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**The effectiveness of school leadership on teachers' performance
and students' achievement: A case study of a private school in
Dubai**

فعالية القيادة المدرسية في أداء المعلمين وإنجازات الطلاب: دراسة حالة عن مدرسة خاصة في دبي

by

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of the requirements for the degree of
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Abstract (English)

An effective and successful leadership is considered as the significant aspect in the educational environment. The responsibility of a principal in the school is to exhibit the leadership behavior so that teachers can perform in the efficient manner and students' achievement is feasible. There is no ambiguity that leadership holds the effective influence on the entire environment of the school.

This research aims to analyze the effectiveness of the school leadership on the performance of the teacher and the achievement of the students studying in the schools of Dubai. Another aim of this dissertation is to explore the link between the leadership styles followed in the schools, and qualified principals, leading to professional development of teachers. In order to carry out this research, the approach of qualitative and quantitative methods was taken into consideration i.e. this research is based on interviews and survey for primary research and literature review for secondary research.

The results of this study show that leadership behavior of the school principal is potential to significantly enhance the performance of the teachers as well as the achievements of the students. The literature has suggested that supportive leadership style of participative leadership style of school principals are the most appropriate leadership styles in schools in order to enhance the performance of teachers and achievements of students.

الملخص

تُعتبر القيادة الفعالة الناجحة أمراً هاماً في البيئة التعليمية. إن مسؤولية مدير المدرسة هي إظهار سلوك القيادة بحيث يتمكن الكادر التدريسي من الأداء الفعال و يصبح إنجاز الطلاب ممكناً. وإنه ليس خافياً على أحد أن للقيادة تأثير فعال على بيئة المدرسة بأكملها. يهدف هذا البحث إلى تحليل فعالية القيادة المدرسية على أداء المعلمين و أداء الطلاب الدارسين في مدارس دبي. كما تهدف رسالة الماجستير هذه إلى استكشاف العلاقة بين أساليب القيادة المتبعة في المدارس و مديري المدارس الأكفاء ، مما يؤدي إلى التنمية المهنية للمعلمين. ومن أجل إجراء هذا البحث تم تطبيق قرط البحث النوعي و الكمي. إذ أن هذا البحث مبني على مقابلات و استبيان كطرق بحث أساسية و على مراجعة أدبية كطرق بحث ثانوية.

وتظهر نتائج هذه الدراسة أن سلوك قيادة مديري المدارس يمكن أن يعزز أداء المعلمين و إنجازات الطلبة بشكل كبير. وتقترح المراجعة الأدبية أن أسلوب القيادة الداعم في أسلوب القيادة التشاركية لمديري المدارس هو أكثر أساليب القيادة ملائمة في المدارس من أجل تعزيز أداء المعلمين و إنجازات الطلبة.

DEDICATION

*I would like to dedicate this work to my beloved mother **Faizeh**, my father **Naim**, my dear husband **Ahmad** and my lovely children **Remas** and **Yousef**, who supported and encouraged me at every step so that I could carry out this research with all my power and energy. Because of you my mother husband and children, everything is possible and without them, goals and dreams of my life could never be achieved. Moreover, I would also like to dedicate this dissertation to my friend, my family, sisters, and brothers. By the support and appreciation of all these, this research work is possible. You all are the source of inspiration and encouragement for me.*

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CHAPTER ONE – INTRODUCTION

1.1. Background of study

Adopting a leadership style in schools plays an influencing role in the development of the school and achieving the growth. To be specific, the leadership of the teachers and principals is considered as an important part of the school, because it increases focus on the academic performance of the schools if used appropriately. Teachers are considered one of the most important elements in the education process because if teachers are good, students also perform better in academics. Successful schools make use of their teachers in such a way, that not only professional development takes place, the motivation level of teachers also increase (Ladd and Sorenson 2017).

It is not possible that demotivated teachers will perform well. Therefore, it is necessary that principals appreciate the value of teachers and provide them with the steps to achieve success. This dissertation evaluates the successful leadership styles, mostly used by teachers in school, and their impact on teacher's performance and development of the school in terms of students' achievement. The pedagogical system running in Dubai runs according to International standards and is ruled by the ministry of education and is supervised by the Knowledge and Human Development Authority (KHDA), which in turn provides the school with the certain standard to implement their tasks and develop quality education (Caldwell 2014).

Lawrence and Vimala (2012) added that linking education with the international standards is considered an important part of the academic setting, because upgrading education standard will help to achieve higher education standard, ultimately helping in competing with the global

economy. Successful and effective leadership style in the context of schools in Dubai is considered a difficult task, because of the complex educational system followed in various schools (Wolters and Hussain 2015). Recently, the ministry of education and KHDA announced some new goals for the development of an innovated platform in the education system of Dubai, especially by focusing on leadership styles.

The aim of leadership style is to improve educational services quality and encourage all the staff members on adopting creativity with innovation too (Nyenembe et al., 2016). If teachers will follow this practice in schools, it will not only improve personal performance, the academic achievements will also increase (Ibrahim and All-Taneji 2013). This identification of risks factors by the ministry of education will help the management of schools in solving the problems faced because the motivation of teachers will increase. Based on the statements presented above, it can be said that successful school structure depends on not only using qualified teachers. An effective leadership style is also a necessary part in the development of the schools.

A set of goals and objectives needed to achieve by the management of school cannot be achieved without following an appropriate leadership style. In the current era, some of the most common leadership styles followed in the schools are transformational, transactional, Maxwell, and Implicit leadership style. These leadership styles play an influencing role in the development of the schools if used effectively but using them successfully is considered a difficult part (Mahdy, 2016). The secret of effective leadership style is focusing on innovation. Especially principals of schools should develop the skills of teachers by supporting them and keeping the motivation level high.

1.2. Problem statement

For the achievements of the students, the role played by the leadership could not be neglected. The leadership of the school is capable to inspire the others and play its role to communicate the vision clearly that allows overcoming the different problems. Many schools in Dubai are in urgent need of an effective leadership style. The reason behind this is a poor understanding of what skills and efforts are required in an effective leadership style (Mahdy, 2016). Many teachers in Dubai struggle to achieve success because of poor development in leadership style and enhancing the student's level of motivation along with motivation level.

The development of teachers is one of the pre-requisites before they are asked to follow the required leadership style in the classroom. Not only this, schools in Dubai struggle to achieve modern teaching strategies, and an effective leadership style, which is a necessary part of achieving success in academics. Therefore, this study aims to find out an effective leadership style lying in the context of modern teaching methodologies to enhance student's achievement and secure their future. Many scholars ignored the aspect of achieving goals, by demanding teachers to achieve goals without updating their knowledge by using the latest methods and technologies.

1.3. Leadership Theories and Style

There is no one golden theory of style of leadership that can be applied to every situation in order to effectively deal with the problem. There are many theories and leadership style that has been suggested and devised by many scholars in the history which is still being used. However, the effectiveness of any style or theory depends upon the situation such in the certain situation there is transformational leadership style is recommended whereas some situation asks to apply laissez-

faire leadership style. The detail of each of the leadership style and theory is provided in the second chapter of this dissertation.

1.4. Rationale of the study

The main purpose of this particular study is to investigate about the effectiveness of the different leadership styles in private school of Dubai and to know about the impacts of the leadership on the performance of the different students and teachers on their achievements. Also, their different characteristics that are needed to be possessed by the teachers for the success of the students. The teachers are the role models of the students and therefore it is necessary that must create a positive image for their students (Badri and Khaili, 2014). Also, the character of the teachers must be supported by the management and they should also provide the professional development opportunities to the students. It is considered to be the main aim of the different educational organizations that provide a fully supportive environment for the students and the teachers as well so that they would be able to develop themselves successfully (Bauer, 2015). The United Arab Emirates is considered among the countries that need improvement in their education sector. The state has supported the use of the technology and the shifts in the different paradigms in different fields of the education. This particular study will be emphasizing on Dubai as it will be leading the schools to focus on the importance of the different leadership styles that would eventually lead towards paying more attention towards the professional development activities of different teachers and the students. This particular study is related to Dubai in which researcher worked to investigate about the different reasons needed for the success as a professional educational institution and thus bridging the gap that is present. This study will allow knowing about the weak points that are needed to be tackled for providing the teachers with the different opportunities that

they need for their professional development. Also, it would be contributing to strengthening the education system of UAE. When the teachers will be empowered then they would be providing a strong support to the students and the education system to become strong.

1.5. Objectives of the study

This dissertation aims to investigate leadership styles followed by teachers in a school in Dubai and study their impact on the performance of teachers and students' achievement. Another objective is to find out the characteristics of distinguished principals, who are leading their schools by following an effective leadership style, successful in the 21st century. Another aim of this study is to find out the characteristics of distinguished principals, leading their schools by following an advanced style of leadership and according to the 21st century, by acting as a role model for teachers and providing them support.

This dissertation also aims to explore the link between the leadership styles followed in the schools, and qualified principals, leading to the professional development of teachers. In other words, if the management of the schools focuses on providing a healthy environment to teachers, as well as cater for their professional development in their fields, and in education, it will lead to a better educational experience, ultimately improving, and enhancing the students' achievement. Since, Dubai is relatively a new city, many of the schools in Dubai lack in terms of adopting the high-quality educational system.

1.6. Significance of research

This dissertation is important and provides significant results in the context of educational practices followed in schools of Dubai. The study is important in the context of Dubai, because it

leads to providing importance of leadership style followed in a school in Dubai, and providing suggestions for improvement. The study focuses on leadership styles followed by teachers in schools, and the methods adopted by them to improve the educational standard in terms of professional development, and students' achievement. The study is specific to the context of schools and also to leadership styles only, because this area is investigated by many scholars, for the success of the school, and bridging the gaps.

The scope of this study is broad, as it would be exploring the contribution of the leadership on the overall performance of the teachers and the students that lead them towards the bigger achievements.

1.7. Research questions

The current study aims to investigate the role of leadership style followed by teachers in the schools and their impact on the teachers' performance and students' achievement. Thus, this study works on the following research questions, by reducing the gaps present in academic settings:

1. What are the factors involved in an effective leadership style, and how they impact on the performance of the schools?
2. What are the characteristics of a qualified principal, and the methods they use to improve teachers' performance?
3. How the leadership styles influence the overall performance of the teachers, students, the collective performance of the school, and the functionality of schools?

1.8. Research hypothesis

Ho – Leadership style followed by the teachers has a positive impact on the performance of the students.

H1 – Transformational leadership style helps teachers to remain motivated and perform according to the school environment.

H2 – Principals and vice principals heavily contribute to the achievements of students.

1.9. Research structure

Chapter one – Introduction – chapter one provides with important parts of the dissertation, which include the problem statement, objectives of the study, the background of the study, and significance.

Chapter two – Literature review – chapter two is a broader view of concepts and views of scholars, lying on the same topic of study. The research studies selected in this chapter range from 2013 to 2018, because of the significance of results.

Chapter three – Research methodology – This chapter explains various methods used for the collection and analysis of data.

Chapter four – Findings and discussion – This chapter explain the findings of this study and contain the discussion of analysis.

Chapter five – Conclusion, recommendations, and limitations – This chapter concludes the findings of the study along with recommendations and the limitations of the study.

CHAPTER TWO – LITERATURE REVIEW

2.1. Introduction

This chapter presents various theories lying in the context of leadership styles and presenting them in the context of schools. The chapter explores various theories about leadership styles by using various dimensions, and arguments of various scholars. This study presents the discussion on various leadership styles followed in the schools, and arguments related to the best one of them. This chapter presents definitions of various leadership styles, by comparing past and current leadership styles followed in the schools by teachers. The leadership styles are in the context of the one provided by KHDA and aimed towards teachers' professional growth and motivation.

2.2. The concepts of leadership

Several key issues are needed to be kept in consideration while adopting an effective leadership style by teachers and using them to improve students' academic achievements. An effective leadership style also presents the success of the schools, in terms of adopting changes in instructions platform by keeping in consideration changing the culture in the schools. According to the research article presented by Ladd and Sorenson (2017), an effective leadership style cannot be achieved without updating all the instructions in the field of education, required according to changing the environment of the educational system.

An effective leadership style also depends on using not only the updating standard of education according to circumstances faced, but the changes must also be brought at regular intervals. The study of Caldwell (2014) argues that innovative leadership has a direct relationship with students' performance and achievement, as the quality leadership style is the real way to make any reform.

Innovative leadership style followed by schools should be based on sharing, consulting, cooperating, and building trust in the school environment on an equal basis (Lawrence and Vimala 2012). Based on the arguments, it can be said that the performance of the schools depends on using school teachers in such a way, that innovation platform is improved. Leadership style in the field of education is mainly influenced by the scientific management theory but also it is not associated much with the autonomy of the teachers that have received the criticism as there is a lack in the effectiveness of the creativity and the participation with no space for the followers in the decision making. The autocratic leadership style needs to be changed as it is the one where the hierarchical control and the predictable routines are needed to bring the change in the predictable roles that might nurture the acceptance and provide the inspiration for the other followers (Gyasi, Xi, and Owusu-Ampomah, 2016). There are different dimensions that are related to the leadership practice having a different impact on the students including the establishment of different goals, the utilization of the available resources, designing and evaluation of the curriculum and the provision of the effective environment. Different leaders might work to provide the proper support for bringing the improvements in the progress of the students. The different leadership practices are seen to be providing the improvement in the goals that are based on the analysis of the data and the teaching practices. They just showed that how the different practices have contributed to the different situations and the outcomes for bringing the overall improvements. They just supported that the different agreed strategies have provided a proper coherent approach, bringing the organizational change and the changes through the proper leadership (Robinson, Hohepa and Lloyd, 2009).

The innovation platform cannot be achieved without the cooperation of teachers and using them by trusting each other in academic settings. One of the research studies presented by Woltersand

Hussain (2015) argues that democratic leadership style is based on human rights, according to which, stakeholders have the right to participate in the decision-making process in the schools. After investigating the impact of continuous teacher development of teachers in school Ladd and Sorenson (2017) argued that this development couldn't be achieved without the support and training of teacher by principals. Thus, it is important that teachers should be trained in every stage of life because it will significantly improve the performance of teachers and students.

Efficacy of teachers is considered an essential part of teachers' development because it impacts on their performance and motivation level too (Ladd and Sorenson 2017). It was noticed in their investigation that teachers in today's era look to enhance their efficacy by going through continuous learning programs, or by reaching higher professional levels to understand the weaknesses of each student. Caldwell (2014) claims that teachers need to attain higher professional programs, once they graduate from universities, and look for professional developments in the workplace. These courses will help them in adopting and strengthening their skills according to the demands of school objectives.

The developments in the schools cannot be made without adopting an effective leadership style because it helps the teachers to face the consequences, in an enhanced way by adopting an effective leadership style and using it in the classroom.

2.3. Leadership theories

This study works on providing the explanation of three leadership styles: transformational leadership, implicit leadership, and John Maxwell theory.

2.3.1. Transformational leadership style

According to the Lawrence and Vimala (2012), different leadership styles followed and recommended by researchers are based on using and understanding the context of school. The role played by the management of the school is also a necessary part of this leadership style as argued by some scholars. Transformational leadership or theory changes the qualities and convictions of the pioneers, to accomplish more and more (Nyenjembe et al., 2016). While recognized transformational administrators draw in with others in a manner of raising the spirits and motivation of each other, is the basic principle of transformational leadership. In this leadership style, it is the duty of a leader to act as the role model and take decisions on his own to improve academic performance.

2.3.2. Implicit leadership theory

Ibrahim and Al-Taneji (2013) claims that implicit leadership theory is similar to cognitive theory and aims to create representative information for people about the leadership. This theory interprets behaviors of teachers, and then use this interpretation of knowledge for making improvements. This theory helps in analyzing the behaviors of teachers, which can be improved according to weaknesses (Ronfeldt et al., 2015). According to the implicit theory, individuals have their own expectations, including teacher, used by them to excel in their career. These skills should be adjusted by school management according to their demands and objectives. This theory first analyses the skills of teachers, which are then used to make improvements.

2.3.3. John Maxwell theory

The theory presented by John Maxwell lays the foundation of different leadership levels, as indicated in the following figure:

John Maxwell: 5 Levels of Leadership

Note what is included in the highest level!



Figure 1. John Maxwell's theory five level of leadership (Source Pinterest, The untold secret of great leaders)

Level 1 – On this step, the leader is considered as a highly capable individual, having a high level of knowledge, and talent to do the job properly.

Level 2 – On this step, a leader is considered as a contributing team member, who can easily transfer his knowledge to staff, and also has a talent of leading team effectively.

Level 3 – a competent manager, at this level a leader can achieve certain objectives effectively by organizing a team of teachers in school (Mahdy 2016).

Level 4 – An effective leader, who can meet the performance goals of the school, and achieve what he wants.

Level 5 – a great leader – a great leader can easily achieve all the goals because he has all the skills required at the organization level. According to Nyenyembe et al., (2016) on this level, a leader has all the skills needed to become a great, and innovative leader, who leaves a real imprint on the school atmosphere. The focus of this study is on the presented three leadership theories, which are comprehensive, and in the context of this dissertation.

2.4. Leadership versus management

In this era, school principals are viewed as the pioneers of improving education learning process and called as instructional pioneers. According to Angelle and Teague (2014), it is the duty of the school leader to improve the performance of the school, by providing learning opportunities to teachers, and engaging them in resolving the issues. However, the study of Wollters and Hussain (2015) added some more arguments. According to them, principals should not only provide learning opportunities to teachers, principals should engage their instructors in such a way, that instructional platform is also improved.

Quality school administration can only be achieved by coordinating with teachers on regular basis and understanding the problems faced by them (Ronfeldt et al., 2015). Observational proofs provided by Mahdy (2016) and Kiranh (2013) show that principals can improve school situations by learning and educating teachers for achieving their support. In truth, an innovative leadership style is based on not only improving the educational leadership style, but it is also aimed to improve the motivation level of teachers. It is argued by many of the scholars that when motivation level

of teachers is good, they perform well in the classroom, because they teach with dedication and more efforts, as compared to demotivated teachers (Mahdy 2016; Ronfeldt et al., 2015; Kiranh, 2013; Kilinc 2014).

A meta-examination presented by Ringler et al., (2014) revealed that expanding leadership viability in the school setting could prompt a 10-percentile point pickup. Another meta-examination carried out by Li et al., (2016) argues that the performance of the schools depends on the relationship of principal and teacher. Therefore, it should be good in order to achieve the objectives of the company comprehensively. By presenting the results, they also argued that the performance of the school couldn't be improved if the relationship between teachers and the principal is not good. Furthermore, this relationship cannot be improved, if this link is not based on following an appropriate leadership style in the workplace (Li et al., 2016).

2.4.1. School principals and teachers' professional development

The study provided in this dissertation is based on improving the practices of teacher and principals in the schools, by presenting them with the best leadership styles along with characteristics. It is obvious that the intentions of teachers are good, and they are willing to improve their performance if school management supports them. However, they often struggle with choosing the best leadership style, and achieving what they want. According to the research article presented by Tek (2014), the role needed to be played by teachers is definitely of more importance as compared to principals, still, they face troubles in adopting the right skill set.

The argument is supported by Imig et al., (2014) also who writes that if principals of school are good, but teacher not, then business achievements cannot be achieved. However, scholars often

face difficulties in presenting the best leadership style, according to the objectives a school wants to achieve. Likewise, teachers can also make use of an effective leadership style, and use it in such a way, that not only students' academic performance is improved, their relationship with the principal is also maintained successfully.

After applying the method of the questionnaire and collecting the results in the context of leadership the study of Lindahl (2014) supported that an effective leadership style is based on using the transformational leadership style. They argued that many schools are able to achieve their objectives by adopting a transformational leadership style, because it promotes empowerment, and motivation level of employees is also improved. The development of the employees also impacts significantly if the principal acts as the role model and provides the support to the teachers (Wahyuddin 2017). However, many schools struggle to find out, which type of support should be provided to teachers.

It is argued by some of the research scholars that an effective leadership style demands high commitments, and it cannot be achieved by the school management if innovation is not kept on focus (Ringler et al., 2013; Li et al., 2016; Lindahl 2016). The study by Tek (2014) argues that an effective leadership style supported by high commitments of principal and teachers will end up creating innovative teachers' leaders parallel to their own capacities. Basically, authors of this study are found arguing that principals play a key role in the development of teachers because they are responsible to explain good skills to the teachers, who in return present their efforts for improving students' performance.

If the relationship between teacher and principal is good, it will leave a positive impact on the performance of the school. However, scholars also believe that this relationship cannot be

improved without using a training platform (Mahdy 2016; Ronfedt et al., 2015). The study of Kiranh (2013) added that a greater part of training should be developed for principals because they will then understand how effective teachers can be developed. This argument is not supported by Caldwell (2014) because he suggests that teachers and principals should be provided with equal training opportunities because this would build their skills simultaneously.

The argument presented by Caldwell (2014) looks more valid because if training is provided to teachers and principals at the same time, it would improve their skills simultaneously. Ultimately, it will also lead to enhanced performance of the students. Ibrahim and Al-Taneji (2013) wrote a study about a new program aimed for teacher's development, and leading teachers towards students' achievement. The program presented by them had a positive impact on the performance of the students because they focused on developing teachers and principals simultaneously. On the basis of findings, they concluded that teachers and principals face difficulties in building trust and adopting the relevant style of leadership.

During the literature review presentation, it was noticed that the development of teachers is not an easy task. It was noticed after noticing difficulties faced by training providers in the development of training programs. Especially, in the context of the UAE, training programs are hard to develop, because problems are faced by the developers of training programs. According to Lawrence and Vimala (2012), these problems are mostly related to selecting an appropriate platform related to technology, and teaching strategies. Education is not an easy system, but when the number of stakeholders increases, it becomes more complex (Ladd and Sorenson 2017). Therefore, development of an effective training program should be made by keeping in view stakeholders of academics.

2.4.2. School principals and student's achievement

This study supports the hypothesis that an effective leadership in school cannot be achieved without using the support of teachers. In the recent past, it was observed that some studies supported the argument that effective leadership helps in achieving the desired objectives and ultimately improving the performance of students. It was in the recent studies, which supported the argument that the relationship between principal and student is not necessary as compared to the importance of the teacher-student relationship.

A reasonable argument can be presented that in order to achieve the benefits of high-quality education, it is necessary that not only relationship of teacher and students should be improved, the relationship of teacher and principals must also be good. This relationship ultimately increases the performance of students, because principals guide teachers, who then make use of an effective leadership style in the classroom (Conteh 2018). Moreover, effective principals not only influence the procedures by using their teachers effectively, they make sure that teachers also remain motivated and constantly perform well.

A research study of McDonald (2014) argues that if the leadership style followed by the management of the schools is based on transformational theory, the success can be achieved easily. Supporting the leadership style, the study of Imig et al., (2015) writes that transformational leadership adoption is considered a difficult part to adopt by the teacher because it demands efforts by all the people, aimed to be improved. However, another study presented by Lindahl (2014) supported the argument that transformational leadership style does not support the development of students, because they are not involved. Based on the findings, they concluded that Maxwell theory is best in terms of improving students because it is easy to adopt.

If the arguments presented by Lindahl (2014) on an effective leadership style are expanded, the author argued that when a principal starts adopting Maxwell theory step-by-step, the performance gradually improves. They presented this argument, by investigating 5 different schools, and comparing transformational, transactional, and Maxwell theory. They found that the performance of teachers significantly improved by using the Maxwell theory. However, no other study was supporting this theory of leadership. Some important elements needed to be improved by the management of school for teachers' development presented by Wahyuddin (2017) are:

- Training programs
- Rewards
- Support in terms of awards.

The developments in the school depend on using teachers according to the objectives needed to be achieved. Therefore, it is hard to present the best leadership platform, because every leadership theory is based on different factors, which vary according to the school environment. The practices and personality of various leaders is explained under the next heading.

2.5. Challenging factors involved in leadership

Many principals and teachers in the school's face issues in selecting an appropriate personality and using it to improve the performance of students. According to the research article presented by Wahyuddin (2017), the performance of the principals depends on using teachers in such a way, that their own character is involved in improving the practices of teachers. However, the improvements depend on using teachers according to the

What personality and characteristics should the effective principal have? It is hard to find typical personalities for two principals or leaders because each person has his own character and his own skills. Instead Stronge, Richard and Catano (2008) state that effective principals have critical main factors that affect students' achievement and the success of their school. They explain various factors to lead and help principals on how to balance the requirements and the priorities of the school and on how to enhance their leadership skills.

2.6. Leadership impacts

Several studies were conducted in the context of leadership, and their impact on the performance of schools, and teachers. The study presented by Wilson and Xue (2013) supports the statement, that when a principal participates in the activities in the school, it has a direct and indirect impact on the performance of students. In addition, there is a study presented by Robbins (2013) which presented some main findings. The summary of their findings is provided in the next paragraph.

School leadership matters and a principal must focus on developing goal-oriented school by leading teachers positively. One of the prominent studies presented by Hill et al., (2016) described the link between the leadership of teachers, principals and students' achievement as significant. However, the study was limited to using critical literature review approach only. The study also concluded that studies carried out in the GCC region are few; therefore, the gap in the literature is scarce. However, the context of studies carried out in the GCC region is mostly focused on Dubai.

In one of the research studies presented by Benoliel (2017), the author tried to investigate the best leadership style by checking its impact on academic achievement in three different schools. The author compared three different leadership styles (transformational, transactional, and Maxwell

theory). The results obtained in the study showed that Maxwell theory is one of the best leadership theories, because it had a significant impact on students' achievement, as compared to other leadership styles. Another study presented by Robbins (2013) supported the statement that Maxwell theory and transformational leadership style are similar, a school just needs to understand, which one will help in achieving results more quickly.

If the arguments are expanded, the investigation presented by Werangand Lena (2014) tried to find out the relationship between the principal's leadership, and teacher's performance. In the results presented, the author argued that principals involved in providing support to teachers, and academics are considered more successful, as compared to one not involved in these activities. Therefore, it is necessary that the principal should collaborate with teachers, and support them in carrying out their duties, regardless of the leadership style they follow (Harris, 2013). This approach always has a positive impact on the performance of teachers, because they can consult the principal whenever they need help without any hesitation.

If the leadership style of a principal does not possess the following skills and qualities, it can never better performance of students in academics (Allen et al., 2015):

- Friendly behaviors
- Support in terms of technology
- Reward programs
- Appreciation for good performance
- Training opportunities

These are core skills needed to be adopted by principals in schools, because it significantly impacts on the motivation level of teachers, and ultimately on students' performance. This argument is also supported by the study of Don et al., (2016) also writing that motivated teachers perform well and give more than 100% on the job when they know that they will be rewarded by the principal in case they perform well. However, certain challenges are faced by them in delivering their responsibilities, when the principal is not supporting. Conteh (2015) found in his investigation that when teachers are not provided by the support in academics, it becomes difficult for them to deliver their best because their motivation level goes down with the passage of time.

In the literature review, many studies argued that performance of the schools does not only depends on using an effective leadership style, it is also necessary that the leader provides them with training to cop up with technological demands (Wahyuddin 2017; Conteh 2015; Ibrahim et al., 2013). For example, when teachers are motivated and willing to perform well, but principals don't support their efforts than their motivation level goes down. This decline in motivation level of teachers sometimes forces them to resign from the job, because of low support (Nyenyenbe et al., 2016). Ultimately, the performance of students also comes down.

2.7. Conclusion

This chapter shed light on various theories and arguments presented by various scholars on the leadership style used by principals in schools all around the world. It is observed that people working in the academics are not only involved in the development of schools, their personal skills are also under development. In the literature review presented, it is observed that principals of the school's face difficulties in carrying out their duties because they struggle to understand the best

leadership style. However, scholars presented some qualities of a good leader, which are a commitment to teachers, engaging with them in the activities and helping them in their routines.

A good leader has different skills explained in the above literature, which are an engaging personality, fair and motivating personality, problem-solving abilities, and listening to the problems of teachers. The leadership style does not only impact the performance of the teacher, but it also affects the learning and teaching environment too. To become a successful leader, a teacher needs to recognize the impact of their attitudes, and characteristics on the progress of students. A great leader always looks from the teacher's point of view and students also. The study presented views of scholars on this topic.

CHAPTER THREE – RESEARCH METHODOLOGY

3.1. Introduction

Every dissertation or research paper makes use of a methodology for the collection of data. Therefore, it is necessary that the research methodology chapter is provided in the research paper or dissertation, for the methods identification. The research methodology chapter helps a reader to understand the method used for data collection and criteria of selection. In this era, many research methods are available for the collection of data, which should be used appropriately by an investigator. Some of the common methods used for the collection of data is primary, secondary, and mixed research methods, which should be used by an author according to the research objectives.

This chapter is divided into various headings and sub-headings, according to the research article presented by Mackey and Gass (2015) if the research method is not identified in the research study than it becomes for an investigator to collect data, and for a reader to understand the methods used for the collection of data. Some of the important parts of the research methodology are identified in this chapter, which includes the research population, data collection methods, data analysis methods, and representation methods of collected data. The research method used in this study is based on using the mixed method approach, by using interview and survey methodology.

It is important to identify the components used in the questionnaire for development, followed by the presentation of the results of the research study. This research investigation makes use of two questionnaires. One for the interview and one for the survey. This method of investigation is recommended by Flick (2015) also who argues that when investigation makes use of mixed

research method, it becomes easy to combine results of both of them and present them by using various responsibilities. It also becomes easy to compare results both in qualitative and quantitative methods and present them according to the research objectives of the study.

3.2. Research design

It is the responsibility of an investigator to identify the research method used for the data collection and analysis. This study is divided into two different types of research investigation methods, to differentiate between different leadership styles, and have a clear vision of the leadership styles, used and needed in Dubai, UAE. The research methods used in the study were carefully developed using various factors involved in leadership, especially the three leadership theories under evaluation in this dissertation. The identification of research design is considered as an important part of the investigation because it helps an observer to understand the methods used for analysis and data presentation methods deployed (Gastand Ledford, 2014).

This research design is based on mixed methods (quantitative and qualitative both). The qualitative method used in the investigation is based on using the interview approach and presenting data using thematic analysis of various leadership styles. The first part of the investigation took opinions of teachers, principals, and students, by using the face-to-face interview approach. The second method used for the investigation is using the survey method, and for that method used is the five-point Likert scale methodology. This method helped in the collection of data in both forms (qualitative and quantitative).

The two methods used in the study are used to get a clear view of leadership styles and describe the impact of leadership on teachers' performance and on the students' achievement. The results

were used to understand the weaknesses of teachers and increase their professional development. One of the reasons to use quantitative methods is because it helps in the collection of data and facts to come up with general conclusions, using designed questions, and numerical information. A qualitative method was also used to understand the perceptions of the participants and understand the role of three leadership theories under evaluation in this investigation.

3.2.1. Mixed method approach

Bauer (2014) points out that data collection methods are perfect when an investigator chooses proper sources and population for the collection of data. This study increased the validity of research methods by endorsing qualitative and quantitative methods both. There was a need in this study to use a mixed method approach because it would increase the strength of results and provide a conclusion. The quantitative method deployed reflects the number of participants in the study along with the measurements, necessary for the presentation of results. Moreover, quantitative methods also help in presenting data using various numerical methods and other analysis methods can be used for data presentation.

Moreover, quantitative methods help in collecting the data that covers a large number of samples, supported by an enhanced presentation of results using graphs and charts. This study also adopted the qualitative methods (mixed methods) because it wanted to collect data using the interview approach, and processing it using themes of leadership. Qualitative methods also help to understand human behavior and the factors impacting on them. The interview approach also helps to understand the perceptions of respondents and presenting them using themes becomes a little bit easier. Therefore, it is necessary to include appropriate methods of investigation, and use them to present results.

3.2.2. Questionnaire data collection methods and follow-up interviews

This study has used two types of questionnaires. One is for taking reviews of educational leaders and one is for teachers by using different questions and aims. This questionnaire was not aimed to evaluate any of the participants, but it was used for the data collection for this dissertation. Data collection using questionnaire was followed by data collection using interviews. This sequence helped in collecting detailed data, and also to clarify any unintelligible answers of the questionnaires. A brief explanation of the aims and objectives of this study was given to the respondents because it helped them in understanding the context of research.

The respondents were told about the importance of the research investigation, and the importance of their opinions. The respondents were also told that we wanted to improve the education standard in Dubai, therefore, they should give appropriate opinions on the questions asked. The study presented by Billigand Waterman (2014) explained the importance of why respondents should be explained the methods used in the study for the collection of data because it helps them to understand aims of the study. Furthermore, the validity of results obtained in the study is also improved.

3.3. Research population and sample

Research population should be clearly identified in the research investigation because it increases the validity of results. The research population is considered as a very important part of the research methodology because data is collected using a population and that population decides the reliability of research (Mackey and Gass, 2015). For example, when the research population is less than 50, the results obtained are considered weak, because this population is considered weak. For

results to be valid, and reliable, the investigated total population should be more than 100, because it is considered an appropriate population for data collection.

This study was conducted in a private school in Dubai, United Arab Emirates. The study comprised of 98 students, 87 teachers, and an interview with the principal from the same school. The improvements in the academic system cannot be achieved without making use of an appropriate population in the investigation. The population investigated in this study is 186 (including students, teachers, and principal) divided based on segmentation provided above. People investigated in the research comprised of fresh and experienced people, in the educational field, which lasted for twelve years. The principals had experience of more than four years, which enhance the perceptions of teachers.

The participants of this study were divided into different segmentations, starting from ages, to different nationalities. The respondents belonged to various departments of the school and taught different subjects. The sample of the teachers was chosen from different educational stages, such as some teachers were chosen from kindergarten, some from primary classrooms, and some of them belonged to secondary classrooms. The reason to choose this research population was that it increased the significance of results, and if respondents belong to different departments, the validity of the results is increased.

3.4. Research instrumentation

The explanation of research instrumentation is considered an effective part of the research investigation because it increases the validity and reliability of research findings. This study makes use of both qualitative and quantitative (mixed methods) approach for the presentation of results.

The qualitative method used in this study is selected to be the interview approach, and quantitative method is survey methodology. According to the research article presented by Humphries (2017), the research instrument should not only be explained, the methods used for validating them should also be identified. This study also used some method for increasing validity and reliability of research findings, explained invalidity and reliability heading.

This study made use of three different questionnaires for the survey and one interview questionnaire. The first questionnaire was for the students that were based on the yes/no questions, whereas, the second questionnaire for teachers that was based on the scale from 1-10 range. In this way, it becomes easy for an investigator to evaluate the results and present them by comparing them. The questionnaire designed for leaders covered different areas of leadership, along with leadership styles, information, and characteristics of an effective leadership style. The questionnaire developed for the leaders also covered different areas about leaders, leadership traits, and their influence on teachers' efficacy, and professional development, which directly or indirectly impacts on teaching and learning. The questionnaire for the interview provided the chance to the principals to explain the different things that might be helpful to understand the leadership style of the principals.

The first questionnaire provided the students with the freedom to share their views on the different questions that were asked. For making the whole process less complicated for the students a simple questionnaire with the yes/no questions was developed so that it was easier for them to answer the questions.

The third questionnaire also focuses on the leadership style of leaders, as well as principal as one of the leaders, their attitude related to leadership, behaviors in carrying out their duties, and the

way of fulfilling their responsibilities. The questionnaire was adopted from the research study of Mahdey (2016) and limitations provided in their study were also considered while designing a questionnaire for this study. It was also ensured that no information related to the objectives of this study are left out during designing of the questionnaire. Various approaches were adopted to ensure reliability, and validity of results in the research study. The explanation of those validity and reliability methods is given under the next heading.

3.4.1. Teachers' questionnaire and leaders' questionnaire

This investigation is dependent on two questionnaires, one for the principals and one for the teachers. Majority of the respondents belong to teachers and student's category. Each questionnaire is divided into two parts. The first part is concerned with the personal data of the respondents, such as age, gender, education level, and working experience. The second part includes questions related to the topic under observation, which includes leadership traits, behaviors of leaders, leadership styles, impacting on the professionalism and development of teacher. The questionnaire is developed after focusing on many aspects, which include attitudes, and styles. The second questionnaire was focused on teachers' perspectives, about their leaders, and inquiry related to various ways used by school management, for training and development of teachers.

The second questionnaire not only records the perceptions of teachers, related to educational platforms used in the school for development, it also inquired about regular development platforms through lectures, workshops, training, or other platforms. This helped in providing the analysis of various methods used by leaders of the school, which were then used for understanding leadership qualities practiced by leaders of the school. According to the study presented by Kilinc (2014),

this method of investigation is considered a valid method of investigation especially when the qualities of a leader are needed to be analyzed under leadership theories.

3.4.2. Follow-up interviews

Follow up interviews were conducted after data was collected using the first questionnaire and analyzing it. Follow up interviews are considered as one of the most effective approaches taken by the investigators for data collection. This contributed to a deeper understanding of the study objectives and results compilation. In this study, the researcher used this approach to explore the views of teachers on the leadership styles and their impact on students' performance. A reason for selecting interview approach was to increase the reliability of results. Two different interviews were designed, one for leaders and one for teachers. This approach provided a clear view on the professional development of teachers from teachers as well as leaders.

3.5. Research reliability and validity

The validity approach taken in the study is more sophisticated, and various approaches are taken to achieve validity and reliability in the research findings. According to the statements presented by Humphries (2017) if the research methods applied are not validated in the research study, the results obtained are not considered valid. Many methods can be used to achieve research validation in the results; it is on the choice of the researcher to apply the most appropriate of them. For the validation of research methods, many methods were applied in the study. For example, a pilot study was conducted to ensure that the questionnaire developed is appropriate. Revisions were also made according to weaknesses observed.

The validity of research methods also shows how faithful are the results obtained in the study. In a qualitative study, the word validity refers to the tools used in the research study, as well as the method of data collection used. Just like presenting the result is considered an important part of the study, selecting an appropriate method for investigation is also equally important. In case the question of the study is authentic and appropriate for a research study, the selection of methods is also considered an important part of the research study, the use of best methods for the presentation of results is also an important part of the study.

To ensure that the research design used in this study is valid, cross-checking was also made of the research method with research question and method was compared with other studies. If the measure of observing the results in the study are providing same conclusion and repeatability in results, the results obtained are considered reliable (Mackey and Gass, 2015). The same was observed in the results of this study. Furthermore, reliability is a rate of measurement, because it is the ratio impacting on the accurate level of measurements. The reliability of results depends on three different types: 1- similar results for the continuous measurement. 2- stability observed in the measurements, and 3- Similar results in a specific time frame.

In the results obtained, it is observed that respondents demonstrated the high reliability of the tools used for the collection of data. In the methodology designed and adopted for this study, the researcher depended on the method of triangulation. Questionnaires and interviews designed for this study were compiled after thorough research and taking guidance from teachers. It was also ensured that the objectives compiled were fully providing results aimed to be achieved in this study.

3.6. Data collection methods

The research method used in the study is considered an important part of the study because it helps the investigator and respondents to understand the methods used for the data collection and their validity. Since mixed research methodology is used in the study, the triangulation method was used in the collection of data and increasing validity and reliability of results. This investigation used two instruments for data collection, interviews, and surveys, attached in the appendix. A brief explanation of the questionnaire used is given below:

Questionnaire for the students: the questionnaire for the students was based on total 10 questions with the yes/no option. It provided the valuable information and allowed to know about the relationship between the students and the principals and the effectiveness of the leadership of the school.

Questionnaire number 1 for the teachers: the first questionnaire was divided into two sections. The first section of the questionnaire was designed to get the background information of the respondents, which comprised of (name, sex, age, education level, education level). This information was an important part of the research investigation because we were investigating different people, who were needed to be separated by years of experience. The second section of the questionnaire for teachers consists of rating scale (1-9) methodology in which 1 represent not effective and the 9 represents very effective. The questionnaire included statements related to the qualities of a leader, specifically in school. It comprised 20 statements, all related to the qualities of an effective leader. The aim of the questionnaire was to investigate the leadership style of the principal by understanding the qualities and finding out the leadership style adopted by them.

Questionnaire number 2 for the students: the second questionnaire was designed in order to obtain the stance of the students regarding the learning environment provided in the school, teacher and principle abilities and qualities, and the extra-curricular activities. The scale that was used in the second questionnaire was the dichotomous scale based on the answers Yes and No only.

Interview - Interview was conducted from the principal and vice principal of the school that just included different important questions that allowed to know about the overall performance of the teachers and the students and the level of engagement of the principals with the students and their involvement and interest in different activities of the school.

3.7. Data analysis methods

The questionnaire's results were compiled in the form of tables, graphs, and charts. The questionnaire results were compiled using the interview approach and presenting the results in the questionnaire were presented using tables. The first questionnaire was related to the students, including yes/no questions and for the analysis graphs and charts were used. Two types of graphs were used to represent the data, one showed the actual number of the respondents while the other showed the percentage. The second questionnaire and the third questionnaire were also interpreted using the different graphs; however, the interview questions were simply analyzed using the thematic analysis.

The second questionnaire was designed to find out the relationship between the leadership styles impacting on the performance of the school and on the achievement of the students. Rest of the questionnaires were analyzed using graphs and charts. Whereas, the results obtained through interviews were compiled using thematic analysis, and analyzing them under the light of three

different leadership styles under evaluation of this study. Each statement is analyzed using combine graphs, so that clear results can be compiled and presented. In the end, the results obtained in the study are combined by keeping in consideration the leadership styles.

3.8. Research ethics

Conducting a research in the schools requires a lot of ethical consideration, which should be taken by the investigator in data collection. It was made sure that all the respondents participating in the study are satisfied, and not participating with force. In the research study conducted in the schools, many ethical considerations are needed to be taken. Before investigating the responses of the respondents, every respondent was shown the questionnaire, and a humble request was made to include their information on the demographics page. It was also explained to the respondents that their responses will be kept confidential, and their names are just used by the investigator, and will not be shown to principals.

All the responses received will be erased at the end of the study, and all the responses, suggestions, and opinions will be respected and put in the consideration in the research study because we want to investigate the leadership style of principal, and its impact on teacher's performance and students achievement. Some more ethical considerations were also taken in the study. During the preparation stages of the questionnaires for this study, teachers were involved in the development of the questionnaire, because their suggestion helped in the compilation of the questionnaire, and also in the collection of the results.

Before and after the research study, the investigator made sure that research conducted appropriately. First, the letter of permission was obtained from British University in Dubai and

provided to the principal of the school. These were ethical considerations taken by the investigators for data collection.

3.9. Pilot study

A pilot study was also conducted, involving principals, teachers, and students. Moreover, the pilot study helped in revising the questionnaires, both of interview and surveys. The pilot study comprised of 30 teachers and 30 students. It was also ensured that responses of the individuals are valid throughout the study, and they only give valid answers when investigated the second time. The responses received through the pilot study were compiled using the same methodology, because it increases research validity, and results obtained remain valid and classified (Bryman, & Bell, 2015). Some changes were made in the questionnaire after noticing the weaknesses in the questionnaire after the pilot study (Whitehead et.al, 2016). This further increased the validity of results obtained in the final investigation.

3.10. Data collection procedures

The investigator started to conduct this study by reading about the literature related to leadership styles used in the schools from journal articles and some book. The articles belonged to Google scholar website and lying in the last five years. After these readings, the questionnaires were initiated, and later on, the questionnaires were divided for teachers and head-teachers. The same separation also took place for the interview questionnaire. The questionnaire can be seen in the appendices.

Then the researcher conducted a discussion focused towards the development of the questionnaire, in the group in order to allow the investigator to reshape and rebuild questions in a better way. The

data was collected through questionnaire later on after the group discussion. These questionnaires were developed using survey monkey website. This platform was taken because it helped the respondents in accessing the questionnaire easily. An appointment was arranged with the school principals, either by phone or email, and permission was obtained. After doing so, the investigator paid a visit to the school to collect data.

Meanwhile, many visits were given to the school campus to encourage them for participating in the survey and interviews. In this way, validity and reliability of research were also ensured in research methodology. On one hand, the validation of the research study is the term, which tackles the issue of whether the study presented is valid and results obtained are reliable. The process of ensuring validity and reliability of the research methods was followed by investigation, and collection of data. According to the research article presented by Flick (2015), the research methods must be validated using various methods and approaches because it increases the reliability of findings.

Some of the respondents faced difficulties in answering the questions because they were not native English speakers. To solve this problem, the interviews and questionnaires were modified, and the number of questions was reduced without changing the validity of the research. The data collection process took three months, and survey monkey remained accessible during this period. Using a survey monkey helped in the collection of data easily, because the hassle of appointment was resolved. In order to clean the data, some open ended-questionnaire, presenting irrelevant results were deleted. As this study deployed the method of mixed research methodology, data were collected using survey and interviews.

For the collection of data from the questionnaires, the investigator made use of the codes related to the terms, and individuals of prospective participants. The research also used the method of analyzing the data using Microsoft Excel and compiling results using mathematical formulas of percentage. Data collected using interview was summarized and presented in the form of tables and charts where appropriate. These steps were taken for the collection of data and presenting them.

3.11. Strength and limitations of the study

The strength of the study is that it explicitly focused upon the single region of the world and the region which has not studied before. Moreover, the data used in order to construct its result is also, however, regarding limitations; it was very difficult to obtain data at first since schools were not allowing collecting data regarding their processes and leadership values.

3.12. Conclusion

In the research study, it is important to identify the research steps taken for the analysis, and the various ways took for analysis. This study is based on using the mixed research methodology, and data is collected using questionnaires. Two questionnaires were developed, one for the interview, and one for quantitative responses. This research presents the investigation after investigating more than 90 teachers, 1 vice principal and more than 90 students. The questionnaire was validated by using various approaches; one of them was a pilot study. The presentation of results is provided in the next chapter in the forms of tables, and graphs.

CHAPTER 4 RESULTS, DATA ANALYSIS AND DISCUSSION

4.1. Introduction

This chapter will be providing the different results, analysis and the proper discussion of the data collected in the form of the responses as a result of data collection. In this research, data was collected through the quantitative and qualitative methods both and the sample consisted of students, teachers, and the school principal. For the students, a questionnaire with the yes/no responses was developed, moreover for the collection of the data from the teachers, Likert scale format was followed, and an interview was conducted with the principal. The later sections will be providing complete results and the discussion for the different responses so that it would be easier to draw a proper result and conclusion from the responses that are attained.

4.2. Results and data analysis

4.2.1. Interpretation of survey results

The survey was conducted using different questionnaires and different populations at different times. Therefore, the results are also interpreted in different sections.

4.2.1.1. Students

Most of the students responded that the environment of their school is positive; while some students said that they do not think that their school environment is positive. There are different reasons that students may find their school's environment as ineffective. Different educational planners usually map out different strategies through which they ensure that an optimal

environment is provided to the students. The academic environment is considered as the significant factor to be associated with the major difference between the high performing and low performing schools. Moreover, the main focus related to the academic environment has presented the concept that the learning environment has provided that the schools that focus on the environment usually attain positive results. There are different measures related to the academic environment and these are linked to the achievements of the students. An environment that is not safe for the students, with the numerous discipline problems. Besides that, it allows creates the problem for the teachers and the principals. It deviates the focus of the students and does not allow them to concentrate on their studies. Social problems also have the negative impacts on the performance of the students and a safer environment will save them from the different behavioral problems. The reinforcement of a safer environment usually motivates the students and increase their performance as they feel good and are more likely to focus on their studies. For decreasing the different behavioral problems among the students, it is needed to provide them with a safe and secure environment (Urickand Bowers, 2011). It was also asked by the students that whether their teachers help them or not, then most of the students said that their teachers help them out in understanding different things. Though some of the students replied that they do not find that their teachers help them out.

Teachers who help out the students in different ways usually help them out in memorizing knowledge and usually they motivate the students and make them realize the responsibility for learning. Students' focus is needed to be effectively shifted towards the different learning concepts and a teacher can contribute to the overall understanding of the students. Teachers can deliver their lectures in a clear way by illustrating different things, explaining different concepts in an effective way. Teachers also support the students in understanding the different perspectives of a subject. They allow the students to tackle different problems helping them to overcome their issues and

developing their personalities (Šteh, Kalin, and Mažgon, 2014). 74.49% of the students said that they are provided with the different opportunities to develop and polish their skills and the remaining students think that they are not provided with the same opportunities, therefore, it is needed that their teachers and the leadership of school should provide them the opportunities to engage themselves. Next question was related to the different curricular activities and co-curricular activities that whether the teachers and the students help them out or not, it was seen that most of the students were in favor as their teachers are greatly involved with them and this allows them to develop different skills in them. The next question was related to the teaching style of the teacher and most of the students said that they like the teaching style of their teachers. It depends on the teaching style if the teachers that how they help their students, involve them and get their skills polished. It is important that the students should not afraid of their teachers so that they would not be hesitated to ask anything from their teacher. Another question that was asked from the students was related to the school principal that whether they take interest in the different activities of the students or not then it was seen that about 65.98% of the students were those who said that their principals take the special interest in the different activities of the students and the teachers. Involvement of the leadership in different school activities is also important as it provides the support to the teachers and motivates the students to increase their overall performance whether it is about their studies or the other activities. About 61% students said that their principal makes it sure they talk to the students once in a month thus indicating that it is needed that the principals must focus on building different communication channels for interacting with the students to motivate them and keep them focused towards their studies. When asked that whether the students are always encouraged by the principals or not in different activities then it was seen that a large number of students said that they are supported by their principals for all the achievements they

have made. Thus, it indicated that the principals play an active role in supporting their students and their support means a lot to the students. The last question that was asked from the students was related to whether the students are provided with the different certificates for the different achievements they have made then most of the students said that they are provided with different certificates and the awards when they make achievement or perform well whether it is about the academic performance or it is related to the achievements made during extracurricular activities. It can be said that principals play a very important role when it is related to the different achievements of the students, they have the ability to motivate the students, inspire them and provide them with a number of different opportunities that could very easily allow them to grow.

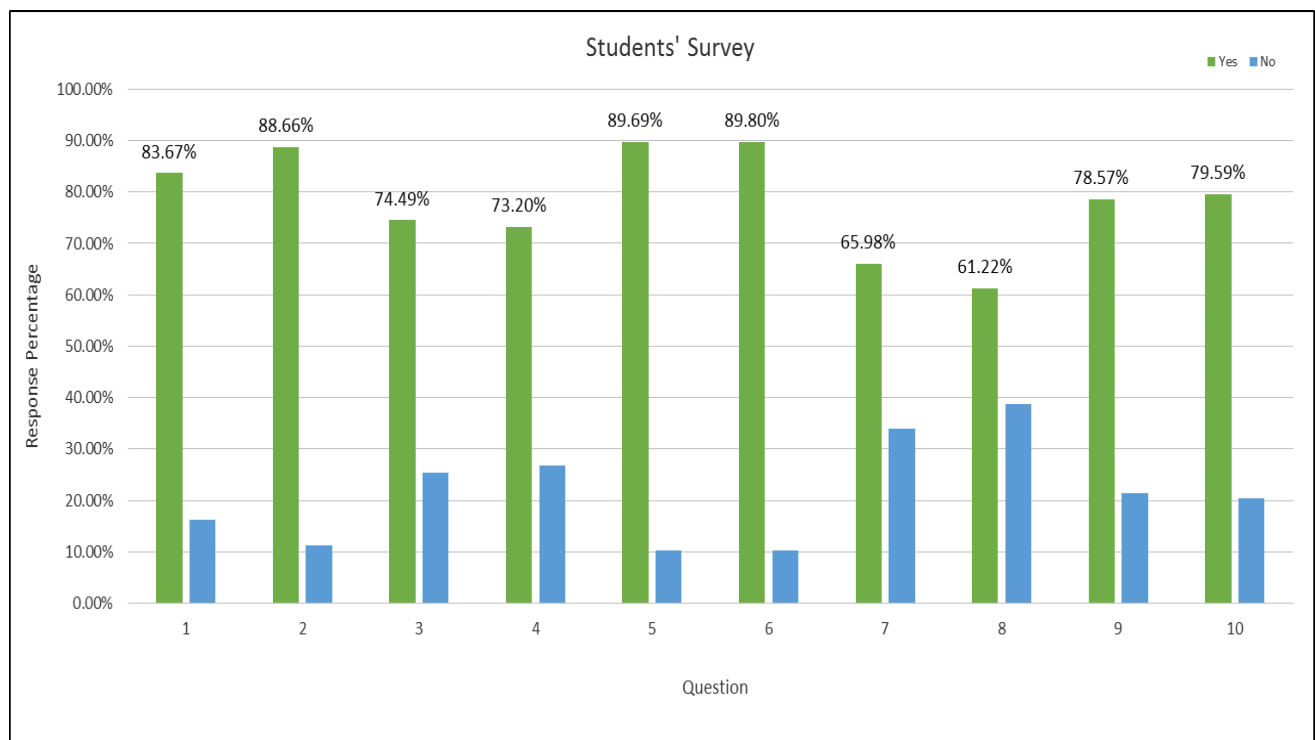


Figure 2a Illustration of survey conducted by students

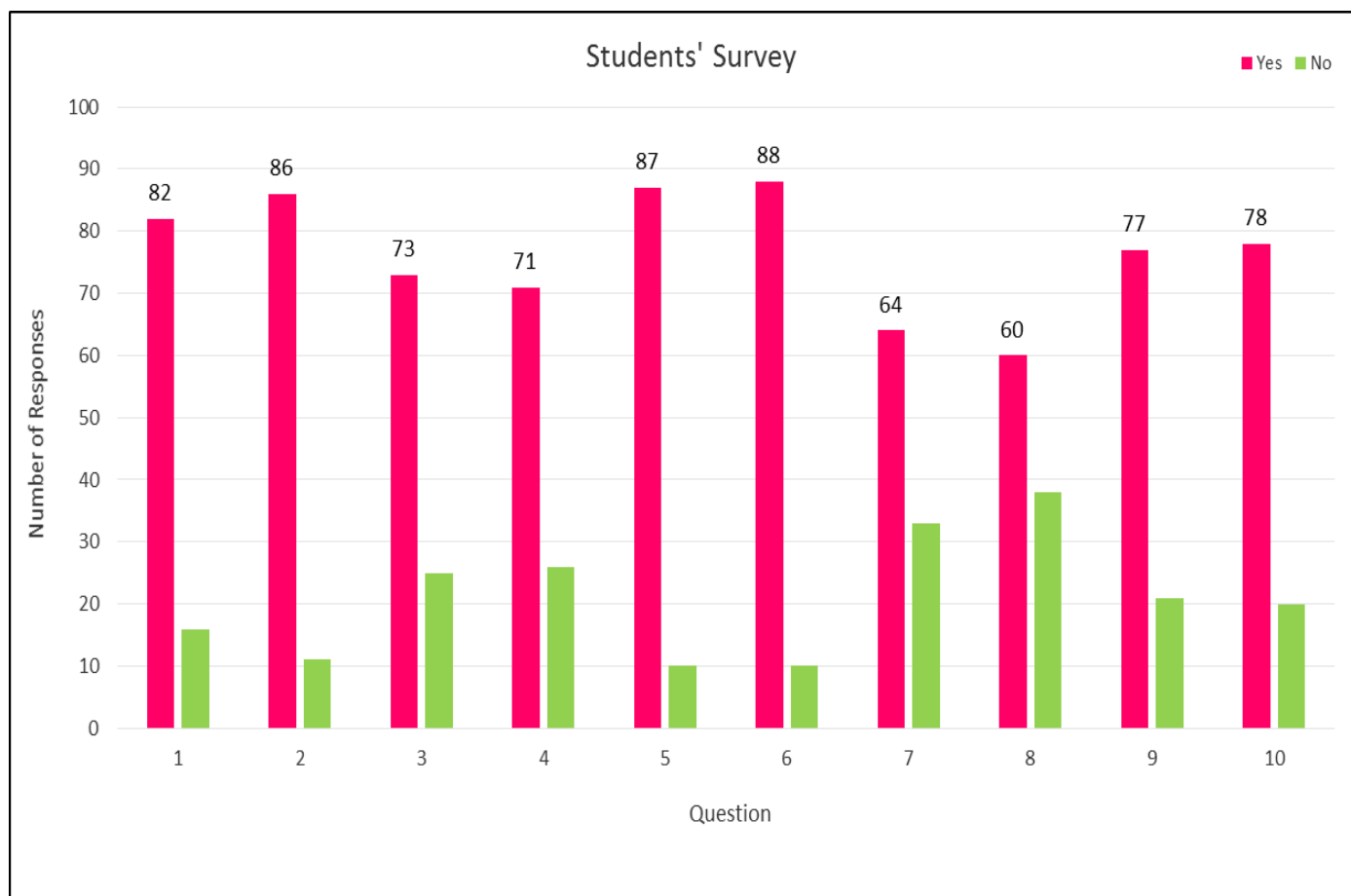


Figure 2b Illustration of survey conducted by students

4.2.1.2. Teachers

For the teacher's survey, another questionnaire was designed that was aimed to collect the responses from the teachers. This questionnaire was provided with a 10-point scale that ranging from not at all effective to extremely effective. There was a total of 87 respondents who were included in this survey. This section will be providing the interpretation for the different results of the survey. The first question was related to whether the principal understands the different values that are just related to the education or not, so it was seen that only one teacher selected not at all effective, 1 selected slightly effective, 5 selected moderately effective, 50 selected very effectively and the 30 selected extremely effective. It shows that most of the teachers have the opinion that

their principals understand their needs and provide a proper support to the different activities that are related to the education. Another question was about the realization of the different goals of the schools, that how the principals engage the teachers in making them aware of the different needs that are related to the vision and the goals of the schools and it was seen that 2 respondents selected the option of slightly effective, 3 selected moderately effective, 50 selected very effective and 32 selected extremely effective. Next question was about whether the principals support different programs that are related to the betterment of the students then it was seen that 1 respondent selected slightly effective, 8 selected moderately effective, 38 selected very much effective, 40 selected extremely effective. Next question was related to the effectiveness of the communication between the school principals and the other teachers and it was seen that 1 selected not at all effective, 1 selected slightly effective, 7 selected moderately effectively, 49 selected very effectively and 29 selected extremely effective. After the analysis of further questions, it was seen that most of the respondents agreed that there is the need to prepare a proper plan and then implement it properly for facilitating the proper communication between the teachers, staff and the students as the proper communication allows to easily overcome different issues, identification of the proper problems and then the solutions for these problems. Moreover, most of the respondents also said that their principals are also interested in making the use of the different resources from the outside that are helpful for the professional and the personal development of the people. These resources might include the human or the financial resources. For example, involving the people from the outside who can provide the help to the teachers, helping them out in their learning and development or arranging different activities for them could be beneficial. On asking the question about the feedback provided by the individuals that whether it is considered by the principals or not then most of the teachers said that their principals consider the feedback

that is provided by the others and they take part in bringing the different changes that are needed. Moreover also it was seen that different aspects of the education were seen to be considered by the principals so they continuously look out for the different opportunities that will be providing them with the different opportunities to increase the interaction with the outsiders that will allow the teachers to develop different skills among them (Al-Safran, Brown, and Wiseman, 2014). Most of the teachers are provided with the effective information related to the different changes and the programs that are going to be happening in the future. It was also seen that most of the principals adopt the positive leadership style including the supportive or the participative form of the leadership style that allows bringing a number of positive changes for the people. When asked about the assistance provided by the principal then most of the teachers said they are provided with the effective support and help whether it is related to the professional or the personal development. Teachers agreed that the principals help out them in understanding the vision properly so that they are able to overcome different things that could provide them with the different opportunities bringing the benefits to them. Proper guidance is provided to the teachers whenever they are needed for the provision of the effective support and other activities that could lead them towards the success. For the determination of the different directions of the different objectives, it is important to pay attention towards the different important. Overall the attitude of the principal is supportive, and the teachers are provided with the effective support and the help whenever needed. On the basis of their experience, it is seen that the principals form different policies with the management that includes different points for the positive development. Though there can be some exceptions in which it is possible that the principals might not be acting in the same way as they are needed too. When asked about the information related to keep the students together or to help them out for the further success, then most of the teachers had the view that their principal help

them out in managing different activities like different events to involve the students in increasing their interest towards the studies or to provide them with the different opportunities to learn new things. Also, most of the respondents said that their principals are always ready to bring new ideas and provide the different suggestions that are needed to bring the betterment. Communication is also an important part that ensures that the different activities running smoothly and hence to complete different activities successfully the principal of the school use different ways of direct and indirect communication for the students.

Different teachers agree that they actively participate in different activities, consider different things that will be bringing the positive changes for the students. It is important that the students should not only participate in studies but also, they are needed to take part in other activities that will be helping them out to groom themselves. Most of the teachers also said that they cooperate with their principal and together work as a team to ensure that how the students can be provided with the different chances to polish their skills. It is important to develop a friendly environment where students do not hesitate to communicate about their student with the teachers. A positive environment is needed to enhance the learning capabilities of the students; besides that, it is also needed to maintain discipline and not violate the different rules and regulations.

It is needed that the leadership in schools should support the teachers and the learning environment in the school. The success of the students and the teachers also depends on the way the leadership deals with different matters. Principals have their ideas about how to lead the schools and their success also depends on the way they are perceived by the teachers. If teachers consider that the principal is negative, then there will be different problems as the negative perception leads towards the lack of confidence in the leadership. So only teachers do not need the support from the leadership, also the principals need the full support of their team (Beatriz, Deborah, and Hunter,

2008). The leadership of the successful schools is seen to be trusted by the parents and their team during the challenging conditions. They also try to provide the platform to the students and the teachers both where they would be able to enhance their skills. They usually get associated with the other partners including the different sports club, business groups or the welfare organizations and with the integration of the different activities in the school it will be opening the doors of different opportunities. It also depends on the context of the school, how the different challenges are perceived and have the implications for the leadership practice. The different features that could bring the changes for the principals might include the background of the students, the size of the school, staff, and the level of the school along the type of the school (Firmaningsih-Kolu, 2016).

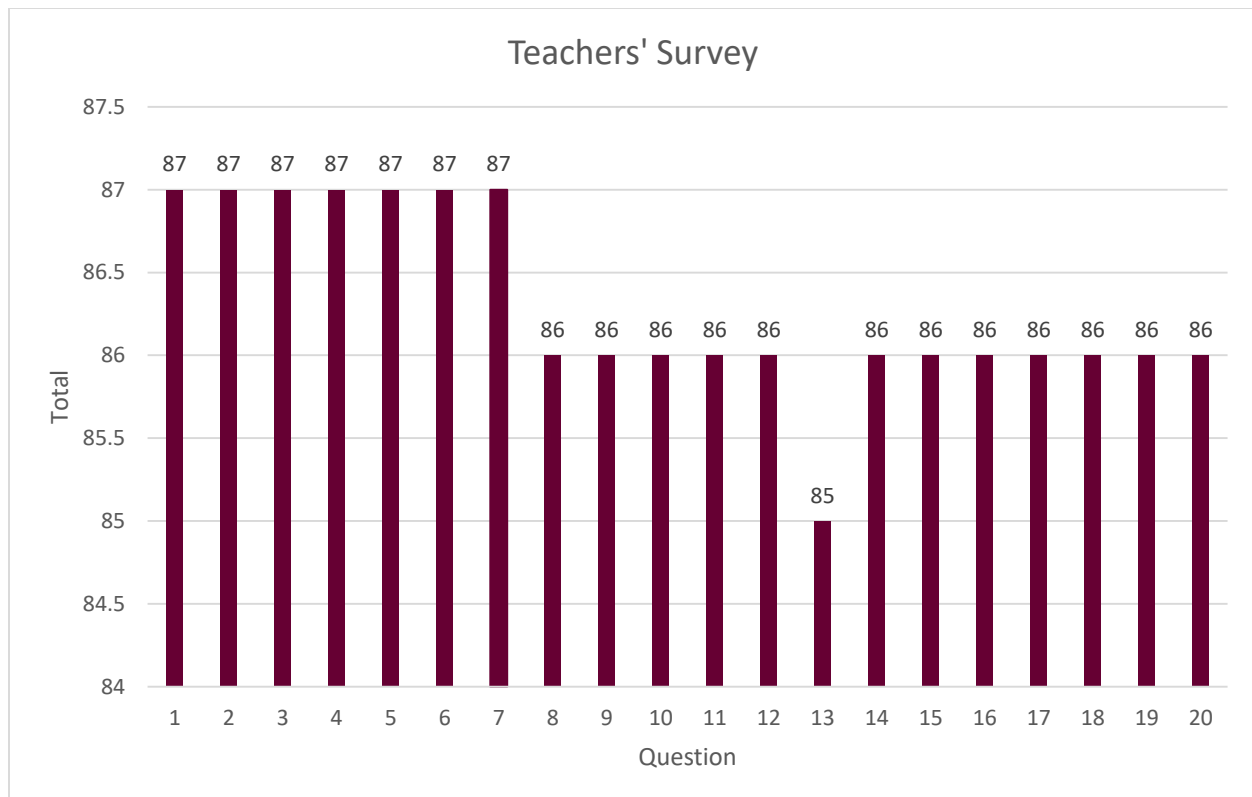


Figure 3a Illustration for Teacher's survey

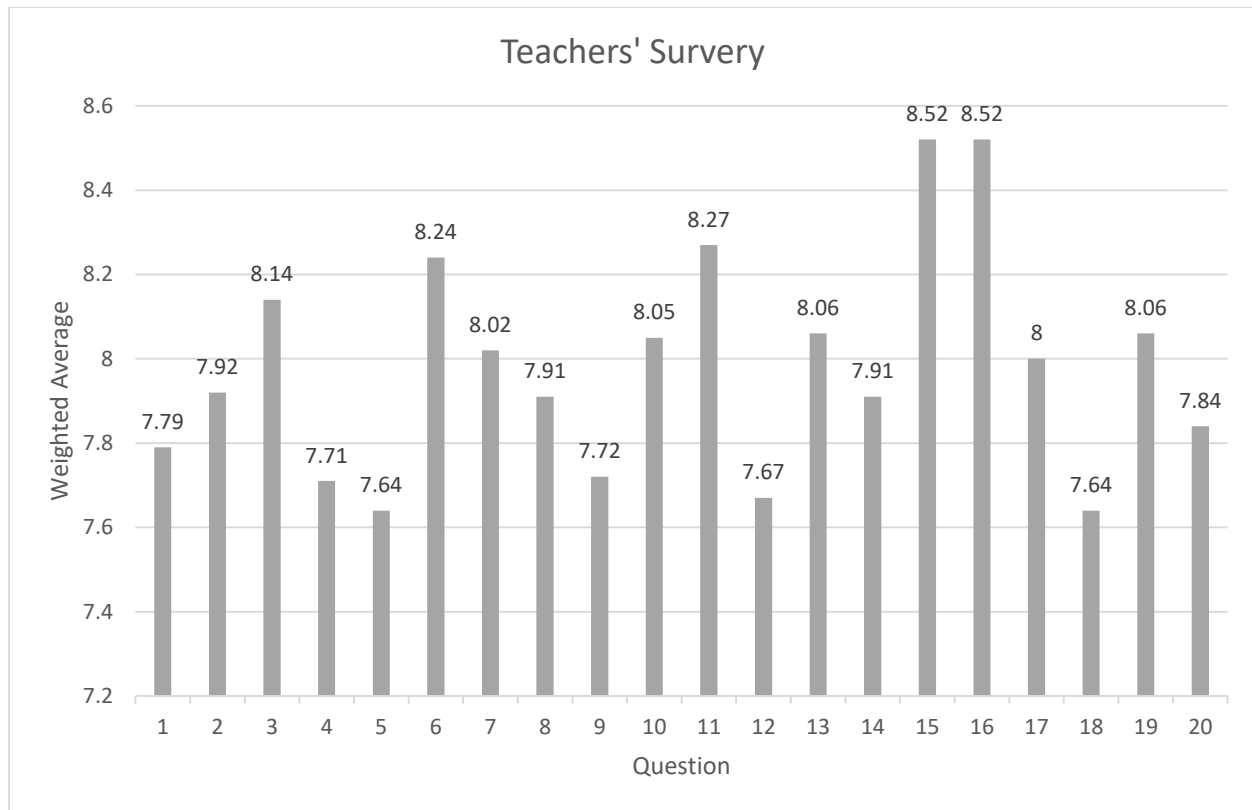


Figure 3b Illustration for Teacher's survey

4.2.2. MLQ Questionnaire interpretation

The MLQ questionnaire provides the chance to know about the leadership style. For the determination of the leadership style, the MLQ questionnaire for provided to know about the different factors including the idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent rewards, management by exception and Laissez-faire leadership. The calculated scores indicated that factor 1, 2, 3 and 4 are strong. Factors 5 and 6 were reported to be moderate and factor 7 was low. Idealized influence (factor 1) is associated with the vision and the realization for the mutual trust that allows gaining the confidence from the fellows (Ng and Rivera, 2018). Factor 2 is the inspirational motivation that is strong. Inspirational motivation is related to the optimism and increased expectations that indicate the different

possibilities. The third factor, intellectual stimulation that seeks the innovation in the old methods and allows to consider different problems using the new ways. The fourth factor is the individual consideration that allows providing the individual attention to everyone. This factor allows the others to feel special. The fifth factor is related to the contingent rewards which indicate the degree to know about the different things that will be rewarded. It also allows focusing on the expectations and accepting the efforts made by the others thus motivating them. This factor is moderate according to the findings. The next factor is related to the Management-by-exception that makes the assessment for the different jobs, allowing to know about the other requirements that whether there is the need to change or fix the things or not. Changes are only made when needed so the unnecessary changes are usually avoided. This factor was found to be moderate. The last factor was related to the Laissez-Faire in which people are allowed to do the things themselves and a little help is taken from them. According to the results, this factor was low, or this factor was missing.

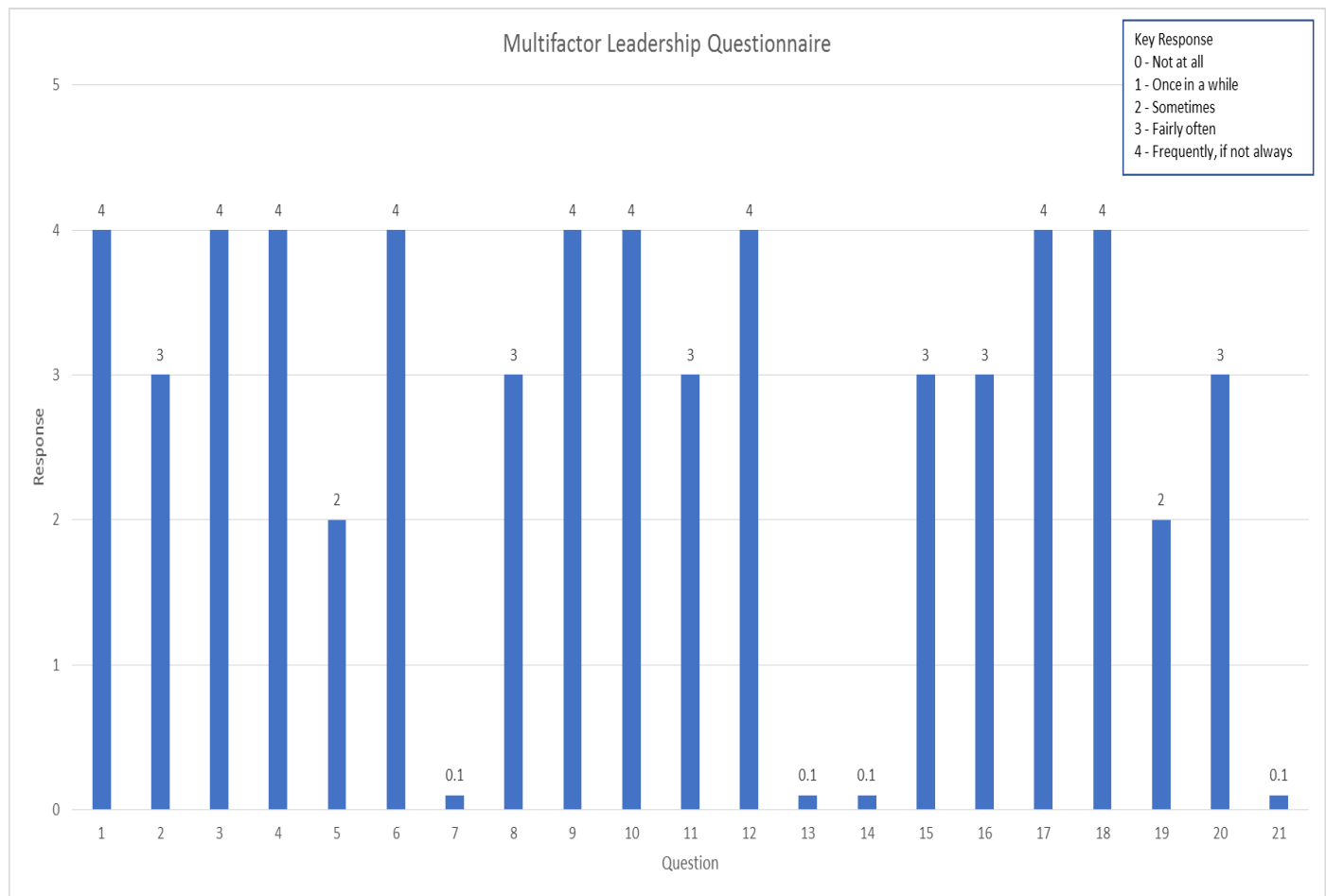


Figure 42 Illustration for MLQ responses

4.2.3. Interpretation of Interview from Principal

For the purpose of the interview, the researcher conducted the interview with the principal of the selected school. It was a detailed interview and the questionnaire was divided into different sections. It was a face-to-face interview and the meeting was scheduled with the principal after his willingness. As the interview was long, therefore it was preferred to record this interview so that it would be easier to interpret the interview. The principal of the school is a qualified educationalist and holds a Ph.D. degree with 35 years of experience in this field. He has been working in this

position for the past 7 years. After taking his charge he read all the important policies and the documents related to school and then set a proper plan for the development of the school.

The principal told that their school is a big school in Dubai and they have other branches in UAE. Ministry Curriculum is followed in the school and the main purpose is to provide the educational opportunities to the needy children so that would be able to get a quality education that is based on the values of Islam. They also want to emphasize on the charitable work. Their vision is to prepare a generation that would be committed to the nation, emphasizing the advanced positions. According to him, their needs are based on the continuous development in education, so it is needed that different teachers should develop themselves professionally and provide the different educational resources for the development of the students and increasing the creativity. For fulfilling the needs of the teachers and the students, proper planning is needed which should be the basis for the curriculum development.

When asked about the different changes, then he said that the first thing he did was to focus on the professional development programs and the renovation of the whole school. He focused on the development of the teachers as teachers are directly involved in the development of the students. He provided the proper guidance for the curriculum development and developed a special program for the training purpose. A proper department was developed for taking care of all these activities and providing a proper support for the curriculum development. Special focus was given to the SEN students and to make the whole environment attractive for the students' renovations were carried out. STEM program was also introduced with the cooperation of the action care for fostering the innovation and the creativity.

He said that he would not say that he did something different from the others, but he took several important steps when it was related to the development of different areas that were needed to

address. He also felt that these important steps just brought a positive impact on different teaching practices and the learning processes. Such steps have allowed him to motivate the teachers and the students and bring the positive changes.

He also discussed different training programs that he just designed for the training purpose of the teachers. A proper survey is conducted in which the different needs of the teachers are determined. Moreover, a professional development plan is also designed that is needed to fulfill the different needs of the teachers so that they would be able to overcome different problems and the issues that are usually faced. Teachers are provided with the different opportunities and are trained according to the new trends that are needed to be followed in the field of education. Still, it is needed to consider the different training needs of the teachers. It is needed that the teachers should bring creativity and innovation to different lessons. It is also needed to bring the changes and the differentiation according to the needs of the children.

The gifted program in the school is still in the infancy stage. The SEN team just worked and identified such students, thus they included them in different competitions and the activities of the school. However, it is needed to focus more on the different competitions. Communication is another aspect and therefore in the school, different modes of communication including the emails, memos, meetings, and SMS are followed. Teachers take care of the students and a support team with a proper administration staff is also present.

Different students are handled in the different ways considering their abilities and personalities. Different social workers are usually provided with the different strategies that are needed for bringing the betterment. Also, parents play the important role and therefore are needed to be involved whenever felt.

Teacher empowerment is something that is very important. Teachers are needed to express their views freely and participate in decision making. The feedback and the suggestions provided by the teachers are considered according to the different conditions.

The principal also told about the different strategies that he usually follows for the purpose of professional development. First, an analysis is done and after that, a proper plan is set according to different needs. Teachers are provided with the proper training plan that encourages them to get easily engaged in different activities. According to the principal, the personal development program is on-going and job-embedded both.

The principal considers that he should be a role model for others and therefore he first focusses on his personal development in the context of the different educational programs. He also thinks that a good leader is a person who is capable to influence his people positively for fulfilling the common goals. For the management of the performance of the teachers, different teams are there including the administrative and the academic teams. Mostly the teachers are given with different opportunities to observe the things and follow up the progress. This whole process is properly carried out and a report is prepared at the end of the year.

When asked about the implementation of the curriculum and the facilitation of the research processes then it is seen that the research process is facilitated by using different ways. On the basis of the research, different training programs are developed, and the teachers are provided with the different pieces of training.

On the basis of the different observations, an academic and the administrative teamwork to monitor the performance of the teachers. Teachers' performances are observed at the start of the academic year for knowing about the different needs. Diagnostic observation for considering the different needs and knowing about the capabilities of the teachers, different plans are set. An effective plan

is needed to monitor the different activities for the proper implementation, the first different goals are set and they are checked whether they are reachable or not. A strategic plan and a proper action plan is carried out for bringing the improvement. Every goal is evaluated on the regular basis. The other details provided by the principal were beneficial as he discussed the type of the leadership that instructional and transformations leadership styles are followed in the school. The culture of the school is friendly and positive so that a positive environment for the learning of the students and the workplace of the teachers is maintained.

4.3. Discussion

According to the Wallace Foundation (2013), there are five main responsibilities of the principal that includes the development of a common vision for the success of the students considering the different standards. Moreover, a positive culture and a cooperative environment are the things that are also the responsibility of the leadership. A positive leadership style can contribute to the betterment of teachers and students. Bringing the improvement in the instructions and allowing the students to learn effectively is also important. The improvement in managing the people, processing of the data and the other needed things is important. People management and data processing and other different tasks are needed for bringing the overall improvement.

Principals in the different well-reputed schools developed a culture that just empowered the teachers and developed their confidence related to the teaching profession. A positive culture in the school brings the main reasons for the different schools to increase the overall effectiveness of the schools that how they have just increased their overall performance. For instance, a principal considering different ways to increase the comprehension in reading and valuing the different suggestions. As the teachers provide the value to the expertise of the teachers and allowed to bring

positive culture in the schools, the students of the certain schools are potential to achieve a higher degree of success. Moreover, the principal of the school could allow teachers to adopt new approaches to effective teachings; the continuous cycle of improvement is probably to be observed in the school.

Considering the aforementioned literature in this dissertation, it also indicates that the one key person that is responsible to change the climate of the school is the principal of the school in many ways. According to the research of Green, (2010), the climate of the school is the characterization of the environment, the personalities, and the ethos of the particular school. On the other hand another definition of climate of the school was given in the literature which suggest that it is based upon the patterns of experiences that people have regarding the setting of school which reflects into the various aspects of the school such as principles, values, objectives, goals, relationships between teachers, students and principal, the practice of learning, and the structure of the schools (Thapa et.al., 2013).

There has been observed an increase in the job duties of the school leaders as the consequence of the increasing amount of public inspection to evaluate the work of school leaders. There are many of the pressures that are being faced by the principal of schools nowadays which is not even the internal pressure of school but that is concerned with the external legislation on the schools which mainly include budget limitations and legal mandates. In such scenarios, it is vital for the principal to understand that these external stressors should not impact the internal practices of school, however, there may be faced certain indecision regarding which step should be taken in order to tackle those external issues. The appropriate leadership style is vital to be adopted that provide benefit to the schools. In the literature review chapter, as well as the information gathered by the primary sources reflects that school principals are bound with one of the basic and crucial

responsibilities regarding school is that they have to supervise as well as evaluate the performance, skills, and abilities of teachers in their schools. The reason behind this primary responsibility is also elucidated in the research of Firestone (2014) that the significance behind supervising and monitoring is that it contributes towards the fundamental of human resource management within the school since it assists in the process of selective retention and removal of teachers. The primary research of this dissertation also supports that supervision and evaluation is the process that makes sure that the performance of the teachers in the school kept on rising along with the enhancement in the outcomes of students.

According to the research of Vanblaere and Devos, (2016), it is the basic responsibility of the leaders in the school that they cultivate the learning environment for students. In order to do so, the principals of the school should have to be conscious about what their school teachers are teaching in the classrooms and how students perceive the information that has been taught to them. The primary data analysis also supports this point that in order to provide effective, valid, and constructive feedback, the observation and evaluation are required. In the light of literature that has been discussed in the second chapter of this dissertation, and the primary data analysis, two of the methods for the principal was discovered to be effectively gain insight of the classroom in the schools which are namely observations and walkthrough.

Literature has also supported at the various place that the involvement of teacher in the class is very necessary so that student can completely comprehend the teachings. The results of the survey from the students also support that involvement of teacher act as the motivation for the students that assist in improving the overall performances of the students. On the other hand, it has also been revealed that teacher involvement in the school is potential to impact on the performance of

the students only however, the involvement of the principals is probable to impact upon the performances of the students as well as the entire school also (Dimmock and O'Donoghue, 2014). A leadership style that most of the principal adopt in order to bring various changes in the school, teachers, and students is provided as the supportive or the participative leadership styles and the primary data has also supported that principals adopting these leadership styles are most likely to bring positive change in the setting of schools overall. Maintaining a strict and harsh environment in the schools regarding every aspect is the phenomena that give rise to certain other problems of learning and conducts (Black, 2016). In this regard, the primary data of teachers' survey reveals that positive and friendly environment increase the opportunities of learning and encourages the active participation in the classroom, however, this friendliness must be subjected with certain rules and regulations.

4.4. Conclusion

By the results, its interpretation and discussion, it has been disclosed that leaders of the school play an important role in building the learning environment in the schools. Moreover, they are held accountable for the achievement of students in their schools. The effectiveness of the learning environment in the schools is based on the supervision and evaluation of the principal that allows better opportunities for improved performances. In the current times, there are lots of external pressure on the principals of the schools which suggests that adequate leadership is necessitated for the principals that facilitate them to tackle the stressors well.

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The strong forming part in the process of teaching and learning is the effective and successful leadership of the principal. Many of the researchers from the prior times have proved that leadership plays a tremendous and vital role in the process of education. The principals of school along with their teams such as vice principal and certain teachers or administrative team hold the entire responsibility of enhancing the learning of the students not only inside the classroom but outside also. There is no uncertainty that principals of the schools possess an effective influence upon the students and the environment of the school for the reason that they characterize the superior example and act as a role model that can be followed by teachers and students. With respect of the pedagogical aim of this dissertation, it is to investigate the relationship of effective leaders in the school with teachers' performance and students' achievement. This study has also examined the deviation between the perceptions and the practices in the learning process with respect to the leadership style and discusses how the leadership behavior of the principal can impact upon the performances of teachers and achievements of students. In order to elaborate on these elements and represent their relationship, there is a number of factors, concepts, and theories are presented in the literature.

The focus of this research is on the practices of teachers and principals in order to determine its impact upon the achievement levels of the students. The methodological approach of mixed methods was used in this study where qualitative findings and quantitative findings were entails in order to reach the final conclusion, results, findings, interpretation, and recommendation of the dissertation. Instead of incorporating only a single approach of methodology, this research consists

of two approaches which would not restrict the data sources thus the findings will be all encompassed. By the help of this dual method approach, the dissertation received a holistic perspective in order to highlight many of the challenges, issues, and practices which are straightforwardly linked with the principal and teachers' relationship and its impact on the students' achievement. The data that has been gathered by the help of literature, interview, and survey and its analysis as done by the researcher implies that it is the obvious substantiation that the input of leaders and teachers in the school hold significant impact upon the academic achievement of the students as well as it also impacts upon the entire environment of the school. The results of the analysis lead towards the conclusion that leadership practices that are applied by the principal on certain problematic areas were helpful for the students since it assists them achieving the high grades and it was also reflected in the level of satisfaction among the teachers by their responses in the questionnaire survey. This dissertations' result asserts that the performance of the principal effects upon the teachers and directly impacts on the performances of the students which helped them to improve their learning.

Despite the contention concerning the impacts of the performance of the instructors and the standards' examples of leadership, it ought not to be precluded that each from securing them has his own particular consequences for the students' accomplishment. The adequacy of school principals in driving their schools implies that they utilize every one of the assets they have in a powerful way that prompts the satisfaction of the points of the instructive association driven by them. A standout amongst the most vital assets is the educators. The manner in which the principals deal with their relations with the educators obviously influences the students' accomplishment and at the same is influenced by their own particular states of mind towards their activity and perspectives concerning the few conceivable principles they execute as principals. Analysts

examined and gave opinions about their discoveries. Some of them focused on the principal's role as a pioneer and concentrated on the characteristics that make administration compelling and fruitful. They led that a successful primary ought to be innovative and enthusiastic and a leader ought to be composed in dealing with the assets. A portion of the scientists underlined on the principles of principals as leaders and managers.

This examination is vital and propelling for the educators as well as for the principals as it gives them mindfulness about the results of their exhibitions and the impacts of their activities. Thus, the procedure turns out to be anything but difficult to build up the sorts of connections that have a positive effect on the students and their accomplishment and subsequently enhances their expert aptitudes. Teachers who have aspirations to be principals can profit by such research in shaping a viewpoint about the calling they need to hone, the abilities they have to get as necessities for being a fruitful key and the difficulties they may look in it and how to be set up for them. The importance of this examination springs from the reasons it means to accomplish. Primarily, it expects to handle for the absence of information concerning the connection between instructors' performance and the schools' principals' adequacy and their effect on students' accomplishment in Dubai. Moreover, to advance the logical research and extend the learning about the subject as long as the Dubai locales are considered. Also, through investigating these focuses the specialist expects to think of a strong, steady and honest depiction of the present circumstance in the schools of Dubai concerning the connection between educators' execution and important viability and utilize this portrayal to frame valuable suggestions that are potential to have constructive and productive impact upon the educational process in Dubai.

In view of the discoveries from the present examination, the conclusion of this dissertation can be drawn. In a general perspective, instructors' practices and effectiveness of principal of the school

are identified with one another. Information in this investigation uncovered that the most grounded connections happened between principals and educator's relationship and accomplishment of students. Educators in this examination who evaluated their principals high on the spaces of interchanges, principals rehearse, and detailed solid sentiments of strengthening in regard to proficient development. The information showed a direct connection between principals' practices and understudies accomplishment. It created the impression that teachers in this examination saw that principals decidedly impact the instructional abilities present in the school through clinical supervision and learning of viable guidance. It created the impression that teachers who appraised principals high on the area of instructors' expert development saw that they themselves were having any kind of effect in their schools. Apparently, educators' reactions to the principals' practices were appraised high by furnishing exact information about accomplishment with the principals who keep up close associations with them. The information showed a high connection between educators'- principals' connections and the accomplishment of students. It created the impression that instructors in this examination saw that principals who adequately sort out matters, undertakings, and individuals are viable in engaging others through participative basic leadership. Thus, it is not wrong to conclude that there is a need of persistent attention in order to enable and maintain the leadership since there is a lot of work that is associated with the job of a principal. In the interviews with the principal and vice principal, it has been revealed the leadership in the form of teachers or principal is probable to impact on the effectiveness of the school however there is a constant demand of time and considerable efforts from the side of the leader. The principal and teacher that were interviewed stated that besides the act of monitoring the issues of the institution and the instructional issue of the teachers, they also oversee their leadership capability. Moreover, building the leadership capability among teachers allows the rapid improvement and achievement

among students. Hence, there is a lot of effectiveness associated with the leadership abilities of the principal in order to improve the performances of the teachers and help students to achieve high grades and learning environment.

5.2. Recommendations

In the light of discussion and the above-presented conclusion, this section of the dissertation provides some of the recommendations that the principals of schools in Dubai must consider in order to improve the learning environment in their schools and enhance the achievements of the students. It is recommended for the principals that they should devise clear and unambiguous purpose of the schools and sets the priorities that will facilitate the teachers and students to be innovative and autonomous inside the defined boundaries. It is also recommended for the principals to facilitate the teachers and student with the plenty of resources that will allow them to take the constructive decision and present productive suggestions instead of pooling opinions. In the process of creating distinct, unambiguous, and achievable goal for the schools, the principal must involve the teachers and administrative team as well so that they can observe their own growth and development. Principals must ensure that teachers and the students are given with the relevant and timely information that helps them to improve their learning process and also facilitate them in adjusting their capabilities.

The skills that are recommended for the principals to build is the enable the teachers to successfully teach so that students can easily comprehend. It can be done by providing training to the teachers from the principal. It is also vital for the principal to establish and empower such culture in the school which makes the teacher and students hungry for the facts and proofs for the given information and along with the ability to face the vile facts at times when findings do not turn up

as projected. For the efficiency improvement, it is vital for the principal to provide the useful time mean of communication in order to collaborate. Principals are required to intervene more often with the students so as to know about their stances, issues, and problems timely. The effective leader is the one that establishes the clear direction for its teachers and influences them to move in that established direction. It is also recommended for the principals that in order to exhibit the leadership behavior, they should devise the common vision which is potential to address the needs of the teachers and students in the school. A leader is a unique position that should be visualized along with its followers, not above the followers. In the last, it is necessary for the principal to ask certain questions to themselves regularly such as what can be done in order to enhance the progress of the school, or what are the improvements that are required in building my character as an effective leader.

5.3. Final Advice

At the end of this dissertation, there are some of the advice given in order to finish this dissertation on the positive note that every principal of the school is at the place of leader however teachers can also be at the place of leader and teachers can also play their role to lead students. The only question that matters is that what type of leader are the teacher and the principal and what kind of the change the leader does can bring towards the improvement. On the path to becoming a great leader, it is vital to reorder the priorities and influence the followers that will ultimately fulfill the purpose of being a leader. To master the art of leadership for any field, it is necessary to consider that learning is the master skill that is required in the leaders thus it can be said that leader is always a learner. In order to become a great leader at school exhibit the attitude of confidence that the positive efforts are potential to bring change in efforts and performances of the teachers and

achievement for the students. The leader put their process into the implementations which foster the fundamental changes. Greatest leaders are the one that connects their vision of the school with the hopes and dreams of their teachers and students. In this case, a leader can take the support of the action which is reminding their work's importance which allows linking this with the higher purpose.

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APPENDICES

Questionnaire for Teachers

Directions:

You are needed to fill this questionnaire that is intended to collect the data for the research that is being conducted. Below are the directions how to fill this questionnaire.

1- Name:	-----
2- Sex:	Male ----- Female -----
3- Age:	20-30 -----
	30-40 -----
	40-50 -----
	50 and above -----
4- Educational level:	
	High School -----
	Bachelor -----
	Diploma -----
	Master and above -----
5- Years of experience:	
	1-5 Years of experience -----
	6-10 Years of experience -----
	11-15 Years of experience -----
	16 Years of experience and more -----

For each item, select the response that describes HOW EFFECTIVELY YOUR PRINCIPAL PERFORMS EACH SKILL.

1-----2-----3-----4-----5-----6-----7-----8-----9

(Not Effective)

(Moderately Effective)

(Very Effective)

1. Our principal supports and helps the entire faculty in understanding the different values related to education ☐

2. Our principal always makes us realize the vision and the goals that are set by the school ☐

3. Our principal supports different changes that are in the better interest of the students. ☐

4. The effective communication between the teachers and the principal makes it easier to work together. ☐

5. A proper plan that is needed to promote the cooperation among the staff, management and the students, is developed ☐

6. The principal makes the effective use of different resources from outside the school that assist the development and the evaluation of the school. ☐

7. The principal considers the feedback provided by the individuals and the different agencies. ☐

8. Our principal understands the different aspects of education and promotes the mutual interaction within the local community. ☐

9. We are informed about the recent developments and the ideas that are be effective. ☐

10. While evaluating the change, the leadership style of the principal is mostly supportive and participative. ☐

11. Our principal assists us to understand the different attitudes related to the education ☐

12. The principal helps us in understanding the vision clearly ☐

13. We are provided with a distinct dimension for the different educational goals

14. The attitude of the principal is very positive with us

15. We are provided with the information of how we can together help out the students to attain the success.

16. Our principal brings the new ideas and he/she encourages the changes that are needed for the achievement of the students

17. We are communicated effectively about the different activities that are needed for the growth of the students

18. Being a teacher, I take special interest in promoting the healthy practices.

19. The principal and I work together as a team and guide the teachers on how to polish the skills of the students and then let them make the achievements

20. Students feel free to communicate with the teachers and the principal.

Questionnaire for Students

- **You all are requested to fill the following questionnaire as these will be used to collect the information related to the research:**

1. The environment of my school is good **Yes/No**
2. My teachers help me out to understand different things when I am not able to **Yes/No**
3. We are always provided with the different opportunities to show our skills **Yes/No**
4. All the achievements whether they are related to curricular or co-curricular activities, our teachers and principal play an effective roll **Yes/No**
5. I like the teaching style of my teacher **Yes/No**
6. Whenever I feel any difficulty I just go to my teacher and ask them **Yes/No**
7. Our principal takes special interest in our different activities **Yes/No**
8. Our principal makes it sure to speak to all the students once in a month during different activities **Yes/No**
9. Our principal always encourages us for all the achievements we made **Yes/No**
10. We are provided with certificates and rewards on all the achievements we made **Yes/No**

Interview Questions for Principle

Leadership Style, Teachers' Performance and Students' Achievements

Please provide the brief introduction of:

Your school:

Mission:

Vision:

Needs:

How you are fulfilling the different needs of the students and the teachers?

Personal Information

Academic Degree:

Years of Experience:

Years of Experience in Current Position:

First thing you have done after taking this position:

A. Changes you have done:

- 1. What kind of the changes did you bring to your school?**
- 2. Do you think that bringing the creativity is a much-needed change to the schools?**
- 3. Do you think that you have done something different from the conventional education programs?**

B. Training and development

- 1. What kind of different training programs you have designed for the training and the development of the teachers?**

2. Do you think that training and development programs play an important role in contributing to the success of the students?
3. What are the different needs that are still needed to be fulfilled from the training and development?

C. Involvement with the students

Usually students are not always challenged sufficiently to extend their thinking and make more rapid progress.

1. How is the school involved in the gifted program?
2. How do you communicate with students?
3. How would you engage a reluctant student?
4. When dealing with difficult students, at what point do you communicate and involve the parents?

D. Empowerment of Teachers

1. Do provide the freedom to the teachers to express their views?
2. The feedback provided by the teachers and the suggestions given by them; do you work on these?
3. What are some ways that you communicate with teachers?

E. Professional development of teachers

1. What are your strategies for professional Development?
2. Is PD on-going and job-embedded? Is it connected to student achievement and analysis of Data?

F. Leadership

1. Would you consider a personal PD plan focused on effective skills?
2. What is the impact of good leadership on teachers?
3. How do you manage teacher performance?

4. Do you assist teachers in implementing the curriculum? Do you facilitate research-based practice and observe classes on a regular basis?
5. Do you provide teachers with feedback reinforcing effective practices and providing guidance to improve ineffective ones?

G. Comprehensive and Effective Planning

1. How do you monitor the different activities after the proper implementation of a plan?
2. What are your plans for your school? Are these plans evaluated regularly?
 - **Please briefly discuss the following nine standards that related to your school:**
 - **CURRICULUM:**
 - **CLASSROOM EVALUATION/ASSESSMENT:**
 - **INSTRUCTION:**
 - **SCHOOL CULTURE:**
 - **STUDENT, FAMILY AND COMMUNITY SUPPORT:**
 - **PROFESSIONAL GROWTH, DEVELOPMENT, ANDEVALUATION:**
 - **LEADERSHIP:**
 - **ORGANIZATIONALSTRUCTURE AND RESOURCES:**
 - **COMPREHENSIVE AND EFFECTIVE PLANNING:**

Multifactor Leadership Questionnaire (MLQ)

INSTRUCTIONS: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

KEY

0 = Not at all 1 = Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

1. I make others feel good to be around me.....0 1 2 3 4
2. I express with a few simple words what we could and should do.....0 1 2 3 4
3. I enable others to think about old problems in new ways.....0 1 2 3 4
4. I help others develop themselves.....0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work.....0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards.....0 1 2 3 4
7. I am content to let others continue working in the same ways always.....0 1 2 3 4
8. Others have complete faith in me.....0 1 2 3 4
9. I provide appealing images about what we can do.....0 1 2 3 4
10. I provide others with new ways of looking at puzzling things.....0 1 2 3 4
11. I let others know how I think they are doing.....0 1 2 3 4
12. I provide recognition/rewards when others reach their goals.....0 1 2 3 4
13. As long as things are working, I do not try to change anything.....0 1 2 3 4
14. Whatever others want to do is OK with me.....0 1 2 3 4
15. Others are proud to be associated with me.....0 1 2 3 4
16. I help others find meaning in their work.....0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before.....0 1 2 3 4
18. I give personal attention to others who seem rejected.....0 1 2 3 4
19. I call attention to what others can get for what they accomplish.....0 1 2 3 4
20. I tell others the standards they have to know to carry out their work.....0 1 2 3 4
21. I ask no more of others than what is absolutely essential.....0 1 2 3 4

SCORING

The MLQ-6S measures your leadership on seven factors related to transformational leadership. Your score for each factor is determined by summing three specified items on the questionnaire. For example, to determine your score for factor 1, Idealized influence, sum your responses for items 1, 8, and 15. Complete this procedure for all seven factors.

	TOTAL
Idealized influence (items 1, 8, and 15)	_____ Factor 1
Inspirational motivation (items 2, 9, and 16)	_____ Factor 2
Intellectual stimulation (items 3, 10, and 17)	_____ Factor 3
Individual consideration (items 4, 11, and 18)	_____ Factor 4
Contingent reward (items 5, 12, and 19)	_____ Factor 5
Management-by-exception (items 6, 13, and 20)	_____ Factor 6
Laissez-faire leadership (items 7, 14, and 21)	_____ Factor 7

Score range: HIGH = 9-12, MODERATE = 5-8, LOW = 0-4

SCORING INTERPRETATION

Factor 1 – IDEALIZED INFLUENCE indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2 – INSPIRATIONAL MOTIVATION measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3 – INTELLECTUAL STIMULATION shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

Factor 4 – INDIVIDUALIZED CONSIDERATION indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5 – CONTINGENT REWARD shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Factor 6 – MANAGEMENT-BY-EXCEPTION assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it ain't broke, don't fix it."

Factor 7 – LAISSEZ-FAIRE measures whether you require little of others, are content to let things ride, and let others do their own thing.

Interview Answers

Leadership Style, Teachers' Performance and Students' Achievements

Please provide the brief introduction of:

Your school:

We are a big school in Dubai. We also have 4 branches in Sharjah and Ajman. We care for students from grade 1 to grade 12, and we use the Ministry curriculum. Our school was found in 1983.

Mission:

Our schools are working to provide educational opportunities for children of needy families, enabling them to get a good education based on Islamic values, with focus on charitable work for the Community and a sense of belonging to the country.

Vision:

Preparing a generation committed to the nation equipped with the latest technology to achieve advanced positions.

Needs:

As any educational institution in the UAE, our needs are related to continuous development in the field of education. We need to work on developing teachers professionally and adding to the educational resources to develop students' achievement and enhance creativity and innovation.

How you are fulfilling the different needs of the students and the teachers?

The School sets plans based on school, teachers and students' need. A need-analysis is done at the beginning of every school year to put plans for teachers' professional development, curriculum support, student's skill development and others.

Personal Information

Academic Degree: PhD

Years of Experience: 35 years

Years of Experience in Current Position: 7 years

First thing you have done after taking this position:

I read all the documents of the school and did a need analysis then I set plan for school development.

Changes you have done:

What kind of the changes did you bring to your school?

The most important changes I have brought to the school are professional development and renovation. I insisted on developing teacher's performance because it has the major impact on causing progress in students attainment and achievement. I guided on developing the curriculum and providing support curriculum for enrichment and I added a special need department with a support team to help Special Educational Needs SEN students. I also worked on renovating the school campus and add resources that enriches the environment and made it more attractive to students. I also introduced a STEM program in cooperation with Action Care to enhance students' creativity and innovation.

Do you think that bringing the creativity is a much-needed change to the schools?

Creativity is needed in our everyday life especially with the rapid development in all aspects of life. Students needed to be equipped with skills to help them cope with the change in their environment.

Do you think that you have done something different from the conventional education programs?

I can't say that I have done something different, but I made sure that I worked on developing areas that were missing in the school and have high impact on the teaching and learning process.

Training and development

What kind of different training programs you have designed for the training and the development of the teachers?

A need analysis is done at the beginning of every school year highlight areas of development for teachers. Then a professional development plan is set according to needs. Teachers receive training on effective teaching strategies that encourage engagement and develop student's skills. Teachers are trained on all new trends in the field of education.

Do you think that training and development programs play an important role in contributing to the success of the students?

Sure, they do.

What are the different needs that are still needed to be fulfilled from the training and development?

Teachers still need to use the training they take more effectively in their classes. The integration of creativity and innovation into daily lessons still needs support. Also, differentiation and catering for children of different needs is an area that needs more attention.

C. Involvement with the students

Usually students are not always challenged sufficiently to extend their thinking and make more rapid progress.

How is the school involved in the gifted program?

The gifted program is still a newborn in our school. The SEN team has worked on identifying the gifted students and include them in different competition and school activities but still more is to be done for them.

How do you communicate with students?

There are different means of communication like school system, emails, SMS. During school day, students are cared for by teachers, support team and administrative staff.

How would you engage a reluctant student?

Every student has to be dealt with according to his/her ability, personality and interest. Social workers usually follow up on reluctant students and provide teachers with strategies to use with them.

When dealing with difficult students, at what point do you communicate and involve the parents?

Involving parents is a last stage and it happens when the school feels that there is a need for parents' support and engagement.

Empowerment of Teachers

Do provide the freedom to the teachers to express their views?

Teachers are free to express their opinions and views and participate sometimes in decision-making.

The feedback provided by the teachers and the suggestions given by them; do you work on these?

It depends on the situation, sometimes yes and sometimes no.

What are some ways that you communicate with teachers?

Emails, memos, circulations, meetings.

E. Professional development of teachers

What are your strategies for professional Development?

A need analysis is done at the beginning of every school year highlight areas of development for teachers. Then a professional development plan is set according to needs. Teachers receive training on effective teaching strategies that encourage engagement and develop student's skills. Teachers are trained on all new trends in the field of education.

Is PD on-going and job-embedded? Is it connected to student achievement and analysis of Data?

It is both. It is ongoing and also related to the results of data analysis.

F. Leadership

Would you consider a personal PD plan focused on effective skills?

As I encourage my team to work on continuous development. I must be a role model for them, I insist on working on my personal development especially with the new demands of educational progress and KHDA.

What is the impact of good leadership on teachers?

A good leader is the one who impacts his followers positively to reach common goals.

How do you manage teacher performance?

There is a complete academic and administrative team who follows upon teachers' performance. In brief, teachers are observed at the beginning of the academic year (diagnostic observation) to check teachers' abilities and needs, and then individual plans are set. Teachers are observed many times later to follow up on progress and provide recommendations. Process is done over the three terms and a final graded report is done at the end of the year.

Do you assist teachers in implementing the curriculum? Do you facilitate research- based practice and observe classes on a regular basis?

Yes. Curriculum is reviewed, modified and implemented. Teachers get training on curriculum implementation and classes are observed regularly to decide about planning and modification.

Do you provide teachers with feedback reinforcing effective practices and providing guidance to improve ineffective ones?

This is done through the process of observation. There is a complete academic and administrative team who follows upon teachers' performance. In brief, teachers are observed at the beginning of the academic year (diagnostic observation) to check teachers' abilities and needs, and then individual plans are set. Teachers are observed many times later to follow up on progress and provide recommendations. Process is done over the three terms and a final graded report is done at the end of the year.

G. Comprehensive and Effective Planning

How do you monitor the different activities after the proper implementation of a plan?

Each activity is evaluated and measured based on the strategic goal set. It's checked if the goal is reached at the time specified and if there are any abstracts that can reached its attainment.

What are your plans for your school? Are these plans evaluated regularly?

A strategic plan and an action plan are set for school improvement. Each goal is reviewed and evaluated regularly. You can check the school plans for more details.

Please briefly discuss the following nine standards that related to your school:

CURRICULUM: Ministry Curriculum.

CLASSROOM EVALUATION/ASSESSMENT: Sent by the Ministry based on continuous and summative assessment to help support in curriculum modification and catering for students' needs.

INSTRUCTION: Student-Centered. Works on effective teaching to engage students in active learning.

LEARNING ENVIRONMENT

SCHOOL CULTURE: Friendly and attractive to provide an environment that encourages learning.

STUDENT, FAMILY AND COMMUNITY SUPPORT: We provide and receive support from family and community to meet the different needs of students.

PROFESSIONAL GROWTH, DEVELOPMENT, AND EVALUATION: Based on needs and plans.

LEADERSHIP: Instructional and transformational to lead to high performance.

ORGANIZATIONALSTRUCTURE AND RESOURCES: reviewed and added to according to needs to serve better learning.

COMPREHENSIVE AND EFFECTIVE PLANNING: Done based on analysis and needs.