# The Influence of 'Teachers' Leadership Style' on Primary Students' Learning Outcomes in a Private School in Sharjah, UAE

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**Abstract**

Nowadays, there is a perceptible consideration towards teachers' leadership styles. Different types of research on educational leadership signify that transformational leadership style, particularly charismatic leadership, is considered as a catalyst for enhancing the results of students. Educators play a vital part in the learning process of both the school as an organization and students of the school. Also, high enthusiasm for learning shows positive learning in the classroom. In the primary level, students are more affected by the charisma of their teachers. This research investigates the influence of 'Teachers' Leadership Style' on primary students' learning outcomes. A qualitative approach was used through semi-structured interviews with fourteen participants; participants were three Heads of departments, six primary teachers, and five parents who reported on their instructors' leadership in addition to their classroom behavior and learning. Findings suggest that the participants believe that there is a positive link between teachers' charismatic leadership style and students' achievement. Additionally, the results indicate that there are a variety of crucial factors that might have a direct effect on linking between teachers' style and students' results.

**Keywords:** Transformational Teacher leadership - charismatic leadership - Student Outcomes -teacher's qualifications.

## 1. Introduction

Leadership is one of the mainstays of any educational organization that upsurges the effective adequacy of an instructive set up. This effectiveness is assorted predominantly at school which is viewed as the wellspring of the learning generation. Numerous ways to contend with leadership have risen amid the most recent 50 years (Northouse, 2014). In the middle of these ongoings is Teachers' Leadership Styles (TLSs) in education. Leadership is a procedure where an individual has a personal effect on a group of people to accomplish a shared objective (Northouse, 2013). It provides a different point of view, with its concentration on the impact rather than positional control. Leadership can emanate by any individual of the educational organization (Bush, Glover, Ng and Romero, 2020).

Teacher leadership is one of the significant factors in the implementation process of teaching and learning. Numerous research studies have stated that teacher leadership has prompted to school development and enhanced student accomplishment as well as engagement in learning (Wan, Tse, Tsang, Lee, Wong, Wan and Wan, 2020).
Teacher leadership is a multifaceted concept, it is considered as a unifying feature in the process of educational enhancement by the use of active contribution. This may work on different levels, running from the administration of schools and the assistance of an expert learning society to enhance classroom education and learning, keeping in mind the end goal to help learners' scholastic accomplishment (Tsai, 2013). Predominantly, teacher leadership had been defined by Xu & Patmor (2012) as "empowering teachers to take a more active role in school improvement."

These teachers may have a positive effect on improving the educational level of students inside and outside the classroom (Katzenmeyer and Moller, 2001). Furthermore, another author stated an essential task for the school teachers as leaders in ''helping to translate the principles of school improvement into the practices of individual classrooms'' (Day and Harris, 2003).

In the meantime, there is a great pressure on schools to achieve the excellence level (Pang & Wang, 2016). This target is no longer related to the principal of the school only, it is connected to every individual that has a role in the educational field. At the present time, the needed power to improve the academic level of each school can be achieved by teachers through providing alternative leadership forces along with the principal's leadership force (Pang and Miao, 2017). Due to the limited evidence from the research studies that connect between teachers' leadership style and student achievement. Therefore, the rationale of this study is to focus on the important role of the school teachers as essential leaders for enhancing the students' results toward better future through the teaching process. Many researchers indicated that the definitive objective of teacher leadership is building the knowledge in school students; for that reason, teachers' leadership styles ought to be drilled in significant ways inside the circle of day by day classroom exercises (Sinha, Hanuscin, Rebello, Muslu, and Cheng, 2012). Furthermore, students have a closer relationship with teachers than principals. Several studies confirmed that principals' leadership is considered as the second most powerful factor that affects the achievements of the students' learning, right after teachers' influence (Grissom, Kalogrides & Loeb, 2015). Therefore, qualified teachers who have both the pedagogical and leadership skills are critical for school success.

In some schools, there is a gap in teachers' quality which has a direct effect on students' outcomes (Valletta, Hoff & Lopus, 2014). The same concern has been noted in the United Arab Emirates, and there is great attention towards the students' outcomes and the qualifications of school teachers. Therefore, the UAE has presented a new licensing system for all public and private school teachers which is called Teachers Licensing System (TLS). This is an initiative for the UAE Education Sector in the direction of guaranteeing the enhancement of the teaching standards besides the licensing program for all teachers across the UAE.

The UAE concentrates on the program of teacher licensing as one of the important requirements to achieve the UAE national agenda goals in 2021. All school teachers have to attend several professional development programs and pass a number of

assessments in order to be certified as qualified teachers (Gallagher, 2019). The UAE government implemented several initiatives in order to support the process of educational reform (UNESCO, 2016) and the program of teachers' licensing is one of them. This initiative is considered as one of the essential requirements to accomplish the UAE national agenda goals in 2021. This target can be achieved by attending a number of professional development programs and pass different assessments. After that, teacher will be certified as a qualified teacher. The initiative of the teacher licensure will play an important role in solving the issue regarding the insufficient quality of teachers in the UAE (Gallagher, 2019).

The objectives of this research paper are: (1) to explore the influence of teachers' leadership style on students' learning outcomes and (2) to find out the factors that can influence teachers' leadership change positively. The accompany research questions are: What is the influence of teachers' leadership style on students' learning outcomes? Which factors can influence teachers' leadership change positively? Data to achieve the research objectives was collected from one of the private schools in Sharjah in the United Arab Emirates. Data was collected from heads of departments, primary teachers, and parents by using a qualitative method through semi-structured interviews.

One of the most crucial keys that has a great effect on the instructive research and approach fields is measuring and evaluating the commitment of educator quality to understudy accomplishment (National Research Council 2010). A focal judgment from Hanushek (2011) where he stated that there is a noticeable effect of the connection between teachers' quality and students' outcomes. Nevertheless, studies about discoveries in regards to the connection between the quality of school teachers and measurable characteristics, for instance, experience, teachers' styles, and her/his quality have been unified, with little assistance found for precise, steady commitments of identifiable supporters who are responsible for teacher preparation (Clotfelter, Ladd, and Vigdor, 2010; Hanushek and Rivkin, 2010; Harris and Sass, 2011). This inability to distinguish efficient commitments of noticeable educator qualities may reflect defective recognizable proof of applicable instructor abilities and the particular settings in which they have any kind of effect.

According to the study of York-Barr and Duke (2004) where they stated that more noteworthy educator strengthening was expected to advance school tasks, in this way prompting a more prominent responsibility for a promise to objectives for better school execution. Whenever the teachers are able to reach a higher level of implementing students' motivation and maintain that level, the better they will be able to provide them with extra learning chances. Moreover, they will improve their ways of teaching as well as enhancing their students learning results positively (Tsai, 2005). In brief, teacher leadership is a basic factor in successful educational reform.

Various studies showed the effects of applying transformational leadership on learners' opinions of leadership in different subjects in schools' classrooms (Pounder, 2008; Walumbwa et al. 2004). However, few studies pointed at the connotation between the transformational leadership, particularly charismatic leadership, and the schoolchild learning results, the participation of the students, and the views of instructor credibility.

## 2. Literature Review and Theoretical Framework

*Bandura,* who is considered as one of the significant social cognitive psychologists that is well-known for his theory about social learning, indicated that learners are teachable and open to instruction whatever their experience is (*Bandura*, 1993). Professionals today frequently hold onto this idea as they endeavor to lead all understudies toward a higher level of school accomplishment. Enhancing the students' level of success has turned into the focal point of policymakers in numerous schools who have attempted considerable endeavors to find ways to deal with leadership that are essential for this reason (Heck and Hallinger, 2010). Leadership is broadly recognized as one of the keys determining factors of student achievement (Supriyanto, Ekowati, Machfudz and Rosyidah, 2020). In the primary stage, teachers have a significant mission which is represented in understanding the students' needs and their way of thinking. In this case, the teacher would then be able to build self-confidence in the students'

personality by getting their attention through active learning, accordingly together with the learners, the instructor accomplishes their learning objectives (Ho and Lin, 2015).

There are various important models of leadership drawing in a large area of this consideration. One of these crucial models is the transformational model. The concept of transformational leadership has characteristically been likened to "transforming the existing order of things as well as directly addressing followers' needs for meaning and development" (Conger, 1999). The organizational leadership studies stated that transformational leadership plays a significant role in improving the results of students' achievements (Cepiku and Mastrodascio, 2020; Yongzhan Li, Gloria Castaño and Yongxin Li., 2018). The same opinion has been stated by (Hu, Hong, Qinxuan Gu and Jixiang Chen, 2013; Taghrid, Suifan, Ayman and Marwa, 2018) where they identified the ability of one teacher, team and an organization in enhancing students' success. On the other hand, other researchers indicated that there is no effect of the transformational leadership on enhancing students' achievement (Dutta and Sahney, 2016).

Conger recommends that this type of leaders is more concentrated on students' empowerment than on strategies. Bass (1985) describes the meaning of transformational leadership as the combination of the three main components involving our main concern which is charisma followed by individualized consideration besides intellectual stimulation.

Burns's (1978) is considered as one of the first authors who identified the notion of transformational leadership in his work. He stated that the main goal of leadership is to motivate individuals to work on the way to transcendental objectives rather than instantaneous self-interest besides the success in their self-actualization. The same concentration about the emotions of the followers had been stated earlier than the model of "charisma" by Weber (1947). He specified that people with the charisma model have the ability to build a noticeable effect on their followers towards the greater good. Charismatic leadership is considered as a theory of leadership. This theory states the ability of leaders to change the necessities, values, and targets of the followers, making

them turn out to be very dedicated to the leader's main goal and to perform far more than what was required (Shamir et al. 1993, 1998).

According to Huck and Rey Biel (2006), he identified that a person with more positive charisma requires fewer stimulus efforts to motivate the followers. Our methodology considers that leaders develop as a blend of intrinsic capacities and strong efforts. Moreover, individuals are frequently pulled in by the magnetism of their leader's charisma, consequently creating mental acknowledgment and conduct impersonation that conveys fearlessness to those individuals who will cooperate to accomplish school objectives (Chen, 2014). Charismatic teachers demonstrate a higher engagement level with their students. They are characterized as professional teachers in various aspects. For example, these teachers are knowledgeable about their specified subjects, they are clearly aware of the way of using effective teaching strategies and they are enthusiastic to teach students. Furthermore, these teachers are effective practitioners, organized, self-confident and the most important part is their capability to build strong relationships with their students in a way that can affect their wellbeing positively (Qardaku, 2019).

Most up-to-date records that are related to transformational leadership incorporate no less than one measurement speaking to the type of charisma. Supported by Burns's original endeavors, the previous three decades have seen the considerable advancement of the theory and the research of transformational leadership, the most completely created collection of such work done by Bass and his partners (Bass, 1985; Bass and Avolio, 1993).

Transformational leaders are the leaders that move their supporters further than their immediate self-interests and empower them to be on the road to advancing positive changes in themselves and the whole associations. This type of model can be measured by using five different subscales which involve: Firstly, the idealized influences which include both the attributes and the behavior as well. It stimulates the groups to feel an intense recognizable proof and forceful feeling to the leader. Secondly, the inspirational

motivation which involves demonstrating high qualities for instance and unmistakably imparting a typical motivating vision with the goal that followers want to end up some portion of the leader's group. Thirdly, the intellectual stimulation which is a conduct that urges followers to see issues from varying points of view with newly expanded consciousness. Lastly, the individual consideration which recognizes the leader as a mentor to offer support for particular groups (Ho and Lin, 2015). An extensive number of studies give proof about the impacts of transformational leadership on different sorts. For instance, learners' results, accomplishments, participation, and attendance (Sun & Leithwood, 2012). With a specific end goal to have effective leadership, he/she should be in any event as good as the follower. On the explanation of a charismatic leader personality, we acquire that productivity can be re-established with a homogeneous group. This will lead to a noteworthy progressive change in the learning results for the school students (Cunyat and Melguizo, 2013).

In another study, the authors stated that there is a recognizable progression of teachers' leadership on the students' socio-economic characteristics as a stronger predictor of student achievement even more than the instructional characteristics (Fancera & Bliss, 2011). However, if leaders are not implementing a strong, charismatic model where she/he knows how to deal with the students, accordingly, teachers might expect a resistance behavior from their students because charismatic leadership is considerably and conversely identified with both educators and students resistance behaviors (Alan & San, 2011). In the United Arab Emirates, a significant effort had been made with the aim of changing the quality of education (Gallagher, 2019). In addition to the great attention towards teachers' qualifications and improving the learning level of the students. "Based on the results of the initial assessments, teachers will receive training so that they can meet the UAE's educational standards and compete with other educators on a global level. We aim to license all workers in the education sector by the end of 2020", said **H.E.**

One of the main challenges for the school leaders is empowering followers' commitment and motivating them to go well beyond contributing their understanding and experience

to the progression of the school (Vlachoutsicos, 2011). Teachers' leadership can be affected by other teachers, many researchers had been confirmed that instructors who teach the primary level are able to share the responsibility that is related to the pedagogical leadership between them in the direction of improving the students' achievements (Crowther, Kaagan, Fergurson, and Hann, 2002; Harris and Sass, 2011). Trusting relationships between the leader teachers will motivate the engagement in the learning process and the students' results that are critical for learning attainment (Fulmer & Gelfand, 2012). On the other hand, teachers who teach middle and high school level are struggling with work engagement in comparison with their colleagues at the primary level as indicated by Louis et al. (2010).

The quality of educators has been recognized in an assortment of investigations as a critical determinant of learner success (Hanushek 2011; Kane et al. 2011). Nonetheless, recognizing and estimating educator quality has turned out to be testing and challenging, based on the detectable attributes, for example, achievement of advanced degrees, qualifications, knowledge, progressing proficient advancement, and years of teaching experience. These attributes have helped in a limited way in measuring the students' accomplishment (Aaronson, Barrow, and Sander, 2007; Rivkin et al. 2005).

There are some factors that have a strong impact on the teaching process and particularly on school teachers. One of these factors is the professional development which targets to help educators' learning with a definitive objective of enhancing understudy accomplishment (Harris and Sass, 2011). Another essential factor is related to the section leaders and their ability to improve the members of the staff. These are basic components that are missing in a few schools. Teachers, professional development sessions, and section leaders are not the only relevant factors, but they are indispensable pieces of the procedure and considered as a significant part of any expert improvement demonstrated in a successful school (Whitworth and Chiu, 2015). Similarly, many researchers confirmed the crucial role of the school policy makers in supporting different subject teachers and enhancing their understanding for better outcomes (Bell et al. 2012). In

addition, outcomes submitted that the involvement of school leaders enhanced correspondence between the leaders of the school and the educators and adjusted authoritative and instructor learning objectives (Jones, 2014).

Additionally, the advancement starts with one level then moves onto the next through earning a higher degree in educational leadership which adds more respectful view. The instructive advancement can have the ability to enhance the personal satisfaction in different aspects. Receiving a master's degree in education in a specific stream such as leadership and management or in a specific educational subject also gives the qualified individuals the forces to settle on the choice on the task of the school and the changing or creating of new guidelines that will represent the school in a better way (Lieberman and Miller, 2011). The same conclusion had been stated by Warren (2017).

A major factor had been indicated by Pianta (2011) where he specified that lacking sufficient number of teachers' educational workshops, the up-to-date ones, and the content focused workshops are often ineffective. This might lead to decreasing the chance of students' improvement results (Desimone, Smith, & Phillips, 2007; Pianta, 2011). Moreover, the role of the schools' coordinators in giving recent particular educational programs and thinking about how to incorporate leadership in advancing teachers' efforts towards enhancing students' achievements (Luft & Hewson, 2014).

Another factor had been distinguished by various investigations where they expressed the hugeness of leaders' years of experience (Aoki, 2003; Lee, Leary, Sellers, and Recker, 2014; Roden, 2003) which might be an essential factor in helping first-year instructors in the classroom, impacting how educators pick and utilize instructional assets (Knapp and Plecki, 2001). Nevertheless, investigations likewise recommend that instructors and overseers have fluctuating assessments about the obligations and the role of school organizers and real practices of the section leaders generally change from one area to another (Lee et al., 2014).

To summarize the literature, the study focused on the impact of teachers' leadership style

on students' learning outcomes. Teachers' leadership style is a critical component that has a direct effect on students' performance and achievement (Anderson, 2017). Factors that can have a great effect on teachers might be related to receiving up-to-date training and development in transformational leadership styles, years of experience in addition to the degree of their education. The current research study will shed light on understanding what is already acknowledged and what features require further study. Teachers' transformational leadership is considered as one of the most important factors for today's schools. It is categorized by a leader who is close to identifying students' needs change and is able to create a change through inspiring members of a group.

## 3. Methodology

Considering, the literature review, it has been shown that there is a need for investigating the influence of teachers' leadership style on primary students' learning outcomes. The study conducted in one of the private schools in Sharjah in the United Arab Emirates. The data is gathered from the heads of departments, primary teachers, and parents by using a qualitative method through semi-structured interviews. The following table illuminates the outline of the methodology to understand the main purpose and approach of the study, instruments, participants, as well as the type of data analysis that is based on the research questions in this presented study:

| The main purpose of the study | To investigate the impact of 'Teachers' Leadership Style' on primary students' learning outcomes in a private school in Sharjah, UAE. | | |
|---|---|---|---|
| **Approach** | Qualitative Method | | |
| **Areas covered the research questions** | **Instrument** | **Participants** | **Data Analysis** |
| • Years of experience<br>• Trainings<br>• Roles and responsibilities as a leader<br>• Challenges<br>• Assessments' strategies<br>• Factors that can affect subject quality | Semi-Structured Interview | 3 Heads of Departments | Coding and recoding |

| | | | |
|---|---|---|---|
| • Teachers' vision<br>• Students' engagement process<br>• Receive and offer support<br>• Challenges<br>• Role of the HOD subject<br>• Factors that might affect teaching quality | Semi-Structured Interview | 6 teachers | Coding and recoding |
| • Teacher's strength and weakness<br>• Child's needs that teachers can supply<br>• Teachers communication with parents<br>• Understanding child's ability by teachers | Semi-Structured Interview | 5 parents | Coding and recoding |

A qualitative approach was applied in this study with the aim of attaining the precise conclusions of the research (Creswell, 2013). In addition, a scope of different perspectives from social equity thoroughly considering semi-structured interviews with a face-to-face connection to efficient procedural methodologies (Creswell, 2007). Collecting the results of the study was completed through focusing on the perceptions, behaviors, and experiences of three different important groups which include heads of departments, teachers, and parents that have the capability to respond to the subject of the examination.

A case study approach was used. According to Mertens (2010; p. 233), a case study is recognized as "an approach that involves an in-depth exploration of a single case, or example, of the phenomenon under study." The structure was applied as a part of the existing investigation is known as "instrumental contextual investigation" that spotlights on a particular concern (Creswell, 2013). Instrumentation is described as an entire procedure of planning to gather information; it includes not just the choice or outline of the instruments yet, in addition, the strategies and the circumstances under which the instruments will be directed (Fraenkel and Wallen, 2012).

This examination is considered as an exploratory investigation which implies there ought to be "purposeful sampling" with the point of following the criteria of the exploration. The example of the present study is selected purposefully (Lodico, Spaulding, and

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Voegtle, 2010) from three categories of individuals.

### 3.1 The participants

Three categories of participants contributed to this study; the first category includes three heads of departments from different sections (English, Science, and Arabic). These leaders have different qualifications, for instance, the HOD of the Arabic department has 25 years of experience in the educational field, and the HOD of the English department has 23 years of experience and a masters degree in education. However, the HOD of the science department has only one year of experience of being in this position. The second category includes six different teachers from the primary school section. These teachers are responsible for different subjects and roles which involved (Arabic, English, Math, and Science). Some of these teachers are recommended to be met by their head of department regarding the important changes they have done as leaders in the school. These teachers have different qualifications involving (years of experience from (4-13), a degree in education, and certified professional development). Most of the teachers had a bachelor's degree in their specific subject except one of them; the science teacher has a master's degree in education. The third category of the interview was with five parents from the primary section who had different experiences and views about the school.

This study followed five different steps in order to analyze the results of the interviews (Greene, 2007). Firstly, the researcher started by excluding the invalid responses. Secondly, the original collected was analyzed through the use of data reduction in the form of descriptive statistics. The third step was related to transforming data into appropriate themes for the interview questions while the fourth step concentrated on comparing and correlating with the purpose of deciding the connections and the differences between them. In the fifth and last step, the researcher applied higher-order analysis towards achieving the required findings.

Ethical consideration is a basic technique before coordinating the interviews. Imperative directions that are identified with this examination was proficient, for example, a school

consent form, the point of applying leader's, teachers', and parents' interviews joined by a strong clarification that is related to the objective of the investigation (McMillan and Schumacher, 2010) for all members. The time given for each interview was around (30) minutes for the head of section, (20) minutes for the teachers and (15) minutes for each parent.

Piloting all the questions in the three types of interviews is a crucial pre-testing procedure to dismiss vulnerabilities in answers (Cohen et al. 2000) which was tested by an authority member (McMillan and Schumacher, 2010). Eventually, a final outcome report that is interpreted from various aspects was presented to the principal of the school in order to utilize it in their particular self-assessment report.

## 4. Findings

This section analysis and interpret the data gathered from interviews as well as presents the findings.

The first interviews group was with three different heads of departments.
The first attention relates to the years of experience and the preparation that the HODs received before taking this position and how this preparation can affect their roles and responsibilities as leaders of their subject. The evidence suggests that there is difference between the HOD's personalities and confidence. HODs with long years of experience in their position and the way that they had been prepared before taking this position are capable of applying their responsibilities and roles in a much easier and professional way than others and vice versa. This will affect the process of preparing their staff members to be leaders in their classes. For example, a head of department noted:

> "According to my vast experience in the educational field, especially with the professional development I received prior to this job, I learned how to become a leader and how to deal with my teachers and motivate them to improve their level of teaching. This was achieved by providing them with professional development at least three times each month and by meeting with them individually every week."

Conversely, the head of another section specified:

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> *"In my one year of experience, the most difficult challenge that I faced when working with my teachers is that they can be unmotivated and resistant to change, as well as being set in their ways."*

Regarding the challenges that the HODs face in leading and the strategies used to address them, the following analysis provides some evidence. One of the heads of departments stated that the difficulty of choosing the right candidate is an important factor that will affect the teacher's mission, especially in the primary level. This level is considered as the building block of the students' self-confidence and personality.

> *"Choosing the right member from my staff. If you choose wrong, you're going to end up dealing with a few of the other problems on this list."*

Another HOD specified that having a special charisma in teachers' personality as well as a higher degree in education can affect the results of the students and the staff members as well. This is an indication that the leader's experience and earning a higher degree in educational leadership are considered as important factors.

> *"I have a teacher who was able to have a noticeable effect on other members of the department. With her simple, strong, and knowledgeable personality she changed many of the used teaching strategies for her and other teachers in a better way that led to see a higher level in students' outcomes during the academic year."*

On the strategies to assess teachers' work, a clear message was articulated by participants, e.g.,

Almost all of the HODs confirmed the importance of the classroom's observations, the learning outcomes for the students of the school, and the teachers' transformational leadership and particularly the needed charisma with their learners.

> *"The best strategy to use is being present for classroom observations which will enable me to assess their students' outcomes accurately, and focus on the learning outcomes through the teaching methods accompanied by the teachers' charisma in classrooms."*

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Regarding the factors that affect the quality of the subject teachers.

All of the heads of sections confirmed the importance of experience and professional development.

> *"The lack of teachers' experience and up-to-date workshops can affect the teachers' strategies, instructions, and behavior."*

The second interviews' group was with a variety of primary teachers.

Regarding the way that the teacher embodies her/his vision with the students for excellence in her/his day-to-day practice and how the teacher can engage reluctant students.

Many of the primary teachers that had been interviewed, especially the ones who worked for many years in the educational field confirmed a significant point. They believe that building a strong relationship with their students, relying on trust and understanding their weaknesses and strengths will create an essential educational and social environment. These factors are crucial in the process of enhancing the students' achievements. Teachers believe that their positive charisma will have a great effect in minimizing many classrooms' problems.

> *"From the first day of school, I set my own rules. I told the students that they should consider me as a friend while maintaining full respect. I also explained to them that when they are misbehaving, I should only look at them and they should be aware of their actions and fix them while ensuring them that I care deeply about their future."*
>
> *"Without communication, there is no relationship. Without trust and respect, there is no reason to continue."*

Concerning themes related to the way of working, the challenges, the teachers' needs, and the factors that might affect the quality of teaching, data showed the following:

Almost all the teachers confirmed that they work as a team particularly at this level. They said that they are using the same lesson plan weekly and they sit for a discussion before

creating any student activities. Moreover, they discuss their strategies, instructions, and assessments with their HOD to be on the right track and get support from them. However, their main concern and challenge was related to the new rule in the UAE of having a teacher license. Although they are interested in it, they confirmed that it is the biggest challenge that they faced.

All the teachers agreed on many crucial factors that they should have for their professional career which will directly affect the students' outcomes. For instance, updated professional development sessions, years of experience, support from their HODs, and a higher level of education.

> *"According to my minimal experience, I benefitted from the experiences of my colleagues, as they guided and taught me how to perform my work fittingly during our weekly meetings as a team. However, I still need help from my HOD and intensive meetings to keep me on the right track."*

> *"The biggest challenge that primary school teachers face is having a teaching license in the UAE. We are aware that this would improve how employers view us, although, this needs a great deal of time, money and experience."*

> *"Obtaining the teaching license is one of the best challenges out there, because it allows people to accurately view the difference in educational levels and experience between teachers, and it will also allow the school to observe who is able to take on the position of a leader, or possibly be promoted the following year. "*

> *"We need more up-to-date professional development and peer observations to accentuate our strengths and work on our weaknesses. This support should mainly come from the HOD."*

In addition, most of these teachers confirmed that most of the needed requirements would be through the process of getting the teacher's license.

> *"It's very important, alongside curriculum or academic requirements, that they know teaching methodology: how to appeal to students, how to differentiate classes. It's a prerequisite that should be there for*

*teachers, similar to a professional standing required in other countries".*

The third interviews group was with a variety of parents.

On the subject of the teacher's greatest strength and weakness in addition to the important needs of any student from his/her teacher, the data reveals the following: Many parents confirmed that when the teacher has a good experience in teaching this age, she/he will probably know how to deal with the student. In a few cases, parents suffered from dealing with new teachers who lack experience and the suitable ways to motivate their students.

> *"My son has had the best experience with his current English teacher because he is aware that she cares for him, she knows how to challenge them through different strategies. English is by far the class he feels most at ease."*

Regarding the communication between the teachers and the parents besides understanding the ability of the students, data showed that parents confirmed that few teachers are rarely responding to their child's requirements because they are busy with schoolwork. However, other teachers are very organized in all aspects.

> *"My daughter's Arabic teacher understands her abilities well, and she motivates her to advance herself gradually. The teacher always communicates with us as parents to keep us informed about my daughter's weaknesses and strengths. She also suggests how we could overcome those weaknesses."*

> *"My son informed me at the beginning of the year that there were a lot of online resources available for them to use. However, the teacher never utilizes these resources because she is always running out of time. She doesn't have enough experience and my son doesn't like her."*

## 5. Conclusions

In this research, head of departments, primary teachers and parents' perceptions have been examined about the influence of teachers' leadership style on students' learning outcomes. In addition, it examines factors that can influence teachers' leadership to

change positively. This study was located in one of the private schools in Sharjah, UAE. This study enriches our understanding and knowledge of the influence of teachers' leadership on students' learning outcomes. It demonstrated that teachers with a particular charisma could be seen as leaders even if they are not a member of the administration. A leader involves an individual who in a general sense can impact other people to comply with their vision. The power is credited to the trust that the general population has on the leader. An instructor is a person who is confirmed to be a diligent employee fit for showing understudies on specific subjects. School teachers are an impression of a leader through the sharing of obligations that are similar to initiative organization. Subsequently, students will be pulled in by the attraction of their pioneer's charm. Therefore, those people will coordinate to achieve school destinations as expressed in the literature by Chen (2014). Furthermore, these teachers have the capacity to be a mentor to offer support for the students in different aspects such as participation, attendance, and personality (Sun & Leithwood, 2012) and for teachers as well (Ho and Lin, 2015).

The key to this improvement depends on teachers' qualifications, HODs' supports, and the trust.

Trusting relationships between the lead teacher and the students and between the lead teacher and other teachers will motivate the engagement in the learning process and the students' results that are critical for learning attainment which had been identified in the literature of the research by Fulmer & Gelfand (2012).

Teachers' licensing is considered as one of the best methods that the UAE specified to create leaders or to empower them. These strides might be essential to the retention of magnificent educators. In this way, teachers will gain almost all of the required factors that they need to improve the results of the students which involve intensive up-to-date professional development sessions, higher educational degrees, and good experience for both the teachers and their overseers as well. These factors will have a great effect on students' performance in many aspects, especially in their future plans as stated by H.E, the Minister of Education.

In conclusion, this research confirmed that when teachers act as professional leaders, they will create a noteworthy constructive impact on schools. Positive progression comes from having a good leadership which will have an obvious effect on an individual, school learners, and the instruction association. The implication of the current study shed the light on the importance of transformational leadership that has direct effects on teacher commitment to school mission and commitment to the professional learning community which will have a direct effect on students' performance in a positive way.

There are some limitations in the current study which are related to selecting only one school in addition to the instrumentation method which is limited to semi-structured interviews. Therefore, lesson observations will help in identifying the successful features in teachers' charismatics and measure what can affect the students' academic achievement in the live sessions.

## 6. Recommendations

For better results, more studies should be implemented in other schools and more qualitative research is required. This new research motivation would incorporate classrooms' perceptions with unequivocal consideration given to the instructor's demonstration to the students. This concentrated information gathering would likewise assist us with identifying a variety of worries, for instance, qualities of the individual instructor leader, of their errands, and to look deeply into how variations in these characteristics impact how educator leadership truly happens in schools.

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