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**The Role of School Leaders in Facilitating Continuous  
Professional Development to Empower Teachers in Private  
Schools in Dubai**

في المعلمين لتمكين المستمر المهني التطوير تسهيل في المدارس قادة دور  
بدبي الخاصة المدارس

by

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of the requirements for the degree of  
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## **ABSTRACT IN ENGLISH**

Building a collaborative culture and empowering schoolteachers; could have a significant positive impact on the quality of learning and promote the progress of the school education in the UAE. Sharing leadership by the heads with schoolteachers permits teachers to become highly responsible, leading to higher fecundity and impacting students' achievement. School teachers in the recent decade regularly upgraded their skills, attitude, and knowledge to meet the demands of 21st-Century learners. Education reforms have generated an urgent need for a stronger emphasis on developing strong leadership skills for promoting well-qualified teaching for students and the progress of school education in Dubai.

The study illustrated the role of school leaders in CPD to empower schoolteachers in Dubai through a mixed-method approach using a semi-structured questionnaire. The study enunciated quantitative and qualitative method analysis by examining the impact of school leadership and identifying the school leadership's role in enhancing teachers' performance. The study examined the behaviours of leadership aid in the development and promotion of positive capabilities of teachers and a positive ethical learning environment in Private Schools in Dubai. It obtained the respondents through a purposive sampling technique consisting of School teachers, middle leaders, SEND specialists and two principals working in different schools in Dubai.

The observations of the responses in quantitative and qualitative approaches were made to reflect the changing paradigm in leadership competencies to handle the issues of teachers and promote professional development. The outcomes of quantitative assessment by One-ANOVA analysis explicated that the leadership role had significant impacts on the professional empowerment of teachers through CPD implementation. The correlation test enunciated a stronger correlation between the teacher's competencies and leadership role for the school's progress and student quality learning. The inferences of the qualitative approach imply that the impact of leadership attributes paves the way to enhance the professional development of the teachers, concerning staff support, CPD organisation, pedagogy practices improvisation, innovations, and rectifying the aspects of teaching. The study commenced by insisting that teachers' competencies changes with CPD implementation provide them with sufficient avenues to upgrade quality teaching practices by monitoring and timely support through the vital role of leadership.

## ABSTRACT IN ARABIC

يمكن لبناء ثقافة تعاونية وتمكين معلمي المدارس أن يكون ذا تأثيراً إيجابياً على جودة التعلم وتعزيز تقدم التعليم المدرسي في الإمارات العربية المتحدة، كما تُمكن مشاركة الرؤساء القيادة مع المعلمين من اكتساب درجة عالية من المسؤولية، مما يؤول إلى إثراء معرفي عالٍ له تأثير على إنجازات الطلاب.

كما قام المعلمون في العقد الأخير بتحسين مهاراتهم، وسلوكياتهم، وحصيلتهم المعرفية بانتظام لتلبية متطلبات طلاب ومتعلمي القرن الحادي والعشرين. وأدت إصلاحات التعليم حاجة ملحة للتركيز على تطوير شديد للمهارات القيادية القوية لتعزيز التدريس الجيد للطلاب والتقدم في التعليم المدرسي في دبي.

أوضحت الدراسة دور قادة المدارس في التطوير المهني المستمر لتمكين المعلمين في مدارس دبي من خلال منهج متعدد الأساليب باستخدام استبانة شبه منظمة. كما أوضحت الدراسة التحليل الكمي والنوعي للأسلوب من خلال دراسة تأثير القيادة المدرسية وتحديد دور القيادة المدرسية في تعزيز أداء المعلمين.

تناولت الدراسة سلوكيات القيادة المساعدة في تنمية وتعزيز القدرات العالية للمعلمين وتعزيز بيئة تعليمية أخلاقية تتسم بطابع الإيجابية في المدارس الخاصة في دبي. وقد حصلت الدراسة على استجابات المشاركين باتباع أسلوب استهداف عينات تتكون من معلمي المدارس والقادة المتوسطين والمتخصصين في تعليم ذوي الاحتياجات الخاصة واثنين من المدراء العاملين في عدة مدارس مختلفة في دبي.

أجري تحليل النتائج في المناهج الكمية والنوعية لتعكس النموذج المتغير في الكفاءات القيادية للتعامل مع قضايا المعلمين وتعزيز التطوير المهني حيث أوضحت نتائج التقييم الكمي بواسطة تحليل One-Anova أن للدور القيادي تأثيرات كبيرة على التمكين المهني للمعلمين من خلال تطبيق التطوير المهني المستمر، كما أظهر الاختبار الارتباط ارتباطاً أقوى بين كفاءات المعلم والدور القيادي لتقدم المدرسة وجودة التعلم لدى الطلاب.

تشير استنتاجات النهج النوعي إلى تمهيد تأثير سمات القيادة للطريق نحو تعزيز التطوير المهني للمعلمين، وذلك فيما يتعلق بدعم الموظفين، ومنظومة التطوير المهني المستمر، وارتجال الممارسات التربوية، والابتكارات، وتصحيح جوانب التدريس. أكدت الدراسة على أن التغييرات في كفاءات المعلمين مع تطبيق التطوير المهني المستمر توفر لهم سبلاً كافية لرفع مستوى ممارسات التدريس الممتازة من خلال المراقبة والدعم في الوقت المناسب من خلال الدور الحيوي للقيادة.

## **DEDICATION**

I would want to dedicate this work to my loving parents, my lovely husband Santosh, and my son Saanidhay; your perseverance and encouragement were the source of energy that propelled me to the moment that I could complete my research. Everything is possible due to "them, and my life's aims, and dreams would be impossible to achieve without them. In addition, I would like to dedicate this dissertation to all my family and friends.

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## LIST OF ABBREVIATIONS

ABBREVIATION	DESCRIPTION
UAE	United Arab Emirates
CPD	Continuous Professional Development
TALIS	Teaching and Learning International-survey
FGC	Focus Group-Discussions
ICT	Information and communication-Technology
PLC	Professional Learning Community Definition
CPTD	Continuing Professional Teacher Development
IQMS	Integrated Quality-management system

## **Chapter – 1: Introduction**

### **1.1.Overview of the Chapter**

The chapter propounds the entire introductory concepts of the entire research. The background behind the research objective of the study, with assessing the role of leadership in empowering teachers through CPD programs, was enumerated in this chapter. The motivation aspects, problem statement that paved to take this research goal, research objectives to be focussed on, associated research question, the significance of the study and the entire thesis organisation of the research were delineated in the chapter.

### **1.2.Background and Motivation of the Study**

The education and training policies in Schools had stipulated that ensuring the equity, quality and education relevance stands a significant task of school management. Towards this end, to extend the policy stipulation to the school level, the available quality improvement package in education includes the capacity-building strategies of principals, teachers, and leaders, with the defined objective to support and facilitate school enhancement. As an emerging component of this quality enhancement package, the teacher development programs and basic guidelines stressing the demands for school leadership, including principals or supervisors, could efficiently support schools in different aspects, including strategic plan development, vision and implementation (De Nobile, 2018). In order to improvise the present status of teachers' quality, professional development was hoped to offer an approach to directly applying what has been learned or acquired to teaching (Crisol Moya et al., 2020). By exploring an agreement with this statement, CPD-Continuous professional-development programs were given high priority, believing it would be the right of a schoolteacher and great value for national development.

The National Agenda of UAE seeks to uplift the present education status to a First-Rate education system (Gallagher, 2019). With such enormous demands for their change, school leader was not alone tasked to transform the respective schools but also needed to alight the student preparation with initiatives and policies, actions of leaders to empower teachers and

decision allocation. One primary goal of the UAE National agenda is to ensure that 100 per cent of schools have high-quality teachers (Al Samkari and David, 2019). This school leadership was currently tasked with prioritizing the teacher's improvement using different initiatives and mandates (Jackson, 2023). Considering the teacher's workforce is more transient, with higher diversity, in development initiatives and policy initiatives implemented, the teacher-development was the priority for leadership over UAE regions, and it is a complex endeavour.

Generally, CPD is referred to as the program that offers the development of critical and reflective practices, problem-solving skills development, with special reference to teaching practices, practitioner's dialogue skills development, increased links, cooperation and collaboration with a different teacher, personal satisfaction and promotion opportunities and best practices sharing their capability towards students.

The leaders in the schools should be the instructional leaders, such that they would provide their responsibilities to do teacher's interaction as an instructional resource, visible presence, and good communicators. The leaders' primary focus ought to get centred on learning and teaching; the entire responsibilities of schools lie in the hands of leaders (Nasreen and Odhiambo, 2018). The role of leadership was ranked as a higher priority since they are accountable and responsible for developing the young generation that lies in the leader's organisation. The leaders must be responsible for determining the training demands of schools and teachers and organisation training programs in the forms of conferences, workshops, department meetings, and seminars. The interschool visits, services and intra-school visits were used to recognise efficient staff-professional development (Arhipova et al., 2018). The cluster leaders possess their responsibilities to support and establish a CPD-committee, CPD activity coordination, preparation, and support annual school-CPD plans and share school CPD plans by the leaders. The responsibility of school leaders were the vital and significant bodies within the school to lead the teacher's development program. Still, however, these development programs for schoolteachers possess various challenges in their implementation phase.

The supervisors, principals or leaders create a unique vision, constructs a stronger teacher team, analyse teachers' performance, and encourage skill-building and continuous learning, thus inspiring the entire school faculty. Hence, research that enunciated the role of leadership in evolving CPD programs for school teachers needs to be focused (Azar and Adnan, 2020). It

empowers the teacher for their personal development and uplifts school quality and student learning progress. Supervisors and school principals promote academic development and professional growth using training initiatives, personal contact, and staff meetings (Taddese and Rao, 2021). The supervisors and principals obtain an active role and responsibility to implement professional development tasks or actions for those school staff. The role of those supervisors and principals were to give out proper coordination and leadership direction in schools. The CPD programs for teachers in practice at secondary and primary schools need to be adopted by the management to upgrade the quality to high standards. However, implementing this approach might differ from one school to another school. Those differences would be minimised through the efforts of the school leader, which purely depends on the leadership role (Lincuna and Caingcoy, 2020).

### **1.3.Statement of the Problem**

Learning is defined as a social experience impacted by interactive practices to generate new attitudes, ideas, and values. To be efficient, the school leaders or principals should prioritise their professional development to be a significant element in offering them the critical insights to explore the complex roles. One such research emphasises the demand, in developing a leader's capacity, to improvise school teaching practices (entirely as skilful) and lead school changes. As a result, the efficient leadership role could ensure accomplishing the school's goals. The leaders should possess the skills to manage organisational changes and acquire a clearly defined vision for introducing changes. The need to analyse the role of leaders in empowering the teachers, how far it contributes to the school's growth and the learning dimension of students ought to be learned out. The educators, both principals and teachers, who are all participating in Professional-development programs should out their skills and knowledge for implementation. Once it was viewed, with their vision of positive outcomes, primarily as school principals, managers were now necessary to possess expertise in academic content, public relations and instructions (Cordingley et al., 2020).

Successful schools necessitate continual learning that demands school leaders to sustain their focus on both managerial risks and instructional actions. The seven categories of leadership potential to remain a successful leader were communication, time awareness to lead the team,

critical reflection, interpersonal connectedness with school community members, principal, management and consultation (Plaatjies, 2019). These aspects need to be inhibited and learned to propound the leadership roles and the outcomes.

The efficient principals were the better instructional leaders who always provided timely feedback and constructive feedback to veterans and new teachers to enhance the instruction actions (Tai and Abdull Kareem, 2020). This could be only possible if the leaders engage in informal and formal programmes and activities. Moreover, the leaders assume themselves as the custodians of school properties and consider them as government policy implementers instead of individuals to lead the organisation entirely as a single entity. Hence this perspective requires the careful organisation and design of formal professional-developmental programs. The research declared that existing in-service training programmes must be organised in a more designed, consistent, and comprehensive approach, emphasising advanced practices and knowledge. Whilst if there were measures to enhance the qualifications of teachers at the national level, the school level leadership had a significant and vast role in developing teachers at highly qualified status. The centre stream of their action is the CPD organisation, which would majorly empower the staff towards progress in all their dimensions (student quality, learning, career, school perspective and life vision) (Naidoo, 2019). The research to investigate the role of leadership and the embodiment of their transformational leadership characteristics on the school campus should be ensured and studied. This assessment would ensure that teachers are acquiring their development towards high-quality standards.

#### **1.4.Purpose and Objectives of the Study**

The study is elucidated to investigate the best practices of teacher development by assessing leaders leading the high-rated Private schools in Dubai, which had driven the teaching area improvisation and learning development. The leaders were all determined to depict the transformational leadership characteristics. The role or responsibility of school leaders toward teacher's development was explored to determine the actions and strategies which lead to developing learning practices and teaching methods. This would impact the outcomes and achievements of students ultimately. The study would identify and assess the practices of various private schools in Dubai. To the recent policy reports and responses of survey outcomes obtained from management-leaders or the principles, the focussed areas in teacher's



development were Critical-thinking, Innovation, Responding to the outcomes of students, lesson planning, design out intervention, technology utilisation in enhancing student-learning, classroom management, to offer the demands of students, parental engagement, student-centred learning and student engagement. The primary aim of the research was to assess the leadership role in their practices as principals or supervisors to lead the CPD programs for teachers in Private schools in Dubai. In accordance with this, the particular objectives of the study are to determine the extent of leadership practices in CPD and to analyse the CPD implementation by school principals

The study also examines the development of principals' skills and knowledge in CPD implementation that paves the way to enhance teachers' quality since past inception. The study would expound on data obtained from schools, from the leader's responses and teachers' statements, in differing performance levels, to determine the best leadership practices that drive school development. The research also measures how school teachers perform upon specific deficits and the role of leadership in those schools to drive school quality and teacher progress through CPD programmes.

The primary objective of the research is to illustrate the role of leadership of school heads in the CPD implementation of teachers in private schools in Dubai. The study focuses on determining the school head's perspectives and the leader's leadership style impacting the positive outcomes of teachers' professional development. The categories of professional-development activities were illustrated in the study. Similarly, the school leader's practices in supporting and managing professional-development actions to enhance teaching skills, classroom effectiveness and professional knowledge were examined. The leadership style which facilitated CPD activities among school teachers was delineated in the study.

### ***Other Specific Objectives***

The study intended to, more specifically, fulfil the various other objectives stated below.

- To assess the transformational leadership skills of School leaders or heads, identifying the strengths of School leadership in implementing CPD program initiatives.
- To explore the relationship or the impact of a leadership role in improving education quality, from teachers to students, through CPD implementation.

- To evaluate how this implementation of CPD programs enhances the learning process of teachers in their professional growth and progress in schools.
- To suggest future actions as a prominent input for improving policies and to enhance the leadership role in managing teaching quality through CPD implementations.

### **1.5. Research Questions**

**Main Question:** What is the impact of the leadership role to empower school teachers through CPD implementation to provide quality learning?

The study proceeds to respond to answer the below mentioned basic Sub-research questions.

- What are the perceptions of leaders and school teachers about implementing CPD programs, aiding in quality development and career development?
- What extent do school leaders play their role in practising CPD programs?
- How far have the School leaders contributed to CPD program implementation?
- How do the School leaders lead continuous Professional-development of a teacher with sufficient program understanding and knowledge?

### **1.6. Rationale of the Study**

The major purpose of leadership quality is to bring out the quality-education by providing the appropriate required support to concerned staff or teachers at a specific level. Therefore, such a support system could enhance the implementation of school function programs, specifically continuous professional development, in a better approach (Papazoglou and Koutouzis, 2019). The Inferences of the study would have paramount significance in this outer and within context. The study provided valuable baseline information on how the leadership support system could be more efficient for quality education through CPD programs (Tay et al., 2021). The findings support school leaders' attempts or adoptive practices to enhance the education quality in Dubai private schools by providing the necessary support for school teachers.

Moreover, the study would aid the improvement of education and competent skills of teachers for strengthening school-college association programs by enhancing leaders' performance

(Gonçalves et al., 2020). To attain this objective, a descriptive research design has been utilised. The research employed a quantitative approach in data collection and analysis from several source individuals. The quantitative approach is accomplished through a structured questionnaire. The study was conducted at a school located in Dubai. Further to this, the feedback of input data, process data and outcomes would significantly impact the leadership (role). The success factor and failure of the learning-teaching process of teachers in providing quality education are related directly to leadership (Plaatjies, 2019). Hence this rationale of the study illustrated that the leadership role plays a prominent role. It needs to be recruited based on training and merit on performance feedback to enhance roles of leadership efficiently.

### **1.7. Structure of Dissertation**

The research is propounded into five chapters.

The first chapter comprises of the entire background of the study, problem definition, research question that has been provided as responses in the end session of the study, specific research objectives of the study, research hypothesis that undergoes testing in the data analysis section, entire rationale of the study, the motivation behind the study.

The second chapter illustrates the review analysis of various researches concerning leadership roles that significantly affect CPD programs. The conceptual analysis of the entire framework is enumerated in this section. The theoretical framework assessed behind several studies is represented in this chapter.

The third chapter enumerates the entire research approach, data collection technique, instruments, delimitations, data reliability and ethical consideration of the study. The entire proposed research flow of study was elucidated in diagrammatic representation.

The fourth chapter deals with data analysis of the given variables. The research depicts the analysis of those collected quantitative outcomes, with its summary as well. Various statistical tests are performed among those independent, dependent variables and moderating variables.

The final chapter discusses the inferences of the study, limitations of the study, conclusive statements, recommendations, future scope and implications of the study.

## **Chapter -2: Literature Review**

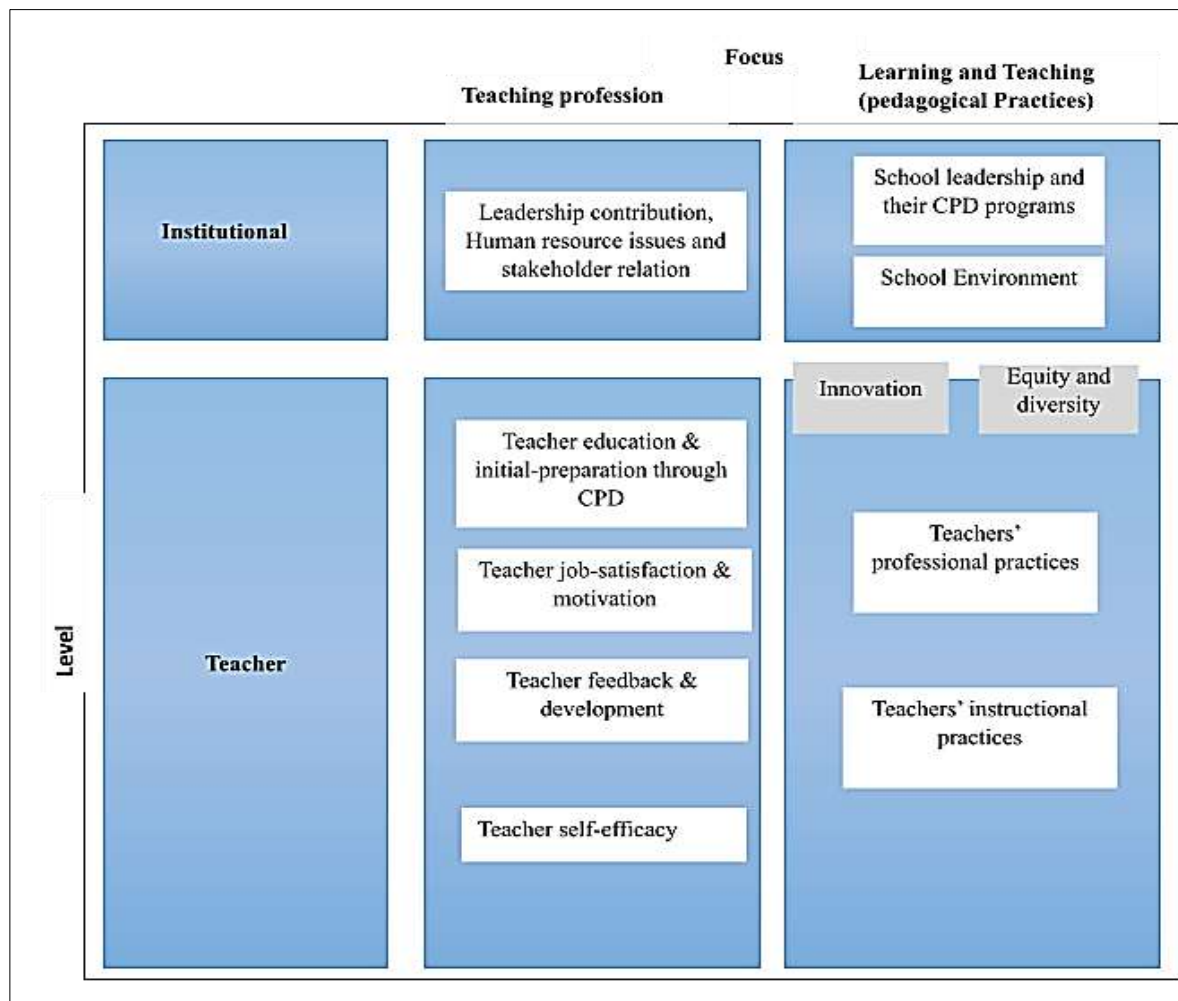
### **2.1. Overview of the Chapter**

The chapter illustrates the review analysis of various studies, delineating leadership's role, strategies, and initiatives to empower teaching professionals in school using continuous professional-development programs. The section also frames out the different concepts and maps out the key concepts for the research topic. The entire structure of the theoretical framework, associated with examining the theories of leadership, their practices, and their contribution to the empowerment of professionals in school institutions, was briefly discussed in the chapter.

### **2.2. Conceptual Analysis**

Three components of the conceptual framework represent the conceptual map of the study. The role of leadership to facilitate Continuous professional development for teacher empowerment (Tai and Abdull Kareem, 2020) in all the aspects were constructed or roughly viewed using the conceptual framework. This conceptual framework was assumed according to two categories of dimensions, like the focus and their level. The two dimensions are depended on an extension to which conceptual theme (focus) is majorly concerned with professional characteristics or is concerned with pedagogical practices of teachers or the institutions. The second dimension is the level of the theme, wherein refers if the theme majorly references and operates teachers or institutions. The institutional level would be the school, or it might be the regional or national system that the school is a section of it. The conceptual map of the framework integrates system and school since practices and policies of human resources could be enacted through either system or school, or it would be enacted by both system and school, relying on school-governance arrangements that were in place. The figure illustrated below maps out the themes associated with two types of dimensions, such as focus and their level. The themes of the conceptual framework would be associated with various other dimensions. However, the purpose was to elaborate on the general structure of the conceptual framework at this time. Here

in this figure 2.1, the mapping was constrained to only two dimensions, focusing on the leadership role in school institutions.



**Figure 2.1.** Conceptual mapping of research themes

### 2.2.1. Themes Concerned with the Teacher Level

The outcomes of various studies of impacts on school-based student-learning emphasise the significance of classroom and teacher influences. But that research also depicted that school-level influences in the form of leadership and school climate tend to mainly operate indirectly by using their impacts on classroom and teacher influences (Hattie and Yates, 2013). The teacher-level themes were those that this framework sought to explain. In parallel with the aforementioned research body, TALIS-Teaching and Learning International survey considered institutional-level factors to possess critical influences and exogenous impacts on those core aspects. The policy initiatives that are directed to improvise student learning and teacher

empowerment differ, hence in accordance with the level of an education system that addresses. The low-right quadrant part of the conceptual map, as in the figure, represents learning and teaching in classrooms, as impacted by every individual teacher. The teacher contributed to learning by themselves and teaching through their empowerment organised by school leaders. This included two theme categories: the teachers' professional practices and instructional practices. The themes that could be thought of as a central part of pedagogical schooling core were like characteristics, which frame the concept of instructional quality, invoked initially in analyses of TIMSS-Third Mathematics-and-Science Video study, arranged and applied later in various studies. The lower-right quadrant of the conceptual map in Figure 2 was conducted (Kunter et al., 2013, Jensen et al., 2016) and PISA(Jensen et al., 2016) and later applied to various studies (Decristan et al., 2015).

The two kinds of themes reference practice aspects of teachers, established as student motivation and achievement predictors. These predictors' examples include classroom management, instruction clarity and cognitive activation. The low-left quadrant of this conceptual map features teacher characteristics related to student learning outcomes. The themes capture factors constituting "teacher quality" concepts as enunciated in (Praetorius et al., 2018). It could include teacher feedback and teacher development. Teacher's initial preparation and teacher's education, job motivation, job empowerment, job satisfaction and self-efficacy of teachers (Ainley and Carstens, 2018).

### **2.2.2. Themes at Institutional Level**

In this conceptual map, the stakeholder relations, leadership contribution and human resource conflicts appeared to present in the upper-left quadrant since it is mainly concerned with characteristics of teachers, using retention, rewards, and recruitment. This stands as a section of the institutional level. Initial-teacher education was placed in the lower-left side quadrant. It majorly references credentials that every teacher brings into the classroom and that is independent of the working school. These two themes, such as school leadership and school climate, were in the upper-right quadrant since they are mainly concerned with school-level contributors to learning and teaching and were part of the institutional level.

### **2.2.3. Themes in both Institutional-Levels and Teacher Levels**

The themes of equity, diversity and innovation straddle the institutional and teacher levels. Both focused on learning and teaching since they were personal to a teacher and fostered by her and his colleagues. For instance, innovations applied to teaching practices, school leadership and school environment. View aspects of equity, diversity and innovation related to pedagogical practices and professional features.

### **2.3. Theoretical Framework**

The Leaders were significant in various organisational settings. Any informal or formal organisation requires the leaders to accomplish the objectives for continuous professional development and the staff teachers' career growth. One such research demarcated the role of educational leadership as the unique capability of any organisation's heads in providing school enhancement initiatives (Shaturaev and Bekimbetova, 2021). This created a smooth learning-oriented educational climate and towards the supervision and stimulation of School Teachers, enabling their work more efficiently.

#### ***2.3.1. Social Cognitive Theory - The Concept of Leadership***

The definition of leadership in educational institutions is the critical attention or focus by those school leaders on teacher's behaviour since they would in various activities that impact the student's growth (Cansoy and Parlar, 2018) and (Ismail et al., 2018). This could be elucidated as integrating tasks, including group development, action research, direct assistance given to teachers and curriculum development. Similarly, research delineated essential skills and knowledge for the efficient leadership ability of school leaders in the below manner (Leithwood et al., 2020).

- Leaders does communicate effectively and precisely
- Leaders should understand and know what actually means and what aspects take them directly towards the leader.
- Leaders nurture, develop and assist the staff.
- Leaders must possess appropriate courage to pursue informed risks.
- Leaders acquire and perceive the more extended perception
- Leaders do cooperation and collaboration with other staff.
- Leaders do not cease the learning and cease to hone the acquired skills.

- Leaders must hold others and themselves accountable and responsible.

### ***2.3.2. Instructional Leadership Theory***

The role of the instructional leader plays a significant role in leading the entire organization, teaching and non-teaching staff and student learning quality. Hence, these efficient instructional leaders must be capable of performing the following aspects (McGhee and Stark, 2021).

- Efficient Principals place consistent emphasis on academics. The heads or the leaders set out the higher standards and expectations for improvisation of Teachers and students' learning (Goodwin et al., 2019).
- Efficient heads or leaders assist the school teachers by offering appropriate resources to enhance instruction (Tulu, 2019). The leaders have a specific contribution to attempt the effort, through hiring experienced teacher that promotes the career growth of staff and for student's achievement {Aslan, 2020 #23}.
- Efficient Leaders enhance instructional practices by arranging staff development in CPD-Continuous Professional-development, instructional conferences, and developing teacher's reflection. While the instructional leaders implement the theory in practice, the leaders could utilize those guidelines and leadership theories in attaining success as instructional leaders.

In their leadership theory, the authors encompassed various aspects of instructional leadership. The researcher discusses how school leaders communicate and create a vision as one of four critical leadership characteristics (Kwan, 2020). The people were often drawn toward leaders due to their capability as visionary (Whitehead and Greenier, 2019).

### ***2.3.3. Transformational Leadership Theory on Student Outcomes***

#### **2.3.3.1. To Promote School-wide Continuous Professional-Development**

In contemporary, the Government and society placed higher needs on Teachers (Kwan, 2020). Sixteen asserted that schoolteachers were necessarily at the reform centre. Teachers' action may not occur in mere instruction provision since few people who were further to the profession may guess. The Teachers needed to perform more activities apart from learning and teaching.



To mention those, some are the lead and organization of the classroom, mentoring fellow teachers, participating in the CPD plan-process, performing communication with parents, etc. In accordance with the roles of schoolteachers, that changes over a period. Owing to this, research (Nooruddin and Bhamani, 2019), propounded the statement that to carry the high standards demanded in the classroom, the role of leaders and teachers' participation in those CPD programmes is necessary. In the present decade, the roles of teachers and their tasks vary and hold more pressure upon them. Moreover, higher heterogeneous classes demand more variety and differentiation in their teaching methods and approaches.

Suppose the objectives or the focus of school heads or leaders were to bring out the education quality. In that case, the heads of the leaders need to collaborate and work with their respective school communities to promote the CPD plans or activities inside the schools. (Antony, 2018). The findings of such research implied that the development activities of teachers were efficient, while it is carried out collaboratively, in a mutual support environment and encouraging environment. The CPD method that is adopted by the School environment must provide unique formal opportunities for work collaboration and education quality. Hence in this aspect, school principals acted as instructional leaders and were placed to provide the demands for motivating all the individuals who are eligible to take part in those CPD programs and have work collaboration (Redman et al., 2018).

CPD is defined as a career-long process of improvising attitude, knowledge, and skills based on local context and classroom practices. Hence attracting, developing and retaining the teachers in educational institutions over the entire professional life cycle has turned out to be policy priorities in various nations (Fusarelli et al., 2018). (Organization for Economic Development and Cooperation) Governments in developing and developed nations continuously introduce legislation concerning CPD plans or activities and link them to career appraisal and structure.

### ***2.3.3.2. Adult Learning Theory – Evolving of CPD-Continuous Professional Development for Training Professionals***

Similar to the study inferences of (Coenders and Verhoef, 2019, Nair, 2020) and (Nair, 2020), this CPD is defined as a phase of documenting and tracking the skills, experience and knowledge that the schoolteacher gain informally and formally during their work process, above any initial training. For example, in educational institutions, the activities that range from

coaching teachers and supporting fellow teachers to offering organized formal training could be considered both Continuous professional development. In the school environment context, CPD is stated as the record of what states the teacher's learning, implementation, and experience. From the perception of (Yurtseven and Altun, 2018), CPD concentrates on building our current understanding and knowledge and ensuring that school teachers have access to up-to-date required knowledge to turn efficient.

Hence to strengthen our CPD plans, the leader's role and participation are paramount. The leaders as instructional leaders must mobilize the entire organization's resources and motive and work collaboratively with entire stakeholders, commencing from planning until their evaluation and implementation. It is because CPD is illustrated as a joint activity that should indulge all the respective concerned bodies (Powell and Bodur, 2019). The research explained that CPD activities must be focused on staff development and staff empowerment, as a whole team and with the evolution of individual practices and thinking. It seems more significant that educational institutions thought of specific policies for the development of teachers and formulated clear and defined strategies for their implementation.

#### ***2.3.3.3. Foundational Theory - Principals' Roles in Promoting CPD***

The role of leaders or heads in promoting CPD for employee empowerment has various evidence, with outcomes and models. This CPD was perhaps the primary key responsibility of any instructional leader. One such study (Hitt et al., 2018) noted the criteria for any successful leader to lead the institution; the principal aspect should prioritise those programs for staff improvisation that comprised procedures and leadership attention techniques, developed to vary the role performance of teachers. The research argued that the role of principals consists of observations, professional associations, educational programs, conferences, visitation of the classroom, workshops, seminars etc.,

The heads or school leaders might concentrate on the below aspects and associated activities during their promotion of CPD in respective schools

- To plan professional development based on teachers' demands, the school leaders or heads should evaluate teachers' demands before implementing CPD plans. Hence, in this perspective, it seems advisable for school leaders to make teachers participate in CPD planning.

- To provide utilised resources and materials – One impediment to proper CPD plans is the lack of adequate professional materials for activity execution. The triumphant school-wide variations would not occur without more substantial organisational resources and assistance gained from respective educational managers (Jacobs and Wright, 2018). The school principals ought to perform the best phenomena to fulfil the resources required.
- To support Collaborative efforts between teachers-- the collaborative working environment was considered crucial to maintain or create schools as the distinct professional-learning communities. The prevailing thoughts recommended that might entirely recognise the enhanced performance of students only if the teachers function out routinely as better teams and abandon their traditional isolationism norms and individualism norms.
- To promote Action-Research. – The school leaders could promote the action research in their respective schools not alone by assisting teachers but by performing action research. The reflection and research permit the teacher to gain and grow confidence levels in their respective works. A similar study (Wei et al., 2021) elucidated that action-research study projects impacted the willingness to communicate and share, efficacy sense, attitude to change process, and thinking skills. By using this action research, the school professional-staffs learn related to themselves, first of all, their colleagues and students.
- To Encourage, Peer-coaching is defined as a process by which two colleagues or professional colleagues, work collaboratively to reflect their present practices: to build out, refine and extend new skills in schools (Ma et al., 2018). Hence, as a vital part of CPD activities, the heads or school principals should be involved in encouraging the schoolteachers; therefore, they must effectively provide job coaching for instructional enhancement.
- To use Staff-meeting as Staff Development sources that refer to striving to promote teacher's development in providing education and their career growth. It aids the professional competence of personnel through the implementation of staff meetings, seminars, workshops etc., (Sum et al., 2018). The teachers could report consistently that

staff development capability and attraction depend on an opportunity to become capable of discussing ideas with other colleagues (teachers).

#### ***2.3.4. Contemporary Theory of Professional-Development***

The dilemma in developing nations is an absence of contextual research in education professional-development programmes. Consequently, many professional programmes depended on research arranged in the Western context. These research studies believed that PD policies ought to concentrate upon appropriate contextual programs that consider the demand of curriculum (Edwards et al., 2019). This curriculum is assessment practices offered, and those guidelines resources are available to the school and parallel with the demands of students (Aldosemani, 2019). Professional development programmes had a low impact on whether there exists disconnection between an offered programme and their association with daily classroom circumstances.

Another relevant contextual professional-development strategy to use by policymakers is grouping subject-specific teachers, assessing students' courses works and assessing students' performance data (Osman and Warner, 2020). The strategies aid in determining the general mistakes of students, identify the confusion and come forward collectively to mutual thought about the requirement of teachers and students.

The other logically applicable PD method for policy experts is to provide a team of subject-specific teachers to evaluate students' subject tasks and effectiveness data to identify common errors and misinterpretations and then reach a consensus on what is needed to help pupils master ideas and abilities, as well as which teaching approach will be most effective as to which bunch of students (Robertson et al., 2018). This method would result in a contextualized option that would improve learners learning.

The perception outcomes arranged the study in three major elementary schools. They noticed that in those elementary schools, the teacher regularly consulted the multiple student data sources for information and to plan out the strategies in teaching methods. It also provides the necessary instruction for higher student performance levels (Hobbs and Coiro, 2019).

#### ***2.3.5. A Socio-cultural Theory on Teacher Education and Collaboration***

For the previous decade, the school culture depended upon 'egg-crate' designs. The school norms and culture favour loneliness and secrecy, wherein the teachers devote the maximum of

their teacher's time inside the respective classroom. The teachers were infrequently offered the specific space and time to plan the lessons collectively to share the best practices. In a converse manner, a similar research study delineated that while the policymakers created specific time for collaboration of teachers, in departments, and over different grade levels, the advantages of this, it would promote ideas sharing, their achievement and issues to rectify the issues in practice (Gaikhorst et al., 2019, Ifenthaler et al., 2021). One possible approach is to break out of the professional isolation by promoting a collaborative culture as a non-threatening environment. The teachers are free enough to note the peer-classroom teach primitives and provide productive feedback. Accordingly, another author (Aktekin, 2019) propounded the research in a list of 12 schools that implement a peer-observation model referred to as Critical Friends-Groups. The teachers in this analysis need to utilise a group of rules which guides the inferences. It has been noted that research participants, or the teachers, focused varied from content completion to working on students' understanding of their concepts, which led to the high student-centred method; schoolteachers adopt that. Hence, the participants acquire higher opportunities to aid in the development of teaching practices in comparison to non-programme research participant-teachers.

Hence, the professional development of schoolteachers could be effectively performed economically and efficiently using collaborative learning promotion, wherein the teachers are facilitated and encouraged to traverse into every other classroom. The teachers are subjected to note down the classroom practices and provide constructive feedback in determining the responses to point out the issues of teaching practices to empower the staff. The leaders of the school institutions, through CPD actions or plans, aid in enhancing the knowledge of teachers, improvised living standards, offering classroom instruction, and enhancing student learning.

## **2.4. Review of Related Literature**

### **2.4.1 Leadership Role in Qualitative Learning**

The role of leaders in schools is predominant in assessing the schoolteachers in their empowerment through professional development. Many studies and research describe the role of school leaders in empowering teachers and other continuous professional development studies. The upcoming section elaborates on such studies.

The teachers are responsible for educating their students with the essential tools necessary for their professions in future. One of the studies that deals with the significant need for development and lifetime learning are elaborated. For collecting the data, primary and secondary sources were used. Statistical tools and methods were utilized to evaluate the data. The author considers teachers at secondary schools in Dubai, United Arab Emirates (UAE), as the universe of study. Among 7 Emirates of UAE, most respondents were taken from Dubai. This research aims to study the characteristics of educational leadership involved in this modern era teaching capabilities of teachers in secondary schools in Dubai. In the conclusion of this study, the author states that teachers' development and lifetime learning must be considered prominent and not as optional. The limitation of this study includes the changes and effects made in the revised education program that may not be calculated. To resolve such issues, further studies were also conducted (Kumari et al., 2020).

Likewise, improvement and lifetime learning of teachers is associated with the school leaders' role, and this aspect is scrutinized in the upcoming study. This study mainly discusses the correlation between authentic leadership practised by the school leaders on teachers in private schools in Dubai. This study uses an experimental design. Considering the nature and scope of this research, 50 teachers and teachers selected from a school in Dubai are taken as the sample size for this study. The quantitative research methodology is incorporated in this study. The survey result reveals that teachers can overcome their weaknesses and increase their skills only through self-awareness, particularly in the educational field. The author also mentions that teachers can also get feedback from students to develop their performance awareness. From the conducted survey and evaluating the results from collected data, the author suggests that various programs for leadership should be executed for the betterment of leaders in schools in Dubai. The study involves sample bias, so furthermore study is conducted to overcome this issue (Al Samkari and David, 2019).

#### **2.4.2 Relationship with Leadership style and Teacher's Empowerment**

The above study describes the correlation; leadership styles have also been enumerated in another study which states as follows. The author of this study investigates leadership styles in a private school in Dubai. The purpose of this study is to discuss the impact of leadership style on teachers' performance and students' achievements. The further aim of this study is to find the relationship between leadership styles among professional teachers and principals. Both the

qualitative and quantitative approach is used in this study. After evaluating the collected data, the author finds that the school leaders are highly rated by the teachers, stating that the leaders are effective and motivating and consider their growth. The research results indicate a robust relationship prevailing between the teachers and leaders. The study is limited to only one school in Dubai. It leads to only limited respondents. Furthermore, studies have been conducted (Mahdy, 2016).

The author of this study aims to explore the contribution of teachers' performance in their professional development working in private schools located in Dubai. This study was conducted in one private school located in Dubai. Using a structured questionnaire, data is collected from 150 teachers working in a private school in UAE. The tool used for analysing the collected data is SPSS and IBM. Through this study, the author concludes a positive correlation between classroom teaching practice with improved learning and better improvements in students (Al Abbassi and David).

To be efficient in teaching, teachers have to learn and improve continuously. The author of this research discusses the challenges that affect the involvement of teachers in continuous professional development (CPD), particularly in South Africa. A qualitative research design is used in this study, and a questionnaire is distributed to collect the data. The limitation of this research is that the data is collected only from 12 teachers working in primary schools located in South Africa. From the conducted survey author suggests many ideas both for the school and the teachers that include motivation and encouragement, improvement in self-confidence, workshop support and courses conducted by the school for their teachers (Geldenhuys and Oosthuizen, 2015).

Leadership is discussed as stimulating the employees and directing them on the right path for work efficiency. In contribution to this, the author of this study identifies the role emphasized by authentic leadership in motivating the performance of staff in private schools. Further, this study evaluates the impact of authentic leadership on determining staff engagement in Dubai. This study is particularly undergone in 2 private schools located in Dubai. The tools involved in this study are statistical and descriptive methods.

Through the collected data, the researcher finds that authentic leadership has an extraordinary impact on the attention and behaviour of staff in schools in Dubai. The author also suggests that

the management must take steps to conduct different kinds of programs for developing the skills of teachers (AL SAMKARI, 2019).

According to this study, the author aims to explore the science teachers of high schools involved in professional development in the United Arab Emirates (UAE) by utilising the SWOT analysis method. This study is performed by a mixed-methods approach with a sample size of 150 teachers from the Al Ain Education Office. Through collected data and after analysing the data, the author explores the strength and weaknesses of the teachers. After evaluating the data, the researcher suggests the organisation adopt continuous professional development (CPD). The further suggestions recommended by the author are to use the digital platform for conducting those improvement programs, which will be highly beneficial (Alneyadi, 2021). The research mentioned above was incorporated among science teachers, whereas this upcoming study was evaluated among English teachers of (UAE) in the United Arab Emirates.

#### **2.4.3 Continuous Professional Development and Teacher's Participation in CPD**

This study aims to evaluate English teachers' awareness, opinion, and attitudes towards professional development. In addition to this, the study focuses on the problems related to professional development for English teachers, particularly in the UAE, that involve challenges and rewards of participating in professional development programs. This study is evaluated by collecting data from 78 English language teachers and five supervisors. From the conducted survey, the author finds that there are no specialized development programs separately for English teachers to improve their skills in teaching. So the author suggests that a development program for English teachers be conducted to enhance their teaching competencies (Al Neaimi, 2007).

Continuous professional development program plays a significant role in improving the skills of teachers. The researcher conducts this study at Federal University (EFL), located in the United Arab Emirates. The motive of this study is to determine the experiences, awareness and initiatives undertaken by the teachers to understand CPD and provide awareness of CPD among teachers and institutions. The respondents of this study are teachers who work full time and have a minimum of 5 years of experience from the federal universities of UAE. The study uses qualitative methods in individual interviews and focused group interviews. Through this study, the author understands that there is a positive relationship between the practices within the community to the teacher's development (Raza, 2010).



The role of continuous professional development in school leaders is studied in this research. This research aims to examine the features and responsibilities of leadership CPD. The further aim of the research is to investigate the experiences undergone in the training and development of CPD leadership. The analysis such as regression, descriptive statistics and factor analysis were adapted for this study. The study reveals a negative relationship between the factors of respondents, including location, gender, ethnicity etc., with the respondents who keep updated with the developments regarding CPD (Robinson et al., 2008).

The perception of teachers about professional development may vary from person to person. The impacts and limitations faced by teachers are discussed in this study. This research aims to explore the perception of teachers about the needs for professional development, their impacts and the limitations handled by the teachers in secondary schools located in Abu Dhabi. Descriptive statistics are used in this study to evaluate the collected data. From the evaluation, the author finds that the teachers of private and public schools in Abu Dhabi were not allowed to undergo any professional development activities. This study suggests that teachers explore chances for engagement in case they have the option to select between the topics according to their experiences and knowledge (Badri et al., 2016).

Furthermore, research is conducted to examine the impact of teachers' professional development. This study evaluates the consequences of professional development of teachers' performances in schools located in Abu Dhabi. A mixed methodology has been implemented in this topic, which means both qualitative and quantitative approaches have been employed. This study used homogeneous sampling techniques because the selected schools were based on the same features. This study illustrates the advantages and impacts of employing specific professional development in schools and explains how professional development is a predominant vehicle in teachers' performance. Similarly, this author finds two new aspects that affect teachers' performance and confidence, including teachers' innovation and leadership (El Afi, 2019).

## **2.5. Summary**

The general trends behind the implementation of CPD and patterns of professional development practices indulged in various studies are discussed in the chapter. The research gaps determined in certain research were enumerated in the last section of the chapter. The general patterns of

school institutions in following common skill development activities were highlighted in some studies. Few key theoretical inferences of the study revealed difficulty scaling out an approach for implementing CPD activities inside school institutions. The theories framed in several related studies were obtained and listed out relating to the research objective. Rather than this, CPD implementation depends on leadership role and contribution, their local sustainability, their passion for the composition of career, enhancing walkability, interconnecting mindfulness, and their well-being with teacher's sustainability for growth. Every place possesses unique weaknesses, strengths, and its own sustainability stories to narrate. The transformation of a triumphant sustainable CPD-model is possible in diverse locations globally, accomplished through research. That research possesses the potential to impact the larger learner population by leveraging the learner's impacts to shape the future consequences for the student. Substantial research recommended that the future efficiency of all educational institutions rely on the potential or the capability of leaders in schools to lead and manage changes. The role of leadership needs to assess broadly, accompanying teachers' professional development and organisational growth using CPD programs. The Efficient change-leadership in school institutions seems crucial to be analysed since the school changes could only be get optimised using the guidance of leadership, which stands as a keystone to all the change initiatives.

Various limitations of different research were determined. The role of CLC-Change leadership-competency, standing as context-specific, is conducted through survey analysis, was not sufficient to aid the researchers in understanding and determining context more accurately across different categories of institutions. The research could need to permit longitudinal design for data collection in a specific time-span period through incorporating interview observations, survey analysis, or FGD-focus group discussions, enumerating the leadership significance in a different dimension. The vital part of handling transition in progress; needs to do with the particular task of encouraging persons to embrace the school changes. If a teacher is a reform ambassador, there will be a demand to reclaim educators thoughts, who were critical change ambassadors. The aspiration to position high-quality leaders or heads in each institution remains only the dream of training, and competency-development programs are retained as generalized. The significance of a leader's role in organizing or facilitating those professional development programs stands to be addressed in the research. This research is suited to be relevant to the distinct cultural demands of school leaders.

## **Chapter 3: Methodology**

### **3.1. Overview of the Chapter**

The chapter attempted to delineate a brief description of the methodology of the research, been adopted. The chapter is segregated into various seven sections. First section deals with the research design of the study. The second section represents the study's sampling strategy. The data-collection strategy, source and data-collection methods were explicated in the third section. The quantitative data analysis and qualitative assessment strategies were discussed in the fourth section. The study's reliability and validity were enumerated in the sixth section. All the entire ethical issues were considered in the seventh section of the chapter. The main aim of the research study is to examine the role of leadership in schools in implementing CPD activities to empower teachers in their professional development and provide quality learning. This could be analysed by understanding the perceptions from their view of leaders and school teachers in Dubai private schools. The thematic analysis and quantitative approach must be capable of providing precisely the significance and the role of leadership to enhance the teachers learning using CPD implementation.

### **3.2. Research Design**

The principal objective of the research was to analyse the role of leadership of private schools in Dubai in the implementation of continuous professional development for school teachers. To attain this research objective, utilising a suitable research design plays a prominent and significant role. In accordance with this, a descriptive research design was utilised. The mixed research method has been employed in this study; qualitative and quantitative methods are utilised to test the research hypothesis and fulfil the objectives. The primary quantitative study component required administering a structured survey to private school leaders and school teachers.

Concurrently, the leaders of the school management groups in Dubai private schools completed this survey questionnaire that aided in identifying those key sections of scrutiny in school teacher assessment consistent over Dubai. The qualitative component was enacted by collating the survey outcomes. This required the chosen school leaders to have transformational

leadership characteristics for completing the questionnaire and, if needed, proceed with the follow-up question within a semi-structured interview respective to their practices and roles in teacher development.

The principals are asked to assess the school teacher in pre-identified focus areas by posing several questions in the questionnaire. The data were triangulated with an inspection report to create a complete analysis summary regarding teacher-development practices in every school. The study intended to evaluate the CPD program implementation and the role of leadership in private corporate schools in Dubai for the professional development of teachers. The relevant data were gathered from subjects of research using a mixed-method approach. Hence, this study applied both quantitative and qualitative methods to collect relevant information. The quantitative data were assessed to determine the significance of the research objective. The qualitative assessment with the generation of main themes needs to satisfy the research objective. The rationale for choosing this mixed-method approach was to triangulate quantitative data with that qualitative data collected in an interview, classroom observation and Focus group discussions. This had the benefit of increasing the validation of outcomes and confidence of the researcher.

### **3.2.1. Mixed Method Approach.**

The research study applied a mixed-method, incorporating a quantitative and qualitative method, in collecting necessary and relevant information using various techniques (Ramlo, 2020). As in the first phases, the quantitative information was collected, assessed and discussed that were supported using qualitative method information. The qualitative information was sequentially discussed after qualitative analysis in every thematic area. The rationale for choosing this mixed-method approach was to triangulate quantitative data with that qualitative data collected using Focus group discussion, interviews and classrooms-observations. This possesses the benefits of increasing the validity of inferences and the researcher's confidence. The study utilises the mixed method due to similar outcomes obtained from various multiple methods to gain more confidence in the conclusion section.

### **3.3. Research Hypotheses**

The research hypothesis is framed based on the research questions and objectives stated below.

**H<sub>0</sub>1:** The leadership role of school leaders has a significant impact on learning and teaching practices improvement among teachers through CPD implementation

**H<sub>1</sub>1 :** The leadership role of school leaders do not have a significant impact on learning and teaching practices improvement among teachers through CPD implementation

**H<sub>0</sub>2 :** The effectiveness of CPD implementation among teachers do creates significant changes enhances teaching-learning process and equip teachers to high standards.

**H<sub>1</sub>2 :** The effectiveness of CPD implementation among teachers does not create significant changes to enhance the teaching-learning process and equip teachers to high standards..

**H<sub>0</sub>3 :** There is a higher contribution of leadership role to organise CPD, improvise policies in schools, and manage the consistency of teaching quality using CPD implementation.

**H<sub>1</sub>3 :** There is no contribution of leadership role to organise CPD, improvise policies in schools, and manage the consistency of teaching quality using CPD implementation.

**H<sub>0</sub>4 :** The stronger leadership skills of school leaders paves the way for the good rating of teachers in all conceptual, technical and development skills through CPD organisation.

**H<sub>1</sub>4:** The stronger leadership skills of school leaders do not pave the way for the good rating of teachers in all conceptual, technical and development skills through CPD organisation.

**H<sub>0</sub>5 :** The entire transformational leadership role of school leaders enables the successful implementation of CPD programs

**H<sub>1</sub>5:** The entire transformational leadership role of school leaders does not enable the successful implementation of CPD programs

**H<sub>0</sub>6 :** The activities of Continuous professional-development programs undertaken by leadership roles were related to or contributing to the demands of schools, the personal demands of teachers and societal needs?

**H<sub>1</sub>6:** The activities of Continuous professional-development programs undertaken by leadership roles were not related to or contributing to the demands of schools, the personal demands of teachers and societal needs?

### 3.4. Instruments

The questionnaire for school leaders was generated in three parts.

Questionnaire A: school leaders' perspective on the leadership style.

Questionnaire B: teacher's professional development.

Questionnaire C: open-ended questions to provide more detailed feedback on the topic.

The leaders possess the evidence to drive the progress in their respective schools, specifically in the teaching area and in learning.

Similarly, the questionnaire for schoolteachers was generated in three parts.

Questionnaire A: schoolteachers' perspective on the leadership style.

Questionnaire B: teachers' professional development.

Questionnaire C: open-ended questions to provide more detailed feedback on the topic.

#### 3.4.1. Variables Studied

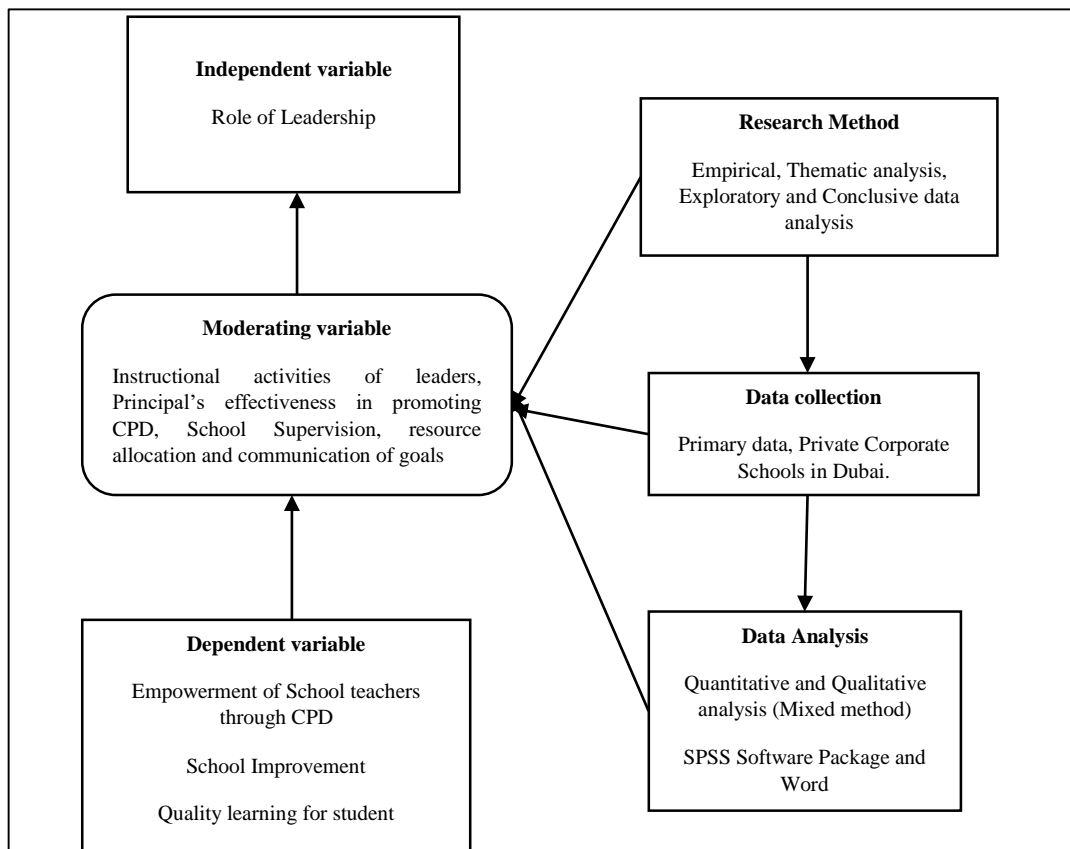


Figure 3.1. Variables Studied in the research

The above figure 3.3 illustrates the conceptual framework of research. The research design is framed to assess the role of leadership and how it impacts the professional development of teachers in empowering them through organising CPD activities. The progress of schools depends on the role of school leaders, how they organise CPD activities, proper resource allocation, and goal communication to give out quality education that leads to schools' progress. In their professional development, the Learning of teachers also relies on the leadership role of heads, which is achieved through CPD practices, like their effectiveness in promoting CPD and the instructional leadership of heads. Hence all the variables depend on one variable, the single independent variable, the leadership role. Assessing the independent variable constitutes the research framework.

#### **3.4.2. Validity, Reliability and Trustworthiness**

The reliability and validity of the study were the significant measurement instruments. These two factors were the two significant concepts dealing with psychological measurement and precision characteristics.

The reliability of this research was the consistency over time, researchers and items. While in the research evaluation, the study was conducted to denote the intended variable. The surveys were arranged to create consistency within the school, participants' selection, and the focus area.

The validity parameter depended on different categories of evidence. The utilisation of questionnaires, inspection reports, interviews and surveys offered a broad statement of perspectives and data been cross-referenced for presenting the accurate and clear presentation of the leadership role and present level of schools.

On top of the scenario, the research applied a mixed-research method and instruments for data collection aided in the triangulation of data in cross-checking and validating the study inferences. In this research, SPSS-Statistical Package for social sciences was utilised.

### **3.5.Data Collection Plan**

The data collection process started after getting the permission letter from the British University in Dubai mentioning that the researcher was a student at the University and conducting the research. Various data-collection instruments were utilised in this research to acquire adequate information, such as primary data collection contributing a significant part and secondary collection involving a small percentage. The primary data sources were the headteachers, teachers and leaders of private schools in Dubai through various data-collection instruments. The data-collection instruments were the FGC, interview analysis and classroom-observations questionnaire and checklists. The secondary data collection was the review data of annual abstracts, school reports and guidelines associated with CPD-functions, implementation and organisation. Hence the obtained data using various instruments are organised in accordance with the basis of general research questions. The questionnaire were used frequently in quantitative research for collecting standardized data in cost-efficient way. The questionnaire in the study has been designed to collect pertinent information from study respondents. The research had a review related literature on the duties of heads and the responsibilities of the leaders, specifically to focus on their leadership roles and skills of them. The standard national guideline that stipulated the leadership role and CPD-programme has been reviewed and a questionnaire is prepared based on this.

As discussed in the previous section, the questionnaire has been segregated based on three sections. The background information of the respondent has been collected, such as name, age, education, experience and the programmes offered in school. The first section commences with several questions about leaders' perceptions regarding their leadership style. The four-point Likert scale was rated for these section questions, including 1. Strongly disagree, 2 – Disagree, 3- Agree and 4 –strongly agree. The second section enumerated several questions concerning the teachers' professional development activities. The responses to the questions were graded on six points Likert scale, including 1-very weak, 2- weak, 3- Acceptable, 4 – Good, 5- Very Good and 6-outstanding. The participants expressed their opinion on this rating scale. This Likert scale approach is utilised to measure respondents' attitudes in indicating the agreement degree and degree of disagreement with a group of statements. Hence the study participants



presented open-ended questions as well in the third section. The open-ended questions aid in creating more vital feedback on the research topic.

These open-ended questions made the respondents show their opinions freely in their own words. To design out the items, the procedures were adopted in refining the items and making clear responses. The questionnaire was prepared basically in English. After receiving the leaders' feedback, the follow-up interview was taken place through open-ended questions, and the respondents were asked for an explanation for limited or vague responses.

### **3.6.Sampling Strategy**

The sampling technique played a more significant role in this study, such that it denoted the population that needed to get surveyed. The research chooses only certain items from the entire population, and the items were chosen to represent technical ones, referred to as samples. This is defined as a population subset. The objective of this sampling strategy was to learn related to one characteristic or more attributed of populations of this interest through investigations.

In accordance with this study, choose the purposive sampling strategy to investigate the role of private schools' leadership in CPD program implementation. The sampling strategy applied in this study were mixed-type, multi-stage sampling and a mixture of leaders' sampling techniques. It determined the sample size based on the total count of school teachers in surveyed private schools. The total numbers of samples consist of 62 counts with middle leaders (18 counts), teachers with 40 respondents, a single SEND specialist and a count of two principal respondents.

#### **3.6.1. Research Participants**

The study participants were chosen in several phases. The first phase was to determine the private schools in Dubai's private school sector, which made development in teaching areas and learning areas. As per the inspection reports, the schools were rated in various sectors such as Good, Very Good, Poor, and very poor. The rationale behind the research was to choose the private schools that depicted the growth rate and success rate in quality. But utilising the informal feedback and inspection reports from private schools, few school teachers and leaders met the criteria and the questionnaire was forwarded to those respondents. Then the school's teachers were selected under the purposive sampling technique. The leaders corresponding to

each school were chosen and provided this questionnaire structure. The leadership questionnaire was distributed to those leaders to determine if these leaders exhibited transformational-leadership qualities. Of these questionnaires, the leader's questionnaire was segregated into three sections.

A multi-factor leadership questionnaire is an ever-evolving tool that responds to varying leadership paradigms and is utilised by organisations and leaders to identify and measure leadership behaviours. The MLQ was divided into three leadership assessment phases. This is accomplished by the perception of school leaders and teachers on leadership style. Then it is followed by the professional development of teachers and leaders' role in their teacher's development. Then it is proceeded by the open-ended questions regarding the feedback on the research topic individually to leaders and teachers. This tool identifies the key characteristics in an individual that correlate with the leadership style. To choose the leaders in this research, MLQ rating approaches were administered to leaders and private school teachers who perform in the growth of school quality. The rationale of utilising the MLQ rater was to determine the leaders who were all perceived by teams as transformational leaders, middle-leadership style, and their teacher's assessment could inform the perception of people of school leaders.

The selected participants included the grade-level leaders, department heads, curriculum coordinators, etc. It also used the random-sampling approach for several teachers distributed with a questionnaire. As a whole, only one school submitted an appropriate count of surveys. The MLQ rate presented many descriptive statements, having a frequency scale ranging from 1 to 4.

### **3.7. Survey**

The objective of the preliminary survey was to determine the general development areas in Dubai Private-schools to focus on and structure the leadership-questionnaire. The management leaders of two private schools were asked through email or phone to aid the survey design. The leaders asked to offer the lists of departments or areas of school teachers' development demands. The leaders develop and manage the private school groups in Dubai.

The leaders were asked to provide a list, hence had first-hand insights upon general development demands since they possess' in-network review teams, which arrange schools for

that extrinsic evaluations. The participant's responsibilities differ, however all consulted participants have served in school evaluation group or were leading CPD-programs across schools' networks. The lists were then integrated and offered insights into what key departments the mostly count of educators require progress. The preferred items with the maximum frequency aided in formulating the list of focus areas for the survey. The total count of fifty-eight questions were framed in survey assessment and administered to the participants to give specific ratings and descriptive through the Likert scale and statement. It expounds on the rating analysis of the entire teacher's experience and leadership style regarding CPD implementation. The objective of the survey analysis was to narrow out the list to performance areas which are rated at specific scales and statements. Once the preliminary steps are considered, a leadership questionnaire was developed to obtain insights into the practices of school leaders in their styles. The questionnaire was designed through inspection findings, an analysis of past research on global teacher development practices and its initial results of the survey outcomes.

It utilised the questionnaire intentions to get insights into how the school leaders assess the demands of teachers and what aspect it assists in supporting the demands and the development of demands. It also defines the time and resources utilised, and determines the barriers, that leaders face to developing the transient and diverse teaching staff. The questionnaire would also survey the leaders and teachers in development areas determined in the preliminary survey to measure the present ranges and influence of teacher and leaders' practices against wide-development demands. Various questions were posed to identify the cultural leadership training impacts on leadership.

The questionnaire remainder is the survey, where the leaders or the principal rated questions on specific areas in the UAE inspection rating scale: Responding to the outputs given by students, engagement of students, lesson planning, offering the demands of students, designing the interventions, student-centred learning, parental engagement, classroom-management and utilising the technology to improvise the student-learning.

### **3.7.1. Classroom Observations**

The observations are considered as one main data collection instrument, specifically in the mixed-method approach. The instrument is often used to gain feedback from individual persons in the form of large text, paragraphs or checklists to obtain the teachers' instructional skills and classroom management skills. The observation is generally a natural process, wherein the

people's activities are observed, and incidents of people are observed all time. Based on those observations, the judgements of feedback are given. There consists of two kinds of observations such as direct observation and observation participants. Since the research focussed on identifying the role of leadership in CPD implementation programs, direct observation was applied. This could be utilised to collect information on how the CPD organisation aided the teachers in enhancing the teaching-learning phase.

### **3.8.Data Analysis Plan**

The data analysis utilised in the research is defined as a mixed-method approach integrated with quantitative and qualitative methods. It illustrated each analysis method in the below section.

#### **3.8.1. Quantitative Approach**

The quantitative-method design (Stockemer et al., 2019) aids in identifying the respondent's characteristics and provides a more comprehensive picture that directly bears the responsibilities and roles of leaders in the perception of their own and in among teachers. This quantitative method proceeds in the questionnaire section A and B. The difference was that the quantitative approach to social research was based upon the probability predominant in many actions, wherein this qualitative approach concentrated on meaning provided to those actions by those individuals. This method was performed through the SPSS tool to assess the quantitative responses.

#### **3.8.2. Qualitative Approach**

In the research that concerns the qualitative approach, the data has been recorded as words remaining throughout analysis and outcomes reported as words. It could be expressed as feedback of words. The types of this data could be descriptive through characters and rarely go above the ordinal and nominal measurement levels. The major approaches to obtaining this information were observations, interviews, materials analysis, FGD and visual analysis (Ray et al., 2019). The feedback of the leaders was collected in a qualitative approach through an open-ended questionnaire. The data has been organised from those leaders' and teachers' feedback based on the majority population of respondents.

##### **3.8.2.1. Thematic Analysis**

The thematic analysis is a technique to analyse the qualitative data, which entails searching over a data set to determine, assess and report the repeated data patterns. These patterns are obtained as themes. It is a method to describe data; however, it indulges the interpretation in choosing codes and constructing the themes from those codes. The distinguishing feature of thematic analysis is the flexibility to utilise a broader range of epistemological and theoretical frameworks (Castleberry and Nolen, 2018). It has been employed to a broader level of study questions, sample sizes and designs. This is the foundation of the qualitative method. The principles of this thematic analysis of how the data coding is performed are to search out the themes in refining the themes and in reporting the inferences that seem applicable to various qualitative methods, including grounded theory and discourse analysis. The thematic analysis seems a better choice while the research wishes to categorise large data bodies, specifically if the research is interested in subjective experience (Braun and Clarke, 2021)s.

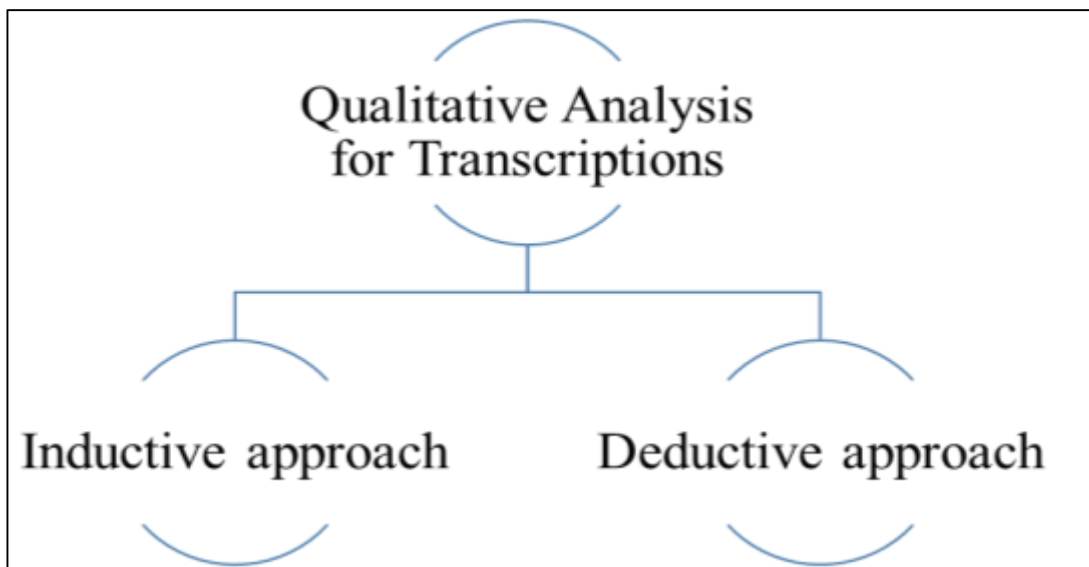
The following section enumerated the questions posed for an interview, which constitutes the qualitative data. This questionnaire – C section comprises of entire qualitative data for qualitative data assessment. The themes are developed based on the feedback given to those below interview questions.

**Table 3.1.** Open-ended questions for qualitative analysis

1.	In your opinion, what is your feedback about the qualities of school heads of your school or that would positively impact your professional practice and school improvisation?
2.	In your opinion, what have been 3 of the most significant areas of training and professional development that have had a positive impact on teacher performance?
3.	How do you determine which areas for professional development are most needed?
4.	What do you think are the 3 most significant barriers to participation in professional development?

5.	Which areas of professional development in your school are likely to be the most important in the next 3 years?
6.	What do you consider to be up to 3 additional areas for studies like this to consider when considering the role of school leadership and school development?

The second section of the research design using the qualitative method described the feedback in the form of descriptive questions. The data analysis for the collected data from interview questions is usually followed by inductive and deductive approaches, as shown in fig 3.2. These methods can be only applied to the data collected from the interview methods.



**Figure 3.2.** Types of Qualitative data analysis approach

***Inductive Qualitative Analysis***

The inductive qualitative analysis focused on delivering nuanced findings. The inductive research can be analysed using thematic content analysis and narrative analysis for interview

question data. The inductive approach is often applied to semi-structured and unstructured interviews. As discussed earlier, since the proposed study followed the inductive qualitative approach is followed.

### ***Thematic Analysis***

Thematic analysis was performed by using common themes in the interview transcripts to find the common patterns across the data. Here for the proposed study, to understand the participants' perceptions, the thematic analysis will be helpful to code the appropriate themes and analyse further.

### ***Narrative Analysis***

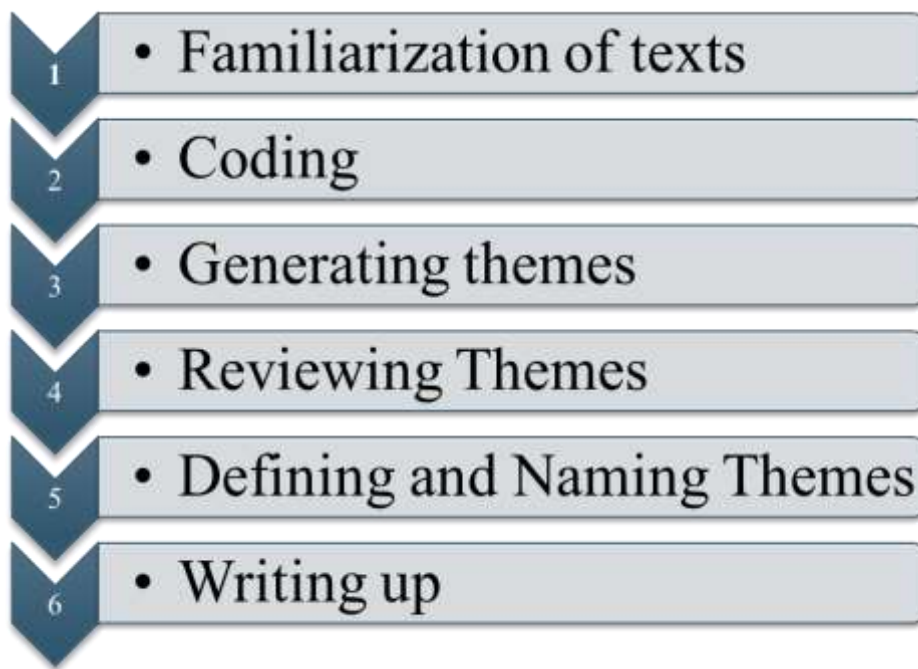
In Narrative analysis, the transcripts from the interview will be analysed for key points from their stories and underline the critical points that are based on the research questions or objectives. For the proposed study, the participants' perceptions cannot be understood, as the narrative approach only focuses on the context of the information and ignores the participants' emotions.

### ***Deductive Qualitative Analysis***

The deductive approach carried on a pre-determined approach. The researcher would have categorized the data and only taken what they wanted from the interview. This approach is commonly used for structured questions. Since the proposed study will be using semi-structured interviews, the deductive approach cannot be applied.

### **3.8.3. Thematic Analysis of Qualitative Data – Stepwise Process**

As discussed earlier, the thematic analysis will be followed for the collected data in association with the research objective. Since the inductive approach is followed, the thematic analysis approach (Maguire and Delahunt, 2017) is followed for the proposed research study. It has several steps to be followed, as shown in fig 3.19. The analysis will be performed in the software using NVIVO or any other software.



**Figure 3.3.** Steps for performing thematic analysis

***Thematic Analysis Step – One***

The prime step of thematic analysis is to get acquainted with the collected of data. It is essential in thematic analysis that the researcher know their data.

***Thematic Analysis Step – Two***

The second step of thematic analysis is to code the data. The codes are based on words and categorise the texts in the transcripts to code their content. The categorising will be done by highlighting the text, as shown in table 3.18.

**Table 3.2.** Sample Coding for the Transcribed Text

<b>Transcript</b>	<b>Codes</b>
<i>“..Well.. A leader should be competent to successfully handle academic and administrative affairs and problems at school. I feel the need of continuous training on management and teachers for quality</i>	<ul style="list-style-type: none"> <li>• Handling in academic and administrative affairs and issues</li> <li>• Identifies Demand for continuous training for quality</li> <li>• Understand psychology of teachers</li> </ul>



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*sustainability. As the principals' interaction with teachers and students in school setting is an important part of their work, the knowledge about students' and teachers' psychology makes him/her able to understand that how people absorb, transfer and retain new information.....He/ She should understand individual learning and the instructional process. The principal should also have good working relationship with his/ her staff to run the school affaires in good way. I try to collaborate with my staff to become effective.....”*

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- Instructional process for learning
- Collaboration with staffs
- Good working relationship

### ***Thematic Analysis Step – Three***

The third step of thematic analysis is to create the theme for the data. The codes would collectively create a pattern, and the themes will be generated to identify the pattern. Some codes are collectively joined together to form a theme, as shown in table 3.19.

**Table 3.3.** Sample Theme generation for the codes

<b>Codes from Transcript</b>	<b>Themes</b>
<ul style="list-style-type: none"> <li>• <b>Identifies Demand for continuous training for quality</b></li> </ul>	Demand identification role
<ul style="list-style-type: none"> <li>• <b>Understand psychology of teachers</b></li> </ul>	Learning of teachers
<ul style="list-style-type: none"> <li>• <b>Collaboration with staffs</b></li> </ul>	Staff collaboration responsibility
<ul style="list-style-type: none"> <li>• <b>Role to establish Good working relationship</b></li> </ul>	Good working-relationship role
<ul style="list-style-type: none"> <li>• <b>Instructional process for learning</b></li> </ul>	Instructional leadership

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#### ***Thematic Analysis Step – Four***

The fourth step of thematic analysis is to review the created themes. Reviewing the generated themes based on the context and how they are grouped would show us any errors we made during the theme generation. Reviewing the themes would rectify any errors in the analysis.

#### ***Thematic Analysis Step – Five***

The fifth step of thematic analysis is to define and name the theme that has been generated. Sometimes the words we used in themes cannot be easily understood, so generalizing the theme name and defining it appropriately will make the analysis read better.

#### ***Thematic Analysis Step – Six***

The sixth step of thematic analysis is to write the observations from the analysis. The number of occurrences of themes and their context in the transcription would give us the inference from the analysis. The main key points will be noted here, which would be the answer to the proposed research question.

### **3.9. Ethical Considerations**

The ethical procedures and research principles were proceeded to perform a quantitative assessment in the research. The research provided detailed action plans based on research guidelines. The email letter of co-operation and support were received from school principal. The letter was then copied and distributed to entire data collectors, classroom observers and interviewers. This letter aided the research in representing the study's transparency.

The entire ethical considerations are assumed to conduct the study. Each participant was presented with an email that described the study and interrogated them for any voluntary participation. The school management organisation and participants remain anonymous, with all the codes being employed by all schools and principals. Entire participants have signed this consent to ensure that the research has been conducted for the research objectives. The teacher's development and evaluation could be a controversial topic. Different teachers come from various backgrounds and might possess pedagogical philosophies; hence these judgements of teachers were created with rating levels, thus using rubric specifications.

Any unclear or not applicable information was clarified either via email or verbally or was left to be unreliable for study. The Consensus is achieved to provide attention to convince respondents, and collected information could never be utilised for any other uses. Based on this aspect, the survey has been arranged through data collection from respondents aided by specific interviewers, coordinators, and classroom observers.

## **Chapter – 4: Data Analysis, Results and Discussions.**

### **4.1. Overview of the Chapter**

The role of leadership to enhance the outcomes of quality learning is accomplished through efficient CPD implementation. Hence, the research is focused on determining the role of responsible leadership in school institutions in Dubai in impacting the empowerment of teachers and providing quality learning or education to the student (progress of school). To attain the purpose, the research proceeds with a mixed-method approach to integrate quantitative analysis and qualitative methods. The quantitative method was accomplished through a structured questionnaire distributed to the respondents. The qualitative approach follows the thematic analysis to assess the feedback responses from the last questionnaire session. Three respondent groups were determined as information sources, specifically teachers. Leaders, SEND specialists and principals (chief heads of school institutions). The questionnaire was provided to all the respondents employed in a school in Dubai.

A total count of 62 respondents participated in the survey analysis. The SEND specialist consists of 1 participant, middle leaders contributing 18 counts, Principals count contributed two counts, and the remaining count of 41 respondents participants were teachers from a school in Dubai. The data acquired the background information and demographic profile details for compiling the respondent's profile. The questionnaire consists of different three-section contributing to the complete data analysis. Questionnaires B and C comprise the quantitative data and are entered into the SPSS-statistical software package. The last section of the structured questionnaire is questionnaire C, wherein it is an open-ended question and is utilised for qualitative method analysis under thematic analysis.

### **4.2. Data Analysis – Quantitative Method**

#### **4.2.1. Demographic Profile of Respondents and their Descriptive Statistics (Frequency Distribution)**

The study of the respondents with specific factors is explored in exploratory data analysis.

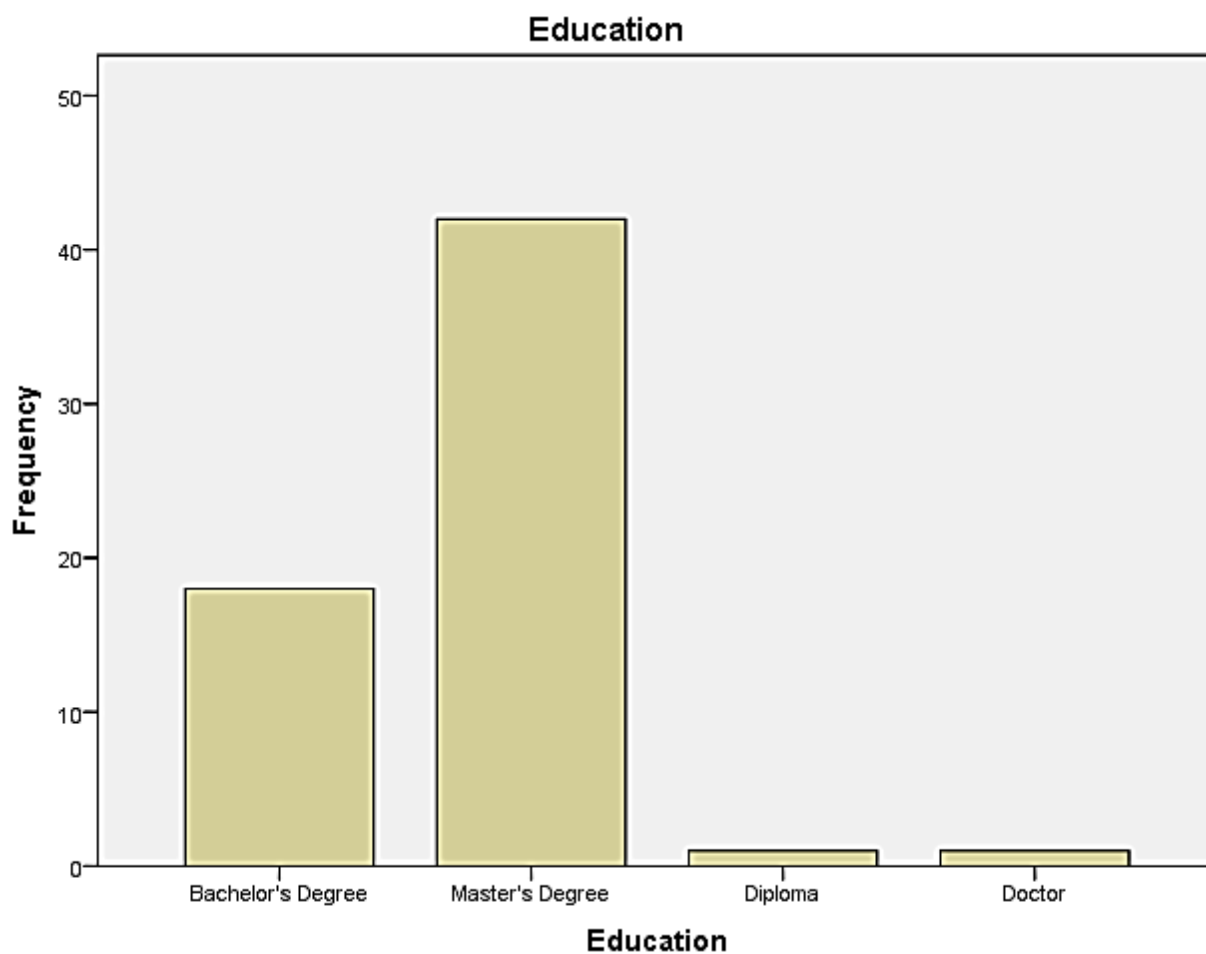
**Table 4.1:** Statistical Data

Statistics		
Education		
N	Valid	62
	Missing	0
Mean		1.76
Median		2.00
Mode		2

**Table 4.2.** Frequency Statistics of Education of the respondents

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	18	29.0	29.0	29.0
	Master's Degree	42	67.7	67.7	96.8
	Diploma	1	1.6	1.6	98.4
	Doctor	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

The study analysis commenced with the frequency distribution of different variables, including the respondents' education, designation, and leadership experience. The distribution of the frequency count of variables like how many respondents completed a Bachelor's degree, Master's degree, Diploma, or Doctor was illustrated. It determined the mean value, median value and mode value of the respondent's education in the above section.



**Figure 4.1.** Plot graph of Education of respondents

The frequency distribution of the education level in bar charts is represented in the above figure.

**Table 4.3.** Frequency Statistics of Designation of the respondents

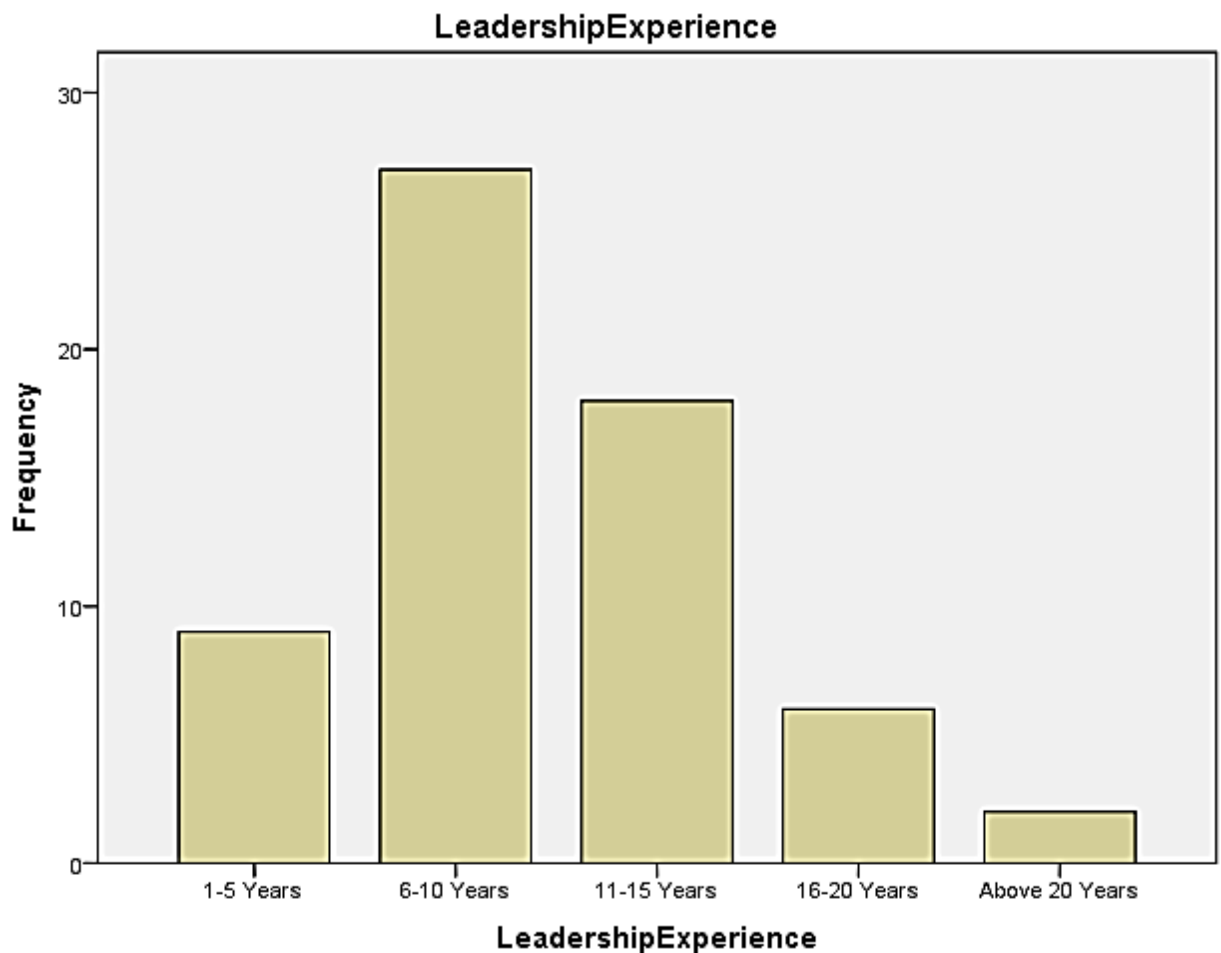
Designation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Middle Leaders	18	29.0	29.0	29.0
	Teachers	40	64.5	64.5	93.5
	Principal	2	3.2	3.2	96.8
	SEND Specialist	2	3.2	3.2	100.0
	Total	62	100.0	100.0	

Similarly, the designation variable was subjected to explain the frequency analysis. The above table explained that the survey questionnaire analysis represented that teachers from a school in Dubai contributed to a significant population of 64.50 %, with a number of respondents of 40 teachers. It shows that evaluation of leadership role, impacting the empowerment of teachers and quality learning of students, majorly taken from the teacher respondents.

**Table 4.4.** Frequency Statistics of Leadership Experience of respondents

Leadership Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 Years	9	14.5	14.5	14.5
	6-10 Years	27	43.5	43.5	58.1
	11-15 Years	18	29.0	29.0	87.1
	16-20 Years	6	9.7	9.7	96.8
	Above 20 Years	2	3.2	3.2	100.0
	Total	62	100.0	100.0	

The frequency count of leadership experience of the respondents, such as how many respondents possess experience level of 1-5 years, the respondents count with 6-10 years, 11-15 years, 16-20 years and above 20 years are analysed in the frequency assessment. In accordance with the descriptive statistics illustrated above, the respondents of this quantitative analysis have more individuals with experience levels between 6-years to 10 years. This population contributed to 43.50 per cent of the population.



**Figure 4.2.** Plot graph of Leadership Experience of respondents

The frequency distribution of the respondents for their experience level was propounded in the bar charts above to enumerate the exploratory data analysis.

#### **4.2.2. One Way Anova Tests**

ANOVA-One-way analysis of variance tests was carried out in this quantitative assessment as the first test to determine if there is any statistically significant variation between means of two groups or more than those independent groups (unrelated groups). The output of the ANOVA analysis illustrated if there were statistically significant differences among the group means of the variables.

The One-way ANOVA descriptive table provides descriptive statistics such as mean value, Standard-deviation, and 95 percentage confident intervals of those dependent variables been



selected for every separate group. It illustrated the lower bound values and upper bound values in the test. The confidence intervals with their lower bounds and upper bounds are illustrated in descriptive statistics.

**Table 4.5.** Descriptives of Dependent Variables

Dependent Variables									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Multicultural Multilingual Setting	Strongly Disagree	1	3.00	.	.	.	.	3	3
	Disagree	3	2.33	.577	.333	.90	3.77	2	3
	Agree	41	2.20	.749	.117	1.96	2.43	1	5
	Strongly Agree	17	2.29	.686	.166	1.94	2.65	2	4
	Total	62	2.24	.717	.091	2.06	2.42	1	5
Performance Time Management	Strongly Disagree	1	2.00	.	.	.	.	2	2
	Disagree	3	1.67	.577	.333	.23	3.10	1	2
	Agree	41	2.22	.571	.089	2.04	2.40	1	4
	Strongly Agree	17	2.29	.588	.143	1.99	2.60	2	4
	Total	62	2.21	.577	.073	2.06	2.36	1	4
Student Career Guidance and Counselling	Strongly Disagree	1	2.00	.	.	.	.	2	2
	Disagree	3	2.33	1.528	.882	-1.46	6.13	1	4
	Agree	41	2.32	.687	.107	2.10	2.53	1	5
	Strongly Agree	17	2.18	.636	.154	1.85	2.50	1	4
	Total	62	2.27	.705	.090	2.10	2.45	1	5

The descriptive statistics of the dependent variables, including teachers' capability in their multi-cultural or lingual setting, their performance on time management and their potential or quality in providing career guidance and counselling to the students (quality learning), were represented. It described the mean, median, and standard deviation values of the responses (Strongly agree, agree, disagree, strongly disagree ) gained from these dependent variables in the test to explore the attributes of the variable.

**Table 4.6.** One-Way ANOVA analysis Test-1

Analysis Test						
		Sum of Squares	df	Mean Square	F	Sig.
Multi-Cultural Multilingual Setting	Between Groups	.736	3	.245	.464	.031
	Within Groups	30.635	58	.528		
	Total	31.371	61			
Performance Time Management	Between Groups	1.054	3	.351	1.060	.027
	Within Groups	19.220	58	.331		
	Total	20.274	61			
Student Career Guidance and Counselling	Between Groups	.323	3	.108	.208	.009
	Within Groups	30.015	58	.518		
	Total	30.339	61			

The ANOVA test analysis is proceeded with independent variable leadership role to provide support staffs in school environment through CPD training with the dependent variables teachers capability in their multi-cultural or lingual setting, their teachers performance on time-management and the their potential or quality in providing career guidance and counselling of the students. The significance value with .031, 0.027 and 0.009 with a p-value lesser than 0.05 ( $p < 0.05$ ) revealed the significant relationship between independent and dependent variables. It

states the effects of leadership roles will have more substantial impacts on the outcomes of those dependent variables. It contributes to improving the empowerment of teachers' capability through CPD implementation by the leaders.

**Table 4.7.** One-Way ANOVA analysis Test-2

<b>Analysis Test</b>						
		Sum of Squares	df	Mean Square	F	Sig.
Pedagogy practices Performance	Between Groups	1.168	3	.389	.959	.041
	Within Groups	23.542	58	.406		
	Total	24.710	61			
Innovation and Entrepreneurship	Between Groups	1.329	3	.443	.790	.050
	Within Groups	32.542	58	.561		
	Total	33.871	61			
Teachers Critical Thinking and Problem Solving	Between Groups	4.505	3	1.502	.216	.008
	Within Groups	402.979	58	6.948		
	Total	407.484	61			

Similarly, another ANOVA test is presented in the above table, with the leadership role of Operative Communication Skills taken as independent variables and dependent variables were the teachers' potential in providing Pedagogy practices Performance, Innovation and entrepreneurship outputs and their capability in problem-solving . The significant value with a p value lesser than 0.05 showed that there exists stronger significance between this independent variable and dependent variables. If the leaders have good communicative skills, it brings out or enhances the teachers' capability in their professional skills.

**Table 4.8.** One-Way ANOVA analysis Test-3

<b>Analysis Test</b>						
		Sum of Squares	df	Mean Square	F	Sig.
Student Progress Assessment	Between Groups	.340	3	.113	.317	.001
	Within Groups	20.709	58	.357		
	Total	21.048	61			
Performance Time Management	Between Groups	.305	3	.102	.295	.026
	Within Groups	19.970	58	.344		
	Total	20.274	61			
ICT Apps Teaching and Learning	Between Groups	.233	3	.078	.198	.000
	Within Groups	22.735	58	.392		
	Total	22.968	61			

Likewise, ANOVA tests is carried with another leadership role depicting variable their high-standard positive-learning culture methods with efforts to approach other institutions for CPD organisation, taken as the independent variable. The other dependent variables are teachers' potential for Student Progress Assessment, their Performance in Time Management and ICT Apps Teaching and Learning methods. The significance value obtained in this test seems to be .001, 026 and 000. It shows that the independent variable has an impact on dependent variables. The depending variable depends on the role of leadership, which proceeds for high-standard positive learning methods, would create significant changes or impacts on the capability or empowerment of professional development of school teachers. Hence the objective of the study is accomplished through this result.

#### **4.2.3. Correlation Test**

The Bivariate correlation-tests were carried out in this section. The Bi-variate Pearson Co-relation tests generates the sample co-relation co-efficient  $r$  that measure the direction and strength of linear relationship among the continuous variables pair. The Pearson Co-relation method, assess if there exists statistical evidence for linear-relationship between same variable pairs in this population, and it is represented through population co-relation co-efficient, ( $\rho$ ). The Pearson-Correlation defines the parametric-measure.

This bivariate Pearson-Correlation were generally utilised in measuring below

- Correlation between variable pairs
- Correlation within variables sets and between groups of variables.

The Bivariate Pearson-Correlation implies the below inferences

- Whether the statistically significant linear-relationship occurs between those two continuous-variables.
- The strength aspect of linear-relationship ( how the relationship is closer to one another, determined by co-efficient value )
- The Pearson Co-efficient also enumerates the direction parameter of this variable linear-relationship ( if it increasing or is decreasing)

***Role of Leadership to Empowerment and Professional Development of School Teachers.***

**Table 4.9.** Correlation Tests – Pearson Bi-Variate Correlation (Test-1)

<b>Correlations</b>			
		Drives High Standard and Positive learning Culture	Teachers Knowledge of Differential Learning
Drives High Standard and Positive learning Culture	Pearson Correlation	1	.112
	Sig. (2-tailed)		.038
	N	62	62
Teachers Knowledge of Differential Learning	Pearson Correlation	.112	1
	Sig. (2-tailed)	.038	
	N	62	62

For such a description, correlation tests were performed in this section. The above figure reveals the correlation between two stated variables, Drives High Standard and Positive learning Culture and Teacher’s Knowledge of Differential Learning. The variable exhibits a correlation value of 1, with their self-comparison. When the variable Drives high standard-positive learning-culture potential were correlated with Teachers’ knowledge of differential learning, then the test shows a positive correlation between those different variables. It implies that teacher knowledge of learning increases and drives a higher-standard positive learning culture in schools. (Attained through leaders)

***Role of Leadership to pave School Improvisation***

**Table 4.10.** Correlation Tests – Pearson Bi-Variate Correlation (Test-2)

<b>Correlations</b>			
		Sharing Ideas and Experience	Innovation and Entrepreneurship
Sharing Ideas and Experience	Pearson Correlation	1	.077
	Sig. (2-tailed)		.553
	N	62	62
Innovation and Entrepreneurship	Pearson Correlation	.077	1
	Sig. (2-tailed)	.553	
	N	62	62

Similarly, the linear relationship of the leadership role in insisting teachers share ideas and experience with him were placed to exhibit a correlation test outcome with Innovation capability and Entrepreneurship ability improvisation among school teachers. The positive correlation is the inference with a correlation coefficient value of 0.077. It implies that sharing ideas and experiencing the role of leadership had positive increasing relation with Innovation outcomes of teachers.

*Quality Learning for Student*

**Table 4.11.** Correlation Tests (Test-3)

<b>Correlations</b>			
		Communication to the institutions for CPD	Student Progress Assessment
Communication to the institutions for CPD	Pearson Correlation	1	-.097
	Sig. (2-tailed)		.045
	N	62	62
Student Progress Assessment	Pearson Correlation	-.097	1
	Sig. (2-tailed)	.045	
	N	62	62

In this above table, correlation test exhibited between variables leadership communication ability to other educational institutions for CPD implementation with teacher’s attribute for progress assessment for learning. The negative correlation were exhibited with correlation coefficient value with -.097, such one of the parameter values decreases with respect to increasing tendency of another variable. However correlation seems to occur.

**Table 4.12.** Correlation Tests of three continuous moderating variables

<b>Correlations</b>				
		Staff Members Follow up with Meetings	Support Staffs with CPD Training	Teachers Problem Solving
Staff Members Follow up with Meetings	Pearson Correlation	1	.187	.034
	Sig. (2-tailed)		.014	.079
	N	62	62	62
Support Staffs with CPD Training	Pearson Correlation	.187	1	.163
	Sig. (2-tailed)	.145		.020
	N	62	62	62
Teachers Problem Solving	Pearson Correlation	.034	.163	1
	Sig. (2-tailed)	.079	.020	
	N	62	62	62

Similar to two continuous variables, correlation, three variables were subjected to a correlation test. It exposed all the variables leadership role to follow up staff with meetings, the support provided to staff with CPD training and the development of problem-solving quality of teachers in correlation test. The correlation coefficient of variables with 0.34, 0.187 and 0.163 (Positive values) explicated positive correlations with one another (Cross variables).

**Table 4.13.** Correlation Tests

<b>Correlations</b>			
		Pedagogy Thinking for Student Needs	Student Career Guidance and Counselling
Pedagogy Thinking for Student Needs	Pearson Correlation	1	.077
	Sig. (2-tailed)		.055
	N	62	62
Student Career Guidance and Counselling	Pearson Correlation	.077	1
	Sig. (2-tailed)	.055	
	N	62	62

The correlation test between the variables leadership role of pedagogical thinking to fulfil the demands and learning of students (through teachers' professional development) and the teacher's quality development for student's counselling and career guidance were elucidated in this section. The tests explicated the positive correlation among the variables, with a correlation coefficient value of 0.077 value and the significance value of the test is 0.05 (showing strong significance). It shows the leadership role in pedagogical thinking was strongly related to teachers' potential to provide career counselling and career guidance. The implications as a whole of tests expound that leadership role was strongly correlated with the professional development qualities improvisation among school teachers to provide school progress and quality learning for students.



### 4.3. Qualitative Approach

The qualitative assessment were persuaded through the feedback responses provided in the last questionnaire. The feedback responses pertaining to the below question by three respondents were acquired for qualitative assessment under the thematic analysis method.

1. *In your opinion, what is your feedback about the qualities of school heads or that would positively impact your professional practice and school improvisation?*

#### 4.3.1. Phase One: Familiarity with Data

The first step of thematic analysis is to get familiar with the collected data. It is essential in thematic analysis that the researcher know their data. Generally, repeating the recordings from the interview and reading the texts from the transcripts repeatedly.

#### 4.3.2. Phase Two: Generation of Initial Codes

The second step of thematic analysis is to code the data. The codes are based on words and categorise the texts in the transcripts to code their content. The categorizing will be done by highlighting the text as shown in table 4.14.

In this phase, the organisation of data were presented in a systematic and meaningful way. The coding process minimizes more data to small chunks of data (meaning).

**Table 4.14.** Extraction of Preliminary Codes

Transcript Feedback	Codes
<p><i>“Yeah ... I can see Soft-Spoken, Positive attitude, respectful, caring and approachable as the high qualities of our school principal. Fortunately, I see a better effective leadership from my principal. She had obvious choices and encourages on staff which he believes to acquire ability to dictate the responsibilities what head would do and would not do.</i></p>	<p>[C1] Positive attitude and approachable of leaders qualities</p> <p>[C2] Choices and encouragement</p> <p>[C3] Person of problem solver</p>

<p><i>She is the person who is ready to work endlessly for solving problems of the teachers. She also has willing to enter to the classroom suddenly and unexpectedly does assist in ease teaching-practices and visual learning facilities. She wishes to get the best at any time from everyone. We as the teacher could notice a progress in the learning of students and individual progress of us in Time-management skills, multi-cultural class setting management and ICT skills for teaching to the students. She is person who could listen to teacher's suggestions without judgment and wishes the best for fellow Teachers, students and school."</i></p>	<p>[C4] Classroom observation and</p> <p>[C5] assistance through audio-visual facilities</p> <p>[C6] Quality learning</p> <p>[C7] Improvement in students development</p> <p>[C8] Progress in professional skills</p> <p>[C9] Listens to suggestions for better school vision</p>
<p><i>"Well... The Head of our school leads out formal discussions that concerns student achievement and instruction of CPD schedule. Principal utilises clearly communicates the criteria for judging the performance of teachers. The Head makes a unexpected frequent classroom observations even at exam times. My Head's evaluation regarding my performance aids me to improve my skill development and performance level for my career and school's progress. My School head is accessible for discussing matters handling with instruction. My Head offers frequent feedback regarding every teacher's classroom performance. He assists every</i></p>	<p>[C10] Authorizes for Arrangement of formal discussions.</p> <p>[C11] Uses his role for CPD implementation.</p> <p>[C12] Classroom observation.</p> <p>[C13] Evaluation leads to skill development and career appraisal.</p> <p>C[14] Feedback responses of teacher's teaching practices.</p> <p>C[15] Support to every faculty irrespective of level of experiences.</p>

<p><i>faculty to interpret the student progress and what are the ways to improve and to include CPD organisation.”</i></p>	<p>C[16] Identify the areas of development.</p>
<p><i>“First of all my Pleasure to answer to this question...My School leader takes consistent efforts to organise Continuous professional development, in specific improvement areas in teaching. We as a teacher after the practical implementation of CPD, I could able to find out changes to start a short review of lesson and then proceed with detailed teaching. Records distributed by the principal, gives feedback of teacher from student perception, on the observable aspects of constructivist-pedagogy. Sometimes it makes to indulge us to engage in intellectual lesson-content, for example I can say the validity of remembrance, sophistication of students’ and to enhance mathematical thinking. It shows how we contribute to promote the quality learning of students. We can see a progress in mathematical reasoning of student. This judgment necessitates principal to think any more innovative ideas through professional development-activities.”</i></p>	<p>C[17] Attempt with consistent efforts, in CPD.</p> <p>C[18] Lesson planning and teaching</p> <p>C[19] Student feedbacks arrangement</p> <p>C[20] Constructivist pedagogy</p> <p>C[21] Student’s sophistication</p> <p>C[22] Enhances mathematical reasoning.</p> <p>C[23] Promotion in quality learning.</p> <p>C[24] Pathway to more innovations in quality learning</p>

#### 4.3.3. Phase Three: Determining Themes

The third step of thematic analysis is to create the theme for the data. The codes would collectively create a pattern and on identifying the pattern, the themes will be generated. In general, some codes are collectively joined together to form a theme, as shown in table 4.15.

**Table 4.15.** Generation of Themes from Extracted Codes.

Codes from feedback	Themes
<ul style="list-style-type: none"> <li>• Positive attitude and approachable of leaders qualities</li> <li>• Choices and encouragement</li> <li>• Person of problem solver</li> <li>• Classroom observation and assistance through audio-visual facilities</li> <li>• Wishes for quality learning</li> <li>• Improvement in students development</li> <li>• Progress in professional skills</li> <li>• Listens to suggestions for better school vision</li> </ul>	<ul style="list-style-type: none"> <li>• Role of leadership for better School environment and work environment(Teachers)</li> <li>• Problem solving Role</li> </ul>
<ul style="list-style-type: none"> <li>• Authorizes for Arrangement of formal discussions.</li> <li>• Uses his role for CPD implementation.</li> <li>• Classroom observation.</li> <li>• Evaluation leads to skill development and career appraisal.</li> <li>• Feedback responses of teacher’s teaching practices.</li> <li>• Support to every faculty irrespective of level of experiences.</li> <li>• Identify the areas of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership responsibilities in Continuous Professional development of teachers.</li> <li>• Career Appraisal</li> </ul>
<ul style="list-style-type: none"> <li>• Attempt with consistent efforts, in CPD.</li> <li>• Lesson planning and teaching</li> <li>• Student feedbacks arrangement</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership role for student’s progress in quality learning</li> <li>• Responsibility for feedback arrangement for school progress</li> </ul>



The above figure 4.3. illustrates the formation of the thematic map with respect to framed main themes and the corresponding themes as sub-themes. The association between the themes were represented as a dashed line and in straight solid lines.

#### **4.3.4. Phase Four: Review of Potential Themes**

The fourth step of thematic analysis is to review the created themes. Reviewing the generated themes based on the context and how they are grouped would show us any errors we made during the theme generation. Reviewing the themes would rectify any errors in the analysis.

In this phase, the data related to every theme is read and reviewed. In this phase, it is considered if the data support the research objectives and questions. This review of the framed themes thinks if the themes work inside the entire research context.

#### **4.3.5. Phase Five: Define and to name Themes**

The fifth step of thematic analysis is defining and naming the theme generated. Sometimes the words we used in themes cannot be easily understood, so generalising the theme name and defining it appropriately will make the analysis read better. The themes generated from the codes in the second phase, aids to create the theme name as generalised one. In the research context, the sub-themes revolve around the central theme, the role of leadership in school institutions, and it promotes the professional development of teachers for student quality learning.

#### **4.3.6. Phase Six: Write up or producing Report**

The sixth step of thematic analysis is to write the analysis's observations. The number of occurrences of themes and their context in the transcription would give us the inference from the analysis. The main key points will be noted here, which would be the answer to the proposed research question.

### **4.4. Discussion**

The summarisation of quantitative analysis gained the outcomes from Anova tests, correlation tests and descriptive statistics. The ANOVA test explicated that the independent variable leadership role could significantly impact the dependent variables on the performance scale of

teachers with their professional development. Teachers confirmed that regular professional development took place in the school and that their leaders' high priority is the teachers' professional development. The professional development progress would contribute to the qualified learning inputs to the student in schools. The professional empowerment of the school teachers was influenced by the role of school leaders in various factors, some of which are taken in the analysis are the supporting role of leaders, operative communication qualities to teachers and students, their organisation and efforts for CPD implementation inside schools for teachers, frequently influence the professional enhancement of teachers. These empirical study outcomes evidenced the objective of the research. These leadership attributes of the schools impact the positive outcomes of teachers in their support of professionally learning and improvisation, CPD organisation, pedagogy practices improvisation, more innovations, sophistication and rectifying the areas of development in teaching. This also impacted the performance levels of pedagogy practices, innovations, critical thinking and problem-solving skills of teachers, capability to assess student's progress, ICT learning and teaching and time management skills. The relation among different research variables like the role of leadership related to empowerment and professional development of school teachers, the role of leadership to pave school improvisation, quality learning for students, the relationship of pedagogy thinking for student needs with the performance of teachers in student career guidance, and counselling are explored in correlation tests. The main themes obtained from sub-themes and codes, including the Role of leadership and professional empowerment of teachers through CPD implementation, illustrated the research objective and how far the leadership role impacts the professional development of teachers using CPD implementation.

## **Chapter - 5: Conclusion**

### **5.1. Overview of the Chapter**

The chapter enumerates the conclusion statement, implications of the study, and recommendations through the study inferences. It also addressed the future scope of the study in the end section of the chapter.

### **5.2. Summary of the Study**

The study's principal objective was to explore the role of leadership of private schools (Dubai) to empower school teachers through implementing CPD activities. In the previous decade, the hierarchical traditional governance-process surrounding staff development had silenced teachers' voices to make decisions related to the design, content, and delivery of their professional development and learning process. In this perception, this sort of silencing had led to a kind of debilitating dependence by many school teachers. Hence in this occurrence, the leadership approach to lead the teachers is mainly concerned. The primary role of leaders in the stream of professional development of teachers was to build out leadership capacity between the staff inside schools to create, nurture, and manage a self-renewing, authentic and vital learning community over time. Hence in this perspective, the study to assess the impact of leadership contribution in paving the professional growth of teachers for quality education and school progress seems to be highly significant. The research was propounded to analyse the role of school leadership in empowering school teachers through CPD implementation.

The study clarified the inferences using a mixed-method approach, qualitative analysis (Thematic analysis) and quantitative analysis. The study was conducted in private schools in Dubai. The Primary Data collection was acquired using a semi-structured Questionnaire consisting of questionnaire sections A, B and C. The Questionnaire obtained A and B responses for quantitative assessment and distributed to all middle leaders, teachers, specialists and principals. The questionnaire C was provided to the same school members, comprising Open-ended questions. The data was gathered using a Questionnaire from total respondents of 62 participants. After data collection was collected, evaluated the quantitative assessment through descriptive statistics with frequency distribution, mean, standard deviation and percentage



analysis, a One-way ANOVA test, and a correlation test. After the quantitative analysis method, the qualitative information was assessed and discussed sequentially. The thematic analysis method is persuaded for qualitative assessment, and the required theme generation is performed. From the generated themes, the report's conclusion illustrated the primary research objective, stating the role of leadership in impacting teachers' professional development to provide quality learning to students and school progress.

The study's implication explained that the school leadership role had brought out relative positive changes in the teacher's professional enhancement through performing, discussions, organising CPD programs and supervision practices. The inferences of quantitative methods through the Anova test explicated leadership role to have impacts on teacher's Multi-lingual Setting, Performance in Time Management, capability in Student Career Guidance and Counselling, their Pedagogy-practices Performance, Innovation and Entrepreneurship, Teacher's Critical Thinking and Problem Solving and potential of Progress Assessment of students. The correlation test outcomes also imply that independent, dependent and moderating variables, enumerating leadership roles, and teachers' progress were correlated with one another in some aspects. One variable would create specific impacts on another variable. The outcomes of the qualitative approach expound on the conclusion related to the research objective, like how the primary theme, leadership role, contributed to other sub-themes to the progress of school teachers.

It is significant to determine efficient and specific approaches to increase the impact on teacher professional development. The study illustrated four streams of leadership roles where school leaders possess the opportunity to pose substantial impacts on the learning and growth of teachers in schools. The implications represent (1) the leader's role as an instructional leader and learner. (2) Their contribution to creating a comfortable learning school environment. (3) The third area is the leader's direct involvement in the delivery, design, content and organisation of teachers' professional development. The fourth area (4) is the analysis of professional development outcomes through leadership roles and involvement. The inferences and research discussions seem to be more beneficial while utilised as a framework model in building understanding about significant and mutually beneficial associations between heads' leadership, teachers' professional development, and creating professional, authentic learning school culture.

### 5.3. Implications and Recommendations

- Even though the leader lays the learning path for his teachers, it still can be recommended that the Department of Education (UAE) or any higher authority hold training programmes for school leaders. Additionally, the training programs should address teachers' specific demands for designing CPD programmes. Different systems, such as the appropriate IQMS-Integrated Quality-management system monitoring process, must be placed to determine that teachers' demands for CPTD turn to efficient.
- School heads promote teachers' professional development through in-service training and other employee skill enhancement programmes.
- The experts and professional coaches from external agencies and universities should be indulged in training school management to determine teachers' high demands so that CPTD could attain a high success rate.
- It can be recommended, along with assessing leadership roles, that should put an efficient tracking model for this IQMS structure to assess the impact and quality of CPTD in a specific place to check out if CPTD becomes efficient. These necessitate regular visits to the monitoring tracking system by the subject school advisors. The external experts could visit for support in the tracking procedure.
- Similarly, it can recommend that private schools create PLC-Professional Learning Community through the support of trained mentors, external experts and subject advisors. It must encourage networking that could secure resources since collaboration is associated with learners' and teachers' efficiency.
- Although the research points to the role of leaders in conducting offline professional growth programs, DBE creates other online platforms and applications that would host seminars and online workshops (specifically at the time of the COVID crisis) and after school hours. It could provide resource banks for those staff lacking particular resources. It would assist in strengthening the teacher's competency and offers the opportunity to network with other school teachers.

#### **5.4. Limitations of the Study**

The researcher enunciated a few limitations in the study.

- The research focuses on the leadership role in designing and implementing CPD programmes for private School teachers in Dubai. Since the study was directed toward a mixed-method approach, the inferences could not be generalised to different contexts if they might be different or similar to the research. The sampling size of the research consist of 62 participants for the quantitative and qualitative approach acquires the feedback responses of 5 participants only. It raises the question if the sample would exhibit the honest reflection of the remaining population from the qualitative method perspective.
- Semi-structured interviews were optional selection and conversational (Thematic analysis). Since it evolves both questionnaire responses collection quantitative method and theme formation in qualitative, it acquires longer time than other methods. It could not be clear whether participants had been sincere enough in responding.
- Several restrictions had to be crossed in the aftermath of the COVID -19 crisis since there were delays in acquiring permission from school principals and research participants. Few teachers were reluctant to participate due to many academic tasks in schools after the covid situation. For many days, schools were closed because of COVID and school access was difficult.

#### **5.5. Scope for Future Studies**

There have been many types of research carried out in CPD; however, future research is required to enhance the oversights of research, such aspects given below in assessing the role of a leader.

- It can study the aspects of research that illustrate the role of capacitating the School leaders in designing and implementing CPD programmes by Education Department authorities could be formulated in future.
- The research can also be propounded to assess the impacts of online-learning platforms on the continuous professional development of school teachers.

- A distinct research could analyse the organisation's role in developing capabilities in implementing CPD Strategies for its members.
- Future search and investigation studies can be made to identify the current school improvisation practices and enumerate issues related to adopting internal professional development activities.
- Further future studies can be carried out in investigating the participation level of the school teacher in CPD-programs, and it can expound on related challenges in the research.

## **5.6. Concluding Note**

Based on learning from review analysis of literature and research study context, it has been recommended that CPD programmes for teachers should be contextualised, rigorous and continuous quality process, and it needs to be focused on the interest and demands of teachers. It could accomplish through the authentic leadership role studied in the research. Moreover, it must be well-planned and regularised; short durations of PD sessions during school hours need to be part of the school calendar. Schools must organise detailed seminars and workshops through the role of leaders initiated to teachers at the start of the academic year.

The most and second crucial aspect is collaborative learning in a school culture supported by school leadership. The leadership sets out the tone of the school and plays an instrumental role in sustaining and developing the progress of school culture and in quality learning. The school environment must be so that teachers feel free to enter other classes for peer observation and provide feedback to one another in a non-threatening environment and seek suggestions, feedback, etc. This could be formulated or directed through a leadership role.

The role of leadership must be the role model as mentors, to breathe, live a lifelong learning model and developing-model for all school teachers. Executing and planning the CPD activities for a teacher seems to be a daunting task, for it should be an enriching learning experience for every teacher. From the outcomes of this research, through quantitative and qualitative assessment, the inferences highlight that the leadership role, as a vital part in directing the progress of institutional pathway, to yield quality learning practices and the reputation of schools through implementing CPD practices for teachers. The aspect lies in the empowerment

of school teachers. The adaptation and application of new learning and teaching techniques seem as better practices initiated by school leaders lead to facilitating teachers and CPD in this developing context. It expressed the significance of the leadership role in designing and implementing CPD programmes and to assistance to school teachers clearly in the research. It is hoped that research raises defined awareness among school teachers and other staff regarding their professional development (qualified student learning) and institutional progress.

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## APPENDICES:

### Appendix A: Permission to conduct survey



29 December 2021

#### *To Whom It May Concern*

This is to certify that Ms. Neena Phogat with Student ID number 20000727 is a registered student on the Master of Education in Management Leadership and Policy at The British University in Dubai since September 2020.

Ms. Phogat has successfully completed the taught stage of the programme. She is currently working on her dissertation titled "The Role of School Leaders in Facilitating Continuous Professional Development to Empower Teachers in Private Schools in Dubai". She is required to gather data through surveys.

Your permission for her to conduct her research in your organisation is hereby requested. Any support provided to her in this regard will be highly appreciated.

This letter is issued at Ms. Asmaa's request

Yours sincerely,



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

**Appendix B: Questionnaires for Teachers Survey (Teachers attempted an online survey)**

**Teachers survey questionnaire**

Dear Teacher,

Thank you in advance for your participation in this study—I am Neena Phogat, Master of Education student at The British University of Dubai. I am conducting a survey among private secondary schools in Dubai for my dissertation. The topic is:

**The Role of School Leaders in Facilitating Continuous Professional Development to Empower Teachers in Private Schools in Dubai.**

The main aim of the questionnaire is to examine the practices of school leaders that support and manage teacher professional development to improve teaching skills, professional knowledge, competence, and effectiveness in their classrooms.

**The questionnaire is in three parts.**

- A. school leader's perspective on the leadership style.
- B. teacher's professional development.
- C. open-ended questions to provide more detailed feedback on the topic.

I would like to seek your permission to conduct a teacher survey. The survey will last 10-15 minutes, and participation is entirely voluntary. I want to assure you that any gathered information will be confidential and will only be used for academic purposes in this research and not made public. It is not necessary to write any personal details unless you wish to participate in the interviews that will follow the participation in this questionnaire. For further clarification, please do not hesitate to contact the researcher at [20000727@student.buid.ac.ae](mailto:20000727@student.buid.ac.ae)

Participants' Signature: -----

1	Personal details: Age <i>(Tick one only)</i>	20 -30	31 - 40	41 - 50	51 – 60	>60
2	Educational level <i>(Tick highest level only)</i>	Diploma			Bachelor’s degree	
		Master’s degree			Doctorate	
3	Years of experience in teaching	0 - 5	6 - 10	11 - 15	16 - 20	>20

	<i>(Tick one only)</i>					
4	Years of experience in your current position	0 - 5	6 - 10	11 - 15	16 - 20	>20
5	Your current role <i>(Tick all that apply)</i>	Middle leader	Teacher	Teaching Assistant	SEND specialist	

**Questionnaire: A** Please respond to all questions by circling or ticking the appropriate numbers 1 – 4 in the boxes for each question.

This questionnaire aims to identify your perspectives about your school head and how his/her leadership style affects your professional development. The questionnaire describes your leader's style. Twenty-two descriptive statements are listed below. Encircle the number based on the key provided.

### Key

**1. Strongly Disagree    2. Disagree    3. Agree    4. Strongly Agree**

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	My school head keeps teachers informed of important school matters.	1	2	3	4
2.	My school head provides me with clear guidance and/or instructions.	1	2	3	4
3.	My school head maintains direct and effective communication with teachers.	1	2	3	4
4.	My school head creates opportunities for the teachers to share ideas and experiences.	1	2	3	4
5.	My school head provides support when communicating with difficult parents.	1	2	3	4
6.	My school head provides clear and helpful feedback on my practice.	1	2	3	4
7.	My school head provides me with the information I need about students with special needs.	1	2	3	4
8.	My school head holds regular formal meetings with teachers regarding achievement.	1	2	3	4
9.	My school head organizes informal meetings with teachers to both encourage and support.	1	2	3	4

10.	My school head listens to my concerns and takes appropriate action.	1	2	3	4
11.	My school head encourages teachers to experiment with new teaching or assessment methods.	1	2	3	4
12.	My school head answers my professional questions or directs me to where I can get the answers.	1	2	3	4
13.	My school head inquiries about the professional needs of teachers.	1	2	3	4
14.	My school head arranges sufficient opportunities for professional growth through CPD courses and workshops.	1	2	3	4
15.	My school head provides the school with magazines and other online multimedia resources that promote professional growth.	1	2	3	4
16.	My school head encourages teachers to share their experiences through the school websites.	1	2	3	4
17.	My school head encourages peer observation between teachers to share good practice and ready teachers for appraisal.	1	2	3	4
18.	My school head arranges visits for the teachers to and from other schools to benefit from peer experiences.	1	2	3	4
19.	My school head invites expert teachers and school improvement consultants to advise staff on best practice.	1	2	3	4
20.	My school head communicates with other educational institutions to find appropriate support for teachers' professional development.	1	2	3	4
21.	My school head promotes an innovative culture and gives a chance to teachers to be creative.	1	2	3	4
22.	My school head gives me the chance to share in setting the school's vision.	1	2	3	4

**Questionnaire B:** This questionnaire aims to identify the type of professional development activities you have participated in.

**Key:**

Very Weak <b>VW</b>	Weak <b>W</b>	Acceptable <b>A</b>	Good <b>G</b>	Very Good <b>VG</b>	Outstanding <b>O</b>
------------------------	------------------	------------------------	------------------	------------------------	-------------------------



Please tick the appropriate box that expresses your self-evaluation.

Questions	VW	W	A	G	VG	O
1. How would you rate your practice in <b>student evaluation and assessment</b> practices?						
2. How would you rate your practice in <b>pedagogical competencies</b> in their subject/field?						
3. How would you rate your practice in <b>classroom management</b> ?						
4. How would you rate your practice in <b>ICT applications in teaching and learning</b> ?						
5. How would you rate your practice in <b>teaching problem solving</b> and learning to learn?						
6. How would you rate your practice in the <b>knowledge of the school curriculum</b> ?						
7. How would you rate your practice in <b>approaches to differential learning</b> ?						
8. How would you rate your practice in <b>student personal development/career counselling</b> ?						
9. How would you rate your practice in assisting <b>students with special needs</b> ?						
10. How would you rate your practice in a <b>multicultural or multilingual setting</b> ?						
11. How would you rate your practice in <b>parental engagement</b> ?						
12. How would you rate your practice in <b>innovation and entrepreneurship</b> ?						
13. How would you rate your practice in <b>fostering critical thinking and problem solving</b> ?						
14. How would you rate your practice in <b>lesson planning</b> ?						
15. How would you rate your practice in <b>using different types of assessment</b> ?						
16. How would you rate your practice in <b>collaborative planning and assessment</b> ?						

17. How would you rate your practice in developing <b>cultural awareness</b> ?						
18. How would you rate your practice to <b>measure students' progress</b> ?						
19. How would you rate teacher practice in <b>designing effective interventions</b> ?						
20. How would you rate teacher practice <b>in time management</b> ?						

**Questionnaire C: Open-ended questions**

*Answer the following questions by providing your views and experiences in the space provided. You may attach additional sheets if you wish.*

1.	What do you consider to be 3 of the most important features of your professional practice to date?
2.	How appropriate to your needs are the areas for professional development you have undertaken or been offered?
3.	In your opinion, what are 3 of the most significant areas of training and professional development that would positively impact your professional practice in the future?
4.	What do you think are the 3 most significant barriers you have experienced to your participation in professional development?
5.	How far does school-wide thinking about professional development needs help build relationships between teachers and school leaders?
6.	What do you consider to be up to 3 additional areas for studies like this to consider when considering the role of school leadership and school development?

*Thank you for your time in taking part in this survey. It is appreciated.*

**Appendix C: Questionnaires for Principals Survey** (Principals attempted an online survey)

**School leaders survey questionnaire**

Thank you in advance for your participation in this study—I am Neena Phogat, Master of Education student at The British University of Dubai. I am conducting a survey among private secondary schools in Dubai for my dissertation. The topic is:

**The Role of School Leaders in Facilitating Continuous Professional Development to Empower Teachers in Private Schools in Dubai.**

The main aim of the questionnaire is to examine the practices of school leaders that support and manage teacher professional development to improve teaching skills, professional knowledge, competence, and effectiveness in their classrooms.

**The questionnaire is in three parts.**

- A. school leader's perspective on the leadership style.
- B. teacher's professional development.
- C. open-ended questions to provide more detailed feedback on the topic.

I would like to seek your permission to conduct a school leaders survey. The survey will last 10-15 minutes, and participation is entirely voluntary. I want to assure you that any gathered information will be confidential and will only be used for academic purposes in this research and not made public. It is not necessary to write any personal details unless you wish to participate in the interviews that will follow the participation in this questionnaire. For further clarification, please do not hesitate to contact the researcher at [20000727@student.buid.ac.ae](mailto:20000727@student.buid.ac.ae)

Participants' Signature: -----

**The participant's background information:** *(Please respond in the green boxes)*

1	Curricula/Programmes offered by your school. <i>(Tick one or more)</i>	UK	US	IB	Indian	UAE	Other
	If 'Other', please give details below:						
2	Personal details: Age <i>(Tick one only)</i>	20 -30	31 - 40	41 - 50	51 – 60	>60	
3	Educational level <i>(Tick highest level only)</i>	Diploma			Bachelor's degree		

		Master's degree			Doctorate	
4	Years of experience in school leadership. (Tick one only)	0 - 5	6 - 10	11 - 15	16 - 20	>20
5	Years of experience in your current position	0 - 5	6 - 10	11 - 15	16 - 20	>20

**Questionnaire: A** (Please respond to all questions by circling or ticking the appropriate numbers 1 – 4 in the boxes for each question.)

The questionnaire aims to identify your leadership style that facilitated professional development among teachers in your school. The questionnaire provides a description of your leadership style. Twenty descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, parents, or teachers. Kindly encircle the number based on the key provided.

### Key

1. Strongly Disagree      2. Disagree      3. Agree      4. Strongly Agree

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	A school head should have thorough knowledge of the curriculum offered.	1	2	3	4
2.	A school head should have thorough knowledge of different teaching methodologies.	1	2	3	4
3.	A school head needs operative communication skills to interact competently with teachers and students.	1	2	3	4
4.	A good school head is one who makes sure that staff members follow the regulations strictly.	1	2	3	4
5.	A good school head is one who involves staff in decision making.	1	2	3	4
6.	A good school head only issues instructions and supervises work.	1	2	3	4
7.	A good school head defines clear objectives for the staff and students' responsibility.	1	2	3	4

8.	A good school head cares about the morals of the staff and listens to their problems.	1	2	3	4
9.	A good school head plans well for different situations.	1	2	3	4
10.	A good school head cares mainly about quantifiable results, i.e. outcomes that help measure impact.	1	2	3	4
11.	A good school head utilises the staff and the available resources optimally.	1	2	3	4
12.	A good school head encourages the generation of new ideas from all stakeholders.	1	2	3	4
13.	A good school head is approachable and gives time to those that request attention.	1	2	3	4
14.	A good school head has an understanding of international best practices in teaching, learning and assessment.	1	2	3	4
15.	A good school head tries to develop effective collaboration between the academic and administrative departments in school.	1	2	3	4
16.	A good school head diagnoses the weaknesses in and across different departments.	1	2	3	4
17.	A good school head will be aware of the latest thinking in pedagogy in meeting the needs of all students.	1	2	3	4
18.	A good school head provides and support staff with continuous professional development training.	1	2	3	4
19.	A good school head ensures that high-quality teaching and learning is happening in all classes.	1	2	3	4
20.	A good school head drives high standards and positive learning culture.	1	2	3	4

**Questionnaire: B** (*Please respond to all questions by circling or ticking the appropriate boxes for each question.*) The questionnaire aims to identify the type of professional development teachers have participated in your school.

**Key:**

Very Weak <b>VW</b>	Weak <b>W</b>	Acceptable <b>A</b>	Good <b>G</b>	Very Good <b>VG</b>	Outstanding <b>O</b>
------------------------	------------------	------------------------	------------------	------------------------	-------------------------

Questions	VW	W	A	G	VG	O
21. How would you rate teacher performance in <b>student evaluation and assessment</b> practices?						
22. How would you rate teacher performance in <b>pedagogical competencies</b> in their subject/field?						
23. How would you rate teacher performance in <b>classroom management</b> ?						
24. How would you rate teacher performance in <b>ICT applications in teaching and learning</b> ?						
25. How would you rate teacher performance in <b>teaching problem solving</b> , learning to learn?						
26. How would you rate teacher performance in the <b>knowledge of the school curriculum</b> ?						
27. How would you rate teacher performance in <b>approaches to differential learning</b> ?						
28. How would you rate teacher performance in <b>student career guidance or counselling</b> ?						
29. How would you rate teacher performance with <b>students with special needs</b> ?						
30. How would you rate teacher performance in a <b>multicultural or multilingual setting</b> ?						
31. How would you rate teacher performance in <b>Parental Engagement</b> ?						
32. How would you rate teacher performance in <b>innovation and entrepreneurship</b> ?						
33. How would you rate teacher performance in <b>fostering critical thinking and problem solving</b> ?						
34. How would you rate teacher performance in <b>lesson planning</b> ?						
35. How would you rate teacher performance in <b>using different types of assessment</b> ?						
36. How would you rate teacher performance in <b>collaboration</b> ?						

37. How would you rate teacher performance in <b>cultural awareness</b> ?						
38. How would you rate teacher performance to measure <b>students' progress accurately</b> ?						
39. How would you rate teacher performance in <b>Designing effective interventions</b> ?						
40. How would you rate teacher performance <b>in time management</b> ?						

### Questionnaire C: Open-ended questions

Answer the following questions by providing your views and experiences in the space provided. You may attach additional sheets if you wish.

1.	What do you consider to be 3 of the most important features of your leadership?
2.	In your opinion, what have been 3 of the most significant areas of training and professional development that have had a positive impact on teacher performance?
3.	How do you determine which areas for professional development are most needed?
4.	What do you think are the 3 most significant barriers to participation in professional development?
5.	Which areas of professional development in your school are likely to be the most important in the next 3 years?
6.	What do you consider to be up to 3 additional areas for studies like this to consider when considering the role of school leadership and school development?

*Thank you for your time in taking part in this survey. It is appreciated!*

## A sample of leaders questionnaire responses:

### School leaders survey questionnaire

Thank you in advance for your participation in this study—I am Neena Phogat, Master of Education student at The British University of Dubai. I am conducting a survey among private secondary schools in Dubai for my dissertation. The topic is:

The Role of School Leaders in Facilitating Continuous Professional Development to Empower Teachers in Private Schools in Dubai.

The main aim of the questionnaire is to examine the practices of school leaders that support and manage teacher professional development to improve teaching skills, professional knowledge, competence, and effectiveness in their classrooms.

The questionnaire is in three parts.

A. school leader's perspective on the leadership style.  
B. teacher's professional development.  
C. open-ended questions to provide more detailed feedback on the topic.

I would like to seek your permission to conduct a school leaders survey. The survey will last 10-15 minutes, and participation is entirely voluntary. I want to assure you that any gathered information will be confidential and will only be used for academic purposes in this research and not made public. It is not necessary to write any personal details unless you wish to participate in the interviews that will follow the participation in this questionnaire. For further clarification, please do not hesitate to contact the researcher at [20000727@student.buid.ac.ae](mailto:20000727@student.buid.ac.ae)

The participant's background information:

1. Curricula/Programmes offered by your school. (Tick one or more) If 'Other', please give details below:

UK  
 US  
 IB  
 Indian  
 Other

If other, please give details:

---

2. Personal details: Age (Tick one only)

20-30  
 31-40  
 41-50  
 51 - 60  
 > 60

3. Educational level (Tick highest level only)

Diploma  
 Bachelor's degree  
 Master's degree  
 Doctorate



4. Years of experience in school leadership. (Tick one only)

- 1 - 5 Years
- 6 - 10 Years
- 11 - 15 Years
- 16 - 20 Years
- > 20

5. Years of experience in your current position

1 \_\_\_\_\_

**Questionnaire: A (Please respond to all questions by ticking the appropriate column in the boxes for each question.)**

The questionnaire aims to identify your leadership style that facilitated professional development among teachers in your school. The questionnaire provides a description of your leadership style. Twenty descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, parents, or teachers. Kindly encircle the number based on the key provided.

Key

1. Strongly Disagree    2. Disagree    3. Agree    4. Strongly Agree

1. A school head should have thorough knowledge of the curriculum offered.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

2. A school head should have thorough knowledge of different teaching methodologies.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

3. A school head needs operative communication skills to interact competently with teachers and students.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

4. A good school head is one who makes sure that staff members follow the regulations strictly.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

5. A good school head is one who involves staff in decision making.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

6. A good school head only issues instructions and supervises work.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

7. A good school head defines clear objectives for the staff and students' responsibility.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

8. A good school head cares about the morals of the staff and listens to their problems.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

9. A good school head plans well for different situations.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

10. A good school head cares mainly about quantifiable results, i.e. outcomes that help measure impact.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

11. A good school head utilises the staff and the available resources optimally.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

12. A good school head encourages the generation of new ideas from all stakeholders.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

13. A good school head is approachable and gives time to those that request attention.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

14. A good school head has an understanding of international best practices in teaching, learning and assessment.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

15. A good school head tries to develop effective collaboration between the academic and administrative departments in school.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

16. A good school head diagnoses the weaknesses in and across different departments.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

17. A good school head will be aware of the latest thinking in pedagogy in meeting the needs of all students.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

18. A good school head provides and support staff with continuous professional development training.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

19. A good school head ensures that high-quality teaching and learning is happening in all classes.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

20. A good school head drives high standards and positive learning culture.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

**Questionnaire: B (Please respond to all questions by ticking the appropriate box for each question.)**

The questionnaire aims to identify the type of professional development teachers have participated in your school.

Key:

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

1. How would you rate teacher performance in "Student evaluation and assessment practices"?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

2. How would you rate teacher performance in Pedagogical competencies in subject/field?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

3. How would you rate teacher performance in Classroom management?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

4. How would you rate teacher performance in ICT applications in teaching and learning?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

5. How would you rate teacher performance in teaching problem solving, learning to learn?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

6. How would you rate teacher performance in the knowledge of the school curriculum?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

7. How would you rate teacher performance in approaches to differential learning?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

8. How would you rate teacher performance in student career guidance or counselling?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

9. How would you rate teacher performance with students with special needs?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good

10. How would you rate teacher performance in a multicultural or multilingual setting?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

11. How would you rate teacher performance in Parental Engagement?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

12. How would you rate teacher performance in innovation and entrepreneurship?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

13. How would you rate teacher performance in fostering critical thinking and problem solving?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

14. How would you rate teacher performance in lesson planning?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good

15. How would you rate teacher performance in using different types of assessment?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

16. How would you rate teacher performance in collaboration?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

17. How would you rate teacher performance in cultural awareness?

- Very Weak
- Weak

- Acceptable
- Good
- Very Good
- Outstanding

18. How would you rate teacher performance to measure students' progress accurately?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good
- Outstanding

19. How would you rate teacher performance in Designing effective interventions?

- Very Weak
- Weak
- Acceptable
- Good
- Very Good



