Leadership-style and Personality-attributes Relationship among Leaders of two American Curriculum Private Schools in Dubai

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Abstract

School leaders' interaction with stakeholders is a dynamic process with interdependent factors, where leaders provide guidance to achieve best outcomes. Studying leadership-style and personality-attributes association is the focus of this study, guided by three research questions.   The first question investigated the leadership-styles of leaders within the two American curricula private school in Dubai.   The second and third questions examined and explored the degree of laissez-faire, transactional and transformational leadership-styles relationship with the Big Five personality-attributes within the schools. A mixed method approach consisted of a quantitative phase, involved the use of the Multi-Factor Leadership Questionnaire (MLQ:6S- Self) to measure the leadership-styles, and the use of the Ten Item Personality Inventory (TIPI) to look at personality-attributes, while qualitative phase triangulated the data collected by exploring how the personality-attributes contribute to leadership-style through semi-structured interviews. The findings indicated that transactional and transformational leadership-styles had high positive correlation and were moderately and highly represented among two school leaders, while laissez-faire was low and moderately represented.   The relationship between degree of leadership-styles and the magnitude of the personality-attributes varied, transformational leadership was positively correlated to openness, conscientiousness, and agreeableness, while no significant correlation existed with transformational leadership, extroversion, and emotional-stability. Transactional leadership-style had no significant association with all attributes.   Laissez-faire was negatively associated with transactional, transformational leadership and personality-attributes similar. The interviews confirmed and triangulated the strength of the magnitude of transformational leadership-style exhibited in both schools and the related personality-attributes.

Keywords: Leadership Style, Transformational Leadership, Transactional Leadership, Laissez-Faire Leadership, Personality-attributes

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Introduction

Educational leaders oversee the complex school system and are responsible for administrators' and teac hers' performance, students' outcomes, and overall leaders-stakeholders exchange (Chatwin, 2018).   They play key roles in creating a positive school culture, setting direction through fostering enhancement of staff motivation, indirectly impacting student's outcomes (EDT, 2016). This has sparked an increased interest in school improvement manifested through successful leadership, creating pressure on school leaders for bigger contribution towards school improvement. Khorakian and Sharifirad (2018) assert leadership as a fundamental social phenomenon in explaining student outcomes. In the United Arab Emirates (UAE) one of the key focus of the National Agenda Vision 2021 is to ensure that by the year 2021, "100 % of public schools demonstrate highly effective school leadership" (UAE Vision 2021, 2009).

For the success of schools, transformational and transactional leadership-styles deal effectively with changes, adapting to school environment leading to its enhancement positively (Al Hammadi, 2016). Developing an understanding of how leadership-style and leaders' personality-attributes influence the school's environment would support stakeholders in their interaction with the leaders.   Leaders know of their leadership-styles leaders can decrypt stakeholders around them and assist them in achieving their potential. It would allow leaders to engage in relevant professional development (PD) to understand

this interaction (Chatwin, 2018).

To sustain an optimal learning community, schools' leaders need to provide guidance to students, parents, teachers within their learning environment. School PD consists of many training topics related to leadership; however, minimal PD opportunities explore personality-attributes and its impact on leadership-style. Scholars postulate that personality-attributes impact leadership-style leaders' relationship with followers (Oreg & Berson, 2011; Megheirkouni, 2015; Emery et al., 2013; Brown et al., 2008). Chatwin (2018) reported that although school leaders may not be aware of how their personality-attributes affect their decisions, they would benefit if they directed their internal motivations and attentions to the personality-attributes driving their decision-making, and their direct or indirect influence on subordinates. Andersen (2006) asserted that understanding this relationship can create coaching opportunities for cultivating subordinate's talent, thus helping in educational community improvement for all stakeholders.

Numerous researches examined the correlation between leadership-styles such as transactional and transformational leadership-styles and various personality-attributes. The focus problem of the current study involved the recognition that even though a significant amount of leadership research exits relating personality-attributes to leadership-

style, many scholarly research is done in western countries, scarce scholarly research is evident in the educational sector, MENA, and Gulf region, thus the claims of scholarly research done in western countries cannot be generalized to the MENA/ Gulf region. This study is unique since it bridged this gap and provided evidence related to the educational sector and the Gulf region. Leadership-styles are responsible for organizations' failure/success (Schyns & Schilling, 2011). Khorakian and Sharifirad (2018) correlate positively stable personality-attributes and leadership-style relationship to Leaders Members Exchange (LMX) with overall follower's satisfaction, performance and commitment leading to diminished stress and improved organization's citizenship behaviour and innovation. Similarly, Emery et al. (2013) posit that personality-attributes significantly predict leadership-style and the type of leaders that will emerge.

Unique leadership-style exists among leaders influenced by their personality-attributes and their vision of followers. Thus, leaders who know their personality-attributes, better understand their decision making, and biases/preferences (Khorakian & Sharifirad, 2018; Chatwin, 2018). Cerit (2009) asserts that understanding personal preferences, personality-attributes and leadership-style can assist educational leaders in anticipating various stakeholders' behaviours, needs, and drives. Thus, results obtained from this study would accurately portray how leaders interact within their educational context. Moreover, the data collected would add to the literature related to school leaders' leadership-styles

and how they impact overall school leadership, and leaders problem-solving skills and decision-making. Fundamentally, obtaining a deep understanding of how personality-attributes relationship with educational leadership-style influence educational setting in terms of stakeholder's success and could be employed to cater for data driven PD opportunities for educational leaders.

The study's purpose was to investigate the leadership-style of school leaders and identify the relationships that exist between the five personality-attributes and three leadership-styles among school leaders. Also, the study explored the personality-attributes of leaders and impact how they perceive their leadership-style. The research data attempted to provide evidence supporting the role of school leaders' awareness of their personality-attributes and how it is related to the leadership-style which aims to assist leaders in identifying inborn personal tendencies and biases.

The study focused on three questions presented below:

1. What is the most common leadership-style among school leaders in two American curriculum private schools in Dubai?

2. Does a relationship exist between the three leadership-styles and the personality-attributes in the two schools?

HA1. Non-zero relationship exist between the school leadership various degree of the three

leadership-styles and the magnitude of the five personality-attributes.

Ho1. No relationships exist between the school leadership various degree of the three leadership-styles and the magnitude of the five personality-attributes.

3. How does the leaders' perception of their leadership-style get impacted by their personality traits?

The study initially explored the literature related to leadership-styles and personality-attributes, theoretical underpinnings, outlined methodology/main findings in the next sections.

Literature review

This mixed method research investigated the school leaders' leadership-style of leaders and identified whether an association exists between the degree of the leadership-style and the magnitude of the leaders' personality-attributes, further exploring this relationship. Winston and Patterson (2006) define leaders as individuals that equip, influence and train followers with various skills, leading followers to expend emotional, spiritual, and physical energy to focus on achieving the organization's objective through ethical actions, seeking followers' greater personal good, increased personal and spiritual growth through follower-leader interactions. Morzano et al. (2005) assert educational leadership involves leaders that guide students, teachers, and parents toward the achievement of integrative and common educational objectives.

According to McCleskey (2014) and Bass (2008) a leader-style is linked to subordinates' maturity levels, in which task-oriented leaders provide formal instructions and definite organizational patterns, while relation-oriented leaders concentrate on the equal involvement of followers. Transformational leadership-style describes leaders who influence subordinates through getting them to transcend the group's good above oneself interests, it is associated with setting directions, organisation vision alignment, development of curriculum and staff, and external community involvement (EDT, 2016; Bass et al., 2003; Bass & Avolio, 1996; McCleskey, 2014). As they set common vision, transformational leaders establish shared purpose motivating followers through high level of morality and fostering high expectations. Leaders help teachers develop an inspired shared sense of purpose (EDT, 2016; Weinberger, 2009). This leadership type is commonly preferred among followers within schools.

Transactional leadership-style is an exchange driven leadership-style fixated on setting goals, obligations fulfilment, and outcomes monitoring (Antonakis et al., 2003). It involves follower self-motivation due to a reward exchange system for achieving specific goals and tasks out of self-interest (Weinberger, 2009; McCleskey, 2014). Laissez-faire describes a style where there is an absence of leadership where the leader fails to make decisions and avoids responsibility. Leaders do not motivate followers, feedback, or provide rewards (Weinberger, 2009; McCleskey, 2014; Antonakis et al., 2003).

The study uses the MLQ:6S (Bass & Avolio, 1996) to measure leadership-style by allowing school leaders to measure their perception of their own behaviours within two schools, this tool consists of 21 items evaluating three leadership styles: transactional, laissez-faire, and transformational leadership. MLQ:6S consists of four factors related to transformational leadership that are: (a) idealized-influence (b) inspirational-motivation, (c) intellectual-stimulation, (d) individualized-consideration. It also measures transactional leadership which consists of two factors these are: (a) contingent-reward (b) management-by-exception and finally it also measures Laissez-Faire leadership through three of its items (Weinberger, 2009; Bass & Avolio, 1996) presented in Table 1 below.

Table 1: Transformational and Transactional Leadership Factors Measured by MLQ:6S

Transformational Leadership Factors		Transactional Leadership Factors	
1. Idealized influence	refers to the charismatic aspect of transformational leadership, with emphasis of the leaders-follower relationship related to development of trust, respect, and confidence or trust where the leader appeals to followers as a role model through the vision and mission. (Bass & Avolio 1996)	1. Contingent Reward	informs follower of expectations, and assigns rewards for achievements of mutually agreed tasks. (Weinberger 2009; Chatwin 2018)
2. Inspirational motivation	involves the provision of a high energizing degree of purpose through making followers feel that they produce significant work. (Bass & Avolio 1996)	2. Management-by-exception:	focuses on execution of task related to problems that could arise, in order to maintain acceptable level performance only problems arising will be solved. It involves passive leader who intervenes after mistakes and non-compliance of followers have transpired, while active leader is always vigilant of meeting standards by subordinates (Chatwin 2018).
3. Intellectual stimulation	encourages followers to be challenged where they seek methods to improve, the leader provided a nurturing environment for questioning beliefs and values of the organization. (Bass & Avolio 1996)		
4. Individualized consideration	indicates the persistent focus of leaders on unique follower's needs, assisting them reach their potential through assignment of individual projects and giving individualized attention to less involve followers. (Bass & Avolio 1996)		

Educational leaders possess common personality-attributes such as openness, flexibility, fairness which is envisioned through articulated ethical and moral values shared among their stakeholders. Personality-attributes are the psychological classification of attributes with often occurring in a pattern. According to Hetland et al. (2008) the Five-Dimensional personality-attributes provide a robust valid and reliable central measures, which have been linked to variation in performance such as: openness, conscientiousness, agreeableness,

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emotional-stability, and extroversion as defined below in Table 2. The current study used the research tool TIPI to measure the personality attributes, the tool consists of ten items which allows individuals to measure their perception of their own personality attributes, the items are used to evaluate the five different personality-attributes domains mentioned in Table 3 (Heller et al., 2009; Fouad et al., 2010; Oreg & Berson, 2011). Table 3 show the raw score frequency for Laissez-faire / Non- Leadership.

Table 2: Five-Dimensional Personality-Attributes	
Personality-Attribute	Description
Extroversion	Corresponds to the tendency to being outgoing and active (Emery, Calvard & Pierce 2013)
Agreeableness	Corresponds to the individual's disposition of being kind and trustworthy (Emery, Calvard & Pierce 2013)
Conscientiousness	Corresponds to the individual's tendency of being organized and dependable (Emery, Calvard & Pierce 2013)
Openness	Corresponds to the individual's disposition of being imaginative and perceptive (Emery, Calvard & Pierce 2013)
Emotional Stability	Corresponds to the individual's disposition of being anxious and moody (Emery, Calvard & Pierce 2013)

Next the researcher presents the study's theoretical underpinnings. Bass's Transformational Leadership Theory (TLT) was initially proposed by Burns in 1978 and later it was extended by Bass in 1985 who provided specific details about transformational and transactional leadership-styles. Bass (1985) depicted a model for defining attributes of particular leadership-styles and the extent of the leader's influence on their subordinates, declaring that leaders can encompass the presence of more than one leadership-style at varying degrees. The theory highlights three styles of leadership: These are transformational, transactional, and laissez-faire (Antonakis et al., 2003). Bass and Avolio

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(1996) later developed the MLQ which measures the three leadership-styles, which has been utilized in different context as a reliable and trusted tool as a data collection measure (Brown et al. 2008).

Jung's Big Five Personality Trait Theory describes each individual as being born with an innate set of attributes that impact how they interact with the surrounding environment. Jung's theory consists of three variable personality dimensions: intuition or sensing, feeling, or thinking, introversion or extroversion, manifested through individual's interests and values (Jung 1971). Brown et al. (2008) discussed that although these mental functions can be developed, individuals tend to favour the 'lead' function due to the fact that this is the most comfortable and most emerging functions for interacting with their environment. Jung's Big five personality-attributes include: openness, extroversion, emotional-stability, agreeableness, and conscientiousness (Jung, 1971; Chatwin, 2018)**.** Implicit Leadership Theory (ILT) posit that the categorization of leaders is through the interaction of group members who establish their status through cognitive categorizations based on social perception, often through the inferences related to personality-attributes (Shen, 2019; Emery et al., 2011; Shondrick & Lord, 2010). Leader-member Exchange Theory (LMX) stresses the dyadic attribute associated between subordinates and the leader and discusses the leadership-style implications on organizational outcomes (Hetland et al., 2008). Shen (2019) discusses that ILTs and the leader's personality-attribute is positively correlated to

the quality of LMX, and often leaders-subordinates matching leads to increased positive job performance and attitudes.

The following section will present related literature and identify key western studies. Marshall et al. (2012) showed that transformational leadership-style had a positive correlation with predicting teachers' self-leadership, suggesting that training in intellectual-stimulation and individualized-consideration facilitated the emergence of teacher in a vocational Australian College. Similarly, Bastian et al. (2017) findings showed that conscientiousness, and its subfactor self-efficacy were highly valued by teachers leading to increased performance in US. Domingues et al. (2017) showed that transactional leadership exhibits positive association with job performance and learning orientation due to the contingent-reward process, while transformational leadership exhibits negative association with sales performance and learning orientation due to the subordinate-dependency on leaders to provide cues. A Finland study showed that leadership behaviour differs by gender, female practiced enabling style, while male exhibited challenging style, intuitive and extraverted male viewed themselves as more challenging than introverted males (Brandt, 2013). These studies are related to the current study since they provide evidence for the importance current study and how personality-attributes are related to leadership-styles which are inherently related to stakeholder's performance.

Emery et al. (2011) examined the emergence of ILTs and how the five personality-attributes impact leadership, their findings indicated that all four except for agreeableness were significantly associated with leader's emergence, and emotional-stability was negatively related to leadership emergence. It also indicated that personality- attributes comprising conscientiousness were significantly related to task-oriented leaders, and extroversion led to more relationship-oriented leaders. Similarly, Shen (2019) examined the ILTs and personality-attributes in Canada, the study showed that both factors personality-attributes and work environment impact the leadership-style. Also, German followers' traits personality-attributes and ILT influence the acceptance and perception of transformational leadership (Felfe et al., 2004).

In this section the author concentrated on MENA/UAE studies. Jannesari et al. (2013) findings showed that transactional leadership was positively related to resilience, extroversion, consciousness and participative traits, no relationship was evident between emotional-stability and transactional leadership, while laissez-fair leadership was associated with resilience and extroversion traits, similarly emotional-stability and consciousness was not related to laissez-fair among 180 school leaders in Iran. Solaja et al. (2015) findings showed that there is a relationship between personality-attributes and leadership style, and the style predicts the productivity of the organization in Nigerian University. Eedent et al.   (2008) in South Africa indicated that transformational leadership

was closely associated with innovation, strategic thinking, critical, moral, perseverance, assertive, tolerance, trustworthy and motivational. While transactional leadership was associated with task rather than people-oriented behaviours and less participative and more directive.   While laissez-faire style included leaders, who lacked others involvement.

In the UAE, many studies have explored leadership-style and how it is related to job performance in non-educational settings, no studies have looked at personality-attributes. Bualshawarib (2014) found that leadership-style act a tool for motivating followers and improving performance through leaders-stakeholder's interaction and the dynamism of personal preferences and biases.   Al Hammadi (2016) extoled that transformational and transactional leadership-styles were not correlated to the gender, but rather the age of leaders where older leaders use more of a transactional style, and younger more educated and experienced leaders use transformational style, while both styles had positive impact on employees and organizations satisfaction and effectiveness respectively.

The above studies identify differences between western such as USA and non-western cultures such as UAE. The cultural dimensions introduced by classify countries on various dimensions. Theses dimensions include: class inequality acceptance (power distance), assertiveness/competitiveness (masculinity), values associated with tradition and order (uncertainty avoidance), extent of having individuals follow personal interests versus

group support (individualism). In terms of the above the UAE is considered to be a collectivist society compared to the individualistic nature of the USA. This impact the relationship among individuals (Hofstede's, 2001). Specifically, regarding loyalty which is paramount in UAE and over-rides societal regulations and rules (Lambert et al., 2021).

Methodology

This section encompasses information related to the study design, participants and data collection technique. A mixed method research approach was used consisting of a quantitative and a qualitative phase. This approach allowed the researcher to bring focus to the research by complementing results of one method quantitative with the qualitative phase (Ayiro, 2012). The quantitative phase assumes deductive positivist-approach with the application of validated structured data collection method, while the qualitative phase involved an inductive interpretive-approach, providing valid and accurate data (Cresswell, 2013; Ayiro, 2012). The quantitative phase provided exact findings that can be analyzed statistically, allowing for specific interpretations where a questionnaire was administered, while the qualitative phase provided insights related to factors responsible for certain characteristics and behaviors through semi-structured interviews (Merriam, 2009).

The quantitative phase used a relational non-experimental design, examining a naturally occurring phenomenon within a non-controlled environment where data collection and

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variables were not subjected to manipulation. Rather than using variables controlled by way of an intervention, the researcher collected variables through participants' self-report, verified existing leadership personality-attributes and styles yielding data where inferences related to the school leader's population could be made (Cresswell, 2013). Data was collected through web-based surveys, leadership-style was collected using the MLQ:6S (Bass & Avolio, 1996). The type of data generated is numerical and it needs to be calculated statistically using software providing graphical representation. This representation is important, since it allows understanding and is best form data analysis for MLQ. The personality-attributes were collected by using the TIPI (Gosling et al., 2003).

After the quantitative phase was finished the data was briefly analysed, the researcher used a qualitative component to triangulate data since the sample size was small (Cresswell, 2013); which involved semi-structured interviews constructed based on the quantitative data variances. Interviewing school leaders, provided insights into what the respondents identified through the MLQ. The semi-structured interview questions were revised and validated by two educational leadership faculty members who reviewed and provided recommendations on the questions used for triangulation based on the quantitative results. Interviews were adaptable, and potent where they captured leaders' voices and identified aspects related to how leaders construct experiences (Rabionet, 2011). It allowed the researcher to interact with the schools' leader's world eliciting various types of experience,

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behaviour, opinion, and value questions, facilitating an understanding of the different relationships/viewpoints between leadership-styles and personality-attributes (Rosenthal 2016, Merriam 2009). Semi-structured interviews allowed the researcher to focus on areas related to the research questions, and elicited further conversation allowing participants' accounts to be included; a combination of four focused probing questions Rabionet, 2011) were used.

The overall population of school leaders in the two schools consisted of 50 leaders. 34 participants responded to the questionnaires. Only a total of thirty responses were analysed since the other 4 responses were incomplete. Thus, approximately 73% of school leaders took part in the survey, 13% were eliminated, thus yielding 60% participation. For the qualitative phase, 5 leaders were contacted for an interview, only three leaders agreed to be interviewed.   The sampling technique involved in this study was convenience sampling, and it is usually used to recruit study groups due to easiness of access.   Convenience sampling is a non- random sampling which involved the selection of participants because it was convenient, and not "all population members had an equal probability of being selected" (Sedgwick, 2013, p.1).

The MLQ:6S and TIPI were found online and therefore no formal copyright clearance or licensing were needed.   Initially, the school leaders were sent the MLQ:6S and TIPI

instruments using the online survey site, sent through "whatsup". The data was collected, then exported into an Excel spreadsheet for analysis. The research link was available for 24 hours and opened for a period spanning 4/29/2019 – 5/26/2019.   The semi-structured interviews were administered during the week (5/19/2019 – 5/23/2019).   The participants were contacted using one of the leaders working in the school who was a colleague of the researcher.   Participation was voluntary and no compensation was given in Figure 1. Shows the response timeline for survey participants.   Thirty-four participants participated, however, only 30 survey were completed for the two tools and therefore only a total of thirty responses were included.   For the qualitative phase, only 3 participants responded to the questions.

Figure 1: Participants Survey Response Volume Timeline
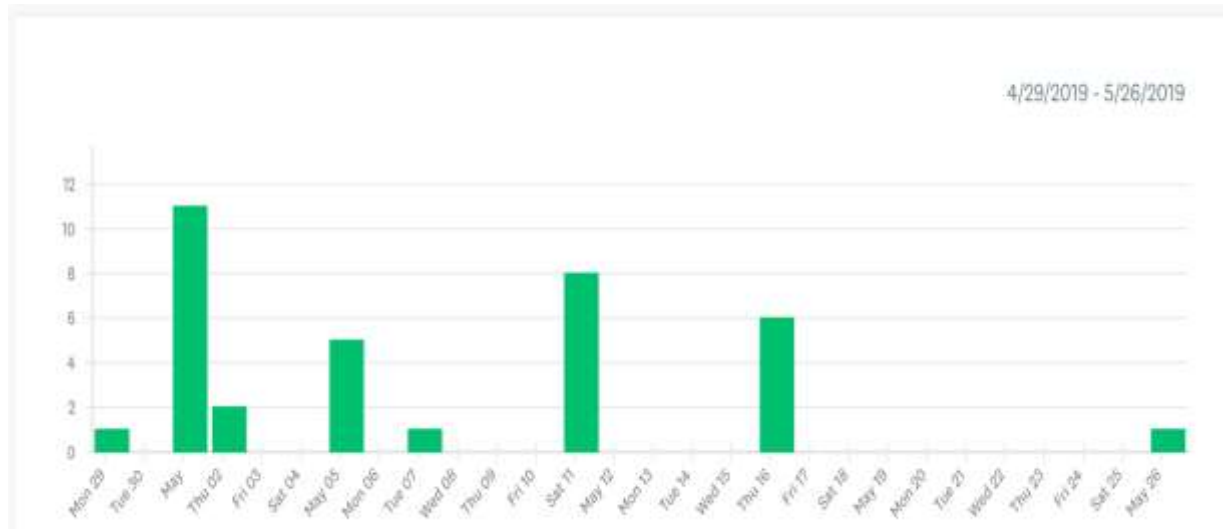
The MLQ is available in rater's and self- assessment form (Brown et al., 2008).   This study used the MLQ:6S consisting of 21 items self- assessed questions. MLQ:6S allows

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study respondents to describe their perception of their own- leadership-style by measuring variables associated with the three styles (Zopiatis & Constanti, 2009).   The scale is a 5-point scale related to leadership behaviours (Anderson, 2006).   The scale included: 0= not at all, 1= once in a while, 2=sometimes, 3=fairly often, and 4=frequently, if not always (Muenjohn & Armstrong, 2008).   MLQ6: S consists of 4 factors with a total of 12 items related to transformational leadership such as: (a) idealized-influence, (b) inspirational-motivation, (c) intellectual-stimulation, (d) individualized-consideration (Bass & Avolio 1996).   It also measures transactional leadership which consists of 2 factors with a total of 6 items these are: (a) contingent-reward and (b) management-by-exception (Bass & Avolio, 1996; Weinberger, 2009). Finally, laissez-faire is described though three items (Bass & Avolio, 1996; Chatwin, 2018).

The TIPI designed by Gosling, Rentfrow and Swann (2003) was utilized measuring the association within leadership-styles and the five personality-attributes.   Each item with TIPI consists of two items descriptors related to personality- attribute questions, a 5- point scale was used ranging from 5 = agree strongly to 1- strongly disagree.   The Big Five personality-attributes are presented in a single item stated in a negative manner and a continuum stated in a positive manner (Chatwin, 2018).   Romero et al. (2012) states that by using a 'forced choice approach', the respondents select responses associated with specific attribute. Both questionnaires required a total of 5 minutes to be completed per

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participant. Quantitative data was collected electronically, and the lack of demographic information collection allowed for anonymity. The participants confidentially were maintained by coding individually identifiable information and prior to analysis raw data was stripped from IP addresses. For the qualitative phase, the interview participants were informed in writing of the study's nature and that there was no ramification if they decided to opt-out at any time. The interview instrument and consent information were hosted on the researchers' personal computer and safeguarded by a password. Participation was voluntary and the researcher ensured that every measure was taken to keep information and data related to participants confidential and secure. Since the researcher was not employed by any of the two schools and had no formal affiliations with the school, there was not any conflict of interests. The raw data were only accessible to the researcher and were stored in a secure location. Study's participation resulted in minimal risks to respondents, one of the risks involves psychological fear risk where respondents might have felt that results will remain confidential. The researcher mitigated risk by ensuring secure data collection location.

Sedgewick (2013) discusses that the internal validity of convenience sampling was promoted since sample group were randomly allocated which means that any systematic variance was minimized. The MLQ is one of the strongest validated assessment tools for leadership-styles being studied in this research study (Oreg & Berson, 2011), it's high

validity and reliability in measuring leadership associated behaviour were tested through factor analysis and internal consistency reliabilities (Bass & Avolio, (1996); Rowold & Heinitz, 2007).   Romero et al. (2012) states that TIPI is highly reliable and valid tool at predicting the Big Five personality traits, validity is maximized through the use of descriptors from other personality testing instruments, as well convergent validity, discriminant, and test-retest reliability (Gosling, Rentfrow & Swann, 2003).   Jonason et al. (2011) states that TIPI shows psychometric properties, related to high reliability in terms of predicted personality-attributes. Chiorri et al. (2015) emphasise one criticism of TIPI as emphasizing brevity, resulting from two items per scale, thus minimizing inter-item correlation.

Results and Discussion

The mixed method approach research aimed to identify the most leadership-style, and to examine and explore the relationships and magnitude of the five personality- attributes and the three leadership-styles in two American curriculum schools in Dubai.   The information obtained would be intended to contribute to the educational leaders PD. For the quantitative phase, the variable analysis used the Statistical Package for the Social Sciences (SPSS) which is described in this section, the interview questions were analysed triangulating the quantitative findings.

Tables 3, 4 and 5 show the calculated descriptive statistics for the study's survey data.

Scoring for each factor and each leadership-style on the MLQ:6S was measured out of 12 as presented in the MLQ:6S tool, "Score range: HIGH = 9-12, MODERATE = 5-8, LOW = 0-4". Table 3 shows that for transformational leadership (m = 8.87, SD = 1.682), transactional leadership (m = 8.40, SD = 1.441), laissez-faire (m = 5.300, SD = 2.830). Table 4 shows the frequency results associated with each leadership-style and the 'Idealized-Influence' factor. Table 4 shows that for each factor of the leadership-styles, Idealized-influence (m = 10.07, SD = 1.552), Inspirational-motivation (m = 8.93, SD = 1.874), Intellectual-consideration (m = 7.67, SD = 2.354), Individual-consideration (m = 8.80, SD = 2.139), Contingent-reward (m = 8.43, SD = 1.794), Management-by-exception (m = 8.37, SD = 1.712).

Transformational and transactional leadership-styles scored within the moderate range, idealized-influence was in the high range, and the other three factors of the transformational leadership scored in the moderate mean range. In terms of factors related to transactional leadership the two factors scored in the moderate range; laissez-faire had scores ranging from low to moderate. The results presented above are similar to previous studies results obtained of the factors related to three styles, which showed that normally transformational and transactional leadership-styles occur together with similar results and usually in terms of idealized-influence related to transformational leadership-style often it is exhibited the highest, while laissez-faire leadership style is low (Al Hammadi, 2016; Jannesari et al.,

2013; Chatwin, 2018)

Table 3: Descriptive Statistics for the MLQ:6S Leadership Styles

		Transformational Leadership	Transactional Leadership	Laissez Faire Leadership
N	Valid	30	30	30
	Missing	0	0	0
Mean		8.8667	8.4000	5.3000
Mode		7.25[a]	8.00	6.00
Std. Deviation		1.68248	1.44079	2.83026
Range		6.00	5.00	10.00

a. Multiple modes exist. The smallest value is shown

Table 4: Descriptive Statistics for the MLQ:6S Factors

		Factor 1: Idealized Influence	Factor 2: Inspirational Motivation	Factor 3: Intellectual Consideration	Factor 4: Individual Consideration	Factor 5: Contingent Reward	Factor 6: Management By Exception	Factor 7: Laissez Faire
N	Valid	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0
Mean		10.0667	8.9333	7.6667	8.8000	8.4333	8.3667	5.3000
Mode		9.00	10.00	6.00	11.00	9.00	8.00[a]	6.00
Std. Deviation		1.55216	1.87420	2.35377	2.13993	1.79431	1.71169	2.83026
Range		5.00	6.00	10.00	7.00	7.00	6.00	10.00

a. Multiple modes exist. The smallest value is shown

Table 5: Descriptive Statistics for TIPI Personality-Attributes

		Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness to Exception
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0
Mean		3.7500	3.5333	4.3167	3.8500	4.3167
Mode		3.50	3.00	5.00	4.00	5.00
Std. Deviation		.82786	.77608	.56452	.80032	.68837
Range		3.00	2.50	1.50	2.50	2.50

Table 5 shows the frequency results associated with each leadership-style and the 'Inspirational-Motivation' factor. Table 5 shows for the TIPI personality-attributes which consisted of 5-point Likert scale, school leaders scored between a mean score 3 – 4 on 3 measures such as: extroversion (m = 3.75, SD = .828), agreeableness (m = 3.53, SD = .776), emotional-stability (m = 3.85, SD = .800), and a mean score above 4 on two measures such as: conscientiousness (m = 4.32, SD = .565), openness-to-exception (m = 4.317, SD = .688) this is similar to previous research (Emery et al., 2011; Chatwin, 2018; Jannesari et al., 2013).

The following section answers the first question of the research. This question examines the most common leadership-style among school leaders in two American curriculum private schools in Dubai. To examine the first question, modified frequency tables were calculated related to the three leadership styles presented in Tables 6 and Table 7 and Table

8 respectively.   The hypotheses for having both high transformational and transactional leadership and low laissez-faire exhibited in the school was confirmed. Table 6 shows none of the participants exhibited traits related to low degree of transformational leadership (Range 0-4 = 0%), while (Range 5 – 8.99 = 53.4%) was the highest meaning that participants exhibited a moderate degree of transformational leadership-style, while 46.6% participants exhibited high degree of transformational leadership-style ranging between (9-12).

Table 6: Modified Frequency Table for Transformational Leadership-Style (Reference Table 1 – Appendix D)	
Scoring Ranges	**Valid Percent**
0 - 4	0 %
5 – 8.99	53.4%
9 - 12	46.6%

Similarly, as presented in Table 7, in terms of the degree of transactional leadership-style, low transactional leadership is not exhibited (Range 0 -4 = 0%), (Range 5 – 8.99 = 50.7%) showing moderate transactional leadership-style as the most prominent style in participants, while high degree transactional leadership-style was 43.3% (Range 9 -12).   There was similarity in terms of participants between the scales related to transactional and transformational leadership styles which has been stated by previous research and researchers (Bass, 2008).   Weinberger (2009) and Chatwin (2018) stated that leaders can

exhibit both transactional and transformational leadership-styles together based on the situation as evident in the current study results.

Table 7: Modified Frequency Table for Transactional Leadership-Style (Reference Table 2 – Appendix D)	
Scoring Ranges	**Valid Percent**
0 - 4	0 %
5 – 8.99	50.7%
9 - 12	43.3%

Table 8 presents laissez-faire / non-leadership-style modified frequency, unlike the results related to transformational and transactional leadership-styles, there is 36.6 % who show low laissez-faire/ non-leadership (Range 0 – 4), while in the other two styles this range was not represented. There is an approximately equal representation for degree of moderate laissez-faire 50% (Range 5 – 8.99) like transactional leadership, however there is very low representations of participants in the (Range 9 – 12) which 13.4% unlike transactional and transformational leadership which had 43.3% and 46.6% respectively like previous studies (McCleskey, 2014; Marshall, Kifflin-Petersen & Soutar, 2012).

Table 8: Modified Frequency Table for Laissez-Faire/ Non-leadership (Reference Table 3 – Appendix D)	
Scoring Ranges	**Valid Percent**
0 - 4	36.6 %
5 – 8.99	50 %
9 - 12	13.4 %

Table 9 shows the modified frequency for the leadership-styles factors. In terms of transformational leadership-style, there are four factors idealized-influence (II)/ Inspirational-motivation (IM)/ intellectual-consideration (IC)/ individual-consideration (INC), II shows is highly manifested among the leaders in the two schools similar to previous researches (Bualshawarib, 2014; Domingues et al., 2017), while, a small percent of leaders exhibit low degree of IC, there is a higher degree of IM among participants, and moderate degree of both IC and INC among the school leaders, Bualshawarib (2014) stated that IM among leaders is evident nowadays, and these leaders influence followers however to some extent since they become more dependent on the leader for inspiration and goal setting. Results for the two factors related to transactional leadership-style were equally present, both at 50% in the school leaders at moderate and high degree showing little variation compared to the variation evident in the transformational leadership-factors. Transactional leadership-style manifested itself in a clearer matter to the followers and normally it is more evident as a leadership-style (Domingues et al., 2017; Bualshawarib, 2014).

Table 9: Modified Frequency for Leadership-styles Factors (Reference Tables 4 – 9 Appendix D)

Factor 1: Idealized Influence		Factor 2: Inspirational Motivation	
Scoring Ranges	**Valid Percent**	**Scoring Ranges**	**Valid Percent**
0 - 4	0 %	0 - 4	0 %
5 – 8.99	13.4 %	5 – 8.99	43.4 %
9 - 12	86.6 %	9 - 12	56.7 %
Factor 3: Intellectual Consideration		**Factor 4: Individual Consideration**	
Scoring Ranges	**Valid Percent**	**Scoring Ranges**	**Valid Percent**
0 - 4	6.6 %	0 - 4	0 %
5 – 8.99	53.3 %	5 – 8.99	53.3 %
9 - 12	40 %	9 - 12	46.6 %
Factor 1: Contingent Reward		**Factor 2: Management by Exception**	
Scoring Ranges	**Valid Percent**	**Scoring Ranges**	**Valid Percent**
0 - 4	0 %	0 - 4	0 %
5 – 8.99	50 %	5 – 8.99	50 %
9 - 12	50 %	9 - 12	50 %

The second research question examines if a relationship exists between the three leadership-styles and the personality-attributes in the two schools. The HA1 hypothesis of showing that there is a non-zero relationship exist between the school leadership various degree of the three leadership-styles and the magnitude of the five personality-attributes had been confirmed by the results. Pearson bivariate correlation of the leadership-styles with the TIPI factors identified various relationships among the data as shown below in Table 10. Transformational leadership-style had a large significant positive correlation

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with transactional leadership (r=0.718, p <0.01) similar to previous studies (Chatwin, 2018).

Table 10: Pearson Correlation for Leadership-style and Personality-attributes

		Transformational Leadership	Transactional Leadership	Laissez Faire Leadership	Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness To Exception
Transformational Leadership	Pearson Correlation	1	.718**	-.466**	.282	.423*	.482**	.337	.529**
	Sig. (2-tailed)		.000	.010	.132	.020	.007	.069	.003
	N	30	30	30	30	30	30	30	30
Transactional Leadership	Pearson Correlation	.718**	1	-.415*	.340	.319	.273	.009	.172
	Sig. (2-tailed)	.000		.023	.066	.086	.144	.962	.363
	N	30	30	30	30	30	30	30	30
Laissez Faire Leadership	Pearson Correlation	-.466**	-.415*	1	-.018	-.421*	-.223	-.444*	-.387*
	Sig. (2-tailed)	.010	.023		.923	.021	.235	.014	.035
	N	30	30	30	30	30	30	30	30
Extraversion	Pearson Correlation	.282	.340	-.018	1	.215	.046	.007	.113
	Sig. (2-tailed)	.132	.066	.923		.255	.809	.973	.551
	N	30	30	30	30	30	30	30	30
Agreeableness	Pearson Correlation	.423*	.319	-.421*	.215	1	.369*	.522**	.189
	Sig. (2-tailed)	.020	.086	.021	.255		.045	.003	.316
	N	30	30	30	30	30	30	30	30
Conscientiousness	Pearson Correlation	.482**	.273	-.223	.046	.369*	1	.338	.554**
	Sig. (2-tailed)	.007	.144	.235	.809	.045		.068	.001
	N	30	30	30	30	30	30	30	30
Emotional Stability	Pearson Correlation	.337	.009	-.444*	.007	.522**	.338	1	.371*
	Sig. (2-tailed)	.069	.962	.014	.973	.003	.068		.044
	N	30	30	30	30	30	30	30	30
Openness To Exception	Pearson Correlation	.529**	.172	-.387*	.113	.189	.554**	.371*	1
	Sig. (2-tailed)	.003	.363	.035	.551	.316	.001	.044	
	N	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Transformational leadership had a large positive relationship with openness-to-exception (r = 0.529, p < 0.01), and moderate positive correlation between conscientiousness (r = 0.482, p < 0.01) and agreeableness (r = 0.423, p < 0.05), no significant relationship with extroversion and emotional-stability.   Chatwin (2018) showed that transformational

leadership was had high positive relationship with all four traits, except for the extroversion trait which had medium sized relationship, the differences in the results could be related to the context of the study given that Chatwin's study was done in the United States (USA) where the cultural Hofstedes' cultural dynamics are different than the UAE which has high under certainty avoidance and power distance related to emotional-stability and extroversion compared to USA. Since transformational leadership is more relationship oriented, extroversion and emotional-stability are expected to have strong relationship, however, this is not the case in this study which contradicts previous findings in Emery et al. (2011).

Transactional leadership had a significant large positive relationship with transformational leadership-style (r = 0.718, p < 0.01), and a significant high negative relationship with Laissez-faire leadership-style (r = -0.415, p < 0.05), similar to findings in previous studies (Weinberger, 2009, Chatwin, 2018). There was no significant relationship between any of the five personality-attributes with transactional leadership-style, unlike findings in previous studies which found high positive relationships between the magnitude of the personality-attributes and transactional leadership-style (Chatwin, 2018), but in terms of extroversion, the presence of no relationship was evident in Emery et al. (2011). Laissez-faire leadership had a significant high negative relationship between the inter-scale measures and transformational leadership-style confirming previous findings (Chatwin,

2018). It had significant moderate negative relationship with agreeableness ($r = -0.421$, $p < 0.05$), emotional-stability ($r = 0.444$, $p < 0.05$), and openness-to-exception ($r = 0.387$, $p < 0.05$), and no significant relationship with extroversion and conscientiousness, however, findings in Chatwin (2018) showed that there is a large negative between four of the personality-attributes except for a medium negative relationship with extroversion.

The thirds research question examines how the leaders' perception of their leadership-style get impacted by their personality traits. Results from interview confirmed the results confirmed the hypothesis that personality traits impact leaders' leadership-style. The interview questions confirm the findings of the MLQ:6S; all three school leaders felt that transformational leadership-style best describes them since their work is "*target-oriented for the whole group achievement than individuals*", one leader stressed the importance of inspirational-motivation and idealized-influence which confirm findings in the first research question. In terms of personality-attributes the two leaders felt the 'agreeableness', 'conscientiousness' and 'openness' stressing as important due to the importance of forgiveness and accepting other opinions for keeping followers on task. Two leaders saw extroversion as being required due to the dynamism quality and its impact on the followers. The three leaders believed that their personality-attributes contribute to the leadership-style since it "*affects the way I look at issues and interact with the team*" and how it allows for effective communication among leaders and followers as presented in

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literature (Al Hammadi, 2016). The key personality -attributes for effective leadership included vision-setting, trusting individuals, predictable, proactive, consistent, attentive, alert and conscientiousness since it keeps people task-oriented and allows for reliability among LMX (Shen, 2019; Hetland et al., 2008).

Studying leaders' attributes in key position, the researcher ensured ethical aspects are maintained by ensuring anonymity and confidentiality is maintained. The data collection was through survey monkey and all the data was kept anonymous where IP addresses were removed. The data was stored on the researchers' computer that is password protected. Interviews' transcription/coding maintained interviews/ confidentiality by using pseudo names. The study's key strength was its focus, since investigating the association between personality-attributes and leadership-style has never been studied in the UAE's educational context. The results would inform future PD for leaders. One study limitation was the sample size. Time-constraint did not allow for bigger questionnaires' sample of questionnaires and better leaders' representations. Future study can be carried on bigger scale, where the results associated with personality traits can be further studied. Researchers can obtain leaders' personality trait perceptions and how they impact decisions. Others can concentrate on followers' perceptions to obtain another leadership-styles/ personality-attributes point-of-view.

Conclusion

In summary, this study aimed to investigate the most common leadership-style, and to identify and explore the relationship between the magnitude of the leadership-style and personality-attributes among schools' leaders in two private American schools in Dubai. Both the transformational and transactional leadership-styles were highly and moderately represented in participants, laissez-faire was found in low and moderate levels. Results are like previous leadership studies in both educational and other fields (McCleskey, 2014; Marshall et al.2012). The similarity between leadership magnitudes correlation between transactional and transformational leadership unveiled in the findings are commonly exhibited in previous literature. Researchers had always stated that both styles are usually manifested within the leaders with transformational leadership magnitude as being higher often, this impact of transformational leadership is augmented in the presence of transactional leadership where teachers are compensated for meeting performance targets (Marshall et al., 2012; Bass, 2008; Weinberger, 2009; Chatwin, 2018).

Secondly, the relationship between leadership-style and magnitude of personality-attributes varied among the school leaders and from results of previous study where a large positive relationship existed between agreeableness, conscientiousness, open-to-exception and no relationship with extroversion/emotional-stability and transformational leadership. No relationship was unveiled between transactional leadership and any of the five personality-

attributes unlike results presented in Chatwin (2018). For laissez-faire results showed negative relationship between transactional/transformational leadership and personality-attributes like many studies (McCleskey, 2014; Chatwin, 2018). The interviews triangulated the quantitative data, and confirmed that transformational leadership-style was more common among leaders where leaders stated that transformational leadership-style involved the communication and development of a shared vision which inspired teachers to commit to the change process and achieve beyond expectations; it further identified the personality-attributes that are seen in the opinion of the school leaders as important for effective leadership such as agreeableness, conscientiousness, and extroversion.

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