewee was cut, however, the interview had to be conducted in the remaining time, because both would be busy on another day. Although the interview could have lasted maximum of 20-25 minutes, it took approximately 50 minutes. Nevertheless, this interview was not used.

Other than that, sometimes people, especially women due to custom and tradition (the female is not supposed be heard or seen by stranger men and sometimes shyness prevent recording)

would get intimidated when their voices are recorded or when they are videotaped and would apologize from participating and claim that they are busy. While a questionnaire could be filled at anytime of the day as well as it is more flexible regarding timing because it is not confined to a short time like an hour. Besides it confirms the anonymity of participants.

The second issue to be discussed is the pros and cons of questionnaires. In this part the points would be listed. Some studies (Anderson and Bennett 2003, Coombe 2008 Dornyei 2003 and Robson 1993) had discussed the advantages and disadvantages of questionnaire and surveys. Both views will be listed below to indicate the benefits and drawbacks of this instrument. First the advantages will be discussed then the disadvantages.

Advantages:

Robson (1993,p.233-234) emphasized that questionnaires

- 1- “ provides relatively simple and straight forward approach to the study of attitude, values, beliefs and motives”
- 2- “Maybe adopted to collect generalizable information from almost any human population.”
- 3- “ high amount of data standardization”
- 4- It can present competently huge data, 'low cost', and in a 'short period of time' compared to interviews it is 'cost-efficient'.
- 5- It provides confidentiality that could result in candid responses.

Similarly, Dornyei (2003,p.9-10) stated that

- 1- ' provides a valid measure of the research question'.
- 2- It is considered 'the only or easiest 'method 'of retrieving information about past history of a large set of people.'
- 3- “Illicit accurate information.”
- 4- “Processing data can be fast and relatively straight forward especially by using some modern computer software.”
- 5- Can target various numbers of people in various 'topics' and various 'situations'. So it is 'cost-effective' and 'versatile'.

Anderson and Bennett (2003,p. 117) argued that:

[w]here access to senior managers is a problem, it may be easier for a practitioner researcher to avoid interviews and opt for questionnaires... interviewed individuals feel is appropriate to express. The anonymity of questionnaires may actually ensure greater frankness from respondents than could be achieved in an interview.

Regarding point number nine, an example of software is SPSS that was used in this study and this explains that it could help when using this software. Also the need for a large sample is another drive to use this method.

Researchers could also figure out 'the distribution of a wide range of people characteristics' and 'of relationships between characteristics'(Robson 1993,p.234). This instrument also provides 'explanations of phenomena studied and patterns of results obtained' (Robson 1993,p. 235)and this is what the purpose of this study is, therefore this method was chosen to make statistics easier and more valid.

Despite the fact that questionnaires have a number of advantages, they also have some disadvantages. These are listed below.

Disadvantages:

- 1- “ data are affected by characteristics of interviewers ( e.g. their motivation; personality; memory, knowledge; skills and experience)” (Robson 1993,p. 233)
- 2- “Not reliable” as “respondents won’t necessarily report their beliefs, attitudes, etc...” and not knowing 'the characteristics of non-respondents'(Robson 1993,p. 233).
- 3- They avoid to 'provide true answers about themselves.' Coombe 2008,p.2)

Dornyei (2003,p. 10-11) clarified that some disadvantages are:

- 4- The researcher might not be able to identify if the participants did not take the questionnaire seriously or if they misinterpret and found it vague.
- 5- “simplicity and superficiality of answers”
- 6- “Respondents literacy problem”
- 7- “Respondents are prone to leave out some questions, either by mistake or because they did not like them.”
- 8- “Little or no opportunity to correct respondent’s mistakes.”

Coombe (2008,p.2) also stated the followings:

- 9- 'sociable desirability'
- 10- 'Self-deception'
- 11- 'Halo-effect'
- 12- 'Fatigue effect'
- 13- 'Acquiescence'

One of the disadvantages that kept occurring in this study was that some participants decided to leave some questions blank. In other occasions, it seemed that the participants did not like to write, so few questions were not answered.



Nonetheless, Coombe (2008) and Dornyei (2003) argued that both qualitative and quantitative data could be collected from questionnaire, open-ended questions are not used generally in questionnaires, and that a sentence is enough. In the case of this study the answers could have been a sentence, or bullet points still some skipped and left them blank. Not only that but as Dornyei (2003,p.9) stated that questionnaires could cover different kinds of data which are explained in the table (6) below.

Type	Definition
Factual	'find out information about who the respondents are' or 'demographics'
Behavioral	'find out what respondents are doing or have done in the past'
Attitudes	' attitudes, opinions, beliefs, interests and values'

3.2 Table (5): Shows the different kinds of data in a questionnaire

Finally the use of mixed methods facilitated the analysis of the data because 'numbers can be used to add precision to work, pictures, and narratives', and lastly it presents stronger evidence for a conclusion'. However, there are few weakness in this method (quantitative and qualitative) for instance, it is hard to perform. (Johnson and Onwuegbuzie 2004,p.2), After the questionnaire were collected, typed in excel and analyzed. The means were found for part two “Leadership Personality” the other part consisted of years experience and levels of both groups. The data was distributed into two tables. The means and two tables were compared using SPSS.

### 3.3 Data Analysis

ANOVA, Correlations and Chi-square Test were used, ANOVA provided the opportunity to compare more than one factor in the study, and on the other hand correlation demonstrated the significance of the elements used in the survey(Brace Kemp and Sneglar 2000). While the final test provided an accurate number of the participants and their most and least preferable choices in leadership style (Brace Kemp and Sneglar 2000). The other replies were compared among the sample.

Chapter three explained the method used in this research and then justified the use of this instrument. The next chapter (four) analyses the outcomes of this study.

## Chapter Four

#### **4.1 Results and findings:**

The statistics used in this section conducted to analyze the factors that could be related to educational leadership including age, personality, experience, cycle, and leadership styles from the questionnaire. Three statistical tools were used. The first was Analyses of Variance (ANOVA), the second was correlations and the third Chi-square test. In the analysis of SPSS, the (p) should be either 'equal or less than 0.05' to be considered significant (Brace, Kemp and Sneglar 2000, p. 382).

The ANOVA showed that personality and age had statistically significant affect of presentation condition, and those factors relate to educational leadership in female public schools in Dubai. Similarly, correlations using Spearman's rho, indicated that personality relates to more than one variable (such as experience, leadership style and position), that could relate to educational leadership in female public schools in Dubai. While correlations based on the participants' positions, showed that principals' experience correlates with students' cycle or level and personality, which could relate to their educational leadership, however, the vice principals did not reach the significant level required, probably due to the fact, that they lack experience. In the Chi-square the preference and perceived leadership style of those participants was the transformational leadership style. Probably, because in their society, this is what is expected from them.

They exhibited both masculine and feminine characteristics, which is associated with effective leadership traits (Pace 2005) . Principals spent relatively less time in their offices than vice principals, and this relates to the expectations of their culture, society and religion. Principals and vice principals faced problems before and after being promoted, and the most popular one as they suggested, was the lack of training, and their advice to their counterparts revolved around positive personality. Therefore, policy makers should consult with experienced principals and experienced vice principals when making decisions regarding their schools.

#### **4.2 ANOVA:**

## One-way ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	3.054	1	3.054	11.993	.001
	Within Groups	25.466	100	.255		
	Total	28.520	101			
Cycle	Between Groups	.384	1	.384	.348	.556
	Within Groups	113.578	103	1.103		
	Total	113.962	104			
Experience	Between Groups	3.091	1	3.091	2.144	.146
	Within Groups	142.750	99	1.442		
	Total	145.842	100			
Leadership	Between Groups	2.314	1	2.314	.777	.380
	Within Groups	306.600	103	2.977		
	Total	308.914	104			
Personality	Between Groups	.359	1	.359	5.446	.022
	Within Groups	6.794	103	.066		
	Total	7.153	104			

4.2.1 Table (6) Shows ANOVA chart results

The research question explored two tests, which aspect ( age, cycle or level from KG all through Secondary, experience, leadership style or personality) relates to leadership in female Emirati school principals and vice principals public schools in Dubai. Participants answered a questionnaire focused on age group, cycle or level, years of experience, leadership styles and personality traits, to gather and analyze the information. The data collected from the questionnaire was analyzed using Analysis of Variance (ANOVA) because it provides analysis on more than one variable at the same time, and to 'investigate the effect of more than one independent variable' and 'to measure the amount of variation within a set of scores.' (Brace, Kemp and Sneglar 2000,p. 162).

The outcome of the analysis indicated that there was a statistically significant effect of presentation condition in age (  $F(3.05, 25.466)=11.993$  , $p = .001$ ) and there was also a statistically significant effect of presentation condition in personality ( $F( .359,6.794)=5.446$

, $p = .022$ ) , therefore these are significant variables. Those two factors reveals how female principals and vice principals in public Dubai schools lead and operate their schools. Moreover, these two factors relate to their educational leadership. Personality might affect the choice of leadership style.

While, in other factors there was no statistically significant effect of presentation condition in cycle ( $F( .385, 113.578)= .348, p =.556$ ), similarly there was no statistically significant effect of presentation condition in experience ( $F(3 .091,142.750)= 2.144, p = .146$ )and there was no statistically significant effect of presentation condition in leadership style ( $F( 2.314,306) = .777, p = .380$ ). Which resulted in cycle, experience and their leadership style did not significantly indicate how they become leaders and lead their schools, or on other words, how they relate to their educational leadership. **(please check Appendix (E) for ANOVA Descriptions)**

### **Correlations**

### Correlations

				Position	Age	Cycle	Experience	Leadership	Personality
Spearman's rho	Position	Correlation Coefficient		1.000	-.323**	-.063	-.154	.115	-.201*
		Sig. (2-tailed)		.	.001	.522	.125	.242	.040
		N		105	102	105	101	105	105
Age		Correlation Coefficient		-.323**	1.000	.162	.119	-.068	-.028
		Sig. (2-tailed)		.001	.	.104	.242	.497	.778
		N		102	102	102	98	102	102
Cycle		Correlation Coefficient		-.063	.162	1.000	.171	-.059	.044
		Sig. (2-tailed)		.522	.104	.	.088	.550	.654
		N		105	102	105	101	105	105
Experience		Correlation Coefficient		-.154	.119	.171	1.000	-.078	.320**
		Sig. (2-tailed)		.125	.242	.088	.	.435	.001
		N		101	98	101	101	101	101
Leadership		Correlation Coefficient		.115	-.068	-.059	-.078	1.000	-.238*
		Sig. (2-tailed)		.242	.497	.550	.435	.	.015
		N		105	102	105	101	105	105
Personality		Correlation Coefficient		-.201*	-.028	.044	.320**	-.238*	1.000
		Sig. (2-tailed)		.040	.778	.654	.001	.015	.
		N		105	102	105	101	105	105

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

#### 4.2.2 Table (7): Displays the subjects' correlations results

To find out which aspects (position, age, cycle: level, experience, leadership style and personality traits) correlate and associate with each other, when the Spearman correlation coefficient was applied. This analysis highlights the association of any two elements (Brace, Kemp and Sneglar 2000).

. The results showed that there was no significant correlation between position and cycle (rs= -.063, N= 105, p= .522, two tailed).

There was no significant correlation between position and experience (rs= -.152, N=101, p= .125, two tailed).

There was no significant correlation between position and leadership style ( $r_s = .115$ ,  $N=105$ ,  $p = .242$ , two tailed)

There was no significant correlations between age and cycle ( $r_s = .162$ ,  $N = 102$ ,  $p = .104$ , two tailed).

There was no significant correlation between age and experience ( $r_s = .119$ ,  $N=98$ ,  $p = .242$ , two tailed).

There was no significant correlation between age and leadership ( $r_s = -.068$ ,  $N=102$ ,  $p = .497$ , two tailed).

There was no significant correlation between age and personality ( $r_s = -.028$ ,  $N=102$ ,  $p = .778$ , two tailed)

There was no significant correlation between cycle and experience ( $r_s = .171$ ,  $N= 101$   $p = .088$ , two tailed).

There was no significant correlation between cycle and leadership Style ( $r_s = -.059$ ,  $N=105$ ,  $p = .550$ , two tailed)

There was no significant correlation between cycle and personality ( $r_s = .044$ ,  $N=105$ ,  $p = .654$ , two tailed)

There was no significant correlation between experience and leadership ( $r_s = -.087$ ,  $N=101$ ,  $p = .435$ , two tailed). The variables that did not correlate with each other, suggest that they do not relate to the schools nor they do relate to the participants' educational leadership and the way they school functions.

There was a significant positive correlation between position and age ( $r_s = -.323$ ,  $N=102$ ,  $p = .001$ , two tailed) There was also a significant positive correlations between positions and personality ( $r_s = -.201$ ,  $N= 105$ .  $P = .040$ , two tailed). There was as well a significant positive correlation between personality and experience ( $r_s = .320$ ,  $N=101$ ,  $p = .001$ , two tailed). This means that personality and experience correlate with each other in terms of how female public schools are run, and how they relate to their educational leadership in those schools. Finally, There was a significant positive correlation between personality and leadership style ( $r_s = -.238$ ,  $N=105$ ,  $p = .015$ , two tailed), which means that personality relates to experience, leadership style and position. These are the factors that MOE and KHDA need to focus on for change and development in education.

Therefore, personality is the most important variable because it relates to how administrators run and lead their schools. Besides, it indicates their educational leadership in their schools. It

is also important to indicate the participant's leadership style, experience and the position they occupy.

Therefore, personality combined with experience, leadership style and position could predict principals' and vice principals' leadership in female public schools in Dubai. Based on the findings there is a need to focus on personality in addition to experience, leadership style and position ( although principals could have more authority in the school) because these could indicate how schools could be managed more smoothly. **(please check Appendix (F) for correlation results)**

### **Correlation based on groups**

The other set of correlations used in this research focused on each group of the participants separately. First the results of principals correlations were calculated then that of the vice principals. These statistics were applied to discover any similarities or differences between the results of the participants, and if what was related to principals could be associated with vice principals?

The outcomes are discussed as the following.

### **Principals**



## Correlations

		Leadership	Experience	Position	Age	Cycle	Personality	Position=1 (FILTER)
Spearman's Leadership rho	Correlation Coefficient	1.000	-.116	.	.027	-.100	-.230	.
	Sig. (2-tailed)	.	.450	.	.864	.514	.129	.
	N	45	45	45	43	45	45	45
Experience	Correlation Coefficient	-.116	1.000	.	.136	.371*	.386**	.
	Sig. (2-tailed)	.450	.	.	.386	.012	.009	.
	N	45	45	45	43	45	45	45
Position	Correlation Coefficient	.	.	1.000	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.
	N	45	45	45	43	45	45	45
Age	Correlation Coefficient	.027	.136	.	1.000	.158	-.265	.
	Sig. (2-tailed)	.864	.386	.	.	.312	.086	.
	N	43	43	43	43	43	43	43
Cycle	Correlation Coefficient	-.100	.371*	.	.158	1.000	.041	.
	Sig. (2-tailed)	.514	.012	.	.312	.	.789	.
	N	45	45	45	43	45	45	45
Personality	Correlation Coefficient	-.230	.386**	.	-.265	.041	1.000	.
	Sig. (2-tailed)	.129	.009	.	.086	.789	.	.
	N	45	45	45	43	45	45	45
Position=1 (FILTER)	Correlation Coefficient	.	.	.	.	.	.	1.000
	Sig. (2-tailed)	.	.	.	.	.	.	.
	N	45	45	45	43	45	45	45

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

4.2.3Table (8): Shows principals' correlations results

In the case of the principals; there was no significant correlation between leadership and experience ( $r_s = -.116$ ,  $N=45$ ,  $p=.450$ , two tailed)

There was no significant correlation between leadership and age ( $r_s = .027$ ,  $N=45$ ,  $p= .864$ , two tailed).

There was no significant correlation between leadership and cycle ( $r_s = -.100$ ,  $N=45$ ,  $p=.514$ , two tailed).

There was no correlation between leadership style and personality ( $r_s = -.230$ ,  $N=45$ ,  $p=.129$ , two tailed)

There was no significant correlation between experience and age ( $r_s = .139$ ,  $N=43$ ,  $p=.386$ , two tailed).

There was no significant correlation between age and cycle ( $r_s = -.158$ ,  $N=43$ ,  $p= .312$ , two tailed)

There was no significant correlation between age and personality ( $r_s = -.265$ ,  $N=43$ ,  $p=.086$ , two tailed)

And finally, there was no significant correlation between cycle and personality ( $r_s = .041$ ,  $N=45$ ,  $p=.789$ , two tailed). Therefore, these factors are not related to the principals' educational leadership and how their schools function.

While, there was a significant positive correlation between experience and cycle or levels ( $r_s = .371$ ,  $N=45$ ,  $p= .012$ , two tailed). These two variables interact with the way they operate their schools. There was also a significant correlation between experience and personality ( $r_s = .386$ ,  $N=45$ ,  $p= .009$ , two tailed)

Given that experience with cycle, and experience and personality could relate to how female Emirati educational leaders run and lead their public schools in Dubai, in addition to that, these factors are related to educational leadership in those schools. Thus, the focus should be on these aspects when appointing principals. Other aspects of the correlations were not highly significant therefore; MOE and KHDA should not focus on them.

## Vice principals

4.2.4 Table (9): Shows principals' correlations results

### Correlations

			Leadership	Experience	Position	Age	Cycle	Personality	Position=2 (FILTER)
Spearman's rho	Leadership	Correlation Coefficient	1.000	-.006	.	-.088	-.025	-.192	.
		Sig. (2-tailed)	.	.967	.	.505	.847	.142	.
		N	60	56	60	59	60	60	60
Experience	Experience	Correlation Coefficient	-.006	1.000	.	.010	.000	.220	.
		Sig. (2-tailed)	.967	.	.	.945	.997	.103	.
		N	56	56	56	55	56	56	56
Position	Position	Correlation Coefficient	.	.	1.000	.	.	.	.
		Sig. (2-tailed)	.	.	.	.	.	.	.
		N	60	56	60	59	60	60	60
Age	Age	Correlation Coefficient	-.088	.010	.	1.000	.104	.011	.
		Sig. (2-tailed)	.505	.945	.	.	.432	.933	.
		N	59	55	59	59	59	59	59
Cycle	Cycle	Correlation Coefficient	-.025	.000	.	.104	1.000	.011	.
		Sig. (2-tailed)	.847	.997	.	.432	.	.936	.
		N	60	56	60	59	60	60	60
Personality	Personality	Correlation Coefficient	-.192	.220	.	.011	.011	1.000	.
		Sig. (2-tailed)	.142	.103	.	.933	.936	.	.
		N	60	56	60	59	60	60	60
Position=2 (FILTER)	Position=2 (FILTER)	Correlation Coefficient	.	.	1.000	.	.	.	.
		Sig. (2-tailed)	.	.	.	.	.	.	.
		N	60	56	60	59	60	60	60

In the case of vice principals, there was no significant correlation with any of the factors. For example, there was no significant correlation between leadership style and experience ( $r_s = -.006$ ,  $N=56$ ,  $p = .967$ , two tailed).

There was no significant correlation between leadership style and age ( $r_s = -.088$ ,  $N= 59$ ,  $p = .505$ , two tailed ).

There was no significant correlation between leadership style and cycle ( $r_s = -.025$ ,  $N=60$ ,  $p = .847$ , two tailed).

There was no significant correlation between leadership style and personality ( $r_s = -.192$ ,  $N=60$   $p = .142$ , two tailed) .

There was no significant correlation between experience and age ( $r_s = .010$ ,  $N= 55$ ,  $p = .954$ , two tailed).

There was no significant correlation between experience and cycle ( $r_s = .000$ ,  $N=56$ ,  $p = .997$ , two tailed)

There was no significant correlation between personality and experience ( $r_s = .220$ ,  $N=56$ ,  $p = .103$ , two tailed) .

There was no significant correlation between age and personality (  $r_s = .011$  ,  $N =59$ ,  $p = .933$ , two tailed)

Similarly there was no significant correlation between cycle and personality (  $r_s = .011$ ,  $N= 60$ ,  $p = .936$ , two tailed)

Based on the results of the correlations, principals experience and cycle and experience and personality, associate with the position of principals in Dubai female public schools. However, in the case of vice principals, none of the variables reached the level of significance required. This means that those variables do not relate to vice principals educational leadership or how they assist leading public schools in Dubai. Therefore, before being appointed, they need more training and preparation on different levels.

Based on the results, principals have more experience and are more matured, because they spent more years in their position. Though, personality is not controllable, it scored high. While, the vice principals did not achieve the needed level of significance required in any variable. This means that they lack the experience that the principals have. In addition to that, there are no similarities between the two groups in the factors used in this study, because none of the variables were significant in the vice principals' sample, while there were some significant variables in the principals sample.

### 4.3 Leadership style

In terms the participants most prominent leadership style. Chi-square analysis was applied to discover the 'frequencies' and 'distribution' of the variables without the possibility of 'chance' (Brace, Kemp and Sneglar 2000,p. 112-113).

The total number of the participants were 105, divided into two groups (principals=45 and vice principals=60) and given a selection of leadership styles to choose one from. These leadership styles used in the study are: transformational, authentic, instructional, autocratic, situational, servant, transactional and hierarchical) however, the following leadership style were not included in the Chi-square analysis: servant, hierarchical and situational, because they were not chosen by the participants, although it was made clear to chose only one, they chose more than one, so only the first was counted.

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Leadership Style * Position	105	100.0%	0	.0%	105	100.0%

4.3.1Table (10): Explains samples' numbers

**Leadership Style \* Position Crosstabulation**

			Position		Total
			Principals	Assistant Principals	
Leadership Style	Transformational	Count	28	30	58
		Expected Count	24.9	33.1	58.0
		% within Leadership Style	48.3%	51.7%	100.0%
		% within Position	62.2%	50.0%	55.2%
		% of Total	26.7%	28.6%	55.2%
	Authentic	Count	6	18	24
		Expected Count	10.3	13.7	24.0
		% within Leadership Style	25.0%	75.0%	100.0%
		% within Position	13.3%	30.0%	22.9%
		% of Total	5.7%	17.1%	22.9%
	Instructional	Count	2	3	5
		Expected Count	2.1	2.9	5.0
		% within Leadership Style	40.0%	60.0%	100.0%
		% within Position	4.4%	5.0%	4.8%
		% of Total	1.9%	2.9%	4.8%
	Autocratic	Count	1	0	1
		Expected Count	.4	.6	1.0
		% within Leadership Style	100.0%	.0%	100.0%
		% within Position	2.2%	.0%	1.0%
		% of Total	1.0%	.0%	1.0%
Distributed	Count	8	9	17	
	Expected Count	7.3	9.7	17.0	
	% within Leadership Style	47.1%	52.9%	100.0%	
	% within Position	17.8%	15.0%	16.2%	
	% of Total	7.6%	8.6%	16.2%	
Total	Count	45	60	105	
	Expected Count	45.0	60.0	105.0	
	% within Leadership Style	42.9%	57.1%	100.0%	
	% within Position	100.0%	100.0%	100.0%	
	% of Total	42.9%	57.1%	100.0%	

4.3.2 Table (11) Chi-square Test illustrates numbers of participants and preferable style

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.293 <sup>a</sup>	4	.259
Likelihood Ratio	5.844	4	.211
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	105		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .43.

#### 4.3.3 Table(12): Chi-square Test illustrates test results

The findings demonstrated that there was no relationship between the sample's position and their leadership style  $X^2(4, N=105) = 5.293, p=.259$  as explained in Figure (2). The results, also indicated that most of the participant preferred and perceived transformational leadership style (principals = 28 assistant principals =30, n=58) then authentic leadership (principals = 6 assistant principals =18, n=24) after that was distributed leadership style (principals = 8 assistant principals =9, n=17) while the least popular were instructional (principals = 2 assistant principals =3, n=5) and autocratic (principals = 1 assistant principals =0, n=1) as explained in figure (1). As a result, this sample prefers transformational leadership style hence, accepts change and is ready to adopt 'creativity' and development (Wikipedia 2009).

In spite of the fact that, it is generally believed that schools are hierarchical' (Chance and Chance 2002), in the Emarati context rules and regulations are sent from the Ministry of Education or MOE. The outcome of this study indicated a relatively high tendency towards transformational leadership style. Two interpretations could be provided. The first probably is the participants' aspiration and realization of the importance of this style in this age of change and rapid progress in the UAE and especially in Dubai, which is congruent with the society and religion of the UAE. The other possibility, could be that the participants apply this style in their schools under a general school frame work or indirect activities. However, when rules and regulations are set from the MOE and KHDA then the schools abide by them.

#### **4.4 Findings of Masculine and Feminine Traits in female public schools in Dubai:**

Some researchers assume that leaders should acquire or demonstrate masculine traits (Kawakamil, White and Langer 2000), yet only few were advocates of feminine traits (Elms; Pace 2005) while other studies prefer a mixture of both masculine and feminine traits (Coleman2002). However, Coleman (2002) found that men have both masculine and feminine traits and the women also exhibited both masculine and feminine traits .This is because leadership is classically viewed as masculine in this region(Foskett and Lumby 2003). It would appear practical to have both traits, in order to have a variety of options to choose from when making decision. A study was conducted regarding this issue, and a similar study was conducted in this research, on a female Emirati schools administrators, this was carried out to figure out any similarities or differences between the Emirati and the western sample, furthermore to recognize which trait dominated in the Emirati sample.

The findings indicated a balance between the two traits leads to an effective a successful leader. Similarly to Coleman (2002) and Ozga (1993) studies, in this study principals were asked to tick several traits of the list most applicable traits from a list containing feminine and masculine traits. Both participants represented both traits. Principals chose 113 female characteristics, while vice principals chose 160. Moreover, principals had 112 masculine traits, but vice principals scored 129.

Principal's traits were very close (113:112). There was very little difference. Principals need both traits and their masculine traits are very close to their feminine traits. Probably their positions dictate having more masculine (only 1 was the difference)

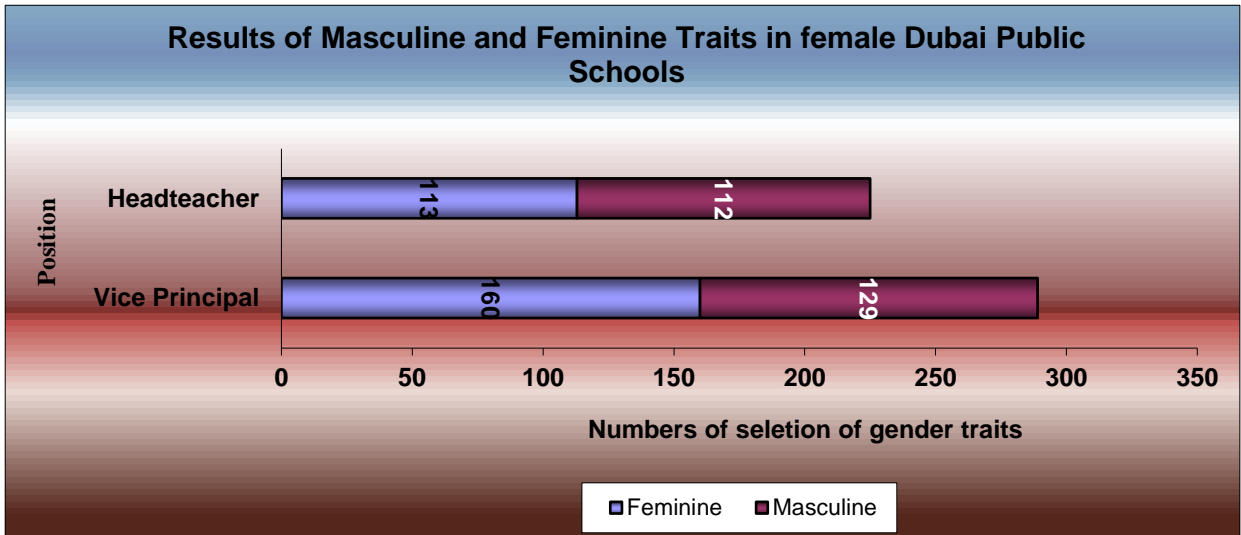
On the other hand, vice principals exhibited more female traits by half (31 was the difference). The difference is quite high. Possibly their positions requires more female characteristics.

The following inquiry would be whether principals had more masculine traits than vice principals? Will the vice principals' traits transform into masculine when they are promoted?

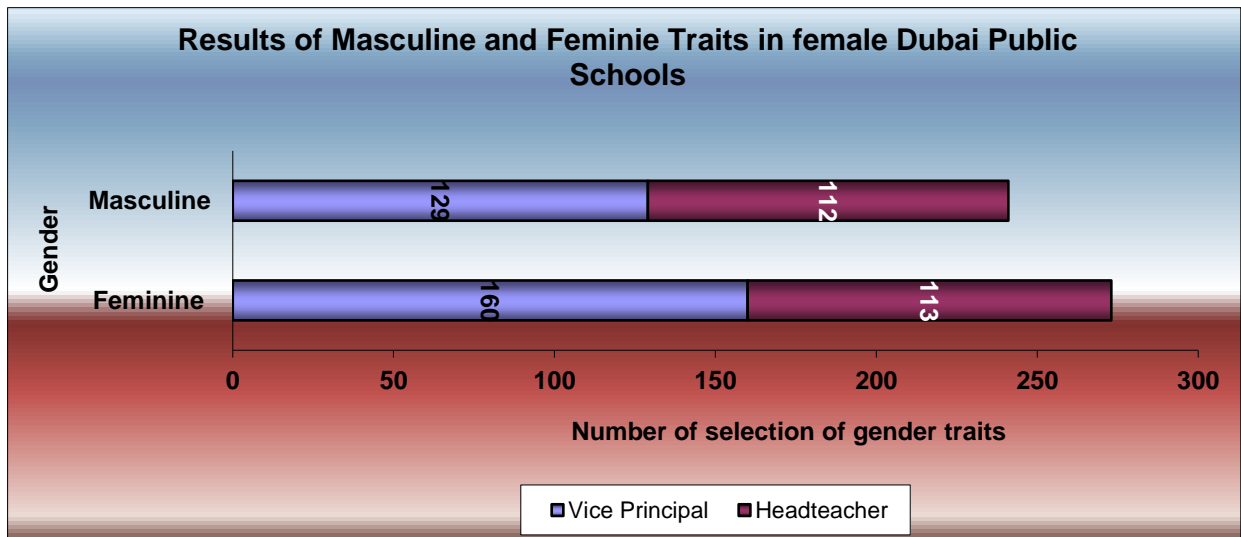
In the questionnaire, there were eight masculine and feminine traits each. The participants were asked to choose only five traits. The results showed that both samples exhibited both traits. However there was a very slight difference between the principals' masculine



and feminine traits, while the assistants had a stronger tendency towards feminine traits. The outcomes are shown in the two graphs, graph (1) and (2)



4.1 Graph (1) Exhibits principals and vice principals preferable gender characteristics



4.2 Graph (2) Exhibits gender characteristics discovered in principals and vice principal

Based on these graphs and the advice of the researchers used in this part, we surmise that the administrators could be successful leaders, this is also related to their educational leadership, because of the availability of both masculine and feminine traits in good

effective leaders are typically present. Therefore, they would lead their schools to high quality and success.

In a study conducted by Coleman (2002), masculine and feminine traits were compared across genders. The study revealed that both men and women not only exhibited both masculine and feminine traits but also there was no major difference between the two samples.

An argument of the best leadership traits would be a mixture of both masculine and feminine traits (Bem(1974) cited in Pace 2005). However, It is believed that “Latin American or Islamic cultures, for example are strongly masculine in their culture.” (Foskett and Lumby 2004,p.4) at the same time the participants in this study exhibited both traits. This allows them to choose any trait that serves their needs best.

In this section the focus would be on principals and vice principals’ masculine and feminine traits in public schools in Dubai. Table (7) shows the masculine and feminine traits used in this study. Both samples were adapted from Coleman (2002) and Ozga (1993)

Masculine	Feminine
Competitive	Creative
Formal	Caring
Highly regulated	Initiative
Conformist	Aware of individual differences
Normative	Non competitive
Evaluative	Tolerant
Disciplined	Subjective
Objective	informal

4.4.1 Table (13) The characteristics of masculine and feminine personality

Source: Gary (1993) cited in Coleman (2002,p. 102) and Ozga (1993,p.111)

There is a perception that women leader demonstrate feminine traits and men show more masculine traits, while another belief is that each gender could exhibit both qualities(Bem(1974) cited in Pace 2005). There is also a cultural tendency towards

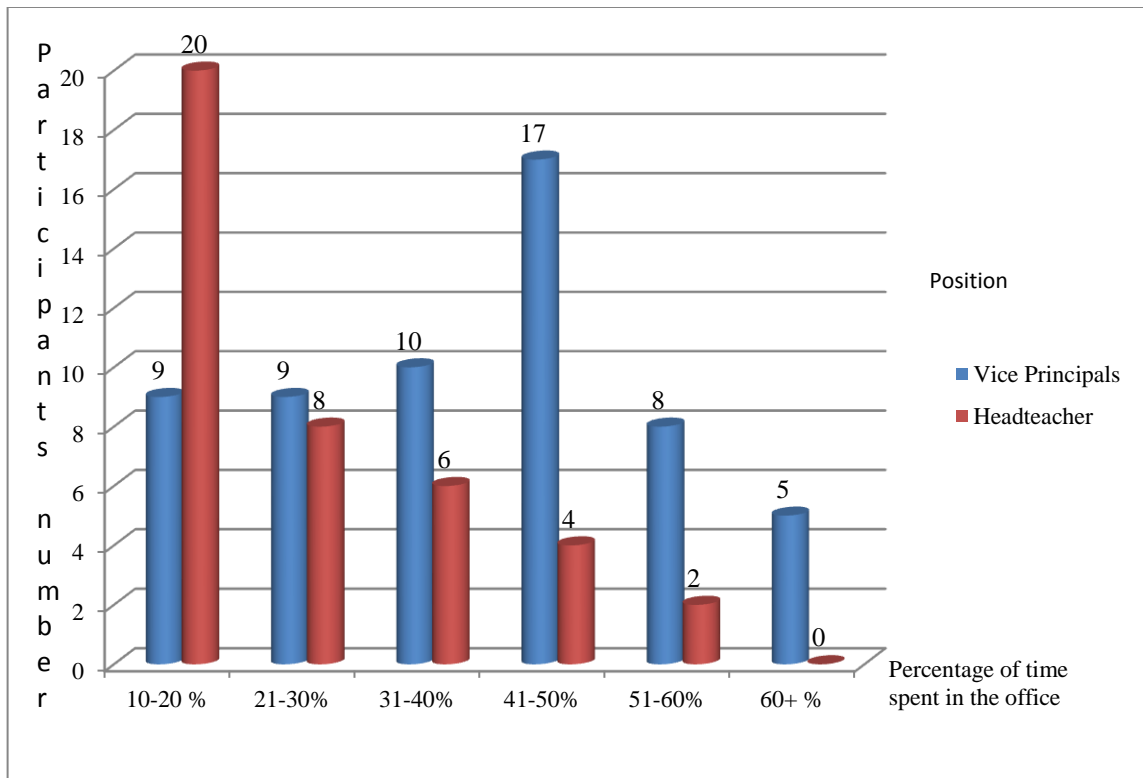
appointing men in leadership, managerial and headship position and they exclude women whenever there is a male counterpart available (BBC 1998). Therefore, these incidents were some women apparently acquire male traits to illustrate their worthiness of high positions (Kariki 2006), this was evident in this sample because principals, though demonstrated a mixture of both traits, they had more masculine traits than feminine traits. Nevertheless, that was not the case here, at least at the school level; this is because schools are segregated according to the students' gender. This means that males and females are separated after the KG due to local custom and traditions. Looking at this, women were the principals, and vice principals and teaching staff in KG (mixed students) while Elementary was separated for boys and girls. Starting from preparatory to secondary girls schools women are the main component in administration and all staff are women. In another case scenario, if public schools were not segregated there might be a tendency towards choosing men, this would be found because at other institution. When there is an opportunity to appoint at a high position like a manager the choice could always be men and not women. As a result of the findings, it is most likely that Emirati women nowadays demonstrate both masculine and feminine traits in order to be an effective and a successful leader, which also indicate their educational leadership. The notion that existed years ago about leaders best traits being masculine, have changed to a mixture of both masculine and feminine in regards to the outcomes of this study and that the differences between masculine and feminine traits in Dubai is becoming narrower, yet the results does not mean it could be generalized in other parts of the UAE or the Arab world.

### **Time spent in Offices**

The other question covered by this study was the amount of time administrators spent in their offices comparing them to their western counterparts (Coleman 2002). The participants were asked in a questionnaire to tick the percentage of time they thought that they spent in their offices. This was conducted to understand if the sample spent more time managing paper work more than their other duties which might occur outside their offices. In Coleman's (2002) study, principals spent (25-50%) of their "time in their offices." However, in this research the majority of the participants spent less time in their

offices, and this is congruent with the religious and cultural approach to leadership in the UAE.

The head teacher spent more time outside their offices (20 participants choose 10-20%) and no one choose (60%+) This could indicate that the principals are required to be everywhere and outside their offices more than being inside them due to the responsibilities and roles appointed to them. However, vice principals spent more time in their offices (17 participants choose 41-50%) and (5 choose 60%+), this could be explained as since they have more paperwork and other tasks to accomplish more than the principals. Another explanation probably would be, principals spending more time outside their offices they need someone available in the offices in any case of emergencies, visitors, parents, students or to finish paperwork, dealing with any urgent issue when principal was not around or teacher's issues attendance, leave and permission to leave. This alone requires them to spend more time in their offices. As agreed successful principals is believed to spend more time outside their offices. This is because they have responsibilities to fulfill inside and outside their offices (Coleman 2002; Hean 2005; Ozga 1993). These responsibilities were discussed in chapter two.



4.3 Graph (3): Illustrates the principals and vice principals' percentage of time spent in the offices

This graph demonstrated that principals Dubai female principals spent less time in their offices than vice principals, this could be explained as both distribute the responsibilities of the job among themselves, while the principal visits teachers in their classes to observe them, their vice principals try to finish the paper work, and when the principal is busy dealing with the schools issues the vice principals try to be available in the office for any visitor who might enter the school. While, the principal evaluates and focuses on the school running smoothly and everything is safe from the outside, the vice principal concentrates on other simple issues from the inside. This indicates that the participants complete each other and understand that they are needed in other parts of the schools building as much as they are needed in their offices.

#### **Female Emirati principals' and vice principals' visions:**

An vital element of being a successful leader is to possess a vision ( Hogan and Kaiser 2004). In addition to that, it is believed that 'vision is an important quality for educational

leaders ( Bush and Coleman 2000,p. 17). The emphasis was great on vision, because it gives ' clear view of the direction the school will move (Anderson and Bennett (ed.) 2003,p. 126). Therefore, it is better for principals to think of a vision for their schools to be more organized and be able to operate their schools easily.

Therefore the participants were asked of their vision of the future of education in the UAE. Their replies were analyzed to understand the current realities and worries and suggestions to improve it, also to find a common vision, their ability to propose one, and to find what other studies offer.

The results showed few participants (6 principals and 20 vice principals) had no vision. First principals' vision will be discussed and second vice principal's visions. The principals' visions in this research were a mixture of optimistic and pessimistic views of education in the UAE; however, more positive comments were discussed. Some of the most common and intriguing visions were:

- 1- Vagueness of the vision.
- 2- Vision is not safe and unstable.
- 3- Emphasis on the need of a clear plan for the vision.
- 4- Optimistic vision of the future of education.
- 5- Constant educational development.
- 6- High standard and accredited education internationally.
- 7- The vision should involve and focus on the concept of well prepared, productive and educated generation. This generation, loves its country and follow their religion and prophet.
- 8- A demand for more qualified locals in the field of education.

Vice principals, also discussed negative and positive visions of the future of education, a summary of their most common and intriguing visions were:

- 1- Aspired towards a modern, developed, and better progress in education.
- 2- A need for a complete education that includes social and religious aspects.
- 3- Respects the tradition and customs of the UAE.
- 4- Emphasis and focus on building a creative and productive generation.
- 5- Effected world class education.

- 6- Internationally accepted.
- 7- More qualified professionals in the educational field.
- 8- Education will be deteriorated and unsafe.

Both the principals and assistant principals emphasized on that a creative and productive generation should be the focus of the vision of future education, they wished for an internationally accredited education, yet this education should respect the custom, tradition and culture of the UAE, and finally they demanded qualified educational professionals, probably to achieve their wanted vision.

Principals and vice principals need a vision as well as the commitment of the school community, therefore ' it should be written plan' (Foskett and Lumby 2003,p.122 ) this helps everyone to be aware of the school vision.

#### **Difficulties faced by local principals and vice principals:**

Like any other job, a principal's and assistant principal's posts have difficulties, those difficulties are before and after being appointed. Some of these complexities can be managed while others need an intervention from the ministry of education. There is a need to recognize the common problems that the school administrators face before and after being appointed, to understand and be aware of the problems that female Emirati school administrators stumble upon and to search for practical solutions to provide an uncomplicated shift from being teachers to becoming principals or vice principals ( Tucker and Tschannen\_Moran 2002) because it is argued that teaching differs from headship (Pont, Nuche and Moorman 2008). Perhaps the difficulties faced by the sample of this study, was due to the fact that they did not realize before that teacher's roles differ from administrator's roles.

However, the participants wrote their difficulties in open ended questions allocated for prior and post problems they found at work. These difficulties are summarized from the questionnaire for both groups as follows: first the principals' responses and second the vice principal's reposes.

In the case of 17 principals they did not have any difficulties before being appointed, and 10 choose not to answer. However, the remaining principals' (N=18) shared their various problems prior to being appointed, but the most common ones are:

- 1- They emphasized that they lacked proper training for the post.

- 2- They needed training regarding their duties and obligations.
- 3- They complained about the work load.

However, regarding problems after being appointed, 9 principals had no difficulty and 7 did not answer. The remaining 29 principals faced many problems after being appointed, yet the most common ones were:

- 1- Extra workload.
- 2- Deprived from authority in their schools by MOE and KHDA.
- 3- Lack of qualified teachers.
- 4- Teacher shortage.
- 5- When decisions are made regarding schools, MOE and KHDA does not refer to them or ask them for their opinion.

As a result, at the beginning of every academic year, principals' struggle with the shortage in number of teachers, lack of qualified teachers in the field, they also feel neglected by MOE and KHDA for not involving them in decision making regarding schools, and most importantly the lack of training. A solution for the training could be in implementing mentorship. Regarding principals, policy makers in MOE and KHDA need to realize to end teacher shortage so that principals worry about other issues in their schools, not only that but MOE and KHDA should also provide qualified teachers. Policy makers should involve principals in decision making regarding school issues, instead of neglecting their ideas. Yet, most importantly, they should be provided with adequate and practical training as suggested by some. Mentorship could be considered as one of the solutions.

The second part of the sample were vice principals, some of them had no difficulties (N=26) before being appointed and 13 choose not to answer. However, the remaining 21 had some constraints prior to being vice principals, and the most common ones were

- 1- The lack of training.
- 2- They did not understand the nature of their new job.

While few vice principals (N=12) did not have did not have difficulties after being promoted, 12 did not answer. The remaining 36 had many issues after they were promoted, and they are:



- 1- Work load.
- 2- Uncooperative colleagues, who do not initiate.
- 3- Daily routine.

Based on the results of the vice principals, policy makers should consider providing training such as mentorship before promoting teachers, because it could help them with the other difficulties that they face.

In Coleman's (2002) study, unlike this study, the concern of the preference of male principals to female ones acknowledged. It is claimed that a successful leader used masculine methods, this pushed women to adopt masculine traits in leadership (Ozga 1993).

One of the most challenging problems faced by women especially working mothers are "children responsibilities/child care" also their "families." () Some accuse women of lacking leadership traits, while, some women might reject senior positions because it might be "unfeminine" (Ozga 1993,p.93) and they "do not want to sacrifice their personal life." (Ozga 1993,p. 93) this might be due to the different roles and responsibilities that administrators have.

Lack of women principals or leadership roles in the west is considered a problem, but not in the UAE or other GCC countries because of gender segregation in public schools that only accept female staff in only girls' schools, due to culture and tradition, in addition to primary boys schools in the UAE. This could be because of the lack of male teachers and the preference of women for younger pupils due o feminine traits (Dunlap and Schmuck (ed.) 1995). It is probably that children spend most of their time with their mothers, so when they go to school the environment would not be so different from home.

nevertheless, preference of male leader and women being unrepresented in educational leadership (Brundrett at al 2003), this could not be considered a problem in the UAE, because public schools are separated according to gender, but if same sex schools did not exist and only co-ed schools were the only schools available, will they still select women as leaders or principals?

Unlike the study sample, Reynolds (ed.) (2002) sample teachers like to stay in their current jobs and avoid change. In spite of the fact that it might be applied to some women, other women are genuine in their hope and work to bring change.

Some teachers might assume that a principals job is easy, in spite of that believe schools administrators face some difficulties in other studies. A dilemma faced by vice principals is being in the middle between 'staff' and 'head' (Kerry 2000,p.2).

Schools need both principals and vice principals to be able to function normally; the absence of one may lead to undesirable consequences, as one vice principal in this research complained about this, the absence of a principal left her with two roles (principal and vice principal) to fulfill, such as the load of work being the responsibilities of one person that could deprive development of the school and staff because work is not distributed between the principal and vice principal. This leads the administrator to be busy finishing the basic work and in some schools disorder.

It should be considered that schools principals' job 'has become less predictable, less structured, and more conflict-laden' (Walker and Dimmock 2002,p. 49), yet changing the mind set (Sergiovanni 2001) results in acceptance of the responsibilities and roles of this job.

A very crucial aspect of being a leader is not to contradict one's self " Leadership depends on credibility, or congruence between what leaders say and do" ( Kouzes amd Posner 1993,p. 32)

An example of that from the researcher's personal experience, sometimes principals contradict themselves as in one of the public schools, principal ordered teachers not to wear trousers claiming it was not the right dress code and that was banned by MOE regulations, but a month later she was wearing a pair trouser herself and this would lead to confusion among teachers. One of the most shared difficulties among the sample principals was not being qualified properly. Emarati principals and vice principals are not prepared for their new posts. Other jobs train their employees. The requirements for principals and vice principals are Bachelor degree, few years of teaching experience, "seniority", ICDL, TOFEL/IELTS and a good annual report, then passing an interview.

Similarly in Australia seniority is required, however, in USA the job description of a head teacher requires higher education degree the minimum of Masters and there are some American principals who are doctorate holders (International Education Journal 2003). In Malaysia, the majority female principals have Masters. ( Bing and Kareem 2007). This needs to be taken into consideration, there should be more teachers with master's and doctorate degrees.

People avoid being principals due to the “complexities, demands, and time constraints associated with the job”, “salaries”, “loss of respect for position, and less understanding of and appreciation for the role of the principal”

This job is challenging, ever changing role with even more change occurring due to our 21<sup>st</sup> century society' ( Goodwin; Cunnigham and Childress 2003 cited in Carr and Fulmer 2004,p. 308). This perhaps force administrators to keep up to date with the changes happening in this field, they should also adapt those changes.

Furthermore, the difficulties have different levels, such as: 'working conditions', 'professional preparation', 'shortages' and 'professional development'(Tucker Tschannen\_Moran 2002,p. 3-4)

Some of the difficulties differed from one group to the other; probably do to personality and experience. Principals emphasized on blaming MOE and KHDA to complaining about different aspects of school life, while vice principals were concerned about their previous profession as teachers then not being well prepared for the new post and the work load. It could be interpreted that some of the participants were able to adapt to their current situation and their new posts while others could not.

### **Recommendations to improve educational leadership in U.A.E.**

The subjects of this study were requested to write some advice for their counterparts, whether being principals or vice principals, and the answers were compared to Coleman’s (2002) study.

Their advice were divided into principals’ advice and vice principals’ advice. The principals focused on the following:

- 1- To focus on positive personality such and the most popular ones were being honest, hardworking, devoted, patient, ambitious, creative, innovative, responsible and flexible.

- 2- To believe in high ethics.
- 3- To focus on students.
- 4- To serve and love their country (UAE).
- 5- To develop.
- 6- To focus on cooperation and team work.

The vice principals, emphasized on the following:

- 1- To focus on positive personality such as the most popular ones were being patient, responsible, creative, innovative, sacrificing and flexible.
- 2- To be provided with practical training in educational management and leadership, before being appointed.
- 3- To organize and plan work.
- 4- To seek change and accept anything modern.

In this case, both principals and vice principals emphasized on positive personality, while they differed in their other recommendations, probably depending on their positions ,their interests and what they lacked professionally. Yet, some of their advice were associated with their culture and religion.

Coleman's (2002) sample focused on 'career development', 'attendance at conference and receiving mentoring', 'role models'. Other suggestions for professional development were ' seminars' and 'workshops' ( O'Sullivan, Jones and Reid 1997,p.186-187). These need to be practical. On the other hand, it was suggested to ' recruit classroom teachers' (Young and Skrla (ed.) 2003,p. 273) into administration, probably to solve the problem of not having enough principals or vice principals. However, the recruitment of teachers for administrative jobs, could provoke another problem in the Emirati schools context, due to the lack of teachers.

What is needed is effective leaders to advocate the notion of "without strong leaders, we can't have strong schools" (Young and Skrla (ed.) 2003,p. 273).

Recommendations noted the importance of recruitment of potential principals Also the sample concentrated on positive personality traits such as 'patience and listening'. In addition to that it is essential to point out the importance of checking personality and traits, because this helps in detecting the suitable individual for the job of a leader (Bono

2004) The concentration should be on ' skills and knowledge" (Carr and Fulmer 2004) and 'practical experience' also if possible, to request qualified principals and vice principals to 'help and support' newly appointed principals and vice principals(Lashway 2005) these are needed for educational leaders to acquire.

Growing personally results in growing professionally. Staff should be offered 'professional development' (Pol et al 2006).

Regarding the local sample used in this research, their replies indicated that after few years in their positions and along with the problems they faced, it all resulted in the participants being aware to some extent of the nature and requisite of their posts. Therefore, policy makers need to consult and consider the advice and opinion of experienced principals and vice principals, to avoid the problems that these participants faced, in order to make the transition smooth, adapt the recommendations to standard requirements for future educational leaders, and to have background knowledge of the nature of educational leadership in public schools in Dubai.

This chapter investigated and analyzed the results of this research. The next chapter provides the conclusions, further study and recommendations.

## Chapter five

## **Conclusion:**

This research explored different aspects of leadership, from simple definition to characteristics to the elements that relate to educational leadership in female principals and vice principals in Dubai public schools. The study concentrated on masculine and feminine traits, it distinguished between leadership and management; furthermore, it focused on personality and leadership styles. Based on the findings it was realized that personality traits play an essential role in principals' and vice principals' job and its effectiveness, it showed that they have positive personality; this personality influenced their leadership styles, position and experience. These factors (personality. Leadership style and position) are also associated with the way they lead their schools. The ANOVA results proved that age and personality are related to female Emirati educational leadership in Dubai. Then, the correlations findings indicated that personality correlated with more than one factor (like experience, leadership styles and position) which was associated with principals and their vice principals in operating their schools. Based on group correlations, principals' personality correlated significantly with cycle and experience, while the vice principals did not reach the required level of significance. This could be due to principals having more experience and being more matured. Hence, before appointing administrators these factors need to be considered. Then, Chi square findings exhibited that transformational style was dominant and preferable in this sample. They were promoted and lacked proper mentorship, therefore a whole section was dedicated to mentorship. The other outcome was that headship is a complicated profession; therefore only people with leadership potential can improve the current situation, and despite the fact that they had lists of roles and responsibilities, principals in other parts of the world had more duties to fulfill. The majority of the participants did not possess higher educational degree (MA or PHD) which plays an important role in any development. The world is changing, but education is slow in evolving therefore, it needs to improve to be congruent with the changes. Yet, principals and vice principals should have more freedom in decision making, and they could be consulted in curriculum design. However, in the current situation that could not be possible because they need higher degrees. They exhibited both masculine and feminine traits that studies argued are the attributes of effective and successful leaders. Additionally, Female Emirati principals

spent less time in their offices than their vice principals; maybe this is due to the distribution of work among the participants. Probably, the sample realized that their duties require their involvement and presence everywhere in the school. Some of the duties were also accomplished by the vice principals, while other responsibilities were completed by the principals. Female Emirati principals faced some difficulties throughout their career. Their main concern was to improve their current posts and list the challenges they encountered for others to avoid, and then offered some advice. Based on the sample's experience; they demonstrated their awareness of some of the shortage in educational leadership. They also offered methods to improve it in order to achieve their job requirements. Therefore, policy makers should involve principals and vice principals in decision making. Furthermore, policy makers should consider the difficulties that this sample faced in order to avoid it with future principals and vice principals. This sample related to culture, tradition and religion in so many aspects of their leadership. Therefore when promoting teachers to principals and vice principals their personality, experience, should be taken into consideration. There is also a requirement to provide practical and proper training to the new candidates, such as mentorship. However, this study was conducted on Dubai female principals and vice principals. The findings might not be generalized to other emirates, or other Arab countries, as different results might occur.

### **Further Studies:**

The focus of this study was female principals and vice principals in public schools in Dubai. Other studies could focus on male administrators in other emirates or Gulf Cooperative Council (GCC) countries ( UAE, Kuwait, Bahrain, Saudi Arabia, Qatar, and Oman) and compare the findings of their female counterparts, to Emirati or other GCC male principals and their vice principals and study the results for similarities or differences between different genders in the same or the neighboring countries. Another study could investigate the reasons for not having mentors in public schools. However, the results of this study might not be generalized to other sample across the UAE or GCC countries, because other samples might have different results.



### **Recommendations:**

Based on this study, policy makers in the MOE and KHDA should consider implementing mentorship. Furthermore, they need to focus on the personality and leadership styles of their candidates if they wanted to promote change and improvement, realizing that not everybody has that potential. Principals need to be prepared for the challenges and changes ahead of them; they should have a masters or doctorate degrees. Their roles should be increased to be similar to their counterparts in the world.

Before promoting or appointing principals and vice principals, the following elements should be considered, their personality, experience and cycle or level of the candidates. Other aspects like their qualifications need to be regarded as important. The tradition and culture should be considered when implementing new methods that are related to schools and educational leadership. The educational leaders, principals and vice principals need to be involved and consulted in any decision making or program, because they are to some extent aware of educational issues, they are willing to do that. The participants are part of the educational system and are able to improve it. The teachers' shortage problems should be solved, by finding substitutes as soon as one resigns or is transferred.

Regarding the limitation of this study, they were, the first was some schools lacked principals and one school had no vice principal. The schools were scattered across Dubai, this needs planning by building schools of different cycles in certain areas. The problem that some of the subjects had the work load placed on one person. That deprived them from doing other tasks. The solution would be to appoint principals or vice principals quickly as soon as one principal resigns or transfers. They need planning to fill the shortage. Another limitation was the rejection of three participants. Finally, the lack of books in the library.

The finding of this study may not be applied to the other emirates (Abu Dhabi, Sharjah, Ajman, Ras Al-Khaima, Um Al-Quaim or Fujairah) probably the results will differ in a different emirate, because Dubai is a cosmopolitan emirate and is based on trade and real estate, while the Abu Dhabi is the capital and has a large oil reservoir; and other emirates are based on agriculture or natural gas. The findings of the female sample in this study, does not indicate the results of their male counterparts, that could exhibit similar or different findings, thus even to a larger extent other GCC countries.

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# Appendices

Appendix (A)  
The questionnaire

## A Questionnaire about Female Principal and Assistant Principal Leadership Style and Personality in Dubai Government's Schools

استبيان عن نمط و شخصية المديرات و مساعدات المديرات في المدارس الحكومية في دبي.

Your contribution is valued and important. The name of your school and identity will be anonymous. Thank you for taking part in this questionnaire

مساهمتمن مهمه و قيمة. اسمكن و أسماء مدرستكن ستكون مجهوله. أشكركن لمساهمتمن في هذا الإستبيان.

Tick the answer which is most applicable to you  
ضعي علامة (✓) للإجابة التي تناسب معك.

### General Information معلومات عامة

Q1 My position in this school is: المنصب الذي أشغله هو  
Principal مديرة  
Assistant Principal مساعدة مديرة

Q2 My age group is: فنتي العمرية  
20-30 years سنة 30-20.....   
31-40 years سنة 40-31.....   
41-50 years سنة 50-41.....   
51-60 years سنة 60-51.....   
60+ years سنة +60.....

Q3 My Nationality is: جنسيتي  
\_\_\_\_\_

Q4 The level I am at: المرحلة التي أنا بها  
KG روضة.....   
Elementary ابتدائي.....   
Preparatory اعدادي.....   
Secondary ثانوي.....   
Other ( Please state) أخرى (الرجاء الكتابة)  
(الكتابة)

Q5 My years of experience in this current school is/are: سنوات خبرتي في المدرسة الحالية:  
1- year سنة 1- .....   
1-5 years سنة 5-1 .....   
6-10 years سنة 10-6.....   
11-15 years سنة 15-11.....   
16+ years سنة +16.....   
Others (Please state) أخرى (الرجاء الكتابة).....

Q6 The last academic degree I obtained was: آخر درجة علمية حصلت عليها هي  
Diploma دبلوم.....   
Bachelor بكالوريوس.....   
Masters الماجستير.....   
Doctorate الدكتوراه.....   
Other (please state) أخرى (الرجاء الكتابة).....

Q7 Before being a principal I was: قبل أن أكون مديرة كنت  
Assistant Principal مساعدة مديرة.....   
Subject teacher معلمه مادة.....   
Librarian أمينة مكتبة.....   
Lab assistant مساعدة مختبر.....   
Others (please state) أخرى (الرجاء الكتابة).....

If you were a teacher before being a principal please answer questions 8-9 if not please proceed to question 10

في حالة اختيارك معلمه الرجاء الإجابة على السؤالين 8-9 في الأحوال الأخرى الرجاء الإتجاه السؤال 10

Q8 When I was a teachers I taught this subject عندما كنت مدرسه درست هذه المادة

Q9 I taught this subject for درست هذه المادة لمدة

1-5 years سنة 5-1.....

6-10 years سنة 10-6.....

11-15 years سنة 15-11.....

16+ years سنة +16.....

Others (please state) (الرجاء الكتابة).....

Q10 When did you decide to be a principal? متى قررت أن تكوني مديرة؟

Q11 Why did you choose this position? لماذا اخترت هذا المنصب؟

Q12 This is what/who influenced me to be a principal: هذا هو الذي أثر في لآكون مديرة

Parents الوالدين.....

Friends الأصدقاء.....

Spouse الزوج.....

No other job لا يوجد عمل آخر.....

Others (please state) (الرجاء الكتابة).....

Q13 Have you had a career break? هل انقطعت عن العمل؟

Yes نعم

No لا

If you answered Yes, please answer question 14, if not proceed to question 15 في حالة الإجابة بنعم الرجاء الإجابة عن 14 في الحالة الأخرى الرجاء الإتجاه للسؤال 15

Q14 This was my career break عن هذا هو سبب انقطاعي عن العمل

Maternity leave إجازة وضع.....

Obtaining a higher degree للحصول على درجة أعلى.....

Spouse's job عمل الزوج.....

Child care (رعاية الأطفال) أمومة.....

Others (please state) (الرجاء الكتابة).....

Q15 Do you have/had a mentor? هل لديك اكان لديك مدرب للمهنة؟

Yes نعم

No لا

If you answered Yes please answer questions 16-17-and 18. If not proceed to question 19 في حالة الإجابة بنعم الرجاء الإجابة عن 16-17 و 18 و عند الإجابة بلا الرجاء التوجه لسؤال 19

Q16 Was the mentor encouraging and aspiring/inspiring? هل كان المدرب مشجعاً و ملهماً؟

Strongly Agree أوافق بشدة.....

Agree أوافق.....

Neutral حياد.....

Strongly Disagree لا أوافق بشدة.....

Disagree لا أوافق.....

Q17 Other principals should have mentors: على

المديرات الأخريات الحصول على مدرب

Strongly Agree أوافق بشدة.....

Agree أوافق.....

Neutral حياد.....

Strongly Disagree لا أوافق بشدة.....

Disagree لا أوافق.....

Q18 Why? Why not? لماذا يجب أو لا يجب؟

Choose the five that are most like you: اختاري خمسة فقط الأقرب لك:

Q19 When it comes to my personality I am عندما أفكر بشخصيتي فأنا

بشخصيتي فأنا

Creative مبدعه.....

Caring أهتم.....

Initiative مبادرة.....

Aware of individual differences على علم بالفروق الفردية.....

Non competitive لست بمنافسة.....

Competitive منافسة.....

Tolerant صبور.....

Subjective اعتمد على شعوري و ليس الحقائق.....

Formal رسمية.....

Informal غير رسمية.....

Highly regulated منتظمه بشده.....

Conformist متبعيه التقاليد.....

Normative اعتمد على المعايير السلوكية.....

Evaluative اعتمد على التقييم.....

Disciplined نظلميه.....

Objective موضوعيه.....

Others (please state) (الرجاء الكتابة).....

**Q20 When I am at school this is how long I spend in my office:** عندما أكون في المدرسة هذه المدة التي أقضيها في مكتبي

- أقضيها في مكتبي
- 10 % .....
- 10 - 20 % .....
- 21 - 30 % .....
- 31 - 40 % .....
- 41 - 50 % .....
- 51 - 60 % .....
- 60 + % .....
- Others (please state) (آخر (الرجاء الكتابة) .....

**Q21 How do you develop yourself?** كيف تنمى و تطورين نفسك؟

**Q22 How do you encourage your teachers to develop themselves?** كيف تشجعين مدرساتك بتطوير أنفسهن؟

اختاري اثنان فقط Choose only two

**Q23 I am successful because of:** أنا ناجحة بسبب:

- Hard work العمل الجاد .....
- Support of others دعم الآخرين .....
- Academic degree شهادتي العلمية .....
- Knowing what I wanted أعلم ما أريد .....
- Others (please state) آخر (الرجاء الكتابة) .....

**Q24 What are the difficulties that you faced before being a principal?** ما هي الصعوبات التي واجهتك قبل أن تصبحي مديرة؟

**Q25 What are the difficulties that you face now?** ما هي الصعوبات التي تواجهك الآن؟

## الجزء الثاني Part Two

### نمط القيادة Leadership Style

اختاري Tick the one which is most applicable to you واحد فقط الأقرب لك:

**Q26 When I run the school I**

- Build an interpersonal relationship, empower the teachers and release their creativity بناء علاقة مع المدرسات و توكيلهم بالأعمال و اطلاق الإبداع فيهن .....
- Focus on my personal values and beliefs, I put people first. Valuing and responding to the unique needs for each individual in my school أركز على قيمي و مبادئي. أضع الناس في المقدمة. أقدر و أتجاوب مع الإحتياجات الفردية لكل فرد في مدرستي .....
- Develop partnership with parents and communities and I construct social network أطور شراكة مع أولياء الأمور و المجتمع و أبنى علاقات اجتماعية .....
- decide on my own, I am the sole authority and I do not ask for teachers' opinions أقرر بمفردي. أنا السلطة الوحيدة في المدرسة و لا أخذ برأي المدرسات .....
- focus on teachers participation in the decision making in the school أركز على إشراك المدرسات في اتخاذ القرار في المدرسة .....
- Follow the rules and make sure no one violates them .. أتبع النظام و أتأكد أن لا أحد خرق القوانين .....
- Inspire my teachers, allow them to participate, but with some limitation, because I am still the one who makes the final decision أسهم مدرساتي و أعطيهم صلاحيات محدودة فانا التي بيدها القرار النهائي .....

- am the leader and other can share power with me ..... أنا القائد و الآخرين يستطيعون مشاركتي القيادة .....
- Believe in punishing and rewarding system, I prefer a clear chain of command and once I tell teachers what to do they are the ones responsible أؤمن في العقاب و تسلسل السلطات الواضح. و عندما أقول للمدرسات ما يجب فعله فهن المسؤولات .....
- Inspire my teachers and make sure that they are enthusiastic and energetic about their work أسهم مدرساتي و أحرص على أن تكون لديهن الطاقة و الحماسة لأداء العمل .....
- Care about what my teachers want and need to succeed أهتم لما تريده و تحتاجه المدرسات للنجاح .....
- These things affect my judgment my teachers, structure and culture هذه هي الأشياء التي تؤثر على .....
- lead from my own point of view and values and I am not influenced by others أقود وفقاً لأرائي و مبادئي .....
- There are more than one in my school who makes decisions يوجد أكثر من يتخذ القرار في مدرستي .....
- Give support and listen to my teachers أستمع و أقدم مدرساتي .....
- Distribute roles on my teachers أقوم بتوزيع المهام على مدرساتي .....
- Others (please state) آخر (الرجاء الكتابة) .....

**Q27 My staff can talk to me** هيئتي التدريسية الإدارية تستطيع الكلام معي

- Anytime if not in a meeting أي وقت ما دام لست في اجتماع .....
- Anytime with specific limitations أي وقت مع قيود .....



- With an appointment موعد .....
- Never talk to them لا أتكلم معهم أبداً .....
- Others (please state) آخر (الرجاء الكتابة) .....

## Part Three الجزء الثالث

### Leadership Personality الشخصية القيادية

**Q28 I am usually in a positive mood: غالباً ما أكون في مزاج جيد**

- Strongly Agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly Disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q29 I am aware of and sensitive to potential rewards: أعلم من أجل الجوائز**

- Strongly Agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly Disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q30 I enjoy social attention: أستمتع بأن أكون محط الأنظار**

- Strongly Agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q31 I am shy: أنا خجولة**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q32 I am sociable: أنا اجتماعية**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q33 I like to be dominant and to control: أحب أن أتحكم وأسيطر**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q34 I have enough energy for my work: لدي ما يكفي من الطاقة لأداء عملي**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q35 I am inner focused: أركز على نفسي**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q36 Frequently I am anxious: غالباً ما أشعر بالقلق**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q37 I often feel sad: كثيراً ما أكون حزينة**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q38 Often I feel insecure: كثيراً ما أشعر بعدم الاستقرار**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q39 Frequently I feel guilty: غالباً ما أشعر بالذنب**

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q40 Often I have anger issues :** كثيراً تكون لدي مشاكل :  
الغضب

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q41 Frequently I am jealous :** غالباً ما أكون غيوراً:

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q42 I often feel frustrated :** غالباً أحس بالإحباط وخيبة الأمل :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q43 Frequently I am irritated :** أشعر بالانزعاج كثيراً:

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q44 I need to achieve things :** أحتاج لتحقيق شيء ما :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q45 I am conventional :** أنا تقليدية :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q46 I am responsible:** أتحمّل المسؤولية :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q47 I am self controlled :** أتحكم بنفسى :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....

Disagree لا أوافق .....

**Q48 Mostly I am kind :** أنا حنوناً في معظم الأوقات :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q49 I am helpful :** أساعد الآخرين فائداً مفيداً:

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q50 I am considerate :** احترم رغبات و مشاعر الآخرين :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q51 I am cynical :** أنا ساخره :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q52 I feel alienated :** أشعر أنني منعزلة :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q53 I mistrust others:** لا أثق بالآخرين :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q54 I feel mistreated :** أحس أن الناس يعاملوني معاملة سيئة :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q55 I am open to new environments and conditions :** أنا منفتحة لاكتشاف بيئات جديدة :

- Strongly agree أوافق بشدة .....
- Agree أوافق .....

- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

Disagree لا أوافق .....

**Q56 I am sensitive to external and internal motivation:** أنا حساسه للتحفيز الخارجي والداخلي

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q62 I like to take risks:** أحب أن أغامر

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q57 I have a clear understanding of my work place:** لدي رويه واضحة لمكان عملي

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q63 I am concerned with what people think of me:** أنا مهتمه و قلقه لما يظمه الناس بي

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q58 I am usually honest:** أنا في العادة صريحه و صادقة

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q64 I am courageous:** أنا شجاعه

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q59 I am usually flexible :** عاده ما أكون مرنه

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q65 I am creative:** أنا مبدعه

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q60 Frequently I am a good listener:** أنا مستمعه جيده في كثير من الأوقات

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q66 I inspire others :** ألهم الناس حولي

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

**Q61 I set my priorities clearly :** أنظم أولوياتي بوضوح

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....

**Q67 I believe in high ethics :** أومن بالاخلاقيات العاليه

- Strongly agree أوافق بشدة .....
- Agree أوافق .....
- Neutral حياد .....
- Strongly disagree لا أوافق بشدة .....
- Disagree لا أوافق .....

## Part Four الجزء الرابع

### The Future المستقبل

**Q68 What is your vision for education in the U.A.E.?** ما هي رؤيتك للتربية في الإمارات ؟

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**Q69 What is your advice for future principals?** ما هي نصيحتك لمديرات المستقبل؟

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**Q70 If you have further comments, please add them in the space below:** في حال وجود تعليق إضافي الرجاء الكتابة في المساحة بالأسفل

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**I would like to extend my thanks to you for your kindness to  
complete this questionnaire**

**أود أن أشكركن على كرمكن لإكمال هذا الإستبيان**

**For further inquiries or information please contact the following  
number: Nayela Mohammed 050/7888133**

**في حالة وجود استفسارات و أسئلة الرجاء الإتصال على الرقم التالي: نائلة محمد 050\7888133**

#### **Appendix (B)**

#### **Thank you letter**

#### رسالة شكر

عزيزاتي المديرية و مساعدة المديرية،  
أود أن أعبر عن امتناني و شكري على كرمكن و لطفكن على القبول و المشاركة في الإستبيان. لا توجد كلمات كافية  
لتعبر عن مدى امتناني و شكري. فأرجو قبول رسالة الشكر البسيطة هذه.  
بارك الله فيكن و جزاكن الله خيراً جعله الله في ميزان حسناتكن إن شاء الله.

توقيع:

#### Thank you note:

Dear Principal and Assistant Principal,

I would like to express my gratitude towards your kindness and generosity for accepting and participating in the questionnaire, no words could ever express my gratitude and thanks. Please accept this simple thank you note. I wish you all the best. God bless you.

Signature:

#### **Appendix (C) Permission letter from BUiD**

7 October 2009

Dear Principal/Assistant Principal,

This is to certify that Ms Nayela Mohammed (students ID: 70026) is a registered student on the Master of Education programme in the British University in Dubai. She proceeded to the last phase of her studies and currently writing her dissertation.

We kindly request you to assist her in this matter. This will entail your participation in filling out a questionnaire.

This letter is issued on Ms Mohammed's request.

Yours sincerely,

Nandini Uchil  
Head of Student Administration

### **Appendix (D)**

The five factor model in more details from Caspi, Roberts and Shiner (2005 p. 456-460):

1- "extra version/positive Emotionality:

Ongoing, expressive, energetic, and dominant, "while introverted are quite, inhibited, lethargic, and more content to follow other's lead. Frequent positive mood"

Enjoy social attention, "sociability, dominance, and energy/activity level social opposite are inhibition, shyness.

2- "Neuroticism/Negative Emotionality:"

"anxious, vulnerable to stress, guilt prone, lack in confidence, moody, angry, easily frustrated, and insecure in relationships, "Anxious, distran is inner-focused tendency, anxiety, sadness, insecurity, irritable distress taps, outer-directed hostility, joyously, irritation" the opposites are "emotionally stable, and adaptable"

3- "Conscientiousness/constraint":

"responsible, attentative, careful, persistent, orderly, and planful."

"cautious, behaviorally controlled", "neat clean, organized" the opposites are "irresponsible, unreliable, careless, distractible", "behavioral impulsivity.

"sloppy and disorderly"

4- "Agreeableness", "friendliness"

"congenial relationships with others", "cooperative", "considerate", "emphatic, generous, polite, and kind", "peaceful, gentle" Disagreeable individuals are: aggressive, rude, spiteful, stubborn, cynical, manipulative" and alienated. "Willingness to accommodate other's wishes"

5- "Openness to new environment/Intellect"

Openness, "imaginative, creative, and aesthetically sensitive" Intellect (quick to learn, clever, insightful), "tendency to seen stimulation and explore new environments." "broad-minded"

Added to that "courage" and "the need to achieve things" (Cox 1992)

Appendix (E) ANOVA  
**Descriptives**

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Age	Principal	43	2.60	.541	.082	2.44	2.77	2	4
	AssistantPrincipal	59	2.25	.477	.062	2.13	2.38	1	3
	Total	102	2.40	.531	.053	2.30	2.51	1	4
Cycle	Principal	45	1.42	1.033	.154	1.11	1.73	0	3
	AssistantPrincipal	60	1.30	1.062	.137	1.03	1.57	0	3
	Total	105	1.35	1.047	.102	1.15	1.55	0	3
Experience	Principal	45	2.16	1.278	.191	1.77	2.54	1	5
	AssistantPrincipal	56	1.80	1.135	.152	1.50	2.11	1	4
	Total	101	1.96	1.208	.120	1.72	2.20	1	5
Leadership	Principal	45	2.00	1.552	.231	1.53	2.47	1	5
	AssistantPrincipal	60	2.30	1.844	.238	1.82	2.78	1	8
	Total	105	2.17	1.723	.168	1.84	2.50	1	8
Personality	Principal	45	3.2461	.27381	.04082	3.1639	3.3284	2.83	4.28
	AssistantPrincipal	60	3.1279	.24339	.03142	3.0650	3.1908	2.60	3.90
	Total	105	3.1786	.26226	.02559	3.1278	3.2293	2.60	4.28