

**Leadership Styles of Principals and Job Satisfaction of
Teachers in Abu Dhabi Public Schools: The Role of
Organisational Commitment and National Culture**

أنماط القيادة للمدراء والرضا الوظيفي للمعلمين في المدارس الحكومية في
أبو ظبي: دور الالتزام المؤسسي و الثقافة الوطنية

by

HANADI KADBEY

A thesis submitted in fulfilment
of the requirements for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

at

The British University in Dubai

April 2018

الجامعة
البريطانية في
دبي



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Hanadi Kadbey

**A thesis submitted to the Faculty of Education
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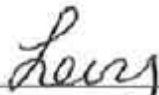
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Abstract

The purpose of this study was to investigate the leadership style of principals and teachers' job satisfaction in Abu Dhabi public schools and the relationship that exists between these variables. The study also examined the organisational commitment of teachers and its role as a mediator in the leadership style-job satisfaction relationship. Also, the study investigated the national culture dimensions of the principals and their links to the leadership styles that they adopt. The theoretical framework draws on The Full Range Leadership Theory of Bass and Avolio (1997), Herzberg's Two Factor Theory (1959), Meyer and Allen's (1991) three-dimensional model of organisational commitment and Dorfman and Howell's (1988) revised Model of Hofstede. The study was conducted in 51 public schools in the Emirate of Abu Dhabi by employing a mixed methods explanatory sequential design. Four research questions were answered using quantitative and qualitative data collected from 51 Emirati principals and 438 Emirati teachers. Data cleaning, descriptive statistics and reliability statistics were run using IBM SPSS Statistics Version 22, and structural equation modelling was run using *Mplus* Version 7.0 software while thematic analysis was used to summarise qualitative data. The findings indicated that principals tend to be more transformational in their practices and that teachers tend to be more satisfied when their principals display transformational leadership practices and less satisfied when their principals practice the passive avoidant leadership. The intellectual stimulation and inspirational motivation of transformational leadership and the contingent reward of transactional leadership had positive significant relationships with job satisfaction while the laissez faire of passive avoidant leadership had a significant negative relationship. In addition, the affective dimension of organisational commitment was a significant mediator in some of the leadership styles-job satisfaction relationships. Furthermore, leadership styles and some of their dimensions were linked to all national culture dimensions with the exception of masculinity. Based on these findings, recommendations for educators and policy makers were provided and ideas for further research were identified to explore the topic of interest further.

Key terms: leadership styles, job satisfaction, organisational commitment, national culture

ملخص

تهدف هذه الدراسة إلى فحص أنماط القيادة للمدراء ومستوى الرضا الوظيفي للمعلمين في المدارس الحكومية في إمارة أبوظبي ، والعلاقة القائمة بين هذه المتغيرات. كما تبحث هذه الدراسة الالتزام المؤسسي للمعلمين ودوره في التأثير في العلاقة بين أنماط القيادة والرضا الوظيفي بالإضافة إلى فحص تأثير أبعاد الثقافة الوطنية للمدراء على أنماط القيادة التي يعتمدونها.

يستند الإطار النظري للدراسة على نظرية القيادة الكاملة لبايس وأفوليو (1997)، ونظرية العاملين لهيرزبيرغ (1959)، ونموذج الالتزام المؤسسي ذي الثلاث محاور لماير وآلن (1991)، ونموذج هوفستد المعدل لدورفمان وهاول (1988). أجريت الدراسة في إحدى وخمسين مدرسة حكومية في إمارة أبوظبي عن طريق استخدام المنهجية المدمجة ذات التصميم التوضيحي المتسلسل.

تمت الإجابة على أربعة أسئلة بحثية باستخدام بيانات كمية ونوعية تم جمعها من 51 مدير إماراتي و438 معلم إماراتي. تم مسح البيانات والإحصائيات الوصفية والموثوقة باستخدام IBM SPSS Version 22 وتمت نمذجة المعادلة الهيكلية باستخدام برنامج Mplus Version 7.0 بينما تم تلخيص البيانات النوعية باستخدام التحليل الموضوعي.

أشارت النتائج إلى أن المدراء أكثر ممارسة للقيادة التحويلية، وأن المعلمين يُظهرون رضا وظيفي أكثر عندما يمارس مدراؤهم القيادة التحويلية ورضا وظيفي أقل عندما يمارس مدراؤهم القيادة المتجنبة السلبية. كما كان للإستشارة العقلية والدافعية الإلهامية للقيادة التحويلية والمكافأة المشروطة للقيادة التبادلية تأثير إيجابي كبير على الرضا الوظيفي، في حين كان لعدم التدخل للقيادة المتجنبة السلبية تأثير سلبي كبير.

بالإضافة إلى ذلك، كان للالتزام المؤسسي والالتزام الوجداني أهمية في التأثير على العلاقة بين أنماط قيادة المدراء والرضا الوظيفي للمعلمين. علاوة على ذلك، كانت أنماط القيادة وبعض أبعادها مرتبطة بجميع أبعاد الثقافة الوطنية باستثناء الذكورة. بناءً على هذه النتائج، تم تقديم توصيات للمعلمين وصانعي السياسات وعرض أفكار لإجراء المزيد من الأبحاث المتعلقة بالموضوع.

المصطلحات الرئيسية: أنماط القيادة، الرضا الوظيفي، الالتزام المؤسسي، الثقافة الوطنية

Dedication

I dedicate this thesis

To my husband, Faisal and my beloved children, Mehran and Ahmad,

To my mother, father, brother and mother in law.

and

To the soul of my father in law

For their unconditional love and support throughout this journey

Acknowledgement

At the beginning I would like to thank *Allah* for providing me with the faith, passion and ambition to further my studies and pursue my dreams. There are so many people who have motivated me and supported me and to whom I am really indebted. Without them, I would not have been able to complete my thesis. I will not be able to acknowledge them all by name but I would like to extend to them my sincere gratitude.

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The biggest thank you goes to my beloved husband, Faisal, who provided me with the greatest support, encouragement, care and love that anyone could ever ask for. Thank you for your patience and for all the sacrifices you have made to help me get to where I am now. I know that I would have not been able to make it without you in my life.

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CHAPTER ONE: INTRODUCTION

'Education is the priority of any nation that hopes to occupy a distinguished position among the countries of the world. It is the means by which it can build a strong generation, cautious of adhering to its customs and traditions and able to adjust to the ever-changing needs of our times and to the ever-developing technologies of the modern world.' - His Highness Sheikh Mohammed bin Zayed bin Sultan Al Nahyan (Scholarships Office, 2018).

In an expeditiously transforming world that is experiencing persistent changes, challenges are brought about, and adaptations should be made to keep up with these challenges. Key players, among various organisations and individuals who should lead this transformation smoothly, are the schools; thus, education systems in various countries all over the world are undergoing school reforms. School reforms are being implemented to best equip the young generations with the skills needed for the increasing demands of the twenty-first century (Huitt, 2007). According to Fullan (2002) and Blaik Hourani and Stringer (2015), these schools are composed of people, so any talk about excellence and improvement has to involve the people who make up the schools. Thus, focusing on people is the most effective way in changing an organisation and motivating human capacities. Along these lines, school improvement and enhancing educational changes do not exist in vacuum; they require the building of human capacities that are catalysts to the improvement of schools. This subsequently leads to improved teaching and learning and better academic achievements of students. (Blaik Hourani & Litz, 2016; Dantley, 2005; Hargreaves & Fullan, 2012; Litz & Blaik Hourani 2016).

Leithwood and Jantzi (2006) and Hallinger and Heck (2010) explained that there is a direct relationship between effective teachers and successful school leaders on one hand, and school improvement and students' outcomes on the other hand. One aim of school reforms is increasing students' achievement (Huitt et al. 2009) which is considered the primary responsibility of teachers (Darling-Hammond, 2000). In their study, Sanders and Rivers (1996), reported that increasing the achievement of students requires assigning them to highly effective teachers in sequence. Within the perspectives of improved schools, effective teaching-learning and improved students' achievement, comes the notion of teachers' job satisfaction. Various research studies showed that teachers who have higher job satisfaction have better performance, are more productive and display more positive behaviour, all of which benefit both their schools and students. Wright and Kim (2004) argued that individual productivity and organisational performance are improved as a result of reduced absenteeism and increased retention that are brought about by increased job satisfaction. They also explained that low absenteeism and turnover reduce costs, thereby contributing to the organisational productivity. Olulube's (2006) study of Nigerian teachers showed that they display high levels of job satisfaction when their hierarchical needs that were identified by Maslow (1943) are fulfilled, and that these needs are significant predictors of their performance. MacNeil, Prater and Busch (2009) discussed that students' performance is improved when their teachers are motivated and satisfied with their jobs, and that this teachers' job satisfaction positively impacts the quality of education and students' achievement (Michaelowa, 2002).

In addition to the contribution of job satisfaction to the quality of education, scholars provided empirical evidence that another construct, organisational commitment, significantly impacts school effectiveness through its positive relationship with teachers' performance and its negative

relationship with absenteeism and turnover (Dee, Henkin, & Singleton, 2006). Selamat, Nordin and Adnan (2012) explained that teachers' citizenship behaviour, which improves students' outcomes, is strengthened by teachers' organisational commitment. Several studies that have explored job performance concluded that both organisational commitment and job satisfaction are variables of great impact (e. g. Cetin, 2006; Chen, Silverthorne & Hung, 2006; Suliman & Iles, 2002; Tolentino, 2013; Zhang & Zheng, 2009). Many scholars have highlighted the significance of these two variables to the effectiveness of school in general and to the academic achievement of students in particular. Harrison, Newman and Roth (2006) concluded that job attitude, which consists of job satisfaction and organisational commitment, contributes to behavioural outcomes such as punctuality, absenteeism and turnover, which in turn contribute to performance. Thus, amidst any major education reform, studying the variables that have been identified by researchers to have an effect on job performance is crucial.

There are various factors that increase job satisfaction. Sadker and Zittleman (2016) explained that it does not increase solely through extrinsic means such as monetary compensation and job security. Various studies have shown that teachers' job satisfaction and organisational commitment are increased when appropriate support is received from school administration. In a paper published in 2007, Mackenzie discussed that teachers are more satisfied and committed to their profession when their principal supports them. Horn-Turnip's (2009) study of the effect of various leadership behaviours on teachers, indicated that there is a significant relationship between administrative support and teachers' job satisfaction and commitment to their schools. Rumph (2012) highlighted that teachers' job satisfaction is higher when they receive enough support from their principals. According to Johnson (2007), this supportive role is directly linked to the leadership style of the

principal. Studies have shown that the leadership style adopted by the school principal can affect the organisational commitment of the teachers (Lai et al. 2014; Sharif et al. 2013) and their job satisfaction (Shafiee, Salimi & Shahtalei, 2014; Sung et al. 2009).

Miller (2016 a) stated, “While the need for leadership is perhaps universal across cultures, the practice of leadership is generally believed to be culturally situated” (p.1). Ayman (2004) and G. Hofstede, G. J. Hofstede and Minkov (2010) explained that individuals’ behaviours, values and attitudes are related to their cultures and will affect the leadership style that they adopt. The national culture of leaders might also play a role in the leader-follower relationship (Nazarian & Atkinson, 2013) as both leaders and followers have their own beliefs, values, attitudes and cultural sensitivities (Hajee & Al Hashemi, 2012; Jogulu, 2010). For the transfer of experiences between these individuals to be effective and helpful, it is thus essential to study the relations of national culture with the leadership style (Leung et al. 2005). In addition, to aid in developing effective leaders, it is critical to take into account the influence of culture (Chin & Sanchez-Hucles, 2007). A key relationship that could not be overlooked in this study is the relationship between culture and leadership, as various scholars have studied the association of the former with the latter and have provided empirical evidence that leadership styles are culturally linked (Jogulu, 2010).

1.1.The Study Context

The United Arab Emirates (UAE) is a constitution of seven emirates bordered by the Arabian Gulf from the North, the Gulf of Oman and Sultanate of Oman from the East, the Kingdom of Saudi Arabia and Sultanate of Oman from the South and Qatar and the Kingdom of Saudi Arabia from the West (The UAE Government, 2016). The UAE is a relatively young country that was founded

by the late Sheikh Zayed bin Sultan Al Nahyan in 1971 and which has been developing rapidly ever since. The country's earliest dependence was on agriculture, fishing and pearl diving; however, with the discovery of the large oil reserves, the UAE has undergone a remarkable development during which the economy has been reliant on natural resources (Crown Prince Court, 2016). Today, the UAE's reliance on oil is being reduced and the country is diversifying its economy to ensure sustainable growth of the country and the nation. For this diversified knowledge-based economy to be highly productive and competitive, the country has to invest in innovation, research, science and technology (The UAE Government, 2016); however, this investment will not result in the desired outcome unless supported by a reformed education system that would graduate a generation equipped with the skills needed to achieve the sought diversified economy.

On that account, the educational system in the UAE has been undergoing various systemic changes and reforms. For the past decade, UAE schools have witnessed school development and improvement and various new school models have been introduced. To improve schools, curricular changes, structural changes, operational changes and organisational changes have taken place. In addition, performance standards for schools, teachers and principals have been set and implemented for improving both the quality of teaching-learning and students' academic achievement. In Abu Dhabi, the capital city of the UAE, there has been a lot of concern about the educational system. Similar to educational systems in other developing countries, the educational system in the Emirate of Abu Dhabi has been criticised for being inadequate (Dagher & Bou Jaoude, 2011). To respond to this criticism and in an attempt to shift towards an economy which is based on knowledge rather than on oil and gas, the Abu Dhabi government has initiated reforms to

the educational system. Premium education is listed as one of the nine pillars of Abu Dhabi's social, economic and political future in the Abu Dhabi Economic vision 2030 Report (The Abu Dhabi Government, 2008). This has led to the launch of massive campaigns set in place for effective-implementation of the reform that aimed at significantly improving the quality of teaching and learning in the Emirate's government schools (Dickson & Kadbey, 2014).

The Department of Education and Knowledge in Abu Dhabi (ADEK) (previously the Abu Dhabi Education Council: ADEC), the government body responsible for the education system in Abu Dhabi Emirate, launched the New School Model in 2009 as an instrumental tool in the implementation of the reform. The goal of the reform was to deliver an outcomes-based curriculum using high pedagogical standards and the medium of English to teach the subjects of science, mathematics and English; this made recruiting native English speaking teachers a necessity and thousands of teachers were appointed from Australia, USA, Canada, the United Kingdom and other western countries (Kadbey & Dickson, 2014). Those teachers, whose role in the success of schools is significant (Miller, 2016 a), are important key players in the reform process (Blaik Hourani, Stringer & Baker, 2012; Lieberman & Pointer-Mace, 2008). In addition, one of the key performance indicators of the First-Rate Education system, which was emphasized in the UAE Vision 2021, is to have high quality teachers in 100 % of the country's schools (The UAE Government, 2016). Therefore, academic and administrative personnel in leadership positions in schools and namely principals are expected to support all Emirati and expatriate teachers in Abu Dhabi public schools to enhance their performance (Blaik Hourani & Stringer, 2015). In recent years, researchers and policymakers have shown a remarkable increased interest in studying school leadership where the focus is on how the work of the school principal in the twenty first century is

different than their work in the past (Kafka, 2009). Miller (2016 a) describes principals as “drivers” who are accountable to “to learners, their families and a nation’s education system (p. 16). In the climate of reform in Abu Dhabi, Stringer and Blaik Hourani (2016) explained that with the education reform, the role of principals has become multidimensional and now comprises more complex tasks and responsibilities. Principals are now leaders of students, teachers, parents and other stakeholders in the community and are responsible for funding, instruction and strategic planning (Lynch, 2012). Despite the diverse responsibilities that principals have, supporting their teachers to increase their organisational commitment and job satisfaction, variables linked to leadership styles, remains of utmost importance.

1.2.The Context of Reform and Leadership in Abu Dhabi Public Schools

Public schools in all Emirates with the exception of Abu Dhabi are regulated by the Ministry of Education (MoE) while the private schools are regulated by the Knowledge and Human Development Authority (KHDA). Up to August 2017, private and public schools in Abu Dhabi were regulated by ADEK, and in September 2017 different Abu Dhabi government entities were restructured and Abu Dhabi Education council (ADEC) was among the entities that underwent this restructuring. Abu Dhabi Education Council is now the Abu Dhabi Department of Education and Knowledge (ADEK) which regulates only the private schools in Abu Dhabi while the regulation of public schools is now in the remit of the MoE. Whether regulated by ADEK or by the MoE and as mentioned before, these schools have been undergoing transformation and reform since 2009.

The aim of this reform, as UAE leaders aspire, is to raise the quality of education in all UAE schools to international standards (Macpherson et al., 2007; Thorne, 2011).To achieve this goal and to raise

the quality of education in Abu Dhabi public schools it was necessary to evaluate and update educational policies, reorganise and reallocate resources, improve school facilities, review the curricula and the pedagogical approaches and last but not least build school leadership capacities (Litz & Scott, 2016). In each public school in Abu Dhabi, there is a senior leadership team that manages the administrative and the academic aspects of the schools. Usually in medium and large schools the team consists of a principal, an academic vice principal, an administrative vice principal and heads of faculty. In addition there is a cluster manager to whom a number of principals of schools that belong to the same cycle and the same geographical location report to.

Preparing cluster managers, principals and vice principals to cope with and to support the requirements of the education reform, ADEK has identified five professional standards that placed a lot of demands on school leadership team. The standards are Leading Strategically, Leading Teaching and Learning, Leading the organisation, Leading People and Leading the Community (ADEK, 2011). Similar to other countries where educational reform has taken place, these new standards have allowed the responsibility of the principal to evolve to a great extent and provided a solid basis for school effectiveness and achieving international standards of quality education. Another item on Abu Dhabi school reform agenda is the school self-evaluation framework (Irtiqaa) through which school leadership documents school performance. This school performance is followed by an inspection visit for evaluation and improvement plans and this education reform initiative is putting more responsibilities on school principals. Stringer and Hourani (2016) describe these principals as “catalysts for change” and thus studying their leadership in the climate of this education reform is a crucial factor which will inform designing any professional development or mentoring and coaching programs.

1.3.School Leadership: Context Dependent and Policy Driven

School leadership is an important factor that ranks second after teaching in its contribution to school success (Seashore et al. 2004, cited in Miller 2018 a) and to student learning (Leithwood, Harris & Hopkins, 2008). Miller (2018 a) concludes that this school leadership is “a practice derived from four unique yet interrelated dimensions” that are environmental, social, personal and relational (p.166). He explains that the personal dimension is driven by the values and beliefs of the leaders while the social and relational dimensions relate to the fact that school leaders have internal and external collaborations to serve their students and the society. The impact of context and policy that were identified as elements of the environmental dimension will be discussed below.

In his book “The Nature of School Leadership”, Miller (2018 a) highlights the importance of context to school leadership and how context influences school leaders’ practices. He acknowledges that this school leader-school context relationship is essential in developing the knowledge and skills of leaders which will result in enhanced leadership practices. He explains that context matters and should, with its different layers, be taken into consideration when evaluating school leadership practices. Bossert et al. (1982, cited in Miller 2018 a) proposed that the uniqueness of each context determines the leadership style of school leaders who adapt their behaviours to align to the needs of that context and to keep up with its challenges. They identified two types of contexts; “person-specific” and “widely-shared contexts” where the school principals’ knowledge, skills and experience are examples of the former and the community involvement and rules and regulations are examples of the latter. Miller (2018 b) identified five contexts that impact

school leadership: the institutional context, community context, national culture context, economic context and political context.

Institutional context comprises internal factors as well as external factors that impact the behaviour of leaders (Buchmann & Dalton, 2002, Lee & Hallinger, 2012). In addition to the personal characteristics that Bossert et al. (2012) identified as factors that shape the management style and behaviour of principals, they also suggested that characteristics related to district and to the external social environment have an impact on principals' practices. They suggested that the rules and regulations of the district or the educational zone determine the context within which school leaders are working, and this is in alignment with Abu Dhabi public schools where the policies of ADEK contribute to the school context and regulate the practices of principals. They also indicated that pressure from parents is an important external social environment that hinders principals' flexibility and this is applicable to Abu Dhabi schools where principals affirm that parents are a red line that cannot be crossed regardless of the consequences. Among the external factors that Miller (2018 b) identified to impact institutional context is the degree of centralization. In a highly centralized education system such as that of Abu Dhabi, this factor has a massive impact on principals' behaviour. For example, principals spend a long time in carrying out administrative tasks to complete paperwork, attend meetings in the headquarters, report to cluster managers, and other tasks. Thus, they end up with less time to support teachers and students, and to contribute to the success of the teaching and learning processes that take place in their schools.

The community context encompasses factors such as involvement with parents of various social status, location of the school in cities or rural areas, diversity of staff and students, community violence and other natural disasters. The impact of such a context on school leadership practices in

Abu Dhabi school is limited as the majority of students in Abu Dhabi public schools are Emiratis and belong to the same social class. In addition, most of the schools are in developed areas that is safe and equipped with all facilities and this reduces that challenges that principals might face. The fact that class teachers in primary school are from the west might be one of the community context factors that impact school leadership. Miller identified financial resources that are allocated to be spent on education as factors of the economic context that affect school leadership. Abu Dhabi public schools are funded by the government and provided with all the required resources, nevertheless, this economic status might not be a significant predictor of positive leadership practices. In his comparative study of schools in England and the Caribbean, Miller (2016 c) concluded that although more resources are available in schools in England, practices of principals in Jamaican schools were more creative. “Educational policy making and implementation” is another factor that affects the political context and the leadership practices; however, this will be elaborated on in a separate section.

The fifth context that Miller (2018 a, 2018 b) identified to be closely related to school leadership is the national culture context. He explains that the practice of school leaders is shaped by various factors of the national culture and studying these factors is essential in understanding school leaders’ behaviour. This supports Dimmok and Walker (2002) who indicated that “culture influences how people deal with conflict and participation”, thus studying the relationship between culture and leadership is of utmost importance. The impact of this cultural context on the leadership practices of principals in Abu Dhabi public schools was the focus of this study and was elaborated on later in this thesis. In discussing the revised model of Hofstede in chapter 3, insights of how

each of the national culture dimensions impacts the leadership style of principals in Abu Dhabi schools are presented.

The other element of environmental dimension that contributes to school leadership is policy. Bell and Stevenson (2006) posit that “educational leadership does not exist in a vacuum – it is exercised in a policy context, shaped decisively by its historical and cultural location” (p.7). Miller (2018 a) suggests policy as a factor of the environmental dimension that contributes to school leadership. He explains that educational policies aim at organising the education system at the macro level across the nations and at the micro level in individual schools by setting frameworks for different aspects of the school such as curriculum, student safety and others. Thus, educational policies immensely impact all school processes and bring about a challenge to school staff especially those in leadership positions who are responsible of implementing these policies (Bell & Stevenson, 2006). This challenge is the result of limited available resources required for policy implementation, inability to interpret and make sense of the ambiguity and inconsistency in policies, and the demands and resistance of stakeholders (Bell & Stevenson, 2006; Miller, 2018 a). As mentioned above, school leaders are the most impacted, among other stakeholders, by the policy change as they are the drivers who manage and lead this change. As was mentioned before, the education system in the UAE has been undergoing massive reform and ADEK was established in 2009 to oversee the reform in Abu Dhabi and to develop and implement educational policies. The implementation of the newly developed policies brought up various challenges to school leaders and teachers; however, various decrees came out to provide all school personnel with the professional development programs required to equip them to meet the needs of the education reform (Blaik Hourani & Stringer, 2014). Among these professional development programs was

“Qiyada” which prepared school principals to lead their organisations, people and the community strategically, and to improve teaching and learning in their schools in alignment with the school reform. Another program was “Tamkeen” which aimed at improving teachers’ performance by providing them with the knowledge, skills and experiences needed to meet the needs of the new school model (Al Dhaheri, 2017). According to Miller (2016 c), educational policies are the fuel that is used to run schooling by providing direction to shape and structure the education system; however, they might carry a degree of risk. This supports Bell and Stevenson (2006) who explain that policy making may result in difficulties that school personnel will face while interpreting and implementing the new policies. In September 2017, it was announced that schools across the nation will follow a new single standardised education system where Abu Dhabi schools will no longer be under the jurisdiction of ADEK and will follow the Emirati School Model of the Ministry of Education (Langton, 2017). Although the aim of the change in the direction of the policy was to contribute to the development of education, improve standards and produce better results, the school leaders and teachers were not given enough time to implement this change effectively as with such rapid policy making context, the policy implementation is “short-termist” (Miller, 2018). School leaders and teachers were not prepared for the change and this might have created some resistance and impacted their performance. Bell and Stevenson (2006) suggested that school leaders are “not merely passive receivers and implementers of policy decisions made elsewhere” (p. 2, cited in Miller 2018); however, in Abu Dhabi schools, policy-making is top-down and schools leaders did not have a say in that . Being supportive to educators and keen to achieve the goals of the policy re-direction, the Ministry of Education started implementing programs to support school personnel in successful implementation (MoE, 2018). This professional development support has reduced the resistance of the principals and teachers and contributed to a smooth transition.

1.4.Problem Statement

Due to the importance of the teachers' role in the success of any education reform, there should be a great focus on the performance of these teachers. As mentioned earlier, organisational commitment and job satisfaction of teachers are variables that immensely affect their performance. Moreover, these variables are also influenced by the leadership style of the principal, which in turn might have been determined by the principal's cultural beliefs and values. Thus, and amidst the wide education reform that is taking place in the Emirate of Abu Dhabi, studying these variables and the relationships that exist between them is crucial. Many research studies have been conducted in educational contexts in various countries to explore these variables and the relationships that exist between them (e.g. Nguni, Slegers, & Denessen, 2006; Korkomaz, 2007); however, such research is scarce in the gulf region in general and in the United Arab Emirates in particular (Verma, 2015). Randeree and Chaudary (2012) reported that there are no contemporary studies that explored the relations of leadership styles to the job satisfaction and organisational commitment of employees in the Arabian Gulf region.

Some studies have investigated the relationships between these constructs; nevertheless, the mediating effect of organisational commitment on the leadership styles-job satisfaction relationship has not been widely studied in different contexts in general (Shurbagi, 2014) and in the context of education in the UAE in particular. Moreover, the focus of a significant number of these research studies was the direct influence of leadership on job satisfaction without paying attention to the role culture plays in leadership styles adopted (Ayman, 2004; Jogulu, 2010).

Nevertheless, Triandis and Brislin (1984) suggested that studies that take into consideration cultural effect are constructive because they include more variables and factors that enhance the understanding of the explored construct and that may lead to the improvement of theories. Ayman and Korabik (2010) explained that the extent to which research studies on leadership contribute to existing literature depends on whether these studies incorporate the role of culture. Nazarian and Atkinson (2013) pointed out that there is a scarcity of studies that provide empirical evidence on the how culture is related to leadership styles. Metcalfe and Mimouni (2011) reported that research that observes transformational and transactional leadership styles in the UAE is limited. Additionally, Hijazi, Kasim and Doud (2016) reported that literature that has discussed the unique leadership characteristics in the context of the United Arab Emirates culture is limited. Hofstede (1980) argued that differences in national culture are not accounted for in theories developed in the West and so exploring the effects of different cultures on the dimensions of The Full Range Leadership Theory (Bass & Avolio, 1997), a western-developed theory, will be of great importance.

1.5. Significance of Study

The lack of research studies that examine both the mediating role of organisational commitment in the leadership styles-job satisfaction relationship and the effect of the dimensions of national culture of leaders on the leadership style they adopt, leaves a gap in the literature. Therefore, studies that incorporate the indirect effect of organisational commitment in the aforementioned relationship and the link between national culture dimensions and leadership styles, are needed to close this gap and to contribute to the body of knowledge on effective leadership in schools. This study is important and will provide a broader and better understanding of the relationship between

leadership styles and job satisfaction because it not only investigates the direct relationship, but also incorporates the indirect effect of organisational commitment as well as the links of national culture dimensions to leadership styles. This study will help fill the gap in the existing literature, identify significant relationships between the variables of leadership style, national culture dimensions, organisational commitment and job satisfaction and present empirical evidence on these relationships. To the best of my knowledge, there are no studies that combine all the variables listed above and investigate the relationship between them in any context and specifically in the educational context in the UAE. This study would be of interest to countries implementing education reforms in general and to countries implementing education reforms that share dimensions of the UAE's national culture in particular. Locally, the findings of this study can inform strategic planning and policy changes for ADEK, Knowledge and Human Development Authority (KHDA), and other educational institutes in the UAE. The findings might also provide amendments and recommendations to professional development activities of school principals.

1.6.Purpose and Research Questions

The purpose of this study was to investigate the leadership style that principals in Abu Dhabi public schools adopt and the job satisfaction of teachers in these schools as well as the relationship that exists between these variables. The study also examined the organisational commitment of teachers and its role as a mediator in the leadership styles-job satisfaction relationship. In addition, the study investigated the effect of the national culture dimensions of the principals on the leadership style that they adopt.

To achieve the purpose of this study, the following four research questions have been formulated:

1. What are the leadership styles that school principals adopt and to what extent do their own perceptions of leadership styles differ from their teachers' perceptions of their leadership styles?
2. To what extent are the leadership styles of principals as perceived by their teachers linked to the job satisfaction of the teachers?
3. To what extent do organisational commitment dimensions mediate the leadership styles-job satisfaction relationships?
4. How are the national culture dimensions of the principals linked to the leadership style they adopt?

1.7.The Researcher's Background and Positionality

The researcher has been in the education sector in the UAE for more than 15 years and witnessed the implementation of education reform. She has been working in a teacher training college in the Emirate of Abu Dhabi for more than 11 years during which she had a lot of interaction with both teachers and school principals in Abu Dhabi public schools. This interaction took place during the school visits where the researcher saw some teachers who were really very happy, satisfied with their jobs and committed to their profession and to their schools, and others who were not as committed and happy as others. In addition, the researcher noticed a very good relationship that existed between teachers and their principals especially between Emirati principals and Emirati teachers and that the researcher thought that is an interesting and unique relationship. The researcher, who worked earlier in international schools, hasn't seen such commitment and satisfaction of teachers and at the same time principals' leadership practices were different from the practices that she saw in Abu Dhabi public schools. The observations that the researcher made

and the relationships that she noted triggered her curiosity to know more about the teachers' and the principals' behaviours and the relationships that existed between them as they are important key players in the implementation and the success of any education reform. In addition, the teacher training college where the researcher currently works is affiliated with ADEK, the previous public schools regulator, and works closely with various departments there.

This background and previous experience of the researcher might have influenced the researcher (Marshall & Rossman, 2016) and determined her positionality which can affect research outcomes and interpretations (Temple & Young, 2004). Bourke (2014) explains that this positionality is the meeting point of subjectivism and objectivism where individuals strive to be objective while they are aware of their subjectivities. Kezar (2002) acknowledges that within this positionality theory, the researcher might have multiple identities that are relative and can change based on various factors such as the site and the time of the research and the research participants (Mercer, 2007). Thus, scholars have noted that there are very few cases where researchers can be characterised as "Complete Insiders" or "Complete Outsiders" (Kerstetter, 2012). In their "the space between" framework, Dwyer and Buckle's (2009) argue that researchers fall within the space between complete insiders and complete outsiders.

Being in the education system in the UAE for more than 15 years and working closely with teachers and principals in Abu Dhabi public schools, the researcher considers herself partially as an insider. Of the advantages of being an insider, was the ability of the researcher to speak and understand the language of teachers. In addition, as an insider the researcher was able to better probe the participants and ask them more relevant questions due to her previous experience in schools (Sanghera & Thapar-Bjokert, 2008). Moreover, this insider position, might have helped the

researcher in building the participants' trust in her (Kerstetter, 2012) which has helped in providing a relaxed environment for participants to share freely their views and experiences (Shah, 2004). This engagement with participants and shared experiences might have resulted in gathering a richer set of data (Dwyer & Buckle, 2009). On the other hand, among the disadvantages of being an insider is the researcher's bias that might have been demonstrated during the qualitative data collection stage. In addition, during this stage the insider researcher might have been unable to bring perspective that an outsider could have brought (Mercer, 2007). Being an insider might have resulted in a misrepresentation and misinterpretation of the findings; however, the researcher was aware of her positionality. Through her awareness the researcher ensured that the influence from this positionality is controlled and minimized.

In addition to being an insider, the researcher's nationality, culture, recent experience and job in an institute affiliated with the regulator body of Abu Dhabi government schools might have suggested an outsider status of the researcher. D'silva et al. (2016) explain that outsiders can see things that the familiar eye cannot see and make inferences that an insider cannot make; however, the research process and their analysis of the data might be impacted if they do not reflect on their positionality. Although it might be difficult for an outsider to access participants, the objectivity of an outsider and their emotional distance from the situation adds value to the research (Chawla-Duggan, 2007). Being aware of her positionality, the researcher was able to benefit from the strengths of both being an insider and an outsider.

1.8.Overview of the Study

This thesis is structured in six chapters where the first chapter presents a section that introduces the topic of the study and its background while also providing an overview of the school educational context in Abu Dhabi, within which the study was conducted, the education reform initiatives and the importance and contribution of the variables that are the focus of this study to a successful education reform. It discusses as well the impact of context and policy on school leadership. Chapter one also presents the research problem, the purpose of the study, the research questions and the significance of the study, and it concludes by presenting the researcher's background and positionality. In the following chapter, the conceptual analysis of the constructs of leadership, job satisfaction, organisational commitment and national culture are discussed. This will be followed by the theoretical framework section which will present the theories adopted in this study. The chapter concludes by providing justifications for the adoption of each of the theories. Chapter three presents the literature review of previous studies that investigated one or more of the constructs that are the focus of this study in reference to their importance in the educational context and the relationships that exist between them. The last section of the chapter indicates how the study is situated within similar studies in the field. In chapter four, the methodology that was followed in this study is discussed then the research design and the research philosophy are presented. In addition, the chapter discusses sampling and participants, research instrumentation including its validity and reliability, data analysis and procedures and ethical considerations.

Chapter five focuses on analysing the collected quantitative and qualitative data and presenting the findings. At the beginning of the chapter, the demographic statistics of the participants are presented, and these include the statistics of the principals and the teachers. This is followed by the

quantitative and qualitative analysis of the teachers' and principals' perceptions of leadership styles. The second set of quantitative analysis presents the relationships between principals' leadership styles and teachers' job satisfaction. The effect of organisational commitment dimensions as mediators in the principals' leadership styles and teachers' job satisfaction relationship is then presented. The last section covers the quantitative and qualitative data analysis of national culture dimensions and their links to leadership styles. In the first part of the last chapter of the thesis, chapter six, the findings of the study are examined, discussed and elaborated on to answer the research questions. In addition, the findings are placed in the context of earlier studies to support or refute the findings of these prior studies. The second part of the chapter concludes the findings and presents the implications of these findings to practice and suggests recommendations to school principals, cluster managers and various departments in ADEK. In the last part of the chapter, the limitations of this study are outlined, and areas of further research are identified.

CHAPTER TWO: CONCEPTUAL AND THEORETICAL FRAMEWORKS

In this chapter, the conceptual analysis of the constructs of leadership, job satisfaction, organisational commitment and national culture are discussed. This is followed by the theoretical framework section which presents the theories adopted in this study. The chapter concludes by providing justification for the selection of each of the theories.

2.1. Conceptual Framework

2.1.1. Approaches to Studying Leadership

In his book “Leadership”, Burns (1978) stated that leadership is “one of the most observed and least understood phenomena on earth” (p.3). An early definition of leadership is that it is “an interpersonal influence, exercised in situations and directed, through the communication process, toward the attainment of a specified goal or goals” (Tannenbaum, Weschler & Massarik 1961, p. 24). Bass (1990) defined leadership:

as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviours, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions (p.11).

A more recent definition of leadership is that of House et al. (2004) who defined leadership as “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organisations of which they are members” (p. 56). As evident the definitions of leadership are evolving from being focused on influence to including motivation and goal achievement. Since there does not seem to be a consensus on a comprehensive definition, researchers refer to the ‘concept’ of leadership to localize its use.

The concept of leadership was discussed as early as the sixteenth century by Machiavelli (cited in Smith et al. 1989); however studying the concept of leadership started to become more systematic and widespread in the 1900s with Weber's charismatic leadership (1947) then Burns' transformational leadership (1978) which was extended by Bass (1985) to what Bryman (1992) argued was leading the way to "new leadership" models. This extension of transformational leadership was solid (Antokanis & House, 2015) and paved the way to Bass and Avolio (1997) to develop the Full Range Leadership Theory. All this leadership research was tackled using different approaches like the trait approach, the behavioural approach, the contingency approach and finally the transformational approach.

With the trait approach, studying leadership focused on various attributes such as the personality which incorporates, for example, self- confidence, authoritarianism and popularity; physical factors like age, height, gender and appearance; and ability which includes, for example, intelligence and academic performance (Bass, 1990; House & Aditya, 1997). According to the dominant part of the literature of the trait approach which was published between 1930 and 1950 (House & Aditya, 1997), individuals who rate high on these traits are leaders. Stodgill (1948) stated that "A person does not become a leader by virtue of the possession of some combination of traits" (p.64) and he argued for interactional approach between traits and situational demands. Stodgill (1948) concluded that leadership is not only limited to the possession of traits but is about the relationships that the leader builds with the subordinates. This approach was also reviewed by Mann (1959) and was proven to be invalid as certain traits that were found to be essential for a certain leader were not necessarily applicable to another leader. In general, using the trait approach as the basis for any study on leadership will not be helpful (Mullins, 2008) as it only studies the traits of a leader

without relating those to the performance of the followers, and because with this approach consistent evidence is lacking.

Another approach to conceptualising leadership was the behavioural approach which started redirecting the focus from characteristics that are innate to behaviour that is learned or acquired. Leadership research that adopted a behavioural approach started in University of Iowa with Lewin, Lippitt and White (1939) who identified three leadership styles; authoritarian, democratic and laissez faire among which democratic style was believed to be the most effective. Another two studies that explored the behaviours that effective leaders display and that contributed to the current leadership research were the Ohio State University study and the University of Michigan study (Bryman, 1986). The Ohio State University that took place between 1940 and 1950 brought about an advancement to this approach. Kerr et al. (1974) identified “consideration” and “initiating structure” as dimensions of leadership where “consideration” referred to the ability of leaders to build relationships that are characterised by trust, respect and consideration of their followers’ ideas, while “initiating structure” referred to the leader’s identification of his role and his followers’ role in achieving goals. Although the aforementioned leader behaviour scales were used by hundreds of researchers, the study was heavily criticised for lacking a conceptual base and for ignoring the importance of situational variables (Kerr et al.1974).

At about the same time of the Ohio State University, another study was conducted at the University of Michigan where Kahn and Katz (1960) investigated the behaviour of leaders in big industrial organisations. They explored the relationships between the leaders’ behaviours and the performance and the progress of the group to conclude that leaders are either “product-oriented” which is sometimes referred to as “task-oriented” or “employee-oriented” which is referred to as

“relationship-oriented” as well. Product-oriented leaders set clear goals, provide work procedure and follow up with their followers to help them achieve their goals. Employee-oriented leaders emphasise relationships with their employees to nurture their teams’ job satisfaction and productivity. Product-orientation and employee-orientation of Kahn and Katz (1960) resembled the “initiating structure” and the “consideration” structure of Kerr et al.’s (1974) study. Blake and Mouton (1981) used the findings of the aforementioned studies to develop Blake and Mouton's Managerial/Leadership Grid that was based on the styles of “concern for people” and “concern for production” and this instrument is still used in leadership selection and training programs (Blake & Mouton, 1985). Nine different positions are placed on this grid to identify the divergent behaviours of leader. According to the behavioural approach, there are two types of behaviours that leaders adopt and that either focus on the task or the follower. This had a main contribution to leadership research; however, it did not explain why leadership fails to be effective sometimes and it should not be the approach adopted when studying leadership in education. In an educational context, leaders should focus on their followers who are the teachers, and on the outcomes and the tasks that these teachers should achieve or complete.

The trait and behavioural approaches contributed to leadership research but were not successful in linking effective leadership to various leadership styles and different types of work conditions or situations. Thus, theories that adopted contingency or situational approaches attempted to account for that and aimed at trying to resolve the discrepancies in findings related to leaders’ behaviour (House & Aditya, 1997). Among these contingency theories were Fiedler’s Contingency Theory of Leadership (1967), House and Mitchell’s (1974) Path-Goal Theory of Leader Effectiveness and others. With these theories, it was suggested that individuals adopt a leadership style that is suitable

to a certain situation and for a given time (Bass, 1990). The contribution of these situational leadership theories to the body of literature is of significant value and should not be undervalued. However, these theories still received a lot of criticism in reference to the complex models they adopted, their applications that were not practical, and their methodologies that were flawed. This criticism resulted in moving away from this contingency approach towards other approaches that resulted eventually in the development of the Full Range Leadership theory which will be elaborated on in the theoretical framework section of this chapter.

2.1.2. The Concept of Job Satisfaction and its Facets

Job satisfaction is a construct that has been widely explored in various contexts because it is critical for employees' performance, productivity and retention (Eslami & Gharakhani, 2012). Researchers define job satisfaction in various ways and one of the earliest definitions is that of Hoppock (1935) who explained that job satisfaction is the psychological, physiological and environmental factors that lead the individual to say "I am satisfied with my job". In 1963, John Stacey Adams argued that employees are not only concerned with the rewards that they receive but also the rewards that others receive (cited in Elding, 2005). According to him, employees tend to compare and contrast the ratio of input to output of their job to the ratio of other employees in similar jobs. Usually, they compare their workload, duties, salary and benefits to others in the same profession or category. They are satisfied if this ratio is equivalent to the ratio of other employees in similar jobs and they are dissatisfied if the ratio is not equal (Robbins & Judge, 2013). However; one might argue that this is a subjective process that lacks rationality and that depends on individuals' misled subconscious feelings that they are better off or worse off than others.

In 1964, Vroom argued that rewards are not the individuals' primary concern. He explained that employees become motivated if they believe that their efforts will result in good performance which will eventually lead to the anticipated rewards that will determine job satisfaction (cited in Lunenburg, 2011). When all variables in this process, effort, performance and rewards are high, motivation and satisfaction levels are expected to be high. Smith, Kendall and Hulin (1969) explained that job satisfaction is an affective emotional response or feeling to the job or to certain aspects of the job. They hypothesised that this response is the result of a cognitive process through which individuals compare their current job to a reference point that they have set. According to Locke (1976), job satisfaction is a positive reaction that individuals develop from whether what the job offers meet their expectations and from the degree to which their needs and values are fulfilled. Nelson and Quick (2009) reiterated this and explained that job satisfaction is an emotional state that is positive in nature and that individuals attain when they get the desired appraisal. To Spector (1985) individuals are satisfied with their jobs when their jobs are rewarding, while other researchers argued that job satisfaction is linked to individuals' consideration of their job characteristics (Robbins & Judge, 2013; Weiss & Cropanzano, 1996).

The construct of job satisfaction is complex and thus has been widely explored in organisational behaviour studies (Luthans, 2005). Al Fahad (2014) explained that contemporary research in job satisfaction in various contexts, including the educational context, is based on the work of Maslow (1943) and Herzberg, Mausner and Snyderman (1959). Schermerhon, Hunt and Osborn (2004) argued that Maslow's Hierarchy of Needs Theory can be used to identify elements that influence job satisfaction. Abraham Maslow, the well-known American psychologist, developed that Hierarchy of Needs Theory which states that there are different levels of individuals' needs and

that the satisfaction of those needs takes place in a hierarchical way. He explained that to fulfil these needs, an individual behaves in a certain manner where when one need is fulfilled the next in the hierarchy will follow and then satisfaction is achieved. This theory identifies human needs at five different levels that include physiological and safety needs that are considered lower order needs, social, esteem and self-actualisation needs that are considered higher order needs. Lower order needs are satisfied externally by factors such as pay and fringe benefits, while higher order needs are satisfied internally within the person (Robbins & Judge, 2013).

Maslow's Hierarchy of Needs theory is wide spread and has received extensive recognition as it is "intuitively logical and easy to understand" (Robbins & Judge 2013, p. 204). Despite the fact that the theory was broadly acknowledged, it was criticised by a number of researchers. Yang (2003) criticised the unidimensional linearity of the model and argued that Maslow's theory is not valid across cultures. He suggested instead a double Y-model that integrates biological and cultural effects. Robbins and Judge (2013) explained that the hierarchy can be applicable to cultures with low uncertainty avoidance such as the United States of America, while in countries with high uncertainty avoidance, such as Mexico and Greece, the hierarchy might not apply. For example, in the high uncertainty avoidance context of the United Arab Emirates, safety and social needs would be on the top of the hierarchy and employees might be motivated more with group work than those employees in low uncertainty avoidance context. Another criticism was by Cullen and Gotell (2002) who argued that it is gender biased and that Maslow avoided discussing the gender nature of self-actualisation. On the other hand, Coy and Kovacs-Long (2005) disagreed with Maslow's theory being gender specific and explained that it is a model that applies for both men and women. Another approach to studying job satisfaction is that which adopts the Motivation-Hygiene Theory

or Herzberg's Two Factor theory that will be elaborated on in the theoretical framework section of this chapter.

Scholars identified various facets of the job as contributors to satisfaction and these include pay, promotion, supervision, rewards, fringe benefits, nature of work, operating procedures, relation with co-workers and communications. Pay, the periodic payment that an employee receives from an employer is one of the most influential factors that affect job satisfaction (Grace & Khalsa, 2003; Oshagbemi, 2000). Employees perceive more satisfaction when they receive a considerably fair and fixed amount of pay as a reward to their efforts (Jacques & Roussel, 1999). Employees are motivated as well as satisfied with this amount of pay (Mehmoud et al. 2012) and their satisfaction increases with any increase in this pay (Hui, Kevin & Fock, 2004). A study conducted by Sharma and Bajpai (2011) concluded that salary satisfaction is a catalyst that enhances the overall job satisfaction of employees. Nevertheless, Brainard (2005) and Bolin (2007) concluded that there is a weak relationship between pay and overall job satisfaction. Various studies in the educational context showed that low pay is the factor that contributes most to teachers' job dissatisfaction (Olulube, 2006). Other researchers investigated the effect of the facets of job satisfaction on the overall job satisfaction of faculty in public and private universities in Pakistan, and found that there is a significant medium positive relation between pay and the overall job satisfaction (Khalid, Irshad & Mahmood, 2012; Malik, Danish & Munir, 2012).

Another facet of job satisfaction is promotion and promotion opportunities are what employees look forward to in any position that they take. Many researchers conducted studies on factors contributing to job satisfaction and their findings supported the hypothesis that promotion is one of these factors (Peterson, Puia & Suess, 2003; Wan, Sulaiman & Omar, 2012). Employees tend to

reduce their efforts at work when they do not have any expectations for promotion (Kosteas, 2011). Al-Hazimi (2010) argued that teachers should be entitled to a fair system of promotion that increases their satisfaction and the effort that they put into their work will result in better performance. Researchers studied employees in the health sector in Malaysia and results showed that promotion is a prominent factor that contributes to employees' job satisfaction (Khan & Aleem, 2014). Other researchers studied university faculty in Pakistan and concluded that university faculty, who had more promotional opportunities, developed increased levels of job satisfaction compared to those entitled to less promotion (Malik et al. 2012; Muhammad & Huang, 2013; Zainudin, Junaidah & Nazmi, 2010).

It was suggested in literature that supervision enhances job satisfaction (e.g. Naeem et al. 2011; Peterson et al. 2003). The supervisor's support and guidance contribute fundamentally to the job satisfaction (Robbins & Judge, 2013). However, other researchers found that the relationship between job satisfaction and supervision is not strong (Luddy, 2005). Roelen, Koopmans and Groothoff (2008) concluded that supervision is not one of the factors that explain variation in job satisfaction. Artz (2010) identified fringe benefits as another factor that contributes to job satisfaction; however, there is mixed evidence whether this relation is positive or negative. He explained that in certain instances, employees view fringe benefits as wasteful when their working spouse has provision to a certain fringe benefit and this in turn reduces their job satisfaction. He also referred this decrease in job satisfaction to the "job-lock" which is brought about by an essential fringe benefit which might not be offered by another employer. In addition, some employers tend to reduce their wages when they are offering certain benefits, and this will reduce the employees' job satisfaction (Baughman, DiNardi & Holtz-Eakin, 2003).

Malhotra, Budhwar and Prowse (2007) defined rewards as the financial and the non-financial benefits that employees receive while they are employed in their organisation. Various research studies have shown that rewards provided to employees contribute to various work outcomes. Wang (2004) argued that rewards contribute significantly to employees' organisational commitment which will in turn improve their performance. Ali and Ahmad (2009) conducted a study to explore the relations of various facets of the job with the satisfaction of employees and concluded that rewards had the strongest relationship with job satisfaction. The findings of studies in the banking sector in Saudi Arabia (Jehanzeb & Rasheed, 2012) and in various sectors in Pakistan (Danish & Usman, 2010) supported previous findings that rewards are strongly related to job satisfaction. Another factor that might influence job satisfaction is the operating procedures such as the rules, policies and procedures.

Many researchers agreed that good relations with colleagues in any organisational context lead to job satisfaction (Awang, Ahmad & Zin, 2010; Naeem et al. 2011). Empirical evidence indicated that the support that employees receive from their fellow workers and the friendly interactions that they encounter boosts their job satisfaction (Berta, 2005; Kreitner & Kinicki, 2001). Boreham's (2006) study of newly qualified teachers in Scotland showed that satisfaction with co-worker's relationships is a strong predictor of job satisfaction. The emotional and social support that individuals get decreases the levels of dissatisfaction that they may encounter (Thoits, 2011). The nature of work is also a factor that contributes to job satisfaction and in the teaching profession this factor might reduce the satisfaction as the job is extremely demanding and requires a lot of efforts.

Another important facet of the job that affects employee satisfaction is communications. Carriere and Bourque (2009) explained that this satisfaction incorporates but is not limited to

communication between leaders and subordinates, communication with colleagues, communication of feedback and informal communication. In a study of the job satisfaction and job performance of 302 employees in two international firms in the US, Goris (2007) reported that satisfaction with communications has a positive significant relationship with job satisfaction. This significant positive relationship was also highlighted by Carriere and Bourque (2009) who studied the communication as a predictor of job satisfaction of 280 Canadian paramedics. Giri and Kumar (2010) argued that satisfaction with communications is of utmost importance especially in organisations that have a centralised structure as, with such a structure, decisions are made at top levels and open communication is required to transmit the information which is believed to increase job satisfaction. They explained that this increased job satisfaction might result from the transparency that open communication might bring about.

2.1.3. Approaches to Studying Organisational Commitment

Organisational commitment, and since 1960, has been a widely researched topic (Bhatnagar, 2005). There is a wide range of definitions of organisational commitment that aim at outlining and clarifying the concept. Porter et al. (1974) defined organisational commitment as "the strength of an individual's identification with and involvement in a particular organisation" (p. 604). O'Reilly (1989) explained that organisational commitment is "An individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation" (p.17). Meyer and Allen (1991) defined organisational commitment as "A psychological state that characterises the employee's relationship with the organisation, and has implications for the decision to continue membership in the organisation" (p.67) while according

to Miller (2003) it is “A state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation” (p.73).

In an attempt to conceptualise organisational commitment, Becker (1960) adopted a behavioural exchange approach, the side-bet approach. He used the term “side-bets” to refer to the hidden investments that an individual has accrued while working in an organisation. He explained that individuals remain committed to their organisations as long as they have a secure position that provides them with benefits that outweigh the benefits that they might gain if they leave the organisation. Becker (1960) argued that organisational commitment develops when the individuals get used to the routine activities encountered and to the benefits earned. Becoming fearful of losing these benefits and not finding an alternative, makes it very hard for them to separate from their organisation and thus become committed. Currently, the side-bet theory is no longer considered a principal theory in organisational behaviour studies, but it is still used in conceptualizing the relationship between organisational commitment and turnover (Cohen, 2007). Moreover, Becker’s theory has impacted other theories that conceptualised organisational commitment and its impact is evident in the multi-dimensional theory of Meyer and Allen which is discussed in the theoretical framework section of this chapter.

With Porter et al. (1974), there was a shift from a behavioural approach to a psychological approach. Their approach changed the focus of commitment to be based on the psychological attachment that individuals have to their organisation and not on the tangible side-bets. Mowday, Steers and Porter (1979) defined commitment as “the strength of the individual’s identification with and involvement in the organisation” (p.226). They explained that individuals develop commitment to an organisation when they accept and strongly believe in its goals and values,

willingly exert efforts on the behalf of their organisation, and intensely show a strong desire to retain their membership in the organisation. They conceptualised organisational commitment from one dimensional attitudinal perspective.

On the other hand, Mowday et al. (1979) argued that the process of organisational commitment is characterised by a reciprocal relationship between attitudes and behaviours, and these undergo reciprocal self-reinforcing cycles that lead to the development of organisational commitment. The longitudinal approach they adopted to study organisational commitment resulted in identifying three stages of its development: the anticipation or the pre-entry stage, the initiation or the early employment stage and the entrenchment or the late career stage. In the anticipation stage, the personal characteristics, the expectations, the decisions to join the organisation and the interaction of these factors contribute to the initial commitment of employees (Mowday et al. 1979). However, they argued that this level of commitment does not reflect whether the attachment of the employee to the organisation will be stable and that there is an effect of the initial job experience. They explained that their experience during the early employment stage, which is the result of personal influences, organisational and non-organisational factors, is vital to the development of a lasting organisational commitment. Although this early commitment during the first few months contributes to the continuous attachment of employees, nevertheless, commitment development process or what Mowday et al. (1979) referred to as entrenchment continues and is influenced by the length of service. Factors such as increased investment, involvement in the organisation and the community, a decreased job mobility and the sacrifices that the employees might have made, combined or individual affect the length of service which in turn strengthens or weakens organisational commitment.

In 1984, a two-dimensional approach of affective and continuance commitment was developed by Meyer and Allen and this was their initial conceptualization which was studied further to result in the addition of a third dimension of normative commitment (Meyer & Allen, 1991). O'Reilly (1989) referred to these dimensions as the stages of development of organisational commitment. In the first stage, which is referred to as the compliance stage, employees' organisational commitment depends on the calculation of the rewards and benefits that they receive (Beck & Wilson, 2000) and this stage coincides with the continuance commitment dimension. The identification stage is the second stage and employees commit to the organisation because they feel that they have a moral obligation to be loyal to their organisations (O'Reilly, 1989) and this is translated to normative commitment. The last stage is the internalization stage where employees become so passionate about their organisation that their values and objectives are consistent with those of the organisation (O'Reilly, 1989) and by the time employees reach this stage, they would have developed affective commitment. In their review of literature, Taylor et al. (2008) concluded that the organisational commitment of individual increases when they feel that they appreciated and treated fairly. They also argued that the trust the individual has in his organisation and that emerges of the promises that were kept by the organisation are also factors that contribute to organisational commitment. The three-dimensional model of Meyer and Allen (1991) is still the most dominant approach to studying organisational commitment and is discussed in the theoretical framework section of this chapter.

2.1.4. The Concept of Culture and Its Levels

The concept of culture has become very important in research related to international management, human resources development and organisational behaviour (Kuchinke, 1999). Although this concept has been widely researched, many have debated the definition of culture (Triandis, 1996). Ayman and Korabik (2010) explained that culture can be operationalised in two distinct ways where the first operationalisation is by the visible characteristics such as the country boundaries and the individual's visible characteristics such as the skin colour and language and this allows categorising people socially by their country or language. The second operationalisation is by the invisible characteristics of individuals such as their feelings, beliefs and personalities. Triandis (1996) reviewed literature on defining cultures and concluded that there is a general agreement that all definitions refer to culture as individual's unique beliefs, norms, feelings and behaviour of a distinctive group of people. All these shared concepts and processes were used by scholars to define culture.

As early as 1952 Kroeber and Kluckhohn, two American anthropologists, conducted a critical review on the concept and definitions of literature and identified 164 different definitions. The credit of the first modern definition of culture goes to the British anthropologist Tyler (1871) who defined culture as: "that complex whole which includes knowledge, belief, arts, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (cited in Tharp 2009, p. 3). Tharp affirmed that this definition influenced the current dictionary definitions of culture and was a starting point for academics to build upon and to create lists of the elements of culture. Following their thorough literature review, Kroeber and Kluckhohn (1952) extended

previous definitions and defined culture in a way that incorporates the central idea that most social scientists formulated by then:

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

Trompenaars and Hampden-Turner (2000) defined culture as “a shared system of meaning. It dictates what we pay attention to, how we act and what we value.” (p.13). Another definition was by Hofstede (2001) who defined national culture as “the collective programming of the mind which distinguishes the members of one group or category of people from another” (p. 9). A recent definition of culture is by Czinkota and Ronkainen (2007) who defined culture as “...an integrated system of learned behaviour patterns that are distinguishing characteristics of the members of any given society” (p.54). While reviewing the above definitions, it was noticed that the concept of culture encompasses how people behave and act, what they think about and believe in and how they feel. Culture is also characterised by the fact that it is acquired, shared, transmitted and integrated.

According to Hofstede et al. (2010), culture can be defined on different levels that range from group culture to organisational culture, to professional culture and finally to national culture. He further elaborated on his definition of culture, which was previously mentioned, and suggested that the cultural programming has various layers that encompass “national, regional/ethnic/religious, linguistic, gender, generation, social class, and organisational cultures” (Karahanna, Evaristo & Srite 2005, p.4). These layers of culture were used by Karahanna et al. (2005) to create a hierarchal model of cultural layers that range from group culture which is the least general to the supranational

culture which is the most general (see Table 2.1). At the top of the hierarchy, they have placed the supranational culture which includes the region, ethnicity, religion and language as dimensions. At the second highest level of the hierarchy was the national culture which was followed by the professional culture that is associated with educational opportunities related to a certain profession. The fourth in the hierarchy was the organisational culture that includes shared perceptions of organisational values and practices. At the lowest level of the hierarchy was the group culture which is developed when individuals, working together in groups, construct their own norms and values over time. Various studies such as Karahanna et al.'s (2005) study explored cultural issues at the various levels of culture; however, normally, cultural issues are studied at either the organisational or the national level (Nazarian, 2013). In this current study, the national culture dimensions that public school principals in Abu Dhabi display were studied.

Level	Definition
Supranational	Any cultural differences that cross national boundaries or can be seen to exist in more than one nation. Can consist of:
<ul style="list-style-type: none"> • Regional • Ethnic • Religious • Linguistic 	<ul style="list-style-type: none"> • Regional – Pertaining to a group of people living in the same geographic area • Ethnic – Pertaining to a group of people sharing common and distinctive characteristics • Linguistic – Pertaining to a group of people speaking the same tongue
National	Collective properties that are ascribed to citizens of countries (Hofstede, 1984)
Professional	Focus on the distinction between loyalty to the employing organisation versus loyalty to the industry (Gouldner, 1957)
Organisational	The social and normative glue that holds organisations together (Siehl & Martin, 1990)
Group	Cultural differences that are contained within a single group, workgroup, or other collection of individuals at a level less than that of the organisation

Adapted from Karahanna et al. 2005, p. 5

Table 2.1. Levels of Culture

2.1.4.1. Organisational Culture

The study of organisational culture goes back to Burns and Stalker (1961) who were pioneers in studying the organisational environments and who classified organisations as “mechanistic” and

“organic”. A mechanistic organisational form is suitable for a stable environment that is characterised by a structured hierarchy, bureaucracy, vertical interaction and governed by superiors’ decisions and instructions. On the other hand, an organic organisational form is suitable for an unstable dynamic environment that is characterised by a spread of commitment and responsibility, lateral interaction and abundance of advice and information from supervisors. The term “Organisational Culture” first appeared in 1979 and organisation psychology, social psychology and social anthropology were the origin of organisational culture theories (Scott et al. 2003). There is no consensus on a specific definition of organisational culture where some definitions focused on the measurable variables of the organisations such as traits and processes, while others consider it the organisation’s intrinsic characteristics of the working environment.

Schein (1984) defined organisation culture as:

Organisational culture is the pattern of shared basic assumptions-invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration-that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (p.3).

Many scholars agreed that organisational culture is a very important tool which contributes to the organisational performance by various ways (Calori & Sarnin, 1991; Denison, Haaland & Goelzer, 2004; Lee & Yu, 2004). Jenkins et al. (2008) explained that this is achieved by shaping the behaviour of employees through identifying what is acceptable and what is unacceptable. In addition, organisational culture contributes to fostering loyalty and commitment and to building communal organisational identity which will result in an alignment between the individual’s value and the organisational values. This alignment will lead to an increased job satisfaction, lower turnover rate (Lovelace & Rosen, 1996), and hence increased financial performance. On the other hand, other scholars argued that there is no enough empirical evidence to support the relationship

between organisational culture and organisational performance (Wilderom, Glunk & Maslowski, 2000).

Hofstede argued that scholars should differentiate national culture from organisational culture and thus he identified different dimensions for each. He explained that the former studies individuals in a certain country while the latter studies individuals in an organisation in a certain country or various countries. Hofstede's studies of the national culture of 11600 employees in 64 countries and of the organisational culture of employees of 20 organisations in the Denmark and Netherlands resulted in different sets of dimensions. The study of the organisational culture resulted in six dimensions that Hofstede argued can be used as a framework for studying organisational culture. He also explained that dimensions can be added to or removed from this framework based on the country and the type of organisation where the study is conducted (Hofstede, 2011).

One of the dimensions is the process-oriented versus the results-oriented where with the former there is a domination of bureaucratic and technical routines and the focus is on the means and not the outcomes while with the latter employees are encouraged to put a lot of effort and take risks to achieve their goals as the focus is on the outcomes. Another dimension differentiates the "job-oriented" organisations that focus on job performance from the "employee-oriented" organisations that are concerned with their employees' welfare. The third dimension is related to the type of identification that employees develop where they identify with their profession in "professional cultures" and with their organisations in "parochial cultures". Another dimension tackled by Hofstede is related to the communication aspect in organisations. In "open systems" organisations, the channels of internal and external communication are open and in "closed systems" the communication climate is not open, and employees are "felt to be closed and secretive" (Hofstede

1998, p. 4) internally with their colleagues and externally with any outsiders. Another dimension is related to the internal structuring of the organisation where “loose” organisations are relaxed and spontaneous and the opposite characterizes “tight” organisations. Finally, Hofstede characterised the environments of “pragmatic” and “normative” organisations by being flexible or rigid environments.

2.1.4.2. National Culture

The concept of national culture has been of interest to researchers for decades and diverse theories that identify various dimensions of national culture have been proposed (Hofstede, 1998; House et al. 2004; Trompenaars & Hampden-Turner, 2000). This section discusses how scholars attempted to study national culture and how their contribution was significant and helped understand variances in national culture (Alder, 2007). In spite of the fact that there are differences among how researchers interpreted national culture, they were all in agreement that national culture is the highest level of culture and that its dimensions should revolve around three relationships; relationship with time, relationship with people and relationship with nature.

Kluckhohn and Strodtbeck (1961) considered that there is a limited number of social problems that humans face and that require appropriate solutions that are available all the time, and in all societies, but with a different preference. They explained that these solutions reflect the society’s values that include various dimensions such as human nature, man nature, time, activity and relations. With human nature, culture is related to the nature of humans which is either neutral, bad, good or a combination of both that could be mutable or immutable. Another dimension is the man nature which is related to the relationship of culture with nature that could be a submissive relationship where humans are affected by uncontrollable power of natural forces. It could also be

a harmonious relationship where humans can exercise partial control or a mastery relationship where humans can practice full control. The third dimension is related to the relationship of culture with time that ranges from an orientation to the past to an orientation to the future. The fourth dimension is related to the motive for behaving which can be internal and referred to as “Being” or internal and external and referred to as “Doing”. With a “Being-in- Becoming” orientation, the motivation is to develop one’s self by practicing activities that are valued by the individual and not necessarily by others. The fifth dimension is related to the nature of relationships between individuals which could be individualistic, collateral or linear. With individualistic orientation, decisions are made by individuals or individual families and independently from the others. In collateral culture, consensus from the extended group is sought while in hierarchical or linear orientation higher authorities in the group make decisions.

The above-mentioned dimensions are applicable to all societies and link to the core of culture; thus, they were used for validation and examination (Maznevski et al. 2002) and were identified in the work of other scholars such as Hall (1959, 1976), Hofstede (1980), Trompenaars and Hampden-Turner (2000). Trompenaars and Hampden-Turner (2000) adopted a more pragmatic approach to studying national culture and their work was built on the work of Hofstede (1980) and Kluckhohn and Strodtbeck (1961). Trompenaars and Hampden-Turner (2000) studied various challenges that individuals face and that are the result of their interactions with other individuals, the way they manage time and ageing and their relationship with nature, and this led them to identify the seven dimensions that were tackled in their book “Riding the Waves of Culture”. Universalism versus Particularism was the first cultural dimension that revolves around the relative importance of rules and relationships. In a Universalist culture, individuals focus more on rules than on relationships

with family and friends, while with Particularists relationships evolve and reality varies with individuals' perspectives. The second dimension is Individualism versus Communitarianism and is similar to Hofstede's dimension.

Affectivity versus Neutrality is the third cultural dimension that discusses the degree to which people show their emotions. In affective cultures, individuals reveal freely their emotions while in neutral cultures emotions should not affect actions or decisions and are kept under control and not disclosed. The fourth dimension is Specific versus Diffuse and is related to the degree of separating or relating elements where in specific cultures, individuals are more direct and separate various areas in their personal life from each other and from work. They don't believe in the importance of relationships while in diffuse cultures, building relationships is of utmost importance and influences the achievement of job objectives. With Achievement versus Ascription, the fifth dimension, status is obtained based on the individual's performance with the former and on factors such as gender, family name, financial and social background in the latter. The sixth cultural dimension depends on the importance that individuals give to the past, present and future and on how they manage time. With the seventh dimension, individuals believe that they can control their environment to achieve their goals in internal-oriented cultures while they believe that they are controlled by their environment and they need to adapt to it, rather than change it, to be able to achieve their goals in outer-oriented cultures.

In the Globe project, House et al. (2004) built on the studies of Kluckhohn and Strodtbeck (1961) and Hofstede (1980) to identify nine dimensions that are applicable to management. Two of the dimensions, uncertainty avoidance and power distance are similar to Hofstede's dimensions and are given also the same name. Another two dimensions are gender egalitarianism and assertiveness

which draw from Hofstede's Masculinity dimension. Gender egalitarianism and assertiveness are related to the degree of emphasis on gender role and gender discrimination and to the degree of assertiveness in social relationships respectively. Two other dimensions, Collectivism I and II, emerged from Hofstede's collectivism dimension and refer to the collective distribution of resources and to the collective expression of pride, loyalty and cohesiveness respectively. Humane-orientation and Future-orientation dimensions have their roots in Kluckhohn and Strodtbeck's (1961) work on human nature and relationship with time respectively, while Performance Orientation is related to the degree that societies encourage rewarding performance and excellence and it is linked to the fifth Confucian Dynamism dimension of Hofstede. In their study, House et al. (2004) evaluated practical and value-related cultural issues at both the national and organisational level and confirmed that these are different. The use of various instruments to collect both quantitative and qualitative data gave the study a great advantage, nevertheless, Smith (2006) argues that the "methods employed by the GLOBE researchers also entail contingent risks and ambiguities" (p.920).

2.2. Theoretical Framework

In the following section, the theories within which the study was conducted are discussed. Bass and Avolio's (1997) theory was adopted to study the leadership style of the principals while Herzberg's (1959) Two Factor Theory was adopted to study the job satisfaction of teachers. Meyer and Allen's (1991) three-dimensional model and Dorfman and Howell (1988) revised model of Hofstede (1980) were adopted to study organisational commitment and national culture respectively (see Figure 2.1).

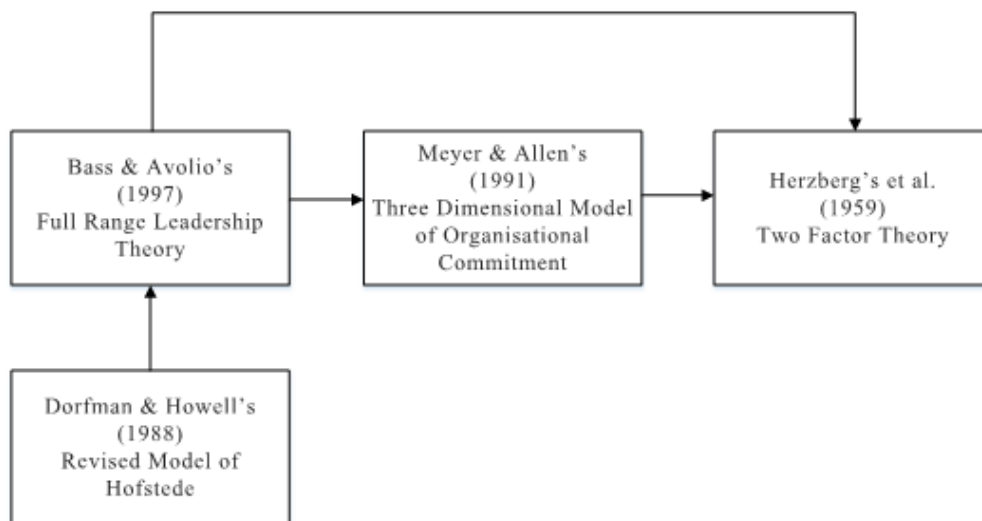


Figure 2.1: Theoretical Framework

2.2.1. The Full Range Leadership Theory

In their article, “The Full Range Leadership Theory: The Way Forward”, Antokanis and House (2015) explained that the notion of a charismatic leader goes back to Weber (1947) who argued that the core of charisma is emotional in nature and will disappear if the bureaucratic nature of an organisation envelopes its emotional character. In addition to this charismatic leadership, Downton (1973) identified transactional leadership and inspirational leadership as types of leadership that a leader should use but at different degrees. He believed that transactional leadership is based on an economic exchange process where positive transactions take place to reward desired achievements

and negative transactions come about when tasks are not fulfilled. He also argued that leaders employ their charisma, so their followers identify with them, and this identification is further strengthened by the inspirational aspect that the leaders possess and that enables them to persuade their followers to take certain actions and to make sacrifices towards accepting specific ideas. House (1977) further studied the effect of charismatic leadership on followers and identified the psychological effect of this type of leadership that was not tackled by the previous theories. He concluded that they utilise their self-confidence, influential assertiveness and conviction in moral correctness of their beliefs to motivate and inspire their followers and to become their role models. Following House's Charismatic Leadership Theory, Burns (1978) proposed adding transforming leadership, a more effective type of leadership than the transactional leadership. He explained that, unlike transactional leadership, transforming leadership raises moral and ethical motivations of followers to go beyond their self-interest.

Burn's (1978) theory was extended by Bass (1985) who used the term "Transformational Leadership" instead of "Transforming Leadership". To Bass, transformational leaders are those who transform the attitudes and beliefs of their subordinates, arouse their motives and increase their awareness of and their beliefs in superordinate goals. Transformational leaders provide vision and build emotional relationships with their subordinates to perform beyond their expectations (Walumbwa et al. 2005). On the other hand, unlike Burns, Bass argued that leaders need, in certain circumstances, to explain clearly to their subordinates their roles in completing tasks, and to reward them on successful performance. Thus, he asserted that leadership becomes more effective when both forms of leadership, transactional and transformational, are combined. Bass's theory of transactional/transformational leadership was further developed by Bass and Avolio to become the

full range leadership theory that encompasses three forms of leadership, transformational leadership, transactional leadership and passive avoidant leadership (Bass & Avolio, 1997).

With transformational leadership style, leaders inspire, stimulate and influence their followers who think of them in an idealised way and develop towards them confidence and trust. Bass and Avolio (1997) identified five factors of transformational leadership: intellectual stimulation, individual consideration, inspirational motivation, idealised influence (Attributed), idealised influence (Behaviour). The first factor of transformational leadership is intellectual stimulation. With intellectual stimulation, leaders encourage, support and coach their followers to think innovatively and creatively. Bass and Avolio (2004) confirmed that leaders, who practice intellectual stimulation with their followers, stimulate a change in their followers and increase their awareness of their own thoughts and recognition of their beliefs and values. They also encourage them to question their assumptions and reframe their problems and thus, when solving problems, they adopt new approaches rather than traditional ones. This will bring about a challenge and will result in tasks that are interesting and thought-provoking. Followers are also encouraged to question their leaders' beliefs and opinions and any disagreement is respected by the leader who does not criticise them publicly (Bass & Riggio, 2006). Principals who practice intellectual stimulation share their power with their teachers and encourage them to take greater responsibilities, thus creating an environment that fosters learning and supports followers' development (Bass & Avolio, 2004).

As for individual consideration, the second factor of transformational leadership, leaders develop and empower their followers by providing them with customised support that is tailored to address their needs. This support comprises coaching, mentoring and counselling in an attempt to help them achieve self-actualisation and maximise their full potential (Antokanis & House, 2015). Principals

who practice individual consideration exert considerable effort to understand the needs of each of their teachers, provide them with a supportive climate and treat them uniquely (Bass, 1999). This understanding is the result of the two-way communication that takes place between the teachers and the principal who spends a lot of their time around the school communicating with teachers and listening effectively to their opinions and concerns. Principals acknowledge the strengths and weaknesses of their followers, treat them with respect and take into consideration their feelings. The customised individual consideration of a principal could be more structured tasks, more encouragement and firmer standards for new teachers joining the profession or the school. On the other hand, this same principal could delegate tasks to highly performing and experienced teachers while giving them more autonomy and freedom in selecting the processes and procedures of completing these tasks (Bass & Riggio, 2006).

The third factor of transformational leadership is inspirational motivation where leaders motivate and inspire their followers. They share with their followers the expectation to be met and express a persuasive vision while demonstrating commitment to achieve goals (Bass & Riggio, 2006). They are enthusiastic and optimistic in expressing how the goals can be achieved and they also provoke team spirit. Also, to inspire and motivate their teachers, principals utilise their communication skills to persuade the followers of their compelling vision (Bass, 1999). These principals do not only focus on the long-term plans and the advancement of the school but on the career progression of their followers (Bass & Avolio, 2004).

A fourth factor of transformational leadership is idealised influence (Attributed), which when practiced by leaders will help them build trust in their followers. Leaders become the role models of their followers and inspire them to go beyond their self-interests and focus on the good of the

group (Bass & Avolio, 2004). Through the idealised influence (Behaviour), the fifth factor of transformational leadership, leaders express their beliefs and values to build a common sense of mission and vision while considering any ethical and moral consequences of their actions (Bass & Riggio, 2006). To achieve this purpose, principals treat their teachers with integrity, judge them with high morality and practice with them self-control and optimism (Bass & Avolio, 2004). Bass and Riggio (2006) explained that idealised influence factors in both forms, attributed and behaviour, are combined to form a factor of charismatic-inspirational leadership which shows behaviours, such as role modelling, that were described in the charismatic leadership theory (House, 1977).

On the other hand, and as for transactional leadership, Burns (1978) explained that transactional leaders build relationships with their followers by exchanging rewards and punishments. They put a lot of emphasis on work standards and adhering to rules and regulations in order for the tasks to be completed. Once this task is acceptably completed, the employee is rewarded for the purpose of improving their performance (Burns, 1978). Bass and Avolio (1997) built on Burn's work and were in accordance with him that transactional leaders are those who identify and emphasise their followers' strengths and agree with them on the rewards they will receive once their tasks are achieved. The three dimensions of transactional leadership that they identified are contingent reward, management by exception (Active) and management by exception (Passive). With further research, Bass and Avolio (2004) identified differences between the two forms of management by exception where with the active form, leaders approach problems in a proactive manner, while with the passive form, they do not address problems at an early stage and try to deal with them when they become chronic. Thus, management by exception (Passive) factor was added to the passive-

avoidant leadership style and currently transactional leadership comprises contingent reward and management by exception (Active) factors.

With contingent reward, the relationship between the leader and the follower is based on both emotional and economic exchange. Followers are rewarded when they fulfil an agreed upon task that was previously clarified and thus it is a positive and active relationship that is continuous, provided that both the leader and the follower are in agreement (Brymer & Gray, 2006). The reward could be materialistic such as a salary increase, or psychological such as a letter of appreciation and in this case the contingent reward could be transformational (Antonakis et al. 2003). Contingent reward is a constructive transaction that plays a role in motivating learners, increasing their compliance and assuring their contribution, but to an extent that is less than that of transformational leadership. Thus, adopting this leadership style is appropriate when completing day-to-day routine tasks, and when short-term goals is the desired outcome. Bass and Avolio (2004) argued that the contingent reward dimension may not be supportive of long term achievement and may not contribute to the development of the organisational commitment of the followers.

In its active form, management by exception takes place when leaders are assessing their followers' performance, against a set of previously agreed upon, clarified and specific standards, to take corrective actions when deviations take place and to avoid major problems. This assessment of performance is continuous where leaders closely supervise their followers and follow up on them to track mistakes and interfere when required (Bass & Avolio, 2004). Both contingent reward and management by exception (Active) focus on outcomes; however, the former is a positive transaction while the latter is a negative one (Antonakis & House, 2015).

The third leadership style is the passive avoidant leadership style that was revised by Bass and Avolio (2004) to include two factors: management by exception (Passive) and laissez faire. They explained that effects of both management by exception (Passive) and laissez faire are negative and thus belong to the passive avoidant leadership style. Unlike leaders that practice management by exception actively, leaders that practice management by exception passively, interact with their followers minimally and do not communicate to them the expected standards or the guidelines to achieve the goals. They wait till problems occur before clarifying standards and then take reactive corrective actions rather than proactive ones. Unlike with management by exception (Active), there is no focus on the outcome and the effect on the employee behaviour and performance and on their relationship with their leader is negative. With the laissez faire, leadership is absent or avoided as leaders avoid taking decisions and are absent when needed. This might be due to the lack of confidence and the ability to lead others and manage their activities. Management by exception (Passive) is similar to “no leadership” and will result in employees working on their own without clear guidelines which has a negative effect on the outcome (Bass & Avolio, 2004).

2.2.2. Job Satisfaction: Herzberg’s Two Factor Theory

In Herzberg et al.’s (1959) study that aimed at identifying factors that lead to an individual’s job satisfaction, the researchers concluded that there are certain factors that lead to job satisfaction and other factors that lead to job dissatisfaction. They clarified that the two types of factors are independent and are not on the opposite sides of the continuum. They identified “no satisfaction” as the opposite of satisfaction rather than dissatisfaction and “no dissatisfaction” as the opposite of dissatisfaction rather than satisfaction. Different dimensions of work were examined to be classified into two categories that led either to satisfaction or dissatisfaction. They concluded that

factors that lead to satisfaction are content motivating factors that are intrinsic to the job and that employees might be able to control to a certain level. The motivating factors are: achievements, recognition, work itself, responsibility, advancement and growth. On the other hand, the factors that lead to dissatisfaction are hygiene factors that are extrinsic in nature and that the employees cannot control. The hygiene factors are: policies, supervision, relationship with leader, work conditions, salary and co-worker relationships. According to Herzberg, motivators that satisfy individuals' needs can lead to satisfaction; however, their absence will not lead to dissatisfaction. On the other hand, hygiene factors can prevent dissatisfaction but cannot lead to satisfaction (Smerek & Peterson, 2007; Teck-Hong & Waheed, 2011).

Herzberg's theory was criticised by different researchers such as Locke (1976) who criticised the theory in reference to various aspects. He explained that there is an overlap between hygiene and motivating factors while Herzberg believed that there is a parallel relationship between the two types of factors. He suggested that a new policy which is a context hygiene factor might promote the worker's interest in the work itself and this is a content motivating factor (Tietjan & Myers, 1998; Malik & Naeem, 2013). Another criticism by Locke was that there was inconsistency in classifying factors such as a new task might be considered a responsibility which is a content factor and, if delegated by the supervisor, will be considered supervision which is a context factor. Malik and Naeem (2013) argued that regardless of the criticism that Herzberg's theory received, organisations should identify what satisfies and dissatisfies their employees to boost their job satisfaction.

The research methodology of Herzberg was also criticised by Ewen (1964) who questioned the narrow range of jobs investigated, the reliability and validity of data and the absence of an overall

job satisfaction measure. Robbins and Judge (2013) presented some detractors of Herzberg's theory that researchers identified and that were as well related to methodology. They explained that the methodology is limited because the data collected is self-reported, the interpretation by the raters might not have been consistent and no overall measure of satisfaction was used. Although Herzberg's theory was criticised, it is still a valid theory that is widely accepted and that is still applied in various contexts to understand job satisfaction (Halachimi & Van der Krogt, 2010; Hoy & Miskel, 2013; Jones & Lloyd, 2005). Many researchers linked Herzberg's Theory to Maslow's Theory of Hierarchy of Needs by associating the higher order needs to the intrinsic motivating factors and the lower order needs to the extrinsic hygiene factors.

Some studies that investigated the predictors of job satisfaction of teachers concluded that intrinsic factors or motivators better predict job satisfaction, while other studies suggested that both motivators and hygiene factors predict teachers' job satisfaction (Dvorak & Phillips, 2001). Biggerstaff (2012) explained that satisfying or motivating factors are the intrinsic factors that can be associated with higher needs of teachers such as recognition and opportunities for promotion, while dissatisfying or hygiene factors are the extrinsic factors such as salary and relationship with co-workers. As for motivators, Jyoti and Sharma (2006) explained that these intrinsic factors such as achievement, responsibility and recognition encourage individuals to enter the teaching profession. The emphasis on these motivators is of utmost importance in the teaching profession as Herzberg et al. (1959) argued that it will result in long-lived satisfaction that lasts for a longer period of time and sustains the motivation of teachers. With hygiene factors, such as an increase in the salary that a teacher receives or good working conditions, the reasons for job dissatisfaction of teachers are removed (Furnham, 2005).

2.2.3.Organisational Commitment: Meyer and Allen’s Model

Meyer and Allen (1991) proposed a three-dimensional model of organisational commitment that included continuance, normative and affective dimensions. This model, as explained earlier, built on the other models that considered organisational commitment a unidimensional construct. In their model, Meyer and Allen (1991), tackled the development process of organisational commitment and described its link to the behaviour of employees. This model is one of the most widely accepted and comprehensive models of organisational commitment that many researchers used in the theoretical framework of their studies that were conducted in any context (Cohen, 2003) in general or in an educational context in specific (Abdul Karim & Noor, 2006). The three dimensions of the model are continuance commitment, normative commitment and affective commitment and are explained below.

Continuance commitment is the “Awareness of the costs associated with leaving the organisation” and individuals with continuance commitment are those who stay in an organisation because they need to (Meyer & Allen 1997, p. 11). They explained that the lower these costs such as salaries, pensions or benefits, the lower the commitment and vice versa. This was reiterated by Tetrick (1995) who argues that continuance commitment is transactional in nature and employees’ commitment increases when their economic rewards increase. Beck and Wilson (2000) supported the previous argument and explained that continuance commitment is based on calculations where employees calculate the extrinsic economic rewards they get in their current job to check if these outweigh the risks and costs that they might incur if they leave the organisation. These extrinsic economic rewards such as good salaries, bonuses and benefits motivate the employees and enhance their commitment. Bhatnagar (2005) explained that the lack of job alternatives and the side-bets

that might increase the cost of quitting, such as time and efforts spent in the organisation, are major antecedents to continuance commitment. Thus, continuance commitment is strengthened when individuals accumulate more investments and have less job opportunities (Best, 1994). Continuance commitment does not exist except if an individual develops awareness of the incurred costs (Jaros, 2007).

As for normative commitment, it is “A feeling of obligation to continue employment” and individuals with normative commitment are those who stay in an organisation because they should (Meyer & Allen 1997, p.11). Individuals with normative commitment are those who believe that they should stay in the organisation because this is the right moral behaviour that they should adopt. Employees’ normative commitment is based on the ethical beliefs and attitudes related to staying in the organisation, and is strengthened when employees better accept reciprocal obligation rules that exist between them and their organisation (Suliman & Iles, 2000). Similar to the relationships built with continuance commitment, employees develop relationships, but unlike continuance commitment they do so because of moral obligations that develop from their socialisation within the society or the organisation and not from extrinsic rewards (Meyer & Allen, 1991).

As for affective commitment, it is “an employee’s emotional attachment to, identification with, and involvement in the organisation”. Individuals with affective commitment are those who stay in an organisation because they want to and the chances of doing well in their jobs are more (Meyer & Allen 1997, p.11). They explained that this desire to maintain membership in the organisation is the result of “feelings of comfort and personal competence” brought about by personal experience (p. 82). Bhatnagar (2005) and Liou (2008) who posited that employees establish positive connections with their organisations which will result in positive feelings on which affective

commitment depends. Bhatnagar (2005) explained that affective commitment results in favourable outcomes as it increases behaviours of organisational citizenship and decreases behaviours of withdrawal such as absenteeism. With this type of commitment, individuals identify with their organisations to develop a relationship that is rewarding, and they internalise in this organisation to the extent that their goals and values are congruent to those of the organisations (Beck & Wilson, 2000).

Meyer and Allen's organisational commitment scales received some criticism from Vandenberg, Self and Seo (1994), who identified inconsistency in the ability of individuals to interpret the items at different levels of their career stages. Similarly, Ko, Price and Mueller (1997) argued that affective commitment and normative commitment are conceptually overlapping and recommended that Meyer and Allen's conceptualization should be looked into. Meyer and Allen responded to this criticism and revised the normative commitment scale and the number of items in each scale (Meyer & Allen, 1997). In addition, major changes were made for the continuance commitment scale (Powell & Meyer, 2004).

As evident from the above, there is a significant difference between the three dimensions of commitment where with affective commitment, individuals commit to their organisation with their own will and because they want to, while with continuance commitment, they do this because it is necessary. On the other hand, individuals with normative commitment, stay in their organisation because it is the proper thing to do. Organisational commitment and its dimensions have significant relationships with various types of organisational behaviours and this will be elaborated on later in this chapter.

2.2.4. Revised Model of Hofstede

Various scholars studied national culture and developed models that have identified its dimensions; however, Hofstede's model is the most researched and accepted model despite the criticism that it has received (Alder, 2007; Triandis, 2004). Before he conducted his study of 116,000 employees of IBM in 64 countries, Hofstede identified four levels of culture that are either visible or invisible. Symbols, heroes and rituals are practices that are visible, and values are at the core of the culture and are invisible. These were the basis of the framework of his study that resulted in following four dimensions to which two other dimensions were added at a later stage. However, in this study the Hofstede's model which was revised by Dorfman and Howell (1988) was adopted and the instrument that they have developed was used in data collection. In the following, the four of Hofstede's dimensions and the fifth dimension of Dorfman and Howell are discussed. In addition, an evaluation of the model is also presented.

Hofstede's four dimensions that are discussed in this study are as follows:

1. **Power Distance:** this is the first dimension and is related to the degree of acceptance of unequal distribution of power among the members in a society who are less powerful. Hofstede et al. (2010) defined power distance as "the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally" (p. 46). It is the index that describes the level of equality humans are treated at based on the variation in their wealth, social status, race or other factors. This dimension can describe the relationships between employees in an organisation who have a different level of power than their leaders or managers.

Leadership styles, decision-making processes and empowerment of employees are all affected by this dimension of culture. In a low power distance culture, hierarchy is minimal, inequality is not acceptable, and employees are empowered and are given the chance to participate in decision making. In low power distance society, individuals respect each other even if differences in their social or financial status exists, and this gives room for open discussion between them. Since the hierarchy is horizontal and employees are treated equally, collaboration between leaders and followers is encouraged and decision making is shared. Hofstede et al. (2010) explained that the “emotional distance” between the leaders and followers is small and that results in “interdependence”. They clarify that followers can approach their leaders and disagree with their ideas and this aligns with the intellectual stimulation and thus a low power distance context promotes transformational leadership.

Conversely, in high power distance culture, individuals and based on their status, behave in a way that makes them look more powerful. The emotional distance between leaders and followers is large and this results in “counterdependence”. In such cultures, the hierarchy is vertical, in-equality is acceptable and employees fear talking with their superiors to share or discuss any issues (Hofstede et al. 2010). Therefore, in high power distance context employees are less empowered, show less disagreement with their leaders and follow their instructions to complete the tasks and this lends itself to the management by exception (Active) dimension of transactional leadership. Hofstede et al. (2010) argued that it is not the low power distance or the high-power distance that

determines the effectiveness in the workplace, but rather the way the leaders utilise this culture to lead their followers.

- 2. Uncertainty Avoidance:** this is the second dimension and it is related to the degree of tolerance that a society has for ambiguity and uncertainty and its tendency to accept these or to try to reduce them. Hofstede et al. (2010) defined uncertainty avoidance as “the extent to which the members of a culture feel threatened by uncertain or unknown situations” (p.191). As with the power distance dimension, uncertainty avoidance has a link to organisation behaviours. In a high uncertainty avoidance culture, individuals are intolerant of uncertain situations and of ambiguity and are in favour of rules and instructions. Thus, leaders try to minimise the possible risks resulting from the stress levels brought about by setting the rules, abiding by the laws and being cautious while making decisions, and therefore they will not empower their followers. On the other hand, in low uncertainty avoidance cultures, individuals are acceptable to uncertainty and are not impacted by its inevitability, and thus their leaders empower them as no risk will be associated with this empowerment. Hence, a transactional leadership style might be the most appropriate for leaders to adopt in a high uncertainty avoidance context.
- 3. Masculinity:** this is the third dimension and it is related to the values’ distribution across the genders (Hofstede, 2011). In a culture that has been identified as masculine, the emphasis is on masculine characteristics such as competition, ambition, achievement and the desire to make and gather monetary rewards where individuals believe that they “live to work”. Hofstede et al. (2010) defined a masculine society as one where “emotional gender roles are clearly distinct: men are supposed to be

assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with quality of life” (p.140). The possession of this assertive and tough behaviour by males is acceptable in the society while it is not appropriate for a female to show such behaviour. Moreover, in institutions with a masculine culture, women are expected to take a supportive role rather than a supreme one. On the contrary, in cultures that are identified as feminine, the common characteristics are those of collaboration and cooperation and building personal relationships and individuals believe that they work to live. Hofstede et al. (2010) defined a feminine society as a society where “emotional gender roles overlap: both women and men are supposed to be modest, tender, and concerned with the equality of life” (p. 140). In institutions with a feminine culture, women are given equal opportunities as men to progress along their career path. In addition, Hofstede’s IBM study showed that there is less variation among women’s values than men’s values and that men’s values can range from being very assertive to being very caring. He also explains that women’s values in countries characterised by masculine culture, though not acceptable, can be somewhat assertive while men’s values in countries characterised by feminine culture can be less assertive and caring (Hofstede, 2011). In institutions with feminine culture, leaders care about and nurture their followers, and this lends itself to the individual consideration of the transformational leadership style.

- 4. Collectivism:** the fourth dimension of national culture is related to the degree of integration of individuals in the society with their groups. Loose ties between individuals and their social group, such as family, friends and colleagues, is a characteristic of individualistic societies where people look after themselves and their

immediate family and focus on their self-interests. In an individualist society, the interest of individuals is more important than the interest of the group and the relationships between individuals are loose (Hofstede et al. 2010). In individualist institutions, the focus is on completing tasks and not on relationships and employees perform with minimal supervision. A strongly integrated social network of an individual in their social group, characterised by the existence support, cohesion, protection, trust and loyalty among individuals in these groups, distinguishes a collective or a “we” society from an individualistic or “I” one. In a collectivist society, the interest of the group is more important than the interest of the individual, and the relationships between individuals are tight and characterised by a sense of obligation and loyalty (Hofstede et al. 2010). In collectivist institutions, individuals are members of the group, each with a unique set of skills that is appropriate to complete the task. However, Jogulu (2010) explained that in some institutions with collectivist cultures, some employees might receive preferential treatment based on their social status, seniority or family relationship. They may not have to work hard as other employees and may be favoured for easier jobs and promotions.

Although Hofstede’s model was used to measure the national culture dimensions in various contexts, nevertheless, many scholars criticised this model in reference to various aspects. McSweeney (2002) criticised Hofstede’s assumption that each culture is homogeneous and that cultures are restricted by geographical borders of the nation. Some researchers argued that various sub-cultures exist within national borders and that each of these subcultures is distinct and unique. Cohen (2006) explained that although culture is usually studied by examining differences among

countries, cultural or ethnic groups should not be ignored as differences across these groups might be stronger than differences between countries. He also added that an accurate representation of the national culture might be masked when all these groups are combined. This critique was also echoed by Huczynski and Buchanan (2007) who questioned Hofstede's ignorance of differences among occupational groups in spite of the impact that these differences might have on culture. However, Hofstede (1998) defended his assumption and argued that "nations are usually the only kind of units available for comparison" (p. 481).

Another critique resulted from the nature of data that was collected by Hofstede as his sample was only from IBM Company. Most of the scholars who reviewed Hofstede's model agreed that a nation's culture cannot be represented by one company and that information about national culture cannot be provided by subsidiaries of a company (Jones, 2007; McSweeney, 2002). Hofstede (1998) disagreed with this criticism and defended his sample selection by explaining that the effect of differences that might result from the organisational environment is eliminated by using one company. He also added that the aim of the study was to measure differences among cultures rather than an absolute measure of culture and samples, that are functionally the same, are the most suitable to achieve this aim.

Jones (2007) argued that the data collected by Hofstede might have been affected by the political climate at that time. This might have affected certain dimensions such as uncertainty avoidance as Sondergaard (1994) explained that lower and higher scores of these dimensions were reported in some countries, and that might have been due to the political instability then. Similarly, Newman (1996) argued that the high scores of uncertainty avoidance measured in the late years of the 1960s and the early years in the 1970s could be due the political environment. In addition, there might

have been a lack of representation of certain countries as data could not have been collected from countries that had strict regimes. Newman, as well as Sondergaard, referred this to a possible impact of the Cold War in Europe and the communist ideologies that were wide-spread in some countries in Europe, Africa and Asia.

A further problem that some researchers referred to is the outdated data as it was collected decades ago. Hofstede (1998) argued that the researchers have missed the point that the dimensions identified have their roots for centuries and have been validated through the replication of the study. Jones (2007) argued that it is important to consider this especially with globalization and the rapid environmental changes, an example of which will be a cultural change brought about by convergence towards other cultural values. Hofstede (2007) defended his position on this point and explained that scholars, who take the stance that cultural values are changing, have incorrectly assessed the effect of cultural change. He clarified by giving an example of technology where its effect is only on the “superficial level of practices” rather than on the “basic level of values” and to him “values are resilient against technology” (p. 413).

Hofstede’s methodology has also received a lot of criticism in reference to using surveys as a data collection instrument (Jones, 2007) especially when measuring a value that is subjective (Schwartz, 1999); however, the response from Hofstede was that surveys should not be the only method used. In reference to scale structure and data analysis, Dorfman and Howell (1998) identified some statistical issues as. They explained that various scales were used for the same item in the questionnaire, and that some items cross-loaded on more than one factor and this was ignored by Hofstede. In addition, the sampling error was increased as the number of subjects was low compared to the number of items when running the factor analysis.

Although Hofstede's model was critiqued for being problematic at various levels, it has been supported by many scholars. Roberts, Weetman and Gordon (2005) justified that the criticism of the model and its inapplicability was the result of the researchers' inappropriate use of the dimensions and the scores in their studies. In addition, Hofstede's model is the most widely used model in studies that investigated national culture and similarities and dissimilarities across cultures. Also, Sondergaard (1994) reported that it is one of the most widely cited cultural models and elaborated that a review the Social Science Citation Index listings showed that Hofstede's "Culture's Consequences" was quoted 1036 times between 1980 and 1993. Sivakumar and Nakata (2001) indicated that "researchers have applied Hofstede's work in dramatically increasing numbers, making it the dominant culture paradigm" (p. 557). They supported Sondergaard (1994) and reported that Hofstede's "Culture's Consequences" was cited 1,105 times between 1987 and 1997. Dwyer, Mesak and Hsu (2005) pointed out that studies, that extended from and replicated Hofstede's study, provided enough empirical support for Hofstede's dimensions. The majority of the replicated studies that Sondergaard (1994) reviewed confirmed Hofstede's results. Sondergaard's (1994) analysis of the reviews, citations and replications of Hofstede's "Culture's Consequences" showed that the 274 citations that used Hofstede's dimensions, in a different context in their conceptual framework, proved their applicability.

The factor analysis that Hofstede conducted on the data collected from 116,000 questionnaires in more than 50 countries resulted in identifying four dimensions of national culture. Dorfman and Howell (1988) acknowledged Hofstede's work and the praise that it has received; however, they argued that the analysis was done at an ecological level and that the results obtained would have been different if the analysis was done at the individual level. This ecological level analysis limits

the relevance and the application of the identified national culture dimensions to the individual level. They explained that correlations among items of various dimensions will vary if data is collected at the individual level and that the internal consistency reliability will change. In addition, the domains of items that were used to measure and to categorise dimensions were also criticised. Another main criticism that was tackled by them is the statistical analysis in reference to using more than one scale for the same item and conducting factor analysis with a sample number not appropriate to the number of items which might have resulted in sampling error, replicability problems and cross loading of factors.

To address the issues that Hofstede's model and instrumentation were criticised for, Dorfman and Howell (1988) developed an instrument that builds on the work of Hofstede but that is at the same time psychometrically appropriate to measure culture at the individual level. An instrument developed at the individual level, they affirmed, has many advantages that go beyond making generalisations about national culture. One of the advantages that they identified is of great importance to researchers studying organisational behaviour variables that might be affected by culture such as leadership and organisational commitment. The instrument that they developed incorporated the four dimensions of Hofstede's model in addition to the dimension of "Paternalism" that they affirm is of utmost importance when studying leadership. The construct validity of the scales was established, and the measures showed being reliable and theoretically meaningful. Construct validity was additionally confirmed by testing predicted relationships between the measures of national culture and leadership behaviours. The moderation effects of these measures on leadership and organisational behaviour outcomes such as organisational

commitment, job performance and job satisfaction were explored, and significant moderation effects were found.

Paternalism is a dimension that Dorfman and Howell (1998) added to Hofstede's model of national culture as its importance was highlighted in literature of leadership and culture (Ayman, 2004; Ayman & Korabik, 2010). It is defined as the degree of care and control that the older individuals in a society show to younger individuals. Ayman et al. (2000) explained that in a paternalistic society, the leader-follower relationship is characterised by being hierarchical in nature where the leader should provide guidance, support and caring to the follower who should exchange this with loyalty and commitment. She clarified that paternalism originated from familism and then evolved to expand beyond families to the work place and the social community. Paternalism is a favoured characteristic of leaders in Asian, Middle-Eastern and Latin American countries while in western countries it is regarded as an authoritative characteristic which is not desired (Ayman, 2006). Ayman et al.'s (2000) study of 1,954 individuals across 10 eastern and western countries showed that paternalism is higher in the former. The results also showed that there is a significantly strong positive relationship between paternalism and power distance.

2.2.5 Choice of Theories

The theories discussed above were adopted in the theoretical framework of this study due their relevance to the aim of the study and their applicability to the context. The Full Range Leadership theory (Bass & Avolio, 1997) is the foundational theory that was used in this study to examine the leadership style of principals. Leadership according to this theory is a multidimensional construct that can be adopted to empirically measure behaviours predicting leadership outcomes (Antonakis,

Avolio & Sivasbramanian, 2003). Additionally, it is the current model in studying leadership that evolved from the transactional and transformational theory of Bass (Antonakis & House, 2015). Various studies that explored leadership styles of principals in the education sector in general and in schools in particular have been based on the Full Range Leadership theory of Bass and Avolio. The applicability of this model in the school context was proven in studies that were conducted in many countries such as Iran (e.g. Shafiee et al. 2014), Taiwan (e.g. Chen, 2004; Kao & Hudson, 2009), Canada (e.g. Hauserman & Stick, 2013; Hussein & Costa, 2008), United States of America (e.g. Biggerstaff, 2012; Forte, 2015; Kieris, 2012; Jackson, 2013; Thomas, 2014; Waters, 2013) and African countries such as Kenya and Tanzania (e.g. Nguni et al. 2006; Wanjiru, 2013). Moreover, the appropriateness of this theory to the current study is that it emphasises the morals, values and needs of followers. In addition, the exploratory nature of this study makes the Full Range Leadership theory the most appropriate to use as the broad range of leadership styles and the dimensions it offers address the openness of the study to many possibilities.

With transformational leadership, the focus is on results and successful outcomes (Huber, 2004) and this is very important in the time of education reform. Thus, studying transformational leadership in such a context is of utmost importance and findings might identify the transformational leadership practices that principals in Abu Dhabi public schools should adopt. These leadership practices will help principals keep up with any educational challenges and bridge the gap between leaders and followers (Litz & Scott, 2016). Bass (1985) highlighted that in spite of the importance of transformational leadership, the other form of leadership that cannot be ignored is transactional leadership. He argued that leadership practices become more effective when transformational leadership is combined with transactional leadership as each situation and

each type of follower might require different leadership behaviour. In addition to that, in the UAE there is high uncertainty avoidance (Hofstede, 2017) and in such contexts transactional leadership is highly practiced by leaders (Hofstede et al., 2011) and therefore it was crucial to explore such a leadership style in this study. The last leadership style that was identified in the full range leadership theory is the passive avoidant leadership, and although it is an ineffective leadership behaviour, exploring this leadership style in the context of Abu Dhabi school is of great importance. This is due to the fact that a large number of principals might have been appointed because of their tenure and not because of their knowledge and skills, and this was evident in this study where 35 of the 51 principals were in the age group 47-57. In addition, results of Verma's (2015) study that investigated leadership styles in the education context in the UAE showed that passive avoidant leadership is practiced and has a negative relationship with job satisfaction and hence it should be explored. As discussed, each of the leadership styles of the full range leadership theory has its implications in the context of Abu Dhabi public school and therefore it was adopted in the theoretical framework of this study.

As for the job satisfaction of teachers in this study, it was measured by measuring the teachers' satisfaction with various factors: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work and communications. According to Herzberg et al.'s Theory (1959), these factors can be classified as motivating factors which lead to satisfaction or hygiene factors which lead to dissatisfaction. The motivating factors are promotion, contingent rewards and the nature of work while the hygiene factors are pay, supervision, fringe benefits, operating procedures, co-workers and communications and these aforementioned factors are relevant to the educational context in public schools in the emirate of Abu Dhabi. To begin with,

teaching is a low paying job that does not offer extra benefits or yearly bonuses such as those offered in other professions in oil and gas firms so assessing the effect of pay, fringe benefits and contingent rewards on satisfaction might be enlightening. In addition, exploring the advancement and growth element is informative because of the slim opportunities of promotion that teachers have. Teachers in the New School Model (NSM) are under continuous supervision from the Head of Faculty, Academic Vice Principal and Principal, and therefore their satisfaction with their supervisors may contribute to their overall satisfaction. It is also necessary to evaluate teachers' satisfaction with the nature of work and operating procedures as teaching profession is a very demanding job and examining teachers' satisfaction with these elements is essential. Furthermore, in the NSM of ADEK schools, co-teaching and collaborative planning are major activities that involve team work so evaluating the contribution of co-worker relationships and communications to job satisfaction is important.

Most of the research on job satisfaction adopted a theoretical framework which can be traced to Herzberg's Theory (Mau, Ellsworth & Hawley, 2008) and many researchers reported that Herzberg's theory is an appropriate model to use when studying job satisfaction in an educational context (Chu & Kuo, 2015; Karimi, 2008; Wright & Kim, 2004). Herzberg's theory was adopted in theoretical frameworks in studies in the educational contexts in different countries over the globe such as Wanjiru's (2013) study in Kenya, Thomas's (2014) study in the United States of America, Chen's (2004) study and others. The previous research studies showed the applicability of Herzberg's Theory in studying the job satisfaction of school teachers in various contexts. In addition, the relevance of the aforementioned motivators and hygiene factors of Herzberg to the educational context in public schools in the emirate of Abu Dhabi and their appropriate alignment

to the elements that might contribute to the job satisfaction in Abu Dhabi schools make Herzberg's Theory suitable to adopt in the theoretical framework of this study.

The third construct that was explored in this study is organisational commitment. Each dimension of organisational commitment has its own implications to various employee behaviours and this will be elaborated on in the next chapter. Employees develop continuance commitment when they believe that they are not good enough to compete with others in the same field (Mathebula, 2004), therefore identifying teachers' continuance commitment levels might be an indicator of teachers' evaluation of their skills and their confidence whether these skills can provide them with alternative job opportunities. On the other hand, levels of normative commitment can be an indicator of the extent to which the school leadership had an effect on introducing a sense of moral obligation (Dunham, Grube & Castaneda, 1994). Organisational commitment in general and affective commitment in particular correlate with certain employees' behaviour such as absenteeism (Meyer & Herscovitch, 2001) and this correlation is extremely important in an educational context where teachers' absenteeism can have an effect on their performance and the achievement of their students (Bruno, 2002). Although Meyer and Allen's (1991) three-dimensional model of organisational commitment was criticised, it was used in this study because as mentioned earlier, Meyer and Allen responded to the criticism and amended the model. It was also used as it is the most dominant approach used in studying organisational commitment and because exploring each of the components of teachers' organisational commitment has its own implications as discussed above.

As for studying the national culture dimensions of principals Hofstede's model was adopted. This model was criticised for ignoring the differences among the groups in a country, its sample, the impact of the political climate on data collection during that time, the outdated data and

methodology; however, Hofstede responded to all of these criticisms and provided the appropriate justification. Hofstede's model is a well-established model that has provided the foundation for studying and interpreting various dimensions of national culture and their differences across several countries (Christie et al. 2003; Harris & Chris, 2008; Sondergaard, 1994). The model was used in the theoretical framework of various studies that explored national culture dimensions in different countries and was cited in a large number of studies as detailed above and this proved the applicability of the model and the appropriateness of its dimensions. These cultural dimensions of Hofstede's model were measured in the UAE and the scores can be compared to the data collected in this study. In addition, paternalism, a cultural dimension that is prevalent in the UAE (Wilkins, 2001) should not be ignored when studying culture (Ayman, 2004; Ayman & Korabik, 2010) and thus including it in this study is of great value. Dorfman and Howell added paternalism dimension to Hofstede's model and therefore this revised model was used in the theoretical framework in this study.

CHAPTER THREE: LITERATURE REVIEW

In this chapter, various studies that investigated one or more of the constructs that are the focus of this research, and the relationships that existed between them in reference to their importance in the educational context were reviewed. Among these, there are studies that reviewed the relationship between leadership and job satisfaction, leadership and organisational commitment, and national culture and leadership. In addition, the causal order of the relationship between organisational commitment and job satisfaction was discussed. This section also highlighted the importance of teachers' job satisfaction and organisational commitment and how these relate to work outcomes and to school effectiveness.

3.1. Leadership Styles of Principals and Job Satisfaction of Teachers

A number of studies that explored the relationship between leadership style and job satisfaction in an educational context were reviewed. The majority of the studies adopted the Full Range Leadership Theory in their theoretical framework. The meta-analysis of Aydin, Sarier and Uysal (2013) reviewed studies that examined the relationships between leadership styles of principals and teachers' job satisfaction and organisational commitment in the context of schools in Turkey. They concluded that results of all reviewed studies showed that transformational leadership style has a significant positive relationship with teachers' job satisfaction and organisational commitment. Korkmaz's (2007) study of 630 teachers in high schools in Ankara, Turkey examined the link between principals' leadership style and teachers' job satisfaction. Results showed that the leadership style that has a significant positive relationship with job satisfaction is transformational leadership. In the context of higher education, Bateh and Heyliger (2014) examined faculty's job satisfaction and its link to the leadership style of academic administrators in the State University

System of Florida as perceived by the faculty; they concluded that transformational and transactional leadership styles are related to increased job satisfaction while the passive avoidant leadership style is related to decreased job satisfaction. Another study in the higher education sector by Amin, Shah and Tatlal (2013) on faculty members in institutes in Pakistan showed that the relationship between job satisfaction and transformational leadership style is positive and statistically significant while relationships with transactional and passive avoidant leadership styles are not significant.

The findings of a study conducted in three universities in Malaysia to investigate the relationship between these variables, showed that both transformational and passive avoidant leadership styles have significant relationships with job satisfaction where the former is positive, and the latter is negative (Sadeghi & Lope Pihie, 2013). Results also showed that leaders practice idealised influence dimensions and inspirational motivation dimension more than the other dimensions of transformational leadership. This indicates that these are charismatic leaders as Bass and Riggio (2006) explained that leaders who practice idealised influence in its two forms and inspirational motivation possess charismatic leadership. A study of 218 teachers in girls' elementary schools of Khomeinishahr in Iran showed that teachers' job satisfaction increases as principals display an increase in their transformational leadership style (Shafiee et al. 2014). Another study that Ali and Dahie (2015) conducted in secondary schools in Somalia showed that all styles of leadership have significant positive relations with job satisfaction. An interesting finding was that passive avoidant leadership had the strongest relation and the researchers explained that, in the context of Somalian secondary schools, teachers prefer minimal principals' interference.

Nguni et al. (2006) conducted a similar study in the context of Tanzanian primary schools; however, the researchers classified dimensions of leadership styles in a different way. They combined the dimensions of idealised influence and inspirational motivation under a dimension that they referred to as charismatic leadership, and they included management by exception (Passive) and laissez faire under transactional leadership. Their results showed that teachers perceive their principals as more transformational than transactional. In particular, charismatic leadership was the most practiced leadership style while intellectual stimulation was the least practiced. As for transactional leadership, management by exception (Active) was higher than contingent reward which in turn was higher than management by exception (Passive). With respect to the relationship with job satisfaction, regression analysis showed that transformational leadership is a stronger predictor of job satisfaction. Regression analysis also showed that charismatic leadership and intellectual stimulation of transformational leadership and contingent reward and management by exception (Passive) of transactional leadership style significantly predicted job satisfaction.

Waters (2013) studied the relationship of the perceived leadership style of principals and the job satisfaction of 211 teachers in primary schools in Australia. Participating teachers rated their principals higher on transformational leadership than on transactional or passive avoidant leadership. The dimensions of the transformational leadership style that were practiced most by the principals were inspirational motivation and idealised influence (Behaviour). This was followed by idealised influence (Attributed) and intellectual stimulation while the individual consideration dimension was the least practiced. The principals practiced transactional leadership style to a lesser extent than transformational leadership, and the dimension of management by exception (Active)

contributed more to the transactional leadership and was higher than contingent reward. The passive avoidant leadership style was the lowest among the three leadership styles and management by exception (Passive) was higher than laissez faire. Another finding was that the two dimensions of transactional leadership style were more practiced than the intellectual stimulation and the individual consideration dimensions of the transformational leadership. Waters (2013) concluded that although teachers perceived their principals as more transformational than transactional, still there was no leadership style which was more important than the other and that both leadership styles are important for an effective leader. In studying the job satisfaction of teachers, Waters (2013) reported on teachers' overall satisfaction and on satisfaction with various aspects of the job. Results showed that 72% of the teachers were satisfied with their jobs while 28% were not satisfied, and that the aspects of responsibility, relationship with colleagues and work itself had a higher contribution to the job satisfaction than advancement, recognition and supervision. Regression analysis showed that leadership variables predicted 67% of the variance in teachers' overall job satisfaction where some dimensions of the three types of leadership style had significant relationship with job satisfaction while others did not. Idealised influence (Behaviour) and individual consideration dimensions of transformational leadership had significant positive relationships with job satisfaction while management by exception (Active) of transactional leadership and laissez faire of passive avoidant leadership had significant negative relationships with job satisfaction. The other dimensions were not found to be significant predictors of the overall job satisfaction of teachers.

Biggerstaff (2012) conducted a similar study to examine the relationship between teachers' perceptions of the leadership style of their principals and teachers' job satisfaction. The study

sample consisted of 179 teachers in six elementary schools in south central Kentucky. Descriptive statistics showed that teachers perceived their principals as more transformational than transactional or passive avoidant. Inspirational motivation and idealised influence (Behaviour) were the most practiced, followed by idealised influence (Attributed) then intellectual stimulation and individual consideration. Contingent reward dimension of transactional leadership style was higher than management by exception (Active), while management by exception (Passive) dimension of passive avoidant leadership was higher than laissez fair dimension. Teacher's perceptions of the dimensions of the transformational and transactional leadership styles of their principals in Biggerstaff's (2012) study were similar to the teachers' perceptions of these two leadership styles in Waters' (2013) study. However, there was one difference that was related to transactional leadership as in the latter study contingent reward had a higher contribution, than management by exception (Active), to the leadership style of the principals. As for the relationship between dimensions of leadership styles and teachers' job satisfaction, there was a moderate positive significant relationship exists between all the dimensions of transformational leadership and contingent reward of transactional leadership and teachers' overall job satisfaction. Moderately negative significant relationships also existed between both dimensions of passive avoidant leadership and job satisfaction. These results are not in total alignment with Waters' (2013) findings where only individual consideration and idealised influence (Behaviour) of transformational leadership had positive significant relationship with job satisfaction while management by exception (Active) of the transactional leadership and laissez faire of the passive avoidant leadership had significant negative relationships with job satisfaction.

Another similar study was conducted by Thomas (2014) on 71 teachers in a public elementary school in the state of Texas. Results showed that transformational leadership style dimensions were practiced more than transactional leadership style dimensions. Inspirational motivation was the most practiced while individual consideration was the least practiced, and this resonates with the findings of both Waters' (2013) and Biggerstaff's (2012) studies. As for the transactional leadership style dimensions, the contingent reward dimension was the most practiced and this aligns with Biggerstaff's (2012) study. Nevertheless, in her study, Thomas did not collect data on passive avoidant leadership. To examine teachers' job satisfaction, data were collected using Spector's (1985) JSS, and results showed that teachers' highest satisfaction was with co-workers, nature of work and supervision dimensions of job satisfaction while the lowest satisfaction was with the operating conditions. Examining the relationship between teachers' perceptions of their principals' leadership style and their job satisfaction showed that teachers who perceive their principals as more transformational are more satisfied with their jobs than teachers who perceive their principals as more transactional.

A comparable study, of 200 teachers in middle and high schools in Texas, was conducted by Jackson (2013). Descriptive statistics showed that for transformational leadership style, intellectual stimulation was practiced the most while individual consideration was practiced the least. It is evident that individual consideration was the least practiced in all the reviewed studies. As in Biggerstaff's (2012) and Thomas's (2014) studies, contingent reward was more practiced than management by exception (Passive). However, contrary to the reviewed studies, teachers in this study rated their principals higher on the laissez faire dimension of the passive avoidant leadership

style. Similar to Thomas's (2014) study, results showed that teachers are more satisfied with their jobs when they perceive their principals as more transformational.

Verma (2015) conducted a similar study on 300 teachers in the United Arab Emirates to investigate the leadership practices and their associations with teachers' job satisfaction. The findings were aligned with previous studies where teachers perceived their leaders as more transformational than transactional and passive avoidant. The transformational dimension that was most practiced is inspirational motivation, followed by both dimensions of idealised influence, then intellectual stimulation and individual consideration. These findings were in full alignment with results of Biggerstaff's (2012), Waters' (2013) and Thomas' (2014) studies and in partial alignment with Jackson's (2013) study as his data analysis showed that intellectual stimulation was the most practiced dimension. On the transactional leadership practice, the contingent reward dimension was higher than the management by exception (Active) dimension, and this was also found in all previously reviewed studies. With passive avoidant leadership, management by exception (Passive) was higher than laissez faire which echoes the findings of all previous studies with the exception of Jackson's (2013) study where teachers rated their principals higher on laissez faire. As for the relationship between various leadership behaviours and job satisfaction, results showed that all dimensions of transformational leadership had significant positive relations with the job satisfaction of teachers. The strongest positive relation was with individual consideration and intellectual stimulation, then with inspirational motivation, while the weakest positive relation was with both dimensions of idealised influence. Results also showed that job satisfaction had significant positive relations with both contingent reward and management by exception (Active) of transactional leadership and a significant negative relation only with the laissez faire dimension

of the passive avoidant leadership. These results are in partial alignment with Waters' (2013) study where only idealised influence and individual consideration dimensions had significant positive relationships while management by exception (Active) and laissez faire had significant negative relationships. This is also in convergence with Biggerstaff's (2012) findings in reference to transformational leadership dimensions, while there were some differences with transactional and passive avoidant leadership as only contingent reward had a significant relationship and both passive avoidant leadership dimensions had significant negative relationships with job satisfaction.

Among the studies that were reviewed is Brown's (2013) study, which investigated the leadership style of principals in K-12 schools in Georgia, and compared teachers' perceptions of their principals' leadership styles to principals' perceptions of their own leadership styles. This was the only study that was reviewed and that compares teachers' perceptions to principals' perceptions. As for the dimensions of transformational leadership, results showed that teachers' rating of their principals' for all the dimensions was lower than the principals' rating and that this difference was statistically significant for inspirational motivation, individual consideration and intellectual stimulation only. Similarly, on the transactional leadership style, the teachers rated their principals lower for contingent and the difference was statistically significant. As for the management by exception (Active) dimension, teachers rated their principals higher than principals rated themselves but this difference was not statistically significant. Both dimensions of passive avoidant leadership style were rated higher as per the teachers' perceptions, and the differences were statistically significant.

As evident from the reviewed studies, transformational leadership is the most dominant leadership that school principals adopt across various countries around the world, followed by both transactional and passive avoidant leadership. This might reflect the contribution of each of the styles to the effectiveness of the leadership as no studies showed that principals' leadership practices are limited to one single leadership style. This could also indicate that school principals adapt their leadership practices to accommodate for the needs of various teachers or to address various situations. When evaluating to what extent principals practice each of the dimensions of styles, an interesting finding emerged where individual consideration dimension seemed to be the least practiced transformational leadership. Being least practiced, individual consideration might be a leadership behaviour that requires certain knowledge and skills on the part of the principals that they need to develop. As for its relationship with job satisfaction, there was a consensus that transformational leadership has a positive impact while the relationship with passive avoidant leadership was negative. However, in Somalia, a context different than the contexts of the other reviewed studies, teachers of passive avoidant leaders showed increased job satisfaction and this raises the question of the role of the context in this relationship. As for transactional leadership, positive and negative relationships existed and this might be due to the active nature of certain transactional behaviours.

3.2. Leadership Styles of Principals and Organisational Commitment of Teachers

Various research studies suggested that several personal and organisational factors are antecedents to organisational commitment where leadership is one of these factors and is considered one of its key determinants (Mowday, Porter & Steers, 1982). Studies focused in particular on transformational leadership that showed to be positively related to organisational commitment

(Bono & Judge, 2003; Walumbwa & Lawler, 2003). Bass and Riggio (2006) explained that the various factors of transformational leadership contribute to the organisational commitment of followers. With transformational leadership, employees are given more opportunities to participate in decision making, to take additional responsibilities and to be more self-determined which results in increased commitment (Liden, Wayne & Sparrowe, 2000).

Various studies investigated the relationship of leadership style with the organisational commitment of followers in educational and non-educational studies. In non-educational settings, Tyssen, Wald and Heidenreich (2014) explored the relationships of transformational and transactional leadership with the affective commitment of employees in a dynamic environment similar to the school context where education reform is being implemented. It was concluded that both forms of leadership have a positive relationship; however, the relationship with transformational leadership is stronger. In an educational context, Aydin et al.'s (2013) meta-analysis of studies on principals' leadership styles and teachers' organisational commitment showed that principals who adopt transformational leadership style contribute to the development of the teachers' identification and internalisation with their schools. In a similar context in primary schools in Turkey, Cemaloglu, Sezgin and Kiliç (2012) investigated the extent to which leadership styles predicted various dimensions of organisational commitment. Results showed that principals practice transformational leadership, in particular idealised influence (Behaviour) and inspirational motivation, more than the two other forms of leadership. Teachers' continuance commitment was higher than their normative commitment and their affective commitment. This suggests that teachers are more concerned with the financial and economic benefits rather than identification and internalisation with their schools. Results also showed that inspirational motivation and individual

consideration of transformational leadership significantly predicted affective commitment while the other dimensions of transformational leadership and all the dimensions of transactional and passive avoidant leadership were not significant predictors of affective commitment. Cemaloglu et al. (2012) reported that this might be due to fact that teachers develop affective commitment when their principals motivate, inspire and encourage their teachers to adopt their vision and when they pay attention to their individual needs and their voices. For normative commitment, management by exception (Passive) and laissez faire dimensions of passive avoidant leadership were the only significant predictors. As for continuance commitment, of all the nine dimensions of leadership styles, the only significant predictor was contingent reward.

In accordance with Cemaloglu et al. 's (2012) findings, Lai et al. (2014) conducted a study in the state of Perak in Malaysia and reported that the transformational leadership of 19 principals was a significant predictor of the affective commitment and not the normative commitment of 240 teachers. However, a contradictory finding was that principals' transformational leadership style was a significant predictor of teachers' continuance commitment, and their transactional leadership style was a significant predictor of affective commitment. Forte (2015) investigated the relationship between principals' leadership styles and teachers' organisational commitment in schools in Indiana State in the United States of America. Relations between different leadership styles of principles, dimensions of each of the styles and the three dimensions of organisational commitment were studied. With affective commitment, results showed that there is a significant positive relation between affective commitment and transformational leadership and its five dimensions where the strongest relation was with idealised influence (Behaviour) and the weakest relation was with inspirational motivation. The contingent reward of transactional leadership had a positive

significant relationship with affective commitment as well. On the other hand, management by exception (Passive) and laissez faire of passive avoidant leadership had a significant negative relationship with affective commitment. Management by exception (Active) of the transactional leadership was not significantly related to affective commitment. This contradicts Cemaloglu et al.'s (2012) results where all dimensions of transactional leadership and passive avoidant leadership are not significantly related to affective commitment; however, it is in accordance with Lai et al.'s (2014) study in reference to the relationships between transformational and transactional leadership styles and affective commitment being significant. Simple regression analysis was run for each significant relationship and results showed that passive avoidant leadership style of principals was the strongest predictor of teachers' affective commitment, followed by transformational leadership and the weakest significant predictor was management by exception (Passive).

Investigating the relationship between transformational leadership and normative commitment, showed that individual consideration is the only dimension of transformational leadership that had a significant positive relationship with normative commitment and this relationship was weak; however, transactional and laissez faire leadership styles did not have a significant relationship with normative commitment, and this is in partial alignment with Cemaloglu et al.'s (2012) study and Lai et al.'s (2014) study. Simple regression of the only significant relationship showed that individual consideration predicted 8.7% of normative commitment. As for the third dimension of organisational commitment, continuance commitment, no significant relationships were found. This contradicts the findings of the two previous studies where continuance commitment is

significantly related to contingent reward and transformational leadership in Cemaloglu et al.'s (2012) and Lai et al.'s (2014) studies respectively.

All the above reviewed studies showed that relationships that vary in strength and nature exist between leadership styles and dimensions of organisational commitment. The difference in the nature and strength of the relationships might have been due to the fact that organisational commitment develops over time. Thus, longitudinal studies that investigate how the strength of the relationships between leadership behaviours and organisational commitment dimensions varies over time will give a clearer idea on how these relationships develop and allow for more reliable and valid conclusions.

3.3. Teachers' Organisational Commitment and Job Satisfaction

Various researchers have studied how organisational commitment and job satisfaction are related to work outcomes. Among these work outcomes are turnover rates, absenteeism and job performance. In an educational context, these work outcomes extend to include student outcomes such as their attendance, academic achievement and participation in curricular and extra-curricular activities.

3.3.1. Organisational Commitment and Work Outcomes

The definition of commitment refers in general to commitment to organisations; however, with teachers, various types of commitment should be considered (Park, 2005). Carmelli and Freund (2004) suggested that teacher commitment has several components that might be independent or correlated. This should be taken into consideration as these different components might result in different commitment models to teaching and might affect teaching outcomes in different ways.

Teachers' commitment could encompass commitment to the school, commitment to the students, commitment to the profession and commitment to the work tasks and activities. With globalisation and the rapid changes that are taking place in all fields, including the educational field, teachers might develop commitment to the continuously evolving body of knowledge, skills and attitudes (Abd Razak, Darmawan & Keeves, 2009). Teachers' commitment to the school or organisational commitment is the construct explored and discussed in this study.

Various research studies investigated the relationship between organisational commitment and work outcomes (Shapira-Lishchinsky & Rosenblatt, 2010) where some researchers explored organisational commitment as a one-dimensional construct while others adopted a multidimensional approach because evidence shows that the three types of commitment correlate with work outcomes in different ways (Luchak & Gellatly, 2007; Meyer et al. 2002). In their meta-analysis of antecedents and correlates of employee turnover, Griffeth, Hom and Gaertner, (2000) concluded that organisational commitment, in addition to job satisfaction and other factors, is considered one of the best predictors of employees' turnover. Bentein et al. (2005) explained that organisational commitment is a strong predictor of turnover, while Harrison et al. (2006) proposed that the overall job attitude as well, which is a combination of organisational commitment and job satisfaction, provides a more powerful predictor of turnover. Scholars' interest in researching the construct of organisational commitment has been stimulated by the relationship between organisational commitment and employees' turnover which is negative in nature (Cotton & Tuttle, 1986; Meyer et al. 1989). Meyer et al.'s (2002) meta-analysis of 155 independent samples showed that all dimensions of organisational commitment were negatively related with turnover, and that affective commitment had the strongest relationship. Gardner, Wright and Moynihan's (2011)

study of employees in a sales firm in the United States of America showed that there is a strong negative relationship between employees' affective commitment and their turnover intention. In another study that investigated the relationship between the affective commitment and the turnover intentions of customer service employees in the banking sector in Pakistan, Mehmoud et al. (2016) concluded that 32% of employees' turnover intention can be explained by the employees' affective commitment, and this relationship is negative. Among the three types of commitment, affective commitment had the strongest positive relationship with the employees' intent to stay in the organisation (Larkin, 2015). This is in line with Wong and Wong's (2017) findings where affective commitment had a significant negative relationship with turnover intentions of 410 employees in a manufacturing plant in Guangdong, China.

In a higher educational context, Daly and Dee (2006) surveyed 100 faculty members in 15 urban public universities in the United States of America, and concluded that organisational commitment has a positive association with the intent to stay. In another higher educational context, in a study of 125 faculty members teaching in 33 universities in three major cities in Pakistan, Chughtai and Zafar (2006) corroborated the findings of other studies that organisational commitment is negatively related to turnover intentions. Investigating the relationship between the three types of organisational commitment and turnover intention in urban schools in Tanzania showed that continuance commitment was the strongest significant predictor of turnover intention (Jonathan, Thibeli & Darroux, 2013).

Organisational commitment was not heavily researched in educational settings; nevertheless, its link to work outcomes such as employee performance and engagement in organisational behaviour can be generalised to teachers (Chughtai & Zafar, 2006). Meyer et al.'s (2002) meta-analysis

concluded that both affective and normative commitment are positively related with performance where affective commitment has a stronger relationship while the relationship with continuance commitment is negative. Teachers whose commitment is normative stay in the school because they feel that they have a moral obligation to. Therefore, they will put in reduced effort and perform less than those who have affective commitment and stay in the school because their feelings are positive, and their goals and values are aligned to those of the school. On the other hand, teachers who possess continuance commitment stay in their school because they need to and consequently will put the minimal amount of effort that keeps them in their job and this explains the negative relationship between continuance commitment and job performance.

Although there is little evidence showing that there is a strong relationship between the organisational commitment of teachers and student achievement, some studies showed the contrary. Cruise and Louis (2009) associated organisational commitment with school culture, which when strengthened, becomes a strong mediating variable for student learning and academic achievement (Hulpia, Devos & VanKeer, 2011). Extensive research conducted on organisational commitment and organisational citizenship behaviour in non-educational settings has shown that the former is an antecedent of the latter. Studies investigating these constructs in educational settings are limited; however; in his study of 625 teachers in various districts in Tehran, Iran, Zeinabadi (2010) concluded that organisational commitment is a predictor of organisational citizenship behaviour. Teachers with high levels of organisational commitment and namely affective commitment possess high levels of organisational citizenship behaviour, and thus put enough effort that enables them to control their classrooms, follow-up on their students' work and

involve them in extra-curricular activities which in turn improves the students' outcomes (Selamat et al. 2012).

3.3.2. Job Satisfaction and Work Outcomes

As mentioned earlier, job satisfaction was also identified as one of the antecedents of turnover. Lambert, Hogan and Barton (2001) identified job satisfaction as one of the four core antecedents of turnover intentions. Among the four antecedents, that also include availability of alternative employment opportunities, financial rewards and tenure, job satisfaction has the strongest relationship with turnover. In addition to this direct relationship, Lambert et al.'s (2001) study concluded that job satisfaction plays a mediating role in the relationships between various work environment factors and turnover intentions. This was echoed by Egan, Yang and Bartlett (2004) who investigated this relationship and concluded that the two variables have a significant inverse relationship. This increased turnover brings about problems in organisations and undesired consequences such as increased recruitment and training costs and loss of talent (Loi, Ngo & Foley, 2006). Holtom et al. (2008) explained that the cost of turnover is not embedded in financial statements; however, it is incurred in temporary staffing, recruitment of new employees and the training required for them.

Job performance is also identified as one of the work outcomes that has a significant relationship with job satisfaction. In their meta-analysis of 312 samples, Judge et al. (2001) concluded that there is a significant positive relationship between job performance and job satisfaction. In a study that adopted Herzberg's Two Factor theory, Hira and Waqas (2012) studied the relationship between job satisfaction and job performance of 335 middle level employees in the banking sector. Results

showed that there is a significant positive relationship between job satisfaction and job performance. These findings were corroborated in other studies that were conducted in various contexts (Chen & Liu, 2012; Iqbal, Latif & Naseer, 2012; Usop et al. 2013) where the job satisfaction of employees is positively related to their job performance. In the context of higher education, Peng (2014) concluded that the job performance of library employees is positively related to job satisfaction and that intrinsic job satisfaction has a stronger relationship with job performance than extrinsic job satisfaction. Afshar and Doosti's (2016) study of the association of job satisfaction of Iranian English teachers with their job performance showed that the strongest contributor to the low performance of dissatisfied teachers is their lack of professional commitment. They also argued that dissatisfied teachers lack the enthusiasm to update their content knowledge in the subject area that they teach or to update their pedagogical knowledge. This lack of enthusiasm along with a lack of effort to invest time in preparing and organising teaching materials, results in low performance.

In a large-scale study that Michaelowa (2002) conducted in a number of countries in the sub-Saharan Africa, results showed that job satisfaction of teachers is linked to the academic achievement of students. However, Caprara et al.'s (2006) study contradicted the previous findings and concluded that there is no significant relationship between the two constructs.

The findings of the above reviewed studies highlight the strong relationship between dimensions of organisational commitment and job satisfaction on one hand and turnover rates, teachers' performance and students' achievements on the other hand. These findings were consistent across the various reviewed studies and thus including organisational commitment and job satisfaction as

dependent variables was of utmost importance in this study. The significance of these variables and how they contribute to school effectiveness is discussed later in this chapter.

3.4. The Relations of Teachers' Organisational Commitment and Job Satisfaction to School Effectiveness

Dee et al. (2006) asserted that teachers' organisational commitment and job satisfaction contribute significantly to school effectiveness through their negative association with absenteeism and turnover and their positive association with job performance of teachers. Hongying (2007) explained that the overall attitude of teachers, the way they view their profession and the conditions within which they work might contribute to their job satisfaction. He argued that this job satisfaction contributes to the school effectiveness in general, and to the teachers' psychological health and enthusiasm towards work in particular. This was also Chieffo's (1991) evaluation of the construct as he explained that the job satisfaction of teachers and the leadership style of the principal are the two important factors that contribute to the school effectiveness. Teachers' job satisfaction "may serve to influence their morale, motivation and general willingness to maximise their teaching potential" (Schulz & Teddlie 1989, p.461). Woods and Weasmer (2004) reported an inverse relationship between job satisfaction and attrition. They also argued that this satisfaction positively impacts collegiality, performance and students' outcomes. In addition to its contribution to school effectiveness, teachers' job satisfaction is a determinant of school commitment and the turnover rate (Shann, 2001). This cost of turnover might not be financial especially in a school context. When teachers leave their schools, they take with them their teaching skills and experiences that are customised to their schools' and students' needs. These customised skills are an asset that a school should safeguard as they have taken a long time to be acquired and developed

and by losing them, the school will incur a big loss. In addition, when teachers leave the school during the academic year, workload of their colleagues is increased, and this might result in teachers' dissatisfaction with the school environment.

The teaching profession is a highly demanding and stressful profession, and thus teachers, especially in primary schools where stress levels are higher, tend to possess lower levels of organisational commitment (Nagar, 2012; Williams, 2010) and are not willing to put more effort in their classrooms which will in turn impact students' achievement. This increase in stress levels can be linked to the change in the role of the teacher which is now more complicated than it was in the past (Bartlett, 2004). Valli and Buese (2007) explained that this change in the role of teachers is due to the expansion, increase and intensification of the role. The role expansion results from the increased scope of responsibility of teachers that extends beyond the classroom to encompass collaboration with other teachers, internally in the same school, and externally with teachers in other schools, as well as parents, specialists and other stakeholders. The role increase occurs when new tasks are added to the already existing ones, and the role intensification results from new policies that put differentiation, ongoing assessments and data collection and data management at the core of teachers' responsibility (Valli & Buese, 2007).

In addition to the stress brought about by the change in the role of teacher, the principals' behaviours and the teachers' relationships with their principals contribute to the level of organisational commitment that they possess (Dannetta, 2002). In an analytical literature review of the effects of working conditions of teachers, Leithwood and McAdie (2006) identified evidence which suggests that working conditions significantly influence the internal states of teachers such as engagement, burnout, job satisfaction and organisational commitment. Among the working

conditions that they reviewed and that showed to have a positive relationship with organisational commitment is the principals' behaviours. These behaviours include helping teachers to develop an inspiring and shared sense of purpose, communicating effectively, acting friendly and being able to influence external policy makers to benefit their teachers. Nevertheless, teachers' organisational commitment was found to be negatively linked to certain principals' behaviours such as conveying expectations that are not reasonable, behaving inconsistently and failing to follow up on decisions.

In a study that investigated the effect of four team-based structures on the organisational commitment of 210 teachers in eight urban elementary schools in the United States of America, Dee et al. (2006) confirmed that these structures significantly predicted organisational commitment but at various levels. Curriculum teamwork and team teaching, structures that were related to the core functions of teachers' work, were the strongest predictors of teachers' commitment, and this might be due to the fact that these activities have desirable consequences for teachers. Other structures that are not core to instructional roles were also associated with organisational commitment but to a lesser extent. Teachers who participated in activities of governance and community collaboration teams had higher levels of commitment than those who did not. This increase in commitment could be due to stronger identification with the goals of the school that was developed as a result of governance and community collaboration activities such as setting the school's vision and mission, strategic planning and external partnerships.

ADEK's vision is to provide an education system which is "Recognised as a world class education system that supports all learners in reaching their full potential to compete in the global market", and this is achieved by "producing world-class learners who embody a strong sense of culture and

heritage and are prepared to meet global challenges” (ADEK, 2016). To achieve its mission and vision, ADEK introduced the NSM as an approach to the teaching and learning process. The NSM’s goal was to support students and enhance their learning experiences by putting them at the centre of this process with the purpose of augmenting their learning outcomes and providing them with world-class education, while maintaining their cultural and national identity. Nevertheless, this education reform will not succeed if teachers’ performance is not up to the expected standards. Lieberman and Pointer-Mace (2008) affirmed that teachers’ performance is crucial for the education reform as teachers are one of the key components that will contribute to the success of this reform (Blaik Hourani et al. 2012; Cerit, 2010). These teachers are key players because firstly they need to adapt to accommodate the changes brought about by education reform, and secondly, they are the main individuals who directly interact with students whose development is the core purpose of the education development.

Therefore, the pursuit of this quality education depends largely on teachers who are responsible for the majority of activities that take place in schools (Tsui & Cheng, 1999), and their organisational commitment and job satisfaction are important factors that contribute to the sought quality education (Cerit, 2010). The dedication and the high commitment of teachers are essential in providing high quality education where committed teachers instil and foster in their students the principles which will guide them in using the skills and knowledge gained in the classroom in a broader context and in their real life (Abd Razak et al. 2009). Organisational commitment of teachers plays an important role in school success because it is a drive that develops internally in teachers due to their expanded roles and responsibilities. At the same time, it is the result of external

factors, such as accountability and high standards, which are brought about by the education reform and that require teachers' commitment to be achieved (Park, 2005).

Teachers with low organisational commitment and job satisfaction voluntarily tend to be absent from school for more days and this absence has monetary consequences in addition to educational consequences such as student achievement (Gaziel, 2004; Luchak & Gellatly, 2007). Schools will employ substitute teachers who do not only create an additional cost on the school but affect the student achievement as well. Miller, Murnane and Willet (2008) investigated the impact of the absence of 285 teachers, teaching in 75 elementary schools in the United States of America, on their student achievement and the results showed that there is a negative influence. This influence on student achievement results from a possible reduction in the instructional intensity, as substitute teachers in most of the cases do not possess the required skills. In addition, another factor that affects achievement is the substitute teachers' lack of knowledge of the individual students' needs and thus they may not be able to differentiate their instruction to address those needs. Substitute teachers are not aware of classroom procedures and daily routines and their disruption will have a negative impact on achievement. It is worth mentioning here that the impact of teachers' absence is not limited to the students, whose teachers are often absent, but extends to students of other teachers, and this is due to the loss of the collaborative planning and meetings that aim at improving instruction.

3.5. Organisational Commitment and Job Satisfaction Relationship

Researchers took different stances in reference to the relationship between job satisfaction and organisational commitment. Existing literature suggested four conceptual models that were

accepted to various extents by different researchers. Though the causal order of the relationship has not yet been established, the most widely accepted relationship is that job satisfaction is an antecedent of organisational commitment (Huang, You, & Tsai, 2012; Mowday et al. 1982). Proponents of this relationship argue that job satisfaction and organisational commitment are constructs with different orientation where the former has a micro orientation and the latter has a macro orientation (Rusbult & Farrell, 1983; Williams & Hazer, 1986). Job satisfaction, with its micro orientation, is an immediate reflection of the affective reaction to the job and its facets, while organisational commitment, with its macro orientation, is not an immediate reflection and develops gradually. This development takes place via a process that starts with understanding the job and its facets, advances to the understanding of the values and goals of the organisation and is completed when the employee maintains membership in the organisation (Vandenberg & Lance, 1992).

Researchers who consider job satisfaction as an antecedent of organisational commitment explain that employees become oriented towards their jobs before they become oriented towards their organisation (Curry, 1999). In their meta-analysis, Williams and Hazer (1986) reported that the reanalysis of the data collected from studies of this causal relationship showed that there is a strong direct relationship from job satisfaction to organisational commitment. Testa (2001) investigated the causal relationship between the job satisfaction and the organisational commitment of 425 employees in two service organisations and concluded that an increase in the former stimulates an increase in the latter. In an educational context, Chughtai and Zafar's (2006) study of 125 teachers in 33 universities in Pakistan concluded that teachers' satisfaction with various facets of their jobs such as supervision and working conditions will result in an increased level of their organisational commitment.

Despite the fact that the dominant view in literature is that job satisfaction is in precedence, the direction of this causal relationship is questionable (Nguni et al. 2006; Zeinabadi, 2010). Opponents of the first model explain that although the majority of empirical and theoretical evidence indicates that job satisfaction is an antecedent of organisational commitment, some other evidence exists to support the second model that outlines a reverse relationship (Nguni et al. 2006; Testa, 2001). They explain that an individual's commitment to the organisation develops when they select this organisation while other employment opportunities are available, and this commitment is driven by a process of rationalising the choice (Vandenberg & Lance, 1992). Individuals become psychologically attached to their choice; they prefer it to their other alternatives and then develop a satisfaction level that is consistent with their commitment (Batemen & Strasser, 1984). In their study of the causal relationship between job satisfaction and organisational commitment of 900 nursing employees, Batemen and Strasser (1984) concluded that commitment is a construct that seems to be a cause of job satisfaction rather than a consequence. This finding was in accordance with the study that Vandenberg and Lance (1992) conducted on 100 information system professionals, and which confirmed that organisational commitment is an antecedent of job satisfaction.

Since both of the previous models are supported with empirical evidence, this has suggested that a third model, of a reciprocal relationship between the two constructs, exists. Meyer et al. (2002) argued that job satisfaction is a correlate of organisational commitment as there is no consensus on their relationship being causal. In their meta-analyses, Mathieu and Zajac (1990) and Meyer and Allen (1997) concluded that job satisfaction is a correlate variable of organisational commitment. Mathieu and Zajac (1990) reported that the strength of correlation varies with different facets of

job satisfaction and dimensions of organisational commitment. Attitudinal commitment (affective commitment) has a stronger correlation with overall job satisfaction, satisfaction with work itself, co-workers and supervision while calculative commitment (continuance and normative commitment) are strongly correlated with extrinsic facets of satisfaction such as pay and promotion. In accordance with these findings, Meyer et al.'s (2002) meta-analysis of 152 samples that incorporated 50,146 employees, affirmed the correlation between the constructs. Results showed that overall job satisfaction and five of its studied facets exhibit significant strong correlations with the three dimensions of organisational commitment; however, the strength of these correlations vary with various dimensions. The correlation between affective commitment and overall job satisfaction was quite strong and significantly stronger than the correlations with continuance commitment and normative commitment. They also reported that the correlations of organisational commitment dimensions with overall job satisfaction were higher than those with the facets of job satisfaction.

Other researchers supported the model that no causal relationship exists between the two constructs and that the two constructs have common antecedents instead (Lance, 1991). Vandenberg and Lance (1992) reviewed various studies and concluded that personality trait, positive and negative affectivity and organisational factors, such as job role and job characteristics, are common antecedents that impact both constructs and that result in correlations between them rather than a causal relationship.

Due the fact that there is no consensus on the nature of the relationship between organisational commitment and job satisfaction, studies that investigated the relationship between organisational commitment, as an antecedent of job satisfaction or as an outcome of job satisfaction, were

reviewed. Different studies investigated the effect of job satisfaction as an antecedent of organisational commitment in various contexts, and results showed significant positive effect of the former on the latter; however, the strength of the relationships varied with various facets of job satisfaction, overall satisfaction and the various dimensions of organisational commitment. In a hospitality context in Taiwan, Yang (2010) investigated the antecedents and consequences of job satisfaction of 671 employees in 11 tourist hotels. He studied job satisfaction as an antecedent of organisational commitment and tested its relationship with affective and continuance commitment. Results showed that job satisfaction contributes to both types of commitment; however, it was a stronger contributor to affective commitment. In a services firm in Iran, the three dimensions of organisational commitment were regressed against job satisfaction, and results showed that the satisfaction of 280 employees with their jobs was a significant predictor of all the dimensions (Eslami & Gharakhani, 2012).

In a higher educational context in Pakistan, Malik et al.'s (2010) study of 333 faculty members in public universities showed that satisfaction with the three facets of job satisfaction, nature of work, pay and supervision explained 10 % of the variance in the faculty's organisational commitment. This finding was in alignment with Anari's (2012) study which was conducted in an educational context in Iran on a sample of high school English teachers, and showed that there is a positive relationship between organisational commitment and job satisfaction. Other researchers studied the relationship between job satisfaction and various dimensions of organisational commitment. Daneshfard and Ekvaniyan's (2012) study of employees in a university in Iran revealed that there is a significant relationship between job satisfaction and affective and normative commitment, whereas that with continuance commitment was insignificant. On the contrary, a Uganda-based

study in the context of higher education showed that there is a statistically significant relationship between job satisfaction, and both affective and continuance dimensions of organisational commitment that faculty and staff have (Odoch & Nangoli, 2014).

In other studies, organisational commitment was investigated as an antecedent of job satisfaction and empirical evidence existed that there is precedence of organisational commitment. In non-educational settings like banking, health sector, services firms and production, different studies have shown that organisational commitment significantly predicts job satisfaction. In the analysis of data collected from 295 nurses in teaching hospitals in Egypt, Nafei (2015) ran multiple regression analysis and found evidence that all dimensions of organisational commitment contribute to job satisfaction. Another study of employees in the banking sector in Pakistan showed that organisational commitment predicted job satisfaction, and the results of regression showed that 59.4% of the employees' job satisfaction can be explained by organisational commitment (Ahmad, Komal Javed & Hamad, 2014). Sharma and Bagpai (2011) studied the relationship of organisational commitment with the job satisfaction of employees in public and private organisations in India. Results of regression analysis showed that the organisational commitment, of employees in various departments such as finance and human resources, is a catalyst that enhances their organisational commitment. Thamrin (2012) ran path analysis to investigate the relationship between the organisational commitment of employees in shipping companies in Indonesia and their job satisfaction, and reported that there is a positive significant relationship where job satisfaction is heavily influenced by organisational commitment. In another study that focused only on the affective commitment dimension of metropolitan municipality employees

across Turkey, Sezgin and Agar (2012) concluded that 50% of employees' job satisfaction variance can be explained by affective commitment.

Researchers have also investigated the link of organisational commitment to job satisfaction in educational settings of higher education institutes and schools. Adekola (2012) studied organisational commitment of faculty as an antecedent of job satisfaction in a sample of public and private universities in Nigeria. Regression of organisational commitment as a predictor of job satisfaction proved the existence of a strong significant linear relationship between the two constructs. In another study in four higher education institutions in Malaysia, Norizan (2012) explored the degree of commitment and job satisfaction that the employees have developed. Results showed that their affective commitment is the highest followed by the normative commitment and then continuance commitment, and that their levels of job satisfaction are higher than their organisational commitment levels. Norizan also investigated the relationship of the three dimensions of organisational commitment with employees' job satisfaction. Results of multiple regression analysis contradicted the previous findings and showed that none of the dimensions of organisational commitment predicted the employees' job satisfaction.

As evident from the above, there is no consensus whether job satisfaction is an antecedent of organisational commitment or vice versa; however, there is empirical evidence that there is a relationship between the two constructs. In addition, the literature reviewed showed that leadership has an impact on both organisational commitment and job satisfaction. This impact and the relationship between the two constructs, regardless of its direction, has led scholars to study organisational commitment as a mediator in the leadership styles-job satisfaction relationship. In his study in the petroleum sector in Libya, Shurbagi (2014) investigated the role of organisational

commitment in leadership styles-job satisfaction relationship. Results showed that organisational commitment is a mediator that significantly affects the relationship between transformational leadership and job satisfaction. In a military context in Malaysia, Osman and Uli (2014) conducted a study to explore the effect of leadership styles of military commanders on the job satisfaction of their subordinates and the role of affective commitment in mediating this relationship. Results showed that the affective dimension of organisational commitment partially mediates the transformational leadership styles-job satisfaction relationship while it fully mediates the transactional leadership styles-job satisfaction relationship. In the UAE, a study of 430 employees in various organisations provided empirical evidence that organisational commitment mediates the relationship between leadership and work outcomes of both job satisfaction and job performance (Yousef, 2000). The above reviewed models highlighted the different stances of researchers in reference to the nature and the direction of the relationship between organisational commitment and job satisfaction. This, along with the link of leadership to these two constructs, has led the researcher to include in her study organisational commitment as a mediating factor in the relationship between school principals' leadership styles and teachers' job satisfaction.

3.6. Culture and Leadership

Leadership and national culture are constructs that are interdependently related and this relation cannot be overlooked (Jogulu, 2010; Pauliene, 2012). Scholars who conducted studies that investigated the relationship between these two constructs assumed that the behavioural processes of leaders are determined by their cultural values and beliefs, which establishes meaning for them and their followers. In their book "Cultures and Organisations: Software of the Mind", Hofstede et al. (2010) explained that there is a difference in the attitudes, behaviours and values of individuals,

and this affects their leadership. Miller (2013) suggests that for this leadership to be effective and successful, it should be linked to the environment surrounding the individuals and to the values of their society (cited in Miller, 2016 b).

Jogulu (2010) explains that leadership studies have previously focused on leaders themselves, their traits and leadership styles. However, there was an increase in the number of studies that have shown that leadership behaviours are linked to the cultural environment of these leaders and to the way followers perceive an ideal leader and understand the concept of leadership (Dorfman & House, 2004; Jogulu & Wood, 2006). However, the number of these studies that investigated the possible influence of national culture on the leadership style is minimal (Pauleine, 2012). Muenjohn and Armstrong's (2008) study of the relationship between national culture dimensions and leadership style of Australian managers in Thailand showed that the two variables are significantly related. Multiple regression analysis showed that power distance was the only dimension that had a significant positive relationship with transformational leadership; however, no significant relationships were found between any of the national culture dimensions and either transactional leadership or passive avoidant leadership styles.

In a Maldivian context, Sadiq (2011) investigated the relationships between the national culture dimensions of 204 managers in private and public firms and the transformational leadership style that they adopt. Results showed that all the dimensions of national culture were significantly related to the five leadership practices of Kouzes and Posner model of transformational leadership. The power distance dimension had a positive impact on "Model the Way" practice and Sadiq referred this to the fact that in a low power distance environment, leaders can communicate easily with their followers. On the other hand, individualism which is high in the Maldivian context had a significant

negative relationship with the five practices, whereas uncertainty avoidance which is lower than the world average score had a significant positive relationship with all the transformational leadership practices with the exception of "Inspire a Shared Vision" dimension. As for the masculinity dimension, it significantly impacted two of the practices, "Model the Way" and "Encourage the Heart", in a negative way. The results are partly in accordance with Muenjohn and Armstrong's (2008) study.

In Taiwan, Liu and Lee (2012) explored the relationship between transformational leadership and the power distance dimension of national culture. They went a further step and ran structural equation modelling to investigate the significance of the relationship between power distance and each of the dimensions of transformational leadership that were identified by Bass and Avolio (1997). The path analysis showed that significant positive relationships exist between power distance and each of the dimensions; however, these varied in strength, and this is in accordance with Muenjohn and Armstrong's (2008) findings. Power distance had the strongest positive relationship with the idealised influence dimensions which Bass and Riggio (2006) referred to as the charismatic-inspirational leadership. This might indicate that in a high-power distance context, where unequal power distribution is acceptable, the chances that leaders become role models who are characterised by high morality and integrity is higher.

Lee and Liu (2012) conducted another study on a larger scale in institutions that offered financial services in Taiwan. Tests were run to investigate relationships between national culture dimensions and transformational, transactional and passive avoidant leadership styles. Surprisingly, power distance dimension had significant negative relationship with all the dimensions of the leadership styles which contradicts their findings from the previous study where the relationship was positive,

and this was due to the fact that in the previous study the sample consisted of Taiwanese leaders while Liu and Lee's (2012) study was conducted in multinational companies where the leaders came from different countries. The other significant relationships were between the intellectual stimulation of transformational leadership style and individualism and uncertainty avoidance of national culture where the former was positive, and the latter was negative.

In Indonesia, Wiratmadja, Parlindungan and Sunaryo (2012) collected data from local leaders and foreign leaders and investigated the relationship between the national culture dimensions and transformational leadership. Results showed that all the dimensions of national culture have a positive significant relationship with transformational leadership with the exception of the masculinity dimension. The reason is that, with transformational leadership, leaders should nurture and encourage their followers and this contradicts the characteristics of leaders in a masculine society where assertiveness and firmness dominate. Nazarian and Atkinson (2013) conducted a study on 350 managers in private institutions in Iran, and results showed that all the dimensions of national culture had significant relationships with transformational and transactional leadership styles while some of the dimensions had significant relationships with passive avoidant leadership. Multiple regression analysis showed that all national culture dimensions are significant positive predictors of transformational leadership style with the exception of masculinity that was a significant negative predictor. In addition, all dimensions were significant positive predictors of transactional leadership style, and this corroborates the findings of Wiratmadja et al. (2012). For both transformational and transactional leadership, the strongest predictor was power distance and the weakest predictor was masculinity. On the other hand, two of the dimensions, uncertainty

avoidance and individualism, showed weak relationships with passive avoidant leadership while power distance and masculinity were not found to be significant predictors.

In this study, the links of five national culture dimensions to the leadership style that school principals adopt were investigated. Hofstede (2017) reports UAE scores on four dimensions where the score for Individualism-Collectivism dimension is 25. This indicates that it has a collectivist culture where the individual is associated with the group and where the ties and the relationships between individuals are strong and range from immediate to extended family. At-Twajri and Al-Muhaiza (1996) explained that this score is attained for a variety of reasons that include, but are not limited to, religion and tribal structure. Islam, the only religion of the UAE nationals, emphasises unity and individuals are encouraged to support and help each other and are rewarded for that. In addition, the organisation of the UAE nationals in tribes and families and the fact that their population size is small increase their association with their groups and their loyalty and contribute to their feeling of safety and security. On the other hand, Hofstede (Hofstede et al. 2010) argued that wealth is inversely related to power distance as individuals have access to enough resources that allow them to do things on their own. However, this is not the case in the UAE and that might be due to what has been mentioned earlier in reference to the small population size and the feeling of safety and security which increases with collectivism. Also, the religious beliefs play an important role in strengthening relationships between individuals and reinforcing collectivism.

As for the uncertainty avoidance, the UAE scores 80 and this indicates that there is a high preference for avoiding uncertainty, that beliefs and behaviours are rigid, and that new ideas are not easily accepted (Hofstede et al. 2010). This high score on uncertainty avoidance is reflected in the adoption and implementation of strict policies, rules, regulations and laws (Klein, Waxin &

Radnell, 2009). Wealth is also a factor that contributes to a high uncertainty avoidance in the Gulf region as there is a fear of losing this wealth especially with the oil prices fluctuations (At-Twajjri & Al-Muhaiza, 1996). Alder (2007) related this high uncertainty avoidance to the vertical organisational structure where uncertainty is kept to the minimal by identifying who has the authority on whom.

On the power distance dimension, the UAE scores 90 and this reflects the high-power distance in the UAE society where inequality is acceptable, and followers expect to receive orders from their leaders who adopt an autocratic leadership style. As for the masculinity dimension, the UAE scores 50 and thus it is neither a masculine nor a feminine society. Both the religion of Islam and the tribal structure of the society in the UAE encourage caring and cooperation which are considered characteristics of femininity. At the same time, as a wealthy nation, individuals are ambitious and give high importance to power, and these are considered characteristics of masculinity.

In the context of the UAE, paternalism is prevalent and Emirati leaders usually have close relationship with their employees which might result in positive employee behaviour and work outcomes (O'Sullivan, 2016). They provide their employees with the care they give to their families, and this might be related to their religion and to the morals and values they were raised upon. There is scarcity in investigating the link of paternalism and the other dimensions of culture to leadership styles and this study aims at addressing this. In all the reviewed studies some or all the national culture dimensions had significant relationships with the leadership style and this might indicate that leadership styles are culturally linked. For the educational reform that is taking place in the UAE to be successful, leadership styles of school principals should address the needs of teachers. Thus, findings of studies that investigate the relationships between the national culture

dimensions of school leaders and their leadership styles will be of great value to school leaders, policy makers and the success of the reform.

3.7.Situating the Study within Similar Studies in the Field

The studies reviewed in this chapter tackled the four variables that were the focus of this thesis and the relationships that existed between them in various contexts. In addition, the impact of some of these variables on various aspects of school effectiveness were also discussed. To begin with, studies that investigated the relationships between leadership styles of principals and teachers' job satisfaction showed that all leadership styles and their dimensions, identified by Bass and Avolio (1997) in their Full Range Leadership Theory, had significant relationships with job satisfaction. All studies, including the only study that was conducted in an educational context in the UAE, showed that transformational leadership style and its dimensions had a significant positive impact on job satisfaction while the impact of transactional and passive avoidant leadership styles and their dimensions varied across different studies.

Moreover, the study that compared the teachers' perceptions of their principals' leadership styles and the principals' perceptions of their own leadership styles, showed that there were significant differences between the perceptions of teachers and principals. The aforementioned results encouraged the researcher to investigate the impact of various leadership styles and their dimensions on the job satisfaction of teachers in Abu Dhabi public schools and to identify how these relationships coincide or differ from relationships identified in previous studies. Furthermore, the significant differences that were found between the teachers' and principals' perceptions led

the researcher to investigate the principals' awareness of their leadership styles as it is of utmost importance during the time of reform.

The relationships between organizational commitment and job satisfaction on one side and work outcomes on the other side were heavily researched by scholars whose publications in these areas were reviewed in this study . Results showed that the two constructs are significant predictors of turnover, job performance, absenteeism, and students' achievement, outcomes that contribute to the sought quality of education and the success of the education reform. Moreover, the literature reviewed showed that there is no consensus on the direction of the relationship between job satisfaction and organisational commitment while it provided empirical evidence that there is a relationship between the two constructs and that leadership has an impact on both organisational commitment and job satisfaction. The effect of organisational commitment on various aspects of school effectiveness, the relationship between the constructs of organisational commitment and job satisfaction, the impact of leadership on the aforementioned two constructs and the scarcity of studies that investigated the mediating role of organisational commitment in the leadership styles-job satisfaction relationship were the reasons behind including the construct in the study and investigating its mediating role.

Scholars posit that when studying leadership, the construct of culture should not be ignored (Jogulu, 2010; Pauliene, 2012) and thus the researcher reviewed studies that investigated the impact that national culture dimensions have on leadership and the relationships that existed between the two constructs. The findings of these studies revealed that leadership styles are linked to the national culture of the leaders. Due to the scarcity of studies that provide empirical evidence on how leadership styles are culturally linked and that discuss the unique leadership characteristics in the

context of the United Arab Emirates culture, the construct of national culture was introduced in this study. Another reason for introducing this construct was to explore the effects of the UAE culture on leadership styles identified by The Full Range Leadership Theory (Bass & Avolio, 1997) as there were some arguments that theories developed in the West do not account for different cultures.

CHAPTER FOUR: METHODOLOGY

The main aim of this study was to investigate the leadership style of principals and teachers' job satisfaction in Abu Dhabi public schools and the relationship that exists between these variables. The study also examined the organisational commitment of teachers and its role as a mediator in the leadership style-job satisfaction relationship. In addition, the study investigated the effect of the national culture dimensions of the principals on the leadership style that they adopt. A mixed - methods approach was adopted to address the purpose of this research and to answer the research questions. The purpose of research guides the selection of the research methodology and design (Cohen, Manion & Morrison 2011) and results in addressing the research questions appropriately (Fraenkel, Wallen & Hyun, 2015). In this chapter, the methodology followed in this study is discussed, and then the research design and the research philosophy are presented. Furthermore, the chapter discusses sampling and participants, research instrumentation including its validity and reliability, data analysis and procedures and ethical considerations.

4.1. Research Design

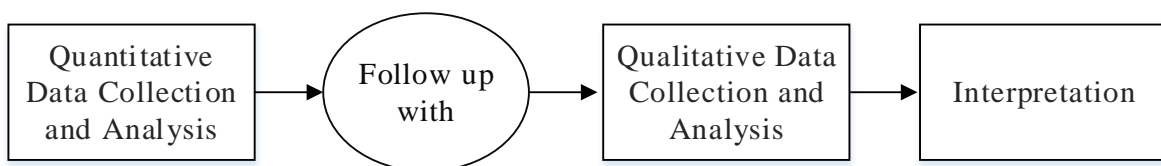
In this study the mixed methods approach was adopted. This approach has recently become more common and popular (Bryman, 2006; Creswell & McCoy, 2011), and has also been considered one of the three major research approaches in addition to the qualitative and quantitative approaches (Johnson, Onwuegbuzie & Turner, 2007). This study investigated the relationship between the leadership style of principals and how it relates to the organisational commitment and job satisfaction of teachers, and how the national culture affects the leadership style that the principals adopt in the context of Abu Dhabi public schools. General explanations on statistically significant and non-significant relationships were made after analysing the quantitative data but a

detailed explanation could not be given. This detailed explanation, which resulted in a better understanding of the relationships, was only achieved by collecting qualitative data from some participants in the sample. The aim of collecting qualitative data was to help clarify and explain the relationships between variables as it provided details of the participants' perceptions, views and beliefs that the researcher was not able to attain through surveys. Moreover, this collecting of evidence from more than one source of data enabled the researcher to compare data and see whether this data diverges or converges to cross validate the relationships identified from survey data. Merriam (2009) explained that collecting data from different resources and obtaining similar results increase the internal validity of the research and allow the researcher to corroborate the findings. This was also suggested by Patton (2002) who explained that using more than one data source reduces the bias that emerges from a single source.

Currell and Towler (2003) argued that using a mixed research method is more useful than using a single method as the researcher can benefit from both the qualitative and the quantitative methods. They explained that the ability of the researcher to address their research questions at different stages of the study helps fill the gap and deepen and strengthen the knowledge. Both qualitative research and quantitative research methodologies have their strengths and weaknesses, thus, by using both, the researcher was able to benefit from the strength of one methodology to overcome the weakness of the other. Tashakkori and Teddlie (2010) identified various justifications for using mixed methods such as adding breadth to the study, using the results collected from one method to inform the use of the second method and others. Creswell and Clark (2011) identified different mixed methods for research designs like the transformative design, the convergent parallel design, the sequential designs, which are either exploratory or explanatory, the embedded design and the

multiphase design. They classified these designs based on certain criteria such as the degree of “interaction” between the quantitative and qualitative elements of the research, the “priority” or the importance that is given to each of the approaches, the “timing” of collecting and analysing both types of data and “the point of interface” or the stage where both approaches are integrated.

The mixed methods design followed in this study was the explanatory sequential design which is appropriate when the researcher’s aim is to use the qualitative data to interpret and explain results collected from quantitative data. Creswell and Clark (2011) recommended using this design when a researcher has more focus on studying relationships between variables quantitatively but needs to explain and support the resulting trends in the studied relationships. In this study, the quantitative data were collected using questionnaires. The analysis of the quantitative data informed the development of the qualitative data collection instruments. The semi-structured interview questions and the focus group interview guide were developed to provide explanations to certain significant and non-significant relationships that were identified. This is referred to by Creswell and Clark (2011) as the “follow-up explanations” variant of the explanatory sequential design (see Figure 3.1).



Adapted from Creswell & Clark 2011, p.69

Figure 4.1: Follow-up explanations variant of the explanatory sequential design

The majority of studies in educational and non-educational contexts that were reviewed, adopted a quantitative approach and used correlations to study the relationships. In this study, an additional qualitative approach was deployed to provide an in-depth explanation of some of the findings and to elucidate why results from this study diverge or converge with findings of other studies that were conducted in different contexts. This was very important in this study especially when explaining the disagreement with findings from studies in different contexts. Beliefs, views and perceptions of participants, which might have determined this disagreement, vary across contexts and the best ways to unveil these was a qualitative approach.

This study aimed at exploring the relationship between the culturally-linked leadership styles of principals and teachers' job satisfaction in Abu Dhabi public schools. The study also examined the organisational commitment of teachers and its role as a mediator in this relationship.

The following are the four research questions that were derived to address the aim of the study:

1. What are the leadership styles that school principals adopt and to what extent do their own perceptions of leadership styles differ from their teachers' perceptions of their leadership styles?
2. To what extent are the leadership styles of the school principals as perceived by their teachers linked to their teachers' job satisfaction?
3. To what extent do organisational commitment dimensions mediate the leadership styles-job satisfaction relationships?
4. How are the national culture dimensions of the principals linked to the leadership style they adopt?

4.2. Philosophical Paradigm

Each research approach has its philosophical foundation or paradigm that outlines and guides its processes and the approach in this research was an explanatory sequential mixed method approach. Hall (2013) stated that there has been a debate on what philosophical foundation should accompany it. He argued that researchers who adopt a mixed method approach can take any of the three stances: a-paradigmatic stance, a multiple paradigm stance and a single paradigm stance. Researchers who take the a-paradigmatic stance ignore the research paradigm and believe that methodology and epistemology are not related (Patton, 2002). In using multiple paradigm stance, researchers use different paradigms that are appropriate and relevant to the mixed method research design that they are adopting (Creswell & Clark, 2011). In this study, the philosophical paradigms that were used are a post-positivist foundational philosophy in the first stage, which is quantitative, and a constructivist philosophy in the second qualitative stage and this use of a different philosophical assumption in each stage was endorsed by Creswell and Clark (2011). Each stage in the study was based on the appropriate philosophical assumption as detailed in the following.

In the post-positivistic paradigm, a basic characteristic is “determination” where there is a cause for each outcome or effect, and in this study, there was a need to investigate the effect of different leadership styles of principals on the job satisfaction of teachers, which has been already investigated in earlier studies. Moreover, post-positivists are “reductionists” who focus on variables and relationships between them, which was precisely what this study aimed at. In addition, data were collected empirically to confirm or refute earlier findings. On the other hand, and in the second stage of the study, the constructivist paradigm was the base. With this paradigm, phenomena are constructed and can be understood through social interaction. In this study the aim

was “understanding” the relationships by exploring different participants’ beliefs and views to explain the relationships in the context of the United Arab Emirates, to develop a pattern of meanings and to elaborate on findings from other studies that were in contradiction or agreement with findings of this study.

4.3. Participants and Site

The target population was Emirati teachers and Emirati principals in ADEK government schools in the emirate of Abu Dhabi. In the emirate of Abu Dhabi, there are 255 schools that have both Emirati and expat teachers. The Emirati teachers are distributed across different school cycles (see Table 4.1). ADEK government schools were identified as an appropriate site for the purpose of the study due to the fact that the majority of principals are Emiratis, unlike private schools where the majority of principals are from the west, and this constitutes a suitable sample to study national culture. In addition, the majority of Emirati teachers are employed in government schools.

Nationality	Number of Teachers				Total
	Kinder Garten	Cycle 1	Cycle 2	Cycle 3	
Emirati	664	1504	818	1569	4555

Table 4.1: Distribution of Teachers by School Cycle

Convenience sampling was deployed for the quantitative data collection stage, and it is an alternative sampling strategy that is usually used in an educational setting when other sampling strategies are not possible (M. D. Gall, J.P. Gall & Borg, 2010). Fraenkel et al. (2015) explained that a disadvantage of convenience sampling is that the sample might be biased and cannot be considered a representative of the population and recommended including demographic information. The sample of participants consisted of Emirati teachers and Emirati principals who satisfied the required criteria in an attempt to reduce bias. The teachers who took part in this study

have spent at least one year in their school and were under the supervision of their current principal, while the participating principals were those who have been in the principal position in their current school for at least one academic year. Random sampling was used in the qualitative data collection stage where participants, who expressed their interest in taking part in the interviews, had an equal and independent chance of being selected (Cohen et al. 2011; Fraenkel et al. 2015). Due to the small size of the sample, there is no guarantee of representativeness and the differences between the sample and the population are due to chance of selection and not the bias of the researcher (Fraenkel et al. 2015). Table 4.2. summarises the sampling techniques of various participants.

Participants	Sampling Technique	
	Quantitative Data	Qualitative Data
Teachers	Convenience	Random
Principals	Convenience	Random

Table 4.2: Sampling Techniques of Participants

4.4. Instrumentation

The purpose of this study was to investigate the leadership style that principals in Abu Dhabi public schools adopt and the job satisfaction of teachers in these schools as well as the relationship that exists between these variables. The study also examined the organisational commitment of teachers and its role as a mediator in the leadership styles-job satisfaction relationship. In addition, the study investigated the effect of the national culture dimensions of the principals on the leadership style that they adopt. The study adopted a sequential explanatory design and used four different measures to collect data. An important element of the research design is the selection of these measurements as the appropriate selection contributes to the soundness of this design (Sekaran, 2003).

Additionally, Zohrabi (2013) explained that utilizing various qualitative and quantitative measures to collect data magnifies its validity through increased trustworthiness and dependability. He affirmed that a valid research is that which is believable and which measures what is supposed to measure. This is only achievable by ensuring validity across the various stages of the research that include but are not limited to instrument development, data collection, data analysis and interpretation. The two quantitative tools used in this study were the teachers' questionnaire and the principals' questionnaire, and the qualitative tools were the principals' semi-structured interviews and the teachers' focus group interviews. The details of both types of instruments are presented in this section of the chapter.

4.4.1. Quantitative Instruments: Questionnaires

Questionnaires are self-reported instruments that can be qualitative, quantitative or mixed questionnaires (Johnson & Turner, 2003). A qualitative questionnaire is unstructured and incorporates open-ended questions only that are answered by participants using their own words. In mixed semi-structured questionnaires, the researchers can include both open-ended and closed-ended questionnaires and a single question can be both closed and open-ended. A quantitative questionnaire is the structured one that includes only closed-ended questions, and this is the type of questionnaires that was used in this research study. Using questionnaires as a data collection method has various advantages such as quick turn-around time, high validity for the questionnaires that were well-structured and tested before and easy data analysis if they are quantitative. On the other hand, questionnaires have some disadvantages such as the possibility of missing data, pattern answering and the tendency of the participants to select the scale at one side or the mid-point of the scale (Brace, 2008; Cohen et al. 2011). However, some items in the questionnaires used in this

research were negatively worded to change the pattern so that the participants will not have the tendency of answering the questions in the same way i.e. positively or negatively.

The two questionnaires used in this research are the principals' questionnaires and the teachers' questionnaires. The principals' questionnaire (see Appendix A) included a demographic section with questions about age, gender, education degree, number of years as a principal in general and in their current school in particular. The second section of the question of the questionnaire incorporated Bass and Avolio's (2004) Multifactor Leadership Questionnaire (5x-Short) in its leader form to measure the principals' perceptions of their leadership style. The third section of the questionnaire was Dorfman and Howell's (1988) national culture instrument that was used to measure that national culture dimensions that characterise the principals. The teacher questionnaire (see Appendix B) included a demographic section with questions on age, gender, education degree, years of experience as a teacher in general and in the current school under the supervision of the current principal in particular. The second section was Spector's (1985) Job Satisfaction instrument that measured teachers' job satisfaction, while the third section was Meyer and Allen's (1997) Three-Component Model (TCM) Employee Commitment instrument that measured the organisational commitment of teachers. The last section incorporated the Multifactor Leadership Questionnaire (5x-Short) in its rater form to measure the teachers' perceptions of the leadership style that their principals adopt.

The importance of validity and reliability to the value of the findings generated from the study was highlighted by Lincoln and Guba (2005), and this section explains how these were ensured. Fraenkel et al. (2015) explained that an instrument is said to be valid when inferences made, based on the results collected using that instrument, are correct. They also added that validity is not only

determined by the instrument itself but by the process of using that instrument. Among various types of validity is the content validity which is related to the content and the format of the instrument which should “fairly” and “comprehensively” cover what should be measured (Cohen et al. 2011, p. 188). In this study, three of the researcher’s colleagues, who are active researchers in the field of leadership and social sciences, were asked to review the content and the format of the instruments to ensure their appropriateness in measuring what is intended to be measured. Another type of validity is the construct validity which refers to the conformation of an instrument to the theoretical context within which it is located (Cohen et al. 2011). The convergent and discriminant validity, which are the two facets of construct validity were ensured in this study by running factor analysis and collinearity diagnostics.

As for reliability, Fraenkel et al. (2015) defined it as “the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another” (p. 155). In quantitative research, reliability can be measured as stability using the test-retest method, as equivalence using the equivalent-forms method and as internal consistency using the split-half procedure or Cronbach’s alpha. The advantage of measuring reliability as internal consistency is that the test is run once, while with stability and equivalence, the test should be run twice (Cohen et al. 2011). This internal consistency measures “the extent to which all the items in a test measure the same concept or construct” (Tavakol & Dennick 2011, p. 54). The value of Cronbach’s alpha that measures the internal consistency varies between 0 and 1, and various values of Cronbach’s alpha were identified by researchers as acceptable. Cohen et al. (2011) reported values of 0.67 and above to be acceptable while Tavakol and Dennick (2011) reported 0.7 to 0.95 values as acceptable. Hinton et al. (2004) argued that

although there is a debate among researchers on the cut-off scores of Cronbach's alpha, a score of "0.5 to 0.7 is generally accepted as indicating a moderately reliable score" (p. 363). Cronbach's alpha was used in this study to evaluate the internal consistency of various instruments that were used to measure the investigated constructs. Details of each instrument, its validity and reliability are discussed below.

4.4.1.1. Multifactor Leadership Questionnaire (5x-Short)

To investigate different leadership styles of the school principals, the Multifactor Leadership Questionnaire (MLQ) (5x-Short) was adopted from Bass and Avolio (2004) to measure the extent to which school principals show transformational, transactional and passive avoidant leadership styles. MLQ consists of 45 questions that measure leadership practices and leader outcome factors; however, in this study only the 36 questions of the leadership practices were used where four questions corresponded to each dimension of the three leadership styles. 20 questions were used to assess the transformational leadership style that encompasses the five dimensions of intellectual stimulation, inspirational motivation, individual consideration, idealised influence (Attributed) and idealised influence (Behaviour). The transactional leadership style was measured using the eight questions that correspond to the two dimensions of contingent reward and management by exception (Active) while the other eight questions measured the dimensions of management by exception (Passive) and laissez faire of the passive avoidant leadership style.

The MLQ exists in two forms where the leader form was used in the principals' questionnaire and principals were asked to judge how frequently each statement fitted them. The other form of MLQ is the rater form which was administered in this research to the teachers, to evaluate how frequently each statement fitted their current principal. Both forms of the questionnaire used a 5-point Likert

scale to describe the frequency of occurrence of each of the 36 statements: Not at all, Once in a while, Sometimes, Fairly often and Frequently if not always and where the numerical values of these scales ranged from 1 for Not at all to 5 for Frequently if not always.

Previous versions of the multifactor leadership questionnaire were criticised for various reasons such as combining the behaviours and attributions in the idealised influence dimension and lacking discriminant validity (Hunt 1999; Yukl 2010). Nevertheless, Ozaralli (2003) stated that it is the most valid instrument that can be used to study leadership styles, and this was echoed by Kirkbride (2006) who posited that it is an extensively used instrument in studying leadership. Muenjohn and Armstrong (2008) evaluated the structural validity of the MLQ (5x-Short) and confirmed its appropriateness and adequacy to measure all the leadership styles and their dimensions. Confirmatory factor analysis from various previous studies showed that the MLQ (5x-Short) demonstrates stable factor structure (Antonakis et al. 2003; Lowe, Avolio & Dumdum, 2013). Antokanis and House (2015) reported that the latest version of MLQ is the best validated instrument to be used when adopting the full range leadership theory to explore leadership styles.

Kelloway, Barling, and Helleur (2000) reported high correlation between items of the same scales; however, Bass and Avolio (2004) addressed these issues in the MLQ (5x-Short). The MLQ (5x-Short) proved to be a very precise and effective instrument in different contexts (Nazarian, 2013) including educational, military, manufacturing, health services and other disciplines and in around 300 research studies at the master's and doctoral levels between 1995 and 2004 (Bass & Avolio, 2004). The instrument was used widely in K-12 educational settings (e.g. Dale 2012; Kieres 2012; Koh, Steers & Terborg 1995; Waters 2013) and across European, African and Asian countries including the Middle East (e.g. Nazarian, 2013).

The internal consistency of the Multifactor Leadership Questionnaire (5x-Short) was tested by Bass and Avolio (2004) in a study on 27,285 participants in the USA and Cronbach's alpha score ranged between 0.69 and 0.83 for the nine scales. MLQ (5x-Short) showed high reliability indices in many studies that adopted it; Alsayed, Maotaghi and Osman (2012) emphasized that it has high reliability regardless of the language. The overall reliability of its items, when administered in Arabic language to participants in Palestine, was 0.95 and the range of different items reliability was 0.85 to 0.86. Moreover, this instrument was used in many empirical research studies that investigated the relationships between leadership styles and other variables (Alsayed et al. 2012). This made it appropriate for this study where the relationships between leadership styles, national culture, organisational commitment and job satisfaction were explored. In the current study, Cronbach's alpha score ranged between 0.60 and 0.89 for the nine scales in the teachers' questionnaire and between 0.51 and 0.74 in the principals' questionnaire (see Table 4.3).

Scales	Cronbach's Alpha		
	Bass & Bass (2004)	Current Study Teachers	Current Study Principals
Transformational Leadership			
Intellectual Stimulation	.75	.82	.52
Inspirational Motivation	.83	.89	.74
Individual Consideration	.77	.64	.57
Idealised Influence(Attributed)	.75	.66	.61
Idealised Influence (Behaviour)	.70	.69	.63
Transactional Leadership			
Contingent Rewards	.69	.82	.62
Management by Exception(Active)	.75	.60	.65
Passive Avoidant Leadership			
Management by Exception(Passive)	.70	.60	.60
Laissez Faire	.71	.64	.51
Sample Size	27,285	438	51

Table 4.3: Internal Consistency Reliability of the MLQ (5X-Short)

4.4.1.2. Spector's Job Satisfaction Survey (JSS) Questionnaire

Job satisfaction can be measured by adopting a comprehensive approach to measure the overall job satisfaction or by adopting an approach that identifies satisfaction with each of the facets of the job (Spector, 1997). In this study, Spector's (1985) Job Satisfaction Survey (JSS), a 36-item questionnaire, was used to measure the nine facets of job satisfaction including pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication where four questions were used to rate satisfaction with each of the nine facets. 19 of the 36 items were negatively worded and the values were recoded before calculating the satisfaction scores (see Table 4.4). The questionnaire was used with teachers who were asked to judge the extent to which they agree with each of the statements, on a 5-point Likert scale that ranged from strongly disagree that was given a value of 1 to strongly agree that was given a value of 5. The scales of disagree, undecided and agree were given the values of 2, 3 and 4 respectively.

Scales	Item number
Pay	1, 10r, 19r, 28
Promotion	2r, 11, 20, 33
Supervision	3, 12r, 21r, 30
Fringe benefits	4r, 13, 22, 29r
Contingent rewards	5, 14r, 23r, 32r
Operating Conditions	6r, 15, 24r, 31r
Co-workers	7, 16r, 25, 34r
Nature of Work	8r, 17, 27, 35
Communication	9, 18r, 26r, 36r

Table 4.4: Items on the Job Satisfaction Survey

JSS questionnaire was used firstly because of its appropriate length compared to other widely used job satisfaction surveys such as Minnesota Satisfaction Questionnaire (MSQ) and Job Descriptive Index (JDI), and secondly because different facets of job satisfaction might have different relationships with the variables of perceived leadership style and organisational commitment of

teachers. This is an advantage of using an instrument which measures multifacets of a construct as it provides an in-depth understanding of the relationships between the constructs at each of the dimensional levels (Hirschfeld, 2000). This instrument was also chosen due to its high validity and reliability as reported by Spector (1985) and other researchers (Van Saane et al. 2003) and values of Cronbach's alpha are reported in the reliability section. The overall Cronbach's alpha calculated from a sample of 2,870 participants who responded to the survey was 0.91 and the Cronbach's alpha for the facets ranged from 0.60 to 0.82. In addition, Cronbach's alpha of a test-retest reliability from 43 respondents of the original sample ranged from 0.37 to 0.74 indicating stability of responses over time (Spector, 1997). In the current study, the overall Cronbach's alpha calculated from the sample of 438 Emirati teachers was 0.89 and the Cronbach's alpha for the facets ranged from 0.57 to 0.78 (see Table 4.5).

Scales	Cronbach's Alpha		
	Initial Study	Test-Retest	Current Study
Pay	.75	.45	.61
Promotion	.73	.62	.57
Supervision	.82	.55	.78
Fringe benefits	.73	.37	.67
Contingent rewards	.76	.59	.67
Operating Conditions	.62	.74	-----
Co-workers	.60	.64	.59
Nature of Work	.78	.54	.67
Communication	.71	.65	.74
Total	.91	.71	.89
Sample size	2,870	43	438

Table 4.5: Internal Consistency Reliability of the Job Satisfaction Survey

4.4.1.3. The Three Component Model (TCM) Employee Commitment Questionnaire

In this study Meyer and Allen's (1997) multidimensional model to studying organisational commitment was adopted. Meyer and Allen have developed a scale that has undergone a number of revisions to measure the three dimensions of the construct, and the latest updated version of this

scale is the TCM Employee Commitment Questionnaire that includes 18 items (Meyer & Allen, 2004). Different research studies that investigated organisational commitment, with Meyer and Allen's approach as the foundational theory, adopted their scale and recommended it at the end of their studies. These studies provided empirical evidence of the validity and reliability of this instrument in measuring the three dimensions of the construct (Dunham et al. 1994; Karim & Noor, 2006; Reilly & Orsak, 1991). The questionnaire was used with teachers who were asked to judge the extent to which they agree with each of the statements, on a 5-point Likert scale; strongly disagree, disagree, undecided, agree and strongly agree and that were given values of 1 to 5.

As mentioned before, various studies that adopted the TCM employee commitment survey questionnaire, showed its reliability. Meyer et al. (2002) conducted a meta-analysis on different studies that incorporated Meyer and Allen's approach in the conceptual framework and used their instrument. Results showed that the scales were reliable and affective commitment scored 0.82, normative commitment scored 0.76 and continuance commitment scored 0.73. Among the studies included in the meta-analysis was Abdulla and Shaw's (1999) study that took place in the UAE. Jaros (2007) corroborated the above and reported that various researchers proved the applicability of the Meyer and Allen's three component model and the validity of their instrument in the Middle East, a context similar to the context of this study. In addition, Allen and Meyer (1996) reported that the available longitudinal data show test-retest reliabilities that are within an acceptable range.

In a study that Cetin (2006) conducted in Turkey, to explore the relationship between job satisfaction and organisational commitment of academics, the instrument proved to be reliable and valid. The values of Cronbach's alpha for affective commitment, continuance commitment and normative commitment were 0.85, 0.69 and 0.83 respectively and the 18 items loaded appropriately

under the three components. The instrument showed reliability in Arab countries where the overall Cronbach's alpha of the instrument in Shurbagi's study (2015) of employees in the banking industries was 0.80, and the Cronbach's alpha in Shurbagi and Zahari's study (2014) of employees in the gas and oil industry was 0.91 for affective commitment, 0.72 for continuance commitment and 0.91 for normative commitment. In the current study, Cronbach's alpha was 0.86 for affective commitment, 0.83 for normative commitment and 0.73 for continuance commitment (see Table 4.6).

Scales	Cronbach's Alpha
Affective Commitment	.86
Continuance Commitment	.73
Normative Commitment	.83
Sample Size	438

Table 4.6: Internal Consistency Reliability of Organisational Commitment Scale

4.4.1.4. National Culture Questionnaire

To study the national culture, the focus was on a revised model of Hofstede. In his studies, Hofstede used the value survey model (Hofstede, 1983) to measure cultural dimensions based on an ecological level or country level. This value survey model (VSM) was criticised for its inability to investigate cultural dimensions at the individual level (Dorfman & Howell, 1988; McCoy, Galletta & King, 2005, Punnett & Withane, 1990). In addition, it was also criticised for its reliability, validity and that some of the items are not related to their corresponding dimensions (Dorfman & Howell, 1988; McCoy et al. 2005; Robinson, 1983; Wu, 2006). Thus, adopting Hofstede's VSM in this study was not appropriate since the aim was to investigate the cultural dimensions of participants at an individual level rather than at a country level. However, Dorfman and Howell (1988) extended measuring culture to the individual level by using Hofstede's instrument and another instrument developed by Haire, Ghiselli and Porter's (1966) to come up with items that

correspond to four dimensions; uncertainty avoidance, power distance, individualism and masculinity. They also explained that they have added an additional dimension, paternalism, whose importance was highlighted in literature of cross-cultural leadership (Ayman, 2004; Ayman & Korabik, 2010). This questionnaire was administered to principals whose answers were based on a 5-point Likert scale; strongly disagree, disagree, undecided, agree and strongly agree and that were given values of 1 to 5.

Dorfman and Howell's (1998) instrument was used in various studies that investigated national culture at the individual level (Fernandez et al. 1997; Wu, 2006) and had shown acceptable reliability index that ranged between 0.63 for collectivism and power distance, 0.73 for uncertainty avoidance and 0.8 for masculinity. In Robertson, Al-Khatib and Al-Habib's (2002) study that surveyed 365 employees from Saudi Arabia, Oman and Kuwait, Cronbach's alpha was 0.74 for collectivism, 0.71 for masculinity, 0.67 for power distance and 0.69 for uncertainty avoidance. The relevance of Dorfman and Howell's instrument to individual cultural dimensions, the reliability of its scales in various contexts including countries in the Arabian Gulf region and its reliability when administered in Arabic language made it appropriate to this study. In the current study, Cronbach's alpha was 0.63 for collectivism, 0.87 for masculinity, 0.76 for power distance, 0.67 for uncertainty avoidance and 0.71 for paternalism (see Table 4.7).

Scales	Cronbach's Alpha
Collectivism	.61
Masculinity	.87
Power Distance	.76
Uncertainty Avoidance	.67
Paternalism	.71
Sample size	51

Table 4.7: Internal Consistency Reliability of National Culture Dimensions

4.4.2. Qualitative Data Collection Methods

4.4.2.1. Focus Group Interviews

A focus group interview is a data collection method where more interaction takes place between the participants themselves than between them and the interviewer (Cohen et al. 2011). Morgan and Krueger (1993) argued that this interaction provides insights when studying complex behaviours and motivations. In focus groups, multiple perspectives on the same topic are collected from various participants at the same time, and a better understanding of the previously collected data on the participants' perceptions of a certain topic is gained (Glesne, 2011). Morgan (1996) indicated that the majority of researchers who use focus groups to collect data, use it in combination with other data collection methods; mainly, individual interviews and questionnaires. He explained that combining focus groups with questionnaires is "one of the leading ways when combining qualitative and quantitative methods" (p. 134) and that the combination can be in four different forms. The form that was adopted in this study used questionnaires as the main data collection method and focus groups were used as follow-up data collection tools that aided in interpreting results obtained from questionnaires.

Glesne (2011) highlighted that focus groups are valuable data collection methods, nevertheless, they have certain drawbacks. She explained that some participants might not express their true point of view when the views of others are quite different than theirs. In other cases, some participants dominate the discussion and impact the amount and quality of data provided by other participants (Johnson & Turner, 2003); however, this depends on the experience of the moderator. The moderator in this study was the researcher who conducted four focus groups with six teachers

in each group and who had previous experience in conducting focus groups in earlier research studies. After analysing the quantitative data, the previously developed focus group interview questions were reviewed and updated for the purpose of gaining a better understanding of the findings of the quantitative data (see Appendix C).

In the quantitative survey administered to teachers, teachers were asked to provide their contact details if they were willing to participate in a focus group interview. 32 participants were randomly selected from the 128 teachers who expressed their interest in taking part in the interviews. The randomly selected teachers were asked to give time slots of their availability and groups were formed. After forming the groups, some teachers wanted to change the date and the time of their scheduled interview and this was challenging as it required the reformation of the group which was a time consuming exercise that required contacting various participants to accommodate their preference. After forming the groups for the second time, some participants apologised on a very short notice and this resulted in conducting four focus groups with six teachers in each. Each focus group interview ran for an average of an hour and all interviews were taped after obtaining the consent of the participants.

4.4.2.2. Semi-structured Interviews

Merriam (2009) identified various types of interviews based on how structured these interviews are. She explained that these lie on a continuum where, on one end, there is the highly structured interview, which is an oral form of questionnaires where the wording and order of questions are predetermined. On the other end of the continuum, there is the unstructured or informal interview, which is a form of “professional conversation”, where the questions are open-ended, exploratory and flexible, and is usually used to generate questions for a more structured interview. In this study,

semi-structured interviews which are placed at the middle of this continuum were used. With semi-structured interviews the researcher uses an interview guide that has a list of questions which can be used flexibly with no predetermined order or wording to collect the required data. Farr (1984) described it as “a peculiar form of conversation in which the ritual of turn-taking is more formalized than in the commoner and more informal encounters of everyday life” (p. 182).

Merriam (2009) argued that the advantage of using this type of interviews is that researchers can respond to any new emerging ideas from the participants. These new emerging ideas will initiate additional questions to further explore the new ideas brought up by the interviewees (Cachia & Millward, 2011). Kvale and Brinkmann (2009), explained that the exchange in “inter-views” and the interaction between the interviewer and the interviewees result in the construction of knowledge (p.2). In addition, these interviews help the researcher understand the views and beliefs of participants who cannot be observed (Patton, 2002; Merriam, 2009). 23 principals expressed their interest in taking part in the interviews and 12 of them were randomly selected and contacted to participate. Among these 12, only seven participated in a 45-minutes interview that took place in their individual schools while the other five apologised a day before or on the day of the interview. To make it up for the principals who apologised, another five principals were randomly selected from the remaining 11; however, due to the time constraints and to the busy schedule of the principals none of them were able to take part in the interviews. The questions of these interviews (see Appendix D) were set to gain a better understanding of the quantitative data findings on the principals’ leadership practices and their national culture dimensions.

4.4.2.3. Trustworthiness of Qualitative Tools

The concepts of validity and reliability are important in qualitative research as well and much of these depend on the perspective of the researcher (Fraenkel et al. 2015). However, there is more focus on validity than on reliability in qualitative research (Lincoln & Guba, 2005) where the role of reliability is limited to the “reliability of multiple coders on a team to reach agreement on codes” (Creswell & Clark 2011, p. 211). Thus, to reduce the researcher’s bias and to ensure validity in collecting the qualitative data in this study, certain procedures that were recommended by various scholars were adopted (Cohen et al. 2011; Fraenkel et al. 2015; Onwuegbuzie & Leech, 2007). Among these procedures is triangulation where data were collected using semi-structured interviews with principals and focus group interviews with teachers which were audio-taped after obtaining the participants’ consent. In addition, member checking or what is referred to as respondent validation was implemented and all the transcribed semi-structured interviews were sent back to the principals and two transcribed focus group interviews were sent to two teachers in each of the corresponding groups to check for accuracy. Zohrabi (2013) asserted that through member checking “the plausibility and truthfulness of the information can be recognised and supported” (p.258).

Furthermore, during the interviews, the researcher was recording her thoughts about any ambiguous data, and this is referred to as researcher reflexivity. Two other procedures that were suggested by Fraenkel et al. (2015) to check the validity of qualitative research are external auditing and interviewing participants more than one time. These procedures were adopted and one of the researcher’s colleagues, who was involved earlier in reviewing the content validity of the instrument, was asked to revise the qualitative data findings. In addition, two of the principals were

interviewed twice with around a four-month gap between the interviews to check the consistency of the responses over time.

4.4.2.4. Qualitative Data and Researcher's Bias

In any research study, the researcher bias is a challenge that when the researcher is aware of tries to account for, control and reduce. In this study, the researcher bias might have emerged from the fact that the researcher was a teacher and might have had similar experiences to the teacher participants. In addition the researcher works in an institution that is affiliated with ADEK, the regulator of all schools in Abu Dhabi and this might have also introduced some bias. This bias, could have affected the data collection stage when the researcher was conducting the interviews and the focus groups through the body language, the expressions on the face and the tone of the voice. The researcher was aware that the aforementioned factors might influence the answers of the participants and thus tried to control them. For example, the opinions of the participants might have been misunderstood due to the researcher's subjectivity (Krueger & Casey, 2000). The researcher attempted to be very objective and not to be influenced by her point of view through being neutral and trying to ask the participants to clarify their answers and give more examples rather than interpreting the answers her own way.

With any qualitative research, and throughout its various stages, ethical and methodological dilemmas might come up and among these dilemmas is power relationships between the researcher and the participants (Shaw, 2003). Litosseliti (2003) explains that data collected from focus groups might be unnatural because the researcher controls the discussion. Miller, Strier and Pessach (2009) argue that during the interviews, the control is in the hands of the participants and it's the relationship that the researcher builds with participants which determines the quality and quantity

of collected data. The researcher interviewed teachers and principals and the relationship that existed between the researcher and the two types of participants might have been different due to the nature of the job of each and due to their position on the hierarchy. The researcher managed to maintain equilibrium and not to control or to be controlled by both participants and this balance was achieved by adopting certain strategies during the interviews. To begin with, the researcher used the appropriate language which was customised to suit the capabilities and the experience of principals and teachers as recommended by Few, Stephens and Rouse-Arnett (2003). The researcher also limited her role in the focus groups to be a moderator who is organising the discussion rather than controlling and influencing it. Furthermore, the researcher accommodated the participants' criticism of certain aspects of the research by allowing open communication and giving me the opportunity to object if required as suggested by Bravo-Moreno (2003) and Brinkmann and Kvale (2005) but by keeping control in balance. This balance was attained by using different strategies when interviewing different participants. With teachers, I presented myself as a teacher who had their job for a number of years and who shared their concerns and the challenges that they faced and this strategy was successful and there was a balance in the power distribution between the researcher and the teacher participants. With principals, I presented myself as a professional working in a teacher training college and as a researcher whose interest in the field of leadership might inform policy and practice that might contribute to the success of this reform. This strategy as well resulted in a fairly balanced power between the two parties.

In addition to the data collection, the researcher's bias might have been extended to the data analysis. Kvale and Brinkman (2009) explain that the "perspectival subjectivity" might appear in the interpretation of the interview findings; however, they argue that this bias is an enrichment of

the findings rather than a draw-back. While interpreting and reporting the findings, the researcher requested one of her colleagues who is a qualitative researcher and who is familiar with the topic to review the qualitative findings. Armstrong et al. (1997) highlighted the importance of using the process of inter-rater reliability or moderation in interpreting qualitative data to ensure rigour and to reduce bias. In addition, the researcher reduced his bias by employing triangulation and this was elaborated on in the above.

4.5. Translation

Surveys were administered in Arabic and interviews and focus groups were conducted in Arabic as well, as the sample of participants are Emiratis whose first language is Arabic. Two techniques for translation were implemented where the parallel blind technique (Werner & Campbell, 1970) was used in the first stage and the questions were translated from English to Arabic by two professional translators. Both sets of translated questions were compared and analysed then some amendments were made, and the final set of translated questions was submitted to the researcher. The researcher is fluent in both languages and this helped in accounting for any issues in the translation that may have resulted from any misconceptions that both translators had (Behling & Law, 2000). The second technique was back-translation where the final set of questions was then translated back to English by another professional translator who is not familiar with the instruments (Brislin, 1986). The original and the translated surveys, interview questions and focus group questions were compared, and minimal differences were spotted so the final set that resulted from the parallel blind translation was used.

For the qualitative data that was collected from interviews and focus groups, all transcripts were in Arabic and only direct quotes used to explain the findings were translated into English. The expert team approach of collaborative translation was used to ensure the quality of translation of quotes (Douglas & Craig 2007). The selected quotes were translated from Arabic to English by two professional translators, and the two versions were submitted to the researcher. The researcher held meetings with the two translators and an independent reviewer who is the researcher's colleague and who is familiar with the topic. The expert team compared and discussed the two versions for clarification and assurance that the translation was accurate and reflected the Arabic meaning. The final version was revised by the bilingual researcher who is familiar with the appropriate language.

4.6. Data Analysis

The quantitative and qualitative data, collected through various instruments that were administered to teachers and principals, were analysed. Quantitative data were analysed using various statistical tests while thematic analysis was used to analyse qualitative data (see Table 4.8).

RQ	Research Instruments		Participants	Data Analysis	
	Quantitative	Qualitative		Quantitative	Qualitative
1	MLQ (5X-Short)	Focus groups Semi-structured interviews	51 Principals 438 Teachers	Descriptive Statistics Analysis of Variances (IBM SPSS Statistics Version 22)	Thematic Analysis
2	MLQ (5X-Short) Spector's JSS	Not applicable	438 Teachers	Structural Equation Modelling –(SEM) (Mplus Version 7.0)	Not applicable
3	MLQ (5X-Short) Spector's JSS TCM Employee Commitment Questionnaire	Not applicable	438 Teachers	Bootstrapped Tests of simultaneous indirect effects (Mplus Version 7.0)	Not applicable
4	MLQ (5X-Short) Dorfman & Howell Questionnaire	Focus groups Semi-structured interviews	51 Principals 438 Teachers	Structural Equation Modelling –(SEM) (Mplus Version 7.0)	Thematic Analysis

Table 4.8: Summary of Data Collection and Analysis

4.6.1. Data Cleaning and Preliminary Analyses

Data analyses were conducted using IBM SPSS Version 22 and *Mplus* Version 7.0. Before conducting the preliminary analyses, data must be cleaned up to remove any invalid data, deal with missing values and compute summary scores that will be used in the analysis (Dilalla & Dollinger, 2006). To begin with, collected data were scanned visually and responses that showed a clear pattern were dropped from the sample. As for the missing data, descriptive statistics were checked and 2% of the data were found to be missing and this is considered acceptable (Tabachnick & Fidell, 2007). After dealing with the missing data, summary scores were computed. This started with recoding the reversed items that was done using the “Recode” command in IBM SPSS Version 22 then summary scores were computed using the “Compute” command. Responses from teachers were averaged for each of the styles and dimensions of the leadership measure, the dimensions of the organisational commitment measure, the facets of job satisfaction and the overall job satisfaction measure. Responses from principals were averaged for each of the styles and dimensions of the leadership measure and for the dimensions of the national culture measure. The assumption of normality was tested, and the values of skewness and kurtosis were in the acceptable range (Kline, 2010; see Tables 4.3, 4.4, 4.6, 4.12 & 4.13). Moreover, collinearity diagnostics were conducted and the tolerance and Variance Inflation Factor (VIF) values were inspected. Results showed that all values of VIF were less than 10 (Cohen et al. 2003)

After cleaning the data, confirmatory factor analyses (CFAs) were conducted. It is the most appropriate factor analytic technique to use in this study as the MLQ (5X-Short), Spector’s Job Satisfaction and TCM Employee Commitment instruments of the models of leadership, organisational commitment and job satisfaction being studied have been fully developed and the

structure of their factors have been validated. Thus, CFAs were used to evaluate and test statistically the adequacy of those models and their goodness-of-fit to the sample data. CFA was conducted, using *Mplus* Version 7.0 software, on data collected from teachers' responses to MLQ (5X-Short), Spector's Job Satisfaction and TCM Employee Commitment instruments. The adequacy of the models and their goodness-of-fit to the sample data were measured using the Tucker-Lewis index (TLI), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA) and Standardised Root Mean Square (SRMR) indices where TLI and CFI values greater than .95, and RMSEA and SRMR values less than .08 would indicate that the model is adequate (Browne & Cudeck, 1993; Hu & Bentler, 1999; Byrne, 2010). All values of these indices were in the acceptable range and all models showed good fit to data (see Appendix E). As for the data collected from principals' responses to MLQ (5X-Short) and the national culture instrument, CFA was not conducted due to the small sample size (Mundfrom, Shaw & Ke, 2009)

Before conducting the Confirmatory factor analysis (CFA) and constructing the scales, internal consistency reliability (Cronbach's alpha) was examined and all items were in the acceptable range. Nevertheless, the Cronbach's alpha of the operating conditions facet items of the job satisfaction was far below the cut-off point, thus, those items were deleted and not included in the CFA while all other items of job satisfaction loaded under their scales. When running the CFA on the MLQ (5X-Short), all items of the transformational leadership style loaded under their four corresponding dimensions, and similarly, all the passive avoidant leadership items loaded under their two corresponding dimensions. As for the transactional leadership style, running the CFA resulted in all items loading under their corresponding two dimensions with the exception of one item from the Management by Exception (Active) of the transactional leadership and was deleted from the

analysis. For the TCM Employee Commitment questionnaire, three items from the continuance commitment dimensions of the organisational commitment did not load under their corresponding dimension and were deleted.

4.6.2. Quantitative Data Analysis

Research Question 1:

What are the leadership styles that school principals adopt and to what extent does their own perception of leadership styles differ from their teachers' perceptions of their leadership styles?

To answer this question, descriptive statistics, including means and standard deviations, were computed to examine the leadership styles of principals as perceived by the principals as well as the leadership styles of principals as perceived by their teachers. The means and standard deviation values of the transformational, transactional and passive avoidant leadership styles were computed. In addition, means and standard deviations values of the nine dimensions of the intellectual stimulation, inspirational motivation, individual consideration, idealised influence (Behaviour), idealised influence (Attributed), management by exception (Active), contingent reward, management by exception (Passive) and laissez faire were calculated.

One-way analysis of variance (ANOVA) was conducted to examine whether or not the teachers' perceptions of their school principals' leadership styles differed statistically significantly from their principals' own perceptions of their leadership styles.

Research Question 2:

To what extent are the leadership styles of principals as perceived by their teachers linked to the job satisfaction of the teachers?

Structural equation modelling (SEM) analysis (Kline, 2010) was used to investigate the extent to which leadership styles of principals as perceived by the teachers are linked to the job satisfaction of teachers. SEM was used because it provides correct parameters i.e. avoid inflation in the β value in the regressions. Path analyses were performed to investigate the relationships between the leadership styles and their dimensions and the overall job satisfaction.

The relationships between the leadership styles and overall job satisfaction were first investigated (see Figure 4.2).

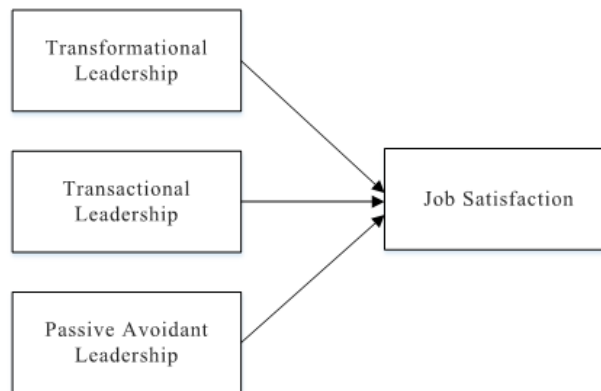


Figure 4.2: Relationships of Leadership Styles and Job Satisfaction

The relationships between dimensions of each of the transformational, transactional and passive avoidant leadership styles and overall job satisfaction were also investigated (see Figures 4.3, 4.4 and 4.5).

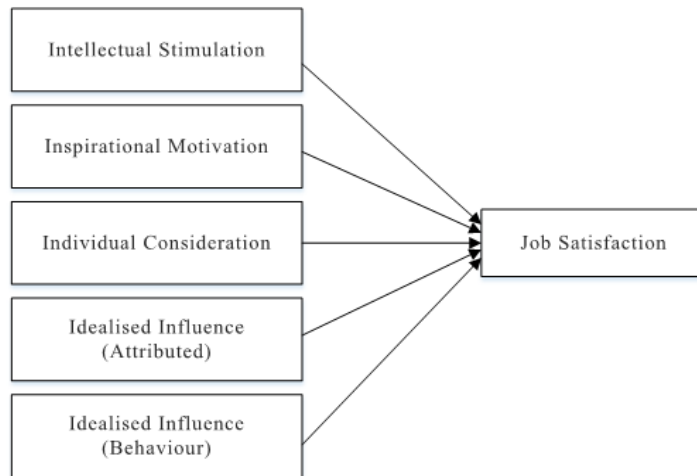


Figure 4.3: Relationships of the dimensions of Transformational Leadership and Job Satisfaction

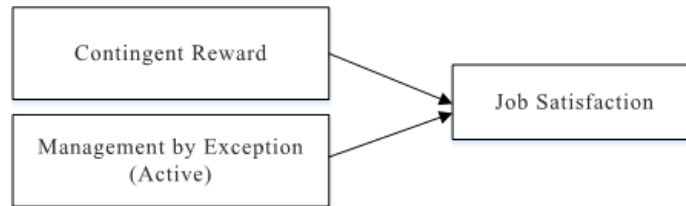


Figure 4.4: Relationships of the dimensions of Transactional Leadership and Job Satisfaction

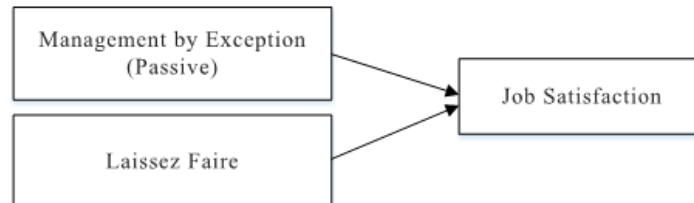


Figure 4.5: Relationships of the dimensions of Passive Avoidant Leadership and Job Satisfaction

Research Question 3:

To what extent do organisational commitment dimensions mediate the leadership styles-job satisfaction relationships?

To explore the mediating effect of organisational commitment dimensions on the leadership styles-job satisfaction relationship, bootstrapped tests of simultaneous indirect effects were conducted (Preacher & Hayes, 2008) using *Mplus* Version 7.0 software. This method was used as other tests of mediation such as the causal steps strategy (Baron & Kenny, 1986) and Sobel test (Sobel, 1982) have been criticised for having some flaws (Preacher & Hayes 2008, Zhao, Lynch & Chen, 2010). Bootstrapping has a better statistical power than the previously mentioned tests and can maintain control over Type I error (Williams & MacKinnon, 2008). Estimates of mediated and indirect effects, bias-corrected (BC) bootstrap confidence intervals (CI) that is based on 5,000 bootstrap samples (Preacher & Hayes 2008) were calculated. The independent variables were the leadership styles and their dimensions, the dependent variable was the overall job satisfaction and the mediators were the three organisational commitment dimensions; affective commitment, continuance commitment and normative commitment. The mediation effect of the organisational commitment dimensions in the relationship between the styles of leadership and the overall job satisfaction was investigated (see Figure 4.6).

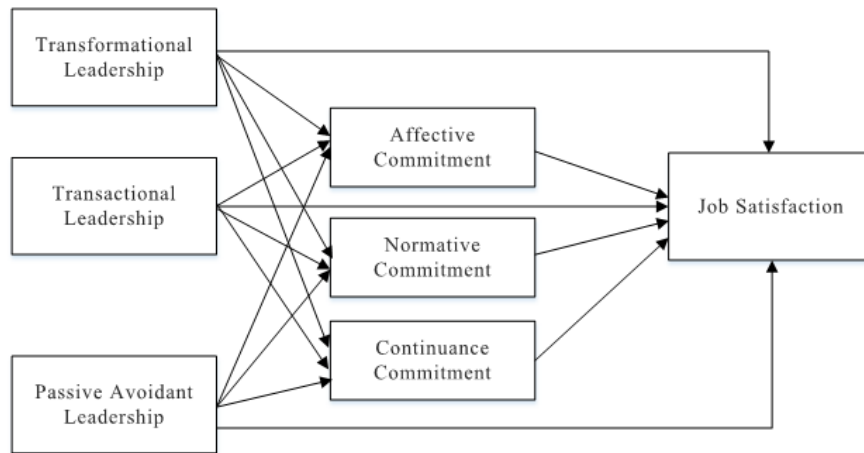


Figure 4.6: The Mediating Effect of Organisational Commitment in the Leadership Styles – Job Satisfaction Relationship

A further investigation of the mediation effect of the organisational commitment dimensions in the relationship between the dimensions of each of the leadership styles and the overall job satisfaction was conducted (see Figures 4.7, 4.8 and 4.9).

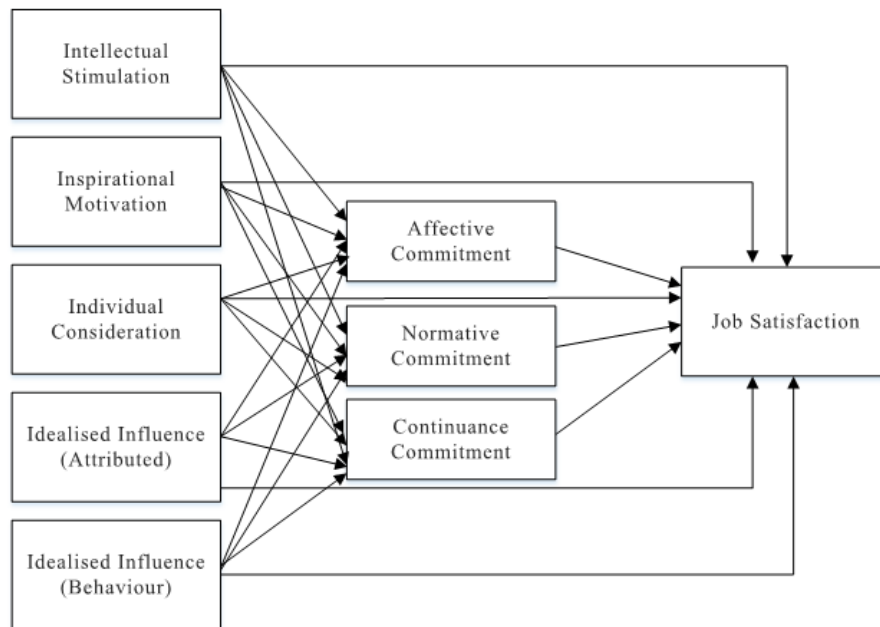


Figure 4.7: The Mediating Effect of Organisational Commitment in the Transformational Leadership – Job Satisfaction Relationship

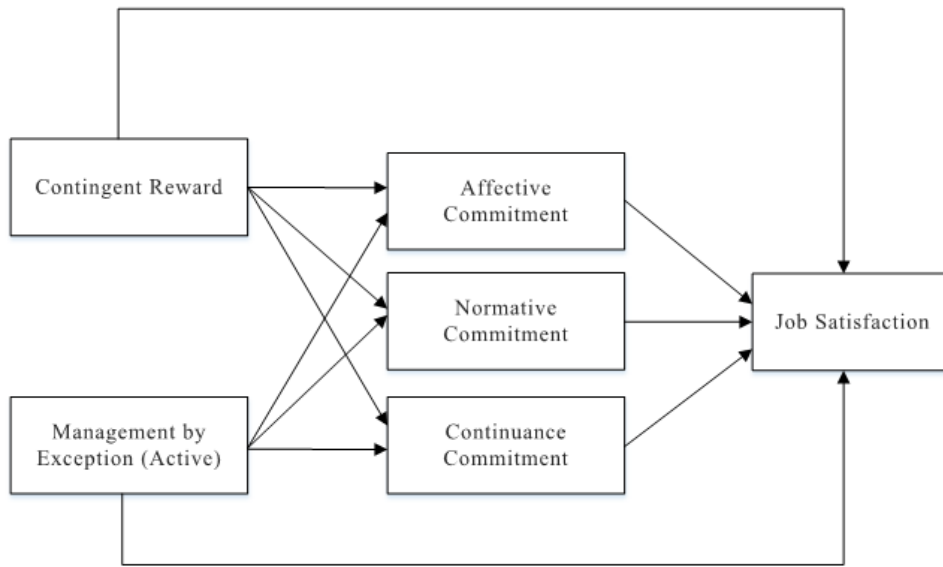


Figure 4.8: The Mediating Effect of Organisational Commitment in the Transactional Leadership - Job Satisfaction Relationship

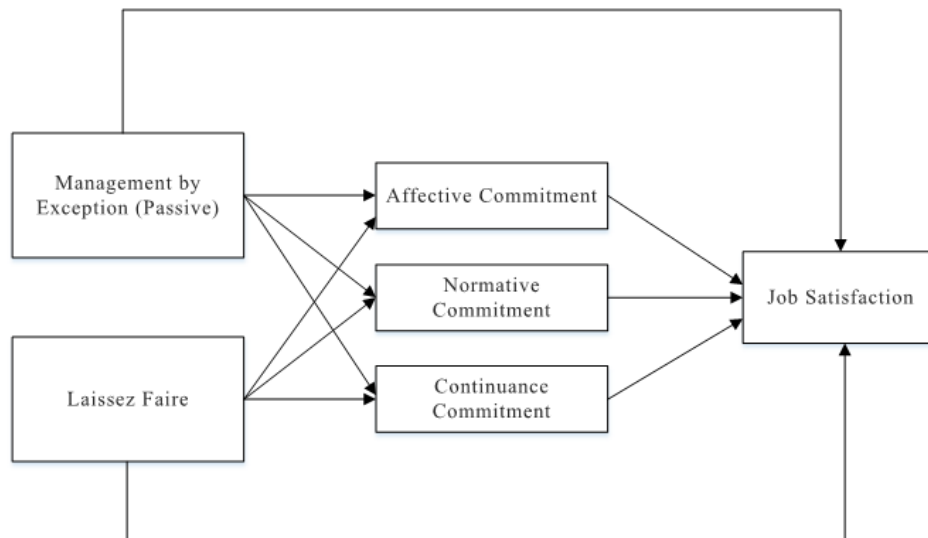


Figure 4.9: The Mediating Effect of Organisational Commitment in the Passive Avoidant Leadership – Job Satisfaction Relationship

Research Question 4:

How are the national culture dimensions of the principals linked to the leadership style they adopt?

Structural equation modelling (SEM) analysis (Kline, 2010) was used to investigate the extent to which national culture dimensions of principals are linked to the leadership style they adopt. SEM was used because it provides correct parameters i.e. avoid inflation in the β value in the regressions. Path analyses were performed to investigate the relationships between the dimensions of national culture and the leadership styles (see Figure 4.10).

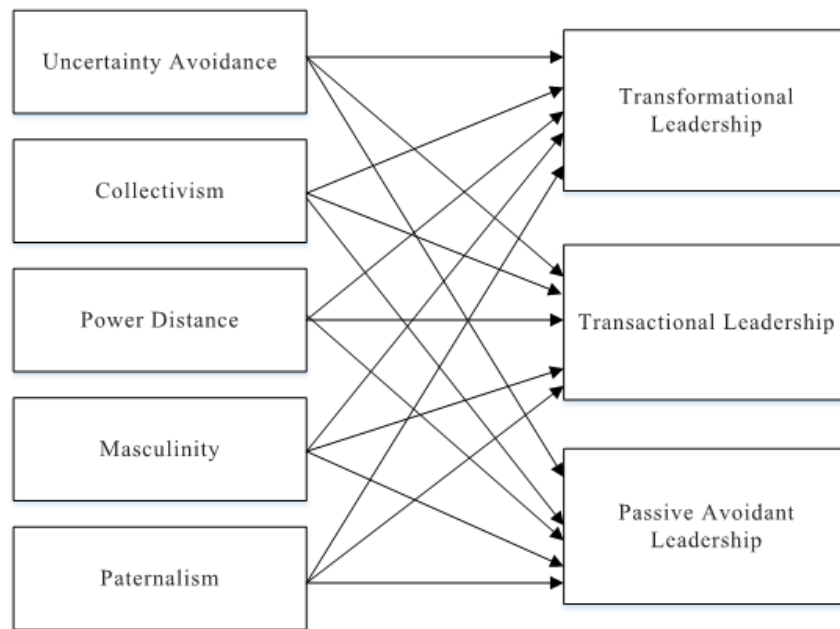


Figure 4.10: Relationships of National Culture Dimensions and Leadership Styles

This was followed by path analyses to investigate the relationships between national culture dimensions and the dimensions of transformational leadership, transactional leadership and passive avoidant leadership styles (see Figures 4.11, 4.12 & 4.13).

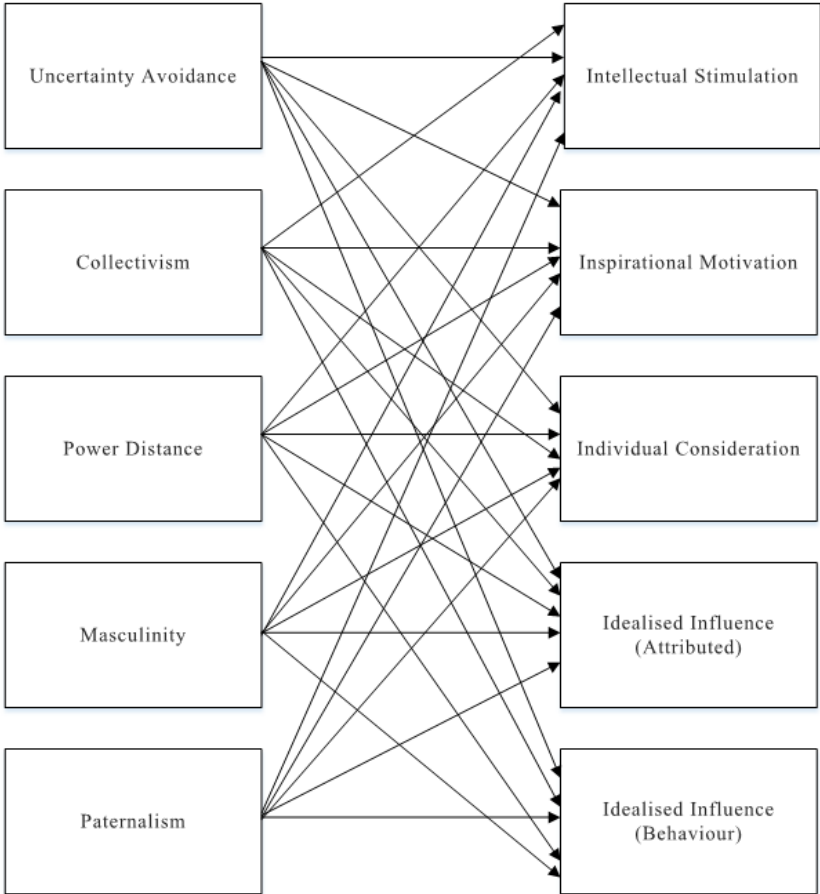


Figure 4.11: Relationships of National Culture Dimensions and Transformational Leadership Dimensions

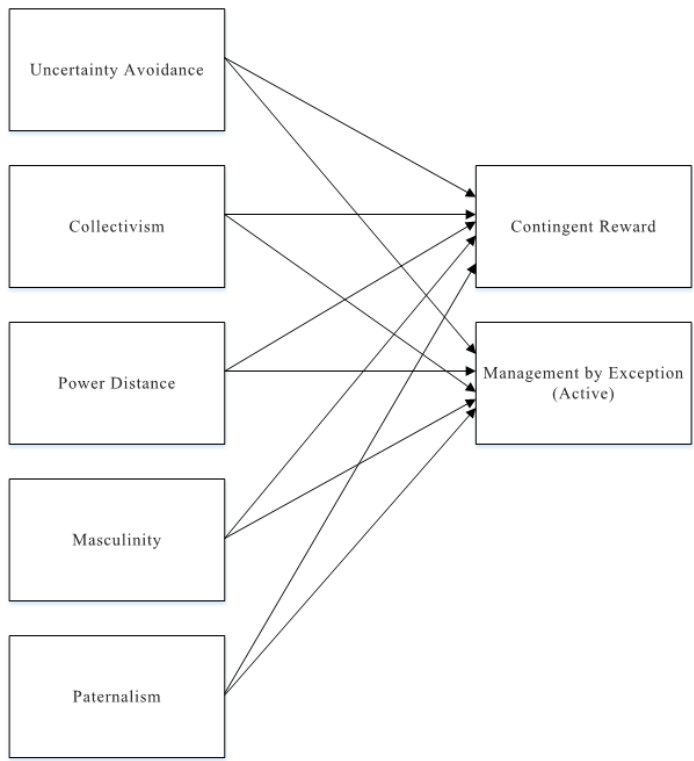


Figure 4.12: Relationships of National Culture Dimensions and Transactional Leadership Dimensions

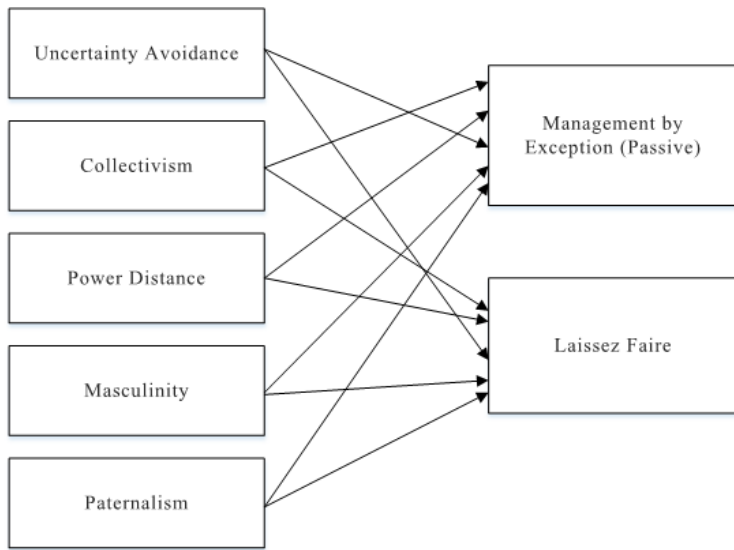


Figure 4.13: Relationships of National Culture Dimensions and Passive Avoidant Leadership Dimensions

4.6.3. Qualitative Data Analysis

“Understanding how to make sense of text and images so that you can form answers to your research questions” is a requirement for analysing qualitative data (Creswell 2013, p. 236). Six common steps for qualitative data analysis were identified by Creswell and these steps do not have to be sequential; however, preparing and organising the data for analysis would be the first step for all researchers. To prepare and organise the data, all the audio files were saved in folders titled teachers’ focus groups and principals’ interviews, which was followed by transcribing the data and saving it to the appropriate folders as well. The second step was exploring the transcribed data through coding it and this was done through hand-analysis which the researcher chose over computer analysis for various reasons. Creswell (2013) recommended hand analysis when the data base is small and when the researcher wants to keep a closer look at the data and has the capacity to do so.

To code the transcribed data, the researcher followed the general coding procedures which were recommended by Creswell (2013). After reading all transcriptions to make sense of the whole data, the coding of these transcriptions was conducted. This starts by identifying text segments that are sentences or paragraphs related to one idea then assigning a code to each text segment. Actual participants’ words were used as codes and this is referred to as “in vivo” codes (Creswell, 2013). Similar codes were then grouped together to represent common ideas that were referred to as themes (see Tables 4.9, 4.10, 4.11 & 4.12).

Table 4.9 presents examples of text segments that were identified from the transcriptions, the codes that were assigned and the themes that were given for each group of codes where under each of the transformational leadership dimension, an average of two themes emerged.

Transformational Leadership	Theme	Codes	Examples of Text Segments
Inspirational Motivation	Motivational Activities	<ul style="list-style-type: none"> • Guest speakers • Gatherings • Sessions 	<ul style="list-style-type: none"> • I invite guest speakers to talk about their advancement along their career path • I organise with the teachers an afternoon tea gathering where we discuss a book or the biography of a leader • At the beginning of the year and during the orientation session, I put an apple on a plate
	Positive reinforcement	<ul style="list-style-type: none"> • Words • Compliments • Gestures 	<ul style="list-style-type: none"> • Sometimes, a nice word, a gesture, a compliment, a surprise like a small cake on a birthday, an email to check on a teacher if she is on leave for personal circumstances • She compliments me and motivates me for doing a great job. She says very kind words that would motivate me
Individual Consideration	Evaluation of Teachers' Needs	<ul style="list-style-type: none"> • Strengths/Weaknesses • Needs • Abilities • Self-Evaluation • Walkthrough • Appraisals 	<ul style="list-style-type: none"> • I can spot the strengths and weaknesses of my teachers from their performance appraisals and walkthroughs. • We also have self-evaluations and I can tell sometimes that the teachers are not being honest in their self-evaluation • He tries to make use of our points of strength and assigns us to teams based on our abilities
	Professional Development Support	<ul style="list-style-type: none"> • Peer Observations • Workshops • Share experiences/best practices 	<ul style="list-style-type: none"> • I ask them to support others who have this area as a weakness or challenge like running professional development workshops, discussion sessions and peer observations

Transformational Leadership	Theme	Codes	Examples of Text Segments
	Coaching and Mentoring	<ul style="list-style-type: none"> • Guide • Encourage 	<ul style="list-style-type: none"> • She also guides us to those with points of strength that we lack so that we would benefit from them • I have to encourage young Emiratis to share their best practices and influence other Emirati teachers in a positive way wherever they can
Intellectual Stimulation	Encourage innovation	<ul style="list-style-type: none"> • Innovative • Creative • New initiative/idea • Openness • Receptiveness • Support 	<ul style="list-style-type: none"> • Being creative is one of the most important things in our school. • A new initiative to promote outdoor education with a sailing club • I always have an open-door policy • She even supports us financially
Idealised Influence (Attributed)	Professional Attitude	<ul style="list-style-type: none"> • Fairness • Ethics • Loyalty • Hard work • Integrity • Commitment 	<ul style="list-style-type: none"> • I model work ethics, integrity and fair decision making • Her fairness, loyalty and commitment make us look up to her as the role model of Emirati women
	Building teachers' trust	<ul style="list-style-type: none"> • Role model • Trust 	<ul style="list-style-type: none"> • working according to standards helps building the teachers' trust • I make sure that I work hard and get involved in everything to set a
Idealised Influence (Behaviour)	Embedding mission and vision	<ul style="list-style-type: none"> • Actions • Decisions 	<ul style="list-style-type: none"> • The mission and the vision statements of our school are materialised in our everyday practices, in our actions and not necessarily in our words • She reinforces the school's vision and mission through her actions, through the way she handles situations and through decisions that she takes

Table 4.9: Thematic Analysis of Qualitative Data Related to Transformational Leadership

For transactional leadership, three themes emerged under each dimension. These themes were presented in Table 4.10, along with codes that were grouped under each of them and examples of their corresponding text segments.

Transactional Leadership	Theme	Codes	Examples of Quotes
Contingent Reward	Clarification of Teachers' Role	<ul style="list-style-type: none"> • Clarify • Explain • Highlight • Affirm • Reinforce 	<ul style="list-style-type: none"> • We clarify their actual role in the implementation of the plans and in the achievement of the goals • She makes sure in each meeting to highlight the role teachers play in helping the school achieve its goals
	Rewards are intrinsic in nature	<ul style="list-style-type: none"> • Praise • Moral rewards • No budget/Finance • Appreciation certificates • Words/Messages • Professional development 	<ul style="list-style-type: none"> • We encourage them by praising them in front of their students and their colleagues and this gives them a push to perform better on the upcoming task • In the context of the UAE in general, teachers are very content if they are rewarded with appreciation certificates
	Customisation of Rewards	<ul style="list-style-type: none"> • Adjusts/acts accordingly • Not same way/manner • Appropriately • Different types 	<ul style="list-style-type: none"> • She doesn't deal with us all in the same way. • She adjusts it according to the different types of teachers
Management by Exception (Active)	Variable level of follow up	<ul style="list-style-type: none"> • Continuous • At the beginning • Always /Throughout • Second stage • Amount of follow up 	<ul style="list-style-type: none"> • I mostly follow up throughout and it is the most difficult thing to follow up • She always follows up with us
	Constructive follow up	<ul style="list-style-type: none"> • Guide • Support • Recommend • Encourage • Advise 	<ul style="list-style-type: none"> • She always guides us whenever we have points of weakness • Yes, it is always best to keep in touch with people on their tasks, not to micromanage, but to support and encourage
	Punishment	<ul style="list-style-type: none"> • Blame • Warn • Spot mistakes 	<ul style="list-style-type: none"> • Afterwards, I have to warn them if the same mistake is repeated • I follow up and if I see mistakes I will blame them

Table 4.10: Thematic Analysis of Qualitative Data Related to Transactional Leadership

Similarly the themes that emerged under each dimension of passive avoidant leadership themes were presented in Table 4.11, along with codes that were grouped under each of them and examples of their corresponding text segments.

Passive Avoidant	Theme	Codes	Examples of Text Segments
Management by Exception (Passive)	Delegating solving problems to others	<ul style="list-style-type: none"> • Vice Principal • Head of Faculty • Teacher • Coordinator • Social worker 	<ul style="list-style-type: none"> • I let the head of faculty or the academic vice principal handle the issue • Building a second line of leadership in schools with coordinators, HoFs, VPs is what I aim for
	Supporting school personnel in building their leadership skills	<ul style="list-style-type: none"> • Give them a chance/space/opportunity • Train them • Learn how to solve • Sort out issues • Handle it themselves • Leave them to deal with it 	<ul style="list-style-type: none"> • I give them enough space to do their job • I try to train them, and I want them to learn how to solve problems • I leave them to deal with the problem themselves
	Immediate interference if stakeholders are at risk	<ul style="list-style-type: none"> • Affect student/academic achievement • Affect safety • Stakeholders at disadvantage • Issues with guardians 	<ul style="list-style-type: none"> • if the problem they are facing might put the students or any other stakeholder at a disadvantage I take an action immediately • there are some red lines in certain cases like issues with guardians so sometimes I can't wait
Laissez Faire	Delaying making decisions/answering questions due to bureaucracy	<ul style="list-style-type: none"> • Consult with others (ADEK, cluster managers) • Policies 	<ul style="list-style-type: none"> • these might be beyond my knowledge or control and I need to consult with the personnel department at ADEK • but in certain cases I need to get back to the policies and check how matters can be taken forward.
	Avoid involvement in personal issues	<ul style="list-style-type: none"> • Personal issues • Miscommunication/misunderstanding between teachers 	<ul style="list-style-type: none"> • She doesn't get involved in personal issues between the teachers and that will not harm the school • misunderstandings and miscommunications between teachers might happen all the time and many of these are personal

Table 4.11: Thematic Analysis of Qualitative Data Related to Passive Avoidant Leadership

Transcriptions of qualitative data collected on national culture were also analysed and examples of text segments were identified and assigned codes that were then grouped to generate themes. Two themes emerged under each of the national culture dimensions and these are presented in Table 4.12.

National Culture	Theme	Codes	Examples of Text Segments
Uncertainty Avoidance	Importance of rules and regulations	<ul style="list-style-type: none"> • Follow • Abide by • Implement • Attendance • Punctuality 	<ul style="list-style-type: none"> • Teachers have to follow the rules and regulations • They have to abide by the instructions • Teachers' attendance and punctuality is very important
	Instructions are provided but to various extents	<ul style="list-style-type: none"> • Detailed • Broad guidelines • Teachers' levels/types • Complex/new task • Experienced/new teacher 	<ul style="list-style-type: none"> • At the beginning I provide detailed instructions • Sometimes I give broad guidelines • It depends if she is qualified or if she is a new teacher
Collectivism	Incorporating teamwork spirit in all activities	<ul style="list-style-type: none"> • Work groups • Collaboration • Cooperation • Strong relationships 	<ul style="list-style-type: none"> • She shows us the importance of cooperation even in our routine tasks. • He structures it in a very smart way to strengthen the relationships between all employees in the school.
	The aim is the welfare of the group	<ul style="list-style-type: none"> • Group success • Group welfare • Quality of education 	<ul style="list-style-type: none"> • I always highlight that the aim is to complete the tasks to provide our students with the best quality of education • The welfare of the group is vital
Paternalism	Principals care and provide support	<ul style="list-style-type: none"> • Care • Involved • Check • Support • Interfere • Take into consideration • Accommodate • Resolve 	<ul style="list-style-type: none"> • I take into consideration family circumstances • I get involved and I care to ask • I try to support her as much as I can

National Culture	Theme	Codes	Examples of Text Segments
	Inconsistent involvement in issues	<ul style="list-style-type: none"> • Not if personal • Not if sensitive issues/Divorce • Financial • Husband/Spouse • Any issues 	<ul style="list-style-type: none"> • It is never a very personal or sensitive issue. • It could be a problem with a colleague or a financial matter • Last year I solved a big issue between a teacher and her husband • She takes care of any issue that we are facing with our families.
Power Distance	Empowerment of teachers	<ul style="list-style-type: none"> • Involve in decision making • Take/ask/seek their opinion • Engage • Delegate • Involve in committees • Assign tasks • Depend on 	<ul style="list-style-type: none"> • I involve both the creative teachers and less motivated teachers • I seek their opinions on various issues • The involvement of teachers in committees that I attend opened my eyes to the capabilities of some of them
	Principals' openness to disagreement	<ul style="list-style-type: none"> • Listen to • Discuss with • Change decisions • Accept ideas 	<ul style="list-style-type: none"> • Most of the times, the principal discusses with us lots of issues and depends on us
Masculinity	Gender does not affect leadership	<ul style="list-style-type: none"> • men or women • both women and men 	<ul style="list-style-type: none"> • It is not about men and women, it is about the skills that individuals • Both men and women can succeed or fail
	Support for women in leadership positions	<ul style="list-style-type: none"> • Ministries • Empower women 	<ul style="list-style-type: none"> • to further empower women as their contribution to the development in the UAE is essential. • are given to women in the UAE, be it in ministries, authorities, cabinets and others.

Table 4.12: Thematic Analysis of Qualitative Data Related to National Culture

These themes were then presented in the next chapter in a narrative presentation to provide a more detailed explanation to the quantitative findings. In addition, quotes from focus groups and interviews were also presented and these “capture feelings, emotions, and ways people talk about their experiences” (Creswell 2013, p. 257). Both principal and teacher participants were given pseudonyms that were referred to when reporting the findings. Moreover, multiple perspectives

and contrary evidence was presented to provide a “realistic presentation of information” (Creswell 2013, p. 251). In the discussion of the findings, the major findings were reviewed to explain how the research questions one and four were answered. In addition, the findings were interpreted then compared and contrasted with the reviewed literature.

4.7. Procedures and Ethical Considerations

An approval from the Ethics Advisory Committee of the British University in Dubai was sought and once this approval was received (Appendix F), a proposal to be granted approval to conduct the research in the government schools in Abu Dhabi was submitted to ADEK. Permission rights to use the instruments to collect data in this study were also sought. The license to reproduce and administer the Multifactor Leadership Questionnaire (5x-Short), the leader and rater forms, was granted through online purchase from Mindgarden.com (see Appendix G). Job Satisfaction Survey (JSS) is a copyrighted scale; however, Spector, author of the scale, allows its use free of charge for research purposes in return for the sharing of results (Spector, 2011) which will be done at the end of the study. As for the TCM Employee Commitment Survey, the academic license was purchased (see Appendix H). The national culture survey questions were available in various doctoral dissertations and were borrowed from there (Nazarian, 2013).

When approval was granted from ADEK (see Appendix I), school principals were contacted via emails and/or phone calls that explained the purpose of the study and the process of data collection. Principals who did not serve at least one year in their current school were excluded from the study. Once a principal showed interest in participating in the study, they were asked to assign an administrative employee in the school to be the point of contact. After that, a pack that included

ADEK's approval letter, copy of the principal survey, copies of the teacher survey and consent forms (see Appendix J), was sent to the school. The consent forms assured the participants that all the data collected will be treated anonymously through the use of codes and will be subsequently transferred to an electronic password protected document and that the hard copies will be shredded. Assuring participants of the anonymity of the data collected and the confidentiality with which the data would be treated reduces the bias in the participants' responses and increases their confidence that expressing their views will not have any consequences (Sekaran, 2003). The consent forms also detailed the purpose of the research, risks and benefits, and assured the participants that they have the freedom to withdraw from this study at any time. As evident, abiding by the research ethics during data collection, data analysis and reporting was ensured due to its importance that was asserted by various scholars (Lincoln, 2009; Mertens & Ginsberg, 2009).

In each school, an employee in the administration was assigned as the point of contact and was asked to send two reminders to the participants to encourage them to complete the survey. The person assigned as the point of contact in each school informed the researcher when the surveys were completed. 55 principal surveys, out of the 60 distributed surveys, were completed and collected resulting in 92% response rate, while 500 teacher surveys out of the 1200 distributed surveys were completed and collected resulting in 42% response rate. After removing the surveys that included incomplete data and the surveys that were completed by participants who did not meet the required criteria, the number of principal surveys was 51 and that of the teacher surveys was 438.

As mentioned earlier, a mixed method approach was used in this research and qualitative data were collected to provide an explanation of the relationships identified from the quantitative data

analyses. This qualitative data helped the researcher verify and enhance her interpretation of the significant and insignificant relationships. At the end of the surveys, the participants were asked to provide their contact details if they were interested in taking part in the follow-up interviews and focus groups. A list of principal participants and a list of teacher participants who expressed their willingness to participate were compiled. Five female principals, two male principals, twenty female teachers and four male teachers were contacted via email and/or telephone to schedule the semi-structured interviews and the focus groups. The interviews and focus groups took place in the schools and participants were asked to sign the consent forms and were again assured of the anonymity and confidentiality.

CHAPTER FIVE: RESULTS

In this chapter, the focus is on analysing the collected quantitative and qualitative data and presenting the findings. At the beginning of the chapter, the demographic statistics of the participants is presented, and this includes the demographics of both, the principals and the teachers. This is followed by the quantitative and qualitative analysis of the teachers' and principals' perceptions of leadership styles. The second set of quantitative analysis presents the relationships between principals' leadership styles and teachers' job satisfaction. The effect of organisational commitment dimensions as mediators in the principals' leadership styles and teachers' job satisfaction relationship is then presented. The last section covers the quantitative and qualitative data analysis of national culture dimensions and their links to the leadership styles.

5.1. Demographic Statistics

This section presents an analysis of the 51 principals' and 438 teachers' responses. The demographic data collected and analysed is that of gender, age, highest education degree, years as a principal in general and in the current school in particular, years as a teacher in the school in general and with the current principal in particular (see Tables 5.1 and 5.2).

	Gender	Age	Highest Education Degree	Years as Principal	Years as Principal in the current School
Male	9				
Female	42				
<25 years					
25-35 years					
36-46 years		15			
47-57 years		35			
58 years and above		1			
High School					
Bachelor's Degree			42		
Master's Degree			6		

	Gender	Age	Highest Education Degree	Years as Principal	Years as Principal in the current School
Doctorate Degree			3		
Less than 1 year					
1 year					
2-5 years				2	
6-9 years				5	
10 years or more				44	
Less than 1 year					
1 year					
2-5 years					20
6-9 years					11
10 years or more					20
Total	51	51	51	51	51

Table 5.1: Principals' Demographic Characteristics

As mentioned in the previous chapter, data were cleaned and the responses of 51 principals were considered in the data analysis. 18% of the participants were male principals and 82% were female principals. In addition, 30% of the participants were in the age group 36 to 46 years group, 68% were in the age group 47 to 57 and only 2% were 58 years and above. Among the participants, 82% held a Bachelor's degree, 12% held a Master's degree and 6% held a Doctorate degree. As for the number of years working as a principal, 4% were principals for 2 to 5 years, 10% were in the range of 6 to 9 years, while 86% have been principals for 10 years or more at the time of the survey. 39% of the 51 principals have been in their current school for 2 to 5 years, 22% for 6 to 9 years and 39% for 10 years or more.

	Gender	Age	Highest Education Degree	Years in School	Years with Principal
Male	26				
Female	412				
<25 years		5			
25-35 years		190			
36-46 years		217			
47-57 years		25			
58 years and above		1			

	Gender	Age	Highest Education Degree	Years in School	Years with Principal
High School			14		
Bachelor's Degree			389		
Master's Degree			35		
Doctorate Degree					
Less than 1 year					
1 year				73	
2-5 years				164	
6-9 years				76	
10 years or more				125	
Less than 1 year					
1 year					89
2-5 years					230
6-9 years					65
10 years or more					54
Total	438	438	438	438	48

Table 5.2: Teachers' Demographic Characteristics

The data cleaning resulted in 438 responses of the teachers that were used in the data analysis. 6% of the participants were male teachers and 94% were female teachers. In addition, 1% of the participants were in the age group less than 25 years, 43.3% in the 25 to 35 years age group, 49.5% in the 36 to 46 years age group, 6% were in the age group 47 to 57 and only 0.2% were 58 years and above. Among the participants, 3% held a high school degree, 89% held a Bachelor's degree and 8% held a Master's degree. As for the number of years working in the current school, 17% were in their current school for at least a year, 37% were in their school for 2 to 5 years, 17% were for 6 to 9 years, while 29% were in the school for 10 years or more at the time of the survey. 20% of the teachers have been with their current principal for at least 1 year, 53% for 2 to 5 years, 15% for 6 to 9 years and 12% for 10 years or more.

5.2. Teachers' Perceptions and Principals' Perceptions of Leadership Styles

The teachers' perceptions of their school principals' leadership styles were measured using the following: Transformational leadership, transactional leadership and passive avoidant leadership. In addition, dimensions of each of the previously mentioned styles were measured and these are as follows: intellectual stimulation, inspirational motivation, individual consideration, idealised influence (Behaviour), idealised influence (Attributed), management by exception (Active), contingent reward, management by exception (Passive) and laissez faire.

5.2.1. Quantitative Data Analysis

Descriptive statistics, including means and standard deviations, were computed to examine teachers' perceptions of their school principals' leadership styles. Of the three styles of leadership, transformational leadership had the highest mean score ($M = 4.05$, $SD = .68$), followed by transactional leadership ($M = 3.84$, $SD = .66$) and passive avoidant leadership ($M = 2.39$, $SD = .70$). Of the five dimensions of transformational leadership, inspirational motivation had the highest mean score ($M = 4.35$, $SD = .75$), followed by idealised influence (Behaviour) ($M = 4.10$, $SD = .70$) and idealised influence (Attributed) ($M = 4.09$, $SD = .75$), while intellectual stimulation and individual consideration had the lowest scores ($M = 3.91$, $SD = .85$) and ($M = 3.78$, $SD = .78$) respectively. For the transactional leadership, the contingent reward dimension ($M = 4.08$, $SD = .79$) had a higher mean score than management by exception (Active) ($M = 3.6$, $SD = .82$). As for the passive avoidant leadership, management by exception (Passive) ($M = 2.63$, $SD = .79$) had a higher mean score than laissez faire ($M = 2.15$, $SD = .82$; see Table 5.3).

Leadership Styles and Dimensions	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Transformational Leadership	4.05	.68	-1.03	1.33
Intellectual Stimulation	3.91	.85	-.78	.45
Inspirational Motivation	4.35	.75	-1.48	2.72
Individual Consideration	3.78	.78	-.40	-.11
Idealised Influence (Attributed)	4.09	.75	-.75	.50
Idealised Influence (Behaviour)	4.10	.70	-.87	1.03
Transactional Leadership	3.84	.66	-.33	-.04
Contingent Reward	4.08	.79	-.10	-.29
Management by Exception (Active)	3.60	.82	-1.01	1.01
Passive Avoidant Leadership	2.39	.70	.44	.18
Management by Exception (Passive)	2.63	.79	.18	-.22
Laissez Faire	2.15	.82	.59	.16

Table 5.3: Descriptive Statistics for Teachers' Perceptions of Leadership Styles

In addition to examining teachers' perceptions of their principals' leadership styles, the school principals' perceptions of their own leadership styles were measured and descriptive statistics, including means and standard deviations, were computed. Of the three leadership styles, transformational leadership had the highest mean score ($M = 4.20$, $SD = .35$), followed by transactional leadership ($M = 3.58$, $SD = .50$) and passive avoidant leadership ($M = 1.93$, $SD = .51$). Of the five dimensions of transformational leadership, inspirational motivation had the highest mean score ($M = 4.54$, $SD = .44$), followed by idealised influence (Attributed) ($M = 4.23$, $SD = .63$) and individual consideration ($M = 4.10$, $SD = .49$), while idealised influence (Behaviour) and intellectual stimulation had the lowest scores ($M = 4.07$, $SD = .51$) and ($M = 4.06$, $SD = .45$) respectively. For the transactional leadership, the contingent reward dimension ($M = 4.22$, $SD = .51$) had a higher mean score than management by exception (Active) ($M = 2.94$, $SD = .84$). As for the passive avoidant leadership, management by exception (Passive) ($M = 2.07$, $SD = .69$) had a higher mean score than laissez faire ($M = 1.78$, $SD = .52$; see Table 5.4).

Leadership Styles and Dimensions	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Transformational Leadership	4.20	.35	.20	-.57
Intellectual Stimulation	4.06	.45	.50	-.33
Inspirational Motivation	4.54	.44	-.68	-.21
Individual Consideration	4.10	.49	-.09	-.48
Idealised Influence (Attributed)	4.23	.63	-2.17	9.58
Idealised Influence (Behaviour)	4.07	.51	-.12	-.42
Transactional Leadership	3.58	.50	-.22	-.01
Contingent Reward	4.22	.51	-.43	-.44
Management by Exception (Active)	2.94	.84	.08	-.47
Passive Avoidant Leadership	1.93	.51	.17	-.62
Management by Exception (Passive)	2.07	.69	.50	.05
Laissez Faire	1.78	.52	.07	-1.13

Table 5.4: Descriptive Statistics for Principals' Perceptions of Leadership Styles

Following the descriptive statistics, one-way analysis of variance (ANOVA) was conducted to examine whether or not the teachers' perceptions of their school principals' leadership styles differed statistically from their principals' own perceptions of leadership styles (see Table 5.5). The results of ANOVA showed that there are statistically significant differences between teachers' perceptions of their school principals' leadership styles and principals' own perceptions of their leadership styles. There was a statistically significant difference in teachers' perceptions of their school principals' leadership styles and principals' own perceptions of their leadership styles with respect to the transactional leadership style, $F(1,487) = 7.29, p < 0.05$ ($M = 3.84, SD = 0.66; M = 3.58, SD = 0.50$, respectively) and passive avoidant leadership style, $F(1,487) = 20.80, p < 0.05$ ($M = 2.39, SD = 0.70; M = 1.93, SD = 0.51$, respectively). In addition, there was a statistically significant difference in teachers' perceptions of their school principals' leadership styles and principals' own perceptions of their leadership styles with respect to the individual consideration dimension, $F(1,487) = 8.42, p < 0.05$ ($M = 3.78, SD = 0.78; M = 4.10, SD = 0.49$, respectively); management by exception (Active) dimension, $F(1,487) = 28.82, p < 0.05$ ($M = 3.60, SD = 0.82; M = 2.94, SD = 0.84$, respectively); management by exception (Passive) dimension, $F(1,487) =$

23.20, $p < 0.05$ ($M = 2.63$, $SD = 0.79$; $M = 2.07$, $SD = 0.69$, respectively); and laissez faire dimension, $F(1,487) = 9.840$, $p < 0.05$ ($M = 2.15$, $SD = 0.82$; $M = 1.78$, $SD = 0.52$, respectively). No other statistically significant differences were found between teachers' perceptions of their school principals' leadership styles and principals' own perceptions of their leadership styles.

Leadership Styles and Dimensions	Teachers' Perceptions of Leadership Styles		Principals' Perceptions of Leadership Styles	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Transformational Leadership	4.05	.68	4.20	.35
Intellectual Stimulation	3.91	.85	4.06	.45
Inspirational Motivation	4.35	.75	4.54	.44
Individual Consideration	3.78	.78	4.10*	.49
Idealised Influence (Attributed)	4.09	.75	4.23	.63
Idealised Influence (Behaviour)	4.10	.70	4.07	.51
Transactional Leadership	3.84*	.66	3.58	.50
Contingent Reward	4.08	.79	4.22	.51
Management by Exception (Active)	3.60*	.82	2.94	.84
Passive Avoidant Leadership	2.39*	.70	1.93	.51
Management by Exception (Passive)	2.63*	.79	2.07	.69
Laissez Faire	2.15*	.82	1.78	.52

Table 5.5: Results of One Way ANOVA for Teachers' Perceptions and Principals' Perceptions of Leadership Styles

5.2.2. Qualitative Data Analysis

To better understand how principals, practice various leadership styles dimensions, principals were asked during the interviews various questions that target each of the styles and their dimensions. In addition, teachers were also asked the same questions for affirmation. Results showed that most of the data collected from the principals during the interviews were in alignment with that collected from focus groups with teachers. In addition this data corroborated data collected from surveys. More details on similarities and differences between the various types of data are provided below.

5.2.2.1. Transformational Leadership

Quantitative findings showed that the inspirational motivation dimension was the most practiced transformational leadership dimension as perceived by both teachers and principals and there was no statistically significant difference between their perceptions. Two themes emerged under this dimension and both principals and teachers explain that inspirational motivation is practiced through motivational activities and positive reinforcement. Among the motivational activities are guest speakers' invitations and motivational social gathering and orientation sessions that affirm the principals' optimism, commitment, energy and enthusiasm. Principals and teachers commented:

“To keep my teachers motivated, I invite guest speakers to talk about their advancement along their career path and how they achieved their goals.” (Ayesha)

“I organise with the teachers an afternoon tea gathering where we discuss a book or the biography of a leader. Recently we had a very interesting and motivating session where we discussed the book *My Vision* of His Highness Sheikh Mohammed bin Rashid Al Maktoum. The discussion was I motivate my teachers by giving them real life examples and not by giving lectures on how goals can be achieved.” (Alya)

“At the beginning of the year and during the orientation session, I put an apple on a plate I cut the apple and I intend to show them the star in the centre. I tell them look at this star and I tell them each one of you has this star so keep it shining!” (Mariam)

“My principal is very optimistic. She always gives examples of her own experience and how she developed from a teacher to a principal. On all occasions, she always explains that being positive and enthusiastic about your career and being committed to it is the reason for success” (Maitha, focus group 4)

The other theme that emerged under this dimension was positive reinforcement that teachers get from their principals and that keeps them motivated regardless of the obstacles they face with such a demanding job. Once principal commented:

“Sometimes, a nice word, a gesture, a compliment, a surprise like a small cake on a birthday, an email to check on a teacher if she is on leave for personal circumstances. Any of these will motivate teachers and inspire them to give more.” (Fatima)

This was reiterated by teachers who explained

“....., she compliments me and motivates me for doing a great job. She says very kind words that would motivate me.” (Hessa, focus group 3)

“.....and these words really inspire me to work to my full potential and to follow my dream.” (Maitha, focus group 4)

As for individual consideration, teachers rated their principals the lowest on this transformational leadership dimension. The mean score was higher as per principals’ perceptions and a statistically significant difference was found between the teachers’ perceptions and their principals’ perceptions. Three themes, that describe how individual consideration is practiced, emerged from the qualitative data.

Evaluation of teachers’ needs was one theme that emerged where principals indicated that they identify the strengths and weaknesses of their teachers through direct class observations or walk-throughs or indirectly from the feedback they receive from heads of department or vice principals.

For example:

“I can spot the strengths and weaknesses of my teachers from their performance appraisals and walkthroughs.” (Ayesha)

“There are no short cuts. I must take the time and get to know each individual to understand their strengths and needs and move from there.”(Alya)

The other theme was providing professional development support as principals confirmed that they provide their teachers with opportunities to build on their strengths and to overcome their weaknesses. This is mostly done by using in-house resources such as asking teachers to support each other by conducting professional development sessions, obtaining feedback from peer observation and attending classes of more experienced teachers. In few other cases, principals

might nominate teachers to attend workshops or to participate in activities outside the school.

Principals explained:

“I ask them to support others who have this area as a weakness or challenge like running professional development workshops, discussion sessions and peer observations.” (Ayesha)

“I delegate roles to them to build on their strengths and for their weaknesses I involve them in workgroups with a strong leader in the group to benefit from them.” (Mariam)

However, there was a comment from a principal which contradicts the views of other principals where she believes that a teacher with weaknesses should be transferred from the school. She commented:

“If there is a teacher who is struggling with her teaching whether it is lesson planning, differentiation or classroom management, I simply write to ADEK to transfer her to another school.” (Khadijah)

From the teachers’ comments, it seemed that there is a consensus that all teachers believe that the professional development support is limited to delivering or attending professional development activities. They explained:

“She assigns us to conduct professional development activities in the areas that we have strengths in to ensure that she gets the best out of us. She also guides us to those with points of strength that we lack so that we would benefit from them.” (Wenya, focus group 2)

“He provides us professional development workshops to help us work on our needs.” (Omar, focus group 2)

Coaching and mentoring was the third theme where principals explained that they provide their teachers with mentoring and coaching at an individual and group level and guide them as required.

Principals stated:

“The type of coaching and mentoring I provide to my teachers depends on their level of performance.” (Ayesha)

“I have to encourage young Emiratis to share their best practices and influence other Emirati teachers in a positive way wherever they can.” (Alya)

As for intellectual stimulation, descriptive statistics showed that it had the second lowest mean score as per the teachers' perceptions of their principals' leadership style and the lowest mean score as per the principals' perceptions of their own leadership style where no statistically significant difference between the scores. The only theme that emerged was encouraging innovation. Principals explained that they encourage their teachers be innovative in completing their tasks and solving their problems. This was corroborated by teachers who indicated that it was the only way through which principals practiced intellectual stimulation. One of the principals explained:

“I always have an open-door policy to encourage discussions with teachers who have new ideas that they want to implement.A new initiative to promote outdoor education with a sailing club is also an initiative brought to life by an enthusiastic teacher. Teachers are always willing to bring new ideas to me to try because they know I have an open and receptive mind.” (Ayesha)

A teacher reiterated:

“Being creative is one of the most important things in our school. The principal supports us when we come to her with innovative ideas to help us become more creative. She even supports us financially to ensure our creative ideas are implemented.” (Maitha, focus group 4)

As for idealised influence (Attributed) dimension of the transformational leadership, teachers' perceptions of their principals' leadership style coincided with the principals' perceptions and no statistical significant difference was found. The themes that emerged are professional attitude and building teachers' trust. The professional attitude, as evident from teachers' and principals' comments, was displayed through their hard work, commitment, ethics, fairness and integrity. These practices resulted in principals' being the role models of teachers and gaining their trust.

Principals commented:

“I make sure that I work hard and get involved in everything to set a good role model. I model work ethics, integrity and fair decision making. It is my task is to prepare others to become leaders and role models as well.” (Khalifa)

“Even if I am on sick leave I come to work. I have to be positive, strong and smiling regardless of any issues that I am passing through. I have to be fair in dealing with everyone and I should not

have any favouritism. I should model for them that we are working not for money but for the students, school and the country.” (Fatima)

“Being fair is the most important to build trust. I am fair in distributing roles and workload. Also, working according to standards helps building the teachers’ trust.” (Ahmad)

This was confirmed by the teachers as one of them commented:

“She has helped us build that trust. Her fairness, loyalty and commitment make us look up to her as the role model of Emirati women.” (Zainab, focus group 1)

Similar to the idealised influence (Attributed) dimension the teachers’ perceptions of the idealised influence (Behaviour) dimension were in accordance with the principals’ perceptions of their own leadership style and no statistical significant difference was found. A common theme that emerged from the interviews with principals and the focus groups with teachers was that the mission and vision were embedded in the principals’ actions. A principal commented:

“The mission and the vision statements of our school are materialised in our everyday practices, in our actions and not necessarily in our words.” (Alya)

A teacher confirmed what was mentioned by the principals:

“She reinforces the school’s vision and mission through her actions, through the way she handles situations and through decisions that she takes.” (Dana, focus group 2)

5.2.2.2. Transactional Leadership

As evident from the descriptive statistics of principals and teachers data, transactional leadership was the second practiced leadership style after transformational leadership. However, teachers perceived that principals practice transactional leadership more than the principals did and this difference was statistically significant. Three themes emerged under contingent reward dimension this dimension that was practiced more than management by exception (Active) as perceived by both teachers and principals. The first theme was clarification of teachers’ role where most principals explained that with the current structure in Abu Dhabi public schools, it is easy for

teachers to be aware of who is responsible for achieving certain goals either through them, the vice principals or the Heads of Faculty. Principals commented:

“We clarify their actual role in the implementation of the plans and in the achievement of the goals.”(Ayesha)

“Heads of faculty usually work closely with the teachers and explain their role in achieving the goals; however, I do stress and reinforce their role on any occasion.” (Fatima)

The teachers’ comments corroborated what the principals explained as most of them indicated that principals and especially during meetings reinforce the important role that the teachers should play for the goals to be achieved. For example:

“What I like about my principal is her continuous clarification and affirmation of our role in achieving the goals. She makes sure in each meeting to highlight the role that teachers play in helping the school achieve its goals.” (Arwa, focus group 4)

She also does not miss the chance to hint that we will be rewarded based on our efforts. We all know that the reward is not monetary or a promotion; nevertheless, it might be reflected in our performance evaluation which we care about especially if we are applying for a vice principal position.” (Arwa, focus group 4)

The second theme was that rewards are intrinsic in nature and these range from thank you words and praise to certificates of appreciation, appreciation ceremonies and nomination for professional development activities due to the limited budget that schools have. As clarified by principals, Emirati teachers feel that they are well rewarded when they are praised in the presence of their students and their colleagues. In addition, principals try to reward teachers by giving them hours off but as per ADEK’s policy. Principals emphasized the importance of rewarding their teachers as follows:

“We encourage them by praising them in front of their students and their colleagues and this gives them a push to perform better on the upcoming task.” (Khalifa)

“On the school budget we do not have any item for rewards, but I try to transfer budget from other items to recommend teachers for professional development workshops as a reward I also

recommend to the ADEK considering her for the role of the head of faculty for the next academic year.” (Alya)

“I also try to give those teachers who have perfect attendance the two hours official leave as per the policy. In the context of the UAE in general, teachers are very content if they are rewarded with appreciation certificates” (Mariam)

Teachers’ comments coincided with the principals’ comments as follows:

“She expresses her satisfaction a lot with a smile and a good word. That is more than enough to me! She follows up with us and praises all teachers for their good work.” (Doaa, focus group 1)

“He sends us encouraging and motivating WhatsApp messages. He moves in the corridors and around the classrooms and smiles at us to express his satisfaction with our performance.” (Jasim, focus group 3)

An interesting comment which opposed all the others was from a principal who seemed to be a transactional leader in most of her practices as she clarified that teachers are punished if they do not perform as expected.

“To me, warning letters are more important than appreciation certificates. If teachers are late to work or if they did not achieve what they are supposed to achieve, they should be held accountable for their actions and they should bear the consequences.” (Khadijah)

The third theme that emerged was customisation of rewards where teachers are rewarded based on their achievement. One principal commented:

“..... this is what I always do but of course keeping in mind that the reward is based on achievement.” (Mariam)

Teachers echoed the above and commented:

“She doesn’t reward us all in the same manner. She makes sure that she rewards everyone in the suitable manner. She motivates us in different ways; sometimes it is verbal (words) or nonverbal (a smile).” (Meera, focus group 2)

“She doesn’t deal with us all in the same way. She adjusts it according to the different types of teachers.” (Zahra, focus group 2)

An exception of the above, were few comments from teachers who explained that their principal rewards all teachers in the same way:

“She rewards everybody in the same way so if she is upset with the attendance of one of the teachers, she will not be willing to give us the two official hours regardless of our attendance.” (Moza, focus group 4)

As for the management by exception (Active) teachers perceived principals to be more transactional than the principals did. Three themes emerged when discussing this dimension with principals and teachers. The first theme was the variable level of follow up that principals provide where this level varies with the complexity of the task and with the experience of the teacher and this was evident in the following comments. One principal commented:

“I mostly follow up throughout and it is the most difficult thing to follow up. The amount of follow up depends on the type of teachers where teachers who are very experienced and creative require minimal follow up Thus, it depends on the teachers.” (Ahmad)

A teacher explained:

“At the beginning when we first joined, she was following up with us more because she didn’t know us yet. Now, she knows all her teachers and she only follows up to make sure we are on the right track.” (Saeeda, focus group 1)

Another theme that emerged is that principals’ follow up is a constructive one and its purpose is to support teachers in completing their assignment and not to spot their mistakes. Principal Fatima commented:

“Yes, it is always best to keep in touch with people on their tasks, not to micromanage, but to support and encourage. As well, it helps to redirect people if they are on the wrong track before they go too far along the way.” (Fatima)

The teachers commented:

“He follows up on us throughout; step by step. He advises us when he spots mistakes in a very friendly manner and suggests ways that would make achieving the task smoother and more efficient.” (Mubarak, focus group 2)

“She always follows up with us and she always guides us whenever we have points of weakness” (Dana, focus group 2)

However, not all the comments from principals revolved around this theme and an opposing theme of punishment emerged. Few principals indicated that they blame teachers and ask them to withdraw from certain tasks if their performance was not up to the required standards.

Examples of the opposing views are in the following quotes of a principal and a teacher respectively:

“I follow up and if I see mistakes I will blame them because they did not get back to me or to the head of faculty to seek help. I then assign the task to another capable teacher.” (Khadijah)

“She follows up from time to time whenever possible and we go back to her. If she spots any mistakes, she blames us in front of others in the meetings.” (Amna, focus group 4)

5.2.2.3. Passive Avoidant Leadership

Descriptive statistics of teachers’ and principals’ data showed that passive avoidant leadership style was the least practiced leadership style; however, teachers perceived that their principals practice this leadership style and its dimensions more than their principals did and this difference was statistically significant. Management by exception (Passive) dimension was perceived by both teachers and principals to be more practiced than laissez faire leadership and three themes emerged under this dimension. Thematic analysis showed that principals practiced the aforementioned dimension by delegating solving problems to others such as vice principals, heads of faculty , teachers, coordinators, social workers or any other school employee. Principals stated:

“I let the head of faculty or the academic vice principal handle the issue.I give them enough space to do their job.” (Ayesha)

“I try to give the teachers the chance to deal with the issues and challenges they face while completing their tasks.”(Fatima)

The other theme that emerged was that principals, through delegation of solving problems, aim at supporting school personnel in building their leadership skills and they commented:

“I try to give other leadership team members the opportunity to develop their leadership skills.”
(Ayesha)

“I try to train them, and I want them to learn how to solve problems and make decisions and I do not respond to their questions when I am on leave and this proved to be successful. Building a second line of leadership in schools with coordinators, heads of faculty and vice principals is what I aim for.” (Alya)

Although principals explained that they delegate solving problems to others to support them to develop professionally, they reported that in certain cases they interfere immediately not to put any stakeholder at a disadvantage and this was confirmed by teachers.

“I do not interfere at an early stage However, if the problem they are facing might put the students or any other stakeholder at a disadvantage I take an action immediately.” (Fatima)

“In most of the cases, I give teachers some time to sort out any problems they face; nevertheless, if there is a certain issue or problem that would affect students, their academic achievement, safety, etc. that’s when I have to step in and deal with it.” (Khalifa)

“It depends on the level of the issue, there are some red lines in certain cases like issues with guardians so sometimes I can’t wait.” (Alya)

One teacher reiterated:

“He waits till we try to solve the problem then he interferes when he realises that the problem is getting serious. I have to say that if the problem might harm anyone, he interferes immediately.”
(Zayed, focus group 3)

On the second dimension of the passive avoidant leadership, descriptive statistics of both principals’ and teachers’ data showed that this dimension is the least practiced. Thematic analysis of the qualitative data resulted in two themes. Delaying making decisions and answering questions due to bureaucracy was the first theme where principals explained that they never avoid making decisions or delay answering questions. However, this might happen as in certain cases consulting with other parties such as ADEK on matters that they are not very sure or collecting more

Principals clarified:

“I don’t like to delay responding to questions ... I have to consult with the head of faculty or the vice principal to get a clearer picture before I proceed.” (Ahmad)

“I prefer not to delay any of the answers as much as I can, but in certain cases I need to get back to the policies and check how matters can be taken forward.” (Alya)

“I try to answer the questions directly but in certain cases I need to consult with the personnel department at ADEK.” (Khadijah)

The teachers’ comments were in accordance with the principals’ comment to a great extent. They stated:

“She never delays answering questions. She gives answers on the spot and her door is always open.” (Doaa, focus group 1)

“She doesn’t delay answering any of our questions but sometimes she takes time to answer them.” (Lulua, focus group 3)

“She sometimes delays response to my questions that I require a quick answer to.” (Mabkhuta, focus group 4)

The second theme that emerged under the laissez faire practices was avoiding involvement in personal issues. Principals posited that they do not get involved in certain issues that teachers face and do not affect the students’ outcomes as these are considered personal. Principals explained:

“With daily interaction between teachers, misunderstandings and miscommunications between teachers might happen all the time and many of these are personal in nature. Thus, in such cases I avoid being involved and I let teachers deal with these issues on their own.” (Ayesha)

“.....during certain periodsteachers start allowing personal matters to affect their professional relationships. In such cases, I do not get involved as teachers are mature enough to overcome such issues.” (Mariam)

The teachers’ opinions confirmed the principals’ comments and explained that, on certain occasions avoid being involved in certain issues:

“Sometimes she avoids being involved in problems between teachers especially in the case of personal issues, but in my opinion, this should not be the case. The problems might become bigger and affect the whole school.” (Wenya, focus group 2)

“She doesn’t get involved in personal issues between the teachers and that will not harm the school.” (Hind, focus group 3)

“Last year, I had a serious personal issue and I went to her to see how the school could support me but unfortunately she did not get back to me with an answer.” (Amna, focus group 4)

5.3. Principals' Leadership Styles and Teachers' Job Satisfaction

5.3.1. Teachers' Job Satisfaction

Before investigating the relationship between the leadership styles of the school principals and their job satisfaction, descriptive statistics, including means and standard deviations, were computed to examine teachers' job satisfaction. The overall job satisfaction measure had a mean score of 3.38. Of the eight facets of the overall job satisfaction, supervision had the highest mean score ($M = 4.21$, $SD = .73$), followed by nature of work ($M = 4.04$, $SD = .68$) then co-workers ($M = 3.99$, $SD = .62$). The means and standard deviation of the facets of communication, contingent rewards, pay and fringe benefits were ($M = 3.61$, $SD = .78$), ($M = 3.15$, $SD = .78$), ($M = 2.92$, $SD = .81$) and ($M = 2.65$, $SD = .78$) respectively. The promotion facet had lowest mean score ($M = 2.43$, $SD = .73$; see Table 5.6).

Facets of Job Satisfaction	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Overall Job Satisfaction	3.38	.51	-.23	.67
Pay	2.92	.81	-.24	-.28
Promotion	2.43	.73	.13	-.20
Supervision	4.21	.73	-.92	.86
Fringe Benefits	2.65	.78	.02	-.29
Contingent Rewards	3.15	.78	-.23	.12
Co-workers	3.99	.62	-.56	1.03
Nature of Work	4.04	.68	-.69	.77
Communications	3.61	.78	-.52	.28

Table 5.6: Descriptive Statistics for Job Satisfaction of Teachers

In addition to the means and standard deviations, correlation tests between facets of job satisfaction and overall job satisfaction were conducted. Results showed that all facets of job satisfaction have positive significant correlations with overall job satisfaction; however, with various strengths. The strongest correlation was with contingent rewards, followed by fringe benefits, communications

and then co-workers relationship ($r=0.79, p<0.001$; $r=0.75, p<0.001$; $r=0.73, p<0.001$; $r=0.67, p<0.001$ respectively). Both pay and supervision had the same correlation coefficient with overall job satisfaction while both promotion and nature of work had the same correlation coefficient with overall job satisfaction ($r=0.65, p<0.001$; $r=0.61, p<0.001$ respectively) (see Table 5.7).

	Correlation								
	1	2	3	4	5	6	7	8	9
1.Pay									
2.Promotion	.56***								
3.Supervision	.22***	.13**							
4.Fringe Benefits	.56***	.58***	.28***						
5.Contingent Rewards	.42***	.38***	.50***	.57***					
6.Co-workers	.28***	.20***	.53***	.33***	.46***				
7.Nature of work	.23***	.25***	.36***	.29***	.38***	.46***			
8.Communication	.23***	.20***	.60***	.42***	.59***	.54***	.42***		
9.Job Satisfaction	.65***	.61***	.65***	.75***	.79***	.67***	.61***	.73***	

Table 5.7: Correlations between Job Satisfaction and its Facets

5.3.2. Relations of Principals' Leadership Styles and their Dimensions with Teachers' Job Satisfaction

Following the descriptive statistics, the relationships between the leadership styles of principals and teachers' overall job satisfaction were examined. Path analyses were performed to investigate the relationships of transformational, transactional and passive avoidant leadership style with the teachers' overall job satisfaction. Gender, educational qualifications, age, numbers of years of experience in the school, number of years of experience with the same principal were the covariates in the model.

Table 5.8 showed that transformational leadership style had a statistically significant positive relationship with overall job satisfaction ($\beta = .60, p < 0.001$); whereas passive avoidant leadership style had a statistically significant negative relationship with overall teachers' job satisfaction ($\beta = -.18, p < 0.001$). Teachers whose principals adopted a transformational leadership style tended to have a statistically significant higher job satisfaction than did their peers who reported lower levels of transformational leadership style on the part of their principals. In contrast, teachers whose principals adopted a passive avoidant leadership style tended to have a statistically significant lower job satisfaction than did their counterparts who reported lower levels of passive avoidant leadership style on the part of their principals. There was no statistically significant relationship between transactional leadership style and job satisfaction.

Variables	Estimate	SE
Gender	.036	.03
Education	-.04	.05
Age	.07	.04
Years in School	-.09	.06
Years with Principal	.01	.05
Transformational Leadership	.60***	.09
Transactional Leadership	-.05	.08
Passive Avoidant Leadership	-.18***	.04

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$. RMSEA=0.00 (90% CI: 0.00-0.00). CFI=1.00.TLI=1.00. SRMR=0.00

Table 5.8: Structural Equation Modelling Analyses predicting Job Satisfaction from Leadership Styles

Relationships between the dimensions of transformational leadership and the overall job satisfaction were further investigated. Path analyses were performed to investigate the relationships of intellectual stimulation, inspirational motivation, individual consideration, idealised influence (Attributed), idealised influence (Behaviour) and teachers' overall job satisfaction. Gender, educational qualifications, age, numbers of years of experience in the school, number of years of experience with the same principal were the covariates in the model.

The results of path analyses showed that intellectual stimulation and inspirational motivation dimensions of the transformational leadership style had a statistically significant positive relationship associated with overall teachers' job satisfaction ($\beta = .36, p < 0.001$; $\beta = .20, p < 0.01$ respectively). Teachers who reported higher levels of intellectual stimulation and inspirational motivation on the part of their principals tended to have statistically significant higher job satisfaction than did their peers who reported lower levels of intellectual stimulation and inspirational motivation on the part of their principals. The individual consideration, idealised influence (Behaviours) and idealised influence (Attributes) were not statistically significantly related to job satisfaction (see Table 5.9).

Variables	Estimate	SE
Gender	.05	.04
Education	-.02	.05
Age	.08*	.04
Years in School	-.10	.06
Years with Principal	.03	.05
Intellectual Stimulation	.36***	.08
Inspirational Motivation	.20**	.08
Individual Consideration	.06	.07
Idealised Influence (Attributed)	.13	.08
Idealised Influence (Behaviour)	.07	.08

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$. $RMSEA = 0.00$ (90% CI: 0.00-0.00). $CFI = 1.00$. $TLI = 1.00$. $SRMR = 0.00$

Table 5.9: Structural Equation Modelling Analyses predicting Job Satisfaction from Transformational Leadership Dimensions

Path analyses were also performed to investigate the relationships of management by exception (Active) and contingent reward and teachers' overall job satisfaction. Gender, educational qualifications, age, numbers of years of experience in the school, number of years of experience with the same principal were the covariates in the model.

The results of path analyses showed that contingent reward dimension of the transactional leadership style had a statistically significant positive relationship with overall teachers' job satisfaction ($\beta = .63$, $p < 0.001$). Teachers who reported higher levels of contingent reward on the part of their principals tended to have a statistically significant higher job satisfaction than did their peers who reported lower levels of contingent reward on the part of their principals. Management by exception (Active) was not statistically significantly related to job satisfaction (see Table 5.10).

Variables	Estimate	SE
Gender	.05	.05
Education	-.02	.05
Age	.05	.04
Years in School	-.07	.06
Years with Principal	.01	.05
Management by exception(Active)	-.07	.06
Contingent Reward	.63*	.05

*Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$. RMSEA=0.00 (90% CI: 0.00-0.00). CFI=1.00.TLI=1.00. SRMR=0.00*

Table 5.10: Structural Equation Modelling Analyses of predicting Job Satisfaction from Transactional Leadership Dimensions

To investigate the relationships of management by exception (Passive) and laissez faire and teachers' overall job satisfaction, path analyses were run as well. Gender, educational qualifications, age, numbers of years of experience in the school, number of years of experience with the same principal were the covariates in the model. The results of path analyses showed that laissez faire dimension of the passive avoidant leadership style was statistically significantly negatively associated with overall teachers' job satisfaction ($\beta = - .30$, $p < 0.001$). Teachers who reported higher levels of laissez faire on the part of their principals tended to have statistically significantly lower job satisfaction than did their peers who reported lower levels of laissez faire on the part of their principals. Management by exception (Passive) did not have a statistically significant relationship with job satisfaction (see Table 5.11).

Variables	Estimate	SE
Gender	.05	.03
Education	-.05	.05
Age	.08	.05
Years in School	-.11	.07
Years with Principal	.05	.06
Management by exception(Passive)	-.10	.05
Laissez Faire	-.30*	.06

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$. RMSEA=0.00 (90% CI: 0.00 -0.00). CFI=1.00.TLI=1.00. SRMR=0.00

Table 5.11: Structural Equation Modelling Analyses predicting Job Satisfaction from Passive Avoidant Leadership Dimensions

5.4. The Mediating Role of Organisational Commitment Dimensions

5.4.1 The Organisational Commitment of Teachers

Before investigating the mediating effect of organisational commitment between the leadership styles of the school principals and their job satisfaction, descriptive statistics, including means and standard deviations, were computed to examine teachers' organisational commitment. The overall organisational commitment measure had a mean score of 3.75. Of the three dimensions of organisational commitment, both affective commitment and normative commitment had the highest mean scores ($M = 3.79$, $SD = .80$) and ($M = 3.79$, $SD = .77$) respectively. The continuance commitment dimension had lowest mean score ($M = 3.66$, $SD = .85$) (see Table 5.12).

Variables	M	SD	Skewness	Kurtosis
Organisational Commitment	3.75	.72	-.48	.25
Affective Commitment	3.79	.80	-.61	.25
Normative Commitment	3.79	.77	-.57	.58
Continuance Commitment	3.66	.85	-.30	-.23

Table 5.12: Descriptive Statistics for Organisational Commitment

5.4.2. The Mediating Effect of Leadership Styles on Job Satisfaction through Organisational Commitment Dimensions

The mediating effect of each of the organisational commitment dimensions in the leadership styles-job satisfaction relationship was examined by conducting bootstrapped tests of simultaneous indirect effects (Preacher & Hayes, 2008) using *Mplus* Version 7.0 software. The specific indirect effect of principals' transformational leadership style on the overall teachers' job satisfaction through teachers' affective commitment was statistically different from zero ($E = .161$, BC 95% CI of .105 to .235), indicating that teachers' affective commitment is a statistically significant mediator of the relationship between transformational leadership and teachers' overall job satisfaction. However, the specific indirect effect of principals' transformational leadership style on the overall teachers' job satisfaction through teachers' normative commitment and continuance commitment was not statistically different from zero ($E = -.001$, BC 95% CI of -.060 to .064; $E = .006$, BC 95% CI of -.059 to .053 respectively), indicating that both teachers' normative commitment and teachers' continuance commitment are not statistically significant mediators of the relationship between transformational leadership and teachers' overall job satisfaction. In addition, the sum of the specific indirect effects (i.e., the total indirect effect) was statistically significant for this relationship ($E = .165$, BC 95% CI of .107 to .248; see Table 5.13).

As for the principals' transactional leadership style, its specific indirect effect on the overall teachers' job satisfaction through teachers' affective commitment, normative commitment and continuance commitment was not statistically different from zero ($E = .008$, BC 95% CI of -.034 to .045; $E = .000$, BC 95% CI of -.024 to .023; $E = .000$, BC 95% CI of -.010 to .016 respectively), indicating that teachers' normative commitment, affective commitment and continuance commitment are not statistically significant mediators of the relationship between transactional

leadership and teachers' overall job satisfaction. Moreover, the total indirect effect was not statistically significant for this relationship ($E = .008$, BC 95 % CI of $-.039$ to $.054$; see Table 5.13). Moreover, the specific indirect effect of principals' passive avoidant leadership style on the overall teachers' job satisfaction through teachers' normative commitment and teachers' continuance commitment was not statistically different from zero ($E = .000$, BC 95% CI of $-.015$ to $.013$; $E = .000$, BC 95% CI of $-.008$ to $.005$ respectively), indicating that both teachers' normative commitment and continuance commitment are not statistically significant mediators of the relationship between passive avoidant leadership and teachers' overall job satisfaction. However, the specific indirect effect of principals' passive avoidant leadership style on the overall teachers' job satisfaction through teachers' affective commitment was statistically different from zero ($E = -.026$, BC 95% CI of $-.050$ to $-.002$), indicating that teachers' affective commitment is a statistically significant mediator of the relationship between passive avoidant leadership and teachers' overall job satisfaction. In addition, the total indirect effect was statistically significant for this relationship ($E = -.025$, BC 95 % CI of $-.053$ to $-.002$; see Table 5.13).

	Transformational Leadership			Transactional Leadership			Passive Avoidant Leadership		
	BC 95% CI			BC 95% CI			BC 95% CI		
	Estimate (SE)	Lower limit	Upper limit	Estimate (SE)	Lower limit	Upper limit	Estimate (SE)	Lower limit	Upper limit
Mediators									
AC	.161 (.039)*	.105	.235	.008 (.024)	-.034	.045	-.026 (.014)*	-.050	-.002
NC	-.001 (.038)	-.060	.064	.000 (.014)	-.024	.023	.000 (.009)	-.015	.013
CC	.006 (.034)	-.059	.053	.000 (.009)	-.010	.016	.000 (.004)	-.008	.005
Total	.165 (.043)*	.107	.248	.008 (.028)	-.039	.054	-.025 (.016)*	-.053	-.002

BC bias-corrected, CI confidence interval, SE standard error, AC affective commitment, NC normative commitment, CC continuance commitment. Confidence intervals containing zero are interpreted as being not significant at the .05 level * $p < .05$

Table 5.13: Mediating Effects of Leadership Styles on Job Satisfaction through Affective Commitment, Normative Commitment and Continuance Commitment

5.4.3. The Mediating Effect of Transformational Leadership dimensions on Job Satisfaction through Organisational Commitment Dimensions

A further investigation of the mediating effect of organisational commitment dimensions in the relationship between each of the dimensions of the leadership styles and job satisfaction was conducted. The specific indirect effect of intellectual stimulation dimension of transformational leadership on the overall teachers' job satisfaction through teachers' affective commitment was statistically different from zero ($E = .109$, BC 95% CI of .066 to .167), indicating that teachers' affective commitment is a statistically significant mediator of the relationship intellectual stimulation of transformational leadership and teachers' overall job satisfaction. However, the specific indirect effect of intellectual stimulation of transformational leadership on the overall teachers' job satisfaction through teachers' normative commitment and continuance commitment was not statistically different from zero ($E = .001$, BC 95% CI of -.046 to .050; $E = -.002$, BC 95% CI of -.040 to .023 respectively), indicating that both teachers' normative commitment and continuance commitment are not statistically significant mediators of the relationship between intellectual stimulation of transformational leadership and teachers' overall job satisfaction. In addition, the total indirect effect was statistically significant for this relationship ($E = .107$, BC 95% CI of .059 to .179).

As for inspirational motivation dimension of transformational leadership, its specific indirect effect on the overall teachers' job satisfaction through teachers' affective commitment, normative commitment and continuance commitment was not statistically different from zero ($E = .030$, BC 95% CI of -.026 to .092; $E = .000$, BC 95% CI of -.026 to .034; $E = -.001$, BC 95% CI of -.032 to .016 respectively), indicating that teachers' affective commitment, normative commitment and

continuance commitment are not statistically significant mediators of the relationship between inspirational motivation of transformational leadership and teachers' overall job satisfaction. In addition, the total indirect effect was not statistically significant for this relationship ($E = .029$, BC 95 % CI of $-.028$ to $.086$). Exploring the specific indirect effect individual consideration dimension of transformational leadership on the overall teachers' job satisfaction through teachers' affective commitment, normative commitment and continuance commitment showed that it was not statistically different from zero ($E = .011$, BC 95% CI of $-.026$ to $.056$; $E = .000$, BC 95% CI of $-.010$ to $.015$; $E = .000$, BC 95% CI of $-.016$ to $.006$ respectively), indicating that teachers' affective commitment, normative commitment and continuance commitment are not statistically significant mediators of the relationship between individual consideration of transformational leadership and teachers' overall job satisfaction. In addition, the total indirect effect was not statistically significant for this relationship ($E = .011$, BC 95 % CI of $-.027$ to $.061$).

In addition, the specific indirect effect of idealised influence (Attributed) dimension of transformational leadership on the overall teachers' job satisfaction through teachers' affective commitment, normative commitment and continuance commitment was not statistically different from zero ($E = .020$, BC 95% CI of $-.025$ to $.071$; $E = .000$, BC 95% CI of $-.012$ to $.014$; $E = .000$, BC 95% CI of $-.016$ to $.006$ respectively), indicating that teachers' affective commitment, normative commitment and continuance commitment are not statistically significant mediators of the relationship between idealised influence (Attributed) of transformational leadership and teachers' overall job satisfaction. Moreover, the total indirect effect was not statistically significant for this relationship ($E = .020$, BC 95 % CI of $-.029$ to $.071$). As for idealised influence (Behaviour) dimension of transformational leadership, its specific indirect effect on the overall teachers' job

satisfaction through teachers' affective commitment, normative commitment and continuance commitment was not statistically different from zero ($E = .032$, BC 95% CI of $-.001$ to $.076$; $E = -.002$, BC 95% CI of $-.015$ to $.019$; $E = -.002$, BC 95% CI of $-.013$ to $.008$ respectively), indicating that teachers' affective commitment, normative commitment and continuance commitment are not statistically significant mediators of the relationship between idealised influence (Behaviour) dimension of transformational leadership and teachers' overall job satisfaction. In addition, the total indirect effect was not statistically significant for this relationship ($E = .030$, BC 95% CI of $-.003$ to $.080$; see Table 5.14).

	BC 95% CI		
	Estimate (SE)	Lower limit	Upper limit
Intellectual Stimulation			
Mediators			
AC	.109 (.030)*	.066	.167
NC	.001 (.030)	-.046	.050
CC	-.002 (.019)	-.040	.023
Total	.107 (.036)*	.059	.179
Inspirational Motivation			
Mediators			
AC	.030 (.037)	-.026	.092
NC	.000 (.018)	-.026	.034
CC	-.001 (.014)	-.032	.016
Total	.029 (.036)	-.028	.086
Individual Consideration			
Mediators			
AC	.011 (.025)	-.026	.056
NC	.000 (.008)	-.010	.015
CC	.000 (.007)	-.016	.006
Total	.011 (.028)	-.027	.061
Idealised Influence (Attributed)			
Mediators			
AC	.020 (.030)	-.025	.071
NC	.000 (.009)	-.012	.014
CC	.000 (.008)	-.016	.006
Total	.020 (.031)	-.029	.071

	BC 95% CI		
	Estimate (<i>SE</i>)	Lower limit	Upper limit
Idealised Influence (Behaviour)			
Mediators			
AC	.032 (.024)	-.001	.076
NC	-.002 (.011)	-.015	.019
CC	-.002 (.008)	-.013	.008
Total	.030 (.025)	-.003	.080

BC bias-corrected, *CI* confidence interval, *SE* standard error, AC affective commitment, NC normative commitment, CC continuance commitment. Confidence intervals containing zero are interpreted as being not significant at the .05 level * $p < .05$

Table 5.14: Mediating Effects of Transformational Leadership Dimensions on Job Satisfaction through Affective Commitment, Normative Commitment and Continuance Commitment

5.4.4. The Mediating Effect of Transactional Leadership Dimensions on Job Satisfaction through Organisational Commitment Dimensions

The specific indirect effect of management by exception (Active) dimension of transactional leadership on the overall teachers' job satisfaction through teachers' affective commitment, normative commitment and continuance commitment were not statistically different from zero ($E = .005$, BC 95% CI of $-.026$ to $.037$; $E = .000$, BC 95% CI of $-.018$ to $.013$; $E = .000$, BC 95% CI of $-.011$ to $.005$ respectively), indicating that teachers' affective commitment, normative commitment and continuance commitment are not statistically significant mediators of the relationship between management by exception (Active) of transactional leadership and teachers' overall job satisfaction. In addition, the total indirect effect was not statistically significant for this relationship ($E = .006$, BC 95 % CI of $-.025$ to $.036$; see Table 5.15).

On the other hand, the specific indirect effect of contingent reward dimension of transactional leadership on the overall teachers' job satisfaction through teachers' affective commitment was statistically different from zero ($E = .192$, BC 95% CI of $.143$ to $.252$), indicating that teachers' affective commitment is a statistically significant mediator of the relationship contingent reward

of transformational leadership and teachers' overall job satisfaction. However, the specific indirect effect of contingent reward of transactional leadership on the overall teachers' job satisfaction through teachers' normative commitment and continuance commitment was not statistically different from zero ($E = -.008$, BC 95% CI of $-.007$ to $.089$; $E = -.019$, BC 95% CI of $-.083$ to $.044$ respectively), indicating that both teachers' normative commitment and continuance commitment are not statistically significant mediators of the relationship between contingent reward dimension of transactional leadership and teachers' overall job satisfaction. In addition, the total indirect effect was statistically significant for this relationship ($E = .186$, BC 95 % CI of $.126$ to $.265$; see Table 5.15).

	<u>Management by Exception (Active)</u>			<u>Contingent Reward</u>		
	<u>BC 95% CI</u>			<u>BC 95% CI</u>		
	<u>Estimate (SE)</u>	<u>Lower limit</u>	<u>Upper limit</u>	<u>Estimate (SE)</u>	<u>Lower limit</u>	<u>Upper limit</u>
Mediators						
AC	.005 (.002)	-.026	.037	.192 (.034)*	.143	.252
NC	.000 (.007)	-.018	.013	-.008 (.049)	-.007	.089
CC	.000 (.006)	-.011	.005	-.019 (.038)	-.083	.044
Total	.006 (.019)	-.025	.036	.186 (.042)*	.126	.265

BC bias-corrected, CI confidence interval, PE point estimate, SE standard error, AC affective commitment, NC normative commitment, CC continuance commitment. Confidence intervals containing zero are interpreted as being not significant at the .05 level * $p < .05$

Table 5.15: Mediating Effects of Transactional Leadership Dimensions on Job Satisfaction through Affective Commitment, Normative Commitment and Continuance Commitment

5.4.5. The Mediating Effect of Passive Avoidant Leadership Dimensions on Job Satisfaction through Organisational Commitment Dimensions

When exploring the mediating effects of the organisational commitment dimensions, the specific indirect effect of management by exception (Passive) dimension of passive avoidant leadership on the overall teachers' job satisfaction through teachers' normative commitment and continuance commitment was not statistically different from zero ($E = -.005$, BC 95% CI of $-.037$ to $.006$; $E =$

- .010, BC 95% CI of -.018 to .015 respectively), indicating that teachers' normative commitment and continuance commitment are not statistically significant mediators of the relationship between management by exception (Passive) of passive avoidant leadership and teachers' overall job satisfaction. However, the specific indirect effect of management by exception (Passive) of principals' passive avoidant leadership on the overall teachers' job satisfaction through teachers' affective commitment was statistically different from zero ($E = -.059$, BC 95% CI of $-.108$ to $-.016$), indicating that teachers' affective commitment is a statistically significant mediator of the relationship between management by exception (Passive) of the passive avoidant leadership and teachers' overall job satisfaction. In addition, the total indirect effect was statistically significant for this relationship ($E = -.065$, BC 95 % CI of $-.125$ to $-.015$).

In addition, the specific indirect effect of laissez faire dimension of passive avoidant leadership on the overall teachers' job satisfaction through teachers' affective commitment was statistically different from zero ($E = -.076$, BC 95% CI of $-.132$ to $-.026$), indicating that teachers' affective commitment is a statistically significant mediator of the relationship laissez faire dimension of passive avoidant leadership and teachers' overall job satisfaction. However, the specific indirect effect of laissez faire of passive avoidant leadership on the overall teachers' job satisfaction through teachers' normative commitment and continuance commitment was not statistically different from zero ($E = -.009$, BC 95% CI of $-.051$ to $.013$; $E = -.005$, BC 95% CI of $-.028$ to $.0230$ respectively), indicating that both teachers' normative commitment and continuance commitment are not statistically significant mediators of the relationship between laissez faire of passive avoidant leadership and teachers' overall job satisfaction. In addition, the total indirect effect was

statistically significant for this relationship ($E = -.090$, BC 95 % CI of $-.154$ to $-.033$; see Table 5.16).

	Management by Exception (Passive)			Laissez Faire		
	BC 95% CI			BC 95% CI		
	Estimate (SE)	Lower limit	Upper limit	Estimate (SE)	Lower limit	Upper limit
Mediators						
AC	-.059 (.026)*	-.108	-.016	-.076 (.026)*	-.132	-.026
NC	-.005 (.012)	-.037	.006	-.009 (.018)	-.051	.013
CC	-.010 (.006)	-.018	.005	-.005 (.013)	-.028	.030
Total	-.065 (.034)*	-.125	-.015	-.090 (.037)*	-.154	-.033

BC bias-corrected, CI confidence interval, SE standard error, AC affective commitment, NC normative commitment, CC continuance commitment. Confidence intervals containing zero are interpreted as being not significant at the .05 level * $p < .05$

Table 5.16: Mediating Effects of Passive Avoidant Dimensions Leadership Style on Job Satisfaction through Affective Commitment, Normative Commitment and Continuance Commitment

5.5. National Culture Dimensions of Principals

5.5.1. Quantitative Data Analysis

The principals' perceptions of their national culture dimensions were assessed using the following dimensions: uncertainty avoidance, collectivism, power distance, masculinity and paternalism. Descriptive statistics, including means and standard deviations, were computed to examine principals' perceptions of their national culture dimensions. Of the five dimensions, uncertainty avoidance had the highest mean score ($M = 4.59$, $SD = .34$), followed by collectivism ($M = 4.03$, $SD = .50$) and paternalism ($M = 3.40$, $SD = .70$). The two dimensions that had low scores were power distance that had the second lowest mean score ($M = 2.19$, $SD = .67$) and masculinity that had the lowest mean score among all the dimensions ($M = 2.05$, $SD = .68$; see Table 5.17).

National Culture Dimensions	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Collectivism	4.03	.50	.19	-.49
Power Distance	2.19	.67	1.42	4.95
Uncertainty Avoidance	4.59	.34	-.71	.01
Masculinity	2.05	.68	.39	-.27
Paternalism	3.40	.70	-.11	.27

Table 5.17: Descriptive Statistics for National Culture Dimensions

5.5.2. Qualitative Data Analysis

To better understand how principals, display various national culture dimensions, principals were asked during the interviews various questions that target each of these dimensions. In addition, teachers were also asked the same questions for affirmation. Results showed that most of the data collected from the principals during the interviews were in alignment with that collected from focus groups with teachers. In addition this data corroborated data collected from surveys. More details on similarities and differences between the various types of data are provided below.

The uncertainty avoidance dimension had the highest mean score among the five dimensions and principals were asked questions during the interviews to provide more details on this dimension. Two themes emerged to support the quantitative data collected from surveys. The importance of rules and regulations was the first theme and there was a consensus from principals that these are extremely important in the school context at the levels of both the teachers and the students. Principals expect teachers to follow the rules and regulations applicable to them and at the same time should make sure that their students abide by the school rules and regulations in general and by the class rules that were set by individual teachers in particular. Sample of their responses were:

“Teachers have to follow the rules and regulations..... They have to abide by the instructions given to them to complete their duties. Teachers have to follow the rules and regulations that are set by ADEK in addition to any other rules that were customised to address our school needs.”
(Khadijah)

“I myself believe that rules and regulations are extremely important. Teachers should abide by the rules and regulations For example, teachers’ attendance and punctuality is very important and there should be no flexibility” (Mariam)

“I am very assertive on following my instructions because I want the process and the outcomes to be up to the desired standards and I want to provide the students with a safe, effective and high-quality learning environment.” (Fatima)

The importance of rules and regulations was also highlighted by teachers whose comments coincided with the comments of their principals. Teachers reassured:

“She gives instructions and we have to follow these instructions. She makes it clear that we should follow the instructions to achieve what was planned.” (Marwa, focus group 4)

“She sends us the task requirements and follows up closely. She gives us some freedom and accepts if we have done things differently sometimes” (Salama, focus group 1)

The second theme highlighted that principals provide instructions but to various extents. All principals asserted that giving instructions is a preferred practice, but the level of details depends on the complexity of tasks and the experience of the teachers. They also expect teachers to follow the instructions as mistakes are not allowed and students should not be put at a disadvantage.

Principals stated:

“At the beginning I provide detailed instructions that are reinforced through continuous meetings. I ask my teachers to report to me the details of the implementation to avoid any chaos, which is not an option in my school.” (Ahmad)

“Well it depends on the task and what we are going to do. Sometimes I give broad guidelines and ask them to develop a plan and share with me to check. On other occasions, I provide detailed instructions and I sort of spoon feed them to assure the consistency of the operating system and the quality of operations.” (Khalifa)

“It depends if she is qualified or if she is a new teacher. So, it is based on the teacher’s level, if she is knowledgeable and knows what she is doing I give her some freedom but if I am not sure of their level of knowledge and skills I give her detailed instructions and procedures.” (Fatima)

Teachers’ comments corroborated the principals’ comments to a great extent as follows:

“It depends on the types of teachers. If the teacher is capable, then he doesn’t provide detailed instructions. The same applies to follow up, it depends on the types of teachers.” (Zayed, focus group 3)

“She gives us some freedom and accepts if we have done things differently sometimes except if the task is new and complex or if the teacher has less experience in that area.” (Salama, focus group 1)

The national cultural dimension that had the second highest mean score was collectivism and the thematic analysis of qualitative data collected from principals and teachers resulted in two themes that support the quantitative data collected from surveys. In all their activities, principals incorporated teamwork spirits and this is evident in their following comments:

“My aim is to establish work groups that are effective where team members know their tasks and have a clear description of what needs to be done. The importance of each member of the group is displayed in all our activities and is always reinforced.” (Mariam)

“At our school we strive to be a family that faces challenges together in a mutually supportive manner. We meet together to openly discuss issues or challenges that arise, to jointly solve problems and to encourage success together.” (Ahmad)

Teachers showed awareness of their principals’ efforts to build teamwork spirits. They indicated:

“He always encourages us to work as a team that he structures in a very smart way to strengthen the relationships between all employees in the school. When he identifies a task and a group to complete the task, he includes in the group someone from the administration to help in some paper work or in the coordination between the team members.” (Jasim, focus group 3)

The second theme that emerged under collectivism was the welfare of the group where the principals affirmed their emphasis on the importance of the success of the group for the benefit of the students and the community. Principals explained:

“Group welfare is the most important. I try to build this in my staff by modelling it. I always highlight that the aim is to complete the tasks to provide our students with the best quality of education. It is not about X or Y of the teachers to be happy with what is assigned to them, but it is about fulfilling the goal that was set.” (Mariam)

“The welfare of the group is vital, and I don’t make compromises.....I can say that my teachers consider the school and the students are their priority. Recently, I had a teacher who used to come and deliver her classes while on maternity leave because she was aware of the negative consequences that might arise if a substitute teacher takes over.” (Alya)

All teachers’ comments supported the principals’ comments. One teacher highlighted:

“He always says that our goal is to provide the students with the best quality of education and if each one works alone this will never be achieved.” (Jasim, focus group 3)

Paternalism was the national culture dimension that had the third highest mean score and principals explained how they practice paternalism with their teachers. Caring and providing support was the first theme that emerged and principals explained that they check on their teachers, care to ask, get involved and provide the support required. They indicated:

“If I see a teacher looking concerned or uncomfortable, I get involved and I care to ask. My aim is to support the teacher so I am happy as long as I can help.” (Khadijah)

“In the first place I am a counsellor before being a principal. I can’t see any teacher and have a suspicion that she is facing a problem and stay behind. I have to interfere and solve the issue. To be frank, I do this for two reasons; firstly because you know sometimes family issues might affect the performance and I don’t want this to happen, and secondly because I care about the wellbeing of my teachers.” (Ayesha)

“I take into consideration family circumstances so I try to support as much as I can. I might accommodate a teacher’s schedule not to have the last session free to be able to pick up her kids from school....” (Alya)

Teachers reassured that principals provide them the care and support, and they commented:

“For example, if my kid is sick, she tells me that it is fine to exchange my class with a colleague and to substitute it on the other day.” (Latifa, focus group 1)

“She takes care of any issue that we are facing. She takes care of every little detail and approaches us as a friend to make us feel more motivated.” (Zainab, focus group 1)

The other theme that emerged was that principals were inconsistent in involvement in issues where some principals expressed their willingness to support their teachers on all matters including sensitive personal issues and family issues. Other principals explained that they avoid getting involved in any issues that might be very personal or sensitive such as a problem with the spouse, but they support them in any other area.

“So, it depends on the situation and on the type of teacher. In some cases, teachers share with each other but do not share with me. I respect the privacy of teachers.” (Khadijah)

“I consider teachers my daughters and I treat them as family. Even if there is a financial issue we cooperate all together to try to support the teacher” (Alya)

“I will interfere if their dad or mom is sick, but not if it is a personal issue with the wife, for example. This is a very personal situation where both the teacher and I don’t want to discuss.” (Khalifa)

“I don’t like to interfere in my teachers’ personal life unless they approach me just to share so I welcome them, and I try to stay away as much as I can. If it is a health issue or an issue with a colleague or friend, I might interfere but if it is an issue with the husband I do not at all. It is not my business.” (Mariam)

The teachers asserted the principals’ explanation on how they are involved with family and personal issues that they face as follows:

“Our principal listens to us only if we approach him and ask for his opinion and it is never a very personal or sensitive issue. It could be a problem with a colleague or a financial matter.” (Omar, focus group 2)

“She asks if she sees us uncomfortable or unhappy or if she hears from someone that we are facing a certain issue. But I have a feeling that she does this just to show that she cares but not to really help. I once had a personal issue and I shared with her, but she did not try to do anything” (Moza, focus group 4)

Power distance was the national culture dimension that had the second lowest mean score.

Thematic analysis of qualitative data resulted in two themes that are the empowerment of teachers and principals’ openness to disagreement, themes that align with the quantitative results collected from surveys. Principals responded that they involve their teachers in decision making and they take into consideration their teachers’ opinions and views. They explained that they also delegate tasks to them and this was evident in the following:

“It is not only about taking their opinions, I also try to delegate to them some of my responsibilities to reduce the distance between me in a leadership position and them in the teaching position.” (Ayesha)

“I assign them to complete tasks that could require senior employees to complete, and in this way, I will be benefiting them and the school at the same time.” (Ahmad)

“I involve all my teachers in making decisions. I involve both the creative teachers to benefit from their skills and the careless and less motivated teachers to engage them. I try to involve everybody to give them a sense of ownership. I always ask if anyone would like to provide an opinion or has an idea and so on.” (Fatima)

“In my meetings with my teachers I seek their opinions on various issues and in that case I will be benefiting from their professional judgement and at the same time I will be helping them develop their decision-making skills.”(Khalifa)

In alignment with what the principals reported, teachers also explained that principals empower them. They acknowledged:

“She always involves us in decision making and takes our opinion. For example, we have committees and through these committees we are able to make decisions. (Roda, focus group 1)

“We also have work groups through which we participate, to make decisions and to provide our different views.” (Salama, focus group 1)

“Most of the times, the principal discusses with us lots of issues and depends on us. He knows our capabilities and delegates tasks.” (Mubarak, focus group 2)

Few comments from the teachers contradicted the overarching theme and explained:

“She rarely listens to what we say and most of the times, she makes us agree to her point of view. By arguing, you might get her to agree to a point of view, but it is too difficult.” (Amna, focus group 4)

“She only consults us on superficial matters such as the colour of the paint or the location of certain pieces of furniture.” (Mabkhuta, focus group 4)

The second theme that emerged was the principals’ openness to disagreement from their teachers and they explained:

“I listen to teachers who provide me with their opinions and I ask for alternatives. If teachers complain about decisions I take, then they need to provide an alternative and if it makes sense I accept their suggestion and I go with it.” (Mariam)

“I might back up if they convince me; I don’t have any problem in changing a decision if it is for the good of the school and students.” (Fatima)

When asked “What is the principal reaction to disagreements with their decisions”, most of the teachers confirmed the principals are very open to discussion and they might change their opinion if they were convinced. They stated:

“She discusses things with us and if we manage to provide her with enough evidence that what we are suggesting works better than her suggestions, she thanks us and takes our views into consideration.” (Meera, focus group 2)

“She listens to us and we listen to her. Many times, we convinced her, and she changed her decision but sometimes her decisions were tough but right, so we could not convince her.” (Saeeda, focus group 1)

Very few teachers disagreed with their colleagues and one of them clarified:

“It is very difficult to disagree with their decisions. It takes a very long argument to accept any different points of view.” (Moza, focus group 4)

Masculinity was the national culture dimension that had the lowest mean score. The qualitative data were in alignment with survey data. In all their responses, principals affirmed that gender does not affect leadership and that the role of women in leadership is not different from the role of men. When they were asked if the meetings they attend internally or externally are more effective when run by men, they all agreed that this was not the case. They clarified:

“It is not about men and women, it is about the skills that individuals and that will enable them to perform a task effectively whether it is running a meeting, organising an event, giving a speech or any other activity.” (Mariam)

“I do not believe in that, both women and men can succeed or fail in their jobs and this depends on their skills, knowledge, commitment and effort to do the work.” (Khalifa)

All principals also agreed that men do not handle problems in ways better than men do. A male principal explained:

“I do not believe in gender differences and recent research has started providing evidence that some of the theories, about differences in the brain structure and how it affects behaviour, are not all true. I am a member in a number of committees, and in some situations, it is only the female colleagues who suggest the most logical and realistic ideas to solve issues.” (Ahmad)

Another major theme that emerged while discussing the masculinity dimension was the support that leadership in the UAE is providing to Emirati women. They indicated:

“The ability of women to be effective as men or even more is evident in the leadership positions that are given to women in the UAE, be it in ministries, authorities, cabinets and others.” (Fatima)

“His highness Sheikh Mohamed bin Rashid Al Maktoum affirms the important role that Emirati women are playing and the future plans to further empower women as their contribution to the development in the UAE is essential.” (Alya)

5.6. Principals' Leadership Styles and National Culture Dimensions

5.6.1. Relations of Principals' National Culture Dimensions with Leadership Styles

Path analyses were performed to investigate the relationships of national culture dimensions: uncertainty avoidance, collectivism, power distance, masculinity and paternalism and principals' leadership styles: transformational leadership, transactional leadership and passive avoidant leadership. Gender, educational qualifications, age, numbers of years as a principal and number of years as a principal in the school were the covariates in the model.

The results of path analyses showed that transformational leadership style was statistically significantly positively associated with uncertainty avoidance ($\beta = .31, p < 0.01$). Principals who reported higher levels of uncertainty avoidance tended to adopt statistically significantly higher levels of transformational leadership than did the principals who reported lower levels of uncertainty avoidance. However, uncertainty avoidance was not statistically significantly related to transactional and passive avoidant leadership styles. The results of path analyses also showed that passive avoidant leadership was statistically significantly positively associated with power distance dimension of the national culture ($\beta = .35, p < 0.01$). Principals who reported higher levels of power distance tended to have statistically significantly higher levels of passive avoidant leadership style than did other principals who reported lower levels of power distance. Nevertheless, power distance was not statistically significantly related to transformational and transactional leadership styles. Collectivism, masculinity and paternalism were not statistically significantly related to transformational, transactional or passive avoidant leadership styles (see Table 5.18).

Variables	Transformational Leadership		Transactional Leadership		Passive Avoidant Leadership	
	Estimate	SE	Estimate	SE	Estimate	SE
Gender	.21	.12	.28	.15	.07	.13
Education	.12	.11	-.06	.19	-.13	.08
Age	-.24	.14	.06	.17	.00*	.10
Years as Principal	.00	.12	-.18	.12	-.26	.13
Years as Principal in the school	.09	.13	-.03	.15	.16	.11
Uncertainty Avoidance	.31**	.11	.10	.11	-.19	.11
Collectivism	.04	.15	.03	.17	.15	.13
Power distance	.07	.19	.17	.13	.35**	.13
Masculinity	-.03	.17	-.06	.17	.15	.16
Paternalism	.18	.13	.12	.11	-.05	.11

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$. RMSEA=0.00 (90% CI: 0.00 0.00). CFI=1.00.TLI=1.00. SRMR=0.00

Table 5.18: Structural Equation Modelling Analyses predicting Leadership Styles from National Culture Dimensions

5.6.2. Relations of Principals' National Culture Dimensions with Transformational Leadership Dimensions

Path analyses were performed to investigate the relationships of national culture dimensions: uncertainty avoidance, collectivism, power distance, masculinity and paternalism and principals' transformational leadership dimensions: intellectual stimulation, inspirational motivation, individual consideration, idealised influence (Attributed) and idealised influence (Behaviours). Gender, educational qualifications, age, numbers of years as a principal and number of years as a principal in the school were the covariates in the model.

The results of path analyses showed that intellectual stimulation and inspirational motivation dimensions of the transformational leadership style were statistically significantly positively associated with paternalism ($\beta = .29$, $p < 0.01$; $\beta = .29$, $p < 0.05$). Principals who reported higher levels of paternalism tended to adopt statistically significantly higher levels of intellectual stimulation and inspirational motivation than did the principals who reported lower levels of intellectual stimulation and inspirational motivation. However, paternalism was not statistically

significantly related to individual consideration, idealised influence (Attributed) and idealised influence (Behaviours) of the transformational leadership style. The results of path analyses also showed that individual consideration and idealised influence (Behaviours) of the transformational leadership style were statistically significantly positively associated with uncertainty avoidance of the national culture ($\beta = .36$, $p < 0.05$; $\beta = .30$, $p < 0.05$ respectively). Principals who reported higher levels of uncertainty avoidance tended to have statistically significantly higher levels of individual consideration and idealised influence (Behaviour) of the transformational leadership style than did other principals who reported lower levels of uncertainty avoidance. Nevertheless, uncertainty avoidance was not statistically significantly related to intellectual stimulation, inspirational motivation and idealised influence (Attributed) of the transformational transactional leadership styles. Collectivism, power distance and masculinity were not statistically significantly related to any dimension of the transformational leadership style (see Table 5.19).

Variables	Intellectual Stimulation		Inspirational Motivation		Individual Consideration		Idealised Influence (Attributed)		Idealised Influence (Behaviour)	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Gender	.14	.13	.07	.13	.23*	.11	.15	.10	.11	.14
Education	.14	.13	.11	.13	.14	.15	-.05	.13	.13	.11
Age	-.13	.11	-.22	.15	-.27*	.13	-.05	.12	-.20	.13
Years in School	.06	.16	-.03	.09	.12	.13	-.13	.13	.01	.13
Years with Principal	.07	.12	.07	.13	.16	.14	.12	.17	-.11	.13
Uncertainty Avoidance	.10	.12	.24	.13	.36**	.13	.10	.13	.30*	.14
Collectivism	.15	.16	.14	.13	-.09	.17	-.06	.14	.05	.16
Power distance	.03	.20	-.03	.14	.00	.14	.15	.13	.04	.18
Masculinity	-.15	.17	-.05	.15	.07	.14	.06	.14	-.06	.15
Paternalism	.29**	.10	.29*	.13	-.04	.12	-.04	.17	.22	.15

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$. RMSEA=0.00 (90% CI: 0.00 -0.00). CFI=1.00.TLI=1.00. SRMR=0.00

Table 5.19: Structural Equation Modelling Analyses predicting Transformational Leadership Dimensions from National Culture Dimensions

5.6.3. Relations of Principals' National Culture Dimensions with Transformational Leadership Dimensions

Path analyses were performed to investigate the relationships of national culture dimensions: uncertainty avoidance, collectivism, power distance, masculinity and paternalism and principals' transactional leadership dimensions: management by exception (Active) and contingent reward. Gender, educational qualifications, age, numbers of years as a principal and number of years as a principal in the school were the covariates in the model. The results of path analyses showed that contingent reward was statistically significantly positively associated with uncertainty avoidance ($\beta = .35, p < 0.01$). Principals who reported higher levels of uncertainty avoidance tended to adopt statistically significantly higher levels of contingent reward than did the principals who reported lower levels of uncertainty avoidance. However, uncertainty avoidance was not statistically significantly related to management by exception (Active) of the transactional leadership style. The results of path analyses also showed that collectivism, power distance, masculinity and paternalism were not statistically significantly related to management by exception (Active) and contingent reward of the transactional leadership styles (see Table 5.20).

Variables	Management by Exception (Active)		Contingent Reward	
	Estimate	SE	Estimate	SE
Gender	.18	.14	.24	.14
Education	.05	.20	-.20	.13
Age	.05	.18	.03	.13
Years as Principal	-.18	.13	-.07	.11
Years as Principal in the school	-.02	.17	-.01	.11
Uncertainty Avoidance	-.10	.12	.35**	.11
Collectivism	-.05	.16	.13	.14
Power distance	.20	.14	.01	.13
Masculinity	.00	.17	-.12	.17
Paternalism	.02	.13	.21	.13

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$. RMSEA=0.00 (90% CI: 0.00 -0.00). CFI=1.00.TLI=1.00. SRMR=0.00

Table 5.20: Structural Equation Modelling Analyses predicting Transactional Leadership Dimensions from National Culture Dimensions

5.6.4. Relations of Principals' National Culture Dimensions and Passive Avoidant Leadership Dimensions

Path analyses were performed to investigate the relationships of national culture dimensions: uncertainty avoidance, collectivism, power distance, masculinity and paternalism and principals' passive avoidant leadership dimensions: management by exception (passive) and laissez faire. Gender, educational qualifications, age, numbers of years as a principal and number of years as a principal in the school were the covariates in the model. The results of path analyses showed that management by exception (Passive) was statistically significantly positively associated with collectivism ($\beta = .27$, $p < 0.05$). Principals who reported higher levels of collectivism tended to adopt statistically significantly higher levels of management by exception (Passive) than did the principals who reported lower levels of collectivism. In addition, management by exception (Passive) was statistically significantly positively associated with power distance ($\beta = .43$, $p < 0.001$). Principals who reported higher levels of power distance tended to adopt statistically significantly higher levels of management by exception (Passive) than did the principals who reported lower levels of power distance. However, uncertainty avoidance, masculinity and paternalism were not statistically significantly related to management by exception (Passive) The results of path analyses also showed that laissez faire dimension of the passive avoidant leadership style was statistically significantly negatively associated with uncertainty avoidance ($\beta = - .39$, $p < 0.001$). Principals who reported higher levels of uncertainty avoidance tended to adopt statistically significantly lower levels of laissez faire than did the principals who reported lower levels of uncertainty avoidance. On the other hand, collectivism, power distance, masculinity and paternalism were not statistically significantly related to laissez (see Table 5.21).

Variables	Management by Exception (Passive)		Laissez Faire	
	Estimate	SE	Estimate	SE
Gender	.15	.13	-.06	.11
Education	-.12	.08	-.09	.09
Age	-.02	.10	.02	.10
Years as Principal	-.11	.11	-.36	.12
Years as Principal in the school	.09	.12	.20	.11
Uncertainty Avoidance	.02	.10	-.39***	.10
Collectivism	.27*	.13	-.07	.11
Power distance	.43***	.12	.11	.14
Masculinity	.04	.15	.24	.14
Paternalism	-.10	.11	.03	.10

*Note: *p<0.05. **p<0.01. ***p<0.001. RMSEA=0.00 (90% CI: 0.00.00). CFI=1.00.TLI=1.00. SRMR=0.00*

Table 5.21: Structural Equation Modelling Analyses predicting Passive Avoidant Leadership Dimensions from National Culture Dimensions

CHAPTER SIX: DISCUSSION AND CONCLUSION

In the first part of this chapter the findings of the study are examined, discussed and elaborated on to answer the research questions. In addition, the findings are placed in the context of earlier studies to support or refute the findings of these prior studies. The second part of the chapter concludes the findings and presents the implications of these findings to practice and suggests recommendations to school principals, cluster managers and ADEK. In the last part of the chapter, the limitations of this study are outlined and areas of further research are identified.

6.1. Discussion of Findings

The purpose of this study was to investigate the leadership style that principals in Abu Dhabi public schools adopt and the job satisfaction of teachers in these schools as well as the relationship that exists between these variables. The study also examined the organisational commitment of teachers and its role as a mediator in the leadership styles-job satisfaction relationship. In addition, the study investigated the effect of the national culture dimensions of the principals on the leadership style that they adopt. A mixed methods approach was adopted to address the purpose of this research and specifically to answer the following research questions:

1. What are the leadership styles that school principals adopt and to what extent do their own perceptions of leadership styles differ from their teachers' perceptions of their leadership styles?
2. To what extent are the leadership styles of principals as perceived by their teachers linked to the job satisfaction of the teachers?

3. To what extent do organisational commitment dimensions mediate the leadership styles-job satisfaction relationships?
4. How are the national culture dimensions of the principals linked to the leadership style they adopt?

The adopted mixed methods approach was used to answer the above research questions. Data discussed in this chapter was collected from questionnaires completed by teachers and principals, semi-structured interviews conducted with seven individual principals and four focus groups conducted with 24 teachers.

6.1.1 . Research Question 1

To answer the research question about the leadership styles that school principals adopt and how principals' own perceptions of leadership styles compare to their teachers' perceptions of their leadership styles, quantitative data were collected from principals and teachers using the MLQ (5X-Short) in its leader and rater forms respectively. Qualitative data were collected from semi-structured interviews with principals and focus groups with teachers.

6.1.1.1. Teachers' Perceptions of Leadership Styles of Principals

Findings showed that teachers perceive that their principals tended to practice transformational leadership style more often than both transactional and passive avoidant leadership styles. Similar results were found in higher educational contexts in Pakistan (Amin et al. 2013), the United States of America (Bateh & Heyliger, 2014) and Malaysia (Sadeghi & Lope Pihie, 2013). The study findings are also in accordance with the findings of studies that took place in school contexts in other countries such as Korkomaz's (2007) study that was conducted in high schools in Turkey,

and Shafiee et al.'s (2014) study that surveyed teachers in primary schools in Iran. In a primary school context in Tanzania, Nguni et al.'s (2006) findings corroborated the findings of this study as well. The same results were also found in studies that took place in schools in the United States of America (e.g. Biggerstaff, 2012; Jackson, 2013; Thomas, 2014). In addition, these findings also corroborated the findings of Waters (2013) who conducted his study in primary schools in Australia and the findings of Verma (2015) who surveyed 300 teachers in the United Arab Emirates. Both Waters and Verma concluded that teachers rated their principals the highest on transformational leadership, followed by transactional leadership and then passive avoidant leadership. The findings of this study suggest that although leaders display more transformational leadership practices, they still practice transactional and passive avoidant leadership styles, and this contradicts Burns (1978). In his theory, Burns (1978) proposed adding transforming leadership as a more effective form than transactional leadership and placed the two styles of leadership on the opposite ends of the continuum.

Nevertheless, the findings are in alignment with Bass' (1985) theory which indicated that in spite of the importance of transformational leadership to the effectiveness of leadership practice, transactional leadership is still required. The former is required to transform the attitudes and beliefs of followers, provoke their motivation and increase their awareness of and their beliefs in their leaders' goals while the latter is also vital for effective leadership practice. For successful performance, it is sometimes necessary for principals to practice transactional leadership and provide clear explanations to their followers on their roles in completing tasks and on the rewards that they will receive. This supports Bass (1985) that leadership practice becomes more effective when leaders use various forms of leadership. In any context in general, and in a school context in

particular successful leadership requires school principals to vary their leadership practice when dealing with different teachers in various settings and circumstances and this will be elaborated on later in this chapter.

As for the dimensions of transformational leadership style, teachers rated their principals the highest on inspirational motivation followed by the idealised influence dimensions then intellectual stimulation and the lowest mean score was for individual consideration. These results are in total alignment with Biggerstaff's (2012), Waters' (2013), Thomas' (2014) and Verma's (2015) studies and in opposition with Jackson's (2013) study where intellectual stimulation was rated the highest. On the transactional leadership, teachers rated their principals higher on contingent reward than on management by exception (Active) and this finding is in congruence with the findings of Biggerstaff (2012), Jackson (2013) and Verma (2015). Nguni et al.'s (2006) and Waters' (2013) studies showed the opposite where management by exception (Active) was rated slightly higher than contingent reward. Analysis of the quantitative data showed that passive avoidant leadership style had the lowest mean score and that laissez faire had a lower score than management by exception (Passive). These results are in alignment with findings of previous studies that were reviewed (Biggerstaff, 2012; Waters, 2013; Verma, 2015) with the exception of Jackson's (2013) and Nguni et al.'s (2006) studies that showed that teachers rated their principals higher on laissez faire than on management by exception (Passive).

6.1.1.2. Teachers' Perceptions of their Principals' Leadership Styles vs. Principals' Own Perceptions

To compare teachers' perceptions of the leadership styles of their principals to the principals' perceptions of their own leadership styles, the one-way analysis of variance (ANOVA) was conducted. Results showed that there is no statistically significant difference between teachers' perceptions of their school principals' transformational leadership style and principals' own perceptions of this style. This important finding indicates that principals are aware of their leadership practices and can properly evaluate those. As for the dimensions of transformational leadership, results showed that the mean scores of inspirational motivation of teachers' perceptions is slightly lower than that of principals' perceptions but this difference was not statistically significant. This contradicts the findings of Brown's (2013) study that identified a statistically significant difference between the teachers' and principals' perceptions in reference to the inspirational motivation dimension.

The qualitative data collected, from both the focus groups with teachers and the interviews with principals, affirmed that teachers perceived their principals' inspirational motivation similarly to how their principals perceived it. This alignment between the teachers' comments and principals' comments supports the non-significant statistical difference that was found between the quantitative data collected from teachers and principals. The qualitative data helped developing a better understanding of how principals practice this transformational leadership dimension as well. Qualitative results clarified that principals try to inspire their teachers by showing them the importance of having a vision and commitment to achieve goals, and this echoes Bass and Riggio's (2006) identification of inspirational motivation practices. As such, principals undertake various motivational activities such as discussing the biography of leaders or inviting guest speakers to

school to share with the teachers their experiences and how they achieved their vision and goals. These real-life examples, that bring genuine experiences to teachers, inspire them far beyond what lectures and cliché words do.

Data from focus groups and interviews affirmed that inspirational motivation is also achieved through the positive reinforcement that the principals display. In their theory Bass and Avolio (1997) identified this enthusiasm, optimism and persuasive communication, which was evident in the principals' behaviour, as characteristics of inspirational motivation. Principals are always positive and enthusiastic in the way they behave with their teachers and speak to them during official meetings or personal discussions and in their daily routine activities. Additionally, with inspirational motivation, leaders are not only concerned about the long-term plans and the advancement of the organisation, but they also focus on the professional growth of their followers and their career advancement (Bass & Avolio, 2004). Findings of this study support this as principals explained how they provide teachers with professional development and help them set their career path.

As for idealised influence (Attributed) dimension of the transformational leadership, quantitative data analysis showed that the mean score of teachers' perceptions is slightly lower than that of principals' perceptions but this difference was not statistically significant and this supports Brown's (2013) findings. The fact that perceptions of principals and teachers in this study were parallel was also noticeable in the qualitative data and supports the non-significant statistical difference between teachers' and principals' perceptions. Bass and Avolio (2004) argued that leaders with idealised influence (Attributed) build the trust of their followers and become their role models. Principals explained that their professional attitude: hard work, commitment, ethics,

fairness and integrity make their teachers trust them and look at them as their role models. The quantitative and qualitative data collected from the teachers affirm that the principals display the characteristics of the idealised influence (Attributed) dimension of leadership and are successful in setting themselves as role models for their teachers.

Similarly, and in accordance with Brown's (2013) study, the idealised influence (Behaviour) dimension of the transformational leadership had relatively the same mean score for the teachers' perceptions of their principals' leadership style and the principals' perceptions of their own leadership style and the difference was not statistically significant. The similarity of the teachers' perceptions to the principals' perceptions was also confirmed in the qualitative data. Bass and Riggio (2006) discussed that with this leadership behaviour, leaders build a common sense of mission and vision by expressing their values and beliefs. They also explained that principals are responsible for their actions and thus consider any anticipated ethical and moral consequences that might happen, and this is in accordance with the behaviour of principals in this study. Principals reported that they integrate and embed their values and beliefs in everything they do and with whom they are working. This was affirmed by the teachers who believe that this is what creates a common vision and mission to all and what encourages the welfare of the group. Bass and Avolio (2004) argued that integrity, morality and fairness are the criteria that leaders with this leadership style adopt in all their behaviours. The findings of this study support this argument as the qualitative data collected provides sufficient evidence that principals maximise their efforts to be fair in dealing with their teachers and that favouritism has no place in their schools.

The intellectual stimulation dimension of transformational leadership had the second lowest mean score as per the teachers' perceptions of their principals' leadership style and the lowest mean score

as per the principals' perceptions of their own leadership style. In contradiction with Brown's (2013) study, the difference between the teachers' perceptions and their principals' perceptions of this leadership style was not statistically significant and the qualitative data confirmed that. Bass and Avolio (2004) argued that leaders who practice intellectual stimulation, are expected to increase their followers' awareness of their own thoughts and recognition of their beliefs and values by encouraging, supporting and coaching them. They are those who challenge their followers and encourage them to adopt new strategies when solving problems. Principals who display this transformational leadership behaviour should encourage teachers to question others' beliefs and opinions including theirs and any disagreement will be respected (Bass & Riggio, 2006).

In this study, the intellectual stimulation leadership practice was limited to encouraging innovation as evident in the qualitative results and this supports the low mean scores that were obtained in the quantitative results. When principals were asked to elaborate on how they apply the previously mentioned practices of intellectual stimulation, the answers were limited. Principals stated that they encourage their teachers to be creative and innovative by being open and accepting any new ideas brought to them by the teachers and by providing the required resources. Teachers affirmed this and reported that their principals support them for any initiative they take but the support identified was limited to the principal being receptive and encouraging to the innovative initiative, as they describe it, and to providing resources that are mostly materialistic in nature. Bass and Avolio (2004) suggested that principals should create an environment that fosters the learning and development of the teachers by assigning them greater responsibilities and by sharing the power. The comments of principals and teachers showed that there are initial attempts to have a school environment that encourages learning and development. In addition, sharing power and delegating

tasks is still in the maturation stage as principals share power in a limited way and delegate tasks that have a routine nature.

Teachers rated their principals the lowest on the individual consideration dimension of transformational leadership. However, the mean score obtained from the teachers' perceptions was lower than that obtained from the principals' perceptions and the difference was statistically significant and this corroborates Brown's (2013) findings. Antokanis and House (2015) pointed out that leaders practice individual consideration when they provide each of their teachers the support that is appropriate to their needs. They explained that this support might be in the form of coaching, mentoring and counselling that is customized to fill the gaps. The principals highlighted those practices and reported that they provide mentoring and coaching either to individuals or groups based on their level of performance. In addition, principals indicated that they spend time to identify their teachers' strengths and weaknesses and to identify their needs. Identifying teachers' needs is a time-consuming process that requires a lot of effort on the principals' behalf and that takes place through lesson observations, walkthroughs to the classrooms, meetings with department heads, and reviewing teachers' portfolios. This supports Bass (1999) who affirmed that principals who practice individual consideration exert considerable effort to understand the needs of each of their teachers, provide them with a supportive climate and treat them uniquely. He clarified that this understanding of needs is a result of a two-way communication between the principal and the teacher, but this was not evident in the qualitative data collected from teachers.

Teachers did not mention any individual coaching, mentoring or counselling and they only indicated the principals assign them to conduct professional development sessions in their areas of strengths and to attend other sessions to address their weaknesses. This inconsistency between the

teachers' and principals' comments in reference to coaching and mentoring might have been the reason for a statistically significant lower mean score of individual consideration computed from teachers' data. Bass and Riggio (2006) also explained that principals practice individual consideration when they delegate tasks to teachers while giving them different levels of autonomy based on their experience. This was supported by both teachers and principals when discussing the uncertainty avoidance and power distance dimensions of national culture.

Quantitative data analysis showed that teachers perceived their principals more transactional than principals perceived themselves and this difference in perceptions was statistically significant. As for the contingent reward dimension of transactional leadership, it had a lower mean score as per the teachers' perceptions. The qualitative data collected from teachers' focus groups were in accordance with that of principals' interviews which explains the insignificant statistical difference which contradicts Brown's (2013) findings. Brymer and Gray (2006) indicated that with contingent reward, principals reward followers when they fulfil the task that was previously clarified and agreed upon. The current Abu Dhabi public schools' hierarchy supports this as there is clarity on who is responsible to complete tasks and to achieve goals whether in the departmental plans or in the action plans developed by the senior leadership team in the school. Furthermore, school principals asserted that there is continuous reinforcement from them that rewards will be obtained when the desired objectives are met, and this was also mentioned by the teachers.

Brymer and Gray (2006) clarified that the rewards are based on both emotional and economic exchange; nevertheless, this was not the case for principals in Abu Dhabi public schools. There was a consensus from all principals, that the rewards they give are mainly intrinsic and moral in nature such as certificates of appreciation because the school budget does not allow for any

economic rewards. Antonakis et al. (2003) suggested that this type of contingent reward might be sometimes transformational such as appreciation letters that praise the teachers and motivate them to perform better. Principals and teachers affirmed that these appreciation certificates, along with any words of praise, mean a lot especially when publicly shared in the presence of other teachers and students. Bass and Avolio (2004) argued that contingent reward might motivate learners, but this will be applicable only to complete daily routine tasks and not to long term goals or the organisational commitment of employees. This is not in accordance with the principals' and teachers' comments as they explained that these rewards have contributed a lot to their commitment and their advancement. Some teachers were highly recommended to ADEK and this resulted in assigning them to better positions such as heads of faculty or vice principals.

Results showed that teachers perceive that their principals tended to practice management by exception (Active) more than principals perceive themselves and this difference is statistically significant, and this contradicts Brown's (2013) study that showed that the difference is statistically insignificant. The significant statistical difference was not supported by the qualitative data as teachers' comments coincided with the principals' comments; however, this might have been due to the opposing views that emerged on the side of both, the teachers and principals. The majority of principals asserted that they follow up on the tasks assigned to teachers and this follow up depends on the level of experience of teachers and on the complexity of the task. They affirmed that the purpose of this practice is to support the teachers rather than to spot mistakes for punishment. These results are supported by Bass and Avolio (2004) who pointed out that, with this dimension of transactional leadership, leaders assess their followers closely and continuously to spot any deviation from agreed upon standards and to take corrective action. An opposite theme

emerged, and some principals reported that if they spot any mistakes they punish their teachers by blaming them and assigning their tasks to someone else. Such practices support Antokanis and House (2015) who argued that although management by exception (Active) focuses on outcomes, it is still a negative transaction.

Analysis of the quantitative data showed that the mean score of passive avoidant leadership computed using the teachers' perceptions was higher than the mean score computed using the principals' perceptions and this difference was statistically significant. For the management by exception (Passive) dimension, Bass and Avolio (2004) argued that principals limit their communications with their teachers to the minimal and only interfere after problems occur. Such practice will have negative results on teachers' outcomes and behaviours. Principals explained that they delegate solving problems to teachers and they do not interfere at a very early stage and this supports Bass and Avolio's views on this leadership dimension. However, principals believe that this practice has a positive impact on various individuals in the school. They explain that teachers will develop their decision-making skills and will figure out how to solve problems that might arise when collaborating with colleagues and in teams. Principals also added that sometimes they do not interfere and instead delegate issues to heads of faculty and vice principals to aid them in developing their leadership skills. Nevertheless, principals highlighted that they immediately interfere if the problem puts any student at risk. As mentioned before, quantitative data showed that teachers rated their principals higher on this dimension and this difference was statistically significant and supports Brown's (2013) findings. The qualitative data were in alignment with the survey data, and clarified the discrepancy as all teachers agreed that their principals do not interfere to solve problems in some cases; however, none of them indicated that this might be due to the fact

that principals want them and others in the school to develop the skills of leadership, problem solving, decision making and others.

Similar to management by exception (Passive), Bass and Avolio (2004) indicated that laissez faire has a negative impact on teachers' performance and students' outcomes where there are no clear guidelines given to them from their principals. They argued that these principals do not have enough confidence or ability to lead others and thus they tend to avoid taking decisions and are absent when needed. Principals affirmed that they do not avoid taking decisions or delay answering questions but sometimes it is not a quick process as they need to consult with others or to consult policies. Some of the principals highlighted that they do not interfere if it is a personal issue between the teachers that will not impact their performance and the students' outcomes. In addition, and in accordance with Brown (2013), the mean score computed from teachers' perceptions was higher than that computed from principals' perceptions and the one-way analysis of variance (ANOVA) showed that the difference between them was statistically significant.

A number of qualitative comments from the teachers contradicted the comments from principals providing some explanation for the aforementioned statistically significant difference. Teachers explained that their principals avoided taking decisions in certain cases not because they are not capable of doing that but because they thought from a humanitarian point of view and they did not want the teacher to bear the consequences. In such cases, and according to teachers' views, a group of other teachers and sometimes students will suffer. On other occasions, principals delay answering questions which might impact both teachers and students. These results oppose the opinion of Bass and Avolio (2004) to a certain extent as it is evident that the principals avoid taking decisions for reasons such as avoiding any consequences that teachers might bear and not because

they lack the required confidence or strength. On the other hand, teachers indicated that this avoidance of taking decisions or the delay in answering questions had a direct impact on them and an indirect impact on their students in various instances and this supports the views of Bass and Avolio (2004).

6.1.2. Research Question 2

To answer the research question about the relationship of teachers' perceptions of their principals' leadership styles to teachers job satisfaction, quantitative data were collected from teachers using the MLQ (5X- Short) in its rater form and Spector's Job Satisfaction Survey. Some qualitative data were also obtained from the focus group interviews with teachers.

6.1.2.1. Teachers' Satisfaction with Various Facets of their Jobs

Descriptive statistics were conducted and means and standard deviations were computed to examine teachers' job satisfaction. The supervision facet of job satisfaction had the highest mean score among all the facets of job satisfaction. Moreover, there was a significant moderate positive correlation between supervision and job satisfaction. This positive relationship was emphasised by various researchers who explained that the support and guidance provided by supervisors is a fundamental contributor to job satisfaction (Naeem et al. 2011; Peterson et al. 2003; Robbins & Judge., 2013). However, other researchers refuted this relationship and argued that supervision, a hygiene factor, is not a factor that contributes to job satisfaction (Luddy, 2005; Roelen et al. 2008). In the context of the current structure of Abu Dhabi public schools, teachers are under continuous supervision from and interaction with their head of faculty, academic vice principal and principal and thus their satisfaction with this factor is of great importance to their job satisfaction. The nature of work facet had the second highest mean score and had a significant positive medium correlation

with the overall job satisfaction. This is an interesting finding as teaching is an extremely demanding job that requires a lot of efforts and the researcher did not expect that teachers will rank the nature of work, a motivator, as the second highest job facet that they are satisfied with.

Following the nature of work, teachers were satisfied with their co-workers and there was a significant positive medium correlation between co-workers and overall job satisfaction. These findings are in accord with the findings of various researchers who conducted studies in different contexts and indicated that good relations with colleagues both at the professional and personal level contribute to job satisfaction (Awang et al. 2010; Berta, 2005; Kreitner & Kinicki, 2001; Naeem et al. 2011). These results also support Boreham's (2006) findings that co-workers facet is a strong predictor of job satisfaction of newly qualified teachers. Teachers experience stages of stress and undergo lots of pressure during different periods of time during the year such as student assessment periods and teacher evaluation periods. Thus, the emotional and social support that individuals get from their co-workers is vital to decrease the levels of dissatisfaction that they may encounter (Thoits, 2011). In addition, with the new school model in Abu Dhabi public schools, co-teaching and collaborative planning are major activities that involve team work thus satisfaction with co-worker relationships is of utmost importance.

Another important facet of job satisfaction is communications and teachers' degree of satisfaction with communications was higher than their overall job satisfaction and the correlation was a significant moderate positive one. Similar findings were reported by Goris (2007) and Carriere and Bourque (2009) who conducted studies to identify predictors of job satisfaction and concluded that communications is an important predictor of job satisfaction. In this study, teachers expressed their satisfaction with internal communications in the school and explained that their principals

communicate to them all necessary information and updates in a systematic and timely manner. Furthermore, and as mentioned earlier, teachers should collaborate in planning and sometimes co-teach and thus proper communication with their colleagues is vital for successful relationships. They reported that they are satisfied with that matter as they affirmed that they have open channels of communications with their colleagues in their departments and in other departments. However, Carriere and Bourque (2009) explained that satisfaction with communication incorporates but is not limited to communication between leaders and subordinates, communication with colleagues, communication of feedback and informal communication. In the context of the schools in this study, communication with external stakeholders and mainly ADEK should be taken into consideration. In ADEK, there is centralisation and decisions are made in ADEK headquarters and then disseminated to various relevant departments and to schools. In organisations operating with such a structure, proper communication policies and procedures are vital to ensure transmission of required information appropriately and in a timely manner (Giri & Kumar, 2010).

As for the contingent reward, the mean score was lower than that of the overall job satisfaction. Additionally, it had a significant moderate positive correlation with the overall job satisfaction and this correlation with overall job satisfaction was the strongest among all the other facets. This finding is in total accordance with Ali and Ahmad's (2009) study that explored the relationships of various facets of the job with the satisfaction of employees and concluded that rewards had the strongest significant relation. This strong significant positive relation was also concluded in other studies that were conducted in educational and non-educational contexts (Danish & Usman, 2010; Jehanzeb & Rasheed, 2012).

The teachers' satisfaction with pay was also lower than the overall job satisfaction and had a significant moderate positive correlation with it and this supports the findings of studies that were conducted in various contexts (Hui et al. 2004; Mehmoud et al. 2012; Sharma & Bajpai, 2011). This significant medium positive correlation was also found in studies that took place in public and private education institutes in Pakistan (Khalid et al. 2012; Malik et al. 2012). On the contrary, Brainard (2005) and Bolin (2007) concluded that there is a weak relationship between pay and overall job satisfaction. Emirati teachers' satisfaction with pay in Abu Dhabi public schools is low and this might be due to the fact that they compare their salaries to salaries that other Emiratis receive in other occupations. To the best of my knowledge, there are no studies that compare the pay scale of Emirati teachers to the pay scale of Emiratis in other professions. However, other jobs, in various sectors in general and in the oil and gas sector in particular, are less demanding than the teaching profession and offer higher salaries for Emiratis. In addition, one of the reasons of the dissatisfaction with the pay, a hygiene factor as identified by Herzberg et al (1959), is that teachers were not satisfied with the fixed pay that does not change with the years of experience or the school cycle.

In addition to contingent rewards, fringe benefits was another facet of the job that had the second strongest significant positive correlation with job satisfaction; nevertheless, the teachers' satisfaction with this facet was low, the second lowest among all facets. This low score might have been the result of spouses being the ones who earn the benefits because, as per the United Arab Emirates Human Resources Policy, only one of the spouses is entitled the benefits (The Federal Authority for Government Human Resources, 2017). In most of the cases, spouses work in the military, police, ministries or gas and oil companies and they chose to get the benefits entitlement

as it would be at a higher scale. This finding supports Artz (2010) who argued that fringe benefits is a factor that impacts job satisfaction and that this impact could be positive or negative. He explained that employees might think of fringe benefits as a waste when their spouse has provision to these benefits. Another reason for this low satisfaction with fringe benefits maybe due to the fact that some teachers become bonded to the accommodation or the housing allowance they get because they are from rural areas in the UAE and want to live in Abu Dhabi. This type of bonding was identified by Art (2010) as the “job-lock” which is brought about by an essential fringe benefit that decreases the employees’ job satisfaction but at the same time cannot be sacrificed.

The promotion facet of job satisfaction had the lowest score among all the facets of job satisfaction and had a significant moderate positive correlation with job satisfaction. These results support the findings of various studies that were conducted in non-educational settings in various countries (Khan & Aleem, 2014; Peterson et al. 2003; Wan et al. 2012). Findings of studies that were conducted in educational contexts were also in agreement that promotion has a significant positive relationship with job satisfaction (Malik et al. 2012; Muhammad & Huang, 2013; Zainudin et al. 2010). This low score is due to the fact that teachers do not have a planned career progression pathway. The years of experience that they spent in the teaching profession and their performance appraisal do not lead to any promotion. Teachers indicated that if this motivating factor is not available, they will be less satisfied, and their performance will be impacted. Correspondingly, this was affirmed by Al-Hazimi (2010) who argued that providing teachers with promotion opportunities increases their satisfaction and their keenness to exert more effort that will result in better performance.

6.1.2.2. Teachers' Perceptions of their Principals' Leadership Styles and its Link to their Job Satisfaction

To investigate the relationship between leadership styles of principals, as perceived by their teachers, and their link to teachers' job satisfaction path analyses were conducted. Results showed that transformational leadership style had a statistically significant positive relationship with overall job satisfaction; whereas passive avoidant leadership style had a statistically significant negative relationship with overall teachers' job satisfaction. The results of this provided a strong empirical support for similar studies that took place in educational contexts of primary, secondary and tertiary education. In the context of higher education, the findings were in partial alignment with Amin et al.'s (2013) and Bateh and Heyliger's (2014) studies. Unlike the current study, passive avoidant leadership did not have a significant relationship in the former while transactional leadership had a significant relationship in the latter. On the other hand, there was full alignment between the results of this study and Sadeghi and Lope Pihie's (2013) study that reported a significant positive relationship between transformational leadership and job satisfaction and a significant negative relationship between passive avoidant leadership and job satisfaction.

In school contexts, these findings are in alignment with the results of various studies that took place in the context of Turkish schools including the meta-analysis of Aydin et al. (2013) and Korkomaz's (2007) study that showed that transformational leadership had the strongest significant positive relationship with teachers' job satisfaction. The findings of this study were in partial alignment with other studies that were conducted in American schools and that showed that there is a significant relationship between transactional leadership and job satisfaction (Biggerstaff,

2012; Jackson, 2013; Thomas, 2014; Waters, 2013). The same partial alignment was with Verma's (2015) study that was conducted in educational organisations in the UAE.

The relationship between transformational leadership and job satisfaction was further investigated by running path analysis on the five dimensions of transformational leadership and job satisfaction. Results showed that the only two dimensions that had positive significant relationship with job satisfaction were intellectual stimulation and inspirational motivation. Individual consideration was the transformational leadership dimension that had the lowest mean score among the five dimensions. Path analysis showed that individual consideration does not have a significant relationship with teachers' job satisfaction and this result was in alignment with Nguni et al. (2006). However, various other studies had different findings and affirmed that individual consideration is a significant predictor of job satisfaction (Biggerstaff, 2012; Waters, 2013; Verma, 2015).

According to Yukl (2010) individual consideration can be operationalised in two parts that are "developing" and "supporting". With the "developing" part, leaders attempt to help their followers achieve self-actualisation and achieve full potential through coaching and mentoring (Antokanis & House, 2015). As for the "supporting" part, leaders exert considerable effort to understand the needs of their followers and provide them with customised support (Bass, 1999) which includes but is not limited to respect, appreciation and consideration (Yukl, 2010). Yukl explained that the developing part significantly impacts motivation while the supporting part significantly impacts satisfaction. Since the individual consideration items in the MLQ (5X-Short) targeted, to a limited extent, both the developing and the supporting parts of the dimension, the significant relationship with satisfaction might have been masked. This interpretation is supported by Geijsel et al. (2003) who noted that the insignificant relationship between individual consideration and job satisfaction

might be the result of the “ambiguous” nature of this dimension. In addition, to provide the required support, needs of the teachers should be understood and will require a lot of effort on the behalf of the principal and a two-way communication with the teachers to be able to identify their strengths and weaknesses. Teachers explained during the focus groups that principals try to understand their needs and weaknesses; however, they all end up receiving or delivering professional development training. This “one size fits for all” supporting model is not what individual consideration aims for and that might explain the insignificance of the relationship.

The idealised influence (Attributed) and the idealised influence (Behaviour) are the two dimensions of transformational leadership that had the highest mean scores after inspirational motivation; however, did not have a significant relationship with teacher’s job satisfaction. These findings did not support the findings of other studies that investigated the relationship between transformational leadership dimensions and job satisfaction. In Waters’ (2013) study, idealised influence (Behaviour) had a significant positive relationship with job satisfaction and both idealised influence dimensions had moderate significant positive relationships with job satisfaction in Biggerstaff’s (2012), Nguni et al.’s (2006) and Verma’s (2015) studies. Bass and Avolio (2004) explained that the idealised influence of leaders help build their followers’ trust and respect and the results of the current study affirmed this. Shieh, Mills and Waltz (2001) argued that this trust and respect boost their energy and widen their levels of needs on Maslow’s hierarchy and eventually increase job satisfaction. On the contrary, the results of this study did not provide any evidence that the trust generated by idealised influence (Attributed) will result in an increased job satisfaction.

As mentioned above, intellectual stimulation had a positive significant relationship with overall job satisfaction and this finding is in accordance with findings of studies that took place in various

contexts (Biggerstaff, 2012; Verma, 2015) and in partial accordance with Nguni et al.'s (2006) study. On the other hand, and in opposition to the findings of this study, Waters (2013) concluded that intellectual stimulation was one of the two transformational leadership dimensions that did not significantly predict job satisfaction. As discussed before, with intellectual stimulation, leaders focus on providing enough support for their followers to develop their creativity and innovation through encouragement and coaching (Bass & Avolio, 2004). Results showed that teachers develop higher levels of job satisfaction when their leaders practice intellectual stimulation which in this study had the second lowest mean score among the five dimensions of transformational leadership. Thus, it can be concluded that encouragement and coaching, such as empowering teachers, involving them in challenging tasks, assigning to them greater responsibilities and stimulating them to solve problems by adopting new approaches, are all intellectual stimulation activities that significantly contribute to increased levels of teachers' job satisfaction. However, this somewhat contradicts Nguni et al. (2006) who reported that intellectual stimulation has a weak significant relationship with job satisfaction. They explained that when leaders regularly practice intellectual stimulation, their followers perceive them as not predictable or dependable as expected and this will result in dissatisfaction, but this is not the case with teachers in this study.

The other dimension of transformational leadership that had a significant positive relationship with the overall job satisfaction of teachers was inspirational motivation. Similar to the alignment of the findings on intellectual stimulation, inspirational motivation relationship with job satisfaction was also reported by Biggerstaff (2012), Nguni et al. (2006) and Verma (2015) while this relationship was not significant in Waters' (2013) study. Quantitative data analysis showed that teachers rated their principals the highest on this transformational leadership dimension that contributes

significantly to teachers' job satisfaction. With this inspirational motivation leaders motivate and inspire their followers by being enthusiastic, optimistic and persuasive. These leaders are always communicating with their followers, provoking among them team spirit and supporting them to progress along their career path (Bass & Avolio, 2004; Bass & Riggio, 2006).

The qualitative data provided support that principals are practicing the aforementioned leadership behaviours that motivate teachers intrinsically. Optimistic and open discussions with teachers might contribute to the satisfaction of teachers through the communication facet of the job. In addition, provoking team spirit might result in better co-workers' relationships and hence more satisfaction. Although teachers were not satisfied with their opportunities of promotion, principals' attempts through their inspirational motivation to support them along their career path might have contributed to their satisfaction. Principals explained that even though it is not up to them to promote teachers, they try their best to put forward recommendations for promotions for teachers who deserve this promotion.

Path analysis was also run to investigate the relationships between transactional leadership dimensions and the overall job satisfaction. Results showed that contingent reward dimension of the transactional leadership style had a statistically significant positive relationship with overall teachers' job satisfaction. On the other hand, management by exception (Active) was not statistically significantly related to job satisfaction. Contingent reward dimension of transactional leadership style had a higher mean score than management by exception (Active) and it also had a higher mean score than intellectual stimulation, individual consideration and overall transformational leadership. In addition, it was significantly associated with the job satisfaction of teachers and this was in alignment with the majority of the reviewed studies (Biggerstaff, 2012;

Nguni et al. 2006; Verma, 2015). This is an interesting finding that shows that contingent reward, a leadership style that principals practice more than transformational leadership, significantly impacts job satisfaction.

The qualitative data collected from principals and teachers affirmed that the majority of the rewards provided were intrinsic in nature. Principals explained that the school budget is limited and there is no budget allocated to rewards and if there is any amount it will be minimal. Thus, principals reward teachers by praising them especially in the presence of their colleagues and their students. They also reward them by issuing appreciation certificates and such activities might contribute to their job satisfaction. This type of reward is a constructive transaction that motivates learners and that Antonakis et al. (2003) considered a transformational behaviour rather than transactional. This finding supports Shieh et al. (2001) who argued that when followers are praised for their performance, their job satisfaction is enhanced. In addition, principals explained that with the current structure within which Abu Dhabi public schools are operating, teachers have a clear idea of their role in achieving goals or completing tasks. Such clarity might have been, in addition to praise, another contributor to their job satisfaction. Shieh et al. (2001) affirmed that contingent reward behaviours of the leaders contribute indirectly to the satisfaction of their followers by reducing “role ambiguities” (p. 208).

Results showed that principals tended to practice management by exception (Active) of transactional leadership style less than contingent reward dimension and that it had no significant relationship with teachers’ job satisfaction. This finding is alignment with Nguni et al. (2006) and contradicts the majority of the other reviewed studies (Biggerstaff, 2012; Waters, 2013; Verma, 2015). As discussed earlier, with management by exception (Active), teachers’ performance is

continuously and closely assessed by their principals against a set of previously agreed upon standards that are clear and specific. This leadership behaviour which focuses on outcomes is a negative transaction (Antokanis & House, 2015) that tends to be ineffective but required in certain situations (Bass & Avolio, 2004). The necessity of applying this negative transaction was aligned, but to a certain extent, to the principals' views. Some principals reported that they ask teachers to withdraw from certain tasks if their performance was not up to the required standards and might put the students at a disadvantage while other principals explained that they do this for the purpose of supporting the teachers in completing the assignment and not for spotting their mistakes and punishing them. This insignificant relationship between management by exception (Active) and job satisfaction refutes Shieh et al.'s (2001) finding and their argument that this transactional leadership behaviour is significantly related to job satisfaction in either a positive or a negative way. They indicated that teachers' compliance with the agreed upon standards will result in an increased self-esteem which leads to increased job satisfaction, while failure to meet the standards will lower their self-esteem and eventually their job satisfaction.

As for passive avoidant leadership, path analysis was also run to investigate the relationship between the dimensions of this leadership style and job satisfaction. Results showed that laissez faire dimension of the passive avoidant leadership style had a statistically significant negative relationship with overall teachers' job satisfaction. On the other hand, management by exception (Passive) did not have a statistical significant relationship with job satisfaction. The management by exception (Passive) of passive avoidant leadership style tended to be higher than laissez faire dimension and had no significant relationship with teachers' job satisfaction. This insignificant relationship was also found in Waters' (2013) study and Verma's (2015) study. Other studies such

as Biggerstaff's (2012) study showed a significant negative relationship while another interesting finding was that of Nguni et al. (2006) who concluded that management by exception (passive) had a weak significant positive relationship. Principals who practice management by exception passively, interact with their followers minimally and do not communicate to them the expected standards or the guidelines to achieve the goals. They wait till problems occur to take reactive corrective actions which have negative impact on the employee outcomes such as satisfaction and performance. Lievens, Geit and Coetsier (1997) argued that this undesired impact is due to the pressure which is put on the teachers to achieve the standards but without actually providing any supporting resources.

Laissez faire dimension of the passive avoidant leadership had a significant negative relationship with teachers' job satisfaction, a finding that corroborates the finding of the majority of reviewed studies (Biggerstaff, 2012; Waters, 2013; Verma, 2015). This supports Bass and Avolio (2004) who argued that with this "no leadership" principals are absent and a negative impact on outcomes is always expected. When interviewing principals, they highlighted that this avoidance of being involved in certain issues sometimes is because these issues are personal and will not impact the school or the students. This point of view was not accepted by teachers who affirmed that although some of the issues might be personal; however, these will influence the teachers' routine activities and eventually their satisfaction.

6.1.3. Research Question 3

To answer the research question about the organisational commitment of the teachers and its mediating role in the leadership styles-job satisfaction relationship, quantitative data were collected

from teachers using TCM Employee Commitment Questionnaire (1997). This was in addition to the previously mentioned leadership and job satisfaction data collected from MLQ (5X-Short) and Spector's Job Satisfaction Survey.

6.1.3.1. The Organisational Commitment of Teachers

Descriptive statistics were conducted where means and standard deviations were computed to examine teachers' organisational commitment. All the dimensions of organisational commitment had a comparable mean score that can be considered relatively an average score. The lowest score was that for continuance commitment which is the commitment associated with costs of leaving the organisation. This relatively average score of continuance commitment reflects that the costs that teachers perceive to be incurred are average, and this supports Meyer and Allen's (1997) and Tetrick's (1995) conceptualization of continuance commitment that it is transactional in nature and that these costs determine its level. This average score of continuance commitment might be the result of the availability of other job opportunities with better pay and benefits for Emirati teachers. In addition, it could be the pension that Emirati teachers could get after they have been in the teaching profession for 15 years. These suggested reasons for the continuance commitment that Emirati teachers have, support Bhatnagar's (2005) argument that the presence of job alternatives and the side-bets that might decrease the cost of quitting, such as time and efforts spent in the organisation, are major antecedents to continuance commitment.

Mathebula (2004) argued that employees' continuance commitment is a reflection of the self-evaluation of their skills and their confidence whether these skills can provide them with alternative job opportunities. Therefore, the level of continuance commitment found in this study might indicate that these teachers have doubts in the skills and knowledge they have and that will provide

them with better job opportunities. In a similar study that took place in Turkey, Cemaloglu et al. (2012) reported that teachers have higher continuance commitment. This indicated that teachers are more concerned with the financial and economic benefit rather than identification and internalisation with their schools; however, this was not the case in the current study. As discussed before, some research studies have shown that continuance commitment is the most significant predictor of teachers' turnover (Jonathan et al. 2013) while others studies showed its significant relationship with job satisfaction (Odoch & Nangoli, 2014) and thus giving it attention is of utmost importance.

The teachers' level of normative commitment and affective commitment was the same where both types of commitment had the same mean score. With normative commitment, employees feel that they have a moral obligation to stay in the organisation and this obligation emerges from their socialisation with the organisation and not from the extrinsic rewards that they get (Meyer & Allen, 1991). The normative commitment score which is higher than the continuance commitment score shows that the Emirati teachers in Abu Dhabi public schools stay in their schools because they think that it is the proper thing to do rather than because it is a necessity. Meyer et al. (2002) argued that the amount of effort that employees put is related to the type of commitment they have and determines their performance. Thus, teachers with normative commitment, who stay in their schools because they are obliged to, will perform better than teachers with continuance commitment who stay in their schools because it is a necessity. This difference in performance results from the variance in the amount of effort exerted. Developing teachers' normative commitment is vital because in addition to its importance in contributing to performance, various

research studies showed its significant relationship with job satisfaction (Daneshfard & Ekvaniyan, 2012).

Teachers' level of affective commitment was the same as their level of normative commitment. With affective commitment, employees stay in an organisation because they want to and they do this because they have developed the feelings of comfort and personal competence (Meyer & Allen, 1997). According to Beck and Wilson (2000), this relatively high level of affective commitment of Abu Dhabi public schools' teachers, reflects that they have entered the stage of internalisation in their schools and that their goals and values are congruent to those of their schools. Various scholars affirmed that this internalisation with the organisation and alignment with its goals and values will increase organisational citizenship and decrease behaviours of withdrawal such as absenteeism (Bhatnagar, 2005; Meyer & Herscovitch, 2001). This increases the importance of this type of commitment in all contexts in general and in school contexts in particular due to the impact that teachers' absenteeism can have on their performance and the achievement of their students (Bruno, 2002). In addition to its relationship with absenteeism, affective commitment is significantly related to turnover and this relationship is negative in nature (Gardner et al. 2011; Larkin, 2015; Mehmoud et al. 2016; Meyer et al. 2002; Wong & Wong, 2017). Thus, the level of affective commitment found in this study can also be used to predict the turnover rate of teachers and one would expect a low rate with this relatively high well developed affective commitment.

6.1.3.2. The Mediating Role of Organisational Commitment Dimensions

In the literature reviewed in this study, it was found that there is scarcity in the number of studies that investigated the role of organisational commitment dimensions as mediators in the leadership styles and job satisfaction relationship in general and in the educational context in particular.

However, one of the research questions in this study aimed at investigating this mediating role. Boot strapped tests of simultaneous indirect effects of organisational commitment dimensions, were conducted on the relationship between transformational leadership and its dimensions and job satisfaction. Results showed that only the affective commitment dimension is a statistically significant mediator of the relationship and this indicates that teachers who perceive their principals as more transformational might be more satisfied with their jobs because transformational leadership increases their affective commitment.

This finding was in partial alignment with the findings of the very few studies that were reviewed and that investigated the mediating effects of the dimensions of the organisational commitment on the leadership styles and job satisfaction relationship. One of these studies is Osman and Uli's (2014) study that was conducted in a military context in Malaysia and that affirmed the mediating role that affective commitment plays in this relationship. This mediating effect might have resulted from the effect that transformational leadership style has on affective commitment and that was affirmed in previous studies that were conducted in both educational and non-educational contexts (Aydin et al. 2013; Cemaloglu et al. 2012; Forte, 2015; Lai et al. 2014; Tyssen et al. 2014). When interviewed, principals affirmed that their transformational practices include motivating their teachers, mentoring and coaching them and this might have impacted their organisational commitment. This supports Liden et al. (2000) who identified the aforementioned transformational leadership practices as factors that contribute to the increase in the organisational commitment of employees.

Moreover, affective commitment was a statistically significant mediator in the relationship between intellectual stimulation of transformational leadership and job satisfaction. This suggests

that teachers who perceived that their principals practice intellectual stimulation might have a higher job satisfaction because intellectual stimulation helped them develop their affective commitment. This supports Bass and Riggio (2006) who argued that intellectual stimulation contributes to affective commitment through the pride in action that teachers develop while adopting innovative and creative approaches to solve problems. However, this finding, that only intellectual stimulation affects affective commitment, is in opposition with Cemaloglu et al. (2012) who affirmed that affective commitment is enhanced when leaders motivate, inspire and encourage their teachers through inspirational motivation and pay attention to their individual needs and their voices through individual consideration. The other findings that contradict this study findings are those of Forte (2015) who concluded that the five dimensions of transformational leadership are significantly related to affective commitment.

As for transactional leadership, results showed that none of the organisational commitment dimensions are statistically significant mediators between this leadership style and job satisfaction. The boot strapped tests were conducted on the dimensions of transactional leadership and results showed that affective commitment is a statistically significant mediator in the relationship between contingent reward and job satisfaction. This finding is in alignment with the findings of Osman and Uli (2014) and suggests that teachers who perceive that their principals practice contingent reward might be more satisfied with their jobs because contingent reward helps develop their overall affective commitment towards their school. This supports Yammarino et al. (1997) who concluded that contingent reward dimension contributes, in addition to the dimensions of transformational leadership, to organisational commitment.

For the relationship between passive avoidant leadership and job satisfaction, only affective commitment was found to be a statistically significant mediator; however, this mediation was negative. In addition, the affective commitment dimension statistically significantly mediated the relationships between management by exception passive and laissez faire and job satisfaction and this mediation was negative. This negative mediation indicates that if teachers perceive their principals as more passive avoidant leaders, who practice management by exception (Passive) and/or laissez faire, then they might have a lower job satisfaction since this leadership style and its dimensions will lead to a decrease in their affective commitment towards their school.

6.1.4. Research Question 4

To answer the research question about the national culture of the principals and its relationship to the leadership styles they adopt, quantitative data were collected from principals using Dorfman and Howell (1988) questionnaire. Qualitative data were collected from the semi-structured interviews with the principals and focus groups with teachers. This was in addition to the previously mentioned leadership data collected from MLQ (5X-Short).

6.1.4.1. National Culture Dimensions of Principals in Abu Dhabi Public Schools

Hofstede (2017) reports the UAE scores for the four dimensions of national culture identified in his model. His scores showed that the UAE has a culture which is collectivist in nature, high in preference for avoiding uncertainty, in acceptance of power inequality, and neither masculine nor feminine.

The results of this study showed that Hofstede's scores correctly, but to a certain extent, reflect the UAE culture. Emirati principals perceive their national culture as that which is characterised by

high uncertainty avoidance and the mean score of this national culture dimension was the highest among all the dimensions. Principals emphasised the importance of rules and regulations and explained why they insist that their teachers strictly abide by the rules and regulations. Furthermore, during the interviews with the principals, they were referring extensively to the words “ADEK policies” in many of their responses to various questions and this affirms the importance of these policies to them and to their leadership behaviours. Additionally, and due to the high uncertainty avoidance that characterises the national culture of these principals, they have also highlighted that they follow up closely with their teachers to make sure that each student in the school complies with the general school rules and regulations. At the same time, they stated that they communicate clearly to their teachers the significance of having a set of rules that they should set specifically to their students and expect them to firmly follow. These findings support Klein et al. (2009) who asserted that in high uncertainty avoidance contexts, there is great emphasis on the adoption and implementation of strict policies, rules and regulations.

All principals highlighted that giving instructions is a favoured practice; however, the level of details that these instructions should have varies based on the nature of the task and the experience and skills of the teachers. This supports Hofstede et al. (2010) who argued that uncertainty avoidance has an impact on organisation behaviours and that leaders try to minimize risks by setting rules. They also pointed out that teachers are expected to follow these instructions closely as mistakes are not acceptable in such a context where the consequences might put students at a disadvantage. Alder (2007) argued that high uncertainty avoidance might emerge from the vertical organisational structure where “who” has the authority on “whom” is identified to keep uncertainty to minimal but this might not be the case in the context of the schools. As discussed before, there

is zero tolerance for putting any student at a risk or a disadvantage of any kind and this might have, in addition to the organisational structure, contributed to the high uncertainty avoidance. Additionally, following instructions was a practice affirmed by both teachers and principals; nevertheless, they both indicated that there was flexibility in certain instances. Principals stated that when their teachers are well experienced, they will be flexible and will not insist that these teachers follow the previously set instructions as long as the desired outcome is achieved. This finding is not in alignment with Hofstede et al. (2010) who argued that in high uncertainty avoidance contexts, leaders do not empower their followers. This is an interesting finding that implies that although principals expect teachers to follow instructions, they still empower them and give them the freedom to act independently.

Another national culture dimension that Emirati principals in Abu Dhabi public schools scored high on was collectivism. Principals perceived themselves as highly collectivist individuals and this is in accordance with Hofstede's evaluation of the UAE culture as a collectivist culture. They highlighted the importance of the welfare of the group and that welfare will be only achieved by strengthening the relationships between all school employees as schools are collective organisations. These findings support Hofstede et al. (2010) who affirmed that in collectivist societies, the focus is on the interest of the group and not the individual and that there are strong ties between individuals in the same social group and in this case the school community. According to Hofstede et al. (2010), this social group is characterised by cohesion and support among members and loyalty to all community members. These views were affirmed by the principals who stated that they strive to create a family environment where all members provide support, cooperation and encouragement to each other. This sense of loyalty and obligation to the

community members that was identified as a characteristic of collectivist cultures by Hofstede was clearly evident in the principals' comments. Some principals explained that their teachers go out of their way and go the extra mile not to put any of their colleagues or their students at a disadvantage.

Islam, the religion of the Emirati principals, might have been a significant contributor to the strength of the ties and to the tight relationships that they described between the members of their school communities. In addition, the small population size of the Emirati nationals and the need to feel safe and secure contribute to such strong and tight relationships as well. All these views support At-Twajiri and Al-Muhaiza (1996) who explained that religion and tribal structure are among the factors that determine the collectivist characteristic of the UAE and other countries in the Gulf region. Additionally, Hofstede et al. (2010) pointed out that in collectivist institutions each member in the group has a unique set of skills that is appropriate to complete the task. Principals regarded having members in the group with unique capabilities and skills of utmost importance. They also affirmed that clear description of what needs to be done and fair distribution of the tasks is necessary for this group to be effective and to achieve the desired group welfare.

On the contrary, Jogulu (2010) explained that this fairness might not be a characteristic of collectivist institutions. She argued that in some institutions with collectivist cultures, some employees might receive preferential treatment based on their social status, seniority or family relationship. They may not have to work hard as other employees and may be favoured for easier jobs and promotions. These views were refuted by principals as they affirmed that in the context of their schools, the welfare of the group in general and students in particular is essential. They highlighted that they are not ready to make any compromises with the quality of education of

students and their emotional and physical safety to please the teachers. They affirmed that they try to accommodate their teachers' preferences but not at the expense of other teachers or the desired outcome.

The paternalism dimension that was added by Dorfman and Howell (1988) had the third highest mean score. Some of the principals explained that they cared about their teachers and tried to support them on various issues. The support they mentioned ranged from an advice on how to solve a serious problem with the spouse, to emotional and financial support or to a change in the schedule to accommodate for the needs of teachers. These findings are in alignment with the views of Aycan et al. (2000) who explained that with paternalism, leaders provide guidance, support and caring to their followers. The care and support they provide might be initiated by their religion and by the morals and values that they were raised upon. This close relationship between Emirati leaders and their employees was also highlighted by O'Sullivan (2016) who argued that paternalism is prevalent in the UAE and has a positive relationship with employee behaviour and work outcomes.

Some other principals indicated that they do not interfere in their teachers' personal or family problems until the teachers approach them and in certain cases they do not interfere at all and this was an unexpected finding. This contradicts Aycan et al.'s (2000) view that paternalism is a cultural dimension that leaders adopt in countries such as the UAE; however, this was not fully the case in this study. Some leaders were not keen on practicing paternalism and this is evident in its relatively average mean score. In addition, the findings do not support Wilkens' (2001) hypothesis that paternalism is a prevalent cultural dimension in the UAE as the score on this dimension was relatively low. This low score might be referred to the tendency of the principals to avoid being involved in extremely sensitive and personal issues. This might be due to the fact that it is highly

inappropriate, in the UAE context, for individuals who are not close family to interfere in personal and sensitive issues. Thus, principals might really care about their teachers, but the inherited norms and traditions could have prevented them from practicing paternalism.

The power distance dimension had the second lowest mean score, an unexpected finding that contradicts Hofstede (2017) who reported that the UAE's culture is that of high power distance where inequality is acceptable, and followers expect to receive orders from their leaders who adopt an autocratic leadership style. The qualitative data also affirmed the findings of the quantitative data where principals frequently involve their teachers and consider their opinions before making decisions and this takes place usually in the form of committees and not individual involvement of teachers. These findings support Hofstede et al. (2010) who indicated that in low power distance institutions, employees are given the chance to participate in decisions. In addition, Hofstede et al. (2010) explained that when the power distance is low, inequality is not acceptable, and employees are empowered. This was evident in the context of schools in this study where principals affirmed that they do not only involve teachers by asking for their opinions and involving them in decision making, but they also delegate tasks to them and this a form of empowerment. In addition to the empowerment and involvement in decision making that leaders provide followers with in low power distance, the "emotional distance" between the leaders and followers is small in that context as well and will result in "interdependence" (Hofstede et al. 2010). This small emotional distance and interdependence was evident in the principals' acceptance of teachers disagreeing with their decisions and their ideas. Principals explained that they are open to discussing any disagreement with their teachers and are willing to take their alternative ideas and suggestions and this is a characteristic of low power distance societies.

The masculinity dimension had the lowest mean score and this finding is in partial alignment with Hofstede (2107) who reported that the culture in the UAE is neither masculine nor feminine. The qualitative data validated the quantitative data where all principals affirmed that men do not have any advantage over women, and that they are both capable of achievement as long as they have the necessary skills and knowledge. They also added that these views on gender are also endorsed by the leadership in the UAE where women are being given the chance to occupy high level positions in various decision-making entities in the countries. This supports Hofstede et al. (2010) that in cultural contexts that are low on masculinity dimension, women are given equal opportunities as men to progress along their career path.

6.1.4.2. National Culture Dimensions and its link to Principal Leadership Styles

The interdependent relationship between leadership and culture is of utmost importance and cannot be ignored (Jogulu, 2010; Pauliene, 2012). This importance emerges from the relationship that links both constructs where attitudes, behaviours and values of individuals vary with different cultures and affect organisational leadership in different ways (Hofstede et al. 2010). Previous leadership research studies focused on the leaders themselves, their traits and their leadership styles (Jogulu, 2010). Recently, researchers have started focusing on studying the link of leadership behaviour to the culture environment (Dorfman & House, 2004; Jogulu & Wood, 2006); however, the number of these studies is still limited (Pauleine, 2012).

To investigate the relationships of national culture dimensions and principals' leadership styles, path analyses were performed. It was found that the only dimension of national culture that showed a significant relationship with transformational leadership was uncertainty avoidance. Principals who reported higher levels of uncertainty avoidance tended to adopt higher levels of

transformational leadership. In addition, the only dimension of national culture that showed a significant relationship with passive avoidant leadership was power distance. Principals who reported higher levels of power distance tended to adopt higher levels of passive avoidant leadership. On the other hand, none of the dimensions had any significant relationship with transactional leadership. These findings are in partial alignment with Muenjohn and Armstrong's (2008) study that investigated the relationship between the two variables and found only one significant relationship. Similar to this study, Muenjohn and Armstrong's (2008) study concluded that there are no significant relationships between any of the national culture dimensions and transactional leadership style. On the contrary, they found that power distance, and not uncertainty avoidance, is the only dimension linked to transformational leadership. They also found that none of the dimensions is linked to passive avoidant leadership styles while this study showed that power distance has a significant link to the aforementioned style.

The findings of this study also contradict the findings of Liu and Lee (2012) and Lee and Liu (2012) that showed that the power distance dimension of national culture had a significant relationship with transformational leadership. The results of this study did not support Wiratmadja et al.'s (2012) study that showed that all the dimensions of national culture have positive significant relationships with transformational leadership with the exception of the masculinity dimension. The findings of this study did not converge with Nazarian and Atkinson's (2013) study that showed that all the dimensions of national culture had significant relationships with transformational and transactional leadership styles while some of the dimensions had significant relationships with passive avoidant leadership. The only common finding was the significant positive relationship of

uncertainty avoidance with transformational leadership and there were no other common significant relationships.

Most of the studies that investigated the relationships between national culture and leadership styles limited their analysis to the relationships of the national culture to the three leadership styles and not their individual dimensions. However, in this study data analysis was taken a step further and path analyses were run on the relationships between national culture dimensions and the dimensions of each of the transformational, transactional and passive avoidant leadership styles. Findings showed that some positive and negative significant relationships existed between the dimensions of both constructs.

Paternalism was one of the dimensions of national culture that had a significant positive relationship with intellectual stimulation and inspirational motivation dimensions of transformational leadership. Previous studies that were reviewed did not include paternalism as a national culture dimension and thus this is a new finding. Principals who reported a higher level of paternalism tended to adopt a statistically significant higher level of intellectual stimulation and inspirational motivation. As discussed earlier, paternalism can be defined as the degree of care and control that the older individuals in a society show to the younger individuals where the leader should provide guidance, support and caring to the follower (Aycan et al. 2000). This guidance, support and caring was evident in the principals' comments where the majority of them affirmed their willingness to support their teachers and to guide them in solving any problems and addressing any issues that they might face on the personal or family level. As for intellectual stimulation, leaders encourage, support and coach their followers to think innovatively and creatively (Bass & Avolio, 2004). In addition, Bass and Riggio (2006) explained that with this dimension of

transformational leadership, teachers will be given the opportunity to question their leaders' beliefs and opinions and any disagreement is respected by the leader who does not criticise them publicly. We can see that encouragement, support and coaching, the characteristics of paternalism, are also intellectual stimulation behaviours and this might have determined the significant relationship.

In addition, the close relationship brought about by the paternalism dimension might encourage the principals to accept questioning and disagreement from their teachers. At the same time, this relationship might pave the way for teachers to have an open dialogue with their principals where they can disagree with them and question their beliefs. As for inspirational motivation, Bass and Riggio (2006) highlighted that leaders who practice inspirational motivation should have open channels of communication. With paternalism, principals have closer relationship with their teachers and this will encourage more communication through which principals can motivate, inspire and convince. Moreover, the moral support that paternalistic principals provide was identified by the principals as one of their inspirational motivation leadership practices and this might have contributed to the significant relationship. As for transactional and passive avoidant leadership dimensions, no significant relationships with paternalism were found though a significant negative relationship between passive avoidant leadership dimensions and paternalism was expected by the researcher. This anticipation was due to the fact that with paternalism, principals provide their teachers with guidance, caring and support to help them solve their problems while with passive avoidant leadership principals ignore any problems that their teachers face.

The other dimension of national culture that had significant relationships with leadership style dimensions was uncertainty avoidance. Uncertainty avoidance had significant positive

relationships with transformational leadership dimensions and these were with individual consideration and idealised influence (Behaviour). As mentioned earlier, very few studies investigated the relationship with transformational leadership style dimensions and none of these showed such a relationship with the exception of Lee and Liu's (2012) study that showed a significant negative relationship between uncertainty avoidance and intellectual stimulation. The results showed that the uncertainty avoidance dimension had the highest mean score among the five dimensions investigated in this study. In addition, this dimension had a significant positive relationship with individual consideration dimension of transformational leadership. With the customized support that leaders offer through their individual consideration practice, leaders provide their followers with more structured instructions to implement their tasks and firmer standards to abide by (Bass & Riggio, 2006). One of the characteristics of leaders in high uncertainty avoidance contexts is that they tend to set instructions and expect their followers to abide by these instructions (Hofstede et al. 2010; Klein et al. 2009). This alignment between this characteristic of uncertainty avoidance and the individual consideration practice might have contributed to the significant relationship between the dimensions of the two constructs. The other significant relationship between uncertainty avoidance and the transformational leadership dimensions was with idealised influence (Behaviour). This is an interesting relationship as the activities related to these two dimensions have no commonalities. Uncertainty avoidance is about spelling out detailed instructions while idealised influence (Behaviour) is related to building a common sense of mission and vision.

On the other hand, and on its relationship with transactional leadership style dimensions, uncertainty avoidance showed a significant positive relationship with contingent reward dimension

and this is in accordance with Nazarian and Atkinson's (2013) finding. Brymer and Gray (2006) indicated that with contingent reward, leaders clarify tasks that they will reward their followers for when achieved. The clear instructions that principals provide their teachers with and their expectation that teachers follow these instructions to fulfil the task and get the reward characterise uncertainty avoidance and this might have been the reason for the significant positive relationship between the two dimensions. Another significant relationship, but in this case negative, was between laissez faire or passive avoidant leadership and uncertainty avoidance and this contradicts Nazarian and Atkinson's (2013) findings which showed that this relationship is significantly positive. To the researcher, relationship between these two constructs should be negative rather than positive and this can be explained by the nature of leadership practices of laissez faire. With laissez faire, principals are absent when needed and do not provide their teachers with clear guidelines to carry on their tasks (Bass & Avolio, 2004) and these behaviours are in total contradiction with high uncertainty avoidance work contexts.

Previous studies have shown that the power distance dimension of national culture had significant relationships with the various dimensions of transformational leadership (Lee & Liu, 2012; Liu & Lee, 2012). This is not supported in the current study where none of the transformational leadership dimensions had a significant relationship with power distance. This study has shown that Emirati principals in ADEK public schools are contributing to having a low power distance school context. In such a context, and as the quantitative and qualitative data have shown, principals are empowering teachers, involving them in decision making and delegating tasks to them and this is facilitated by the short emotional distance and the interdependence that exist between the principals and their teachers. Bass and Riggio (2006) explained that with individual consideration, leaders

empower teachers and delegate tasks to them and this was evident in the principals' practices in this study. Although empowering teachers and delegating tasks to them are practices common to both low power distance and individual consideration of transformational leadership, no significant relationship was found between the two dimensions. In addition, the previously mentioned small emotional distance and interdependence that characterise low power distance in Abu Dhabi public school contexts allowed teachers to approach their principals and disagree with their ideas. This is in alignment with the intellectual stimulation of transformational leadership; however, no significant relationship was detected between the two dimensions.

As for transactional leadership, no significant relationships were found between its dimensions and power distance and this contradicts the findings of Lee and Liu (2012) and Nazarian and Atkinson (2013). The absence of a significant relationship between transactional leadership dimensions and power distance refutes Hofstede et al. (2010) who affirmed that there is a relationship between the power distance level that leaders possess and the management by exception (Active) of the transactional leadership they practice. They explained that in high power distance context, employees are less empowered, show less disagreement with their leaders and follow their instructions to complete the tasks and this lends itself to the management by exception (Active) dimension of transactional leadership. On the other hand, management by exception (Passive) had a significant positive relationship with power distance and principals who reported higher levels of power distance tended to adopt higher levels of management by exception (Passive). This aligns to Hofstede et al.'s (2010) views that in high power distance contexts, leaders tend not to adopt transformational leadership behaviours.

The national culture dimension that had the lowest mean score in this study was masculinity dimension and no significant relationships were found between this dimension and any of the dimensions of the three studied leadership styles. This finding is in accordance with some of the findings of previous studies that showed that masculinity dimension does not have significant relationships with leadership styles. On the other hand, there were some studies that showed that masculinity had a significant negative relationship with the transformational leadership dimensions (Sadiq, 2011; Wiratmadja et al. 2012). This study showed that the principals in Abu Dhabi public schools perceive their culture as that which is more feminine than masculine. Hofstede (2011) argued that leaders in a feminine culture care about and nurture their followers and thus a positive relationship with transformational behaviour was anticipated in such a cultural context.

The last relationship which was investigated was that between collectivism and the various dimensions of leadership styles and the only significant relationship was between collectivism and management by exception (Passive). This finding is not in alignment with Sadiq's (2011) study which showed that collectivism, which is low in the Maldivian context, had a negative association with the five transformational leadership dimensions. The other findings that did not corroborate with the findings of this study were from Nazarian and Atkinson's (2013) and Wiratmadja et al.'s (2012) studies where a significant relationship was found between collectivism and passive avoidant leadership in the former and with intellectual stimulation in the latter. As for the idealised influence (Attributed), leaders become the role models of their followers and inspire them to go beyond their self-interests and focus on the good of the group (Bass & Avolio, 2004). Going beyond self-interest and focusing on the welfare of the group is a transformational leadership practice that aligns with the characteristics of a collectivist context which is dominant in Abu Dhabi public

schools. As such, one will expect a significant positive relationship between collectivism and idealised influence (Attributed) but it was not the case in this study. In institutions where the cultural context is individualistic, the degree of supervision that leaders provide followers with is minimal and this lends itself to management by exception (Passive) and laissez faire dimensions of the passive avoidant leadership. Thus, in collectivist institutions, the relationship between these dimensions is expected to be negative, but surprisingly the relationship between management by exception (Passive) and collectivism was positive in the current study.

6.2. Implications of the Study

The study showed that principals practice all leadership styles but to various extents and this supports Bass and Avolio (1997) who argued that leadership becomes more effective when leaders combine transactional and transformational leadership styles. In addition, comparing teachers' perceptions of their leadership styles to principals' perceptions of their own leadership styles, showed that principals' assessment of their practices varies across different styles. For transformational leadership style, principals' assessment of four of the five dimensions coincided with that of the teachers with the exception of individual consideration dimension and the reasons behind this variance were clarified when interviewing the teachers and the principals. Principals might have a different understanding of individualised mentoring and coaching or are unable to customise these practices to the needs of their teachers. Moreover, principals were not able to identify the strengths and the weaknesses of their teachers and this might have been either due to the fact that they do not have the skills to evaluate their teachers' needs or they do not have the time to practice this exercise. Comparing principals' perceptions of their transactional and passive avoidant leadership styles to teachers' perceptions showed that principals misevaluate their

practices of the dimensions of these styles with the exception of contingent reward. This might imply that principals did not want to disclose to what extent they practiced these behaviours because it might seem to others that they are practicing negative leadership behaviours that are not welcomed by teachers and that will affect their reputation as effective principals. As mentioned before, this discrepancy also might have been due to a misunderstanding of certain principals' behaviours by the teachers.

As for the job satisfaction of teachers, it was found that teachers are less satisfied with certain facets of the job. To begin with, low satisfaction was found with communications and when this level of satisfaction was further investigated, teachers clarified that this emerges from their dissatisfaction with ADEK's communications with them which is most of the time not clear, lacks required details and not timely. Another two areas that teachers had low satisfaction with were pay and promotion. This indicates that ADEK has not yet developed a well-established pay scale that differentiates among teachers with different qualifications, years of experience, teaching cycle, performance appraisal and others. In addition, the low satisfaction with promotion indicates that there are no career paths planned for teachers to progress along their profession.

Transformational leadership style and its intellectual stimulation and inspirational motivation dimensions were found to have a positive significant impact on teachers' job satisfaction. This implies that teachers appreciate leadership practices that challenge them and encourage them to be innovative. This finding might also indicate that teachers' job satisfaction increases when their principals create an open and positive environment. Transactional leadership style was not found to be significantly impacting job satisfaction while its contingent reward dimension had a positive significant impact. It seems that teachers are more satisfied when they have clear expectations on

the standards they need to meet and on the rewards that they will get for that. On the other hand, laissez faire dimension of passive avoidant leadership had a significant negative impact on job satisfaction where the principals, as clarified during the interviews, avoided interfering in personal issues and this resulted in a decreased job satisfaction. This might imply that although principals consider involvement in personal issues inappropriate, teachers appreciate any support that they receive from their principals when facing different types of problems and this impacts their job satisfaction.

In addition, the overall organisational commitment and affective commitment were found to have a significant mediating role on some of the leadership and job satisfaction relationship and this indicated that when principals' practice transformational leadership and its intellectual stimulation and contingent reward of transactional leadership, teachers' organisational commitment and affective commitment levels increase and lead to an increased job satisfaction. However, the opposite takes place with management by exception (passive) and laissez faire of passive avoidant leadership. As for the national culture, the high uncertainty avoidance dimension of principals had a significant positive relationship with the individual consideration of the transformational leadership and the contingent reward of transactional leadership and a significant negative relationship with laissez faire of passive avoidant leadership. This implies that it is the principals' high uncertainty avoidance which encourages them to set instructions and follow up on their implementation and this explains the aforementioned relationships with the leadership practices. In addition, principals' paternalism, which was displayed in the caring, guidance and support provided to teachers and the close relationship with them, might have been the reason for practicing intellectual stimulation and inspirational motivation.

6.3. Conclusion

In conclusion, the study findings showed that Emirati principals in Abu Dhabi public schools practice all forms of leadership including transformational leadership, transactional leadership and passive avoidant leadership but to different levels. These findings support Bass and Avolio (1997) who argued that leadership becomes more effective when leaders combine transactional and transformational leadership styles. In this study, transformational leadership was the most practiced style followed by transactional leadership and then passive avoidant leadership which was the least practiced style. In addition, comparing teachers' perceptions of their principals' leadership styles to principals' perceptions of their own leadership styles, showed that principals' assessment of their practices varies across different styles. An important finding is that principals' perceptions of their overall transformational leadership coincided with those of teachers. In addition, principals' perceptions of their transformational leadership style were parallel to those of teachers for all dimensions with the exception of individual consideration. Thus, it is concluded that principals correctly assessed their transformational leadership and that they have proper awareness of the practices of four of the five practices of this leadership style.

On the other hand, teachers' assessment of their principals' individual consideration practices differed from principals' own assessment of this transformational leadership dimension. Teachers' think that their principals do not practice individual consideration to the level that they identified. Comparing and contrasting the principals' comments to the teachers' comments clarified this variance where teachers explained that the coaching and mentoring that they receive from their principals is not individual or not appropriately tailored to address their individual needs. This might have been due to a different understanding by principals and teachers of what individual

mentoring and coaching is. In addition, there were hints from both teachers and principals that not enough effort was exerted by the principals to identify the strengths and weaknesses of their teachers.

On the other hand, contingent reward dimension of transactional leadership was well assessed by the principals and their perceptions of this behaviour were in alignment with the teachers' perceptions. Another significant finding was that principals' perceptions of their management by exception (Active) of the transactional leadership dimension, management by exception (Passive) and laissez faire dimensions of passive avoidant leadership were lower and significantly different from that of the teachers. This might indicate that principals practice these leadership behaviours to an extent that is higher than that they are aware of. Qualitative data showed that teachers and participants have different understanding of these behaviours which might have resulted in this discrepancy. For example, following up on a task might be the principal's practice to assure quality while a teacher might see it as a passive behaviour. In addition, avoiding being involved in a problem by the principal might be understood by the teacher as another passive behaviour while a principal might consider it as a supportive behaviour that helps the teacher develop decision making and problem-solving skills.

As for teachers' job satisfaction, all facets of the job had a significant positive correlation with the overall job satisfaction and the level of satisfaction with each of these facets was variable. The highest satisfaction was with supervision and as per the structure in ADEK schools, this indicates that teachers are content with their heads of faculty, vice principals and principals, and have built good relationships with them. In addition, it was concluded that teachers' satisfaction with the nature of work was higher than their overall satisfaction regardless of the demanding nature of the

profession. The level of satisfaction with co-workers was comparable to that of nature of work, while that with communication was lower and this is the result of teachers' low satisfaction with communication from external entities and mainly ADEK where communications are most of the time not clear, lack required details and are not timely. Teachers expressed relatively low levels of satisfaction with the two extrinsic facets, contingent reward and fringe benefits, that had the two strongest significant correlations with overall job satisfaction. Likewise, satisfaction with pay was low however the lowest satisfaction was with the intrinsic factor promotion.

Additionally, findings showed that teachers were more satisfied when their principals displayed transformational leadership practices and less satisfied when their principals practiced the passive avoidant leadership. The two dimensions of transformational leadership that had a significant relationship with job satisfaction are intellectual stimulation and inspirational motivation. When principals practice intellectual stimulation with their teachers, they challenge them and encourage them to adopt new approaches and to be innovative and this increases their job satisfaction. In addition, results showed that inspirational motivation behaviour of the principals is also a contributor to their teachers' job satisfaction through the impact that this behaviour has on the communication between principals and teachers and the relationships between the co-workers and within the teams. Furthermore, this transformational leadership dimension creates a positive, open and optimistic environment that supports teachers along their career path and this improves their job satisfaction as well. On the other hand, individual consideration did not have a significant relationship with job satisfaction and this contradicts findings of previous studies; however, there might have been an impact which was masked due to the developing and supporting parts of individual consideration and due to the nature of data collected. Unexpectedly, the two dimensions

of idealised influence, that previous studies showed their positive relationship to job satisfaction, were not of any significance in this study.

The transactional leadership style was not found to have a significant relationship with job satisfaction; however, its contingent reward dimension has a significant positive relationship. This is an interesting finding as leadership dimension is considered by some scholars more transformational than transactional and this might have been the reason for its positive relationship with job satisfaction. This positive association was referred to, by some researchers, to the reduction of role ambiguities brought about by contingent reward. Another unexpected result, was the insignificant relationship between management by exception (Active) and job satisfaction that previous research has shown to be significant. In addition, the passive avoidant leadership of principals resulted in decreased teachers' job satisfaction. The management by exception (Passive) that showed in previous studies a significant negative relationship with job satisfaction had no significance in this study. On the other hand, laissez faire behaviour that principals explained to be applicable only when the teachers' issues and problems were personal, had a negative influence on teachers' job satisfaction.

In reference to organisational commitment, teachers' normative and affective commitment were relatively higher than their continuance commitment. As mentioned before, the level of continuance commitment of the teachers is determined by the cost that they might incur if they leave the organisation. For Emirati teachers, this cost is not high due to the availability of other better paying jobs and the pension that they can get after 15 years of being in the profession. Another reason behind this level of continuance commitment might be the result of the teachers' low level of confidence in their skills that will provide them with other job opportunities. On the

other hand, the normative commitment score was higher than the continuance commitment and it is a reflection of the obligation of teachers to stay in their schools and the amount of effort that they exert and that affects their performance. The affective commitment score of teachers was the same as that of normative commitment and it reflects that the teachers have developed internalisation in their schools and have aligned their goals and values to those of their schools. Various research studies showed that the various types of commitment affect job satisfaction and that continuance and affective commitment affect employees' turnover in a negative way. Another important relationship identified by various researchers was between normative commitment and performance where an increased level of normative commitment leads to better performance. Also, researchers highlighted a negative relationship between affective commitment and absenteeism, and this is very important in school context as it impacts teachers' performance and students' achievement.

As for the mediation effect of organisational commitment dimensions, results showed that affective commitment is a significant mediator in the relationship of transformational leadership and its intellectual stimulation dimension on one hand and job satisfaction on the other hand. On the transactional leadership style, affective commitment was a significant mediator in the contingent reward and job satisfaction relationship. On the other hand, affective commitment had a negative significant mediating effect on the relationships between management by exception (Passive) and laissez faire dimensions of the passive avoidant leadership and job satisfaction.

It was also concluded that principals in Abu Dhabi public schools are characterised by a culture of high uncertainty avoidance which characterizes the UAE culture in general. This cultural dimension had significant relationships with individual consideration and idealised influence

(Behaviour) of transformational leadership, two new relationships that were not found in previous studies. Two other significant relationships of uncertainty avoidance were with contingent reward of transactional leadership and laissez faire of passive avoidant leadership and this corroborated findings from previous studies. The second culture dimension that the principals were highly characterised with was paternalism. Paternalism was significantly related to the intellectual stimulation and inspirational motivation of transformational leadership.

On the other hand, and in contradiction with previous studies, power distance and collectivism did not have significant relationships with leadership style dimensions with the exception of management by exception (Passive). As for masculinity, no significant relationships were found and this refutes previous findings that this dimension has a significant negative relationship with transformational leadership.

6.4.Limitations

This study contributed to the literature on leadership, organisational behaviour and national culture within public schools in the Emirate of Abu Dhabi in the UAE; nevertheless, it still had a number of limitations. Thus, when interpreting the findings of this study, these limitations should be taken into consideration as limitations are variables that the researcher cannot control but could affect the outcome of the results (Gay, Mills & Airasian, 2009).

One limitation is the sample size of 438 teachers and 52 principals which is relatively small when compared to the total population of 4555 Emirati teachers and 240 Emirati principals and this limits the ability to generalize the results to the entire population. A second limitation emerges from the data being self-reported as the accuracy of the results depends on the honesty of the respondents in

answering the questions and that might result in over or under reporting of a phenomenon or a behaviour. In addition, with self-reported data, respondents might respond in a way that is socially desirable and that does not reflect their actual perceptions. Dillman, Smyth and Christian (2009) explain that with self-reported data, participants respond in a way that they assume pleases the survey administrator or the interviewer. Moreover, although participants were assured the anonymity of confidentiality of the responses, the social bias might have affected their responses.

Another limitation was that a number of surveys were deleted from the responses because they were not completed. This might have been due to the length of the survey especially the teachers' survey which was relatively long. Another reason might have been the time of the year during which the surveys were distributed. The surveys were distributed during May and early June and this is the time of the year where the teachers are very busy marking exams, completing assessments and finalising their grades. At the same time, it is a very busy time for the principals completing the evaluations of teachers, updating the school plan and scheduling for the next academic year.

The fact that the researcher could not contact the teacher participants directly might have had an impact too. As per the approval granted from ADEK, the first point of contact in the school is the principal who will decide whether to take part in the study or not. When the principals were contacted, quite a few apologised and refused participating in the study. Some principals explained that their teachers are overwhelmed with too many tasks, others indicated that they are preparing for or going through their inspection cycles, while very few said that they are not interested. Principals who did not take part in the study might be those who adopt a certain leadership style that impact teachers' satisfaction in a negative way. Thus, the exclusion of these principals and their teachers from the study might have resulted in identifying the transformational leadership as

a more prominent leadership style of Emirati principals in Abu Dhabi public schools. Another skewed result might have been that of job satisfaction where teachers who are less satisfied were not given the chance to participate in the study due to their principals' refusal to participate.

6.5. Recommendations

After analysing the collected data, presenting the findings and discussing the research questions, some recommendations were suggested for the school principals in Abu Dhabi public schools, cluster managers and various divisions and policy makers in ADEK. In addition, a number of recommendations for future research were identified and that can add to and strengthen the research findings.

To begin with, cluster managers are recommended to encourage principals to continuously challenge their teachers to be innovative, to communicate with them continuously and to create a positive environment. They are also recommended to mentor and coach their teachers. However, results have shown that some of the principals lack the skills and the strategies through which they can develop their teachers' innovative abilities, communicate with the teachers as required, have a conducive school environment, and coach and mentor. Thus, cluster managers along with the professional development division in ADEK are required to conduct needs analysis with all principals to identify the areas of improvement and provide the required training that addresses these issues. The professional development division should also equip principals with the required knowledge and skills that are necessary to assess their teachers' strengths and weaknesses.

Cluster managers conduct the yearly performance appraisal and evaluation for the principals who are heading the schools in their cluster. Thus, these cluster managers are recommended to

encourage and train principals who report to them to continuously reflect and evaluate their practices. These cluster managers should also conduct awareness workshops with their principals on how to self-assess and on the importance of this self-assessment for improvement. With this exercise principals should be able to identify their weakness in practicing the leadership behaviour that is appropriate to the situation and seek guidance and support to address this flaw in their practice.

As for ADEK, some recommendations were provided for divisions. To begin with, policy makers in the school operations division in ADEK are recommended to design and implement policies that require school leadership to provide the needed mentoring and coaching for teachers. The challenge of time constraints might arise from the principals' wide range of responsibilities especially in big schools and that would prevent them from mentoring and coaching their teachers. To overcome this challenge, each school should include in its school improvement plan how other members of the leadership team such as vice principals and heads of faculty can support the principals. The school operations division in ADEK is recommended as well to review its communications policies and procedures with schools and implement the revised policies and procedures. All communications should satisfy a set of criteria, which includes but is not limited to, clarity, being detailed enough and timely. In addition, implementing the revised communications policies and procedures should be evaluated by quality assurance division through satisfaction surveys that are sent to teachers in schools and through the internal auditing processes.

On the other hand, human resources division in ADEK is recommended to revise its pay scale to account for differences in teachers' qualifications, years of experience, contact hours in schools, performance and other relevant factors. Also, the human resources division and the professional

development division in ADEK are recommended to work together to develop career ladders that can be the traditional vertical career ladder that provides progression to teachers who are interested in taking leadership positions. Additionally, dual career ladders can be also adopted to provide teachers who are not interested in leadership positions to be valued, and to progress to a higher position where they get better pay, while they support other teachers with less experience. and contribute to their schools.

Moreover, principals are also encouraged to be more open with their teachers and to communicate to them the reasons behind certain practices. This will result in avoiding teachers' labelling of a principal behaviour as passive while in reality it is a behaviour that aims at developing the teachers' skills. In addition to that, principals are recommended to augment their transformational behaviours with contingent reward behaviour of the transactional leadership as this behaviour proved to be a significant contributor to increased job satisfaction. It is the role of the cluster manager here to work closely with the principals to identify when and how this behaviour should be implemented based on various school contexts. To avoid any negative association with job satisfaction, principals are recommended to know their teachers more and interfere in their personal issues if they wish to.

A number of recommendations were identified for further research. Findings of the study indicated that context factors other than culture might have impacted the leadership practices of the principals and thus a study that investigates the impact of various contextual factors on the leadership practices of Abu Dhabi school principals is highly recommended. Such a study will be also enriched by incorporating other leadership styles such as distributive leadership in the theoretical framework. Considering the sample size in this study and the convenience sampling that was used,

the results cannot be generalised to all the public schools in Abu Dhabi, and a study which is similar to the current study but at a larger scale and with random sampling is recommended. Another recommendation is to conduct the study in public schools in the other emirates as this might enrich the findings as leadership practices might vary if the school context is different. Comparative studies that include in the samples Emirati principals and expatriate teachers, expatriate principals and Emirati teachers and expatriate principals and teachers would allow identifying similarities and differences in leadership practices and organisational commitment and job satisfaction levels of teachers. It would also allow comparing how the relationships between these constructs vary with the nationality of the principal and the teacher. Considering the number of male principals to female principals in this study, another study is recommended to compare the impact of gender differences on the leadership practices.

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Appendices

Appendix A: The Principal Questionnaire (Arabic and English)

لمحة عامة عن الدراسة

عزيزي المشارك

الغرض من هذا البحث هو دراسة نمط قيادة مديري المدارس وكيفية ارتباطه بالالتزام المؤسسي والرضا الوظيفي لدى لمعلمين، وكيف أن أبعاد الثقافة الوطنية لدى المدراء تؤثر على هذه العلاقات في إطار المدارس الحكومية بأبوظبي

يود الباحث أن تشارك في هذا الاستبيان والذي قد يتطلب حوالي 10-15 دقيقة لإستكماله. سيتم التعامل مع كافة المعلومات من دون الإفصاح عن هوية المشارك مع الحفاظ على السرية التامة، ومن ثم نقلها إلى وثيقة إلكترونية محمية بكلمة سر. وفي نهاية هذه الدراسة، سيتم تدمير البيانات الأصلية، ولن يتم الإشارة إلى أي عوامل تمييز لهوية المشارك مثل الاسم أو اسم المدرسة

المشاركة في هذه الدراسة طوعية تماما. حيث بإمكانك التوقف عن مشاركتك في هذه الدراسة. في أي وقت
إذا كان لديك أي أسئلة، يرجى hkadbey@ecae.ac.ae أو الاتصال على هاتف رقم 0557742591
توجيهها إلى

ان كنت ترغب بالاطلاع على نتائج الدراسة، يرجى تزويدنا بالبريد الإلكتروني الخاص بك أدناه.
لإرسال نسخة من التقرير النهائي

شكرا جزيلاً لوقتكم وتعاونكم معنا،

هنادي قادي

الرجاء إضافة عنوان البريد الإلكتروني الخاص بك إذا كنت ترغب في الحصول على النتائج الكاملة وأي مقالات منشورة لهذه الدراسة

معلومات عامة

* 2. الجنس

- ذكر
 أنثى

* 3. المؤهل التعليمي الأعلى

- ثانوية عامة
 شهادة بكالوريوس
 شهادة ماجستير
 شهادة دكتوراه

4. العمر

- أقل من 25 سنة
 سنة 25-35
 سنة 36-46
 سنة 47-57
 سنة أو أكثر 58

* 5. الجنسية

- جنسية إماراتية
 جنسية عربية أخرى
 جنسية غير عربية

* 6. ما اسم مدرستك؟

* 7. عدد السنوات التي شغلتها في منصب المدير

- أقل من 1 سنة
 سنة 1
 سنوات 2-5
 سنوات 6-9
 سنوات 10 أو أكثر

* 8. عدد السنوات التي شغلتها في منصب المدير في هذه المدرسة

- أقل من 1 سنة
 سنة 1
 سنوات 2-5
 سنوات 6-9
 سنوات 10 أو أكثر

أبعاد الثقافة الوطنية

هذا السؤال هو لوصف أبعاد الثقافة الوطنية التي تتحلى بها . الرجاء تحديد مدى موافقتك مع كل العبارات المتضمنة في هذا السؤال

9.

إلى أي حد توافق مع كل امر من الأمور التالية؟

	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
من الضروري توضيح المتطلبات والتعليمات الوظيفية بشكل تفصيلي ليتمكن المدرسون من عمل ما يتوقع منهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
على المدير أن يتوقع من المدرسين اتباع التعليمات و الإجراءات بدقة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
القواعد واللوائح مهمة لأنها توضح للمدرسين ما تتوقعه المدرسة منهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
معايير تسيير العمل تساعد المدرسين في أداء عملهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
تعليمات تسيير العمل ضرورية للمدرسين في أداء عملهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
رفاهة المجموعة أكثر أهمية من المكافآت الفردية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
نجاح المجموعة أكثر أهمية من النجاح الفردي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
قبول الفرد كعضو في المجموعة مهم جداً	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يجب على المدرسين السعي نحو تحقيق أهدافهم فقط بعد الأخذ بعين الاعتبار المصلحة العامة للمجموعة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
على المدير تشجيع الولاء للمجموعة حتى وإن كان ذلك على حساب الأهداف الفردية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لتحقيق نجاح المجموعة قد يكون التخلي عن أهداف الأفراد متوقعا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يجب على المدير اتخاذ معظم القرارات دون استشارة المدرسين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
في كثير من الأحيان يكون استخدام مدير المدرسة للسلطة والقوة عند التعامل مع المدرسين ضروريا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يجب على مدير المدرسة أن لا يطلب آراء المدرسين إلا نادرا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يجب على المدير تجنب التواصل الاجتماعي خارج نطاق العمل مع المدرسين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يجب على المدرسين أن لا يعترضوا على القرارات الإدارية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يجب على المدير أن لا يفوض المدرسين القيام بأعمال مهمة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
عادة ما تكون الاجتماعات أكثر فعالية عندما يترأسها رجل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أن يكون للرجل مسيرة مهنية أكثر أهمية من أن تكون للمرأة مسيرة مهنية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
عادة ما يستخدم الرجال التحليل المنطقي في حل المشكلات، وعادة ما تستخدم النساء حدسهن في حل المشكلات.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
عادة ما يتطلب حل المشاكل المدرسية نهجاً ناشطاً صارماً وهذا من طبيعة الرجال	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
من المفضل أن يحتل المناصب العليا رجل وليس امرأة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
على المدير مساعدة المدرسين في حل مشاكلهم العائلية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
على المدير مساعدة المدرسين في حل مشاكلهم الشخصية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
على المدير الاعتناء بالمدرسين كأنهم أفراد من عائلته	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

النمط القيادي

هذا السؤال هو لوصف نمط القيادة الخاص بك كما تتصوره. الرجاء الإجابة على جميع بيانات هذا السؤال بتحديد مدى ممارستك لكل منها

الرجاء تحديد مدى ممارستك للبيانات الوصفية التالية. 10.

	أبداً	نادراً	أحياناً	غالباً	في كثير من الأحيان ن لم يكن دائماً
أقدم المساعدة للمدرسين في مدرستي مقابل جهودهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أعيد التفكير في فرصيات بيئة العمل المدرسية للتأكد من أنها مناسبة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لا أندخل حتى تصبح المشكلات جادة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أركز انتباهي على المخالفات، الأخطاء، الاستثناءات، والأمور الخارجة عن المعايير	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أجنب التدخل عند ظهور قضايا مهمة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

المشاركة في مقابلة

إن الباحث يرغب في إجراء مقابلات مع مدراء المدارس لمناقشة المواضيع المذكورة في هذا الإستبيان. إن كنت ترغب في المشاركة الرجاء تزويدنا بالبريد الإلكتروني ورقم الهاتف النقال ملاحظة: سيتم التعامل مع كافة البيانات التي يتم جمعها (من الإستبيان والمقابلة) بمنتهى السرية والخصوصية

الرجاء تزويدنا ببيدك الإلكتروني ورقم هاتفك النقال. 11.

البريد الإلكتروني

رقم الهاتف النقال

Overview of the study

Dear Participant,

The purpose of the study is to examine the leadership style of principals and how it relates to the organizational commitment and job satisfaction of teachers, and how the national culture dimensions of the principals affect these relationships in the context of Abu Dhabi public schools. The researcher would like you to take part in this survey questionnaire which should take around 10-15 minutes to complete. All information received will be treated anonymously and with utmost confidentiality, and subsequently transferred to electronic password protected documentation. At the conclusion of the study, the original data will be destroyed. Neither your name, your school name nor any other distinguishing factor will be identifiable or referred to. Participation in the study is completely voluntary. You may discontinue your participation in this research at any time. If you have any questions about the study, please direct them to hkadbey@ecae.ac.ae or 0557742591. You also have a right to be informed of the completed results of the study and to be alerted of final publications: if this would be of interest to you please add your email address below.

Thank you very much for your time and cooperation.

Hanadi Kadbey

1. Please add your email address if you would like to receive the completed results and any publications of the study.

General Information

* 2. Gender

- Male
 Female

* 3. Highest Education Degree

- High school
 Bachelor's degree
 Master's degree
 Doctorate degree

4. Age

- less than 25 years
 25-35 years
 36-46 years
 47-57 years
 58 years and above

* 5. Nationality

- Emirates Nationality
 Other Arab Nationality
 Non-Arab Nationality

* 6. What is the name of your school?

* 7. Number of years as a Principal

- Less than one year
 1 year
 2-5 years
 6-9 years
 10 years or more

* 8. Number of years as a principal in the current school

- Less than one year
 1 year
 2-5 years
 6-9 years
 10 years or more

National Culture Dimensions

This question is to describe the national culture dimensions that characterise you. Please identify to what extent do you agree with each statement in this question.

9.

To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
It is important to have job requirements and instructions spelled out in detail so that teachers always know what they are expected to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should expect teachers to closely follow instructions and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules and regulations are important because they inform teachers what the school expects of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard operating procedures are helpful to teachers on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions for operations are important for teachers on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group welfare is more important than individual rewards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group success is more important than individual success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being accepted by the members of your workgroup is very important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should only pursue their goals after considering the welfare of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should encourage group loyalty even if individual goals suffer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals may be expected to give up their goals in order to benefit group success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should make most decisions without consulting teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is frequently necessary for a principal to use authority and power when dealing with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should seldom ask for the opinions of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should avoid off-the-job social contacts with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should not disagree with management decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should not delegate important tasks to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings are usually run more effectively when they are chaired by a man.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is more important for men to have a professional career than it is for women to have a professional career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Men usually solve problems with logical analysis; women usually solve problems with intuition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving school problems usually requires an active forcible approach which is typical of men.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is preferable to have a man in a high level position rather than a woman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should help teachers with their family problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should help teachers solve their personal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal should take care of teachers as if they were family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership Style

This question is to describe your leadership style as you perceive it. Please answer all statements by judging how frequently each one fits you.

10. Please judge how frequently each of the following statement fits you.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I provide my teachers with assistance in exchange for their efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I re-examine critical assumptions to question whether they are appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not interfere until problems become serious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus attention on irregularities, mistakes, exceptions, and deviations from standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoid getting involved when important issues arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participation in an interview

The researcher would like to conduct an interview with principals to discuss the above surveyed topics. Please provide your contact details (email address and mobile phone numbers) if you would like to be interviewed.

N.B. All collected data (from the survey and the interview) will be treated anonymously and with utmost confidentiality

11. Please add your contact details

Email Address

Mobile Phone Number

Appendix B: The Teacher Questionnaire (Arabic and English)

لمحة عامة عن الدراسة

عزيزي المشارك

العرض من هذا البحث هو دراسة نمط قيادة مديري المدارس وكيفية ارتباطه بالالتزام المؤسسي والرضا الوظيفي لدى المعلمين، وكيف أن أبعاد الثقافة الوطنية لدى المدراء تؤثر على هذه العلاقات في إطار المدارس الحكومية في أبوظبي

يود الباحث أن تشارك في هذا الاستبيان والذي قد يتطلب حوالي 15-20 دقيقة لإستكماله. سيتم التعامل مع كافة المعلومات من دون الإفصاح عن هوية المشارك مع الحفاظ على السرية التامة، ومن ثم نقلها إلى وثيقة إلكترونية محمية بكلمة سر. وفي نهاية هذه الدراسة، سيتم تدمير البيانات الأصلية، ولن يتم الإشارة إلى أي عوامل تميز لهوية المشارك مثل الاسم أو اسم المدرسة المشاركة في هذه الدراسة طوعية تماما. حيث بإمكانك التوقف عن مشاركتك في هذه الدراسة في أي وقت

إذا كان لديك أي أسئلة ، يرجى hkadbey@ecae.ac.ae أو الاتصال على هاتف رقم 0557742591 توجيهها إلى

ان كنت ترغب بالاطلاع على نتائج الدراسة ، يرجى تزويدنا بالبريد الإلكتروني الخاص بك أدناه لإرسال نسخة من التقرير النهائي

شكرا جزيلا لوقتكم وتعاونكم معنا،

هنادي قادي

الرجاء إضافة العنوان البريد الإلكتروني الخاص بك إذا كنت ترغب في الحصول على النتائج الكاملة وأي مقالات منشورة لهذه الدراسة

معلومات عامة

* 2. الجنس

- ذكر
 أنثى

* 3. المؤهل التعليمي الأعلى

- ثانوية عامة
 شهادة بكالوريوس
 شهادة ماجستير
 شهادة دكتوراه

4. العمر

- أقل من 25 سنة
 سنة 25-35
 سنة 36-46
 سنة 47-57
 سنة أو أكثر 58

* 5. الجنسية

- جنسية إماراتية
 جنسية عربية أخرى
 جنسية غير عربية

* 6. ما اسم مدرستك؟

* 7. عدد السنوات في هذه المدرسة .

- أقل من 1 سنة
- سنة 1
- سنوات 2-5
- سنوات 6-9
- سنوات 10 أو أكثر

* 8. عدد السنوات مع قيادة المدير الحالي .

- أقل من 1 سنة
- سنة 1
- سنوات 2-5
- سنوات 6-9
- سنوات 10 أو أكثر

الرضا الوظيفي

هذا السؤال هو لوصف مدى الرضا الوظيفي
الرجاء تحديد مدى موافقتك مع عبارات السؤال التالي

9.

إلى أي مدى توافق على العبارات التالية؟

	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
أشعر أنني أنقص أجرأ عادلاً عن العمل الذي أقوم به	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
هناك حقاً فرصاً ضئيلة جداً للترقية في عملي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
إن مدير مدرستي كفو جداً في أداء عمله	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا غير راضي عن الامتيازات التي أحصل عليها	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
عندما أقوم بعمل جيد أحصل على التقدير الذي أستحقه	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
هناك عدة قواعد وإجراءات في مدرستنا تجعل القيام بالعمل الجيد أمراً صعباً	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا أرتاح للناس الذين أعمل معهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا أشعر أحياناً أن عملي لا معنى له	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
التواصل في مدرستي يبدو جيداً	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
العلاوات قليلة جداً و متباعدة زمنياً	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
الذين يؤدون عملهم بصورة جيدة يحظون بفرص عادلة للترقية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
مدير مدرستي غير عادل معي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
الامتيازات التي نحصل عليها جيدة وهي كمعظم الامتيازات التي تقدمها المدارس الأخرى	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا لا أشعر بأن العمل الذي أقوم به يلقى التقدير	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ما أبدله من جهود نادراً ما يتعطل بسبب الإجراءات الإدارية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أجد بأن علي أن أعمل بجهد أكبر في عملي وذلك لعدم كفاءة الذين أعمل معهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أحب الأعمال التي أقوم بها في عملي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أهداف هذه المدرسة غير واضحة بالنسبة لي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أشعر بعدم التقدير في المدرسة عندما أفكر بالأجر الذي أنقصاه	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يتقدم الناس وظيفياً في هذه المدرسة بالسرعة التي يتقدمون بها في المدارس الأخرى	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يظهر مدير المدرسة قليلاً من الاهتمام بمشاعر المدرسين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أن مجموعة الامتيازات التي نحصل عليها عادلة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
المكافآت قليلة لأولئك الذين يعملون في هذه المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لدي الكثير لأنجزه في العمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا أستمتع بعلمي مع الزملاء	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
غالباً ما اشعر بأنني لا اعرف ما يجري داخل المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا اشعر بالفخر لقيامي بعلمي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا أشعر بالرضا عن الفرص المتاحة في زيادة الرواتب	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
هناك امتيازات من المفترض أن نحصل عليها ولكنها غير موجودة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا أرتاح لمدير المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لدي الكثير من الأعمال الكتابية في المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا لا أشعر بأن جهودي تكافئ بالطريقة التي يجب أن تكافئ بها	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا راضي عن فرصتي في الترقية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
هناك الكثير من المشاحنات والمشاجرات في المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
عملي ممتع	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
واجبات العمل غير موضحة بصورة تامة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

هذا السؤال هو لوصف التزامك المؤسسي أي التزامك نحو مدرستك
الرجاء تحديد مدى موافقتك مع عبارات السؤال التالي .

10.

إلى أي مدى توافق على العبارات التالية؟

	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
سوف أكون سعيداً جداً لقضاء بقية حياتي المهنية في هذه المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أنا أشعر حقاً أن مشاكل هذه المدرسة، إن وجدت، هي مشاكلي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لدي شعور قوي "بالانتماء" إلى هذه المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أشعر "بارتباط عاطفي" بهذه المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أشعر بأنني "جزء من أسرة" هذه المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
تحتل هذه المدرسة مكانة كبيرة في نفسي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
إنني لا أشعر بأي التزام للبقاء في هذه المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لا أشعر أن قرار ترك المدرسة في الوقت الحاضر سيكون صائباً حتى لو كان ذلك من صالحني	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
سوف أشعر بالذنب إن تركت مدرستي الآن	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
هذه المدرسة تستحق ولائي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لن أترك مدرستي في الوقت الحاضر لأن لدي شعور بالالتزام تجاه العاملين بها	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أدين بالكثير لمدرستي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
سيكون من الصعب جداً أن أترك مدرستي في الوقت الحالي، حتى لو أردت ذلك	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
إن إحدى السلبيات القليلة لترك هذه المدرسة هو قلة توفر البدائل الوظيفية الأخرى	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
حالياً، إن البقاء في مدرستي هو مسألة ضرورة ورغبة على حد سواء	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
أشعر أن لدي خيارات قليلة جداً إذا فكرت في ترك هذه المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لو أنني لم أكرس الكثير من جهدي في المدرسة لكنت فكرت في العمل في مدرسة أخرى	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
إن جزءاً كبيراً من حياتي سيختل إن قررت ترك مدرستي الآن	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

النمط القيادي لمديرك كما تتصوره

هذا السؤال هو لوصف نمط القيادة لمدير مدرستك كما تتصوره. الرجاء الإجابة على جميع بيانات هذا السؤال بتحديد مدى ممارسة مديرك لكل منها

11.

الرجاء تحديد مدى ممارسة مديرك للبيانات الوصفية التالية.

	أبداً	نادراً	أحياناً	غالباً	في كثير من الأحيان إن لم يكن دائماً
يقدم لي المساعدة مقابل جهودي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يعيد التفكير في فرضيات بيئة العمل المدرسية للتأكد من أنها مناسبة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
لا يتدخل حتى تصبح المشكلات جادة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
يركز انتباهه على المخالفات، الأخطاء، الاستثناءات ، والأمور الخارجة عن المعايير	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ينجنب التدخل عند ظهور فضايا مهمة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

المشاركة في مقابلة

إن الباحث يرغب في إجراء مقابلات مع المدرسين لمناقشة المواضيع المذكورة في هذا الإستبيان. إن كنت ترغب في المشاركة الرجاء تزويدنا بالبريد الإلكتروني ورقم الهاتف النقال ملاحظة: سيتم التعامل مع كافة البيانات التي يتم جمعها (من الإستبيان والمقابلة) بمنتهى السرية و الخصوصية

12.

الرجاء تزويدنا ببريدك الإلكتروني و رقم هاتفك النقال

البريد الإلكتروني

رقم الهاتف النقال

Overview of the study

Dear Participant,

The purpose of the study is to examine the leadership style of principals and how it relates to the organizational commitment and job satisfaction of teachers, and how the national culture dimensions of the principals affect these relationships in the context of Abu Dhabi public schools. The researcher would like you to take part in this survey questionnaire which should take around 10-15 minutes to complete. All information received will be treated anonymously and with utmost confidence, and subsequently transferred to electronic password protected documentation. At the conclusion of the study, the original data will be destroyed. Neither your name, your school name nor any other distinguishing factor will be identifiable or referred to. Participation in the study is completely voluntary. You may discontinue your participation in this research at any time. If you have any questions about the study, please direct them to hkadbey@ecae.ac.ae or 0557742591. You also have a right to be informed of the completed results of the study and to be alerted of final publications: if this would be of interest to you please add your email address below.

Thank you very much for your time and cooperation.

Hanadi Kadbey

1. Please add your email address if you would like to receive the completed results and any publications of the study.

General Information

* 2. Gender

- Male
 Female

* 3. Highest Education Degree

- High school
 Bachelor's degree
 Master's degree
 Doctorate degree

4. Age

- less than 25 years
 25-35 years
 36-46 years
 47-57 years
 58 years and above

* 5. Nationality

- Emirates Nationality
 Other Arab Nationality
 Non-Arab Nationality

* 6. What is the name of your school?

* 7. Number of years in this school

- Less than one year
- 1 year
- 2-5 years
- 6-9 years
- 10 years or more

* 8. Number of years under the supervision of the current principal

- Less than one year
- 1 year
- 2-5 years
- 6-9 years
- 10 years or more

Job Satisfaction

This question is to describe your job satisfaction. Please identify to what extent you agree with each of the statements.

9. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I feel I am being paid a fair amount for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is really too little chance for promotion on my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school principal is quite competent in doing his job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not satisfied with the benefits I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I do a good job, I receive the recognition for it that I should receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of our rules and procedures make doing a good job difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel my job is meaningless.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications seem to be good within this school ⁵	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raises are too few and far between.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those who do well on the job stand a fair chance of being promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school principal is unfair to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefits we receive are as good as most other schools offer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel that the work I do is appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My efforts to do a good job are seldom blocked by red tape.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find I have to work harder at my job because of the incompetence of people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing the things I do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of this school are not clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel unappreciated by the school when I think about what they pay me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
People get ahead as fast in this school as they do in other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school principal shows too little interest in the feelings of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefit package we have is equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are few rewards for those who work here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much to do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy my co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that I do not know what is going on with the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of pride in doing my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel satisfied with my chances for salary increases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are benefits we do not have which we should have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my school principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much paperwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel my efforts are rewarded the way they should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my chances for promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much bickering and fighting at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work assignments are not fully explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organisational Commitment

This question is to describe your organisational commitment, i.e. your commitment to your school.
Please identify to what extent you agree with each of the statements

10. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I would be very happy to spend the rest of my career in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really feel as if this school's problems, if any, are my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong sense of "belonging" to my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel "emotionally attached" to this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like "part of the family" at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has a great deal of personal meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel any obligation to remain in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if it were to my advantage, I do not feel it would be right to leave my school now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel guilty if I left my school now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school deserves my loyalty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not leave my school right now because I have a sense of obligation to the people in it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I owe a great deal to my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be very hard for me to leave my school right now, even if I wanted to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the few negative consequences of leaving this school would be the scarcity of available alternatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Right now, staying with my school is a matter of necessity as much as desire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have too few options to consider leaving this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had not already put so much of myself into this school, I might consider working in another school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much of my life would be disrupted if I decided to leave my school now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceived Leadership style of your principal

This question is to describe the leadership style of your principal as you perceive it. Please answer all statements in this question by judging how frequently each statement fits your principal.

11. Please judge how frequently each of the following statement fits your principal.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
Provides me with assistance in exchange for my efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Re-examines critical assumptions to question whether they are appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fails to interfere until problems become serious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoids getting involved when important issues arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participation in an interview

The researcher would like to conduct an interview with teachers to discuss the above surveyed topics. Please provide your contact details (email address and mobile phone numbers) if you would like to be interviewed.

N.B. All collected data (from the survey and the interview) will be treated anonymously and with utmost confidentiality

12. Please add your contact details

Email Address

Mobile Phone Number

Appendix C: Focus Group Interview Guide (Arabic and English)

دليل مجموعات التركيز الخاصة بالمعلمين

1. كيف يكافئك المدير على جهودك؟ هل يكافئ الجميع بنفس الطريقة؟ إذا كان الجواب لا، باعتقادك ماهي العوامل التي يجب أن يأخذها المدير بعين الاعتبار؟ كيف يوضّح المدير مسؤوليات كل شخص في تحقيق الأهداف؟ كيف يوضّح المدير طبيعة المكافأة التي سيحصل عليها المعلم عند إنجاز العمل؟ كيف يعزّز المدير عن مستوى رضاه عند إنجاز مهمة ما
2. إلى أي مدى يقوم المدير بمتابعتك أثناء أداء مهمة تم الاتفاق عليها مسبقاً؟ ما الذي يفعله المدير إذا لاحظ أية أخطاء؟ كيف يقوم المدير بتنبيهك إذا شعر أن طريقة عملك لا تحقق المعايير؟
3. في أية مرحلة من مراحل المشكلة يقوم المدير بالتدخل؟
4. متى يتجنب المدير اتخاذ القرار؟ متى يتأخر في الإجابة عن الأسئلة؟ ما هي أنواع المشكلات التي يتجنب الانخراط فيها؟
5. ما هي أنواع الدعم والإرشاد التي يقدمها لك المدير؟ وهل الدعم يكون فردياً أم جماعياً؟ كيف يتعامل المدير مع الحاجات والقدرات الفردية للمعلمين؟ كيف يساعدك المدير على تعزيز نقاط القوة لديك؟
6. كيف يقوم المدير بإلهامك وتحفيزك؟ قدّم أمثلة.
7. أذكر أمثلة تدل على دور المدير في تشجيعك على حل المشكلات وإنجاز المهام؟ كيف يقوم المدير بتحدّي قدراتك للوصول إلى طرق إبداعية وابتكارية؟
8. ما الذي يقوم به المدير ليكون نموذجاً تقتدي به؟ ما الذي يقوم به لبناء الثقة معك؟
9. كيف يشاركك المدير القيم والمعتقدات التي يؤمن بها في سبيل بناء فهم مشترك للرؤية والرسالة؟ كيف يأخذ بعين الاعتبار العواقب الأخلاقية والمعنوية لقراراتك؟ قدّم أمثلة
10. قدّم ملاحظاتك عن مدى رضاك عن التواصل في المدرسة بشكل عام، وعن مدى رضاك عن التواصل بشأن الأهداف، وبشأن ما يحدث في المدرسة، وأيضاً بشأن المهام والواجبات.
11. قدّم ملاحظاتك حول مدى رضاك عن المكافآت المشروطة فيما يتعلق بالتقدير والاعتراف
12. قدّم ملاحظاتك حول الترقية وخصوصاً فيما يتعلق بالفرص المتاحة والإطار الزمني
13. كيف يتم تقديم متطلبات العمل وتعليماته إليك؟ كيف يتم تقديم ما هو متوقّع منك؟ إلى أي مدى يتوقع المدير منك الالتزام بالتعليمات والإجراءات؟
14. متى يقوم المدير بإشراكك في اتخاذ القرار؟ متى يسألك المدير عن رأيك؟ قدّم أمثلة.
- هل يتجنب المدير التواصل الاجتماعي معك خارج نطاق العمل؟ ما هي ردة فعل المدير تجاهك عندما تبدي عدم موافقتك على أحد قرارات الإدارة؟ هل يقوم المدير بتفويضك لقيام بأعمال مهمة؟ قدّم أمثلة
15. هل سبق وساهم المدير في حل مسألة شخصية لدى أحد المعلمين (مشكلة عائلية مثلاً)؟ قدّم أمثلة
16. كيف يدعم المدير مصالح المجموعة ويساعدهم على النجاح؟

Focus Groups Guide for Teachers

1. How does your principal reward you in exchange for your efforts? Does she/he reward everybody in the same way? If not, what factors do you think they should take into consideration? How does she/he clarify who is responsible for what in achieving goals? How does she/he explain explicitly what the reward for achievement will be? How does she/he express satisfaction when a task is completed?
2. While you are working on a task that was agreed upon earlier, to what extent does she/he follow up to check on the process? What does she/he do if they spot any mistakes? How does she/he alert you if you are deviating from the standards?
3. At what stage of problems does she/he interfere?
4. When does she/he avoid making decisions? When does she/he delay answering questions? With what type of issues does she/he avoid getting involved?
5. What type of coaching and mentoring does she/he provide you with? Is it group or individual? How does she/he deal with the individual needs and abilities? How does she/he help you develop your strengths?
6. Can you give me some examples of how she/he inspires and motivates you?
7. Can you give me some examples of how she/he encourages you to solve problems and complete tasks? Challenges you, suggests new creative and innovative ways?
8. What does she/he do to be your role model? What does she/he do to build the trust in you?
9. How she/he share with you their values and beliefs to build a common sense of vision and mission? Give examples of how your principal considers the moral and ethical consequences of your decisions?
10. Comment on your satisfaction with communication in reference to the overall communication, goals, what is happening in the school, assignments and Tasks
11. Comment on your satisfaction with contingent rewards in reference to recognition, appreciation and rewards.
12. Comment on your satisfaction with promotion in reference to chances and time frame
13. How are job requirements, instructions, what is expected is given to you? To what extent does your principal expect you to closely follow instructions and procedures?
14. When does your principal involve you in making decisions? Give examples of situations during which he/she asked for your opinions. Does he/she avoid off-the-job social contacts with you? What will be his/her reaction and response when you disagree with management decisions? Does he/she delegate important tasks to you? Give examples.
15. Give examples of when your principal gets involved in a personal matter such as solving a family problem
16. How does he/she encourage group welfare and group success?

Appendix D: Semi-structured Interview Questions (Arabic & English)

دليل مقابلة مدير المدرسة

1. كيف تكافئ المعلمين في مدرستك لقاء جهودهم؟ هل تكافئ الجميع بنفس الطريقة؟ إذا كان الجواب لا، باعتقادك ما هي العوامل التي يجب أن تأخذها بعين الاعتبار؟ كيف توضح مسؤولية كل معلم في تحقيق الأهداف؟ كيف توضح للمعلمين ما هي طبيعة المكافأة التي سيحصلون عليها عند إنجاز العمل؟ كيف تعبر للمعلمين عن مستوى رضاك عند إنجاز مهمة ما؟
2. إلى أي مدى تقوم بمتابعة عمل المعلمين أثناء أدائهم لمهمة ما تم الاتفاق عليها مسبقاً؟ ما الذي تفعله إذا لاحظت أية أخطاء؟ كيف تقوم بتنبية المعلمين إذا شعرت أن طريقة عملهم لا تحقق المعايير؟
3. في أية مرحلة من مراحل المشكلة تقوم بالتدخل؟
4. متى تتجنب اتخاذ القرار؟ متى تتأخر في الإجابة عن الأسئلة؟ ما هي أنواع المشكلات التي تتجنب الانخراط فيها؟
5. ما هي أنواع الدعم والإرشاد التي تقدمها للمعلمين؟ وهل الدعم يكون فردياً أم جماعياً؟ كيف تتعامل مع الحاجات والقدرات الفردية للمعلمين؟ كيف تساعد المعلمين على تطوير نقاط القوة لديهم؟
6. كيف تلمهم وتحفز المعلمين في مدرستك؟ قدم أمثلة.
7. أذكر أمثلة تدل على دورك في تشجيع المعلمين على حل مشكلاتهم وإنجاز مهامهم؟ اقترح طرق إبداعية وابتكارية
8. ما الذي تقوم به لتكون نموذجاً يحتذى به من المعلمين؟ ما الذي تقوم به لبناء الثقة مع المعلمين؟
9. كيف تشارك المعلمين القيم والمعتقدات التي تؤمن بها في سبيل بناء فهم مشترك للرؤية والرسالة؟ كيف تأخذ بعين الاعتبار العواقب الأخلاقية والمعنوية للقرارات التي تتخذها؟ قدم أمثلة
10. كيف تقدم للمعلمين متطلبات وتعليمات العمل وما هو متوقع منهم؟ إلى أي مدى تتوقع التزام المعلمين بالتعليمات والإجراءات؟ إلى أي مدى تعتقد أن الأنظمة والقوانين مهمة في إبلاغ المعلمين ماذا تتوقع المدرسة منهم؟ قدم أمثلة.
11. إلى أي مدى تعتقد أن التعليمات الخاصة بالإجراءات مهمة في إبلاغ المعلمين بالعمل المطلوب؟ قدم أمثلة
12. متى تستخدم السلطة والقوة في التعامل مع المعلمين؟ متى تُشرك المعلمين في اتخاذ القرار؟ متى تسأل المعلمين عن رأيهم؟ قدم أمثلة.
13. هل تعتقد أنه يجب على المديرين تجنب التواصل الاجتماعي مع المعلمين خارج نطاق العمل؟ ما هي ردة فعلك تجاه معلم أبدى عدم موافقته على أحد قرارات الإدارة؟ هل توافق على تفويض أعمال هامة للمعلمين؟ قدم أمثلة.
14. هل سبق وساهمت في حل مسألة شخصية لدى أحد المعلمين (مشكلة عائلية مثلاً)؟ قدم أمثلة
15. كيف تدعم رفاه المجموعة وتساعدهم على النجاح؟

Interview Guide for Principals

1. How do you reward your teachers in exchange for your efforts? Do you reward everybody in the same way? If not, what factors do you think you should take into consideration? How do you clarify who is responsible for what in achieving goals? How do you explain explicitly what the reward for achievement will be? How do you express satisfaction when a task is completed?
2. While teachers are working on a task that was agreed upon earlier, to what extent do you follow up to check on the process? What do you do if you spot any mistakes? How do you alert the teachers if they are deviating from the standards?
3. At what stage of problems do you interfere?
4. When do you avoid making decisions? When do you delay answering questions? With what type of issues do you avoid getting involved?
5. What type of coaching and mentoring do you provide to your teachers? Is it group or individual? How do you deal with the individual needs and abilities? How do you help teachers develop their strengths?
6. Can you give me some examples of how you inspire and motivate your teachers?
7. Can you give me some examples of how you encourage your teachers to solve problems and complete tasks? Challenge them, suggest new creative and innovative ways?
8. What do you do to be your teachers' role model? What do you do to build the trust in your teachers?
9. How do you share with the teachers your values and beliefs to build a common sense of vision and mission? Give examples of how you consider the moral and ethical consequences of your decisions?
10. How are job requirements, instructions, what you expect from teachers is given to them? To what extent do you expect teachers to closely follow your instructions and procedures? To what extent do you think rules and regulations are important in informing teachers what the school expects of them? Give some examples. To what extent do you think instructions for procedures are important in informing teachers on the job? Give some examples.
11. When do you use authority and power when dealing with teachers? When do you involve teachers in making decisions? Give examples of situations during which you ask for the opinions of teachers. Do you think principals should avoid off-the-job social contacts with teachers? What will be your reaction and response when teachers disagree with management decisions? Do you agree with delegating important tasks to teachers? Give examples.
12. Give examples of when you get involved in a personal matter such as solving a family problem
13. How do you encourage group welfare and group success?

Appendix E: Confirmatory Factor Analysis (CFA)

Item	Cronbach's Alpha	Estimate	S.E.
Pay	0.61		
Pay 1	0.50	0.55***	0.04
Pay 2	0.60	0.38***	0.05
Pay 3	0.54	0.62***	0.04
Pay 4	0.51	0.55***	0.04
Promotion	0.57		
Promotion 1	0.55	0.44***	0.05
Promotion 2	0.50	0.55***	0.04
Promotion 3	0.55	0.39***	0.05
Promotion 4	0.50	0.62***	0.04
Supervision	0.78		
Supervision 1	0.70	0.79***	0.02
Supervision 2	0.69	0.79***	0.02
Supervision 3	0.83	0.50***	0.04
Supervision 4	0.68	0.77***	0.03
Fringe benefits	0.67		
Fringe benefits 1	0.62	0.55***	0.04
Fringe benefits 2	0.60	0.60***	0.04
Fringe benefits 3	0.55	0.66***	0.04
Fringe benefits 4	0.63	0.49***	0.04
Contingent rewards	0.67		
Contingent rewards 1	0.62	0.65***	0.03
Contingent rewards 2	0.57	0.62***	0.04
Contingent rewards 3	0.65	0.47***	0.04
Contingent rewards 4	0.58	0.56***	0.04
Operating Conditions	0.15		
Operating Conditions 1	0.30	----	----
Operating Conditions 2	0.27	----	----
Operating Conditions 3	-0.01	----	----
Operating Conditions 4	-0.18	----	----
Coworkers	0.59		
Coworkers 1	0.50	0.50***	0.05
Coworkers 2	0.52	0.51***	0.05
Coworkers 3	0.52	0.47***	0.05
Coworkers 4	0.55	0.56***	0.04
Nature of Work	0.67		
Nature of Work 1	0.68	0.65***	0.05
Nature of Work 2	0.62	0.35***	0.06
Nature of Work 3	0.62	0.32***	0.06
Nature of Work 4	0.50	0.55***	0.05
Communication	0.74		
Communication 1	0.73	0.61***	0.04
Communication 2	0.64	0.69***	0.03
Communication 3	0.67	0.66***	0.03
Communication 4	0.69	0.61***	0.04
Total	0.89		
Sample size	438		

Note: *p<0.05. **p<0.01. ***p<0.001. RMSEA=0.04 .CFI=0.92.TLI=0.90.SRMR=0.06

Reliability Tests and factor loading of the Job Satisfaction Survey Items

Item	Cronbach's Alpha	Estimate	S.E.
Intellectual Stimulation	0.82		
Intellectual Stimulation 1	0.77	0.78***	0.02
Intellectual Stimulation 2	0.84	0.59***	0.03
Intellectual Stimulation 3	0.76	0.80***	0.02
Intellectual Stimulation 4	0.73	0.84***	0.02
Inspirational Motivation	0.89		
Inspirational Motivation 1	0.87	0.76***	0.02
Inspirational Motivation 2	0.86	0.73***	0.02
Inspirational Motivation 3	0.84	0.87***	0.01
Inspirational Motivation 4	0.85	0.86***	0.02
Individual Consideration	0.64		
Individual Consideration 1	0.53	0.73***	0.03
Individual Consideration 2	0.74	0.19***	0.05
Individual Consideration 3	0.52	0.57***	0.04
Individual Consideration 4	0.46	0.85***	0.02
Idealised Influence (Attributed)	0.66		
Idealised Influence (Attributed) 1	0.51	0.75***	0.02
Idealised Influence (Attributed) 2	0.82	0.23***	0.05
Idealised Influence (Attributed) 3	0.52	0.77***	0.02
Idealised Influence (Attributed) 4	0.53	0.84***	0.02
Idealised Influence (Behaviour)	0.69		
Idealised Influence (Behaviour) 1	0.77	0.29***	0.05
Idealised Influence (Behaviour) 2	0.53	0.82***	0.02
Idealised Influence (Behaviour) 3	0.62	0.62***	0.03
Idealised Influence (Behaviour) 4	0.55	0.78***	0.02
Total	0.93		
Sample size	438		

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$. RMSEA=0.04. CFI=0.98. TLI=0.98. SRMR=0.03

Reliability Tests and factor loading of Transformational Leadership Items

Items	Cronbach's Alpha	Estimate	S.E
Contingent Reward	0.82		
Contingent Reward 1	0.82	0.61***	0.03
Contingent Reward 2	0.76	0.79***	0.02
Contingent Reward 3	0.75	0.79***	0.02
Contingent Reward 4	0.77	0.82***	0.02
Management by Exception (Active)	0.60		
Management by Exception (Active) 1	0.54	-0.06	0.05
Management by Exception (Active) 2	0.50	0.14***	0.05
Management by Exception (Active) 3	0.50	0.18**	0.05
Management by Exception (Active) 4	0.60	0.65***	0.03
Total	0.75		
Sample size	438		

Note: *p<0.05. **p<0.01. ***p<0.001. RMSEA=0.05 .CFI=0.99.TLI=0.98.SRMR=0.02

Reliability Tests and factor loading of Transactional Leadership Items

Items	Cronbach's Alpha	Estimate	S.E.
Management by Exception (Passive)	0.60		
Management by Exception (Passive) 1	0.56	0.21***	0.06
Management by Exception (Passive) 2	0.43	0.55***	0.05
Management by Exception (Passive) 3	0.45	0.51**	0.05
Management by Exception (Passive) 4	0.41	0.61***	0.05
Laissez Faire	0.64		
Laissez Faire 1	0.57	0.52***	0.05
Laissez Faire 2	0.59	0.48***	0.06
Laissez Faire 3	0.53	0.57***	0.05
Laissez Faire 4	0.59	0.56***	0.05
Total	0.73		
Sample size	438		

Note: *p<0.05. **p<0.01. ***p<0.001. RMSEA=0.04 .CFI=0.98.TLI=0.97.SRMR=0.03

Reliability Tests and factor loading of passive avoidant leadership Items

Item	Cronbach's Alpha	Estimate	S.E.
Affective Commitment	0.86		
Affective Commitment 1	0.86	0.65***	0.03
Affective Commitment 2	0.90	0.33***	0.04
Affective Commitment 3	0.81	0.90***	0.01
Affective Commitment 4	0.81	0.90***	0.01
Affective Commitment 5	0.82	0.90***	0.01
Affective Commitment 6	0.82	0.89***	0.01
Normative Commitment	0.83		
Normative Commitment 1	0.82	0.59***	0.04
Normative Commitment 2	0.85	0.35***	0.04
Normative Commitment 3	0.78	0.73***	0.03
Normative Commitment 4	0.79	0.79***	0.02
Normative Commitment 5	0.79	0.72***	0.03
Normative Commitment 6	0.79	0.82***	0.02
Continuance Commitment	0.60		
Continuance Commitment 1	0.59	0.78***	0.03
Continuance Commitment 2	0.52	-0.09	0.05
Continuance Commitment 3	0.58	0.65***	0.03
Continuance Commitment 4	0.50	0.02	0.05
Continuance Commitment 5	0.50	0.03	0.05
Continuance Commitment 6	0.55	0.62***	0.03
Total	0.92		

Sample size 438

Note: *p<0.05. **p<0.01. ***p<0.001. RMSEA=0.05. CFI=0.97. TLI=0.96. SRMR=0.04

Reliability Tests and factor loading of Organisational Commitment Items

Appendix F: Approval from the British University in Dubai



11 October 2015

To Whom It May Concern

This is to certify that **Ms Hanadi Kadbey – Student ID No. 120182** is a registered student in the **PhD in Education** programme in **The British University in Dubai**, since **September 2012**.

Ms Kadbey is currently working on her research titled "Relationships between Principals' Leadership Styles and Teachers' Job Satisfaction in Abu Dhabi Public School: The Role of Organizational Commitment and National Culture". Her research requires gathering data through a questionnaire, interviews, observations and other tools. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

This letter is issued on Ms Kadbey's request.

Yours sincerely



Amer Alaya
Head of Student Administration

Appendix G: Approval to Use MLQ (5X-Short)

For use by Hanadi Kadbey only. Received from Mind Garden, Inc. on January 6, 2016



www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her thesis or dissertation research:

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

Copyright: *1995 by Bruce Avolio and Bernard Bass*

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any other published material.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Most", with a long horizontal line extending to the right.

Robert Most
Mind Garden, Inc.
www.mindgarden.com

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Published by Mind Garden, Inc., www.mindgarden.com

Appendix H: Academic License to Use TCM Survey



Tue 1/17/2017 10:07 PM

InnoVerify <no-reply@innoverify.ca>

TCM Employee Commitment Survey - File Download is now Available!

To: Hanadi Kadbey

Hello Hanadi,

Thank you for your purchase of Academic License. You may log in to download the product at this URL: <https://innoverify.com/shop/Download/?pid=54dcf78c2007a>

Log in using your email address above. Your access password has been set to: cAqaGA57

Please save this message, or the URL for future reference.

Regards,

TCM Employee Commitment Survey

Appendix I: Approval from ADEK



Date: 15 th November 2015	التاريخ: 15 نوفمبر 2015
Ref:	الرقم:
To: Public Schools Principals,	السادة / مديري المدارس الحكومية
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ Hanadi Nabih Kadbey , to complete her research on:	ونود إعلامكم بموافقة مجلس أبو ظبي للتعليم على موضوع الدراسة التي سيجريها الباحث/ هنداى نبه كادبي . بعنوان:
Relationships between Principals' Leadership Styles and Teachers' Job Satisfaction in Abu Dhabi Public Schools: The Role of Organizational Commitment and National Culture	Relationships between Principals' Leadership Styles and Teachers' Job Satisfaction in Abu Dhabi Public Schools: The Role of Organizational Commitment and National Culture
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحثة ومساعدتها على إجراء الدراسة المشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سعده على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،
<p>محمد سالم محمد الظاهري المدير التنفيذي لقطاع العمليات المدرسية</p>	

Appendix J: Consent Forms

عزيزي مدير المدرسة،

شكرا جزيلاً لموافقتك على المشاركة في هذه المقابلة.

تستغرق المقابلة حوالي 45 إلى 60 دقيقة.

سيتم التعامل مع كافة المعلومات من دون الافصاح عن هوية المشارك مع الحفاظ على السرية التامة، ومن ثم نقلها إلى وثيقة إلكترونية محمية بكلمة سر. وفي نهاية هذه الدراسة، سيتم تدمير البيانات الأصلية، ولن يتم الإشارة إلى أي عوامل تميز لهوية المشارك مثل الاسم أو اسم المدرسة أو أي عامل مميز آخر.

المشاركة في هذه الدراسة طوعية تماما. حيث بإمكانك التوقف عن مشاركتك في هذه الدراسة في أي وقت

الرجاء إضافة عنوان البريد الإلكتروني الخاص بك إذا كنت ترغب في الحصول على النتائج الكاملة للدراسة وأي مقالات منشورة لهذه الدراسة.

إختياري:
الاسم: _____
البريد الإلكتروني: _____

التوقيع: _____ التاريخ: _____

شكرا جزيلاً لوقتكم وتعاونكم معنا،

هنادي قادي

Dear Principal,

Thank-you very much for agreeing to take part in this interview.

The interview should take around 45 to 60 minutes to complete.

All information received will be treated anonymously and with utmost confidence, and subsequently will be transcribed to an electronic password protected documentation and the original recorded data will be destroyed. Neither your name, your present institution or any other distinguishing factor will be identifiable or referred to.

Participation in the study is completely voluntary. You may discontinue your participation in this research at any time. You also have a right to be informed of the completed results of the study and to be alerted of final publications: if this would be of interest to you please add your email address below.

<p><i>Optional</i> Name: _____ Email: _____</p>

Signature: _____ Date: _____

Thank-you again, your time and information is much appreciated.

Hanadi Kadbey

عزيزي المعلم،

شكرا جزيلاً لموافقتك على المشاركة في هذه المقابلة.

تستغرق مجموعة التركيز حوالي 45 إلى 60 دقيقة.

سيتم التعامل مع كافة المعلومات من دون الإفصاح عن هوية المشارك مع الحفاظ على السرية التامة، ومن ثم نقلها إلى وثيقة إلكترونية محمية بكلمة سر. وفي نهاية هذه الدراسة، سيتم تدمير البيانات الأصلية، ولن يتم الإشارة إلى أي عوامل تميز لهوية المشارك مثل الاسم أو اسم المدرسة أو أي عامل مميز آخر.

المشاركة في هذه الدراسة طوعية تماما. حيث بإمكانك التوقف عن مشاركتك في هذه الدراسة في أي وقت.

الرجاء إضافة عنوان البريد الإلكتروني الخاص بك إذا كنت ترغب في الحصول على النتائج الكاملة للدراسة وأي مقالات منشورة لهذه الدراسة.

اختياري:
الاسم: _____
البريد الإلكتروني: _____

التوقيع: _____ التاريخ: _____

شكرا جزيلاً لوقتكم وتعاونكم معنا،
هنادي قادي

Dear Teacher,

Thank-you very much for agreeing to take part in this focus group.

The focus group should take around 45 to 60 minutes to complete.

All information received will be treated anonymously and with utmost confidence, and subsequently will be transcribed to an electronic password protected documentation and the original recorded data will be destroyed. Neither your name, your present institution or any other distinguishing factor will be identifiable or referred to.

Participation in the study is completely voluntary. You may discontinue your participation in this research at any time. You also have a right to be informed of the completed results of the study and to be alerted of final publications: if this would be of interest to you please add your email address below.

Optional

Name: _____ Email: _____

Signature: _____ Date: _____

Thank-you again, your time and information is much appreciated.

Hanadi Kadbey