

**The Impact of Culture on Female School Leaders' Career:
A Study among Selected Public Schools in the East Coast
of the UAE**

تأثير الثقافة على عمل مديرات المدارس : دراسته شملت عدد من مدارس القطاع
العام في الساحل الشرقي لدولة الامارات العربية المتحدة

by

SAEED ALKAABI

**A thesis submitted to the Faculty of Education
in fulfilment of the requirements for the degree of
DOCTOR OF EDUCATION**

at

The British University in Dubai

August 2020

**The Impact of Culture on Female School Leaders' Career:
A Study among Selected Public Schools in the East Coast of the UAE**

تأثير الثقافة على عمل مديرات المدارس : دراسته شملت عدد من مدارس القطاع العام في الساحل
الشرقي لدولة الامارات العربية المتحده

by

SAEED ALKAABI

**A thesis submitted to the Faculty of Education
in fulfilment of the requirements for the degree of
DOCTOR OF EDUCATION**

at

The British University in Dubai

August 2020

Thesis Supervisor

Dr Solomon Arulraj David

Approved for award:

Name
Designation

Name
Designation

Name
Designation

Name
Designation

Date: _____

DECLARATION

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature of the student

COPYRIGHT AND INFORMATION TO USERS

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean of Education only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

Abstract

Women in the East Coast of the UAE are a focal part of educational system since the early days of the country's inception; they have confronted several careers' related barriers that prevented them from gaining senior administrative and leadership roles. Fortunately, the situation has positively emerged. Nevertheless, the problem is that there are still few remaining obstacles (psychological due to culture) that may obstruct their careers' development. This study aimed at investigating and synthesizing the impact of culture on women school leaders' career, psychological status, and their professional development in the educational system in the East Coast of the UAE. The research design was based on a review of the literature, theories (such as Kanters' (1977) Theory, The Scientific Management School in 1880s-90s, transformational leadership theory (1978- 1985) and the trait theory 1930s 1940s).

In addition, data collection was conducted through interviews and detailed questionnaires which were administered on 260 women school leaders' (respondents) as the study employed the mixed method design to be able to collect qualitative and quantitative data. Data was descriptively analyzed using several statistical tools including but not limited to mean and standard deviation computed to present the responses differences, frequency tables, Cronbach's alpha and ANOVA. As for the study implications, it is expected to contribute positively to the women improvement in leadership positions and gender balance in UAE community and promote the newly enacted constitution. One limitation was faced during the study is that conducting such studies is unwelcomed by a few leaders from the opposite gender (Men). The researcher main finding was that female leaders in the field of education in the East Coast of UAE are facing certain psychologically related pressures by their local community which may affect their careers due to culture (norms, traditions and habits etc. The researcher concluded that Stereotypical image of women in the society is still a barrier to overcome. In addition to gender inequality and psychological factors related to these two problems. The research recommends that future studies could be implemented with government support and in a wider UAE scale and sectors coverage.

ملخص الدراسة

النساء في الإمارات العربية المتحدة الشرقية (الشارقة والفجيرة) يشكّلن عنصراً حاسماً في القطاع التعليمي، وقد واجه هذا العنصر ومنذ قيام الدولة عدداً من العقبات المرتبطة بالمسيره المهنية لهن حيث عرقلت تبوءهن مواقع مؤسسية قيادية وإدارية. مع مرور الزمن ولحسن الحظ، فإن هذا الوضع قد بدأ بالتغير إيجابياً. وعلى الرغم من ذلك فما زالت بعض العقبات السيكولوجية المبنية على ثقافة وتقاليد المجتمع الخليجي تشكل عقبة أمام تطور النساء مهنيّاً، تهدف هذه الدراسة الى تسليط الضوء على العقبات المجتمعية التي تواجه مديرات المدارس في الوصول الى الوظائف العليا في المجال التعليمي والخطوات التي اتبعتها للحد من تأثير هذه المعوقات في منطقتها الساحل الشرقي في دولة الامارات العربية المتحدة (الفجيرة والشارقة). ومن خلال توقع اهم المعوقات الثقافية والاجتماعية من خلال الملاحظة الشخصية كون الباحث قريب من مجتمع الدراسة قام الباحث ببناء فرضيات هذه الدراسة، وللمساعدة في تطوير الاطار النظري وفرضيات الدراسة مثل التميز على اساس الجنس كونها من اهم العقبات الثقافية في مجتمع الدراسة استعان الباحث بنظريات مثل نظرية كاتنر، مدرسه الاداره العلميه، نظريه السمات الشخصية ونظريه الاداره التحويلية.

اعتمدت الدراسة على مشاركين من منطقتها الفجيرة حيث تم اختيار 260 مديرة مدرسه وذلك لان البحث المبني على الاختيار الهدي يتيح فرص متساوية لكافة عينات الدراسة. تبنت هذه الدراسة التصميم المختلط الذي يجمع بين الاسلوبين الكمي والنوعي في جمع المعلومات وتحليلها لكي يتسنى للباحث وصف وتفسير الظاهره بشكل واقعي. اعتمدت مرحله جمع البيانات في هذه الدراسة على المقابلة الشخصية لجمع البيانات النوعية والاستبانة لجمع البيانات الكمية وذلك لان البيانات الاولييه بحاجه الى تفسير معمق، ولوجود مراحل متعددة لهذه الدراسة تم تحليل البيانات بشكل متواز حيث تم تحليل البيانات النوعية اولا ومن ثم تم تحليل البيانات الكمية. تم استخدام الاسلوب الوصفي في تحليل البيانات وتم حوسبة الانحراف المتوسط والمعياري وغيرها من الأدوات الإحصائية وذلك لبيان الفروقات في الاستجابة وتم وضع البيانات في جداول. لقد تم التوصل من خلال هذه الدراسة إلى نتيجة هامة هي وجود تأثير لثقافة المجتمع على تطور ونمو المسيره الوظيفية التعليميه للنساء من خلال الجانب السيكولوجي، وإنه لمن المتوقع ان تسهم هذه الدراسة بشكل ايجابي في عدة مجالات منها تسليط الضوء على العقبات الثقافية والاجتماعية التي تواجهها مديرات المدارس في النظام التعليمي العام في منطقتها الفجيرة وتحسين وضع مديرات المدارس للوصول الى المراكز القيادية العليا , وأخيراً إلى تعزيز المساواة بين الجنسين فيما يتعلق بالارتقاء بالسلم الوظيفي وتفعيل البنود غير المفعله في الدستور.

DEDICATION

I dedicate this humble work to my father who spent most of his life in the educational system trying to help in the upraising of generations and prepare them to handle their future responsibilities in the country's development. Luckily, I was a member in one of these generations.

To my mother who is a live representation of the Emirati women that contributed significantly to the welfare of our family in spite of all the difficulties and harsh circumstances during the pre-union era. I will always be thankful for her unconditional love, care and support.

To my siblings who accompanied me in my life in good and in worse and who were very supportive and encouraging throughout my long journey.

To my gentle and caring wife who always supported and encouraged me, to finish this work.

ACKNOWLEDGMENTS

First of all, I would like to express my deepest gratitude to ALLAH, the most Compassionate, the most Merciful and Understanding, who has been guiding me throughout the whole process of my work and helped me complete this dissertation.

I am also very grateful to my supervisor Dr. Solomon Arulraj David and would like to seize this opportunity to thank him for all the help, patience, and guidance I have received throughout the entire lengthy process of working on this project. I would not be able to complete this dissertation without his valuable input, careful guidance and critical but very helpful remarks.

I would like to mention that without their supervision and the support that I've got from other faculty and staff members in BUID during this graduate programme, I would not be able to accomplish any of my professional, personal and academic achievements.

I am very grateful to the schools' staff in the East Coast of the UAE who has granted me permission to conduct the empirical part of my work within their respective institutions.

Finally, I would like to express my gratitude and appreciation to my family, who has supported me throughout all of my study years and encouraged me to pursue my dreams to obtain this degree despite of all the challenges and obstacles I have encountered. To my faithful and honest friends who have been patient and considerate on my long absence and who supported me in moments of anxiety and weakness.

TABLE OF CONTENTS

DECLARATION	
COPYRIGHT AND INFORMATION TO USERS	
ABSTRACT IN ENGLISH	
ملخص البحث	
DEDICATION	
ACKNOWLEDGMENTS	

CHAPTER ONE : INTRODUCTION

1.1. Background and Motivation to the Study.....	1
1.2. Problem Statement	6
1.3. Purpose and Objectives.....	11
1.4. 1.4. Main Questions.....	13
1.5. Research Hypotheses.....	13
1.6. Significance of the Study.....	14
1.7. Structure of the Dissertation.....	17

CHAPTER TWO:-LITRATUE REVIEW

2.1 Overview	18
2.2. Conceptual Analysis and Key Concepts.....	19
2.3 Theoretical Framework	26
2.3.1.Human Capital.....	27
2.3.2. Feminism Theory	29
2.3.2.1 Socially-biasing children sex and gender system.....	32
2.3.3. Kanters' (1977) Theory	33
2.3.4. Transformational Leadership Theory	36
2.3.4.1. Four Fundamental Pirlars of Leadership	38
2.3.5. The Trait Theory	42
2.3.6. Style and Behavior Theory	44
2.4. Review of Related Studies	46
2.4.1. Studies Related to Culture	47
2.4.2. Women's Leadership	50
2.4.3. Educational Barriers.....	53
2.4.4 Work and Family Balance	55
2.4.5. Role of Gender.....	59
2.4.6. Under Representation.....	62
2.4.7. Professional Development.....	64
2.4.8. Lack of Guidance and Relations.....	66
2.4.9. Psychological Challenges	67

2.4.10. Empowering the Emirati Women	68
2.4. 11.Summary	72

CHAPTER THREE: METHODOLOGY

3.1. Chapter Overview.....	79
3.2. Research Approach.....	79
3.2.1. Research Philosophy.....	80
3.2.2. Research Design: Mixed Methods.....	80
3.3 Data Collection& Analysis Plan.....	83
3.3.1 Data Collection Instruments	83
3.3.2 Qualitative Data Collection & Management and Analysis.....	86
3.3.3 Validation of the instrument (Pilot Study)	87
3.3.4 Qualitative demographics.....	88
3.3.5. Qualitative Participants Selection & Analysis basis.....	92
3.4. Data Analysis Plan.....	94
3.4.1.Qualitative Data Analysis.....	96
3.4.2 Context, Site, Population and Sample.....	97
3.5.Ethical considerations.....	99
3.6. Trustworthiness of the Data,	100
3.7. Reliability& Creditability.....	102
3.7.1. Reliability of the conducted research.....	102
3.7.2. Creditability of the conducted research.....	104
3.8 Role of the Researcher.....	104

CHAPTER FOUR: FINDINGS

4.1. Chapter Overview	106
4.2. Demographic Data (Quan).....	106
4.3. Descriptive Statistics for Quantitative Data.....	110
4.3.1.: Communication Domain.....	112
4.3.2. Beliefs and moral values domain.....	113
4.3.3. Norms and Traditions Domain.....	115
4.3.4. Family Status Domain.....	117
4.4. Career Sustainability, Means and Standard Deviation.....	119
4.4.1. Training and Development Domain.....	121
4.4.2. Opportunity Domain.....	123
4.4.3. Psychological Domain.....	125

4.5. Research hypotheses.....	126
4.5.1. Research sub hypotheses.....	128
4.5.2. Second hypotheses.....	131
4.5.3. Descriptive Statistics	135
4.6. Hypotheses summery.....	148
4.7. Qualitative data analysis.....	150
4.7.1. Theming and coding.....	150
4.7.2. Interview results	152
4.7.3. Summary of findings	197
4.8 Results Triangulation (Qualitative vs. Quantitative)	203

CHAPTER 5: CONCLUSIONS

5.1. Summary of the study.....	205
5.1.1. Organisational challenges.....	207
5.1.2. Cultural challenges.....	211
5.1.3. Culture Related Psychological Issues.....	214
5.1.4. Family Challenges.....	215
5.2. Key findings (Triangulation with previous Studies).....	217
5.2.1. Important Key Findings of Study.....	217
5.3. Recommendations.....	219
5.4. Implications	221
5.4.1. Conceptual Implication.....	221
5.4.2. Empirical Implication	221
5.4.3. Practical Implication.....	222
5.5. Limitations of the Study.....	223
5.6. Recommendations for further studies.....	224
5.7. Concluding note.....	225
6. References.....	227
7. Appendices	239

LIST OF FIGURES & Diagrams

1. Conceptual analysis diagram.....	19
2. Feminism theory figure.....	33
3. Kantar’s theory diagram	35
4. Transformational theory diagram.....	40
5. Trait theory diagram.....	44
6. Style and behavior theory diagram.....	46
7. Sequential exploratory diagram.....	82
8. Theming and Coding diagram.....	150
9. Triangulation.....	203

LIST OF TABLES

1. Key studies and key findings tab.....	76
2. Demographics (Interview Sample Marital Stat.....	88
3. Demographics (Interview Sample -Academic Leve.....	89
4. Demographics (Interview Sample-Age).....	90
5. Demographics (Interview Sample- Years of Experience).....	91
6. Demographics (Interview Sample - Job Title).....	92
7. Cronbach’s alpha - pilot study.....	103
8. Demographic characteristics of the study sample (Age).....	106
9. Demographic characteristics of the study sample (Years of experience).....	107
10. Demographic characteristics of the study sample (Academic level).....	108
11. Demographic characteristics of the study sample (Job title).....	109
12. Demographic characteristics of the study sample (Marital status).....	110
13. Descriptive Statistics Impact of Culture on Women School Leaders' Career....	111
14. Descriptive Statistics (Communication Domain).....	112
15. Descriptive Statistics (Beliefs & Moral Values).....	113
16. Descriptive Statistics (Norms &Traditions).....	115
17. Descriptive Statistics (Family Status).....	117
18. Descriptive statistics (Culture Impact on Career Sustainability)	119
19. Descriptive statistics (Culture impact on Training and Development).....	122
20. Descriptive statistics (Culture Impact on Opportunity)	124
21. Descriptive statistics (Culture Impact on Psychology).....	125
22. VIF and tolerance (independent variables).....	127
23. Simple regression test for the impact of culture career on sustainability.....	128
24. Simple regression test for the impact of culture on training &Development.....	129
25. Dependent Variables and their coefficient (opportunity)	130
26. Dependent Variables and their coefficient (Psychology).....	131
27. Corresponding Means &SD (Marital Status Based Domains)	132

28. Analysis of Variance ANOVA (Marital Status Values).....	133
29. Descriptive statistics (Academic Level Values)	136
30. Analysis of variance ANOVA (Academic level).....	137
31. Analysis of variance ANOVA (Age Values).....	139
32. Descriptive statistics of the study sample (Age values).....	141
33. Descriptive statistics of the study sample (years of experience).....	143
34. Analysis of variance ANOVA (years of experience).....	144
35. Results of T Test (Difference between Groups).....	146
36. Hypotheses Summery.....	149
37. Issues Obstructing female school leaders Advancement.....	201
38. Challenges that Face Female leaders Globally.....	207

LIST OF ACRONYMS

UAE: - United Arab Emirates

BUID: -British University in Dubai

MOE: - Ministry of Education

FCSA: - Federal Competitiveness and Statistics Authority

GWU: - General Women’s Union

FDF: - Family Development Foundation

UNDP: - United Nations Development Program

UNUD: - United Nation Universal Declaration

UNICEF: - United Nations International Children’s Emergency Fund

UNIFEM: - United Nations Development Fund for Women

GBC: - Gender Balance Council

HC: - Human Capital

Chapter 1: Introduction

1.1. Background and Motivation

In order to be able to discuss the topic of this study “The Impact of Culture on Women School Leaders' Career: A Study among Selected Public Schools in the East Coast of the United Arab Emirates, (UAE)” the researcher shed light on culture as a concept and the cultural impact variation between different demographic groups. What is culture? How can culture dominate the life of certain groups and determine the trajectory of their professional life. In many civilized nations all over the world, we can still notice the deep impact of culture on people that drives them to make certain decisions and judgments or make stands based on their cultural competence knowing that making these decisions, stands or judgments is based on prejudice rather than logic and shows their bias concerning certain issues.

In This study, the researcher was interested in learning about the challenges that female school leaders in the East Coast of the UAE face and the impact of cultural issues on the advancement of their leadership roles in particular. The reason why the researcher become interested in female school leaders cultural and social status is derived from a personal rejection of the social picture of women and my strong belief that women need social equality and fairness as an important category within society

Such an impact of culture is clearly represented in gender discrimination against women which still to a great extent dominates the work environment in many institutions round

the world directly or indirectly. Such impact mainly leads to concealed inequality in professional development opportunities in institutions and misrepresentation of this important category of the community in public jobs. Sometimes women help endorse the idea of discrimination against themselves because they lack the self-esteem due to cultural factors norms, customs, habits, and thoughts they were raised according to and that enforced men superiority over women in every field.

The word "culture" was derived from a French term "la Culture", which in turn has been derived from the Latin "colere," which means to tend to the earth and grow, or cultivation and nurture. It shares its etymology with a number of other words related to actively fostering growth, Culture is a group of habits, norms, behaviors, beliefs, traditions in addition to religion and language shared by a group of people in a certain geographical area(s) (Arthur, 2000). It is a way of life or a social bond that connects controls and organizes the life of people who belong to the same group. It is a firm and unbreakable code that passes from one generation to another just like the genetic code which is used to distinguish every human from another.

Cultural determinism theory suggests that norms learnt by certain society members determine their nature since we are what we learn. It is the belief that the culture in which we are raised determines who we are at emotional and behavioral levels. It contrasts with genetic determinism, the theory that biologically inherited traits and the environmental influences that affect those traits dominate who we are (Rabie, 2013). According to the optimistic version of cultural determinism, there are no limits placed on the abilities of

human beings to do or to be whatever they want. It also proposes that human nature is extremely flexible; human beings can choose the ways of life they prefer. The pessimistic version however, suggests that people are what they are conditioned to be; this is something over which they have no control. Human beings are passive creatures and do whatever their culture tells them to do. This explanation leads to behaviorism that locates the causes of human behavior in a realm that is totally beyond human control (Wilson & Kenneth, 2018).

My Mother belongs to the pre union generation who suffered the most because of the restrictions that were imposed on women at that time and endless exhausting family-home duties they have to attend to on a daily basis. She says life was extremely difficult especially for women because women had to bear all the heavy burdens and hardships of life without complaining. As a little girl, my mother adds, I was raised in a very strict way, boys were allowed to play with their peers in the neighborhood while I had to stay at home and help my mother with the house chores. I always complained to my mother and always got the same answer “girls should stay home to help with the house work” At that time I hated being a girl, I always wished if I was a boy to be able to do what boys do. I always begged my mother to let me join the Kuwaiti school in Fujairah which was 15 KM from Bethnah the village where I was born and raised. Her answer was “never mention that before your father, he will get angry.

When my mother became 15, a dramatic change turned her life upside down. Her mother called here, this time it was different. She says, I still remember the sad look that was

mixed with delight. She was about to burst into tears. You are going to get married next month and your father recommended that we need to be prepared, she said. I didn't know what to say or what to do; refusal was not an option because my father had already arranged everything and everyone had to comply. A month later in the fall of 1968 I moved to my new house to begin a new life with a man I never knew.

Days past nothing has changed I only moved from the custody of my father to another man's custody who became my husband "my mother added". He was ten years older than me and to be fair he treated me kindly and did his best to please me. A year before the union, I gave birth to a baby girl who took most of my time. The characteristics of the new era began shaping when the first government school in our village was established. At that time, I made a promise to do whatever I can to send my daughter to school once she becomes ready. My mother kept her promise not only with her daughter, but also with the rest of us her eight children.

The story of suffering during the "dark ages" which I heard from a woman who lived that difficult circumstances motivated me to include it in my research as a living evidence on the difficulties and hardship that pre union women in the East Coast of the UAE went through and to investigate more about the continuity of this approach that perceives women as helpless beings that cannot be independent even if they get the highest degrees and occupied leadership positions.

This inherited idea of a custodian in women's life is still dominating the thoughts of many males in our organizations as well as a large segment of the Emirati society in the East Coast. They call for women's empowerment, nonetheless they don't trust their decisions; they are for the freedom of women, but not women of their own in their households. This paradox stems from the conflict between the inherited legacy and modernization that the new country brought about. Nowadays women are completely protected by law and constitution "Equality, social justice, ensuring safety and security and equal opportunities for all citizens shall be the pillars of the Society" (Article, 14). They have the right to hold any leadership position if they find themselves qualified enough.

The process of empowering women started as early as the federation became a reality in 1971 when forefathers especially the late sheikh Zayed stressed on the important role of women in developing the newly established nation in all aspects since they constitute a vital part of the nation "Young women have the right to work in all spheres; there are no obstacles before them. We expect young women to support and to proceed with everything undertaken by their brothers, the youth of the United Arab Emirates, and that there will be fruitful cooperation between the young women and their brothers in the different spheres" (Al-Nahyan,1987, p. 109).

The involvement of Emirati women in the workforce started since the launch of the union over 30 years ago due to the encouragement and support of the successive governments. This participation started humble, and gradually gained momentum. In 1975 the representation of women in the public sector didn't exceed 3.5% of the total employees; this

percentage reached 4.3% in 1980 and to 7.11% in 1995. As a result of the Intelmaq project initiated in 2012, under the direction of H.H Sheikh Mohammad Bin Rashid, and aims to empower Emirati Women through training them to develop their leadership abilities, the number of women hired in senior positions has gradually increased since then. In 2018, women occupy more than 50% of the public sectors' jobs in which 30% of them are decision making positions (UAE Government, 2008).

This advancement in the Emirati women presence in the government sector is due to directions of H.H Sheikh Mohammed Bin Rashid, who has been aware of the importance of women participation in decision making in a rapidly developing country such as the UAE. The project "Intelmaq" is, a one-of-a-kind programme launched in the UAE to assist Emiratis residing in Dubai to take their first step into the world of entrepreneurship. The programme aims to provide aspiring business owners with company start-up support through all its phases, inspired ambitious Emirati women to seek leadership positions (Bin Rashed SME, 2015).

1.2. Statement of the Problem

Female leaders in public schools in the East Coast of the UAE encounter cultural and social (socio-cultural) challenges that obstruct their professional development, sustainability and opportunities. The reason that prevents women in some developed countries from holding top management positions. Flanders (1994) identified glass ceiling as an informal and fictional obstacle to opportunities within firms or

establishments. The percentage of women in executive positions is gender specific i.e. mostly restricted to men. For example, industries with the highest percentage of women executives include publishing and printing (15.8%), transportation equipment (15.7%), securities (14.8%), healthcare (14.6%), temporary help (14.5%), airlines (13.8%), and food Services (13.6%). In contrast, industries with women holding the least amount of executive positions include semiconductors (1.3%), energy (2.8%), waste management (3.6%), trucking (3.8%), aerospace (3.8%), mail, package, and freight delivery (3.8%), and pipelines (3.9%) (Helfat, 2006).

My mother represents a large category of women who used to live under the guardianship of a man to feel secure and protected even though, unlike my mother, some women had the chance to have a degree and became teachers, co-principals and principals. Hijab (1988) highlighted three major factors vital to empower female leaders in their work places and encourage them to pursue advanced positions. Firstly, provide women with the opportunity to work within supportive legislation and facilities. Secondly, change the community perspective towards women joining the workforce as an urgent need for the development of the country. Finally, women need to be provided with proper education and skills; they also need to be unchained from the old cultural mentality in order to be qualified for joining the work force and have the chance to compete in an environment dominated by males.

Many initiatives by the UAE government such as supporting women's employment including legal provisions for equal pay and benefits, national strategies and frequent

statements of support and maternity leave were identified by (Hijab, 1988; Gallant & Pounder, 2008). As evidence on public statements by the country's leaders to encourage women to be confident of themselves which is mentioned earlier is His Highness Sheikh Zayed emphasizes on young women's right to work in all fields.

Stead and Elliot (2009) reported that, although cross-cultural studies on women as managers in the western countries found a common rising trend in women's enrolment in leadership positions they share almost the same challenges that female leaders worldwide encounter such as stereotyping, lack of role models and lack of access to training. To achieve comprehensive institutional objectives, there must be a constant interaction among employees working in the same institution, which feminine leadership in educational institutions need. Worldwide, female leaders in the educational system face many challenges that stand in the way of their progress in leadership. Most of these challenges stem from the negative sociocultural beliefs about women's leadership due to their delicate feminine nature. This attitude towards female leaders obstructs their career progress and development (Al-Shaddi, 2010).

African-American women face social and institutional challenges such as stereotyping based on being women in the first place, the colour of their skin and their ethnic group that have impact on their leadership role and that force them to resort to law power in order to be recognized in educational institutions. This type segregation which is practiced on black female leaders in America is an example of what female leaders in

general face. In the UAE female leaders are not being battled by certain social groups due to their skin or ethnic group; they are being fought simply because they are women.

The researchers believe that women's leadership in education is characterized in its challenges that can be attributed to intellectual and ideological traits of the leader, the nature of the individuals in terms of their abilities and their work roles expectations, as well as the nature of the attitude that leader and individuals are working toward achieving (Chin et. al., 2007). Wilkinson (1996) summarized challenges faced by female leaders in three Arab Gulf countries (UAE, Oman and Bahrain), as follows discrimination at work on women in top management, cultural and social restrictions, negative attitudes towards working women and lack of confidence and trust in women managers.

The list of studies that discussed challenges facing female leaders in the educational sector worldwide and that affirmed that these challenges do exist and stand as a complex problem before the advancement of the development of that sector is very long. Jaber (2005) for example talked about administrative, political, organisational, social and family challenges. Hacıfazlıoğlu (2010) referred to other types of challenges, such as achieving balance between family and work in the institution, adaptation to work environment, overcoming the institutional internal and external pressures and finally low levels of achieving good relations with others. Monty (2012) on the other hand focused on societal and familial challenges especially distinction between masculine and feminine leaderships, poor support of women's leadership idea, and lack of confidence and leading

ambition. Challenges facing female leaders in the educational sector were categorized by scholars as follows.

- **Cultural challenges:** a number of dominant cultural beliefs such as moral values, customs and traditions, norms, habits, habits that determine the society's attitude towards women and that set a trajectory for individuals' perspective of women at work and in the family as well (Abu-Khader, 2012).

- **Organisational challenges:** a number of abstract and concrete obstacles, represented in the institutional regulations that picture women as an incompetent and weak leaders and the stereotypical image of women entrenched in the minds of the majority of their men counterparts. These challenges placed before women to prevent them from claiming their rights of administrative positions within the organization (Al-Minqash, 2007; Abu-Khader, 2012).

- **Under-empowerment challenges:** factors that limit the ability of women to possess leadership positions in their institutions and take part in decision making to achieve the change required and to realize success and distinct in performing her leadership role (Abu-Khader, 2012; Al-Kubaisi, 2004).

- **Self-challenges:** Innate obstacles that stem from women's psychological and physical structure and that include personal factors and characteristics that have negative impact

on women and hinder them from practicing their leadership role successfully (Al-Shihabi, 2008).

- **Physical and technical challenges:** obstructions related to the physical work environment, and technical supplies that limit the ability of the female leaders to achieve the objects assumed to them (Al-Minqash, 2007). It is unreasonable to ignore the significant impact of culture on social attitudes and behaviors (Jamali, Sidani, & Safieddine 2005). As for (Gallant & Pounder, 2008), the Emirati society can still be identified largely as a family-based, masculine, Islamic society where gender roles are vital, so families in the UAE are still influenced by pre-union cultural determinism which emphasized the dominant role of males in any family, and also expected women to fulfill their duties as mothers, wives and sisters at home. Gallant & Pounder (2008) found that cultural factors were largely responsible for inhibiting the level of employment in Emirati females.

What cultural barriers do female leaders in the educational system in the East Coast of the UAE encounter? Do they really enjoy the same privileges as their males' counterpart holding similar jobs? Do they have equal chances as their males' counterpart? Even though female leaders in the UAE are protected by law and constitution, they still have to face many cultural related challenges throughout their professional journey such as social, family, gender discrimination and psychological. What is the impact of these obstacles on the careers and professional development of female leaders in this sector? In this proposed study, the researcher investigated the questions raised above to understand

leader women's professional status, their satisfaction and the barriers that might obstruct their careers.

Unfortunately, some of schools' female leaders have to choose between their profession and their family or social lives. As a result, some of them quit their jobs, seek early retirement, or have an unpaid long vacation. This study is supposed to pinpoint the most critical barriers. In addition, this study aims at shedding light on the impact of such cultural/social barriers on their careers, and how they may overcome such barriers. This research focused on school female leaders in the East Coast, because the researcher believes that this part of the country is still under the influence of the cultural heritage.

1.3. Purpose and Objectives

This study aims to investigate the impact of culture on women school leaders' career, psychological status, and their professional development in the educational system in the East Coast in the UAE. The stereotypical perspective of women in UAE society is still influenced by the society old traditions that classified women in general as housewives, mothers, and sisters who still need to live according to certain undermining rules and regulations and who are unable to lead and make decisions. Even though the country is developing rapidly and becoming a cosmopolitan this image of the Emirati women is changing slowly.

- **Objectives**

For the purpose of this study, the researcher hopes to achieve the following objectives.

- To provide a review of the existing literature in regard to women school leaders' careers and it's sustainability in the educational sector in the East Coast of the UAE.
- To highlight the cultural barriers that female school leaders face in the East Coast.
- To provide some recommendations that might help improve the existing statues of female leaders in the educational institutions in East Coast.

Shedding light on the challenges that female school leaders in the East Coast encounter is the first step towards creating public awareness regarding this group of women who suffer through out their career. These three objectives, once achieved, will help enhance the social picture of women in general and female school leaders in particular.

1.4. Main Questions

The purpose of the following research questions and Hypotheses was to guide the efforts of this study. The study questions were divided into one lead question and three sub-questions, while the research Hypotheses was divided into two main Hypotheses and eight sub- Hypotheses. Through answering these questions, the researcher aimed to bring awareness and understanding to certain cultural issues that obstruct career advancement of female school leaders in the East Coast of the UAE.

- Is there a significant impact of culture on women school leader's career and professional development in the educational sector in the East Coast in the UAE?
- Is there a significant role for female school leaders in the in the East Coast of the UAE schools?
- Is there a significant impact of culture (societal/family traditions and norms) on women school leaders' in the East Coast of UAE career?
- Is the UAE society aware of the cultural challenges that obstruct women school leaders' career sustainability and development in the East Coast of UAE?

1.5. Research Hypotheses

Main Hypotheses

H01- There is no statistically significant impact of culture on female school leaders in the East Coast of the UAE career at the level ($\alpha \leq 0.05$)

H0-1-1 There is no statistically significant impact of culture on female school leaders in the East Coast of the UAE (Beliefs and moral values) ($\alpha \leq 0.05$)

H01-2 There is no statistically significant impact of culture on female school leaders in the East Coast of the UAE (communication) at the level ($\alpha \leq 0.05$)

H01-3 There is no significant impact of culture on the career sustainability at ($\alpha \leq 0.05$)

H01-4 There is no statistically significant impact of culture on female school leaders in the East Coast of the UAE (norms and traditions) at the level ($\alpha \leq 0.05$)

H01-5 There is no statistically significant impact of culture on female school leaders', in the East Coast of the UAE, training and development at ($\alpha \leq 0.05$).

H01-6 There is no statistically significant impact of culture on female school leaders in the East Coast of the UAE (family status) at the level ($\alpha \leq 0.05$)

H01-7 There is no statistically significant impact of culture on female school leaders' opportunities of career advancement in the East Coast of the UAE, at ($\alpha \leq 0.05$).

H01-8: There is no direct significant impact of Culture on the psychological status of female school leaders in the East Coast at ($\alpha \leq 0.05$).

H02- There is a difference in participants' answers regarding the impact of culture on female school leaders' career due to the demographic variables such as marital status, academic level, age years of experience and job title.

1.6. Rationale and Significance of the Study

In general, senior positions are seen as limited to men, and the majority of executive positions are dominated by men (Powell and Graves, 2003). Female managers round the world have to deal with various types of challenges such as, stereotypes discrimination and underrepresentation and so on. The general idea about female leaders is that they are negatively influenced by convention that they must exhibit male traits to be successful managers, and that they are not able to balance their roles as wives, mothers and leaders and also, men refuse to work under women's command.

Globally, Female managers are mostly found in inferior management position which gives them few challenging tasks and little access to power (Omar and Davidson, 2001). Women in management literature dates back to the 1960s and 1970s. Kanter's work

(1977) (Men and Women of the Corporation) can be regarded as starting point (Powell and Graves, 2003). The term “token” was used by Kanter to address a group of women who were given advanced positions in management. Those (tokens) are often symbols that represent women in general. Their actions, thoughts and beliefs are likely to be considered as typical of all women.

Literature on the topic in management has grown significantly Since Kanter’s work. Studies in this field focus on the importance of women’s voice, and experiences that contribute significantly to an effective management style. They emphasize the qualities identified in women (e.g. sensitive, supportive and emotionally expressive) as positive value. They also underline the benefits of women’s way of knowing (e.g. intuitive, non-verbal and spiritual) (Jagger, 1983). Feminist’s movement that bends gender suggests focusing on the contribution of women to the existing system and their advantages. This view point refers specifically to the relationship between discourse, knowledge, language and power, uncovering ways of how theories give credit to stereotypically masculine attributes and how the gendered assumptions underlying the theories can limit our understanding of organizations (Mumby & Putnam, 1992).

Women in general constitute half of the UAE population according to the official portal of the UAE government (2020). Despite all decisions made by decision makers in the UAE; women in general are still suffering inequality, gender-based discrimination and cultural and organisational issues. Baker affirmed that organisational challenges determine the organisational level and impact hiring and promoting women (Baker,

2003). In spite of the variation of these challenges from one organization to another, this can create serious barriers before the development of women professionally.

Women school leaders in the East Coast of UAE are trying their best to overcome these obstacles to be able to handle their work professionally. In this study it is crucial to publicize and provide an adequate insight regarding the most important challenges of female leaders in the Educational sector in four different geographical areas that constitute the East Coast of the UAE, to the Emirati community in general and to decision makers in particular in a scientific and professional manner. The study aims at helping female leaders to make their way through men dominated workplaces environment and prove their ability and skills in leadership and the value they can add. The questions are: why do we need to focus on this issue when the literature is loaded of such studies? Are we behind altering or modifying the existing reality through improving women's status in the UAE which has dominated for decades?

According to the review of literature (such as Kanter's Theory, Transformational Theory by Burns) and the latest studies conducted by researchers in the field, it is true that Female leaders are struggling all over the world but the challenges that female leaders in the East Coast of the UAE encounter are very different in nature. As for changing the existing facts, I think change is a slow long term process that needs patience and perseverance. Here lies the importance of such studies; their influence spread slowly but eventually it prevails.

1.7. Structure of the Dissertation

This study entitled with The Impact of Culture on Women School Leaders' Career: A Study among Selected Public Schools in the East Coast of the UAE consists of five chapters in addition to abstract, acknowledgment, declaration, copy rights and information to users, summary of the research in Arabic, list of illustrations and list of tables. Chapter one starts with the Introduction, and includes: background and motivation to the study, Problem statement, purpose and objectives, research hypotheses, rationale for the study and Structure of the dissertation. Chapter two includes an overview, Conceptual Analysis, theoretical framework, Review of related Studies, Summary.

Chapter three includes Chapter Overview, Research approach, data collection and analysis plan, study limitations, ethical considerations and role of the researcher, data collection site, population and samples, trustworthiness and reliability of the data, site and samples Validity of the present study, reliability and creditability of the conducted research. Chapter four includes study results , descriptive statistics for questionnaire field's, Means and standard deviation for First Axis: Cultural challenges, Means and standard deviation for Second axis: Women school leaders' career, research hypotheses, sub-hypotheses, Second hypothesis, hypothesis Summary, and interview results. Chapter five includes conclusions, summary of the study, key findings, and recommendations.

Chapter 2: Literature Review

2.1 Overview

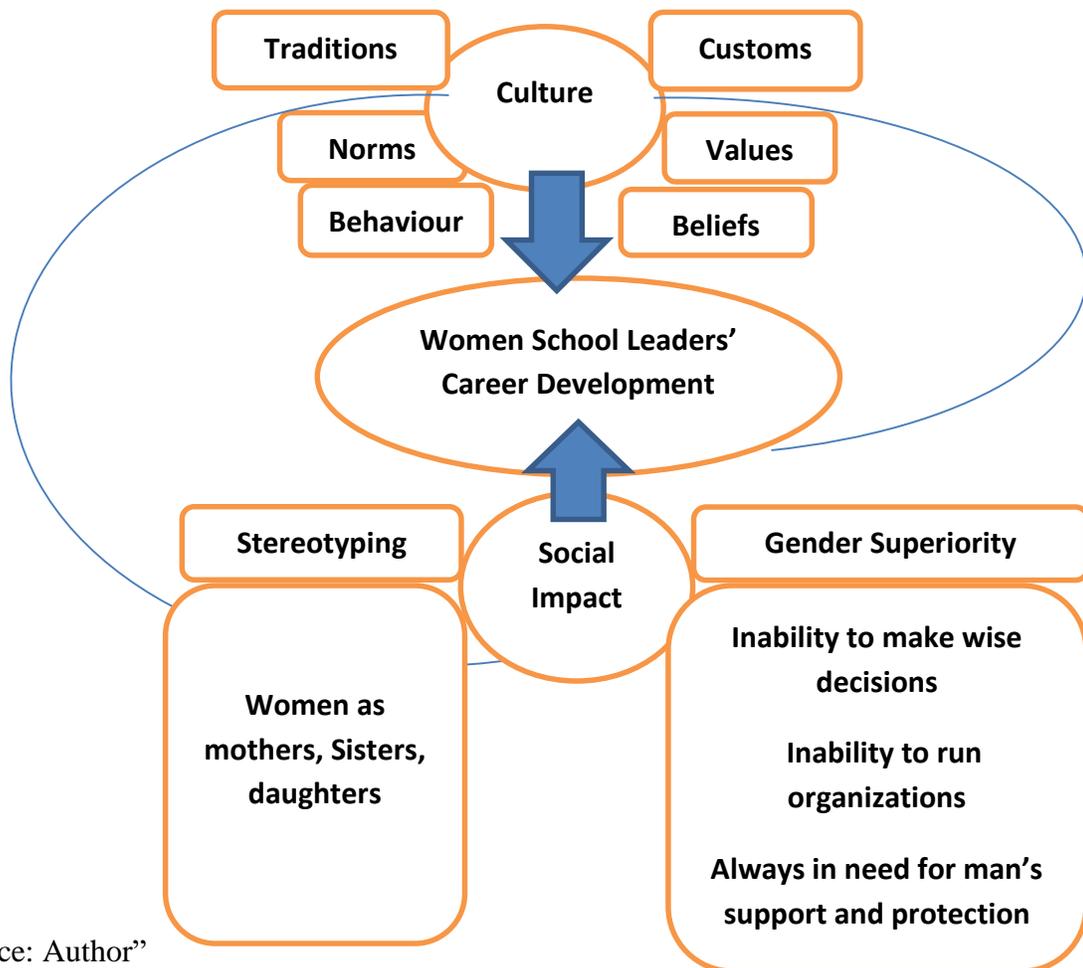
This chapter discusses the theoretical aspects of this study through presenting a conceptual analysis that includes key concepts and their relation to the study's main goal which is the impact of culture on women school leaders' career. In this section the researcher dismantled the key concepts, presented their meanings and their attribution to the study the researcher also presented a diagram to clarify and explain the relationship between concepts and their relation to the main topic. Section two presents the theoretical framework on which the researcher built the study's theories upon, it includes leadership theories connected to the main topic and the rationale that make them suitable to construct an argument based on them. Section three which mainly a review of related literature discusses related studies locally and globally.

It contains sub-sections that support the researcher argument such as Women's Leadership, educational barriers, work and family balance, underrepresentation and the role of gender, Lack of guidance and Relations and professional development. Section four sheds light on empowering the Emirati women and the Emirati decision makers' efforts to achieve this goal. Finally, section five is a summary for the whole chapter it also summarizes and reviews the related literature that will help me situate the current study.

2.2. Conceptual Analysis

As the researcher is attempting to investigate the effect of culture on women school leaders' career sustainability, the following figure illustrates the conceptual analysis as related to this study.

Figure (1) - Conceptual Analysis



“Source: Author”

Figure (1) shows the rational connection between the main concepts mentioned previously such as culture with its concepts, sociocultural (the impact of both culture and society since they intersect, the obvious is that culture plays the role of the influencer that impacts the society and the family which in return impact women in general). Figure one presents the most relevant concepts and their sub-concepts that directly or indirectly impact the main study subject, in this case women school leaders' career. Culture and its related concepts such as norm, customs, traditions, values, behaviours and beliefs as dependent variables play a significant role in women school leaders' career as an independent variable. In a society that still to a great extent derives its regulations from culture such as the East Coast of the UAE society, it is normal to notice the negative impact that is built upon certain thoughts and ideologies such as male superiority over women the inability of women to make wise judgments.

This study uses a number of key concepts to understand the nature of the problem, such concepts are: Culture, norm, customs, traditions, values, behaviours, beliefs, Socio-cultural Perspective, Career, and professional development.

Culture: According to Daft (2007), Culture refers to the set of values, guiding beliefs, understandings, and ways of thinking that are shared by members of an organization (or the community) and are taught to new members as correct. Many scholars such as Thompson, Ellis & Wildavsky (1990) defined culture as way of life, a combination of cultural bias and social relations. culture is "mental software". It is "the collective programming of the mind that distinguishes the members of one group or category of

people from others” (Hofstede & Hofstede, 2005. p.4.). Edward Tylor 1832-1917 a well-known anthropologist states that culture is “accumulation of human accomplishment”. While Franz Boas, 1858-1942 the American anthropologist, describes culture as a set of cultural glass lenses that provide us with a means of perceiving the world around us. Schein (1994) affirmed Boas’s description when he stated that, in order to make sense of situations biased by our own assumptions, it is necessary to take a cultural perspective, and learn to see the world through a “cultural lens”.

UAE Culture: such as culture all over the world, UAE culture is a combination of rules, habits costumes, traditions and thoughts integrated with religion that still to this very day plays a vital role in shaping the lives and behaviours of the UAE citizens and people round the world . These elements of culture might vary from one ethnic group to another, but they are all framed in the UAE culture as one due to the integration and coexistence of these groups. During the pre-union era UAE as elderly people who still live and remember say, women didn’t have any access to education due to several reasons all related to culture; most of the tribal states inhabitants were not familiar with regular education . Only boys were allowed to join Al-Mattawa’ to learn the holy Quran in the mosque. Women were not allowed to leave their houses without males escort. In addition, as, many old people who lived during the pre union era stated, women were responsible for the essential everyday tasks, indoors and outdoors, such as caring for children, farming, and bringing water from springs or wells, making rugs and tents and sewing.

At that era women didn't complain because they were born and raised that way just like their mothers and grandmothers who used to living without any complaints. So it was very normal for them to live under the same conditions. This stereotypical image of women was not limited to turcial statesinhabitants; it was the dominant image all over the Arab peninsula and other regions worldwide (Uae.gov.ae. 2000).

East Coast Culture: What defines the East Coast culture is that it is still connected to pre-Union era and the pre- unification era where people were very attached to their habits, traditions, customs, beliefs and values .This can be clearly exhibited in the way they live and interact and in their perspective to the relationship that connects family to the society and individuals to families. Although the East Coast society is a part of a bigger entity (the UAE society) which has been influenced with the dramatic changes since the unification, its attachment to its cultural heritage is stronger than its surroundings (Uae.gov.ae. 2000) .

Behaviours: According to Cambridge dictionary, a behaviour is the way that a person, an animal, a substance, etc. behaves in a particular situation or under particular conditions scholars such as Levitis, Daniel; William Z. Lidicker Jr & Glenn Freund, (2009) agreed that behaviours are a reaction towards a certain stimuli or incentive in our case the stimuli or incentive is culture which drives people to act to certain situations based on their cultural competence. People who belong to the same community such as the East Coast community behave all most the same as a respond to certain actions for example you see

them rush to help people in critical situations or people who are in need even if they are strangers or show hospitality and generosity to guests and so on.

Beliefs: A belief is an attitude that something is the case, or that some proposition about the world is true (Primmer & Justin, 2018). Beliefs include Ideas, thoughts and way of life derived from culture, religion or both shared by community members and functions as a constitution for them. Wither right or wrong, beliefs control most humans' actions in their daily life. They are the campus that provokes people to behave in a certain manner as a reaction to a certain situation. I believe behaviours and beliefs have a cues and effect relationship since people behave according to their beliefs which most often relate to culture. For instance, women should stay home to take care of the family or women are incompetent, unreliable and weak. Some people may argue that they adopted these beliefs based on experience, but what they don't know is that these beliefs accumulated over years in their subconscious and they are a result to the way they were brought up.

Customs and Traditions: Customs and traditions are defined as cultural ideas, beliefs and/or behaviours that describe a regular, patterned behaviour that is considered characteristic of life in a social system. Shaking hands, bowing, dress code, kissing—all customs—are methods of greeting people. The method most commonly used in a given society helps distinguish one culture from another (Ashley, 2019). Customs are always connected to traditions and they include, but not limited to, the way people in a certain community eat, sing, greet dress and behave in their social occasions. Customs and traditions move from one generation to another; they are taught and stressed on by the

society for the sake of continuity and privacy because they are considered the mark that distinguishes societies. Like the Gulf region, some communities share the same customs and traditions due to the blood ties that connect them.

Habits: Are actions that an individual or a group of individuals do on regular bases. They include the everyday life style of a person(s). Repetitive and involuntary actions that people do such biting their figure nails, over eating, smoking .The American Journal of Psychology (1903) defines a "habit, from the standpoint of psychology, as a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience (Andrews, B. R. ,1903).

Norms: Social and cultural norms are unwritten rules that set and control social standard for acceptable and unacceptable behaviours of an individual or group of individuals within the society. Social and cultural norms have a great influence over individuals' behaviours in in so many aspects including eating habits, practicing social and religious rituals, social interaction and so on (Bicchieri, 2012).

Values: Values are basic and fundamental beliefs that guide or motivate attitudes or actions. They help us determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for conduct (Steven, 2018).

Socio-cultural Perspective “Sociocultural perspective: A perspective describing people’s behaviour and mental processes as shaped in part by their social and/or cultural contact, including race, gender, and nationality.” Sociocultural perspective theory is a broad yet significant aspect in our being. It applies to every sector of our daily lives. How we communicate, understand, relate and cope with one another is partially based on this theory. Our spiritual, mental, physical, emotional, physiological being is all influenced by factors studied by sociocultural perspective theory” (Catherine, 2010).

Career: According to Oxford Dictionary (2012), it’s an occupation undertaken for a significant period of a person's life and with opportunities for progress. According to Cambridge dictionary (2013), it is the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money.

Professional Development: Professional development is the process of developing ones position in his/her career or profession to be promoted. Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. (Speck & Knipe, 2005)

Leadership: The ability to influence a group toward the achievement of a vision or set of goals. Women Leadership is attributed with certain features such as being people oriented with tendency to cooperate in teamwork, being more prone to change along with capacity

to operate in different directions, and empathy with inclusivity in dealing with individuals and groups. (Robins & Judge, 2007).

Women Empowerment: According to Robins & Judge (2007), it refers to putting women in charge of what they perform. I think women empowerment means: to provide women with every means possible to be able to stand up for their rights and claim the position they deserve on the social and institutional levels.

As clearly seen, all the above culture- related concepts shape people's lives in the East Coast of the UAE because they determine how an individual should act within the society. In this study, most people set their life course based their understanding and interpretation of these concepts and the way they must be implemented. So it is difficult for them to accept working women because this idea is already rejected by the cultural heritage of this part of the world. Even female leaders who struggle against social injustice have the idea planted in their sub-conscious. The relationship between culture- related concept and the subject of this study is major because understanding these concepts leads to a more profound understanding for the problem in hand.

2.3 Theoretical Framework

What makes anyone a better leader? Is it gender, is it age and experience in a certain field or is it his or her social rank. I believe Leadership is built on knowledge and charisma regardless age and experience, gender or social and financial rank. Leaders and followers

constitute the human capital in any establishment private or public. Going up on the leadership hierarchy depends on legibility, charisma and contribution to the establishment.

The existing literature seeking to explain the many restraints imposed on female leaders all over the world found that the most persistent forms of gender inequality at home and among family, educational achievements and employment have a cultural and traditional background. The impact of socio-cultural attitudes towards women in leadership roles can affect the routes which typically lead towards women claiming their right to occupy advanced positions in public and private sectors and deny the country of at least 50% percent of its working force that can introduce new methodologies in leadership and increase the efficiency in institutions. Evidence related to the role of cultural attitudes towards female leaders are still clear in public institutions. So how long will traditional and cultural attitudes remain a significant obstacle to women's representation as leaders in public and private sectors?

2.3.1 Human Capital

The term human capital (HC) is rooted to the early 1960s. HC consisted of the 'knowledge, skills and abilities of the people employed in an organization. While, Schultz's concise initial definition of HC is somewhat limited in that it does not consider the concept of 'value' and the importance of 'investment' in HC. In 1981, Schultz renovated this definition and defined Human Capital (HC) as: all human abilities to be

either innate or acquired. Attributes which are valuable and can be augmented by appropriate investment will be human capital (Schultz, 1961). In contrast to the Emirati population which is prominently consists of 88% expats, locals constitute the remaining segment of the population which is approximately 12%. According to global median insight, female leaders are under-represented as an added value to the HC Value although they are the majority of the country's citizens.

Leadership theories emphasize the fact that men are superior to women in every aspect; such an attitude is acquired early in life through family and society who derive their ideology from culture. In cultures with traditions and values that limit the role of women in the home and family as a wife, sister or mother such as the Emirati culture in general and the East Coast of the United Arab Emirate culture in specific, many women may be reluctant to claim not only leadership positions, but also an ordinary job. The reason behind that is the oppression that women are still to a great extent subjected to voluntarily.

During the pre-union era, as stated by many old people who still live, women's role in the society was limited to voiceless house wives due to the Power of the tribal strict rules that were imposed on them and that positioned men as the dominant strong partner in the society; this power is stemmed from a powerful cultural code that pictures women in general as weak creatures that always need man's care and protection. Because it was a closed society, there was no sign of rebellion against the dominant fact even with the economic mutation that the Emirati society witnessed. After the unification in 1972

things changed seemingly girls joined schools, colleges and universities. Rules and regulations were set to protect women and free them from the cocoons they found themselves trapped inside and enabled them to join limited jobs.

In spite of the economic ,social and political progress, it was not possible to break the cultural code which I can define as the inherited components of culture that determine individuals' actions, behaviours and way of thinking etc. These components imposed restriction on women to limit their whereabouts in places they were meant to be. To cope with the 21st century, the UAE government paid so much effort and resource to change facts on the ground. Decision makers called for the liberation of women from the illogical unexplained and painful fact. They called for an independent person and a partner who works side by side with his/her fellow counterpart.

To promote social equality, the UAE government established Gender Balance Council (GBC) which is a federal entity responsible for developing and implementing the gender balance agenda in the United Arab Emirates. The Council is chaired by Her Highness Sheikha Manal bint Mohammed bin Rashid Al Maktoum, President of Dubai Women Establishment and wife of His Highness Sheikh Mansour bin Zayed Al Nahyan, Deputy Prime Minister and Minister of Presidential Affairs. The Council's objectives are to reduce the gender gap across all government sectors, enhance the UAE's ranking in global competitiveness reports on gender equality and achieve gender balance in decision-making positions, as well as promote the UAE's status as a benchmark for gender balance legislation. It also launches pioneering initiatives and projects to enhance

gender balance throughout the country and contribute to achieving the Council's vision of positioning the UAE as a world model for gender balance. (UAE G. B. C, 2019)

This initiative shows how UAE decision makers are committed towards promoting the gender equality in the country's public institutions and changing the stereotypical image of women in the Emirati society in accordance with the economic, cultural and scientific advancement that the country is witnessing. It is a corner stone for moving ahead in the social reform that moves slowly, but steadily. The author relied on different theories to support his argument, all of which discuss concepts such as structural and psychological empowerment, gender variation and discrimination in leadership against women.

2.3.2. Feminist Theory

Feminism is women movements, a rebellion against oppression, injustice and inferiority of women. It is a range of social and political movements, mostly led by women, and ideologies that aim to achieve justice for women on the political, economic, personal levels. They seek to eliminate social inequality of the sexes. Feminism embraces the idea that says societies prioritize the male point of view, and that women are treated prejudicially within those societies. Activists have been fighting against the current situation that includes gender stereotypes and establishing educational, professional, and interpersonal opportunities and outcomes for women that are equal to those for men (Lengermann & Gillian, 2010). One of the earliest publications that shed light on women's rights in the western world was *A Vindication of the Rights of Woman* by Mary

Wollstonecraft. This book was a response to all educational and political theorists of the 18th century, specifically in the year 1792, argued for the deprivation of women from rational education.

Mary Wollstonecraft built her argument on the critical need of the nation for educated women because they are responsible for raising its children and could act as respected "companions" to their husbands. Wollstonecraft stressed in her book on the fundamental rights of women because they are human beings who deserve to be treated equally as men and not property for men; the society will lose its moral values if women were treated otherwise. Wollstonecraft held the stick from the middle; she did not call for gender equality in terms of morality. She was ambiguous regarding this case since she didn't clearly state that men and women are equal which made it difficult to consider her as a modern feminist. Feminism reemerged in England in the year 1859. It aimed at liberating women from the dependency of men. It soon spread in France and the United States which made them adopt democratic political systems which changed the political and economic status of the family (Witt, 2012).

Modern Western feminist history that started in the 19th and early 20th century is divided into three phases, later on referred to as "waves", each wave had different aims based on prior progress. First-wave feminism of the 19th and early 20th centuries focused on protesting against legal inequalities, particularly addressing issues of women's suffrage which women's right to vote Second-wave feminism (1960s–1980s) extended debate to include cultural inequalities, gender norms, and the role of women in society. Third-wave

feminism (1990s–2000s) came as a reaction of the second wave perceived failures as seen by third-wavers themselves both as a continuation of the second wave in attempt to achieve its goals (Nicholson ,2010) .

It can be concluded that women have been struggling for ages to obtain their legal rights and to be acknowledged in their societies as an important part that is Irreplaceable. Struggling is still active and prejudice against women also is still evolving as long as there are people regardless of their education or class still believe that a woman was only created to please men and satisfy their needs. This theory played a significant role in women liberation in the western world and made certain countries change their political and social policies. It is affirmative that this theory touches the core of this study, but due to the different circumstances in the Arab world in general and in the UAE in particular this theory has a modest influence due to the following reasons that were concluded based on the researcher's profound knowledge and search during this study of the UAE culture in general and the East Coast culture in particular.

The tribal structure of Arab communities makes it very difficult for women to establish or join such movements. Family ties that clearly present male domination, in the UAE are stronger than anywhere else. Women in the UAE never act solo since they are under a lot of family and social pressure and surveillance; because they were raised according a certain code of ethics that doesn't approve any type of actions that might lead to unwanted results. Arab women are content because they are not responsible for supporting the family even if they generate income; it is the man's responsibility to do so

The UAE constitution and decision makers guaranteed women's rights so there is no need for them to struggle for them.

2.3.2.1. Socially-biasing children sex and gender system

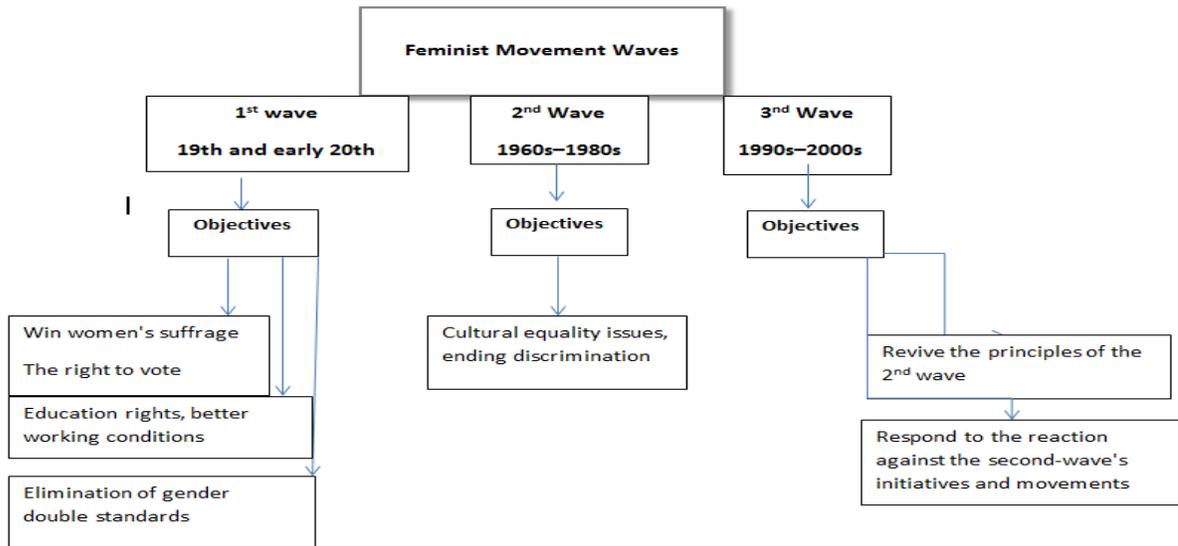
One of the critical feminist theories is the socially-biasing children sex and gender system. This theory focuses on sex and gender ideologies in a social context. It considers the ideology of sex as a social component that favors males to females. For the East Coast of the UAE Society, being bias to males is something innate even though, this social phenomenon is fading; many families prefer to have males.

In her book *Female Circulation*, Sally Shuttleworth's says "abasement of the woman, reducing her from an active participant in the labor market to the passive bodily existence to be controlled by male expertise is indicative of the ways in which the ideological deployment of gender roles operated to facilitate and sustain the changing structure of familial and market relations in Victorian England" (Shuttleworth, 1990. p 47). The writer reflected on the role of gender and how it affects women that started as house wife who depends entirely on her husband and then changed be a working woman who became free from husband's domination and finally back to being passive and inferior to males.

What the writer suggests can be true in certain social constructs and ideologies. The circulation of women status is changing depending on the societal, educational, financial

circumstances and a civil state that protects individuals' rights regardless gender, colour or beliefs.

Figure (2) Feminism movement waves' objectives



“source: Author”

Feminism is a movement that calls for the liberation of women all over the world. The figure above presents the three waves of (modern feminism) and the objectives of each wave. It also presents the main objective of feminism in general the main purpose of all the waves is to achieve the main goal which the liberation of women from men’s control over them and to have their social and political rights

2.3.3. Kanters' Theory (1977)

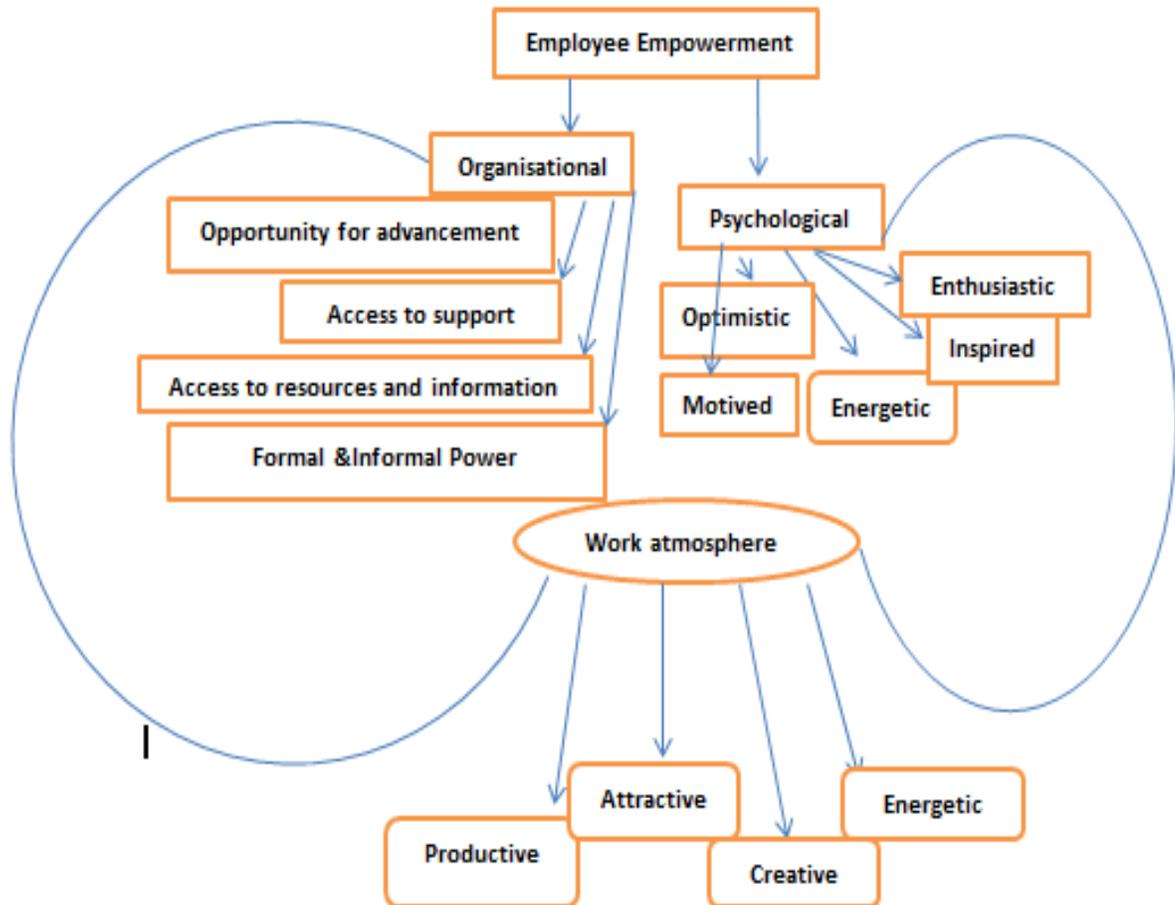
Every empowered employee is energetic, enthusiastic and optimistic because they have motive and inspiration to be so. Kanter (1977) has pinpointed the six conditions required for the structural empowerment in organizations as follows Opportunity for advancement,

Access to information, Access to support, Access to resources, Formal Power and Informal Power. The above conditions were the basis of several organisational behaviorists work and studies. The basis of structural empowerment and psychological empowerment is derived from Kanter's work in the 1970's. They are identified as distinct sources of organisational power (Wagner et al., 2010).

Kanter has expressed the characteristics of a situation can either constrain or encourage optimal job performance, regardless of personal tendencies or predispositions. Subtle forms of discrimination against women within the organisational structures of Arab organizations in general and the Emirati ones in particular such as their deprivation of formal access to opportunities of growth and development through training and other informal opportunities (e.g. mentoring and peer support). Emirati female leaders are not only less in number within certain organizations, but are also less empowered as a result of being absent from positions of power and decision-making. This efficient theory of gender and organizations is crucially important because it sheds light on the gender role in any work, it was created based on organisational processes, and considers organizations as a fertile soil in which cultural images of gender are generated.

The Following Figure Outlines Kanter's Theory pillars:

Figure (3) – Kanter's Theory highlights.



“Source: Author”

As shown in figure three above, Kantar’s theory is a clear presentation for the current situation of the UAE progressive governments who have been trying their best to equip women in general with the necessary tools of empowerment to create Female leaders capable of running institution and making their own decisions to develop these institutions. The opposite groups who oppose women empowerment in the UAE armed with ancient ideologies act enthusiastically to prove their culture based theory which implies that women in general don’t fit for public positions. This theory can be a platform for career development and sustainability because it represents the foundation for

creating well organized knowledgeable leaders who are capable of making decisions and improving their followers' performance which reflects positively on the institutional level.

2.3.4. Transformational Leadership Theory

The concept of transforming leadership was first introduced in 1978 by James Mac Gregor Burns in his descriptive research on political leaders, but this term is now used in organisational psychology as well (Bass & Riggio, 2006). According to Burns (1978), transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. He established two concepts: "transformational leadership" and "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. It is based on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealised in the sense that they are a moral exemplar of working towards the benefit of the team, organisation and/or community.

Bernard Bass, (1985) continued the work of Burns 1978 through explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass

introduced the term "transformational" in place of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent, to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected.

These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership. Now 30 years of research and a number of meta-analyses have shown that transformational and transactional leadership positively predict a wide variety of performance outcomes including individual, group and organisational level variables.

2.3.4.1. Four fundamental Pillars of Transformational Leadership.

The first element is the Individualised Consideration which shows the ability of the leader to attend to each follower's needs, treat each and every one equally, share their concerns and happiness, listens to the follower's concerns and needs, acts as a mentor or coach to the followers and above all be honest. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also includes the need for respect and celebrates the individual contributions that each follower can make to the team. The followers have a will and aspirations for self-development and have intrinsic motivation for their tasks. Mutual respect leads to mutual trust and eventually leads to mutual understanding between the leader and his followers; the result is a successful organization where everyone works in a relaxing atmosphere (Bass & Avolio, 1994).

The second element is Intellectual Stimulation which shows the ability of the leader to face challenges, in this respect the true transformational leader asks for ideas to improve the performance from his followers and never underestimates any of them because he is aware that the most beneficial idea could be introduced by the simplest minds. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop followers who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks (Bass & Avolio, 1994).

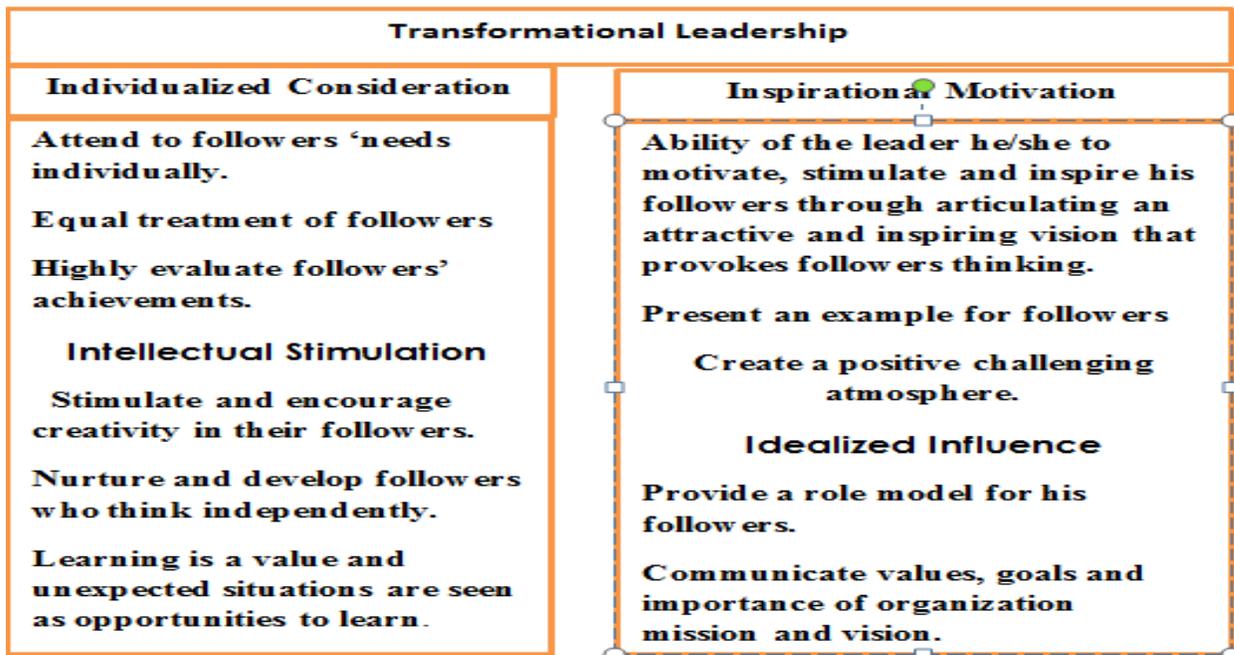
The third element is Inspirational Motivation which focuses on the ability of the leader he/she to motivate, stimulate and inspire his followers through articulating an attractive and inspiring vision that provokes followers thinking. This approach of front loading or challenging creates a positive competitive atmosphere among followers since the space is open for every one of them to introduce his/her own vision about how work should be done and if this idea appears to be efficient for the development of the institution, then it is adopted regardless who came up with it. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward, the visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities (Bass & Avolio, 1994).

The fourth element is the Idealised influence in which the transformational leaders are supposed to Provide a role model for his followers to follow .This role model includes ethics, good behaviors, gains respect and trust, dedication, honesty and perseverance . In order to pass your decisions, you should have at least some of these characteristics for example if you ask your followers to come to work on time, be punctual yourself and come to work before them, if need someone to do something for the first time, show him how and if you need your workers to increase production give them incentives. As change agent, transformational leadership has already spread worldwide in a relatively

short time. Almost all sectors in developed countries, public and private, depend on this approach to improve their employees' performance (Bass & Avolio, 1994).

The following figure demonstrates Transformational Leadership Considerations through three main topics. Firstly, individualized Consideration, suggests the way in which transformational leaders deal with their followers. Secondly, inspirational Motivation presents the ideal character of transformational leaders. Thirdly, idealized influence consideration that represents the main role (s) that the transformational leader should play.

Figure (4) - Transformational Leadership Considerations



“Source: Author”

What makes this leadership approach relevant to this study is that many scholars such as Bass and Avolio believe that women can be better leaders than men due to their delicate caring, sensitive and nurturing nature. Female leaders tend to show more transformational leadership characteristics than men because they don't only lead change and innovation but they also transmit positive messages for their followers that ignite enthusiasm and enhance performance. In a study by Grogan (1999), comparing men school leaders with women school leaders; he noted that women are social leaders who try hard to get to know students, teachers, and other members of the school community.

According to Shakeshaft (1987), women as leaders give more attention to the importance of individual differences among students, and they pay more attention to the social and emotional development of the child. Women principals are more likely to emphasize teachers' technical skills and their responsibility to the entire school. They tend to be more concerned than male counterparts about academic achievement of students; to be more knowledgeable about curriculum; to value the productivity of their teachers; and demonstrate greater concern for individual differences, developmental problems, and social/emotional development of students.

Unlike men school leaders who deal with leadership as purely managerial task, for women, being a school principal means teacher of teachers or an educational leader who cares for every single detail about students, teachers and co-workers. In the school they involve themselves in the private issues of their followers and strive to help solve their problems. Grogan (1999) reports that, women's leadership style tends to be more inclusive and

transformative than that of their male counterparts. Females are more capable of adopting a collaborative management approach than men. She reports that this style is the preferred one for today's schools.

Based on my observation and experience in the educational field and East Coast schools, female school leaders help enhance teachers' performance through changing their schools into compassionate communities they facilitate individuals and cohesive work groups in affecting decisions that drive the day-to-day operations of the school. They are inclusive rather than exclusive in their approach to decision-making, and they seek ways to decentralize the process of making decisions, while increasing the inclusiveness of all stakeholders in being a part of the vision of the school (Hudson, 1996). In spite of all the cultural and challenges that impose a lot of pressure on women school leader's career literature has shown their capability in running their educational institution in a more transformative way than men.

2.3.5. Trait Theory 1930s - 1940s

Also called dispositional theory or the big five States that leaders have certain inborn traits that enable them to lead, such traits as assertiveness, dependability, persistence and adaptability it is convenient to list the elements that Stodgill (1974), the originator of the trait theory, determined. The trait leadership theory believes that people are either born or are made with certain qualities that will make them excel in leadership roles. Certain qualities such as intelligence, sense of responsibility, creativity and other values. Having

these characteristics, anyone can be a good leader regardless gender age or colour. The authors expanded on the trait theory, arguing that a leader is made or broken based on emotional stability, the ability to admit faults and errors, intellectual strength and having refined interpersonal skills and relations (McCall & Lombardo 1983).

What makes this theory interesting is that it investigates personality psychologically. Trait theorists are primarily interested in the measurement of traits, which can be defined as habitual patterns of behavior, thoughts, and emotions. According to this perspective, traits are aspects of personality that are relatively stable over time, differ across individuals (e.g. some people are outgoing whereas others are not), are relatively consistent over situations, and influence behavior. Traits are in contrast to states, which are more transitory dispositions (Press books-dev). This theory supports the idea that leaders are born with these characteristics that qualify him/her to be leader. Gender discrimination is not referred to in this theory; regardless gender any person with certain qualities such as Adaptability to situations, Cooperative Persistent, Decisive, Self-confident and ambitious and achievement-orientated and many others can make a good leader. The following figure demonstrates The Trait Theory Highlights.

Figure (5) - The Trait Theory Highlights

The following table represents the personality trait theory that depends on three main Axes of successful leadership as shown in the figure bellow. Although it is a different theory of leadership, its characteristics of leadership match those of transformational leadership.

Personality Traits		
Abilities	Personal Traits	Motivation
Intelligence	Masculinity/ Faminity	Achievement
Supervising Ability	Self- Assurance	Self-Actualization
Initiative	Decisiveness	High Financial Reward
	Maturity	Power over others
	Working Class Affinity	Job Security

“Source: Author”

This theory as shown in the figure above, assumes that the personal traits of the leader, regardless gender, are the corner stone for the success of institutions. This violates the culture based assumptions that say women in general do not fit in the leadership positions. Based on this theory, female school leaders are not an exception; they have to acquire the necessary characteristics to be able to lead and stand up against all types of challenges before them.

2.3.6 Style and Behaviour Theory

This theory claims that each individual has his or her own distinctive style of leadership with which he/she feels most satisfied. It is agreed that one style of

leadership does not suit all situations. Yukl (1989) introduced three different leadership styles. Democratic leaders who focus on quality rather than quantity and who make sure that their employees have a high degree of satisfaction, creativity, and motivation. They show great enthusiasm and energy in their work regardless of the presence or absence of the leader. They are keen on maintaining better connections with the leader, in terms of productivity. Critics say that this style decreases employees' efficiency.

Autocratic leaders focus on greater quantity of output ignoring their employees' human aspects. As Farh and Cheng (2000) suggest that Autocratic leaders' behavior of emphasizing their strong authority and control over their followers. Their obedience should be unquestioned. Even though this leadership style is easy to learn, it is a clear Line of control and it is good for Inexperienced or unmotivated workers, it increases work burden and tension among workers. Finally, the Laissez faire leadership that grant complete freedom for followers to make decisions. Leaders in this style of leadership work as tools and resources providers while group members who have full power, are expected to solve problems on their own. Yet leaders still take responsibility for the group's decisions and actions.

This style was only considered relevant while leading a team of highly skilled and motivated people who have excellent track-record. This leadership style has many advantages as well as disadvantages. As for the advantages, they allow team members to maximize their own leadership skills, it provides followers with the most experience to shine, it creates an environment of independence, it encourages team members to explore

new ideas, it allows individual teams to create their own environment, it generates more individual satisfaction for the work being done and it provides the leader to be strategic with their skills.

As for the disadvantages, the Laissez Faire style restrains the role of the leader on the team, it reduces the cohesiveness of the group, it changes how accountability is assigned within the group, it allows leaders to avoid leadership, it is a leadership style which employees can abuse since there is little or no surveillance, it can be difficult to adapt to changing situations and it creates opportunities for employee litigation.

Figure (6) - Style and Behavior Theory

As the name suggests, figure (6) presents different styles of leadership as shown in the table below. These three are compared according to the relationship of the leader to his followers and their performance.

<p align="center">Human Relations High Consideration and low structure</p>	<p align="center">Democratic High Consideration and Structure</p>
<p align="center">Laissez Fair Low Structure low consideration</p>	<p align="center">Autocratic High structure and Low Consideration</p>

“source: Author”

Direct leadership in democratic and autocratic with the difference of the level of freedom workers have. In both styles leadership exists. while in the laissez fair style leadership is almost none exists

2.4. Review of Related Studies

This part of chapter two discusses the topic of this study (The Impact of Culture on Women School Leaders' Career: A Study among Selected Public Schools in the East Coast of the UAE) based on two types of studies: Firstly, studies that shed light on culture with all its components, diversities and the level of impact on women leaders. Secondly, studies that discuss the topic from scholars' prospective locally and worldwide that presented different types of data which the researcher used to support his argument.

2.4 .1. Studies Related to Culture

This part of the study reviews the literature on challenges facing female leaders in general and female school leaders in specific in the United Arab Emirates (East Coast) and around the world. Female leaders around the world face almost similar challenges, but in the East Coast of the UAE these challenges are different because they are mostly socio-cultural. These challenges cause most female school leaders in the East Coast to struggle during

their career. In spite of the difficulties they face on social and family levels, female school leaders insist to move ahead.

Base on my knowledge of the East Coast society, the idea that men are superior and the only place for women is home whether married or not, whether educated or not, passes from one generation to another. Their only concern should be family and children. They don't have the right to work or go out alone because they don't know how to act in difficult situations. If they get jobs they don't have the right to make any decisions or claim leadership positions since they are believed to be incompetent and since these two realms are limited to the opposite sex. As if women are doomed to stay trapped inside the bubble of culture with all what it represents. It is the unwritten code that society members seek refuge to when they want to pass a certain decree against women.

As described by several published articles and accredited websites, Culture encompasses the set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined group of people (Hofstede, 1994). Culturally determined characteristics may include but not limited to: language spoken at home; religious observances; customs; acceptable gender roles and occupations; dietary practices; intellectual, artistic, and leisure-time pursuits; and other aspects of behavior. Through history almost every culture known was bias to males because they needed workers and worriers to defend the tribe against invaders and to keep the family name. For most of them, females were a heavy burden and a weakness that might shame any family or

community. This ideology which is thought to be disappeared still unobtrusively exists as a crucial part of some communities' culture. (Wilson, Kenneth. 2018)

The leap that has been achieved through years in women status worldwide is tremendous nevertheless women are still suffering serious issues that prevent them from resuming their carrier. Several studies discussed leader women's eligibility and efficiency in performing their duties as head of institutions; these studies came to a conclusion that female leaders most often make better leaders than their men counterparts however, the occupational and leadership status of the woman is still under appreciated due to the wide gap represented in the unequal representation in the administrative and leadership positions. This under-representation in leadership positions was highlighted in many countries. (Al-Shihab & Mohammad, 2001). Yang (1998) concluded that in the United States the rate of women assuming higher leadership positions does not exceed (3%) where as in the United Kingdom this rate reached 6%.

The previous figures were confirmed by (Hynowitz and Schellhardt, 1986) who attributed them to the "Glass Ceiling" as the primary reason that obstructs the advancement of women in leadership positions. In his study that discussed women's academic leadership in the secondary schools of Irbid Educational Area in Jordan, and that was discussed in the first Arab Women Summit. Jaradat (2014) found out that the idea of the challenges facing leader women in the educational system was Recognized and formed.

The first Arab Woman Summit conference, held in the State of Kuwait in 2002 under the slogan “Women and the Renaissance of the Nation”, indicated that women have an effective role and wide participations in leading several community institutions to success, even though there are many pressures and obstacles obstruct their quest for the continuity of the institutional work and assuming their leadership positions. The Second Arab Woman Summit Conference held in Jordan in 2010, resulted in defining a strategy for the advancement of Arab women; and giving them an effective role in the development of their communities. Other conferences such as (UNICEF and UNIFEM, 2002) also aimed eliminating all forms of prejudice and discrimination against women, especially in assuming administrative leaderships in community institutions, particularly at the educational system.

The issue of female leaders and their role in the community institutions, particularly the educational institutions, is still under investigation by the researchers in the leadership domain. Hill & Ragland, (1995) investigated the traditional barriers against the women seeking leadership positions in different educational levels. Al-Shaddi (2010) pointed out that women play a significant role in leading educational institutions; he highlighted their ability in managing the organisational struggles following distinguished methods and approaches. Sernak (2003) focused on the cultural traits of the women’s leadership in schools.

2.4.2. Females’ Leadership

In an argument concerning women empowerment and leadership raised by Skenjana (2009), the writer argues that women preserve oppression through their expectations and

perceptions of their roles that have been entrenched by their experience although women are oppressed in a male-dominated society. Besides oppression of women in general, Women are likely to have poor perceptions of themselves. Mathipa and Tsoka, (2001) introduced a number of barriers that represent unreal insights of women's true position among these barriers, lack of assertiveness, Poor self-image, less career orientation, less confidence, Poor performance and lack the will to achieve. All the above characteristics are attributed more to women than men either to be used as an excuse for employing less women in demanding occupations or as a sign of less interest in women as leaders, in addition these obstacles are set to drive women to develop a sense of inferiority and a belief that they can never be equal to men in leadership positions.

The reality is that all these characteristics are a clear social Insight against women as they are perceived to be lazy and arrogant. Chabaya et al (2009) also agrees with Mathipa and Tsoka above, that women acquire low self-esteem and lack confidence. Both writers cite Smith (2010) who pointed out that in a society saturated with these stereotypes in which women have learnt to fit neatly into, they are less likely to aspire to be leaders. In such societies, many women have adopted the attitudes and role expectations.

Women are most often marked as less competent and sensitive creatures that are controlled mostly by their emotions; this is due to their feminine nature (Bass, 1985). On the other hand, men are stereotypically effective, competent and tough leaders who lack warmth. Men appear to be stronger and more active in leadership positions than women. In his research, Connell (1999) shows that a great diversity of manhood exists; this has

not completely led to the decrease of gender inequality. In fact, manhood is still dominating leadership even in the most sophisticated societies where the dominant belief is men are superior to women in leadership and more capable of handling issues related to guiding and leading followers.

In the UAE the number of female leaders has noticeably increased especially in the field of education over the last three decades after the unification of the seven emirates in 1972. Nevertheless, women presentation and participation in the public sector is still limited. Hojgaard (2002) argues that the cultural structure of leadership in itself initiates difference. It is only now being clear that women could gain admission to leadership positions. Women's leadership has raised so many questions worldwide, and has been a fertile soil for research to a number of studies.

Nevertheless, information on the challenges encountering female leaders in leadership or management position in the educational sectors cannot be generalized due to the privacy of communities. This part attempts to review the literature of this study. It provides both the theoretical debate and empirical literature of the study. Eagly (2001) pointed out that female leaders are more self-confident and persuasive; they have a stronger need to get things done and are more willing to take risks than male leaders; they are more empathetic and flexible, as well as stronger in social skills than their male counterparts are.

Female leaders' career and professional development are affected with the organisational atmosphere that refers to the prevailing corporate perception which leads to unsporting

and discouraging work environment. This negative approach, allows firms to question women professional capabilities which drives some of them to pay much effort to prove that they are credible and committed ‘invisible woman syndrome’, (Resign, 1998). Helfat (2006) states that between the 1970s and 1990 women didn’t exist in top management positions; the year 2005 witnessed a dramatic increase of women in leadership positions they accounted for 46.5% of the United States workforce. Laff (2006) holds women responsible due to their preference and educational choice which may explain the low number of executive positions women hold fields such as engineering and science. Women in the United States comprise 25% of the PhD holders in math and science, where as they are less than 17% in engineering and computer science (Nelson and Lavesque, 2007).

Women all over the world share almost similar experiences regarding barriers to advancement (Jamali, Sidani, & Safieddine 2005). Living in an environment of cherished religious and cultural values and customs has a significant impact on societal attitudes and behaviors and this cannot be ignored. The UAE can still be identified largely as a family-based, patriarchal, Islamic society where gender roles are defined (Galalnt & Pounder, 2008). These preconceived notions influence family pressures, which emphasize these cultural traditions. These traditions require women to fulfill their duties at home. While men are taking more responsibility in the house, the ongoing presumption is still that women are ultimately responsible for the household. Emirati women often consider marriage, children, and family a priority and do not see a tradeoff between family responsibilities and a successful career (Al-Lamki, 1999, 2007; Moghadam,

1992). Gallant & Pounder (2008) conducted a literature based study to provide reasons for why female nationals in the UAE were not as employed as their potential. They found that cultural factors were largely responsible for inhibiting the level of employment in Emirati females.

2.4.3. Educational Barriers

The United Nations Universal Declaration (UNUD) of Human Rights in 1948, stressed on a free access to education for every person regardless colour, age or gender. A number of scholars took the UN declaration regarding education as a platform to extend their own vision. Torres (2017) talked about the moral and social obligations in achieving just and equal educational system for all. Ainscow & Booth (2002) pointed out that being bias, cultural policies and practices create berries through hindering the path towards learning and participation of students and the educational community thereby generates lack of equity in education systems. As Arroyo & Berzosa; Martín-Lagos, (2018) stated barriers in education are to be identified, contained and solved in order to provide a quality education for all. Slee (2018) on the other hand, insisted on analyzing the educational, social and cultural policies that hinder education to establish plans and proposals for reforming or changing such policies to support the needs of all students.

Barriers to Education vary according to family attitude and their perspective regarding women education, the organisational level related to the cultural background and the society acceptance of education for girls. Finally, the contextual level i.e. what seems

appropriate for the family and the society based on their point view. In this respect, decision makers must be aware of the existence of these barriers to be able to overcome them.

Since the emergent of the UAE in 1972 as an independent unified country the main concern for the leaders was offering UAE citizens of both genders equal education opportunities that prepare them to the next era of progress. This orientation by the UAE government was cautiously approached by UAE families due to cultural traditions that prohibit girls in general to go out alone. The number of women gaining education was very little, but with a lot of patience, encouragement and support the UAE leaders the country could overcome this issue. In the present time, girls who join schools and universities outnumbered men with 11872. A more recent statistic suggests that Emirati women represented 70% of the graduates from higher education, which can be attributed to the government's public policy on gender equality (Al Oraimi, 2011). In addition, the attitudes of young Emirati women university students are also changing (UNDP, 2002).

Indeed, Emirati women in the education system are leading in many ways compared to their counterparts around the world. In a comparative study, researchers found that women represent 65% of the college graduates in UAE compared to 58% in USA and 47% in China for instance (Hewlett & Rashid, 2010). When comparing Emirati men and women, United Arab Emirates University graduates of women far outnumbered men with 11,872 registered in comparison with 3728, and of those graduating from universities; women again outnumbered men 4611–1910 (Appendix 4 - UAE University Statistics,

2016). The late integration of women in education resulted in delaying the involvement of women in general in the work force and eventually occupying leadership positions.

2.4.4. Work and Family Balance

Sherman (2010) focused on high influence of the support and encouragement of families on Women. Many women believe that receiving support from their family members enabled them to reach their goal as presidents (Eddy, 2008). This type of Support is considered to be successful key indicators in the effectiveness of a leader not only in leadership but in other factors of succeeding in leadership and employment. In their study, Baud and Mahgoub (1999) found that more than 25% of Emirati women leader respondents believed that they should receive more support from their families and their husbands; they need to be more aware of the nature of their work and offer them the necessary blessings and support in their businesses purist. Nelson (2004) stated that unknown numbers of Emirati women hesitate to get engaged in leadership activities because they don't expect any familial support. In another study by Erogul and McCrohan's (2008) 55% of Emirati female leaders get support from family members where as 27% get support from husbands. Crawford, and Mapstone, (2006) suggest that the more women in the UAE continue to exceed men in gaining educational qualifications as a consequence, have greater access to meaningful employment opportunities, for which they are likely to be better qualified the harder attitudes men show as a reaction effect to the current progress of women in business.

According to Parker (2015), based on employers' estimations, Balancing career and family is the most challenging issue female leaders have to deal with since they carry the burden of adjusting their schedules and make compromises to meet the needs of their families. In a Pew Research study by Parker (2015), participants' views related to mothers and their children's relationships were that women should only work either part-time or not at all. This information is focused on in many societal roles as women are constantly expected to take on the role of being a homemaker from childhood. Many mothers reinforce this information when rearing their daughters. Eddy (2008) and the American Psychological Association (2006) say that family plays an essential role in women's career planning and career development during their professional and personal lives.

Padilla, (2007) and Baltodano (2012) presented promotion that involves relocating or frequent travel as another obstacle since it is difficult for female leaders to change their residence or stay away from home for a long time because they prioritize family obligations and their children over their own careers. Eddy and Cox, (2008) also said two of the six women participants placed their careers on hold until after the retirement of husbands. Another two of the six would only accept positions in locations close to their family. Finally, another two of the six participants accepted roles with institutions to provide care and educational opportunities for their family as well as their own.

Emarti women, whether leaders or not, place their families first even though they are reputed as highly committed and loyal employees. Priola (2007) stressed on the importance of spousal and/or family support for female leaders if they want to cope with

the workload associated with leadership positions in academia, or else they end up choosing to live a single life instead. Fisher (2007) says that female managers are more likely to be single, divorced, or separated than male managers. Demographics such as age and the actual layout of the family often play a role in whether family and work-life balance is more challenging or more flexible in women leaders' lives.

Ghosh and Haynes (2008) concluded that Women's realization that career aspirations are secondary to family is originated from women being brought up in a male dominated society. Some women have been able to surpass this domestic barrier either by sharing responsibilities with a spouse, staying single or having one child. Powell and Graves (2003) suggest it is quite important to consider the nature of the employee's family life to comprehend the family-work intersection. From the employer point view and realization as Sitterly and Duke (1988) state it is the woman's responsibility to balance between their families and work so when applying to a position, they are often asked "how are you going to balance family and career"

Moreover, Sitterly & Duke (1988) pinpointed two primary challenges before working women in general these challenges are child care and dual career marriages which refers to the situation where both husband and wife work at demanding jobs. In this case it is necessary to develop techniques of how to combine two careers, marriage and rearing children (Sitterly & Duke 1988).

These skills, elaborate the success or failure of their career marriage partnership. In this respect, Sitterly and Duke (1988) stressed that there should be a code of mutual respect to each other's job and they should set certain guidelines to remember when to make career/marriage decisions: Communicate as openly as possible without resorting to arguments. When trying to make a decision, each should decide his/her priorities and stick with it. Compromise rather than issue an ultimatum. The need to schedule time together or plan activities more when both of you are working, leave work at work and leave home at home finally, be as creative at home as you are at work.

In the UAE, one of the main reasons that make women hesitant to join the workforce is balancing between work and family. According to a poll by the Dubai Women Establishment 62.5% of Emirati female participants affirmed the same. Despite the fact that, many organisations succeeded in dealing with life work balance issues through providing child care services, flexible work schedules and longer maternity leaves women still seem to struggle. Locally not all the government and private sector entities provide child care services for their female employees, yet that is not the only issue women employees face at workplaces. The poll also stated that 15.6% believe that women tend to switch careers or gradually stop working due to organisational and individual beliefs. Additionally, 12.6% of the responses varied with reasons highlighting that financial stability in their local economy is one of the many reasons that hinders women from joining the work. (Dubai Women Establishment Social Report Analysis, 2012).

In a recent survey Randeree (2009) found that only 1% of Emirati women planned to stay at home, with 65% planning on working. In light of these attitudes, it is important to note that while women have been found to have educational and occupational aspirations, they were reported being unsure about the expectations of their own role in society as daughters, wives and mothers (Abdulla, 1996). Some researchers suggest that, reasons for the disparity between education and employment in Emirati women is due to the fact that educational qualifications do not match employment needs.

2.4.5. Role of Gender

A research by Resign (1998) revealed that female managers often lack experience diversity compared to their male counterpart managers, because they are blocked from promotions. Gender discrimination and inequality, based on cultural background, and promotions dissatisfaction negatively influence women's performance. Satisfaction with one's job is very crucial because it is positively related to career growth. In his research Therenou (1995) indicates that women are offered fewer developmental experiences than men. A study carried out by Flanders (1994) revealed that the responsibility for ensuring adequate training cannot be left solely on the employer. To be successful, women themselves may often need to take the initiative to request the training they need in order to continue advancing in their careers. Rusaw (1994) says that men tend to be promoted faster than women, even in organizations which are numerically outnumbered by women and in which men are relative newcomers.

Although research suggests that managerial advancement is positively related to human capital credentials such as increased knowledge, skills and professional development opportunities made available to them throughout their careers, Wentling (2003) states that employers tend to give the opportunities to their fellow men even though women with equal qualifications exist. The woman he posits is frequently viewed as the greater risk. Working in male dominated hierarchies is seen to reduce women's advancement levels as men are more likely promoted for managerial positions in male managerial hierarchies, as men feel more comfortable with other men than they do with women (Therenou, 1995).

Gender stereotyping perspective provides a powerful socio-cultural explanation of gender inequality in the management profession. Arab women undertake domestic responsibilities in addition to their careers like many other women in many parts of the world. However, Arab women are influenced by ideological and cultural factors which are difficult to eliminate because of a patriarchal male dominated society. While women are allowed to work outside their homes, male dominated politico religious centers of power believe that a women's place lies within domestic boundaries. These cultural prescriptions when adopted by organizations will have implications for gender discrimination in the workplace.

Overall, the limited evidence suggests that stereotyping of gender roles is persistent in Arab society. Incongruent stereotypes of females and leaders can result in lower performance evaluations of female leaders (Eagly & Karau, 2002). Lyness & Heilman (2006) say that women often receive lower evaluations than men in leadership positions,

which can reduce the likelihood of an individual's promotion and advancement through an organization. Stereotypes regarding gender roles exist; this may be more prevalent in certain contexts. Mostafa (2005) found that attitudes toward female managers in the UAE are changing to be less traditional, however, he notes that should by no means be interpreted as the UAE is moving away rapidly from a patriarchal and traditional society with clear-cut gender role difference. Clearly, stereotypes related to gender and leadership as well as gender and gender roles play a role.

Quoting the United Nations Development Program report (United Nations Development Program, 2003). "Arabs stood for gender equality in education but not in employment. Arabs expressed support for building the human capabilities of women but not for their utilization". The studies have also emphasized that the discriminatory nature of Arab organizations foster inequality in terms of women's access to organisational opportunities for advancement when compared to men. In the educational sector, one of the major challenges that face female leaders is inequality and the sense of superiority of their fellow counterparts over them based on cultural background.

H.H Sheikha Fatima criticized that and said clearly that women are as competent as men if not more competent in so many cases. She said (Equality for women means gaining rights denied because of discrimination. The importance of equality and the way it is related to the other objectives lies in our understanding that development in conditions of inequality, both between men and women and between communities, leads to the

consolidation of injustice and increasing conflicts and social and political tensions (Mostafa, 2005).

In 2015, the UAE established the Gender Balance Council (GBC) as federal entity that aims at implementing the gender balance agenda in the United Arab Emirates. Its objectives are to reduce the gender gap across all government sectors, enhance the UAE's ranking in global competitiveness reports on gender equality and achieve gender balance in decision-making positions, as well as promote the UAE's status as a benchmark for gender balance legislation (GBC, 2015).

2.4.6. Underrepresentation

The increased number of population is for no doubt accompanied with an increased number of female college graduates this phenomenon leads to a social issue that impact those female graduates in particular. This issue is represented in the increased number of unemployed women due to total position of men on the public vacancies which therefore creates an underrepresentation of women in work places. Historically speaking, women round the world did not have a clear career path as men, and were most often subjected to discrimination throughout their careers. As a result, some women were dissatisfied by these kinds of experiences, and choose non-leading roles to be free from these professional inhibitors.

This situation drives women to be reluctant seeking jobs or even refuse jobs if they do not fit the description perfectly or if they are not given appropriate signals to try applying for a senior role because they believe they will most likely fail to achieve their target (Mitchell, 2012). Moreover, Women tend to be uncertain when processing the idea of moving into senior administration. In fact, their uncertainty is sometimes resulted from their inability to discuss or share their thoughts about their jobs (Chesterman, 2005).

According to Kauser and Tlaiss (2011) barriers that prevent women In the UAE from reaching upper leadership positions or being poorly represented are classified as follows. Firstly, Women have recently begun to enter the realm of management and have had little opportunity to develop their human capital in terms of management skills and training at the same rate as men. Secondly, In Arab societies' decisions concerning education are not necessarily an outcome of rational choices made by women but to a great extent they are socially and culturally determined. Thirdly, decisions are made by parents and employers who are guided by the norms and practices of Arab culture. In Arab countries, where women have similar levels of education as men, the priority of marriage and family responsibilities prevent women from gaining further relevant work experience.

Finally, human capital fails to take into account the socio-cultural explanations particularly religion based social norms in Arab societies that may impact the employment prospects of women. Most of the literature reviewed supports the view that Arab women are disproportionately located in the lower rungs of organisational hierarchies. Based on previous researches conducted by scholars, the findings indicate

that female leaders/managers are looking for a more supportive organisational culture that supports the most qualified candidates based on their credentials and performance rather than their gender. There is a clear need for more research in this region to understand the process and the extent to which social and cultural factors and/or challenges impact women leaders' careers.

UAE's population is increasing rapidly, the growth rate according to CIA (2010) is 3.69% Expats make 85% of the population. This stands as a serious obstacle before women in general and female leaders in specific, because the responsibility of caring for children falls on their shoulders. Moreover, UAE consists of conservative families that are still deeply influenced by the cultural traditions that to some extent impose limitations upon female leaders in general. Based on my field observation as a school principal in the targeted areas, female school leaders living under the same circumstances find themselves restrained with the cultural values of the society at the same time, they want to peruse their ambition of being successful leaders.

2.4.7. Professional Development

Decision makers in the UAE have been trying to engage women in the heart of educational leadership, since the majority of system leaders in the Ministry of Education are men. Aiming to support equality in educational leadership and elevate women leaders' performance in the field, MOE with collaboration with repetitive educational entities, foreign and domestic, designed practical training programs. The main aim of

these programs is to empower female educators even though participants are of both sexes. These programs focused on developing women to be torchbearers who lead the way.

Women are often classified as poorly prepared for the job of senior administrator because they were not offered equal opportunities to participate in professional organizations and leadership development programs. Eventually once they are exposed to such programs, they will be considered more prepared and respected leaders (Gallant, 2013). Baltodano (2012) on the other hand investigated the history and structure of leadership development programs, and explored how these programs are constructed to prepare women for leading institutions. Brown (2005) emphasized the importance of these types of programs since the majority of women who attended professional development programs designed to enhance skills are now college executives.

Providing women with leadership development programs may not necessarily bridge the gap completely in women persisting into leadership roles, but it will offer researchers insight on the impact that these leadership development programs have on women participating (Baltodano et al., 2012). No one can deny the positive impact of training programs on women's professional development into senior administration positions; nevertheless, other factors such as family support and encouragement, cultural and social experiences, effective supervision and preparation are substantial in creating equipped and educated leaders.

Donohue-Mendoza (2012) also referred to the types of social and cultural interactions that enforce trust, respect, and the desire to want to learn and grow and their impact on women's contribution to the continued leadership with organizations. As Sherman (2010) remarks that in some cases, culture, race, socioeconomics, and even age also play a substantial role in a women's career advancement in higher education. For example, a Black female mentioned how her family highly stressed the importance of education in her upbringing. She was told that she not only needed to be as good as her White classmates, but she had no choice due to her socioeconomic class and race but to be better than them. Her father continuously reminded her that society already handed her two strikes just because she is Black and a woman.

2.4.8. Lack of Guidance and Relations.

Laila Al Jassmi, (CEO and Founder of Health Beyond Borders) discussed the issue of preparing Emirati women for leading positions; she remarked that despite the formal programs of coaching and Mentoring Development Programme conducted by Noor bank, the number of female leaders in the banking and financial services is still relatively low compared to the high graduation rates and participation of women employees. Female leaders constitute 12% of senior management positions in banking (Ahmad, AlDarmaki & Al Mutawa, 2017). This can apply to other government and private sectors.

Leadership positions need recommendation by a third party so to reach leadership positions, relationships are essential. However, for Arab women, barriers to career

progression are also related to the very limited network of acquaintance which prevents some of them from being professionally supported and denies them access to personnel and organisational information (Jamali 2005; McElwee and Al-Riyami, 2003). Metcalfe (2008) says that individual relations and family networks are more important than qualifications regarding opportunities, promotions and advancement. Considering the small number of women in senior leadership positions to act as mentors, it is often hard to establish relationships with male leaders, because it is culturally unacceptable to establish relations with the opposite sex therefore, women will overall have fewer power relations, networking and mentorship opportunities to help them advance in the organization (Kattara, 2005).

2.4.9. Psychological Challenges

One of the most significant Indicators on the success and productivity of employees is the soundness of their psychic health and to what extent are they psychologically influenced with their surrounding environment such as family and society. These two factors, taking in to consideration the cultural influence upon them, can play a major role in shaping the psychology of individuals since birth and through their entire life. Some of them live with these psychological traits as a foundation to their characters and reflect their psychological issues in work and in family without alteration or control. Others with the same conditions try to hide, control, and treat their issues away from work or family because they are aware of the negative influence of their psychological issues on their performance, so they tend to control or hide them in the work environment. Moreover,

they are aware that these psychological difficulties are resulted from the way they were raised, so they should separate their issues from work and family by oppressing their feelings and emotions.

Cultural aspects such as norms, traditions, beliefs and values help develop and shape communities and families which in return are responsible for the individual's psychological growth. So is there a connection between the psychological health of individuals and their cultural heritage? In 1934 Edward Sapir an American anthropologist and linguist, published his article entitled with the Emergence of Personality Concept in Cultural Studies; this was the first connection between culture and psychology, before that they were dealt as different subjects and studied separately. "Sapir was interested in understanding how cultural patterns themselves were shaped by the composition of individual personalities that make up a society. As Preston (1966) remarks, Sapir cultivated an interest in individual psychology; his view of culture was more psychological than many of his contemporaries.

Cultural patterns play a significant role in directing and shaping the psychological aspect of individuals and it's up to them how to deal with these issues when they grow up. Growing up and involving in social and work activities gives the individual free will to embrace these psychological issues as a part of his daily life or reject them and try to adopt with his\her surroundings. Females' psychological status in the Arab family families is developed based on certain limitation such as girls are weaker than boys, girls

should stay home, girls should help in the house chores, and girls should most often replace mothers in taking care of younger siblings.

Even though living under such circumstances speed up girl's maturity and sense of responsibility, it creates a sort of deviation in their personality that later helps form a sense of deprivation, hatred for social and family roles, anger and inequality. So the Question is can women raised under these circumstances make good leaders? According to scholars such as Caliper, Eagly, Baltodano, Carlson and others, women are more likely to adopt with any new situation easier than men and they are more capable of overcoming their personal issues. This indicates that women are able to make good leaders in spite of their psychological issues because they have the ability to oppress them.

2.4.10. Empowering the Emirati Women

Women empowerment requires women engagement which is a complex management objective that may be effective in mending execution, job satisfaction and productivity. Several studies such as Conger & Kanungo (1988) and Thomas & Velthouse (1990) described empowerment as a network of motivation they also described empowerment as the procedure of decentralizing deciding in a company, by means of which managers provide extra consideration and autonomy to the precursor employees. Bowen & Lawler, (1992) and Conger and Kanungo (1988) suggest that the core factor of empowerment is providing employees with pleasure (or latitude) throughout confident work associated activities. As far as I'm concerned empowerment means preparing employees in, this

case (women), mentally and physically to fit in their work community and be able to be creative and productive in terms of making decisions. This can be achieved through giving them equal opportunities to be a reliable and effective part of the system.

Since the establishment of the UAE the process of empowering women is an ongoing process. UAE progressive governments committed themselves to empowering women on every scale. They have been providing them with opportunities equal to men. The government strategic vision for women is based on providing them with the necessary tools to achieve excellence. This strategy aims to energize and utilize women role in public services as well as the private sector and to ensure that all tracks remain open for them should they choose to pursue (Raja Al Gurg, 2006).

Founders of the UAE especially H.H. Sheikh Zayed Bin Sultan Al-Nahyan were keen on improving women status and equalizing them to men in the public and private sectors. He stated that “Women have the right to work everywhere”. “Like men, women deserve the right to occupy high positions according to their capabilities and qualifications”. (Sheikh Zayed, 1985)

H.H. Sheikha Fatima bent Mubarak, wife of the late President Sheikh Zayed bin Sultan Al-Nahyan, Chairwoman of the General Women's Union (GWU), Supreme Chairwoman of the Family Development Foundation (FDF) and President of the Supreme Council for Motherhood and Childhood Chairperson of Abu Dhabi Society for the Advancement of Women emphasized on the important role that women play in various sectors and urged

other qualified women to claim their right in positioning lead positions. H.H said “The UAE woman has a fundamental role in the prosperity and development of the country. Women must surpass their conventional roles and become decision makers participating in the development of UAE society” (A Portrait of Progress, 2002 p7).

In exclusive statements to the Emirates News Agency, (WAM) in 2016 H.H said that The UAE eliminated all obstacles that prevent women from being active and productive leaders without ignoring their commitments to their families and their essential role as women. Empowering women in every aspect is the government’s main concern, because women make the largest sector of the society and hold the most important position as mothers. H.H clearly directed the successive governments to provide all facilities needed for women to increase their contribution in the labor market (WAM, 2016).

H.H launched the National Strategy for Empowerment of Emirati Women in the UAE from 2015-2021. The launch of the strategy coincides with the celebration of the International Women's Day, and aims to provide a general framework for all federal and local government, private sector, as well as civil society organisations, to set work plans and programs so as to provide a decent living for women and make them creative in all sustainable and developmental fields (WAM, 2016).

The new strategy updates earlier strategy launched by Sheikha Fatima in 2002. It is also seen as a fruit of the joint cooperation between GWU and other competent organisations at the federal and local levels, and the civil society organizations. It was based on the

surveys that analyses reality, weakness and strength points in the policies and programs, which had been implemented by various women empowerment institutions. The workshops were held to discuss the results with partners on the strategic objectives of women priorities and urgent requirements of Emirati women, as well as making them major partners in the achievement of UAE Vision 2021. The strategy contains four basic priorities:

1-Maintain the sustainability of the Emirati women's achievements and continue achieving further gains

2-Maintain the social fabric and cohesion through integrating the roles between men and women in order to build a strong and cohesive society able to cope with emerging changes

3-Provid a decent and safe social welfare based on high quality foundations for women

4-Develop the spirit of responsibility and strengthen the position of the UAE's women in regional and international fora.

Sheikha Fatima stated that the overall surveys have unveiled that the achievements attained by women in all domains exceeded the expectations as the challenges did not pose any obstacle, but they made those in charge to think in a scientific way to discover ways and approaches to overcome them. She added that all those achievements in a short time in the history of countries impressed the world. H.H hoped that the strategy 2015-2021 would be a framework for setting up work plans which would contribute to position the UAE among the advanced countries in the area of women empowerment and would

contribute to drawing a bright future for our people and country through partnerships with federal and local government departments, civil society organisations, and regional and international organisations (WAM, 2016).

The UAE constitution devoted many articles that support women and their right in equality in all sectors. “Equality, social justice, ensuring safety and security and equality of opportunities for all citizens shall be the pillars of the society.” (Article 14) “Public office shall be open to all citizens on a basis of equality of opportunity in accordance with the provisions of law. Public office shall be a national service entrusted to those who hold it. The public servant shall aim, in the execution of his duties, at the public interest alone” (Article 35).

2.4.11. Summery

In a survey by Randeree (2009), he found that only 99% of Emirati women are planning on working. In light of these attitudes, it is important to note that while women have been found to have educational and occupational aspirations, they were reported being unsure about the expectations of their own role in society as daughters, wives and mothers (Abdulla, 1996). Abdulla (2005) suggests that, the reasons for the disparity between education and employment in Emirati women is due to the fact that educational qualifications do not match employment needs.

This chapter sheds light on the studies that discussed female leaders’ status globally and domestically through going over the literature available. The researcher presented

barriers that might obstruct the career progression of women; he focused on four main barriers which he believes are the most important because they relate to culture. These are firstly, women in leadership and career sustainability that presented a historical background for feminine leadership in different countries including the UAE. Secondly, the issue of balancing between work and family that concerns almost all working female leaders or non-leaders. Thirdly, gender discrimination issue, which is still a controversial issue around the world even in advanced societies. This phenomenon of a male dominated society, that this study is trying to highlight, is still in existence in various workplaces including schools differently in spite of all the efforts paid by the government and other official and civil entities. Gender based society, which is one of the most serious cultural issues, is one of the ills that were fought against all over the world.

According to Women's Rights Activists (unwomen.org), women in society are still oppressed. Some of the societal institutions in the Arab world such as gender based families are against the growth of women in workplaces. The educational institutions success depends upon the representation of teaching and learning culture. When the educational process is in place, learners are likely to achieve as the school succeeds. This has nothing to do with the principals' gender; it has more to do with commitment and vision of the principal regardless gender. Men and women have almost similar leadership strategies, but the society determines many roles that this study tries to uncover. Fourthly is the underrepresentation of women in certain disciplines. In addition, this chapter presented studies that focused on empowering women and what the progressive governments did to elevate women's presentation in the public and private sectors through improving their performance and providing them with the necessary tools to do so.

This study however will investigate the reasons behind the uncertainty of the Emirati women in the East Coast regarding perusing their careers from a cultural perspective. What makes this study an addition to the literature is that it discusses the impact of culture on leader women's careers in a society where the dominant belief is, men are superior to women in every aspect especially leadership. Men are more capable of handling issues related to guiding and leading followers. This issue will be discussed and investigated from an Emirati prospective in one part of the UAE (Fujairah). Female leaders all over the world face certain issues that prevent them from pursuing their career however; female leaders in the UAE suffer some unique issues that this study is trying to investigate.

In the UAE the number of female leaders has noticeably increased especially in the field of education over the last three decades after the unification of the seven emirates in 1972, yet, this number is increasing in a slow base due to social and cultural reasons. Women presentation and participation in the public sector is still limited. Hojgaard (2002) argues that the cultural structure of leadership in itself initiates difference. It is only now being clear that women could gain admission to leadership positions. Studies related to the subject under investigation vary in presenting the challenges that face female leaders according to the geographical zone for example Eagly, Johannesen-Schmidt, Chin, Blackmore and Sachs, all focused on the institutional issues such as underrepresentation, discrimination in payments and promotion against women. Others highlighted perception and internal issues. Gupton & Slick, (1996) for example accused

women of being passive regarding claiming leadership positions because they don't view themselves as leaders.

All of the above writers discussed the challenges a part from culture because culture is not an issue in Europe and the USA. In the United Arab Emirates however, most of the challenges facing female leaders have a socio-cultural background. Issues like career sustainability is not related to institutional challenges because the UAE government suppressed all the obstacles facing leader women, instead they are related to the husband's or the father's decision where the government has no authority. Man power over women is an issue that doesn't exist in the western world where most of the studies about women in leadership were conducted. This study is supposed to enrich the literature through presenting the problem from a pure Emirati perspective.

The following table contains summary of some of the major studies that the researcher relied on in preparing this study. These key studies in the field of (women leadership opportunities and their career stability) along with their findings helped the researcher formulate a clear picture about women leaders' status domestically, regionally and globally.

Table (1) Key Studies and Key Findings

Study	Year	Key findings
Yang	1998	In the United States the rate of women assuming higher leadership positions does not exceed (3%) where as in the United Kingdom this rate reached 6%.
Hynowitz and Schellhardt	1986	Confirmed Yang 1986 figures and attributed them to the “Glass Ceiling” as the primary reason that obstructs the advancement of women to leadership positions
Tsoka	2001	A number of barriers that represent unreal insights of women’s true position among these barriers, lack of assertiveness, Poor self-image, less career orientation, less confidence, Poor performance and lack the will to achieve. All the above characteristics are attributed more to women than men either to be used as an excuse for employing less women in demanding occupations or as a sign of less interest in women as leaders in addition, these obstacles are set to drive women to develop a sense of inferiority and a belief that they can never be equal to men in leadership positions
Caliper	2005	Female leaders are more self-confident and persuasive; they have a stronger need to get things done and are more willing to take risks than male leaders. They are according to caliper more empathetic and flexible, as well as stronger in social skills than their male counterparts are.
Skenjana	2009	Women preserve oppression through their expectations and perceptions of their roles that have been entrenched by their experience although women are oppressed in a male-dominated society. Besides oppression of women in general, Women are likely to have poor perceptions of themselves
Connell,	1999	A great diversity of manhood exists; which has not completely led to the decrease of gender inequality
Hojgaard,	2002	The cultural structure of leadership in itself initiates difference. It is only now being clear that women could gain admission to leadership positions
Jamali, Sidani, and Safieddine	2005	living in an environment of cherished religious and cultural values and customs has a significant impact on societal attitudes and behaviors" and this cannot be ignored

Galalnt & Pounder	2008	The UAE can still be identified largely as a family-based, patriarchal, Islamic society where gender roles are defined
Helfat, et al,	2006	Between the 1970s and 1990 women didn't exist in top management positions; the year 2005 witnessed a dramatic increase of women in leadership positions they accounted for 46.5% of the United States workforce.
Augsburg, Claus, and Randeree		1% of Emirati women planned to stay at home, with 65% planning on working
Erogul and McCrohan's	2008	55% of Emirati female leaders get support from family members where as 27% get support from husbands
Preston	1966	Cultural patterns play a significant role in directing and shaping the psychological aspect of individuals and it's up to them how to deal with these issues when they grow up

As outlined above in table (1) that included some of the key studies that the researcher relied on in his research, one may notice that earlier studies were pointing out the general difference between genders in assuming leadership opportunities. Scholars who investigated the Emirati women leaders' status were very specific in dealing with this subject they failed to cover all its aspects. Galalnt & Pounder 2008 remarked that The UAE can still be identified largely as a family-based, patriarchal, Islamic society where gender roles are defined. It's true that gender played a significant role in the UAE socially, but this role has been declining since the emergence of the country. Moreover, gender roles are ineffective on the institutional level in the UAE due to unconditional government support of women. Helfat, et al, 2006 found out that between the 1970s and 1990 women didn't exist in top management positions; the year 2005 witnessed a dramatic increase of women in leadership positions they accounted for 46.5% of the United States workforce.

The period of time that Helfat,(2006) mentioned 1970s and 1990 is the time when the UAE as a state with its institutions were on the process of formulating and preparing a

new generation of women leaders. The comparison between women leaders' status in the UAE and the USA may not be logical due to many reasons such as population, history and ideology. The UAE has exceeded the United States in this respect since there have been women in leader positions before 1990. This study will provide the literature with a new insight of the Emirati women leader's status, history and development of the Emirati culture, society and family and the great efforts paid by decisions makers to empower women. It will reflect the bright image of the country and the determination of its people to precede time.

Chapter Three: - Methodology

3.1. Overview

This chapter presents the justification, rationale and description for the type of research design chosen for this study entitled with, cultural Challenges impact on women school leaders: An exploratory study among selected schools in the East Coast of the UAE, in relation to the research hypothesis indicated in the chapter one and the Theoretical Framework in chapter two. It also provides information on the site and population, who were they and how they were sampled. Also this chapter presented the data collection instruments and introduced the procedures which were followed to carry out this study and the methods used to analyze the data. Ethical issues that were followed in the process were also discussed.

3.2 Research Approach

This mixed study utilized the phenomenological research approach to explore the challenges that women in the East Coast of the UAE encounter throughout their career advancement into senior administration. In this chapter, the rationale for a mixed method study will be explained as well as a more detailed description of the participants, data collection and analysis procedures, and also the strategies used to ensure this study entails trustworthiness.

3.2.1 Research Philosophy

Two major research philosophies have been identified in the Western tradition of science, namely positivist (sometimes called scientific) and interpretivist also known as antipositivist (Galliers, 1991). The researcher adopted pragmatism or deconstructivism as underlying epistemology in this research. It is a paradigm that supports the use of mixed methods in research, and that refuses to be positioned in the middle of the battle field of a raging war of viewpoints (Tashakkori & Teddlie 2003). Post-positivism paradigm which emerged due to the limitations that positivism paradigm imposed on educational research and its inability to meet the needs of social sciences. It was combination of positivism and interpretivism. This paradigm was used for the quantitative data analysis (Petter & Gallivan, 2004).

3.2.2. Research Design

The researcher adopted the mixed analysis that involves the use of both quantitative and qualitative analytical techniques within the same framework to represent the analytical decisions that occurred both prior to the study and during the study (Creswell, 2003). The study was based on the pragmatic paradigm in order to avoid either views of positivism and constructivism and to meet one or more of the following rationales/purposes: triangulation, complementarily, development, initiation, and expansion. Since this study investigated the cultural challenges impact on the progress and development of leader women's career in the educational sector, it was approached using the mixed method

design to provide a clearer and profound understanding for the research problem through merging data from the qualitative and quantitative approaches in a single study. Other reasons for using the mixed method as the core of this study are, one data resource may not be enough, and Initial results need to be further explained.

A second method is needed to enhance a primary method. Mixed method research provides better inferences and minimizes uni-method bias. The researcher selected mixed method in order to search out the opportunity for a greater assortment of divergent views. According to Erzberger and Prein (1977) divergent findings are valuable in that they lead to a reexamination of the conceptual frameworks and the assumptions underlying each of the two components.

In this study, a sequential exploratory design was used with the rational of investigation cultural barriers that obstruct the career development of female leaders in the educational system in the East Coast in the UAE by expanding and further elaborating the findings of the qualitative data with the input of numerical quantitative results, i.e. the use of qualitative approach to explain quantitative results (significant, non-significant, outliers or surprising results) or to guide to form groups based on quantitative results.

The Following Figure by Philip_Wu3 Presents the Research's Sequential Exploratory design:

Figure (7) Sequential Exploratory Design.

(Philip_Wu3)(p13)

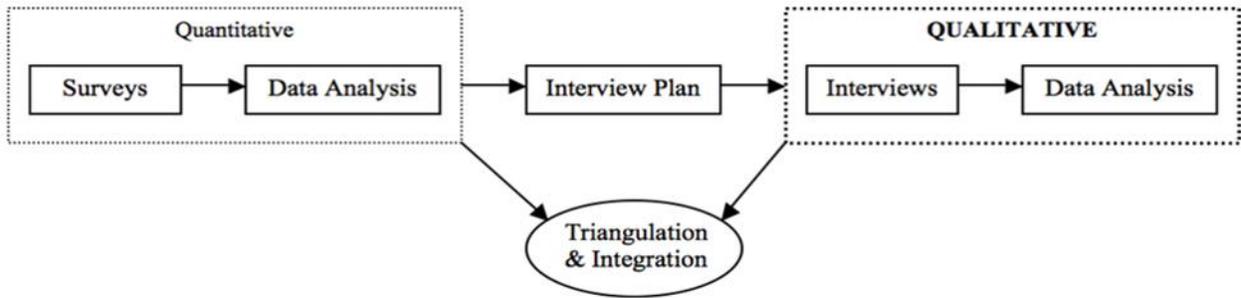


Figure (7) above presents an insight of analytical style adopted in this study. The priority was given to the quantitative data collection and analysis; the qualitative data collection and analysis was placed next after the interview plan was set. In this proposed study, the researcher's goal is to investigate the impact of culture on female leader's career and professional development in Fujairah the East Coast of the UAE and decide whether female leaders' career is influenced. This goal determines two types of data collection to reach the desired precision and reach the depth of the research problem.

Giving a priority to certain approach can be determined based on the research goals and design of each phase (Ivankova 2006). In this study however, qualitative data will be given the priority since the goal of this research is to rely as much as possible on participants' views and perception. This is best analyzed through qualitative procedures such as in depth interviews (Yin, 2003). Mixed method was used in this proposed study due to several reasons: First, the individuality of the research topic. Using qualitative data analysis will reveal unique in-depth information and reasoning regarding the participants' insights on the most critical cultural challenges that face them. While quantitative analysis of numerical data will give readers a clear idea about the study in general

through publishing the results and making them relevant to people concerned in this issue (Creswell 2003).

The second reason for using the mixed method in this study is to achieve data triangulation, which was approached by seeking validation through using variety of recommended evidence in order to increase the validity of research and element bias. The third reason is complimenting and validating the findings of qualitative analysis with numerical quantitative results which will enhance and clarify the results and achieve a profound understanding of the participants' perception (Greene, 1989). The fourth reason is that this method of interpretation will lead to a comprehensible result analysis.

3.3. Data Collection and Analysis Plan

Data Collection Plan includes the data collection instruments, the qualitative data collection, management and analysis, validation of the instrument through pilot study, context, site, population and sample, and finally, qualitative participants' selection.

3.3.1. Data Collection Instruments (Design, Validation & Usage)

A. (Survey)

Participants complete Self-administered questionnaire which was developed by the researcher to meet the requirements of this study, this survey is validated by a group of expertise in this field. Questionnaire is either on paper or electronic. In this study however, some of the participants answered a paper questionnaire others preferred the

electronic one. Using Self-administered questionnaires in this research enabled me to reach a large number of potential respondents in a variety of locations, especially when utilizing mail-in responses or online questionnaires. The response rate for self-administered surveys was acceptable since all the 60 statements were answered. The instrument used 5-point Likert scales. The questionnaire contained (4) demographic variables.

Independent Variables: cultural challenges which branched into (4) fields with total of (29) Communication: contained (8) questions, Beliefs and moral values: contained (7) questions and Norms and tradition: contained (7) questions and Family status Norms and tradition: contained (7) questions.

Dependent variable: Women school leaders' career, was divided into (4) fields with total of (31) questions: career sustainability: (7) questions, training and development: (8) questions, opportunity :(8) questions and psychological impact: (8) questions

-Marital status: contained (4) choices (Single, Married, divorced and widow).

-Academic Level: contained (3) choices (Bachelor's Degree, Master's Degree and Doctorate Degree).

- Age: contained (3) choices (Less than 35 Years old, 35-45 Years old, 45-55 Years old .

-Years of Experience: contained (4) choices (Less than 5 year, 5-10 years, More than 11-15 years and More than 15 years).

-Job title: contained (2) choices (Principal and Co-Principal)

B. Interview

In the qualitative part of data collection of this study, the researcher employed one major source, the Semi structured in-depth interviews that were guided by four categories of questions. The demographic information questions focused on age, marital status, years of experience and so on. Social questions discussed issues related to the participants' society and to what extent do they influence participants. Family and work balance issues questions discuss the ability of female school leaders to balance between work and family and what difficulties they face trying to do so. Work environment questions that are concerned with gender inequality and the ability to practice their duties as school leaders comfortably and the way these women perceive the challenges that impact their career advancement?

Finally, questions that investigate cultural aspects such as customs, traditions, habits, norms and inherited knowledge and their impact on women school leaders' status in the community and the margin that they are allowed to move freely in under the umbrella of their culture. The language used in the interview depended on participants' choice who mainly preferred Arabic as the interview language. Data in Arabic was later on translated into English. This technique of data collection is most often used in the social sciences. It gives the chance for the interviewees to express themselves freely and openly allowing new ideas to be brought up during the interview.

The researcher worked based on a framework of themes that he thought worthy of exploring to support the main research question. Data was recorded and afterwards classified and categorized to be used as a reference. For this study, the researcher had an interview guide prepared in advance. This guide helped interviewer focus on the topics at hand without constraining participants to a particular format. This freedom helped interviewer to tailor his questions to the interview context/situation, and to the people he was interviewing (Edwards R, Holland J, 2013).

3.3.2. Qualitative Data Collection, Management and Analysis

This study required a lot of travelling to various parts, when scheduling interviews occurred, because the East Coast of the UAE (Fujairah) where this study took place is relatively a vast area. To ensure confidentiality and minimize breach risk, computer files with encrypted coding were used to protect and store data safely (Creswell, 2014). The researcher also employed an external hard drive and a laptop that also were secured with a password, an audio recorder, and digital transcribing software, “Dragon software”, that transcribes spoken words into printed text. Following each encounter, the researcher reflected on each interview and experience using a security-relevant chronological record (s), and/or destination and source of records that provide documentary evidence of the sequence of activities that have affected at any time a specific operation, procedure, or event. These reflections helped the researcher remove personal biases and preferences (Moustakas, 1994). After the interview, the researcher recorded and labeled each interview separately using an assigned code.

Following the transcription via Dragon the researcher listened to the recorded material repeatedly and collected information and reflective notes which were stored on a password-protected laptop. Then the notes of the researcher and transcripts were stored on a password protected device for at least five years. Afterwards, the information will be destroyed if no longer needed for future research. To ensure anonymity, all electronic files are being kept on a secure server. The researcher used pseudonyms to protect the identities of participants or any other identifiable variables.

3.3.3 Validation of the Instrument (Pilot Study)

In addition to confirmatory validation conducted on a subset of the sample which confirmed the collected data accuracy, a pilot study was conducted to test the main research hypotheses and its sub-sub hypotheses as outlined in chapter one. The data collection process was carried out from female school leaders working in the East Coast (Fujairah) of the United Arab Emirates (public sectors) through a questionnaire (Appendix 3), designed and developed by the researcher who has edited and reviewed it. Moreover, questions were revised by scholars of expertise who evaluated whether the questions effectively reflect the topic under investigation or not. One of them was psychometrician.

After collecting pilot study data, the responses were entered into a spreadsheet. To avoid errors, one person read the values while another entered it. Data was reversed and

negatively phrased questions coded. If any inconsistency arises in the questions I considered tossing out a person's responses or check maximum and minimum values for the entire dataset. To reach a degree of reliability of the test, the researcher applied test and retest on different groups that contained (15) participants of female school leaders as a pilot study. The test and retest had the same characteristics and results

3.3.4 Qualitative Demographics

Participants' demographics were set according to marital status, academic level, age, years of experience, and job title.

Table 2: Marital Status Demographics (Interview Sample)

The Following Table Represents the Demographic Characteristics of the Research Sample According to Their Marital Status.

Marital Status	Interview	
	Frequency	Percentage
Single	8	26.7
Married	13	43.3
Divorced	5	16.7
Widow	4	13.3
Total	30	100%

As shown in table (2) the study interview sample was divided into four categories according to their marital status demographics (n=30). The first category is the single female school leaders who make up (26.7%) (n=8). The second category is the married school leaders who make up (43.3%) (n=13) of the qualitative study sample and the largest one. The third category is the divorced category that makes up (16.7%) (n=5) of the interview sample. The fourth category is widow school leaders who make up (13.3%) (n=4) of the study sample.

Table 3 - Academic Level Demographic (Interview Sample)

The Following Table Represents the Demographic Characteristics of the Research Sample According to Their Academic Level.

Academic Level	Interview	
	Frequency	Percentage %
Bachelor's Degree	21	70.0%
Master Degree	6	20.0%
Doctorate Degree	3	10.0%
Total	30	100.0%

Table (3) presents the academic level of the interview sample. As it shown, the sample is divided into three categories the first category is Bachelor's degree holders who make

up the majority of the sample with a percentage of (70.0 %) (n=21). The second category represents the Master's degree holders who make up (20.0 %) (n=6) of the sample. The third category is Doctorate Degree holders. It makes up (10.0 %) (n=3) of the study sample.

Table 4 - Age Demographics (Interview Sample)

The Following Table Represents the Demographic characteristics of The Interview Sample According to Their Age.

Age	Interview	
	Frequency	Percentage %
Less than 35 Years old	1	3.3%
35-45 Years old	21	70%
45-55 Years old	8	26.7
Total	30	100.0%

Table (4) presents the age demographics for the interview study sample (n=30). The study sample is divided into three categories; the first category represents female school leaders who are less than 35 years old, and who make up (3.3%) (n=1) of the study sample. The second category is, female school leaders who are between (35-45), who make up (70%) (n=21) of the qualitative sample. The third category is female school leaders who are between (45-55) years old and who make up (26.7%) (n=8) of the sample. As an interpretation regarding the percentages of age distribution, age (35-45) is a logical age for a woman to become a school leader and to getting the necessary experience and skills required for the job.

Table 5 - Years of Experience Demographics (Interview Sample)

The Following Table Represents the Demographic Characteristics of the Interview Sample According to Their Years of Experience.

Years of Experience	Interview	
	Frequency	Percentage %
Less than 5 year	2	6.7
5-10 years	15	50.0
11-15 years	9	30.0
More than 15 years	4	13.3
Total	30	100.0%

Table (5) presents the years of experience demographics for the interview study sample in four categories. The first category is female school leaders who have less than 5 years of experience this category represents (6.7 %) (n=2) of the study sample. The second category which is the largest, represent female school leaders who have 5-10 years of experience .This category, represent (50.0 %) (n=15) of the interview sample. The third is female school leaders who have 11-15 years of experience; this category makes up 30 %(n=9) of the interview sample category have between (5 –10 years) and (30.0 %) of them have between 11-15 years. The last category, female school leaders with more than 15 years of experience makes up (13.3 %) (n=4) of the interview sample.

Table (6) - Job Title Demographics (Interview Sample)

The Following Table Represents the Demographic Characteristics of the Interview Sample According to Their Job Title.

Job title	Interview	
	Frequency	Percentage %
Principal	16	53.3
Co-Principal	14	46.7
Total	30	100.0

Table (6) shows that (53.3 %) (n=16) of interview sample are principals while (46.7%) (n=14) of the sample were (Co-Principle), frequency provided in this table underlines normality in distribution of the pilot study (almost half of which were principle and the other half were co-principle).

3.3.5. Qualitative Participants Selection & Analysis Basis

Although the researcher pinpointed thirty participants for this phenomenological inquiry that aims for rich, in-depth understandings of a phenomenon Phenomenological studies typically range from three to ten participants so that researcher can purposefully select participants who had the experiences deemed to address the research problem and inquiry (Creswell, 2014, Hesse-Biber & Leavy, 2011). Due to the importance of this study, the

larger qualitative data the better because it plays a significant role in supporting quantitative data and gives a profound understanding to reader. The purposive sample for this study encompassed a targeted participant size of thirty female school leaders whom are currently employed for a number of years at Ministry of Education public schools.

All participants live in the East Coast of the UAE. The researcher began by locating a strong pool of participants by contacting 253 female school leaders who were pinpointed by the Ministry of Education with the purpose of allocating thirty women participants. Convenience and snowball sampling techniques were also employed to reach the desired number of participants. The researcher selected the convenience portion of the participants based on their availability during the data collection timeframe. Furthermore, female school leaders in the East Coast who have personal and professional relationships with the researcher were asked to participate. The snowball portion of the sample was derived from participants whom the researcher was able to connect with from the referrals of other participants during the study's timeframe, and were willing and available to participate. Once participants agreed to take place in the study, they were given codes so that their identities are anonymous (Creswell, 2013).

The first step to qualitative data analysis in this study was Epoché which is the process of reflecting and describing the researcher's personal experiences concerning the phenomenon under investigation, it released the researcher of any personal biases or viewpoints acquired from his own experiences. In this part of the study, the researcher was able to focus solely on the experiences of the participants due to practicing Epoché, and therefore began to reflect, ask questions, and develop a list of coding Categories that

represent topics and patterns (Moustakas, 1994). The second step is horizontalization where the researcher started to categorize participants' interview transcripts statements related to the phenomenon; the main aim of these statements was specifically to assist the researcher in classifying the range of perspectives involved (Moustakas, 1994).

The third step was clustering; the process is of carefully considering the relevant statements that emerged from horizontalization and assembling the statements into themes referred to as clusters. Clustering made it easier for the researcher to grasp the connections that will consequently share the underlying meanings of the participants' experiences (Moustakas, 1994). Imaginative Variation is the fourth step in phenomenological research. Its function is to take the varying perspectives of the participants and to unify them into structural themes that represent the essences or underlying structures of the experiences Moustakas (1994).

The final step in data analysis was synthesizing which means that ideas and data generated by participants were combined to produce a broad idea about the phenomenon under investigation. According to Moustakas, 1994 (p.100), "the intuitive integration of the fundamental textural and structural descriptions into a unified statement of the essences of the experience of the phenomenon as a whole."

3.4. Data Analysis Plan

In this study which adopts the mixed method, data was analyzed using parallel mixed analysis so there were certain conditions to be taken in to consideration, firstly qualitative and quantitative data were analysed separately. Here the researcher stated with quantitative data as shown in diagram one second, during the data analysis stage no part analysis was built upon the other. Third, Integration or comparison between findings of both methods was delayed until both sets of data have been fully completed (Onwuegbuzie, 2003).

Mixed analyses involve the analysis of one or both data types (i.e., quantitative data or qualitative data; or quantitative data and qualitative data), which occurs either concurrently (i.e., in no chronological order), or sequentially in two phases in which the quantitative analysis phase precedes the qualitative analysis phase or vice versa (Creswell, 2003). Findings from the initial analysis phase inform the subsequent phase) or more than two phases (i.e., iteratively). Analysis of data in this study is sequential where quantitative data was analyzed first, and then came qualitative after organising, preparing and interacting with data on multiple levels (Creswell & Plano 2007). This can be approached using narrative description. Quantitative data was analyzed depending on descriptive statistics such as percentages; group means modes, frequencies, T- test of differences analysis of variance (ANOVA),

According to Kvanli (2003) ANOVA is the Analysis of variance, or it is a statistical method that separates observed variance data into different components to use for additional tests. A one-way ANOVA is used for three or more groups of data, to gain information about the relationship between the dependent and independent. Using the statistical package for social limitations in the qualitative methods fourthly, using mixed method for interpreting data eliminated the complexity of results and made them comprehensible.

According to Johnson & Onwuegbuzi (2004), the major restraint of quantitative results is that researchers cannot predict information in the statistical significant testing, which will make it hard for some readers to grasp numerical non descriptive data. The mixed method will be able to express and elaborate their thoughts qualitatively and quantitatively by means of in-depth interviews and surveys. The researcher used a paradigm for each method; afterwards, each paradigm was analyzed separately based on different views. Each remained separate from the other (Sandelowski, 2000). Mackenz, Knipe (2006) indicated that the choice of paradigm in research determines the purposes, motivation and expectation of the research process. A post-positivism paradigm was used for the quantitative approach in order to achieve scientific and common sense reasoning, that was obtained later from the numerical statistical results that enabled the researcher to claim what caused the achieved outcomes (Sharp et al., 2011).

3.4.1. Quantitative Data Analysis

To examine the impact of culture on women school leaders' career, and to ensure the appropriateness of the hypotheses, the Cronbach Alpha Statistical Instrument as well as the Statistical Package for Cultural Sciences (SPSS) was used in the discharging of the questionnaires data and the presentation and analysis of the data. The statistical package for Social Sciences (SPSS) was also used in processing the following statistical techniques and tests in data analysis:

1. Reliability Test for the Instruments of Measurement that highlights the stability of consistency which the instrument is measuring the concept and helps to assess the 'goodness' of a measure.
2. Frequencies and percentages to describe demographical variables.
3. Descriptive Statistical Techniques: these included means and standard deviations. These techniques were used to illustrate respondents to study fields.
4. Normality tests. To make sure the data distribution is normal
5. Linear Regression Test to explore the direct effect of Culture on Women School Leaders' Career.
6. One-Way ANOVA for Independent Samples and: this questionnaire was used to examine the differences in sample.
7. In order to test the sub questions of the challenges independent variable (communication / beliefs and moral values/ societal/family traditions and norms) and its effect on the dependent variable (Female leaders Careers), the t-test was used for

independent samples on the hypothesis that there is no statistically significant relationship between the impact of the cultural challenges and women school leaders' career.

3.4.2. Context, Site, Population and Sample

Cultural Structure in the East Coast of the UAE specifically in the Emirate of Fujairah places women at the bottom of the social and professional hierarchy regardless the position they might occupy. Although this country is witnessing a comprehensive leap in every aspect, locals are still attached to their pre union era. People of Fujairah however, are influenced the most with this past and its implications including norms, costumes, traditions and beliefs. On the other hand, this perception collides with the government's directions towards empowering women to create some sort of balance in senior positions in the public sector.

I chose this geographical area because I was born and raised there which makes me familiar with the life style and the ideology of this society. Moreover, I belong to the educational sector where I serve as a school principal who is aware of all the difficulties facing female leaders in this sector. This study investigated the cultural challenges on women leader progress in the educational sector in the East Coast of the UAE; it was conducted in Fujairah public schools. The study sample included female leaders who work as school principals and co-principals. The study was conducted with full

cooperation with the educational zones in each area and the Ministry of Education in the UAE who were previously notified and issued a written consent.

According to the statistics department in the Ministry of Education (moe.gov.ae), there are 260 Female leaders in the East Coast (Fujairah) they make the population of the study. The entire population was dealt with as the study sample to get sufficient information for this project. To avoid being biased, 15 participants were chosen randomly as belonging to the qualitative paradigm. This process and technique is known as simple random sampling (Vitter, Jeffrey S. 1985-03-01). As noted by Onwuegbuzie and Leech (2005), this represents a false dichotomy; both random and non-random sampling can be used in quantitative and qualitative studies.

Eventually, this study investigated cultural challenges of school female leaders in the East Coast in the UAE. Targeting all the population negated the need of sample selecting criteria. (256) answered the questionnaire that was distributed, (3) questionnaires were discarded so the remaining sample that handed sound and complete questionnaires was (253) principals and co-principal. The remaining sample was classified demographically as shown in tables bellow.

3.5. Ethical Consideration

Researchers should have good manners and strict code of ethics (Stake, 2005). Glesne (2006) says that ethical considerations cannot be separated from the everyday life's interactions with research participants and data. In this study ethical considerations were

of great importance since it eliminated any future misunderstanding between the researcher and participants. Any misleading could cause a trust issue between the researcher and participants which might affect the course of the study in a negative way. Therefore, as researcher, my responsibility was to assure participant that their safety, dignity and confidentiality were guaranteed and they would not be exposed to any harm, unnecessary risks, or mental and physical discomfort that may be inherent in the research procedure. Participants were openly informed of the research nature and purpose.

In addition, participants had the right to withdraw from this study whenever they felt like it. Their personal information was kept confidential; they were referred to by numbers instead of using their original identity for more confidentiality (Fraenkel & Wallen, 1993). Participants were free to leave any question they believe to be inappropriate or offended unanswered. As for the data provided, it was not fabricated or falsified. The researcher was committed to present true information derived from participants; he also committed himself to refer to document all the sources that he used for the sake of this study. Ethical Approval for this research was issued and guided by BUiD's ethical code of conduct.

3.6. Trustworthiness and Validity

In this mixed study, triangulation for qualitative and quantitative tools was achieved depending on different sources of collecting data such interview and questionnaire. In addition, the same questions were asked to all participants in the same way, the researcher had a chance to increase the credibility and validity of the results and achieve

transferable data through using Purposive sampling to address the issue of transferability since specific information is maximized in relation to the context in which the data collection occurred. Reliability is dependent upon validity. Therefore, the researcher believes that credibility will be demonstrated once triangulation is achieved.

To achieve trustworthiness however, data was refined, categorized and systematically carried out. First, data was organized in to groups according to similar attributes that are readily apparent, next data was put into piles and sub-piles, such that the differentiation was based on finer and finer discriminations. During writing memos, the researcher recorded notes about the emergence of patterns or the changes and considerations associated with the category refining process. Categorical definitions were expected to change over the course of the study because it is fundamental to the constant comparative process-categories become less general and more specific as data was grouped and regrouped over the course of the research. In defining categories, therefore, we have to be attentive to the data and the way its conceptualized (Dey, 1993).

Going through the challenges that female school leaders in the East Coast area (Fujairah) encounter, the researcher decided to explore the nature of these challenges and the impact they have on women school leaders' career sustainability. The most appropriate method to extract information was the mixed method because it is not enough to rely on one source of information to prove a hypothesis. After researching and examining the literature for a relevant survey for 260 participants, the researcher designed his own survey that matches the current situation. Three experts in education, Dr. Solomon

Arulraj David doctor of education at British University in Dubai, Prof. Sufian A Forawi professor of education at British University in Dubai and Dr. Emad Abu Aiash doctor of education in British University in Dubai reviewed the instrument and suggested some revisions.

This instrument was used to investigate challenges women school leader are expected to have so it was divided into two main themes: cultural challenges which was divided into five sub-themes such as communication, beliefs and moral values, norms and traditions, family status and culture-related psychological issues. The second theme: women school leaders' career was also divided into three sub-themes: career sustainability, training and development and opportunity. I revised the questionnaire with a friend of mine who is expert in the English language and works as English supervisor in the Ministry of Education to make sure of the appropriateness of the language used. The survey was then translated to the mother language of participants who had a chance to choose the preferred language. Glusberg and Villar (2014) listed the factors that might influence the performance of an instrument in a cross culture validation study. These factors include translation choices, culture, and “lack of construct overlap between the language/culture of the translation and the language(s) for which the questions were designed”.

3.7 Reliability & Credibility

3.7.1 Reliability

Reliability is a measure factor for stability or consistency of test scores. It is the ability for a test or research findings to be repeatable (Zohrabi, 2013). To maintain reliability in

this study, the researcher avoided using leading questions as much as possible, and participants were given enough space to respond freely. The consistency of interview questions supports creditability and dependability of study results (Zohrabi, 2013). Cronbach's alpha was used to achieve internal-consistency coefficient, and simple correlation to estimate a reliability coefficient. Pearson's correlation was used to estimate the theoretical reliability coefficient between parallel tests.

In this study, the researcher used same interview protocol to collect data from all participants; he also prepared written transcriptions and recordings for the interviews with multiple reviews to ensure accuracy of transcriptions. To increase reliability, survey data was also reviewed. Both the interview protocol and survey items were reviewed by subject matter experts (SMEs) and piloted using a think-aloud protocol with individuals similar to the target audience to ensure face and content validity (Patton, 2015).

Table (7) – Reliability Test - Cronbach's Alpha (n= 15)

The researcher employed Cronbach's alpha as a measure to assess the reliability and the strength of internal consistency of tested items of this study

Field	Field	Value of (α) for sample	Pearson correlation Value pilot study
Independent Variable: Cultural challenges			
1	Communication	0.685	0.754
2	Beliefs and moral values	0.675	0.809
3	Norms and tradition	0.846	0.815
4	Family status	0.717	0.780
5	Psychological status	0.796	0.718
Dependent Variable: Women school leaders' career			
1	Career sustainability	0.723	0.792
2	Training and development	0.671	0.712
3	Opportunity	0.836	0.851

As table (7) shows the highest Value of (α) and Pearson correlation value for the sample for the first section (Independent Variable: Cultural challenges) are the Norms and tradition. We can also realize on the same observation (highest Value of (α) and Pearson correlation value) for the second section (Dependent Variable: Women school leaders' career) as related to the opportunity. This conforms and emphasizes the researcher's expectations of the impact of culture as related to psychological factors affecting women leaders' careers/opportunities.

Since the quantitative part of this study has multiple Likert questions in a survey, the researcher used Cronbach's alpha which was run on a sample size of 15 female school leaders to measure the internal consistency (reliability), and to determine if the scale is reliable. As shown in the table above the total Cronbach's alpha scale for the study fields was above (0.60) which shows the reliability of the results of this study and stability which was assessed through a test-retest procedure that involved administering the same measurement questionnaire to the same individuals under the same conditions after some period of time.

3.7.2 Credibility

In order to present a clear and real picture of the case being investigated and to demonstrate the truth of the findings, the researcher linked the findings of the study reality. To achieve triangulation, the researcher used the mixed method that involves the use of the quantitative and the qualitative method. Data collection was based on a questionnaire and an interview to make sure that data is consistent and to achieve complete understanding of the phenomenon being investigated.

3.8. Role of the Researcher

As Creswell (2014) suggests, rather than bringing the meanings of what they have read or their own meaning, researchers need to focus on understanding and interpreting the meaning that the participants perceive about the subject or problem in the study, which Marshall & Rossman (2011) on the other hand, consider it to be a challenging task for them, since researchers can become personally attached to the research problems because they represent an instrument in the data collection process.

. As a researcher, I freed myself from biases and separated myself from my own experiences, and became receptive to what the participants expressed freely (Moustakas, 1994). It was my mission as a researcher's to convey the lived experiences of the study's participants without my own personal tendencies interfering with the analysis. In order to

eliminate biases that the researcher may possess, I employed reflexivity with the intent to evaluate her personal assumptions and prejudgments (Creswell, 2014).

The researcher integrated journaling into the analysis following all interviews, so that he could reflect on how my gender and experiences could possibly shape my interpretations and also the direction or focus of the study (Creswell, 2014). Additionally, as Marshall & Rossman (2011) suggest. The researcher provided consent forms for all the sources of data collection to help ensure that participants were aware of their role throughout the study, and also the researcher and the participants continue to retain professional, non-manipulative, and mutually beneficial agreements.

Chapter 4: Findings

4.1. Overview

This chapter is dedicated to present the study results which were presented and discussed with reference to the title of the study (The Impact of Culture on Women School Leaders' Career in the East Coast of the United Arab Emirates. It contains the following demographic data for the study population: Age, years of experience, educational level job title and marital status for the survey and interview participants. It also contains quantitative analysis descriptive statistics, analysis of normality, inferential statistics age cohorts and work-related values, results overview and discussion of the qualitative analysis, theming and coding analysis and analysis of the semi-structured interviews.

4.2. Demographic Data (Quantitative)

Table (8) - Age Demographics (Quantitative)

The Following Table Represents the Demographic Characteristics of the Research Sample According to Their Age.

Age	Sample	
	Frequency	Percentage %
Less than 35 Years old	23	9%
35-45 Years old	154	60%
45-55 Years old	76	31%
Total	253	100.0%

Table 8 above presents the age demographics of the study sample with the exception of seven who apologized for not participating in this study. The rest of the sample (n=253) participated. According to age demographics participants were divided into three categories. The first category is female school leaders who are less than 35 years make up (9.1%) (n=23). While the second category is female leaders who are between 35-45 years old make up (60%) of the study sample (n=154 which means that the largest category of the study sample are still in their golden age in terms activity and perseverance. The third category is female school leaders aged between 45-55 years old make up, (30.1%) (n=76) of the study sample.

Table (9) - Years of Experience Demographics (Quantitative)

The Following Table Represents the Demographic Characteristics of the Research Sample According to Their Years of Experience.

Years of Experience	Sample	
	Frequency	Percentage %
Less than 5 year	23	9.1%
5-10 years	103	40.7%
11-15 years	117	46.2%
More than 15 years	10	3.9%
Total	253	100.0%

Table (9) shows years of experience demographics for the study sample (n=257) participants were divided into four categories according to their experience the first category represent participants with the least experience who have less than five years. This category makes up (9.1 %) (n=23) while the second category represents female school leaders whose experience ranged between 5 –10 years; this category makes up (40.7 %) (n=103) of the study sample. The third category is female school leaders whose experience ranged between (11-15); this category makes up (46.2 %) (n=117) of the study sample. The last category is female school leaders who have more than 15 years of makes up (3.9 %) (n=10) of the study sample.

Table (10) - Academic level demographics (Quantitative)

The Following Table Represents the Demographic Characteristics of the Research Sample According to Their Academic Level.

Academic Level	Sample	
	Frequency	Percentage %
Bachelor’s Degree	207	81.8
Master Degree	24	9.5
Doctorate Degree	22	8.7
Total	253	100.0%

Table (10) presents the academic demographics of the study sample. Participants were classified into 3 groups according to their academic degree. The first and the largest group is the bachelor's degree holders which makes up (81.8 %) (n=217) of the study sample the second group is Master's degree holders that makes up (9.5 %) (n=24) and finally doctorate degree holders group which makes (8.7 %) (n=22) of the study sample.

Table (11) - Job title demographics (Quantitative)

The Following Table Represents the Demographic Characteristics of the Research Sample According to Their Job Title.

Job title	Sample	
	Frequency	Percentage %
School Principal	146	57.7%
School Co-Principal	107	42.3%
Total	253	100.0

The study sample was limited to school principals as first class leaders and co-principals as second class leaders. There are other administrative positions in schools, but women in these positions are not directly involved in decision making; they only have specific role to perform at school. Table (11) classifies participants according their job title into two categories the first category represents school principals who make up 57.7 (n=146) of the study sample. The second category represents school co-principals who make up (42.3) (n=107) of the study sample.

Table (12) - Marital status demographics (Quantitative)

The Following Table Represents the Demographic Characteristics of the Research Sample According to Their Marital Status.

Marital Status	Sample	
	Frequency	Percentage
Single	83	32.8%
Married	123	48.6%
Divorced	25	9.9%
Widow	22	8.7%
Total	253	100%

Table (12) classifies the study sample according to their marital status into four categories the first category represents the single school leaders (who were never been married during the preparation of this study. This category makes up (32.8) (n=83) of the study sample. The second category which is the largest category represents married school leaders and makes up (48.6) (n=123) of the study sample. The third category is divorced school leaders which makes up (9.9) (n=25) of the study sample. The last category is the widow school leaders which makes up (8.7) (n=22) of the study sample. Widows and singles are completely different cases, since a widow is a woman whose husband passed away leaving her with/without children, but a single women in the Arab culture is the women who has never got married and therefore who has no children.

4.3. Descriptive Statistics (Quantitative Data)

Table 13 - Descriptive Statistics for the Impact of Culture on Women School Leaders' Career

The following table outlines the mean and standard deviation of culture on women school leaders' careers. It is clear from the table that there is a moderate psychological impact as related to cultural challenges.

Domain number	Domain	Mean	Std. Deviation	Level
D1	Communication	3.69	0.53	High
D2	Beliefs and moral values	3.70	0.53	High
D3	Norms and tradition	3.70	0.63	High
D4	Family status	3.77	0.49	High
Cultural challenges		3.66	0.47	High
D1	Career sustainability	3.72	0.49	High
D2	Training and development	3.69	0.46	High
D3	Opportunity	3.64	0.46	High
D4	psychological impact	3.58	0.51	Moderate
Women school leaders' career		3.68	0.43	High

From the respondents' perspective, the results show that psychological status impact female leaders career in the East Coast of the UAE at moderate levels. This suggests that there are margins for improvement of prevalence of these variables. In other respects, based on the participants responses the table shows high level means for beliefs, moral values, norms and tradition, family status career sustainability, and training and

development which shows that these domains have an impact on women school leaders' career.

4.3.1. Means and Standard Deviation -First Axis: Cultural Challenges

Table (14) - Communication Descriptive Statistics

The following table outlines the descriptive statistics (Mean and Standard Deviation) of the communication domain statements, the overall mean and standard deviation is also shown below.

Communication domain (mean=3.59) (SD=0.53) (n=253) SD significant at 0.05 level.

statement Number	Question	Mean	Std. Deviation	Rank
7	The authoritative family roles impact on women leader' communicative skills.	3.85	0.87	1
5	Female leaders are not well educated regarding the outside world.	3.79	0.84	2
1	Women lack the ability to communicate with their leaders and use body language especially with men leaders.	3.65	0.89	3
2	Due to cultural background, women find it difficult to pass their ideas smoothly.	3.61	0.81	4
3	The relationship between female leaders and their counterpart is vague and strictly work.	3.42	1.01	5
8	Female leaders need to develop their communication skills especially with the opposite gender.	3.4	0.99	6
6	Female leaders do not interact or exchange experience like men do.	3.36	1.01	7
4	Female leaders lack self-confidence regarding making decisions.	2.86	1.14	8
	Communication domain	3.49	0.53	

The results show that from the respondents' perspective communication, career opportunity, and psychological status are available at moderate levels in the studied

schools. This suggests that there are margins for improvement of prevalence of these variables in these schools. Table (14) points out that, from the respondents' perspective, the levels of beliefs and moral values, norms and tradition, family status, career sustainability, and training and development are found in the sample schools at high levels. Overall, the sample members' level of women school leaders' career is high, which is a good result. Communication domain as a whole reached a (mean=3.49) (SD0.53) n=253 SD significance 0.05 level.

4.3.2. Beliefs and Moral Values Domain

Table (15)

The following table outlines the descriptive statistics (Mean and Standard Deviation of the beliefs and moral values domain statements, the overall mean and standard deviation is also shown below. :(mean=3.70) (SD=0.53) (n=253) SD significant at 0.05 level.

statement Number	Question	Mean	Std. Deviation	Rank
12	Leader women's performance is not appreciated by the society	4.11	0.81	1
13	It is hard to change the stereotypical image of women in the society	3.89	0.8	2
11	Female leaders suffer from socio-cultural inequality.	3.88	0.92	3
14	Female leaders suffer from the lack of laws and constitutions against any discrimination	3.84	0.77	4
15	People do not trust decisions made by a woman school principle.	3.76	0.84	5
10	According to society, women are not qualified to be leaders.	3.51	1.06	6
9	Female leaders are still under the influence of moral values of their society.	2.89	1.13	7
	Beliefs and moral values field	3.70	0.53	

Table (15) presents the descriptive statistics of the beliefs and moral values and their impact on women school leaders' career. In this domain there are seven statements derived from the questionnaire and arranged according to the highest mean. The mean of this entire domain, was (mean=3.70) and the (SD=0.53) which indicates a high impact of the independent variables on the dependent variable women school leader's career. Statement (12) (mean= 4.11) Leader women's performance is not appreciated by the society ranked first, statement (13) (mean =3.89) reflects participants' approval that it is hard in a society such as the East Coast society to change the stereotypical image of women who as statement (11) (mean=3.88) suggests suffer from social inequality.

Statement 14 (means=3.840) shows the participants' response on constitutional laws against any discrimination against women show that participants don't suffer from the lack of these laws which means they are available and effective . Statement (15) (mean=3.76) participants' responses affirmed that people of the East Coast society don't trust judgements and decisions made by women school leaders, they also affirmed according to statement (10) (mean=3.51) the society doesn't consider women qualified for leadership. Statement (9) (mean 2.89) female leaders are still under the influence of moral values of their society was also affirmed by participants.

4.3.3. Norms and Traditions Domain

Table (16) - Norms and Traditions Descriptive Statistics

The following table outlines the descriptive statistics (Mean and Standard Deviation of the norms and traditions domain statements, the overall mean and standard deviation is also shown below. (Mean=3.60) (SD=0.63) (n=253) SD significant at 0.05 level.

Question number	Question	Mean	Std. Deviation	Rank
17	A large sector of the society still believes that the right place for women is home	3.71	0.85	1
20	The cultural prejudice of society imposes great pressure on a woman leader at work.	3.71	0.85	2
18	Society is still influenced with the old tribal traditions	3.70	0.85	3
16	A large sector of the society still thinks men are superior to women	3.69	1.04	4
22	Society still refuses to engage women in any outdoor work	3.68	0.77	5
19	Social pressure makes female leaders think of resigning.	3.67	0.84	6
21	Society still requires women to invest their abilities only at home.	3.53	0.86	7
	Norms and tradition field	3.60	0.63	

As seen in the above table which discusses the impact of norms and traditions on women school leaders' career in 7 statements derived from the questionnaire, means and standard deviation were calculated for each statement in this domain. The total mean of this domain is (3.60) and the standard deviation is (0.63) which reflects a moderate impact of norms and traditions on women school leaders' career. Statement mean ranged between 3.53 – 3.71. Statements (17 and 20) which represents a reflection of the participant's view of a large sector of the society's opinion who still believes that the right place for women

is home" the East Coast is being bias against women in general ranked first with a mean of (3.71) and standard deviation of (0.85) this shows the high impact of the society on women in general and working women in specific. Also statement (20) which refers to cultural prejudice of society imposes great pressure on a woman leader at work." reached a mean of (3.71) and standard deviation of (0.85).

These two statements indicate that the problems of any sort that female school leaders in the east of the UAE are caused due to the impact of the cultural heritage on family and society. Statement (18) with a mean of (3.70) indicates that most of the participants believe that the society is still under the influence of tribal traditions because as shown in statement (19) it requires women to stay home and take of their families.

Statement (16) with a mean of 3.69 indicates the high impact of society on women school leaders' career and reveals the convention of female school leaders of how the East Coast society of the UAE reacts when men and women are compared, the idea of men superiority over women is a rooted one. Statement 19 with a mean of (3.67) indicates that participants don't think of quitting their jobs due to the social pressure.

4.3.4. Family Status Domain

Means and standard deviation for Family status domain items were calculated as shown in table below.

Table (17) - Family Status Descriptive Statistics

The following table outlines the descriptive statistics (Mean and Standard Deviation of the family status domain statements, the overall mean and standard deviation is also shown below. :(mean=3.77) (SD=0.49) (n=253) SD significant at 0.05 level.

Question Number	Question	Mean	Std. Deviation	Rank
41	It is husband's duty to encourage his wife to continue her career	3.91	0.72	1
43	Support and encouragement from the people who surround Female leaders gives them more motivation to work	3.91	0.72	2
40	Female leaders can easily balance between family and work.	3.85	0.81	3
42	It is necessary that family understands the nature of Female leaders work	3.81	0.72	4
39	family status does not affect leader women's ability to make right decisions	3.75	0.81	5
44	Being divorced with children does not prevent me from performing my duties as a woman leader perfectly.	3.72	0.85	6
38	Married women can be outstanding as leaders in spite of social and family duties that they have to attend to.	3.72	0.8	7
	Family Status Domain	3.77	0.49	

Based on the data given in the above table that contains 7 statements derived from the questionnaire and arranged according to the highest mean, the total mean for the family status domain is (3.77) ranged between (3.91-3.72) and with a total deviation of (0.49) which indicates the high impact of the family on school leaders career .statements (41 and 43) which are “It is husband's duty to encourage his wife to continue her career and Support and encouragement from the people who surround Female leaders gives them more motivation to work ranked first (mean= 3.91). This indicates the importance of

husbands or/and the people around female school leaders encouragement and support to maintain their enthusiasm as working wives. Statement (40) achieved a (mean =3.85) which indicates that female school leaders in the East Coast of the UAE find no difficulties in balancing between work and family this

Response comes in accordance with the researcher expectations and opposite to what is being said by a group of anti-women work in the society. Statement (42) (mean= 3.81) emphasized the importance of family's understanding of the nature of their work and how this understanding help them pursue their career.

Statement (39) family status does not affect women leaders' ability to make right decisions with a (mean=3.75) and (SD=0.81) ranked fourth. It indicates that family status impacts the ability of making decisions. Statements (44 and 38) achieved (mean=3.72). The responses for statement (38) indicate that being divorced would not affect women school leaders' performance. Statement (44) Divorced women with children can be good leaders in spite of social and family duties that they have to attend to. The mean of this statement which was 3.72 and standard deviation which was 0.85 compared to other statements in this domain shows that most participant agreed that marital status has no impact on the performance of leader women. Being a good leader has nothing to do with marital status.

This domain indicates that married female school leaders find husbands support is of great value for them to concentrate more on their professional development. Moreover, family which is considered to be the corner stone of the Emirati society in general need to be supportive and understanding for women's work. Being so women can work in a relaxing creative atmosphere free of any tension. The responses on this domain also

indicated that being divorced, widow or single mother wouldn't affect any decisions made by them. Women can be good leaders regardless their marital status or family status.

4.4. Means and Standard Deviation for Second Axis: Women School Leaders' Career

Table (18)

The following table outlines the descriptive statistics (Mean and Standard Deviation of career sustainability domain statements, the overall mean and standard deviation is also shown below. (Mean=3.72) (SD=0.49) (n=253) SD significant at 0.05 level.

Question number	Question	Mean	Std. Deviation	Rank
26	Female leader can get the best promotion opportunities	3.88	0.74	1
27	Female leaders are keen to follow the laws and regulations that improve their performance.	3.85	0.68	2
25	Female leaders can promote teamwork to reach common goals for both management and staff	3.79	0.83	3
28	In the Ministry of Education, Leaders are selected based on competence, knowledge and charisma.	3.65	0.89	4
23	Female leaders get financial and moral incentives by the Ministry of Education more than their counterpart	3.64	0.79	5
24	Educational system encourages women leaders' hard work and innovate	3.62	0.81	6
29	Female leaders seek to continuously develop their expertise to suit the nature of the work.	3.61	0.81	7
	Career sustainability field	3.72	0.49	

As seen in table (18), the total mean for Career sustainability domain (mean=3.72) and (SD=0.49). It has 7 statements which reflect the keenness of female school leaders to sustain and develop their career. Statements mean ranged between (mean=3.61) (mean=3.88). The table also shows that statement (26) (mean=3.88) and (SD=0.74) which is "Female leader can get the best promotion opportunities" ranked first which means that the Ministry of Education provides female school leaders equal opportunities of career development as their men counterpart. Statement (27) (mean=3.85) and (SD=0.68) which reflects the passion of female school leaders to follow all the regulations that aim to improve them professionally.

According to participants' responses, statement (25) that focuses on female school leaders ability in promoting team work in their institutions ranked in the third place (mean=3.79) and (SD=0.38). Statement (28) which discusses the Ministry' of education policy in choosing leaders ranked in the fourth position (mean=3.65) and (SD=0.89). Statement (23) (mean=3.64) and (SD=0.79) which addresses the Ministry's incentives and financial support ranked in the fifth position. In the sixth position, statement (24) (mean=3.62) and (SD=0.81) that discusses the encouragement of women leaders' innovation and hard work. Statement (29) (mean=3.61) and (SD=0.81) which is "Female leaders seek to continuously develop their expertise to suit the nature of the work?" ranked last.

The responses of the participants in this domain can be summarized as follows: profession development is not limited to certain in the Ministry of Education, female

leaders are always abiding to the laws and regulation of the Ministry of Education which reflects their seriousness and their dedication running their institutions. Responses also indicate that female school leaders went through the same procedures as their counterparts and they were chosen based on their experience, knowledge and charisma. This domain, career sustainability level is high which means that on the institutional level, female school leaders face no obstacles, on the contrary they receive all the encouragement and support that enable them sustain their careers and seek professional development.

4.4.1. Training and development Domain

Table (19) - Training and Development Descriptive Statistics

The following table outlines the descriptive statistics (Mean and Standard Deviation of training and development domain statements, the overall mean and standard deviation is also shown below. :(mean=3.69) (SD=0.46) (n=253) SD significant at 0.05 level

Question Number	Question	Mean	Std. Deviation	Rank
33	In order to improve their leadership abilities, female leaders spend some of their income on private training.	3.88	0.74	1
34	Female leaders went through the same professional stages as their male counterparts	3.85	0.68	2
32	Female leaders spend a lot of time in training to gain superior experience	3.79	0.83	3
35	Female leader have to struggle to prove they are worthy of the position.	3.65	0.89	4
30	Female leaders are keener to attending in training and development courses on an ongoing basis.	3.64	0.79	5
31	Female leaders are gaining more experience and skills by attending training programs	3.62	0.81	6

36	Female leaders with good training and qualifications can reach the position they seek easily.	3.61	0.81	7
37	Participation of Female leaders in local and international conferences provides them with new experiences.	3.51	1.05	8
Training and development domain		3.69	0.46	

Table (19) above contains eight statements derived from the study questionnaire and discuss the training and development domain. Participants responses show that the total domain is (mean=3.69) and (SD=0.46). Means of this domain ranged between (3.88and 3.51). Statements (33 and 34) achieved (mean=3.88) the highest. Participants' responses indicate the importance of professional training for female leaders, they also show that every leader, regardless gender, should go through the same stages which include training courses and workshop before he /she becomes a school leader. Statement (32) (mean=3.79) (SD=0.83) was ranked the second. It affirms the previous statements on women school leaders' eagerness to get the best training even on their own expense. This reflects their commitment to professional development through seeking training courses inside and outside the Ministry of Education.

Statement (35) (mean=3.65) (SD=0.89) participants' responses regarding this statement came the opposite no one has to struggle in the Ministry of Education, ones hard work, creativity and enthusiasm are his/her path to promotion and achieve success. As a response to statement (30) (mean=3.64) and (SD =0.79) which ranked in the fifth place most, participants agreed that tis statement was true. Statement (31) (mean=3.64) and (SD=0.81). This statement discusses the relationship training program and professional development. Participants' approved this statement as indicated by the high mean.

Statement (36) (mean=3.61) (SD=0.81) which says that female leaders who have good education and training can reach any position they desire. Based on the high level of this statement it appears that participants' responses were alike. The last statement in this domain is (37) (mean=3.51) (SD=1.05) ranked in the eightieth position. It says Women school leaders' participation in conferences locally and internationally provides them with new experiences. This domain's level is high; it has no negative impact on women school leaders' career because training and development is a domain that is organized by the ministry of education that provides ongoing professional training for school leaders regardless their gender. Participants show their eagerness to training in their responses.

4.4.2 Opportunity Domain

Table (20)

The following table outlines the descriptive statistics (Mean and Standard Deviation of opportunity domain statements, the overall mean and standard deviation is also shown below. (Mean=3.64) (SD=0.56) (n=253) SD significant at 0.05 level.

Number	statement	Mean	Std. Deviation	Rank
52	In the Ministry of Education, women and men leaders are equal in every term especially seeking the professional development opportunities.	3.80	0.82	1
49	It is merit not gender that determines the worthiness of the position	3.74	0.74	2

46	Many distinguished female leaders were promoted as a reward for their distinction.	3.66	0.84	3
45	Women take place in solving problems and making executive decisions.	3.66	0.82	4
50	Female leaders are always updated with changes in the educational system.	3.65	0.83	5
48	Woman leaders are listened to and their opinions are taken seriously.	3.63	0.83	6
51	Female leaders can get creative and productive when they are given the chance.	3.62	0.81	7
47	Female leaders are excluded from any professional development opportunities.	3.38	0.9	8
	Opportunity domain	3.64	0.56	

The above table presents the opportunity domain with 7 statements derived from the questionnaire. The table shows that the total means for this domain is (mean=3.64) and (SD0.56). Opportunity domain doesn't place any pressure on female school leaders in the East Coast of the UAE, because they follow a system that is not under any cultural influence even though some of the employees are. Based on participants' responses to the statements of this domain we can conclude that female school leaders are encouraged to develop their professions and claim top positions in the system and be part of decision making. The educational system also guaranteed female school leaders the same benefits as their counterparts to encourage them sustain their careers.

4.4.3 Psychological Domain

The following table outlines the descriptive statistics (Mean and Standard Deviation of Psychological impact domain statements, the overall mean and standard deviation is also

shown below. (Mean=3.58) (SD=0.51) (n=253) SD significant at 0.05 level. It presents the psychological domain with 8 statements derived from the questionnaire. The table shows that the total means for this domain is (mean=3.58) and (SD0.51) it also shows a moderate influence on female school leaders in the East Coast of the UAE as women, but not as leaders since as the above figures show no impact of this domain on women school leaders' performance.

Table (21)

Means and standard deviation of Psychological impact domain items were calculated as shown in table (20) bellow.

Descriptive Statistics for Psychological impact domain (mean=3.58)(SD=0.51)

Number	statement	Mean	Std. Deviation	Rank
53	Culture influence on society and family impacts you psychologically	3.85	0.87	1
57	There is a connection between lack of family support and developing psychological issues	3.84	0.77	2
58	Family and social attitude towards female leaders unjust and biased	3.76	0.84	3
60	There Are Consequences of these psychological issues on your marital status	3.71	0.85	4
59	You deal with the cultural psychological impact in a positive way	3.69	1.04	5
56	You can express your dissatisfaction of the cultural impact on the family and society openly	3.51	1.06	6
54	I feel frustrated from the negative social and family negative attitude towards your job as a women leader	3.40	0.99	7
55	There is a connection between your psychological states, frustration, anger, dissatisfaction, resulted from cultural challenges and your performance at your institution	2.89	1.13	8
	Psychological impact domain	3.58	0.51	

4.5. Research Hypotheses

H01: There is no statistically significant impact of culture on women school leaders' career at the level ($\alpha \leq 0.05$).

To examine validity of linear regression and tolerance for the Research hypotheses (Independent Variable Domains) the researcher used the VIF model. If the values of (VIF) are less than 10, they are valid for testing. If they are more than 10, they are not valid.

Table (22) – VIF and Tolerance

Field	Tolerance	VIF
Communication	.629	1.590
Beliefs and moral values	.796	1.256
Norms and tradition	.658	1.521
Family status	.669	1.495

In this table and the table above, the value of (Sig) determines if the impact exists or not. If the value of (Sig) is less than (0.05) the influence exists, but if it is higher than (0.05) which is the case in ever domain of this test, except for the psychological domain, that means there is no influence of the independent variable (cultural aspects) on the dependent variable (women school leader's career. As shown in the table above, there is no effect of culture on women school leaders' career in the East Coast of the UAE because the significant value was (0.692) more than (0.05). Value

R is the square root of R-Squared. The correlation between the observed values and predicted values of dependent variable is (0.025). Restriction Parameter (F) was (0.157) of women school leaders' career is impacted by culture, therefore I will accept the hypotheses. **There is no statistically significant impact of culture on women school leaders' career at the level ($\alpha \leq 0.05$)**

4.5.1. Sub-Hypotheses

H01-1: There is no direct significant impact of Culture on the Career sustainability of female school leaders in the East Coast of the UAE at ($\alpha \leq 0.05$).

The Following Table of Simple Regression Test is used to Measure the Impact of Culture on Career Sustainability of women School leaders.

Table (23)

Dependent Variable	R	R ²	F	DF	Coefficients			
					Predictor	B	T	Sig
Career sustainability	.029	.001	0.166	1	Culture	0.46	0.407	0.684
				<u>251</u>				
				252				

As shown in the table above there is no impact of culture on career sustainability of female school leaders in the East Coast of the UAE because the significant value is (0.684) more than (0.05). The value of R is the square root of R-Squared and the correlation between the observed values and the predicted values of dependent variable is (0.029). Restriction Parameter (F) is (0.166), and thus I will accept the hypotheses. **There is no statistically significant impact of culture on career sustainability at the level ($\alpha \leq 0.05$) will be accepted.**

H01-2: There is no direct significant impact of culture on training and development at ($\alpha \leq 0.05$).

(Table 24)

The following table of Simple Regression Test is used to Measure the Impact of Culture on Training and Development of Women School Leaders.

Dependent Variable	R	R ²	F	DF	Coefficients			
					Predictor	B	T	Sig
Training and development	.581	.338	128.125	1	Culture	0.565	11.319	0.000
				251				
				252				

As shown in the table above there is no impact of culture on training and development domain of female school leaders in the East Coast of the UAE, because the significant value was (0.774) more than (0.05), and thus I accept the hypotheses **There is no statistically significant impact of culture on training and development at the level ($\alpha \leq 0.05$)**

.H01-3: There is no direct significant impact of culture on women school leaders' opportunities of having advanced positions at ($\alpha \leq 0.05$).

(Table25)

The following Table of Simple Regression Test is used to Measure the Dependent Variables & Their Predictors' Coefficients Women school leaders' Opportunity of Having Advanced Positions.

Dependent Variable	R	R ²	F	DF	Coefficients			
					Predictor	B	T	Sig
Opportunity	.030	.001	0.232	1	Culture	0.057	0.482	0.630
				251				
				252				

Table 25 indicates that there is no effect of culture on women school leaders' Opportunities in the East Coast of the UAE of having advanced positions in the educational sector, since the significant value is (0.630) more than (0.05) and thus I will accept the hypotheses. **“There is statistically significant impact of culture on opportunity at the level ($\alpha \leq 0.05$).”**

H01-4: There is no direct significant impact of culture on the psychological impact at ($\alpha \leq 0.05$).

(Table 26)

The Following Table of Simple Regression Test is used to Measure the Impact of Culture on the Psychological Status of Women School leaders. Dependent Variables & Their Predictors' Coefficients.

Dependent Variable	R	R ²	F	DF	Coefficients			
					Predictor	B	T	Sig
Psychological impact	.815	.664	496.048	1	Culture	0.970	22.272	0.000
				251				
				252				

As shown in table 26, the impact of culture on the psychological status of female school leaders in the East Coast of the UAE is significant, because the value is (0.000) less than (0.05). The value of R is the square root of R-Squared and the correlation between the observed values and the predicted values of dependent variable was (0.815). The coefficient of determination was R² (0.664) therefore, about 66.4% of the variation in psychological impact of female school leaders was explained by culture. Restriction Parameter (F) was (496.048) of the psychological impact was caused due to culture, and thus I accept the alternative hypotheses **“There is statistically significant impact of Culture on women school leaders’ psychological status at the level ($\alpha \leq 0.05$).”**

4.5.2. Second Hypothesis

H02: There is a difference in respondent’s answers regarding Impact of Culture on Women School Leaders' Career according to demographic variables (Marital status Academic Level, Age, Years of Experience and Job title).

- **Marital Status:**

As shown in the demographic table (7), the study sample was divided into four different categories in relation to their marital status: married women school leaders, divorced women school leaders, widowed female school leaders and single women school leaders. This classification was adopted to measure the level and variation of cultural impact on each category separately and compare the results.

(Table 27)

The Following Table Introduces Mean & SD Values for Domains Based on Marital Status with Their Corresponding

Domains	Marital status	Mean	Standard Deviation
Communication	Single	3.44	0.55
	Married	3.54	0.49
	Divorced	3.47	0.54
	Widow	3.44	0.66
Beliefs and moral values	Single	3.71	0.56
	Married	3.72	0.48
	Divorced	3.57	0.50
	Widow	3.68	0.74
Norms and tradition	Single	3.53	0.64
	Married	3.66	0.57
	Divorced	3.45	0.71
	Widow	3.70	0.72
Career sustainability	Single	3.65	0.52
	Married	3.77	0.45
	Divorced	3.69	0.46
	Widow	3.75	0.56
Training and development	Single	3.63	0.49
	Married	3.75	0.43
	Divorced	3.64	0.40
	Widow	3.68	0.52
Family status	Single	3.78	0.52
	Married	3.79	0.47
	Divorced	3.73	0.44
	Widow	3.74	0.57
Opportunity	Single	3.55	0.63
	Married	3.70	0.52
	Divorced	3.65	0.43
	Widow	3.66	0.65
psychological impact	Single	3.45	0.71
	Married	3.70	0.72
	Divorced	3.65	0.52
	Widow	3.77	0.45
Cultural challenges	Single	3.55	0.47
	Married	3.63	0.43
	Divorced	3.49	0.51
	Widow	3.60	0.62

Women school leaders' career	Single	3.65	0.44
	Married	3.75	0.43
	Divorced	3.67	0.33
	Widow	3.70	0.49

Table (27) is used to compare between the means and standard deviation according to the marital status variable which was divided into four categories as seen in the table, the (Sig) level is above (0.05) which means that there is no variation in the participants' responses.

(Table 28) - Analysis of Variance ANOVA - Marital status Values

In order to test the hypothesis, the researcher used ANOVA analysis to find out the variation in the research sample responses based on marital status values. The following table shows descriptive statistics for the study sample contributed to marital status values.

Dimensions	Source of variance	Sum of Squares	Degree of Freedom	Square means	F value	(Significance)
Communication	Between groups	.621	3	.207	.732	.534
	Within groups	70.470	249	.283		
	Total	71.092	252			
Beliefs and moral values	Between groups	.501	3	.167	.587	.624
	Within groups	70.886	249	.285		
	Total	71.387	252			
Norms and tradition	Between groups	1.574	3	.525	1.348	.259
	Within groups	96.908	249	.389		
	Total	98.482	252			
Career sustainability	Between groups	.844	3	.281	1.193	.313
	Within groups	58.699	249	.236		
	Total	59.543	252			
Training and development	Between groups	.866	3	.289	1.391	.246
	Within groups	51.675	249	.208		
	Total	52.541	252			
Family status	Between groups	.106	3	.035	.144	.934
	Within groups	61.358	249	.246		
	Total	61.464	252			
Opportunity	Between groups	1.080	3	.360	1.139	.334
	Within groups	78.723	249	.316		
	Total	79.804	252			
Cultural challenges	Between groups	.593	3	.198	.896	.444
	Within groups	54.999	249	.221		
	Total	55.593	252			

Women school leaders' career	Between groups	.556	3	.185	.999	.394
	Within groups	46.241	249	.186		
	Total	46.797	252			
psychological challenges	Between groups	3.746	3	.483	.971	
	Within groups	89.978	249			
	Total	93.723	252			

Concerning all study domains table (28) shows that there is no significant effect of the marital status values since the level of significance is more than (0.05). Cultural challenges reached an (FV=896) and (sig=0.444) which is higher than (0.05), which means there is no significant impact of marital status in this field. The (FV) for the Communication domain, is (FV=0.732) and significant level is (Sig=0.534) which is higher than (0.05). These figures also show negative impact of marital status on the communication domain. Beliefs and moral values domain calculated F value of (FV=0.587) and significant level of (Sig=0.624) which is higher than (0.05) while for norms and tradition domain the F value is (FV=1.348) and significant level is (Sig=0.259) which is higher than (0.05) so there is no significant impact of marital status on Cultural challenges domain.

The F value for Women school leaders' career is (FV=0.999) and significant level is (Sig=0.394) which is higher than (0.05) so there is no significant effect of the marital status in this field. As for Career sustainability domain's F value it is (FV=1.193) and significant level is (Sig=0.534) which is higher than (0.05). Training and development domain calculated F value of (FV=1.391) and significant level of (Sig=0.246) which is

higher than (0.05) while for Social status field the F is (FV=0.144) and significant level is (Sig=0.934) which is higher than (0.05). Opportunity field F value is (FV=1.139) and significant level is (sig=0.334) so there is no significant effect of the marital status on Women school leaders' career domain. Finally, the significant level of Psychological challenges is (Sig=.483) and the (FV) is (FV=.97) less than (0.05) which an indicator of the influence existence.

4.5.3. Descriptive Statistics - Academic Level Values

Table (29)

The following table introduces Mean & SD values for domains based on Academic Level with their corresponding.

Dimensions	Academic level	Mean	Standard Deviation
Communication	Bachelor's Degree	3.50	0.53
	Master Degree	3.42	0.56
	Doctorate Degree	3.52	0.57
Beliefs and moral values	Bachelor's Degree	3.69	0.54
	Master Degree	3.71	0.60
	Doctorate Degree	3.74	0.40
Norms and tradition	Bachelor's Degree	3.61	0.64
	Master Degree	3.48	0.45
	Doctorate Degree	3.60	0.65
Career sustainability	Bachelor's Degree	3.73	0.49
	Master Degree	3.66	0.46
	Doctorate Degree	3.71	0.52
Training and development	Bachelor's Degree	3.70	0.46
	Master Degree	3.65	0.40
	Doctorate Degree	3.72	0.50
Family status	Bachelor's Degree	3.75	0.48
	Master Degree	3.93	0.49
	Doctorate Degree	3.86	0.63
	Bachelor's Degree	3.65	0.56

Opportunity	Master Degree	3.51	0.57
	Doctorate Degree	3.69	0.59
Cultural challenges	Bachelor's Degree	3.59	0.48
	Master Degree	3.53	0.39
	Doctorate Degree	3.62	0.49
Women school leaders' career	Bachelor's Degree	3.70	0.44
	Master Degree	3.68	0.36
	Doctorate Degree	3.74	0.48
psychological impact	Bachelor's Degree	3.93	0.49
	Master Degree	3.86	0.63
	Doctorate Degree	3.65	0.56

In order to test the hypothesis, the researcher used ANOVA analysis to calculate the means and standard deviation for the study sample in relation to the academic level variable and its impact on the means and standard deviation of the study sample responses regarding dependent variables. If the (Sig) is higher than (0.05), there is no differences in the participants' responses, but if it is lower than (0.05), then the difference in responses exists. Table (28) measures the impact of culture on women school leaders' career based on their level of education. As seen in the table above this domain was divided into three categories; bachelor degree holders, master's degree holders and doctorate degree holders. The table shows that participants answers were the same regardless the academic level.

Table (30) - Analysis of Variance ANOVA - Academic Level Values

In order to test the hypothesis, the researcher used ANOVA analysis to find out the variation in the research sample responses based academic level values. The following

table shows descriptive statistics for the study sample contributed to academic level values.

Dimensions	Source of variance	Sum of Squares	Degree of Freedom	Square means	F value	Significance
Communication	Between groups	.137	2	.068	.241	.786
	Within groups	70.955	250	.284		
	Total	71.092	252			
Beliefs and moral values	Between groups	.060	2	.030	.105	.900
	Within groups	71.327	250	.285		
	Total	71.387	252			
Norms and tradition	Between groups	.391	2	.195	.498	.609
	Within groups	98.092	250	.392		
	Total	98.482	252			
Career sustainability	Between groups	.096	2	.048	.203	.817
	Within groups	59.447	250	.238		
	Total	59.543	252			
Training and development	Between groups	.068	2	.034	.162	.851
	Within groups	52.473	250	.210		
	Total	52.541	252			
Social status	Between groups	.949	2	.475	1.960	.143
	Within groups	60.515	250	.242		
	Total	61.464	252			
Opportunity	Between groups	.519	2	.259	.818	.443
	Within groups	79.285	250	.317		
	Total	79.804	252			
Cultural challenges	Between groups	.099	2	.049	.222	.801
	Within groups	55.494	250	.222		
	Total	55.593	252			
	Between groups	.047	2	.024	.126	.882

Women school leaders' career	Within groups	46.750	250	.187		
	Total	46.797	252			

The table illustrates that there is no significant effect of academic level values on all study domains, since the level of significance presented in the table is more than (0.05).

The calculated F value for Cultural challenges is (0.222) and the significant level is (0.801) which is higher than (0.05) which means there is no significant impact of the academic level on this domain. As for the Communication domain, the calculated F value is (0.241) and significant level is (0.786) which is higher than (0.05). The calculated F value for Beliefs and moral values domain (0.105) and significant level is (0.900) which is higher than (0.05), while the calculated F value for Norms and tradition domain is (0.498) and significant level is (0.609) which is also higher than (0.05) so there is no significant effect of the academic level on Cultural challenges field.

Regarding Women school leaders' career the calculated F value is (0.203) and significant level is (0.817) which is higher than (0.05) so there is no significant effect of the academic level on this domain. The calculated F value for Career sustainability domain is (0.162) and the significant level is (0.851) which is higher than (0.05). Regarding Training and development field calculated F was (0.162) and significant level is (0.851) which is higher than (0.05) while for Social status domain the calculated F value is (1.960) and significant level is (0.143) which is higher than (0.05) and finally

Opportunity field calculated F was (0.818) and significant level is (0.443) so there is no significant effect due to the academic level in Women school leaders' career field.

Table (31) - Descriptive Statistics -Age variable Values

The Following Table Introduces Mean & SD Values for Domains Based on Age with Their Corresponding.

Dimensions	Age	Mean	Standard Deviation
Communication	Less than 35 Years old	3.61	0.52
	35-45 Years old	3.48	0.51
	45-55 Years old	3.52	0.52
Beliefs and moral values	Less than 35 Years old	3.75	0.47
	35-45 Years old	3.67	0.54
	45-55 Years old	3.70	0.50
Norms and tradition	Less than 35 Years old	3.73	0.58
	35-45 Years old	3.61	0.58
	45-55 Years old	3.54	0.68
Career sustainability	Less than 35 Years old	3.70	0.52
	35-45 Years old	3.75	0.45
	45-55 Years old	3.69	0.51
Training and development	Less than 35 Years old	3.68	0.45
	35-45 Years old	3.72	0.44
	45-55 Years old	3.68	0.49
Social status	Less than 35 Years old	3.78	0.50
	35-45 Years old	3.77	0.47
	45-55 Years old	3.79	0.54
Opportunity	Less than 35 Years old	3.65	0.53
	35-45 Years old	3.67	0.58
	45-55 Years old	3.63	0.56
Cultural challenges	Less than 35 Years old	3.70	0.40
	35-45 Years old	3.58	0.45
	45-55 Years old	3.58	0.47
Women school leaders' career	Less than 35 Years old	3.70	0.40
	35-45 Years old	3.72	0.43
	45-55 Years old	3.69	0.45

Table 31 shows the cultural challenges means for the (Less than 35 Years old) category is (3.70) while it is (3.58) for (35-45 Years old) category. The mean for (45-55 Years old) category is (3.58).. Regarding Women school leaders' career Means for (Less than 35 Years old) category is (3.70) while it is (3.72) for (35-45 Years old) category from the sample. As for (45-55 Years old) category the mean is (3.69).

In conclusion, table (31) shows the age variable has no impact on female school leaders career, because all the values are more than (0.05).

Table (32) - Analysis of Variance ANOVA - Age values

In order to test the hypothesis, the researcher used ANOVA analysis to find out the variation in the research sample responses based academic level values. The following table shows descriptive statistics for the study sample contributed to age values.

Dimensions	Source of variance	Sum of Squares	Degree of Freedom	Square means	F value	Significance
Communication	Between groups	.598	3	.199	.704	.550
	Within groups	70.493	249	.283		
	Total	71.092	252			
Beliefs and moral values	Between groups	.281	3	.094	.328	.805
	Within groups	71.106	249	.286		
	Total	71.387	252			
Norms and tradition	Between groups	.733	3	.244	.623	.601
	Within groups	97.749	249	.393		
	Total	98.482	252			

Career sustainability	Between groups	.288	3	.096	.403	.751
	Within groups	59.255	249	.238		
	Total	59.543	252			
Training and development	Between groups	.270	3	.090	.429	.732
	Within groups	52.271	249	.210		
	Total	52.541	252			
Social status	Between groups	.026	3	.009	.036	.991
	Within groups	61.438	249	.247		
	Total	61.464	252			
Opportunity	Between groups	.525	3	.175	.550	.649
	Within groups	79.279	249	.318		
	Total	79.804	252			
Cultural challenges	Between groups	.288	3	.096	.432	.730
	Within groups	55.305	249	.222		
	Total	55.593	252			
Women school leaders' career	Between groups	.182	3	.061	.324	.808
	Within groups	46.615	249	.187		
	Total	46.797	252			

The table illustrates that there is no significant impact of the age values in accordance with the point that the level of significance is more than (0.05) in all study dimensions. The calculated F value for Cultural challenges is (0.432) and the significant level is (0.730) which is higher than (0.05) so there is no significant impact of age on this domain. As for the Communication domain the calculated F value is (0.704) and significant level is (0.550) which is higher than (0.05). According to Beliefs and moral values domain, the calculated F value is (0.328) and the significant level is (0.805) which is higher than (0.05) while the calculated F value for Norms and tradition domain is

(0.623) and the significant level is (0.601) which is higher than (0.05) so there is no significant impact of age on Cultural challenges domain.

Regarding Women school leaders' career calculated F value is (0.324) and significant level is (0.808) which is higher than (0.05) so there is no significant effect of age in this domain. Also Career sustainability domain the calculated F value is (0.403) and the significant level is (0.751) which is higher than (0.05). As for Training and development domain the calculated F value is (0.429) and significant level is (0.732) which is higher than (0.05) while for Social status field calculated F value is (0.036) and the significant level is (0.991) which is higher than (0.05). Finally Opportunity field calculated F value is (0.550) and the significant level is (0.649) so there is no significant effect due to the age in Women school leaders' career domain.

Table (33) - Descriptive Statistics - Years of Experience Values

The Following Table Introduces Mean & SD Values for domains based on Years of Experience with Their Corresponding.

Dimensions	Years of Experience	Mean	Standard Deviation
Communication	Less than 5 year	3.35	0.47
	5-10 years	3.51	0.53
	More than 11-15 years	3.50	0.49
	More than 15 years	3.48	0.68
Beliefs and moral values	Less than 5 year	3.60	0.62
	5-10 years	3.64	0.56
	More than 11-15 years	3.76	0.48
	More than 15 years	3.76	0.52
Norms and tradition	Less than 5 year	3.75	0.68
	5-10 years	3.63	0.66

	More than 11-15 years	3.54	0.55
	More than 15 years	3.55	0.69
Career sustainability	Less than 5 year	3.66	0.53
	5-10 years	3.78	0.51
	More than 11-15 years	3.68	0.47
	More than 15 years	3.69	0.41
Training and development	Less than 5 year	3.64	0.52
	5-10 years	3.73	0.48
	More than 11-15 years	3.66	0.45
	More than 15 years	3.72	0.36
Social status	Less than 5 year	3.67	0.56
	5-10 years	3.80	0.48
	More than 11-15 years	3.75	0.51
	More than 15 years	3.86	0.44
Opportunity	Less than 5 year	3.67	0.62
	5-10 years	3.64	0.57
	More than 11-15 years	3.67	0.52
	More than 15 years	3.55	0.62
Cultural challenges	Less than 5 year	3.56	0.52
	5-10 years	3.59	0.51
	More than 11-15 years	3.60	0.39
	More than 15 years	3.59	0.53
Women school leaders' career	Less than 5 year	3.66	0.52
	5-10 years	3.73	0.43
	More than 11-15 years	3.69	0.44
	More than 15 years	3.70	0.35

Table (33) shows that the experience variable has no impact on women school leaders' career, because all the values are more than (0.05). The table shows that regardless years of experience all the participants' responses are the same since the given values are higher than (0.05). The above table illustrates that there is no significant impact of years of experience values to the point that the level of significance is more than (0.05) in all study dimensions.

Table (34) - Analysis of Variance ANOVA of Years of Experience Values

In order to test the hypothesis, the researcher used ANOVA analysis to find out the variation in the research sample responses based years of experience values. The following table shows descriptive statistics for the study sample contributed to years of experience.

Dimensions	Source of variance	Sum of Squares	Degree of Freedom	Square means	F value	Significance
Communication	Between groups	.512	3	.171	.602	.614
	Within groups	70.579	249	.283		
	Total	71.092	252			
Beliefs and moral values	Between groups	1.075	3	.358	1.269	.285
	Within groups	70.312	249	.282		
	Total	71.387	252			
Norms and tradition	Between groups	1.108	3	.369	.944	.420
	Within groups	97.375	249	.391		
	Total	98.482	252			
Career sustainability	Between groups	.604	3	.201	.851	.467
	Within groups	58.939	249	.237		
	Total	59.543	252			
Training and development	Between groups	.310	3	.103	.492	.688
	Within groups	52.231	249	.210		
	Total	52.541	252			
Social status	Between groups	.633	3	.211	.863	.461
	Within groups	60.831	249	.244		
	Total	61.464	252			
Opportunity	Between groups	.358	3	.119	.374	.772
	Within groups	79.446	249	.319		
	Total	79.804	252			
Cultural challenges	Between groups	.026	3	.009	.038	.990
	Within groups	55.567	249	.223		
	Total	55.593	252			
Women school leaders' career	Between groups	.158	3	.053	.282	.839
	Within groups	46.639	249	.187		
	Total	46.797	252			

In order to test the hypothesis, the researcher used ANOVA analysis to calculate the means and standard deviation for the study sample responses in relation to the years of experience variable. The table shows that regardless years of experience all the participants' responses are the same since the given values are higher than (0.05). The above table illustrates that there is no significant impact of years of experience values to the point that the level of significance is more than (0.05) in all study dimensions.

Table (35)

T-test Analysis was used to know the Variations between the Pair Groups as Shown in the Table below.

Study fields	job title	Mean	Std. Deviation	T	Sig.
Communication	Principal	3.49	0.53	.095	.924
	Co-Principal	3.50	0.54		
Beliefs and moral values	Principal	3.67	0.53	.975	.331
	Co-Principal	3.73	0.53		
Norms and tradition	Principal	3.58	0.64	.539	.591
	Co-Principal	3.62	0.61		
Career sustainability	Principal	3.73	0.47	.382	.703
	Co-Principal	3.71	0.51		
Training and development	Principal	3.69	0.45	.147	.884
	Co-Principal	3.70	0.47		
Family status	Principal	3.74	0.46	1.244	.215
	Co-Principal	3.82	0.53		
Opportunity	Principal	3.66	0.56	.604	.547

Study fields	job title	Mean	Std. Deviation	T	Sig.
	Co-Principal	3.62	0.57		
Cultural challenges	Principal	3.57	0.48	.618	.537
	Co-Principal	3.61	0.45		
Dependent Variable: Women school leaders' career	Principal	3.70	0.42	.062	.950
	Co-Principal	3.71	0.44		

Table (35) shows the means and SD of both Principal and Co-Principal. The table illustrates that there is no significant impact of the job title regarding to the point the level of significance is more than (0.05) for all fields. The calculated T for Cultural challenges is (0.618) and the significant level is (0.537) which is higher than (0.05) so there is no significant impact of job title on this domain. The calculated T for Communication domain is (0.095) and significant level is (0.924) which is higher than (0.05). Beliefs and moral values domain's calculated T is (0.975) and the significant level is (0.331) which is higher than (0.05) while Norms and tradition domain's calculated T is (0.539) and the significant level is (0.591) which is higher than (0.05) so there is no significant effect of the job title on Cultural challenges domain.

As for Women school leaders' career the calculated T is (0.062) and the significant level is (0.950) which is higher than (0.05) so there is no significant effect of the job title on this domain. As for Career sustainability domain the calculated T is (0.382) and significant level is (0.703) which is higher than (0.05). Regarding Training and development domain, the calculated T is (0.147) and the significant level is (0.884) which is higher than (0.05) while the Family status domain's calculated T is (1.244) and the

significant level is (0.215) which is higher than (0.05) and finally the Opportunity domain's calculated T is (0.604) and the significant level is (0.547) so there is no significant effect due to the job title in Women school leaders' career field.

4.6. Hypothesis Summary

The following table outlines this study's hypotheses (Main and Sub) with hypotheses' related results. As shown next in table (36), all main and sub hypotheses (null) were accepted based on this study except for the sub-hypothesis # HO 1-7 labeled **“There is no statistically significant impact of culture on psychological status of female school leaders in the east of coast of the UAE.”**

As the statistical analysis which was conducted has shown that the impact of culture on the psychological status of School leaders in the East Coast of the UAE is significant, because the value is (0.000) less than (0.05). The value of R is the square root of R-Squared and the correlation between the observed values and the predicted values of dependent variable was (0.815). The coefficient of determination was R² (0.664) therefore, about 66.4% of the variation in psychological impact of female school leaders was explained by culture. Restriction Parameter (F) was (496.048) of the psychological impact was caused due to culture. Accordingly, the researcher accepts the alternative hypotheses (for HO 1-7); **“There is statistically significant impact of Culture on women school leaders' psychological status at the level ($\alpha \leq 0.05$).”**

Table (36) Hypotheses & Its Related Study Results

The following shows that this study was based on two main hypotheses and eight sub-hypotheses related to the impact of culture on women school leader's career sustainability in the East Coast of the UAE. All the hypotheses and sub-hypotheses were accepted based on the quantitative and the qualitative results of the study except for sub-hypothesis (1.7) which was rejected.

Hypothesis No	Hypothesis	Result
H01	There is no statistically significant impact of Culture on Women School Leaders' Career in the east coast of the UAE (Fujairah) at the level ($\alpha \leq 0.05$).	Accept the hypothesis.
H0.-1-1	There is no statically significant impact of culture) (Beliefs and moral values) on women school leaders' career in the east coast of the UAE (Fujairah ($\alpha \leq 0.05$))	Accept the hypothesis.
H01-2	There is no statically significant impact of culture (norms and traditions) on women school leaders 'career in the east coast of the UAE (Fujairah) at the level ($\alpha \leq 0.05$)	Accept the hypothesis.
H01-3	There is no statically significant impact of culture (communication) on women school leaders' career in the east coast of the UAE (Fujairah) at the level ($\alpha \leq 0.05$)	Accept the hypothesis.
H01-4	There is no significant impact of Culture on the Career sustainability of women school leaders' career in the east coast of the UAE (Fujairah) at ($\alpha \leq 0.05$).	Accept the hypothesis.
H01-5	There is no significant impact of Culture on women school leaders' Training and development in the east coast of the UAE (Fujairah) at ($\alpha \leq 0.05$).	Accept the hypothesis.
H01-6	There is no significant impact of Culture on women school leaders Opportunity of occupying advanced positions in the east coast of the UAE (Fujairah at ($\alpha \leq 0.05$).	Accept the hypothesis.
H01-7	There is no statically significant impact of culture (family status) on women school leaders in the east coast of the UAE (Fujairah) at the level ($\alpha \leq 0.05$)	Accept the hypothesis.
H01-8	There is no statically significant impact of Culture on psychological status of women school leaders in the east coast of the UAE (Fujairah) at ($\alpha \leq 0.05$).	Reject the hypothesis. And accept alternative
H02	There is a difference in respondent's answers regarding Impact of Culture on Women School Leaders' Career according to demographic variables (Marital status Academic Level, Age, Years of Experience and Job title).	Accept the hypothesis.

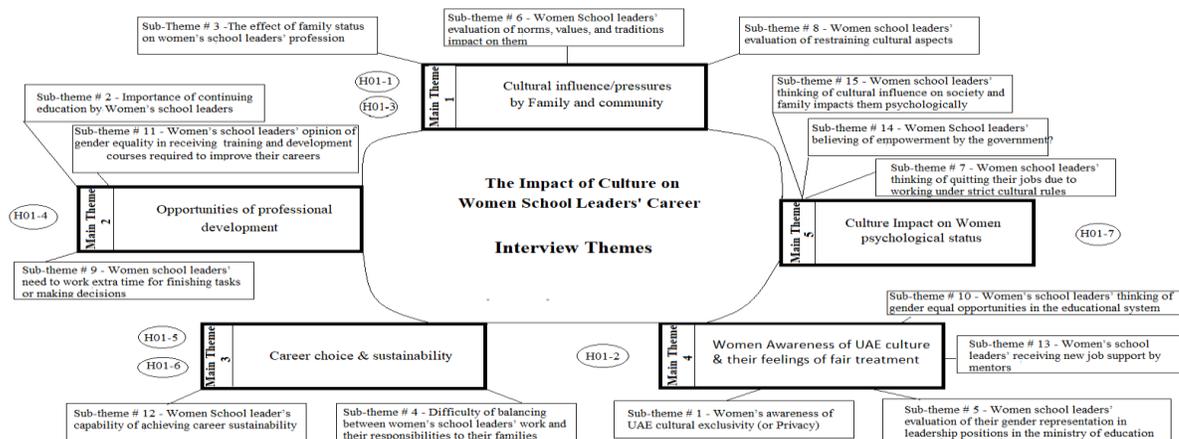
4.7. Qualitative Data Analysis

4.7.1. Theming and Coding

Going through the interviews of this study, several similar themes were found. Statements belonging to the same theme were marked in a chart of color-coding to help create the connection between participant's responses and to create a mind map and an image that would help when creating an assumption or a general idea. Statements in these themes were further highlighted in the determined color be consistent in my readings. Colored-coded statements gathered into themed documents according to the hypotheses. Interviews were focused on the following Main themes (presented also in the next figure):

- 1) Cultural influence/pressures by Family and community,
- 2) Opportunities of professional development,
- 3) career choice & sustainability,
- 4) Female leaders' awareness of culture & feeling of fair treatment, and
- 5) Culture impact on women psychological status

Figure 8: Theming and Coding



(Source: Author)

Figure (8) shows that, qualitative data was divided into five main themes and (15) sub-themes.

Main Theme # 1 - Cultural Influence/Pressures by Family and Community

Subthemes related:

- The effect of family status on female school leaders,
- Women school leaders' evaluation of norms, values, and traditions impact on them,
- Female school leaders' evaluation of restraining cultural aspects.

Main Theme # 2 – Opportunities of Professional Development

Subthemes related:

- Importance of continuing education for female school leaders,
- Female school leaders' need to work extra time for finishing tasks or making decisions,
- Female school leaders' opinion of gender equality in receiving training development courses.

Main Theme # 3 – Career Choice and Sustainability.

Subthemes related:

- Difficulty of balancing between women's school leaders' work and their families responsibilities
- Women's school leaders' capability of achieving career sustainability.

Main Theme # 4 – Women Awareness of UAE Culture & Their Feelings of Fair Treatment

Subthemes related.

- Female school leaders' awareness of UAE culture exclusivity,
- Female school leaders' evaluation of their gender representation in leadership positions
- Female school leaders' thinking of gender equal opportunity in the educational system
- Female school leaders' receiving new job support by mentors

Main Theme # 5 – Culture Impact on Women Psychological Status

Subthemes related:

- Female school leaders' thinking of quitting their jobs due to working under strict cultural rules
- Female school leaders' believing of empowerment by the government
- Female school leaders' perception of cultural influence on society and family impacts them psychologically.

4.7.2. Interviews results per sub-theme:

Sub-theme (1): Female Leaders' Awareness of UAE Cultural Exclusivity (Privacy).

Sub-theme (1) discusses the degree of awareness female school leaders have to the privacy of their culture. It included three questions as seen below. The main aim of this sub-theme is to measure the

level of awareness of female school leaders to their society’s cultural privacy and how they deal with cultural privacy pressures that influence their career and their family life.

Cultural Privacy Awareness Statistics

Sub Questions	Interview		
	Frequency	Total Cases	Percentage %
Are you fully aware of the cultural privacy of my society	25	30	83.3%
How do you feel about the cultural privacy of my society	4	30	13.3%
Others	1	30	3.3%

As shown in the table above 83% of the interview sample (n=25) said that they were fully aware of the cultural privacy of the East Coast of the UAE. The study sample expressed their deep appreciation of the privacy of their society’s culture because as they mentioned, that was the way they were raised according to. They added that what makes this the East Coast of the UAE Unique is its strong attachment to its cultural heritage and like or not we as women in general are part of this society even though we suffer the cultural consequences that impose a lot of pressure on female school leaders which places women between the hammer and the anvil. In the one hand, they don’t want to violate the roles and regulation of the society while on the other hand they are very concerned about their professional status as women school leader who have ambitions and hopes to advance in their careers.

“Although I’m fully aware that the Emirati society in the East Coast has its own privacy even within the borders of the country that it belongs to, I most of the time feel

uncomfortable about the way that this society looks at women and their work. I hope one day this society will change its prospect towards women” (P1).

The East Coast area is more likely to be considered as a ruler area inhabited by closed societies that are still to this very moment practicing their Beduine life style. Unlike Dubai the economic capital of the UAE and Abu Dhabi the political capital of the country that turned to a metropolitan cities due to huge number of expats from all over the world; the East Coast is relatively still under the influence of its tribes and their culture. As a response to second question about the cultural privacy of the East Coast society, (13.3%) (n=4) said that it is true that they were part of the East Coast society, still they feel confused about the cultural restrictions that the society still imposes on women even though, such restrictions are fading away in communities very close to East Coast community due to the advancement that the country is going through .They added when we were employed, we'd to answer dozens of questions asked by family members investigating the nature of our work and the people we work with.

“I wonder how a society in the twenty first century whose members have familiarized with the most recent technologies and coexisted with people from all over the world still deals with women in such a primitive way “(P6).

No matter how far recent economic or technological advancements in the country reach; the dominant law when dealing with women as workers in general and as leaders in particular is the law of cultural. This indicates that attachment of the East Coast

community in the UAE to its culture is very strong and this is a double edged weapon because culture have bright aspects such as the sets of righteous values that control the life of individuals in the society to keep it intact such as respect the elderly, generosity, welcoming guests and standing up for the family The dark aspect of culture is the way that women are perceived. This fact is again emphasized on in the next statement as well.

“I’m almost forty and I’m a mother, a wife, a sister and a daughter. Until now, I lived most of my life under custody of a man as a father, a brother and a husband although I run an institution with 45 employees and I can run my own life perfectly, still I have to submit to rules imposed by the family and the society” (P2).

Based on participants’ responses, it can be concluded that the East Coast of the UAE community is a male dominated one This statement by (P2) like many others participants clearly confirms that women in this region are still under the cultural (and accordingly psychological) pressures of masculinity in the East Coast of the UAE community regardless their educational level, age marital status, occupation and what achievements they gained.

Sub-theme (2): Importance of Continuing Education for Female School Leaders.

Sub-title two was designed to measure the importance of educational development and its impact on women school leaders’ career development, obstacles that prevent women from perusing their educational development and the relationship between educational advancement and performance.

Perusing Education Statistics

Question choices	Interview		
	Frequency	Total cases	Percentage %
Have you ever thought of getting a higher degree?	27	30	90%
What keeps from presuming your education?	27	30	90%
Do believe that getting a higher degree will reflect on your performance as a leader?	27	30	90%

The entire study sample stressed on the importance of higher education as an important professional development agent for every school leader, but presuming education as 70% of the sample needs a lot of free time to dedicate one's self entirely for research and studying which they don't have at the present time. The refereed to three types of obstacles that female leaders have to overcome in order to be able to seek higher education; the first obstacle according to them is family and social obligations which take most of their time after work which leaves them with no or very little time for studying.

The second obstacle is job obligations as they spend most of the day at work. The third obstacle is that there are no nearby universities and if found they lack the major that ones' desire. Most of the study sample holds a bachelor degree (90%) (n=27) showed their interest of getting a higher degree but for certain reasons such as marriage, work, family responsibilities and distance they postponed this dream. They believed that higher education means more knowledge which impacts positively on their career.

“Before I had finished my bachelor degree, I had plans to continue my masters and PhD. After graduation, I got a job as a teacher in one of the East Coast schools. So I decided to postpone my masters and PhD plans. A year later I got married; things became more

complicated because I had to establish a family. The idea of completing my education became a farfetched because for me it is impossible to balance between work, education and family” (P1).

For newly married women leader attending to work duties and house duties is difficult adding a third challenge such as completing education would be more difficult, so in this stage husband and family support is extremely important to enable newly married female leaders cope with their new circumstances. Women leaders’ commitments towards the family and their roles as wives may alter their endeavors as participate 11confirmed. “I had to postpone my dream for another year. Responsibilities started to get bigger and bigger when I had my first child. I had to attend to my work and family duties around the clock. Now I have been working for ten years and the dream of resuming my education still haunting me” (P11).

What participant eleven had stated is applicable to 90% of the study sample who discussed almost the same issues that prevented them from resuming their education the rest of the sample (10%) (n=3) who already have a doctorate degree said that they had to take a very hard decision; they had to choose between family life and education. They chose education.

Sub-theme (3): The Effect of Family Status on Female School Leaders' Profession

Sub-title (3) aims to discuss family status of female school leaders and the progress of their profession. The target is to measure the impact of family status on female school leaders and the variation in responses according to the family status of each participant.

Family Status Impact Statistics

Question choices	Interview		
	Frequency	Total cases	Percentage %
Does your family (brothers, father and mother) have an influence on your career as a women leader?	27	30	90%
Women school leaders' success is connected with the family consent.	28	30	93.0%
The number of male siblings affect the family's pressure center	13	30	43.3%
Others	-	30	-

Based on the participants' responses on the lead question, family plays a significant role in women school leaders' career and performance due to the pressure they impose on women in general, 90%(n=27) agreed that female school leaders in the east coast of the UAE are under the influence of their families regardless of their marital status. They said that having a job needs the family approval specially the masculine part of this family.

The reason behind that, as they explained, is the extremely conservative nature of the East Coast family and its deep connection to a strict society that looks at women as something sacred that belongs only at home as a wife, daughter and mother. In spite of

the all that, the entire interview sample agreed unanimously that their home duties as mothers, wives and daughters do not influence their performance as school leaders. They stressed that being a woman who holds the responsibility at home and who is able to run the most important institution in the society is able to run a school efficiently.

“Women in general in the East Coast in the UAE are under family and society pressure due to cultural background; a fact that no one can deny, but as a woman believe this is the code that we all were raised according to. I was raised in a house where the first and final word is for my father. My mother used to respect my father’s opinions very much; she never argued with him over anything and this because she was raised so” (P4).

The previous statement given by a respondent was an indication that currently, the authority of men in the family still over seeds that of women; even after decades of encouraging women by the leadership of UAE. This is in my opinion somewhat logical due to the fact that one cannot change the culture of hundreds of years by a new legislation or some conferences and verbal encouragements. Even in U.S. & Europe, social related changes take time to occur.

“I believe due to the delicate and sensitive nature of women, the society looked upon them as precious creatures that should be hidden from the outside world. As my mother used to say, “from the family’s house to your husband’s house to the grave”. She wanted to teach me the importance of being under a man’s custody and that eventually the only place for a woman is her house. During the past thirty years, everything changed expect

for the society's ideology about women" (P6). "Female leaders who have on or less family issues perform better than those who have to face family challenges everyday" (P3).

In part two of the question regarding family consent, (92%) (n=28) of the participants agreed that family members approval on their work is a must even though women know that they are protected by law and they have the right to go out to work, they don't want to rebel against family roles because this might create more serious issues. Family members need to convince that women work in a safe environment that respects the family and society traditions. They all agreed that big part of women leader success at work is connected with family approval and understanding.

"I realise that as a grownup responsible woman, I can practice my right of having a job without the consent of the family because I'm protected by the constitution of the state, but when I first applied to the job as a teacher at first I had to convince my brother who had to convince my father. The only law that works is the family law and as a member of this family and being a woman you have to respect that law and never break it otherwise things will take a more serious turn that every family member avoids" (P7).

The East Coast society is a conservative society that still functions in the same way even before the unification with very slight modification. Women as an important part of this society know exactly that they are protected and they can choose the type of job they like, thus out of respect women will never brake the family laws that places the father on the

top of the pyramid so no matter how strong the roles and regulation, women in the East Coast prioritize family laws although they are not satisfactory. The conflict between official and social and cultural laws is endless sometimes they meet others they contradict. It is up to us as people to try to balance between the two laws. This study should be published will contribute in bridging the gap between human laws and government laws regarding women.

“The East Coast families are an extension of families in the UAE and the Arab Gulf, still I believe the family structure in the East Coast of the UAE is still going through the old hierarchy (masculinity) i.e. it is true that families have members of both genders, but the dominant gender is men, women are second class gender who don't have a say in anything.” (P10).

So based on the previous answers of the interview participants, family members (men) play a significant role in female school leaders' success, the number is not an issue it is the ideology that guides families in the East Coast that matters. This what most the participants believe in and (40%) (n=12) affirmed.

“I have one brother who is 5 years younger than me whom I used to take care of him as a kid. Still he has the right to practice his life normally without any question, but when I need to go out I hear voices let your brother escort you. I'm a school leader I'm almost forty what a prejudice!”(P9).

This was one of the most provoking statements throughout the interview process because it embodies all the negative aspects that female school leaders suffer on the social and family levels. Hearing this from a leader woman who runs an institution that encourages children to be independent while she can't leave the house without an escort is paradoxical. It is a clear representation of the domination of the dark side of culture on their perception about women, regardless their age or their occupation; they are not given the proper trust by community.

Sub-theme (4): Difficulty of Balancing between Female School Leaders' Work and Their Responsibilities to Their Families.

Balancing Between Work and Family Statistics

Sub Questions	Interview		
	Frequency	Total Cases	Percentage %
Balancing between work and family is not a problem	10	30	33.3%
It is difficult to balance between work and family in a society which doesn't believe in women	7	30	23.3%
Balancing between work and family needs shared efforts	12	30	40 %
Family support and encouragement help me balance between family and work.	30	30	100%

Sub-theme (4) was designed to highlight the relationship between work and family from women leaders' perspective, their ability to balance between them and the sort of help they need to do so balancing between work and family is not an issue for (33.3%) (n=10) of the interview sample; because as they mentioned, their children are grown up enough to take good care of themselves others rely on their husbands to help them take care of children and house chores. They also said that working hours aren't too long which gives

them plenty of time to attend to their families' needs. They said being a working wife with children is not an easy task especially when the man works in a different area, but we can manage because we have passion for both.

“I do love my family and I'm willing to do anything to please them. Balancing work and family is exhausting but with little help and determination it would be very easy. Working time is not too long which allows me to attend to the duties of my house and children in a perfect way” (P19).

(23.3%) (n=7) of the study sample believe that attending to family and children without getting any help is exhausting, because they have to work day and night to make sure that every need of their husbands and children is fulfilled. Single mothers also said with the absence of a man in the house it is difficult to control children especially teenagers who need the care and attention of a father. This adds extra burdens upon their shoulders.

“I need to focus during work, but thinking about family makes lose concentration, and when I'm at home I think a lot of the work tasks that I need to accomplish the next day. I live in a real dilemma. I have two children one of them is three years old. I accompany him to my school to stay at the nursery there, but I can't bear leaving him not because I don't trust the nursery staff, but I'm so attached to which distract me during work” (P3).

The previous statement by participant 3 is an indicator on how female leaders with children feel when they have to leave their children at home. The psychological hardship

of leaving dependents while going to work- is echoed in the next following response by participant 21.

“I had to hire a maid to take care of my parents who are relatively old and can’t take care of the house while I’m at work. Even though I love my job so much I count the hours to go home to attend to my parents’ needs. It is difficult to find yourself in such a situation” (P21).

According to (40%) (n=12) of the interview sample balancing between work and family is difficult unless a woman gets help. They added that in a society such as the East Coast society, women are responsible of at least (90%) of the family duties plus their work duties so without seeking help it is difficult for a woman to give her full potential to her work and be creative and productive. They added that even non-working women with a family need a hand at home.

“Being a mom is a full time job that a mother sometimes can’t attend to by herself especially with kids around. Many moms have to hire a part time maid to help them with the different house chores” (P 24).

“I don’t mind to attend to all my family’s needs as far as I know I will attend to my work duties the next morning” (P22).

The entire interview sample agreed that family support and encouragement is what keeps any women leader gets creative. There is a positive relationship between house stability and work creativity. They added that husbands play a significant role in supporting or frustrating the efforts of their working wives.

“Balancing between work and family is a controversial issue in the East Coast in the UAE. The few who support women’s work say that women can balance between her work and her family easily because women have got the patience, endurance and they are more organized than men. On the other hand, the majority claim that it is hard for a woman to combine both work and family and attend to them equally because women are not strong enough to do so. Soon they have to choose either family or work which a tough choice that no women leader like to make” (P17).

The researcher found that Emirati women in general work for self-actualization rather than for improving their financial status, they still have to take care of their homes and children. Generally speaking, women’s determination is stronger than that of men the researcher believes so because during my research I didn’t come across a single participant who favored work over family or vice versa all female leaders that were interviewed showed a great determination on handling both work and family equally.

Sub-theme (5): Female School Leaders’ Evaluation of Their Gender Representation in Leadership Positions in the Ministry of Education.

Theme (5) aims to summarize participants’ responses and reaction concerning their representation in the educational sector in the Ministry of Education the mechanisms that allow women to reach their targets as leaders and the cultural impact on women representation

Gender Representation Evaluation Statistics

Sub Questions	Interview		
	Frequency	Total cases	Percentage %
Do you think the number of leader women in the Ministry of Education is acceptable?	27	30	90.0%
What helps women achieve the proper presentation?	28	30	93.3%
Is underrepresentation related to social and cultural issues?	13	30	43.3%

As a response to the lead question about women representation the entire study sample agreed that women are well represented because the number of female leaders in the Ministry of Education has increased dramatically in the past few years. They attributed this increase to the reform policy that the Ministry of Education is witnessing. (90%) (n=27) of the interview sample say that the number of female leaders in the Educational system is more than acceptable when comparing it to the number of female leaders few years ago.

“I think nowadays female leaders out-numbered men leaders in the ministry of education because I think male leaders are looking for a more lucrative job; they also don’t stand

the daily routine of school work School Leadership needs patience dedication and perseverance which most men lack so they tend to quit” (p10).

Most of the participants ((93%) (n=28) concentrated on three main factors to help achieve the proper presentation in any position. First: official encouragement and support, second family stability and support which encourages women to presume their career and finally self-confidence and self-esteem. They added that although women are well represented, women need to have confidence in themselves and in their ability to maintain this strong representation through gaining public and official trust.

“Female leaders are already the majority in the Educational system. I think this shows the countries direction towards empowering women through giving them a chance to be decision makers. Female leaders in time proved that they are worthy of their positions and more open to new changes in the Educational System” (P21).

The previous statement is true for the UAE leadership more than in the ordinary minds of Emirati men. For some school leaders, not seeking higher positions is related to family issues (43.3) (n=13) said that a higher position means leaving your current position to work in the headquarter which means extra hours outside home and maybe move to another area which is something impossible for the family so it is more appropriate for them to stay the way they are. The following statement given by one of the interviewed female leaders exemplifies these feelings:

“I have been working for the same school for fifteen years; ten years as a teacher and five as a co-principal, I wish to stay in this school until I retire. I’m used to the staff in one hand and seeking higher positions means moving which I don’t welcome on the other hand. I prefer to stay close to my house” (P9).

Sub-theme (6): Female School Leaders’ Evaluation of Norms, Values, and Traditions Impact on Them.

Sub-theme (6) aims at measuring the impact of cultural aspect on women school leaders’ career sustainability and development, based on their own point view, the reaction of men working under women supervision and women leaders’ ability to make decisions in a male dominant environment.

Cultural Components Evaluation Statistics

Sub Questions	Interview		
	Frequency	Total cases	Percentage %
Social pressures influence women school leaders’ performance and obstruct their professional development.	29	30	96.6%
Men resist to accept women school leaders’ decisions based on cultural ideology	29	30	96.6%
Men question women's decisions, making them inefficient	29	30	96.0%

Norms, values, beliefs and traditions are the main cultural challenges that have an impact on female school leaders and sometimes restrain them from being productive and creative

in relation to community service those schools generally offer; this is what the interview participants agreed on. (96.6) (n=29) of the interview sample agreed that the social pressure, represented in norms, values, beliefs and traditions, on female school leaders' career in the East Coast of the UAE is enormous. This pressure is presented in the stereotypical image of seeing women as weak creatures that are unable to make decisions or run institutions. If that happens their decisions will not rise up to the situation in hand.

“It's just like a web; the dark side of culture is still winning. Cultural heritage influences the family and the family imposes pressure on women as if culture was found only to restrain women. All families today send their daughters to school because it is mandatory. Who is going to run schools if we quit? No parent wishes his daughter to go to a school run by men staff especially in the early stages” (P3).

This statement, which was somewhat repeated during the researcher's interviews pinpoints that the current generation of UAE men only deal with female leaders due to the new legislations which have given them equal rights and opportunities, not due to their deep acceptance of gender equality.

“As women I think we need to adopt. It is impossible to change how the society thinks, but it is not impossible to live with it as long as we as female leaders protected by the law and constitution. A large sector of the society still ignores the value of having women as principals and staff in girls' school” (P4).

As a response to the second part of the question regarding men resisting women leader's decisions, (96.6) (n=29) of the interview sample complained that if it was not for law and regulations, men would not accept any decisions made by their women superior. They added that men's respect is not for women leaders, it's for the constitution that protects and supports female leaders through strict rules and regulations the reason why they execute unconvincingly. (96.6) (n=29) of the interview sample believes that men in general in their community look down on women regardless the position they hold; they underestimate decision made by them and try to ignore these decisions because they have the idea of superiority over women. Most men the East Coast society felt offended working under a woman's leadership because they are used to being the only decision makers in the family. Participants said that the cultural shock, that so many people in the East Coast live, is a result of a rapid and dramatic change.

“We live in a relatively young society; 48years, since the establishment of the United Arab Emirates, is not enough time to make the desired change in the way people have been thinking. For a very long time people of the East Coast society lived as a closed simple society where men have control over every aspect of the daily life. Women's duty was to serve the members of the family; the left house only in emergency cases” (P11).

It is difficult to change people's perspective overnight even with the existence of deterrent laws the previous statement because change is a slow process that needs a lot of patience and determination. This case is confirmed with the next statement regarding how men feel when they have to deal with female leaders as superiors.

Men in the East Coast live modernization with all its aspects, but when it comes to dealing with the other sex they go back to the dark ages. Many men find it difficult to be under the authority of a women leader so they prefer to either move or quit” (P12). Basically, women leaders; and their achievements; need an additional period of time to change the mind set of men’s perception of their worthiness as equal leaders.

Sub-them (7): Female School Leaders’ Thinking of Quitting Their Jobs Due to Working under Strict Cultural Rules.

Sub-theme (7) discusses the occupational status of female school leaders in the light of socio-cultural pressure, their opinion of the current situation and to what extent they be able to keep their jobs.

Occupational Status Statistics

Sub Questions	Interview		
	Frequency	Total Cases	Percentage %
Try to improve the current social status of women	13	30	43.36%
Adopt with the current status	15	30	50%
Quit job	2	30	6.6%

As a response to the above question, (96.6%) (n=29) of the interview sample said that they will not quit because they worked hard to reach their current positions so they will try our best to continue serving in spite of all difficulties they face , because it our national duty to serve our country and community alongside our fellow counterparts. They added, while doing so we will do our best to change the stereotypical image of women and we hope to succeed for the sake of our young nation and other women who struggle on daily bases to have a voice and a chance to fulfil their dream of being a beneficial part of the society.

“During my career as a teacher, a vice principal and a principal, I have thought of quitting more than once because I felt that the whole world is working against me; I hated being a woman in such a society who looks at women as commodities and a heavy burden that the society has to bear and control .Nevertheless I’m still fighting until now. (P 15)

In the last five years I became a principal and felt the huge responsibility that I hold so I decided to stand up for myself and for other female leaders who felt marginalized. Who will run girls’ schools if we don’t take part in the educational process? There is a shortage in the human capital and if we give up, this shortage will increase” (P7).

These Two statements by participant (7&15) sound compelling and enthusiastic in a positive manner because all the interview participants feel the same way and they expressed their opinions directly and openly about this case. They derive their strength from all initiatives made by the leadership of this country to empower female leaders

who currently have equal professional opportunities as compared with their male counterparts. It also expresses women leaders' willingness and determination to have a place and a voice to claim their rights.

“As women school leaders, we are responsible for providing the society with educated people hold a great deal of responsibility for the current situation because we raise children at home according to cultural teachings of the society which helps inforce the socio-cultural impact on women in general. I think we should start teaching our children the principles of gender equality eventually, the coming generations will accept women as partners who are willing to make decisions within the family and at work ” (p8) .

The current situation of female school leaders in East Coast is difficult and can never be changed; this is what (43.3%) (=13) of the interview sample believe in. But as it's been said, if you can't beat them join them. They added that we were born and raised according to this cultural code so we are familiar with the way that the society functions. We do our best to adapt with current situation and work in a way that keeps the wheel running without breaking any of the social codes.

“I still have the power to work under any circumstances and despite all social and cultural difficulties of the society that leave its impact at home. I never think of quitting because I love what I do. Women all over the world struggle to prove themselves as worthy leaders they are being harassed and tormented at their workplaces to force them to quit still they hold disparately to their work because they need money to go on with their lives. In the

UAE we as female leaders are protected and supported by the UAE laws and regulation; we work for the sake of work and not for money” (p12).

According to (6.6) (n=2) of the interview sample a deeply rooted ideology at home and in the society is hard fight against so the best way is to submit to the voices that that invite us to leave their jobs and devote all times time to children and house.

“I’m thinking of quitting avoiding the internal and external pressures also it is hard to be a working woman and a wife with a lot of responsibilities in a community such as ours” (p17).

Sub-theme (8): Female School Leaders’ Evaluation of Restraining Cultural aspects.

Sub-theme (8) will provide the researcher and the reader with the most restraining cultural aspect from the participants’ prospective and way women leader decide to overcome them.

Evaluation of Restraining Cultural Aspects Statistics

Question choices	Interview		
	Frequency	Total Cases	Percentage %
Family traditions	18	30	60.0%
Stereotypical image of women in the society	16	30	53.3%
Gender discrimination	11	30	36.7%
All cultural aspects influence women school leaders career equally	30	30	100%

Regarding the lead question, the entire study sample agreed that family and social aspects stem from culture has a huge impact on their career as school leaders. (60%) (n=18) of the interview sample see family issues related to culture such as wife-husband relationship in addition to the responsibilities that each one of them should attend to, children responsibilities and the relationship with the extended family are the most restraining issues that female leaders in the East Coast have to deal with on daily base which has a negative impact on their career. They added that unless you have a stable and healthy domestic life you will not be able to accomplish anything of a value at your work, so in this case one needs to choose between his career and his family.

“Before I got married, I had worked as a school principal in Fujairah. My only condition before getting married was to resume my work and to take any chance of professional development I can get. After a year of a happy marriage things changed; under the pressure of my husband’s family. I found myself in a position where I had to choose

between staying home and quit the job that I dedicated all my life to or get divorced. I picked the second choice” (P13).

Cultural Stereotypical image of women in the society was stressed on (53 %) (n=16) of the interview sample. The said that a large category of the East Coast society still believes that the right place for women in general is her house as a wife, mother or sister. They believe that this image passes through generations.

“I can summarize women’s image in our society as follows: first they are inferior to men in so many ways comparing between men and women is soothing taboo. Secondly, women are unable to run a family by themselves because they are weak and unable to make decisions and finally, women are created only to serve men’s wishes and desires” (P22).

Gender discrimination against women in general was the focus of (36.7) (n=11) of the study sample; they claimed that in spite of all the rules and regulation that prohibit any kind of discrimination against women in the UAE in general, a large sector of the society believes that men are superior to women also women are illegible of making critical decisions.

“In certain points such as physical strength I do agree that women are not equal, but in relation to management and organization, I think women are more capable because they

are more sensitive to administrative issues and leader employees' issues. They are more organized, patient and self-disciplined than men" (P30).

The entire study sample agreed that barriers that face female leaders have the same origin and the same impact on women school leaders' careers. The difference is the degree of influence on each woman leader individually and how each woman leader deals with these cultural barriers and how can each individual maintains her position in the light of these challenges that fosters men's superiority to women.

"If I had listened to criticism by people, I would have stayed home long ago. I know that working women are floating against the current, but one day people will realize the great efforts paid by female leaders in developing the society through creating an educated generations able to deal with future problems" (P9) .

Sub-theme (9): Female School Leaders Need to Work Extra Time for Finishing Tasks or Making Decisions.

Sub-theme (9) discuss the performance of female school leaders compared to that of men school leaders in regarding time they need to finish a task and their decision making abilities .

Tasks Accomplishment Statistics

Sub Questions	Interview		
	Frequency	Total Cases	Percentage %
No	27	30	90%
Depends on the circumstances	3	30	16.6%

As a reaction to question nine concerning time they need to finish their duties, (90%) of the interview sample said that being a women leader that does not mean I need more time than leader men to finish my duties. They added that that the job we do doesn't need physical effort .it only needs accuracy concentration and patience characteristics that all women have. Due to these characteristics, we perform as efficiently as any men school leaders if not better.

“I wonder why men have to be always more professional, sharp, faster in making decisions and more reliable than women. This is a falsified statement which aims to degenerate the image of working women in a society that already doesn't believe in their capabilities due to the cultural stagnation that this society is witnesses ” (P28) .

The rest of the sample (10%) (n=3) said that the time they need to finish a certain task or make a certain decision related to their job depends on the type of the task and decision they have to make. Because they fear that the decision they are going to make may influence their co-workers, so they take time considering the consequences of that

decision. As for tasks, as women leaders, they disrepute tasks among their followers and give them sufficient time to finish them.

“For me, the most important thing is to have my work done perfectly. It is true speed and precision are important, but its better late than sorry” (P30).

Sub-theme (10): Female School Leaders’ Perspective of Gender Equal Opportunities in the Educational System.

Sub-Theme (10) discusses women leadership opportunities and benefits in the Ministry of Education compared to their men counterparts and the role that families play in women’s’ choice to become leaders.

Opportunities in the Educational System Statistics

Sub Questions	Interview		
	Frequency	Total cases	Percentage %
Do women school leaders have equal access to administrative role?	30	30	100%
Do women school leaders receive equal benefits	30	30	100.0%
Do women school leaders refuse to seek opportunities due to family issues	9	30	30%

Question (10) is dedicated to opportunities before women leader that help enhance their performance as school leaders. As a response on the main question regarding development opportunities offered by the Ministry of Education the entire interview sample agreed that opportunities are open for every school leader regardless gender. They added that what controls opportunities is qualifications, experience and charisma. The system choses best of the best to hire leadership positions.

“Before I became a school leader, I had to go through many tests and interviews along with colleagues of both genders. Before going through this experience, I thought being a woman will decrease my chances of having the position. This experience changed my prospective towards the system and enhanced myself esteem” (P25).

“Women school leaders are encouraged by the government to seek every opportunity possible to develop their professional status. The ministry of Education provides domestic and foreign leadership training courses. last year, a group of school leaders mostly women including myself attended a three week workshop in the university of Westminster in London about leadership and the future of schools” (P 27).

As for receiving the same benefits as their counterpart, (100%) (n=30) of the interview sample agreed job benefits are guaranteed by the constitution for every group of individuals who do the same job should have the same benefits.

“I believe that every women leader who is competent enough has equal opportunities to develop her career as any other man counterpart” (P19).

The rest of the sample (30%)(n=9) confirmed that all opportunities are available for female leaders to elevate their professional status, but being a leader woman in the East Coast of the UAE makes it difficult for them to accomplish what they seek for due to socio-cultural reasons. The society as it was raised doesn't trust women judgment. Husbands, fathers and brothers, they said, look at women's work as waste of time and the time they spend at work must be dedicated fully for the family.

“Seeking opportunities means more work and more study, for me I'm satisfied with my position as a co-principal and I intend to quit when I reach the age of retirement; I still have few years left. It is not that I don't have the right qualifications to be a principal, but I need to spend more time with my family. Lately, my husband and I there had a discussion about work and staying home; he convinced me that staying home is the best way to have a stable family” (P28).

Sub-theme 11: Female School Leaders' Opinion of Gender Equality in Receiving Training and Development Courses Required to Improve their Careers.

Sub-theme (11) focuses on training and development that the Ministry of Education provides female school leaders compared to that of men leaders from their own point view and the type of training leader women need to enhance their performance.

Gender Equality in Receiving Training and Development Courses Statistics

Sub Questions	Interview		
	Frequency	Total cases	Percentage %
The Ministry of education provides equal training opportunities	30	30	100%
Advanced leadership techniques	25	30	83.3%
Communicational skills and crisis management	19	30	63.3%
IT training and language courses	13	30	43%

The entire interview sample agreed that they receive the same training courses as men in the Ministry of Education do. They added that the system doesn't differentiate between employees according to gender men and female leaders are alike. They need to set for professional development courses needed to enhance the educational process and the institutional performance. Training courses are a must for each and every individual leader in the educational system.

“Training courses are needed to refresh leader’s information and provide them with new leadership techniques that every leader need to run his/her institution. Through my career I benefited so much from the ongoing professional development courses that the Ministry of Education organized” (P26).

As for the training courses, female leaders need to enhance their leadership performance (83.3%) (n=25) focused on advanced training in leadership and exchange expertise with other school principals of both genders. They also expressed their need for ongoing

advanced leadership techniques to be able to cope with the evolving educational system in the country.

“As a school leader, it is important for me to remain updated and the only possible way do so is through reading and training. It is true that the Ministry of Education provides ongoing training I think that is not enough so I seek training on my own expense in any private institution that provides courses I find beneficial for my career and social life because I think they are inseparable” (P23).

The need for training courses that develop their communicational skills to be able to communicate in a better way with their surrounding and crisis management skills to be able to handle and solve any unexpected complications was expressed by (63.3%) (n=19) of the interview sample.

“Most female leaders developed their communicational skills through contacting family members and female colleagues. Because of certain cultural restriction women have no contact with the opposite sex outside home. When they need to communicate with the opposite gender, their connection is usually limited to work. I believe the only thing that matters for female school leaders is to develop a communication mechanism with their followers, males and females” (p 24).

IT and English language courses were the concern of (34%) (n=13) of the interview sample , they said that in a world shifting towards technology rapidly it is necessary for school leaders males and females to have sufficient technological knowledge and English

since it is a global language. Decision makers in the Ministry of Education in the United Arab Emirates are doing their best to shift to electronic learning, and as part of this system who is responsible for executing the Ministry's decision in the field, School principals should be aware of these new applications and the mechanism of delivering it to teachers and students. They also should be able to provide their staff with English language courses and first aid courses, school principals and staff should know how to apply first aid to any one when necessary.

“English language is very important because most of the world's population these days speak English as a second language. We live in a cosmopolitan country and deal with foreign experts in education so it is important for each and every school leader to master English as a second language to be able to communicate with educational experts working for the Ministry of education and to cope with the educational advancement round the world” (P25).

Sub-theme 12: Female School leader's Capability of Achieving Career Sustainability.

Sub- theme (12) enquired about the ability of female school leaders to achieve sustainability, their role as a change agent in their community and their obligation towards new generation of women leaders.

Achieving Career Sustainability Statistics

Sub Questions	Interview		
	Frequency	Total cases	Percentage %
Can they develop strategies that enable them adapt with the current situation?	25	30	83.3.0%
Can women school leaders create difference in socio-cultural and family issues?	16	30	53.3%
Can they Create role models for the new generation of women leaders?	13	30	43.3%

As shown in the table concerning achieving career sustainability the entire study sample agreed that achieving career sustainability is possible if female school leaders reconcile with their socio-cultural system and accept the fact that they are part an essential part of this system. The also added that it is important to help create a knowledge society instead of a tribal one. A society built on a new ideology that sees all society members as equal individuals who have rights as well as duties to attend to.

“Achieving career sustainability is not impossible if we take into consideration that female school leaders still have jobs and are able to move freely in spite of all difficulties. We only need to believe that we are serving our community and our country” (P6).

The optimistic vision of participant regarding achieving career sustainability in spite of all the social and cultural challenges is a true representation of the high spirit and dedication that female school leaders have it also reflects their strong belief of their mission as change agents for the next generation of women leaders. This what participant 15 confirmed in her response to the same question.

“Women in the past went through greater difficulties than what are we facing today. No schools no education of any sort, under age marriages, no laws to protect them, lack of money, they had to work like slaves without complaining. It is true that as working women we still face some social difficulties that harden our career and life, but still we are protected by law which enabled us to have a decent life with a decent education and a decent job. Yes I can achieve my goals under any circumstances” (P15).

Developing ways that enable them live with the current situation was the main idea that (83.3%) (n=25) of the interview sample talked about. They said some time due to work and family pressures we act offensively when we discuss our job with our family or husbands which gives an impression that we are refusing the society’s roles. People around us need to understand the main purpose of our job and this is our duty to clarify things to them over and over again. We shouldn’t also bring work problems home; what happens at work stays at work.

“Through my long experience as a school leader and as a wife, I learnt not to live two different lives. At school I’m a principal who needs to cover all the work’s duties and at home, I’m a wife and a mother who needs to attend to all the psychological and physical needs of my family” (P10).

Concerning creating difference in the East Coast society in the way they see female leaders, (53 %) (n=16) of the sample believes they can make changes on the long run.

They said that although change is slow, it is inevitable year after year things become different and the society's ideology changes.

“Change starts at home if we could raise children in a way that men and women are even in so many different ways and increase their awareness that both have equal responsibilities towards their community. Children will grow up embracing this ideology and they will fight opposite thoughts that might be dictated on the by the society” (P13).

Concerning creating innovative models (43.3%)(n=13) of the interview sample are highly convinced that they can be a good role model for innovation as leaders and help newly appointed school leaders follow a creative and innovative leadership style that in return reflects on the educational process as a whole. They added that it is our duty to help newly appointed women leader to go on the right track through passing our knowledge and experience in the field.

“When I was first promoted as a school vice principal my school leader was my mentor she taught me everything about the way schools are run; she was very kind to me thanks to her I'm now a school principal and I do the same with my followers” (P17).

The involuntarily prejudice to sex appears clearly in the response of (P17) and other participants. Sexism in this case is used as a defense mechanism by female leaders against the opposite sex discrimination imposed on them by society and culture since the failure of one school leader in performing perfectly can be publicized to include all women leaders.

Sub-theme 13: Female School Leaders' Acceptance of Men's Mentorship.

Sub- theme (13) discusses women school leaders' attitude having a male mentor and who do they prefer to work with and receive instructions from? And why?

Men's Mentorship Acceptance Statistics

Sub Questions	Interview		
	Frequency	Total cases	Percentage %
Do you accept the guidance of a male leader?	22	30	80.0%
Who were your instructor and mentor in your first beginnings?	29	30	97%
Why do most women prefer a women mentor	25	30	85%

As a response to the lead question concerning having a mentor in the early stages of their career as school leaders, the entire sample answered with yes. Their female leaders guided them and taught them everything they know about leadership. (80%) (n=22) said that they have no problem having a male leader and mentor although it is something that the society doesn't approve because based on religious which has an essential influence on the East Coast society, miscellaneous working environment is not allowed.

“Having a male mentor has nothing to do with religion or society traditions; it is strictly work. I owe my knowledge and experience in the field of education to my mentor and teacher Mr. Sultan Alkaabi who was very patient and kind to pass a twenty two year experience to me. He was like a father to me and he always addressed me as daughter” (P22).

Having a male mentor is difficult because this contradicts social and family scale this is what (24%) (n=8) of the interview sample agreed upon. They added that they prefer to work with a woman mentor because I feel free to ask about anything without hesitation. According to the way we were raised, talking to strangers especially men is not allowed.

“Since my first beginnings, I choose to deal with women mentors who were great in providing me with the necessary knowledge I needed to be a good leader. I’m not against the opposite sex, but I prefer to work with my own gender because I feel more comfortable” (P23).

According to the second part of the question about the first mentor female leaders had in their first beginnings (97%) (n=29) of the study sample said that there first mentor was a woman leader. They also said that they didn’t choose to have a woman mentor but they felt very comfortable working with other women.

“I never experienced working with men closely; for me it is socially so unacceptable. Although work sometimes determines us to be with men in the same area

you find women unconsciously team up together and the same for men. This is how things go men and women should work separately” (P23).

Most women prefer a women mentor because as (85%) (n=25) of the study sample said women are the same they have everything in common and they feel comfortable working together. Their social abilities close them together fast and they become friends in a very short time. So it is natural, as they said, to have women working with women.

“I don’t like to work with men because I’m not used to it and it makes me feel uncomfortable and nervous all the time. I think to avoid any unpleasant domestic situations since my husband does not approve working with men I prefer to work with women and if I must I should inform my husband about it” (P18).

Psychologically speaking, the accumulated cultural and family instructions created a sort of reversed attitudes presented in an (undeclared hostility) of women towards men in the work atmosphere. So they fight the idea of working with men based on their sub-conscience competence.

Sub-theme 14: Female School Leaders’ Perception to the UAE Government’s Empowerment.

Sub –title 14 sheds light on women leader insight concerning the UAE government procedures to empower them, obstructions and challenges facing this empowerment and their expectations regarding this issue.

UAE Government's Female Empowerment Statistics

Sub Questions	Interview		
	Frequency	Total cases	Percentage %
What obstruct women empowerment in the UAE	30	30	100.0%
What results do women school leaders achieve since the establishment of the country?	30	30	100%
Is there anything more government can do to empower women	30	30	100%

The entire interview sample agreed that women in the UAE have been being empowered since the establishment of the country as an independent state. They were sent to schools and universities and they were immediately hired after graduation. Rules and regulations were set to protect women and the forefathers called upon them and encouraged them to take their position next to their fellow men to help develop the country. They also believed that the support they get is unique all over the world that there is no country in the entire world provides such support for women. The entire sample agreed that women are being empowered by law so no challenges social or cultural can prevent that from happening. The entire sample also said what the UAE government is doing for women in general is unprecedented and there is nothing more the government can do.

“Women in general and female leaders in particular are enjoying an unlimited support from the government based on the recommendations of His Highness sheik Zayed peace be upon him. Nowadays, female leaders are valued and heard by the government. In the educational system, female leaders are holding the most critical positions in the ministry due to the reform that the ministry is witnessing” (P29).

According to participants' responses, empowering female leaders in the East Coast as part of the system and the community is not an issue even though this empowerment by the UAE government is opposed by some members of the East Coast society based on cultural background. This group of people oppose women empowerment because they think that empowering women will jeopardize their position as head of the families and as leaders. What keeps women in the educational sector in the East Coast hold to their positions is the unlimited support by the government as stated in the literature in chapter two.

“Unless we as female leaders were protected by the law, some of us would be forced to quit their jobs and I'm one of them. I come from a purely nomad family who doesn't believe in women working outside their house; In several occasions I went through several arguments with my brothers who want me to quit job and stay home. In one occasion, I had to ask social services to interfere to end that dispute and they did” (P 22).

Employees need to feel secure and stable to be able to create, innovate and perform efficiently. These are the cornerstone of job sustainability. In the East Coast of the UAE stability and security of female school leaders are not ensured by the society, on the contrary and as seen in the response of (P22) and other participants' responses, they are ensured by the governmental legislations which indicates the official stand of the successive governments' endless efforts in empowering women in general.

Sub-theme 15:female School Leaders Think that Cultural Influence on Society and Family Impacts Them Psychologically.

Sub theme 15 aims to present participants reactions and responses to cultural psychological impact on them personally on their career advancement and on their performance in the field.

Cultural psychological Impact on Female School Leaders Statistics

Sub-Questions	Interview		
	Frequency	Total cases	Percentage %
Do you feel frustrated and disappointed from the negative social and family attitudes towards you as women and as a women leader?	28	30	94%
Is there a connection between your (psychological states), frustration, anger, dissatisfaction, resulted from cultural challenges and your performance at your institution?	29	30	97%
Do find family and social rules concerning women in general were unjust and biased?	30	30	100%

The entire interview sample (n=30) agreed that they have psychological issues caused by the influence of culture on family and society. The majority said that until an advanced age we felt shy to speak to others especially men or express our feelings and opinions openly. They taught us that speaking loud before foreigners is forbidden and not feminine which created an introverted female generation who feel scared and confused to face the real life situation. They talked about the university life as a turning point that helped them restore some of their self-confidence that enabled them to finish their education.

“Before the University, I didn’t dare to speak to any man rather than my father, my brothers and my first degree relatives. In the first two years of the university I felt as I was caged inside my own body; I couldn’t share my opinions in lectures especially when the lecturer is a man.it was very difficult stage of my life. Then with the courage of my colleagues and teachers I engaged more often in conversations and discussions” (P21).

Participant (21), along with other participants pinpointed the psychological difficulties that they encountered. These issues surfaced and augmented when they had to face the outside world. This type of problems can lead to more profound psychological issues and reflects the type of life these women endured.

“I attended many courses and workshops during my entire career to develop my communication skills and the ability to speak eloquently. Due to the overwhelming care of the family that brought us up according to strict traditional roles my two sisters and were not allowed to take part in any social occasions. My mother who never raised her

voice before my father always directed us to go on her footsteps. When we eventually faced the outside world we felt like a stranger who came to town without knowing the language of its people. It took us years and a lot of effort and practice to break the ice” (P25).

These two participants’ responses summarize the conditions in one stage of their lives each and every one of them have a story to tell in connection to cultural psychological influence they were subjected to. This indicates that all participants in one way or another suffered from psychological issues that prevented them from practicing real life for a long time and it also shows the determination of those women in being effective, productive and successful. As a response to the first sub question (94%) (n=28) palmed the family and society for their negative feelings. They explained that previous family conditions are responsible for negative emotions that they occasionally go through.

The state of being shy to speak in a meeting or a conference, especially with the existence of the opposite sex is among of the many issues that lead to negative feeling such as frustration, indignation and anger. They also mentioned that they later on acquired the ability to hide these emotions especially fear in public activities due to the training they received during their career. They added that in spite of the change that took place in every aspect of our lives now such as becoming different individuals and successful leaders the way we were brought up left a scar that can never be healed. The rest of sample (6%) (n=2) said that we don’t blame our families for our psychological issues because they acted according the prevailing sociocultural teachings of that time.

“I have been a school leader for many years now and I still to some extent feel uncomfortable to go out by myself. Our parents treated us kindly, but strictly. We were, as girls, not allowed to do most of the things our boys brothers do; our movement was limited to the house yard and when we go out our parents or at least one of them should be with us because at our time girls were not allowed to go out by themselves. This situation created a sort of fear of open spaces, facing people from the outside world and dependability since we needed another person to escort us where ever we go” (P26).

The reason why parents in general at that time were strict especially towards their daughters is that they acted according to their cultural and religious background. Most of them were simple illiterate people who lived in a repulsive unwelcoming environment before the union all they knew was some verses of the holy Quran which they learnt at the mosque and few of them learnt how to read and write. Yes they hold responsibility, they added, but as far as they are concerned, they did their best to raise us and keep us safe. This reflects the eagerness of families at that period of time about the safety of their children especially girls and reflects the simplicity of people and the domination of cultural teachings of the society.

“Until now girls are being treated differently, but less strictly than in the past, the new generation of fathers and mothers who were brought up strictly realized the unintentional mistake that their parents committed so they are trying to act more leniently to their children. Now girls are allowed to go out by themselves to shop or visit a friend, but this

margin of freedom is limited in time, dress code and a phone call every hour to make sure that they are safe” (P23).

As for the second sub question regarding the connection between psychological aspect and their performance in their institution (97%) (n=29) negated any relation between them. They said that now we are grown up enough to control our emotions and prevent them from affecting our judgments in work and family yet some of them said in certain critical situations we palm our helplessness on the way we were raised. They talked about training courses they went through during their years of experience and how effective they were in helping them get over any psychological issues. They added that during their years of experience, they could develop a mechanism to deal with any negative feelings and try to use them for good reasons. When we were first appointed in the Ministry of Education we were still under the influence of the cultural psychological impact; we felt shy to speak and intimidated when spoken to.

There are times I feel confused about a certain problem which occurred in my school that requires the presence of one of the parents; if the father comes, I ask my co-principle to speak with him because she is more aliquant when speaking to men. I know this issue must be resolved because to a certain extent it impacts my work as a school principal. In spite all my attempts, I still find it difficult to speak to men without feeling shy or even afraid” (P22).

This participant is one of the few women school principals with relatively long experience talking about her own psychological issues that in spite all her attempts still

exist. Other participants talked about issues such as fear of making mistakes or speaking in public, but as they explained they are working very hard to overcome them. Based on the participants' answers, female school leaders have cultural psychological issues that vary based on the way they were brought up. As most of them claimed, these issues would never impact their performance as school leaders.

The entire interview sample finds that family and social rules concerning women in general were unjust and biased because as they said if it was not for the unification and government interference, women would be living in the same circumstances of their mothers and grandmothers. They added that family and society rules played a negative impact on females in general. This impact can be noticed when a woman, leader or not, finds herself in a position where she needs to make a critical decision about her life.

“Opposite to the Islamic teachings that came to liberate women and give them the respect and the place they deserve in the society and family, cultural rules that our parents followed in raising us were unjust and biased. The only excuse I can find for families at that time is ignorance and confusion between what is religious and what is not” (P10).

This leads to a conclusion that female school leaders in general in the East Coast of the UAE have psychological issues that impacted their personalities or had them at a certain period of their lives due to the strict family and society rules imposed on them in the early stages till they became adults.

“Yes family and society are to be blamed for any psychological issues that we as school leaders might encounter, but I believe that there is no use of blaming any one. Women who were raised in that era still suffer; some of them could get over any damage caused by the family and the society, others learnt how to live with their issues. As for me these psychological issues gave me a strong motive to better myself on the professional and family levels” (P16).

All interview participants blame their psychological issues and their consequences on family and society. In this respect, female school leaders can be classified into three categories Firstly, women who could get over their psychological issues through training. Secondly, women who are still trying to rid of or control certain psychological issues and finally women who learnt to live with their issues.

4.7.3. Summary of the Findings

It is worth mentioning that the findings in this section are based on participants’ responses on the first and the second phase of this research. They can be considered as the main results of this study. Findings were arranged according to the survey and the interview themes that are correlated as they were tied to the problem statement and the study questions from one side and the study hypotheses from the other side, these findings reflect the result of the study on both (the empirical or theoretical results of the previous literature (as secondary resources of information as well as the practical or

primary information and outcomes provided by the interviews and questionnaires). Based on the literature review of theories and studies conducted by researchers, there are five types of challenges facing female leaders all over the world, socio-cultural challenges, organisational challenges, under empowerment challenges, physical challenges and psychological.

In this study the researcher expected female school leaders to face such problems so he outlined the hypotheses and projected the subject challenges through using the mixed method which requires two types of data collection and data analysis through which he can present accurate results. Based on the participants' responses on the quantitative and the qualitative instruments the results came as follows:

Female leaders in the East Coast of the UAE are an Indispensable asset of the Emirati society and the educational system since the establishment of the country in 1972. UAE founder Sheikh Zayed bin Sultan and his fellow leaders paved the way for the Emirati women to take part in the development of the country in all sectors. They had shown great interest in women development and empowerment through providing them with proper education in schools, colleges and universities. This vision passed to next generation of decision makers in the country who also expressed their deep appreciation, support and encouragement for all women in the country which refutes the probability of women having under empowerment issues in the UAE.

Participants' responses show clearly that female school leaders are professionally secured; they don't have to worry about their career sustainability under strict constitutional rules and regulations that guarantee the career continuity and improvement of female school leaders in particular and Emirati female leaders in general. Participants' answers also indicated that female school leaders are financially secured even if they don't work; they clarified that work for them is to help develop their country and community, financial issues are their last concerns.

Women school leaders are full of confidence, self-respect and enthusiasm for their work; they don't have any self-challenges that obstruct them from being good leaders. This was clearly shown in their responses to the questionnaire and survey which also negates the probability of female school leaders having self-issues.

Education in itself is not an issue for female school leaders any female school leader can resume her education if she has time as shown in the education demographics the majority of the sample have the first university degree and most of them think of having the second and the third degrees. They believe that having the second and third university degrees would enhance their performance as an essential part of their professional development.

Women school leaders in the East Coast are well presented in the educational system based on the interview sample response which indicated that underrepresentation is not an issue for female school leaders in the East Coast of the UAE in particular and female

school leaders in the UAE in general. Lack of guidance is also not an issue in itself, the majority of female school leaders prefer to work with their own gender rather than working with mentors of the opposite sex. Female school leaders in the East Coast of the UAE are physically and mentally fit to run educational institutions and any other institutions as perfectly as men leaders do if not better even though they have different physical structure which has nothing to do with their cerebral abilities.

As for the institutional challenges, participants' responses distinguished between individuals inside the system who are predominated by a cultural ideology that degrades and alienates women and rejects the presence of the opposite sex. This group of individuals' practice hidden gender discrimination against women, place barriers before them, and disregard all the decisions made by them, whereas the system itself supports and encourages female school leaders. The system represented in the Ministry of Education that stems its regulation from the constitution, is fully aware that female leaders or non-leaders are the future of the educational system in the country, so they were given extra attention and were equipped with the necessary knowledge through intensive ongoing training and demolishing all the barriers that might obstruct their professional development. This negates the idea that female school leaders in the East Coast face organisational challenges.

Based on the data presented by participants, the most serious challenges that female school leaders face in the East Coast of the UAE are cultural based challenges that impact the society and the family. The line between what is cultural and what is social can be

hardly seen, but it is obvious that cultural heritage determines the course of the society who in return determines the course of the family and individuals. Social issues affected by culture in the East Coast are many some of them were overcome by women school leaders, some of them female school leaders learnt to live with and some of them remain and will always be unsolved. Generating revenue, self-confidence, lack of Guidance and Relations which are big issue for female leaders in many countries are not classified as issues for female school leaders in the East Coast of the UAE which clearly shows the privacy of women school leaders' community in the UAE in general and in the East Coast in specific.

Women empowerment is not an issue for female school leaders in the East Coast of the UAE because based on the participants' responses the government efforts in empowering women is clear and fruitful considering the huge leap of women status in both the public and private sectors during the last three decades. The UAE government appreciates values and encourages every progress made by women in any field. What can be seen as a moderate issue for female school leaders in the educational system in the East Coast of the UAE is the cultural psychological aspect that impacted female school leaders and had a modest but non-continuous impact on their career according to the quantitative and qualitative data.

Table (37) Shows Issues Obstructing Women School leaders' Career Advancement in the East Coast of the UAE.

Based on the findings of this study, female school leaders in the East Coast encounter three types of challenges: Firstly, issues that they could overcome, secondly, issues that still exist, but they are minor to them and they can adjust with and Thirdly, unsolved unajstable such as stereotyping and lack of gender inequality.

Issues Obstructing Women School leaders' Career Advancement in the East Coast of the UAE.

Issues that women school leaders overcome	Issues that women school leaders habituated	Unsolved issues
Balancing between work and family	Husband wife relationship	Stereotypical image of women in the society
Underrepresentation	Family support	Gender inequality
Educational Barriers	Husband support	
Professional development	Psychological issues	
Training		
Opportunity		
Education		
Women empowerment		

Table (37) presents three types of issues that were expected to obstruct women school leaders' career advancement. Based on participants' responses, most of these barriers were overcome due to the determination of female school leaders and the official support

of the system so they became no longer issues of concern about. The second group of issues that female school leaders habituated over time such as husband wife arguments over their work, family support and encouragement and cultural psychological issues. These three obstacles are directly connected to the cultural influence on the family that sees woman work as an unnecessary overload that leads to family instability. The third type is issues that female school leaders classify as real obstacles that can influence their career sustainability because they are deeply rooted and formulate the ideology of a large sector of the society.

These unsolved issues such as gender issues and the stereotypical image of women in the society represent the core issues of female school leaders in the East Coast since they are connected to an old cultural heritage mixed with some religious teachings used when necessary by anti-women liberation of both sex who look at women's work as a threat that endanger their manhood, their life style and their control over work places. It is a main factor for families Collapse that eventually leads to a society breakdown. They also raise these issues to provoke the society against women and remind people of the past status of women. The only blockage that prevents this sector of the society from executing their scheme is the UAE system.

4.8. Triangulation of Quantitate & Qualitative

Triangulation is combining several research methods, in this case, (Quan&Qual) when studying the same phenomenon to avoid weakness, intrinsic biases and other problems that come from using single method. It is mostly used in sociology. Triangulation can be

used in many areas such as quantitative and qualitative studies, establishing the credibility of qualitative analyses, an alternative to traditional criteria like reliability and validity and it is the preferred line in the social sciences (Bogdan, R. C. & Biklen, S. K. 2006).

Figure (9) presents methods of data collection used in this study to ensure the validity and to contain the different scopes of the same phenomenon of the research, different types data collection were employed such as the survey for quantitative and some official reports from the ministry of education, the semi-structured interview as well as different methods. Figure shows that in the quantitative part of this study the researcher relied on a descriptive survey approach to collect data. While in the qualitative part the phenomenological approach was used to collect data. Finally, data collected from the two approaches was compared.

Figure (9) Quantitative vs. Qualitative Triangulation



(Adapted from Creswell J.W. [2011][12] Research design: Qualitative, quantitative, and mixed method approaches [3rd ed].

As shown in figure (9) that presents the triangulation of data in this study, multiple sources were used to collect data for the purpose of enhancing the credibility of a research study. Quantitative data was collected through a survey that covered all the study's domains. Qualitative data was collected using the semi-structured interviews. Qualitative data will support the findings of the quantitative and give the reader profound understanding for the study. Data was analysed according to the procedures mentioned in chapter three and results were compared. In this study the finding of both data matched.

CHAPTER 5: CONCLUSIONS

5.1. Summary of the Study

In this study entitled with The Impact of Culture on Women School Leaders' Career: A Study among Selected Public Schools in the East Coast of the UAE, the researcher anticipated that female school leaders suffer from cultural obstacles that obstruct their leadership careers in the educational system and that influence the social, family and organisational status of women. The study employed purposive sampling design and simple random sampling design in selecting the respondents. A sample of 253 female school leaders (principals and co- principal) was taken and 30 participants were chosen using the simple random sampling method for the qualitative part of this study. The study used questionnaires and a semi-structured interview as data collection instruments. The collected data was analyzed using the quantitative and qualitative methods. Quantitative data was analyzed using statistical packages for social sciences (SPSS) to obtain descriptive statistics such as frequency and percentages.

The researcher tried to find the connection between social, family, organisational and psychological life of female school leaders and cultural influence. As expected the researcher found out that there is a deep impact of culture on social, family and psychological levels, but no impact on the organisational level since it is supported by constitutional laws that guarantee and support women professional development and sustainability. This is clearly obvious due to the large number of women working in the different sectors in the country. This study focused on the cultural aspects that stand on

the way of professional progress of female school leaders and try to prevent them from extending their voice and their collaborative style of leadership to the public (Hurty, 1995; Senge, 1993) say that women's leadership style reflects more collaborative working style and creates an environment of open communication among all employees for the purpose of improved learning and performance, which supports the argument of this study that presented female school leaders as competent leaders who are capable of running educational institutions perfectly. Based on their cultural context, some social groups try to prove the opposite and picture women as a vulnerable creature that is unable to do so.

This chapter aims to underline the main results of this study that the researcher extracted from women school leaders' own prospective within a cultural framework and to enrich the literature with more data about women's leadership in the UAE in general and in the East Coast in specific. Although female leaders all over the world share the same characteristics, their leadership style and the obstacles they face also vary. (Elron, 1997; Erez, 1994; Garratt, 1998; Hui, 1990) said that women from different backgrounds will give different Interpretations and responses to the same organisational issue which creates diverse cognitive and perceptions and attitudes toward organisational practices, motivational techniques, and leadership styles This study investigated three types of challenges: organisational, social, cultural and psychological which impact the career of female school leaders all over the world.

Table (38)

Challenges that Face Female leaders Globally.

Organizational	Cultural	Family	social
Gender Gap	Men superiority	Family work balance	Stereotypical image
Equal pay	Women's role in the society and family	Family support and understanding	Decisions mistrust
Access to advanced positions	Under estimation	Husband's support	Gender equality
Access to training	Cultural psychological issues	Male domination	Cultural ideology connected women
Sexual Harassment			Family understanding and support
Underrepresentation			
Family work balance			
Extra working hours			

Based on this study, table (38) shows that the most serious challenge that women school leader in the East Coast encounter is related to the Cultural psychological issues, other challenges are manageable.

5.1.1 Organisational Challenges

On the organisational level Women are more likely to be the strange entity and the weak link in an organisational chain this is what some recent studies mentioned. This repulsive organisational culture fosters discrimination against women, strengthens the assumptions about their roles and abilities and creates major challenges before women seeking senior positions; harassment is also used to directly obstruct it. As Eagly and Wood (1991)

suggest organisational cultural preferences are more restraining for women than men this is the reason why most women are less concerned to executive positions. Non supportive workplace atmosphere such as mentoring and insufficient time to make arrangements for child care and other personal responsibilities can indirectly lead to progress constrain for women. Laff (2006) says that women are repressed in the institutions because of their limited access to capable mentors. Women are most often occupy non-strategic sectors rather than decision making or executive ones which lead to slow career advancement (Linehan and Scullion 2005).

In the USA women have accomplished so much on the organisational level, but they still have to go through and face a variety of challenges. The most critical challenge that female leaders in the USA have to encounter is the gender gap. In order to be seen as equally competent, women still have to work harder and perform better than their male counterparts. Another challenge that USA women have to face is work overload; they do almost twice more unpaid care work than men, and they have to deal with incidents of sexual violence since there is one of every two women in the USA has experienced this type of violence in their work places (pew social trends). Based on the above exploring women in leadership around the world, in the context of gender and culture challenges, have distinctive hypothetical and practical insinuations.

In a study by Monica A. Obonyo (2013) about women leaders' status in Kenya the writer sets many organisational challenges that female leaders in Kenya encounter such as misrepresentation, professional and economic growth. In India the second largest

population in the world, women suffer discrimination oppression and gender inequality in organisational leadership at home and on the social level. Although various studies show that although women proved to be successful managers and leaders globally they comprise around 10 percent of senior management positions in 500 companies. Female leaders presence in India ranges between (5.8%) to (3%) of all administrative positions which is a very small number compared to the overall number of working women in India. (2%) of Indian working women are economically active while men are dominating administrative and managerial positions in India (Koshal, 1998).

In the mid-1970s, the British Government issued the UK's equal opportunities legislation that aimed at removing barriers to women's careers. This legislation has provided a foundation for women who have faced discrimination to take a more equal part in all aspects of society, yet women were not visible on large corporate boards (Howe and McRae, 1991). Female leaders may be seen as 'intruders or outsiders because leadership is unconsciously identified with men (Schein, 2001). This shows that it is hard for Women in the western world to reach leadership positions and if they do they have to face gender discrimination, sexual harassment and other sorts of obstacles in their work places.

In a study by Marianne Coleman (2004) entitled with Gender and Educational Leadership in England the writer stated that, half of the women secondary heads said they had experienced discrimination in relation to applications and promotions. This represented a reduction from about two-thirds in the earlier survey. However, it was more obvious from

the 2004 than the 1996 survey that some of the respondents appeared to be capable of holding conflicting and ambiguous views, stating that there was no discrimination whilst recalling actual examples of how they had experienced it (Marianne, 2004).

Female leaders all over the world face several types of organisational prosecutions from gender discrimination to sexual harassment. According to the official website of the Ministry of education in the United Arab Emirates female leaders outnumbered men leaders; they constitute 77% of the leadership human capital in the ministry of Education. This indicates that female leaders in the Ministry of education in particular and female leaders in general in the UAE are a special case that should be circulated all over the world. The entire study sample expressed their satisfaction and appreciation of the MOE successful attempts of empowering female leaders by placing them in the positions they deserve based on their experience, charisma and dedication.

Female leaders in the MOE classified gender difficulties as individual attempts that cannot stand in face of women leaders' progress. These hidden individualized attempts were built according to cultural assumptions and agenda and are being publicized by employees who feel threatened by the feminine existence. This category is well aware of the consequences of going public and escalating against women's presence in the public sector since regulations in the UAE censure all sort of discrimination against women in the work places. Female leaders in Educational system face on organisational challenges since they have access to decision making positions and all their rights are well preserved by law.

This unprecedented phenomenon is characterized in, as the study participants said, the complete unconditional support for women in the field of education to seek executive positions, decision makers in the UAE reached a realization based on field experiences that female leaders can be as productive as men if not more and the ability of the Emirati women to conquer all the challenges and present a unique and reliable role model.

5.1.2. Cultural Challenges

It is worth mentioning that this study revealed a gap between cultural practices and organisational practices represented in the conflict between the government policies that aim to empower women in various aspects to be a productive part of this young nation and certain groups in the society who try to draw them back to the dark ages when women were voiceless, helpless, alienated and illiterate through calling for the reviving of the ancient cultural teachings. The UAE society in general and the East Coast society in particular is a tribal society constitute mostly of nomad tribes who to a great extent still attached to their costumes, traditions, norms and beliefs. Shahine (1997) studied the impact of culture on female leaders in Saudi Arabia argues that women leadership role is developing in Saudi society, still their career advancement is prohibited by traditional beliefs and practices of the community.

In the Saudi Arabian, traditional beliefs are reflected in connecting leadership abilities to men and not women, and this is exactly what is happening in the UAE based on the

study sample answers regarding socio-cultural prejudice. Since both communities have the same cultural background female leaders in both countries face the same cultural difficulties. Through investigating the effectiveness of the few women who have reached positions of leadership in Saudi Arabia, and the negative attitudes about women in leadership positions, Shahine (1997) found out that there is a common belief in the community that in order for women to be effective leaders they need to adopt characteristics that are not naturally associated with women, such as assertive behaviour, commitment and motivation.

In his investigation women in executive positions in three different Arab Gulf countries (UAE, Oman and Bahrain), Wilkinson (1996) found that the challenges faced by those women at work were mostly gender-related issues, cultural taboos, negative attitudes towards working women and lack of confidence and trust in women managers. To some extent I agree with the researcher, but when it comes to discrimination at work and lack of self-confidence, I have to disagree because as this study shows discrimination against women at work does not exist in the organisational hierarchy in the UAE.

As for self-confidence female school leaders in the East Coast who can be a good representation of female school leaders all over the country show a great sense of self-confidence due to the trust and support of decision makers in the country. Based on my investigation, I'm convinced that each country should be handled separately. What female leaders in the three countries have in common is the cultural aspects that obstruct their career advancement because as I mentioned earlier the three communities share the

same cultural background especially about women, but on the organisational level there is a huge gap between organisational actions in the three countries. Unlike Saudi Arabia and Oman, female leaders in the UAE face no organisational obstacles (Wilkinson, 1996).

Culture is characterized in the set of beliefs, norms, customs and traditions, these divisions which impact the local community practices, can negatively reflect on the effectiveness of female leaders and their ability to exercise a positive leadership role in the work places (Alajmi, 2001). In her assessment of leadership role of women in the Arab world argues that the pre-Islam cultures and customs of the tribal community that dominated social seen in the Arabian Peninsula have played a significant role in shaping conventional social attitude towards women in Islam. In general Arab communities are male dominated communities that place women in a passive position in work and in family.

This phenomenon mostly exists in the gulf region where societies are still mostly Beduine who in spite of being settled in cities and villages still led by the Beduine culture that imposes many restrictions on women. Al-Hibri (2000) argues that Islam came to terminate women's oppression and free them. It is the patriarchal system that contrary to the Islamic teachings diminished women role at work and in the family. This system deprived women of their basic rights and silenced them for centuries.

In the western world, as Stead and Eilliot (2009) remark cross-cultural studies on women as managers have revealed a common rising movement in women's employment in leadership positions and found that female managers worldwide share a number of similarities including stereotyping, lack of role models and lack of access to training. In this respect western women have reached this level of acknowledgment not long ago. Difficulties that western women have been going through are not similar to those of women in the gulf region except for certain organisational difficulties such as male domination environment.

Unlike Arab gulf female leaders western women are free from any family ties and commitments they work to develop themselves only and reach financial contentment. They prioritize their needs over the needs of the family as an institution so they do whatever they like whenever they like without being questioned by family members due to the personal freedom of the individual. The nature of cultural, social and family impact on women in the west is completely different from that on female leaders in the gulf region. In conclusion cultural challenges facing female school leaders in the East Coast of the UAE are real threat for their career sustainability and advancement although they are subsided by law, as was revealed by participants' answers. Female leaders are fighting with all their power to either overcome them or adopt them and deal with them day by day hoping one day the East Coast society will abandon them.

5.1.3. Culture Related Psychological Issues

According to (mental health first aid 2019) a society's culture impacts individual's beliefs, norms and values. It also impacts how he/she views certain ideas or behaviors. In the case of mental health, it can impact whether or not he/she seeks help. What type of help does he/she seek? And what support does he/ she have around him/her? Culture-related psychological issues are very common amongst female school leaders in the educational system. This type of difficulties is attributed one way or another to the family and society cultural background that determined the way those women were raised in their time and how family and society shorthanded all the cultural teachings in raising them differently.

Because of these teachings many women were deprived from their basic rights as children which caused them complexities as adults and grownups. For example some of them feel extremely shy when standing before a group of people, others fear congregations and would rather stay alone. In this study, participants admitted that they were highly influenced on the psychological level by the unjust treatment of the family and the society. This influence does not highly impact their career because they are motivated and they can control their fears, emotions and reflexes.

5.1.4 Family Challenges

Based on the findings of this study, family challenges that female school leaders in the East Coast of the UAE face on daily bases are as serious as the cultural ones because they

are closely related. Most families in the region follow the same cultural code that implies women's full responsibility for their families. Men in this scenario are just providers. Although women in the East Coast society proved to be as competent as men, the ideology of men superiority over women is still very effective which presents a clear example on the domination of culture over society and families. So the fact that culture dominates the society in regard to family life and marital life is true. In addition to house chores, raising children, attending to husband's needs or parents needs or both in most occasions, they have also to follow up with their children's schools and coordinate the relationship with the outside world.

Family support for most of them is nearly absent so they have to go through all that by themselves. Coordinating and balancing this type of family life imposes a huge pressure, which in many cases results in physical and psychological problems to them. In his study, Omair (2008) remarks that in spite of domestic help, either in the form of paid servants or relatives, Arab women get, house chores and care taking remain their most important responsibilities. In his findings the Author neglected the husband's needs as an important part of Arab women responsibility which I believe is the core of a stable family life. In other Gulf countries such as Oman and Saudi Arabia married female leaders face exactly the same difficulties because as mentioned earlier societies in these countries have the same cultural and social ideology.

The hypocritical perception of the society is characterized clearly in the East Coast through planting the whole family responsibility on women's shoulders; for example,

when a woman neglects some of her responsibilities towards her family she gets blamed and pointed at as an irresponsible, careless and ruthless woman which brings shame to her family, but when a man does so they rush to find him excuses. Hanan Alahmadi (2011) the writer of the article Challenges facing female leaders in Saudi Arabia, says that female leaders in Saudi Arabia continue to take responsibility for their homes and families and are able to balance the two sets of obligations. This result is contrary to the beliefs prevailing in the Arabic and non-Arabic literature on the unwillingness of women to face the social, psychological and physical pressures of a leadership role. This conclusion completely agrees with the conclusion that the researcher reached in this study.

5. 2. Key Findings and Cross-Triangulation

According to Ministry of Education (MOE) and Federal Competitiveness and Statistics Authority (FCSA), women constitute 77% of total number of leaders in the ministry of education which is more than two thirds of the overall number of men leaders; this clearly indicates that female leaders are overrepresented unlike any case study of misrepresentation in the world where female leaders are underrepresented. Overrepresentation of female leaders in the educational sector eliminates all chances of the exposure to organisational barriers that form major obstacles in the face of women's career development in other countries.

5.2.1. Important Key Findings of the Study.

- Female school leaders are supported by government laws. They have access to every opportunity to advance their career.
- The study also found out that female school leaders in the East Coast of the UAE in particular and in the UAE in general have a voice and they take part in decision making regarding educational process and development in the country.

Note: The two findings mentioned above contradict most of the previous related research conducted due to the time period of this study and the Emirati leaders' encouragement of women's careers development.

- Women can be as good leaders as men if not better. Out numbering men leaders in the MOE proves the capability of women as leaders.

Note: Contrary to literature female school leaders are able to balance between work and family perfectly they hold their work responsibilities and their family's equally in spite of the total or the partial absences of their partner.

- Family members can either be motivating, encouraging and understanding or the opposite. Families in the East Coast vary, but the majority still believes that women's work is not necessary.
- There is a huge gap between the UAE government's efforts in empowering women in general and the socio-cultural perspective of women that pictures women as house wives whose main responsibility is to take care of the family.

Note: Gender issues in the East Coast society still exists in certain areas as the society pictures men as superior to women in every aspect.

- Women school leaders have no self-difficulties such as lack of self-esteem and self-confidence. On the contrary female leaders show that they are full of confidence and high self-esteem.
- Women school leaders are derived by a strong sense of patriotism and challenge for the radical social views against them.
- Family and social issues derived from culture are limited to gender issues, mistrust, lack of support and the image that doesn't match the twenty first century's image of women.

Note: In spite of social gender discrimination, female school leaders are determined to change this situation and prove that they are equal to men in many aspects because they are qualified, educated and trained.

- Women school leaders in the East Coast of the UAE have psychological issues related to the way they were brought up; some of them succeeded to get over them with the help of the training they had throughout their career, others learnt to live with them since these issues don't impact their career directly.
- It is true that culture plays a significant role in forming and shaping the Emirati community in the East Coast, laws and regulations designed to protect women in family and work are strict these regulations of the modern state of the UAE have disrupted cultural impact to a great extent, this is basically been confirmed from several resources administered in the study (i.e. literature review, interviews, and survey).

- Finally, the entire questions and sub-questions for this study were answered and revealed that the only challenges female school leaders face in the East Coast of the UAE are culture – based challenges.

5. 3. Recommendations

Based on the findings of this study the researcher recommends the following:

- Because the Emirati women school leader in particular and women leader in general status was miss approached and was confused with women leader status in neighboring countries because of the similar cultural and social circumstances that prevail in the gulf region the current literature should be modified to match the real civilized and bright image of female leaders in the UAE who reached the highest positions in the educational sector and elsewhere; this effort can be approached by other scholars or by the government who is responsible for presenting this exceptional experiment to the world and its embassies all over the world responsible for this unique status of women.
- In order to sustain women leaders' achievements and encourage other women in the society to follow their footsteps, the UAE government should launch directive educational programs to educate the public and raise the awareness among family members especially males of the important part that female leaders play in the educational sector and other sectors where women presence of a high importance to serve other women in the community .For example some people criticize

women's work as a principal or a teacher or even doctors and nurses, yet they refuse to send their daughters to a co-education schools or send their wives to a male doctor.

- To maintain creativity and productivity of women school leaders, their anxiety level over their children should be controlled by establishing nurseries in their work places to enable them to follow up the well-being of their children during work hours.
- Highlight the positive role of women in the Emirati culture where they played an important role in developing the UAE society side by side to their counterparts.
- Media should play a role in enhancing the concept of partnership between men and women in the society and family.
- The Ministry of Education should establish a psychological evaluation department to evaluate the psychological health of its employee's especially female leaders on an annual bases or whenever necessary to help them get over their psychological issues.

5.4. Implications

5.4.1 Conceptual Implication:

The purpose of this study was to pin point the cultural challenges that obstruct women leaders' career advancement in the educational system in the East Coast of the UAE to provide literature with authentic information regarding female leaders in this part of the world and to introduce a unique experience of leadership through addressing female school leaders this study presented a disputable evidence on what it means to be a women leader in a country such as the UAE The type of knowledge that this study brings about is unprecedented maybe because this study occurred in a different political, social and economic circumstances in addition, the researcher is a school leader in the East Coast and has close relations with the participants which enables him to reach sensitive and accurate information than any other researcher.

5.4.2. Empirical Implication:

This study will provide much needed empirical information on the actual situation of female school leaders in the East Coast of the UAE in specific and female school leaders in the UAE in general. This type of information is essential because previous studies on the similar subject discussed this issue from different prospective and came up with results that I can say far from being accurate. For example previous studies about female leaders in the UAE either by western or Arab scholars, presented in the literature review chapter two, concluded that female leaders in the UAE face the same organisational, social, cultural and familial obstacles that female leaders in other countries face. In fact,

this study proved the opposite; female school leaders and female leaders in general only face two types of challenges with the same origin: family and social that are based on cultural back ground. Even these challenges are limited to physical and emotional aspects of women school leader; they did not impact their professional advancement as statics show.

This study raveled the undeclared conflict between what the government is trying to do for women on all levels and the social perception of women in the society and in family. I believe that this research will give UAE officials an insight on the measures and procedures they need to take in order to bridge the gap between social and organisational views for the benefit of the country and generations to come.

5.4.3. Practical Implication

Another valuable implication of this study derives from our finding is the uniqueness of the Emirati women leaders' strong and confident characters along with their strong beliefs in what they are doing and their awareness of why are they doing it. This research has developed a full image of leader women's situation in the UAE through studying their situation in the most conservative area in the United Arab Emirates. This image is applicable to all female leaders in the country.

5.5. Limitations of the Study

In this study, the researcher came across certain limitations such as the research measurement's validity of instruments which was applied, Inaccessibility to participants due to personal or other reasons which may cause the lack of female leaders participation, skipping questions and not well thought out answers by some of the study sample could also be considered as limitation since it would create a sort of inconsistency when analyzing data. Limitations affect the degree of credibility of the research and the generalization of results. It will also influence the response rate of the study and create potential doubt about the validity and generalization of the findings (Creswell, 2013) (Collie, Shapka, & Perry 2011).

It is worthwhile mentioning that misrepresentation of the target population might delay achieving the desired aims and objectives despite applying an appropriate sampling plan (Maxwell 2005). Representation of the subjects relies on the probability distribution of observed data. This may lead to miscalculation of probability distribution and lead to falsity in proposition. Another barrier that the researcher encountered since he was conducting a mixed method research that includes qualitative and quantitative data is the financial issue. As Morgan (1997) indicates, quantitative research is expensive, and requires a lot of time to perform the analysis, especially if there is a desire to achieve in-depth responses on an issue using large proportion of respondents. Inability to perform scientific Statistical analysis will drive to ask the advice of a mathematician to do so (Baxter 2008). Finally, the retesting and refining of the ambiguous results require extra time and resources (Ong 2003).

5.6. Recommendations for Future Research

This study focused on the organisational, cultural and social barriers that female school leaders in the East Coast of the UAE are supposedly facing throughout their career. After studying the literature available on this matter and comparing it with the findings of this study, the researcher found out that a great deal of that literature was not accurate, because most scholars who studied leader women's status in the UAE relied on literature that studied female leaders in other Arab and Gulf countries such as Saudi Arabia, Bahrain and Qatar and projected their findings on the Emirati community. It is true that these countries have many things in common with the UAE such as language, religion, and heritage and so on; women leaders' status in the UAE is far advanced on the organisational level and personal freedom than anywhere else.

Unfortunately, their expectations were not accurate due to the privacy that the Emirati governmental system have. Ignoring this important part of the equation made researchers present somehow inaccurate data. So for further studies to succeed, researcher should never project what is happening in a certain community on another just because they have certain things in common. A second important point is that western scholars who studied this case in particular know very little about the actual life of the Emirati people because they were not directly involved in the Emirati social life; they got their information from previous studies that were directed to readers in different part of the world and that I believe serve certain agendas.

A third point is that there are certain areas about communities that scholars from different backgrounds are impossible to reach due to certain obstacles such as language, people's ideology and their private lifestyle. These obstacles can't be easily overcome. Consequently, there will be a gap between what is real about these communities and what their studies concluded, because some communities prefer to stay anonymous for the outside world; such closed communities are impossible to penetrate by people from the outside world. So some scholars start to hypothesize based on their review of the literature.

Finally, never explain the obvious is another important point i.e. it is not worthy to investigate obstacles female leaders face in the UAE, because as it is obvious that women in the UAE are among the least troubled women in the Arab world if not in the entire world in terms of their organisational status, instead scholars should investigate how female leaders in the UAE have reached this level of respect, appreciation and glory in such a short period of time.

5.7. Concluding Note

Proportionally, female school leaders in the East Coast of the UAE face a decrementing number of cultural barriers that can be characterized in the ancient cultural image of women as a helpless creature that was found only to satisfy the needs of others (husbands, children, brothers and parents) and their inferiority to men make them unable to make any sort of decisions. This prevented them from enjoying the same privileges as their

males' counterpart when it comes to social and family perceptions because they are both under the influence of cultural dictation. Still they are protected by UAE law and constitution that make impenetrable obstacle before any society member who openly states any sort of discrimination against women.

This official support and protection enabled female leaders in general to enjoy a healthy institutional life. Some of the cultural challenges that they face throughout their professional journey affected them psychologically. Nevertheless, this psychological impact does not obstruct them from performing their duties as school leaders because it is not a major issue for them. Finally, UAE has been witnessing a great leap in women status on many levels; especially when it comes to their professional careers as leaders in the educational sector. One can conclude the respect and appreciation of women as a major part of this young nation and the wise decisions and endless efforts made through decades to empower women. This study, revealed the great confidence most female school leaders have in themselves and in the system and how proud they feel being part of the ongoing development that their country is going through. Another concrete result was female leaders in the UAE in general could be considered a unique case that can be set as an example regionally and globally.

REFERENCES

- Abdalla, I. A. (1996) . Attitudes towards Women in the Arabian Gulf region, *Women in Management Review*”, pp 11- 29–39.
- Abdulla, Fatma. (2005). Emirati Women: Conceptions of Education and Employment”
A Dissertation for the degree of Doctor of Philosophy in the Graduate College – The University of Arizona.
- Abu-Khader, S. (2012) Challenges facing the women’s academic leaderships in the higher education institutions”
- Afra, A.Fatima, .A.L. &Rana. (2017).Uncovering Educational Barriers to Female Leadership in the United Arab Emirates. Zayed University.UAE
- Ainscow, M., & Booth, T. (2002). Guía para la evaluación y mejora de la educación inclusiva. Madrid: Consorcio Universitario para la Inclusión Educativa
- Alajmi, A. (2001). Factors that support Arab Muslim women in their career roles. PhD diss., University of Pittsburgh, Pittsburgh, PA
- Alahmadi, Hanan. (2011). Institute of Public Administration, Department of Public Health. Challenges facing female leaders in Saudi Arabia Article in Human Resource Development International.
- Al-Hibri, A. Y. (2000). Muslim Women's Rights in the Global Village: Challenges and Opportunities, *Journal of law and Religion*.15, 37- 66
- Al-Kubaisi, A. K. (2004). Knowledge management and organizations development. Alexandria: Modern University Office
- AL-Lamki, S.M. (1999). Paradigm shift: Perspective on Omani women in Management in Sultanate of Oman. *Advancing Women in Leadership*
- Al-Minqash, S. A. (2007). Leadership over the group leadership with the group: A comparative study between the two male and women leadership styles at King Saud University. *Education and Psychology Mission Magazine*, 28, 34-45.
- Al-Shaddi, A. M. (2010). Conflict management at the women’s leadership in the higher education institutions in the Riyadh City (Unpublished Master thesis, Princess Noura Bint Abdel Rahman University, Kingdom of Saudi Arabia).

- Al-Shihabi, E. (2008). Methods for activating the administrative Arab woman's role. A Research Presented to the Forum of Role of the Arab Woman in the Sustainable Development and the Civil Society Institutions, Doha-Qatar.
- Al-Shihabi, E., & Mohammad, M. (2001). Woman predicative problems of the leading position as viewed by the women leaderships. Creative Leadership Conference on Facing the Contemporary Challenges of the Arab Management, The Arab Administrative Development Organization, Cairo, 5-8/11/2001.
- Al-Oraimi, Suaad. (2004). Gender and Development, The Role of Women in the Formal Spheres in the United Arab Emirates. Berlin: Verlag VDM
- Andrews, B. R. (1903). "Habit". The American Journal of Psychology.
- Arroyo, M. J., & Berzosa, I. (2018). Atención educativa al alumna do inmigrante; en busca del consenso. Revista de Education, 379, 192-215.
- Arthur Asa Berger, (2000) "The Meanings of Culture," M/C: A Journal of Media and Culture 3, no. 2, <<http://www.api-network.com/mc/0005/meanings.php>> ([your date of access]).
- Ashley, Crossman. (2019). 'Definition of a Hypothesis- What it is and how it is used in Sociology' Thought, Co., April 4,
- Baker, J. (2003). Glass ceiling or sticky floors? A model of high-income law graduates. Journal of Labor Research, 24(4), 695-711.
- Baltodano, J.C., Carlson, S., Jackson, L. W., & Mitchell, W. (2012). Networking to leadership in higher education: National and state-based programs and networks for developing women. Advances in Developing Human Resources, 14(1), 62-78.
- Bass, B.M. (1985). Leadership and performance beyond expectations. New York: Free Press
- Bass, M., & Avolio, B. (1992). Developing transformational leadership: 1992 and beyond. Journal of European Industrial Training, 14, 21-37.
- Bass, B.M. & Riggio, R.E. (2006), Transformational Leadership, Lawrence Erlbaum, Mahwah, NJ
- Baud, Isabelle, & Mahgoub, H. Khalid (1999). Towards increasing national female participation in the labour force. Research report 2, June, Center for Labour Market Research and Information. Dubai: Tanmia.
- Baxter, P. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. The Qualitative Report

- Bicchieri, C. (2012). Social norms, social change, Lecture at the Penn-UNICEF Summer Program on Advances in Social Norms and Social Change July 2012.
- Bin Rashed, Mohammed .SME. (2015). Intelraq Project at link:
<http://www.sme.ae/English/OurServices/pages/ServicesDetails.aspx?ServiceID=14>
- Blackmore, Jill & Sachs, Judyth. (2007). *Performing and Reforming Leaders: Gender, Educational Restructuring, and Organisational Change* Albany: State University of New York Press.
- Bogdan, R. C. & Biklen, S. K. (2006). *Qualitative research in education: An introduction to theory and methods*.
- Brown, T. M. (2005). Mentorship and the female college president. *Sex Roles*, 52(9/10), 659-666
- Bowen, D. & Lawler, E. (1995). Empowering service employees. *Sloan Management Review*, summer, 73-84.
- Bulletin, American Psychological Association, Vol. 129 No.4, pp.569-91. <https://www.apa.org/>
- Chabaya O., Rembe S, Wadesango, N. (2009). The persistence of gender inequality in Zimbabwe: Factors that impede the advancement of women into leadership positions in primary schools. *South African Journal of Education*, 29(2): 235-251.
- Chesterman, C., Ross-Smith, A., & Peters, M. (2005). "Not doable jobs!" Exploring senior women's attitudes to academic leadership roles. *Women's Studies International Forum*, 28(2005), 163-180.
- Chin, J. L., Lott, B., Rice, J. K., & Sanchez-Hucles, J. (2007). *Women and leadership: Transforming visions and diverse voices*. Malden, MA: Blackwell Publishing.
- Connell, J. (1991). *Island microstates: the mirage of development*. The Contemporary Pacific,
- Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage Publication.
- Creswell, J. (2013). *Qualitative inquiry & research design choosing among the five approaches*. Thousand Oaks, CA: Sage Publication.
- Creswell, J & Plano C. (2007). *Designing and Conducting Mixed Method Research Approaches*. Thousand Oaks, CA: Sage Publication.
- Creswell, J.W.(2014). *Research design: Qualitative ,quantitative and mixed method Approaches (4thed)* . Thousand Oaks, CA: Sage Publication.
- Collie, R.J, Shapka, JD, and Perry, N.E (2011). *Predicting teachers commitments: The Impact of climate and Social Emotional –Emotional Learning Psychology in the School*.

- Coleman, M. (2004) . Gender and Secondary School Leadership.' Key note paper at CCEAM conference October, Hong Kong and Shanghai, September.
- Conger, J. & Kanungo, R. (1988) .The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13, 471-482.
- Daft, Richard. (2007). *Understanding the Theory and Design of Organizations*, Thomson South-Western, p. 510
- Dey, I. (1993). *Qualitative Data Analysis: A User Friendly Guide for Social Science*. London
- Donohue-Mendoza, M. (2012). The supervision and career advancement of women in community college administration. *Journal of Applied Research in the Community College*, Dubai Women Establishment Social Report Analysis 2012.
- Dye, J.G, Schatz, I. M., Rosenberg, B. A., & Coleman, S. T. (2000, January). Constant comparison method: A kaleidoscope of data. *The Qualitative Report*, 4(1/2).
- Eagly, A. H., & Johannesen-Schmidt, M. C. (2001). The leadership styles of women and men. *Journal of Social Issues*, 57(4), 781–797
- Eagly, A. H. & Wood, W. (1991). Explaining sex differences in social behavior: a meta-analytic perspective. *Pers. Soc. Psychol. Bull.*, 17: 306–315
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573-598.
- Eddy, P. (2008). Reflections of women leading community colleges. *The Community College Enterprise*,.
- Eddy, P., & Cox, E. (2008). Gendered leadership: An organisational perspective. *New Directions for Community Colleges*.
- Edwards, R., & Holland, J. (2013). What is qualitative interviewing?. A&C Black. Retrieved from http://eprints.ncrm.ac.uk/3276/1/complete_proofs.pdf
- Ellis, R.J. & Wildavsky, A. (1989). *Dilemmas of Presidential Leadership: From Washington to Lincoln*, Transaction, New Brunswick, NJ.
- Elron, E. (1997). Top management teams within multinational corporations: Effects of cultural Emirates News Agency, WAM. ABU DHABI, 27 August 2016.
- Erez, M. (1994). Toward a model of cross-cultural industrial and organisational psychology. In H. C. heterogeneity. *Leadership Quarterly*.

- Erogul, Murat S., & Mc Crohan, Declan. (2008). Preliminary investigation of Emirati women entrepreneurs in the UAE. *African Journal of Business Management*, 2(10), 177–185.
- Erzberger, C & Prein, G. (1997). Triangulation: Validity and empirically-based hypothesis construction. *Quality & Quantity*, 31, 141-154
- Farh J. L., Cheng B. S. (2000). “A cultural analysis of paternalistic leadership in Chinese organizations,” in *Management and Organizations in the Chinese Context* eds Li J. T., Tsui A. S., Weldon E. (London: Macmillan;) 84–127. [Google Scholar] [Ref list]
- Fisher, G. (2007). You need tits to get on round here. *Gender and sexuality in the entrepreneurial university of the 21st century. Ethnography*, 8(4), 503-517. Florida.
- Flanders, M.L. (2009) .Breakthrough. The Carrier Women’s Guide to Shattering the Glass Ceiling, Paul Chapman Publishing, London.
- Freankel, J. & Wallen, N. (1933). *How to Design and Evaluate research in Education* vol.7 New Me Grow Hill. College Council. (1957). *The community junior college in Florida's future; the report to the State Board of Education*. Tallahassee, Florida State Department of Education.
- Gallant, M., & Pounder, J. (2008). ‘The Employment of Female Nationals in the United Arab Emirates (UAE): an analysis of opportunities and barriers’, *Education, Business and Society: Contemporary Middle Eastern Issues*, Vol 1, No 1, pp 26–33.
- Gallant, A. (2013). Symbolic interactions and the development of leader women in higher education. *Gender, Work & Organization*, 21(3), 203-216.
- Galliers, R . (1991). *Information Systems Research: Contemporary Approaches and Emergent* *European Journal of Information Systems* 1 (1), 55-64, 1991.
- Garratt, S. (1998). *Women managing for the millennium*. London: Harper Collins.
- Ghosh, R., & Haynes, R.K. (2008). *Cross Gender Mentoring in the Era of Globalization: Implications for Mentoring the Organisational Women of India*. From < www.eric.ed.gov/
- Glesne, C. (2006). *Becoming qualitative researchers: an introduction* (3rd ed.). New York, NY: Pearson Education, Inc.
- Glusberg, A. & Villar, A. (2014). Assessing translated questions via cognitive testing. In: *Cognitive Interviewing Methodology*

Greene, Jennifer. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Designs, *Educational Evaluation and Policy Analysis*, Vol. 11, No. 3 (Autumn, 1989)

Grogan, M. (1999). Equity/equality issues of gender, race, and class. *Educational Administration Quarterly*, 35(4), 518-536.

Gupton, Sandra Lee, Slick, & Gloria. (1996). *Highly Successful Women Administrators: The Inside Stories of How They Got There*. Corwin Press.

https://www.cia.gov/library/publications/the-world-factbook/geos/print_ae.html

<http://www.gbc.gov.ae>

https://www.constituteproject.org/constitution/United_Arab_Emirates_2004.pdf

<https://www.moe.gov.ae/en/pages/home.aspx>

https://www.researchgate.net/profile/Philip_Wu3

Hacıfazlıoğlu, Ö. (2010). Entry and transition to academic leadership: Experiences of leader women from Turkey and the U.S. *Educational Sciences: Theory & Practice*, 10(4), 2257-2273.

Helfat, C., Harris, D., & Wolfson, P. (2006). The pipeline to the top: Women and men in the top executive ranks of U.S. corporations. *The Academy of Management Perspectives*, November, (20), 42-64

Hesse Biber, N. L., & Patricia. (2006). *The Practice of Qualitative Research*, SAGE publications.

Hesse-Biber, S. H., & LEAVY, P. (2011). *The practice of qualitative research*. 2nd ed. Los Angeles et al.: Sage.

Hewlett, S.A., & Rashid, R. (2010, May). *The globe: the battle for female talent in emerging markets*. Harvard Business Review. Retrieved from <http://www.Persiangendernetwork.org>

H.H Sheikha Fatima bint Mubarak Women Empowerment .Emirates News Agency (WAM)2016

Higab, N. (1988). *Women and Power - the Arab Debate on Women at Work*. Cambridge University Press, UK.

Hill, M. S., & Ragland, J. C. (1995). *Women as educational leaders: Opening windows, pushing ceilings*. Thousand Oaks, CA: Corwin.

Hofstede, G. (1994). *Cultures and Organizations. Software of the Mind*, McGraw-Hill, London (2nd ed). New York: McGraw-Hill.

Hofstede, G. & Hofstede G.J. (2005). *Cultures and Organizations*.(2nd Ed) New York: Mc Graw-Hill, p.4

Hojgaard, (2002). *Tracing Differentiation in Gendered Leadership: An Analysis of Differences in Gender Composition in Top Management in Business, Politics and the Civil Service*

Howe, E. & McRae S. (1991). *Women on the Board*, London: Hansard Society

Hudson, J. (1996). *Women administrators taking charge of change. Catalyst for Change*, pp. 12-14, 26.

Hui, C. H. (1990). *Work attitudes, leadership styles, and managerial behaviors in different cultures*. In

Hurty, K. S. (1995). *Women principals: Leading with power*. In D. M., Schmuck, & P. A. Schmuck

Hymowitz, C.,& Schellhardt, T. D. (1986). *The glass ceiling: Why women can't seem to break the invisible barrier that blocks them from the top jobs*. *Wall Street Journal*, 4(1), 4-5.

Ivankova, N., Creswell, J., &Stick, S. (2006). *Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice*. *Field Methods*, vol .18 (1), pp.3-20. Review, 48(1), 77–91

Jaber, D. F. (2005). *Obstacles facing the Palestinian woman working in the public sector in the northern governorates of West Bank*

Jagger, A.M. (1983), *Feminist Politics and Human Nature*, Rowman and Allanheld, Totowa, NJ.

Jamali, D., Sidani, Y., & Safieddine, A., (2005), *Constraints facing working women in Lebanon: an insider view*. *Women in Management Review*, Volume: 20 Number: 8. Year: 2005 pp: 581-594.

Johnson, B.,& Onwuegbuzi, A. (2007). *Toward a Definition of Mixed Methods Research* .*Journal of Mixed Methods Research*, vol. 1 (2), pp 112 -133.

Kanter, Rosabeth. (1977). *Men and Women of the Corporation*, New York: Basic Books.

Kattara, H. (2005) .*Career challenges for female managers in Egyptian hotels*." *International Journal of Contemporary Hospitality Management* 17, (3) 238-251.

Kauser, S., &Tlaiss, H. (2011) .*The Arab women manager. participation, barriers, and future prospects*. "Journal of International Business and Economy".

Koshal, M., Koshal, R. K.,& Gupta, A. K. (1998). *Indian female Mangers: Their Role in Economic Development*

Kvanli, Alan et al. (2003). *Introduction to Business Statistics 6th ed.*- Thomson South-Western, USA. (pp. 443-517)

- Laff, M. (2006). The invisible wall. *T+D*, (61), 32-38.
- Lengermann, Patricia, Niebrugge, & Gillian. (2010). "Feminism". In Ritzer, G.; Ryan, J.M. (eds.). *The Concise Encyclopedia of Sociology*.
- Levitis, Daniel; William Z. Lidicker, Jr; Glenn Freund (June 2009).
- Linehan, M., & Scullion, H. (2005). *An Introduction In (eds) International HRM: A Critical Text*. Palgrave Publishing.
- Lyness, K. S., & Heilman, M. E. (2006). When fit is fundamental: Performance evaluations and promotions of upper-level female and male managers. *Journal of Applied Psychology*, 91(4), 777–785.
- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research*, Vol 16.
- Marshall & Crossman. (2011). *Designing Qualitative research (5th ed)*. Thousand Oaks, CA: Sage Publications, Inc.
- Mathipa, E.R., Tsoka, E.M. (2001). Possible barriers to the advancement of women to leadership positions in the education profession. *South African Journal of Education*, 21(4): 324-331
- Maxwell, J.A. (2005). *Qualitative Research Design: An Interactive Approach*, SAGE Publications.
- McElwee, G. & Al-Riyani, R. (2003). Women entrepreneurs in Oman: some barriers to success. *Career Development International*, 8(7), 339-346.
- Mc Call, M.W. Jr., & Lombardo, M.M. (1983). *Off the track: Why and how successful executives get derailed?* Greensboro, NC: Centre for Creative Leadership.
- Metcalf, B. (2008). Women, management and globalization in the Middle East. *Journal of Business Ethics*, 83, 85-100.
- Mitchell, J. I., Gagné M., Beaudry A., & Dyer L. (2012). The role of perceived organizational support, distributive justice and motivation in reactions to new information technology. *Computer. Human Behavior* 28 729–738. doi:10.1016/j.chb.2011.11.021.
- Monty, N. (2012). Women in leadership: Mentoring women into senior management. Retrieved from http://EzineArticles.com/?expert=Neen_Monty.
- Morgan, D. (1997). *Qualitative research methods*. USA: Sage
- Mostafa, M. (2005). Attitudes towards female managers in the United Arab Emirates. The effects of patriarchy, age and sex differences. *Journal of Managerial Psychology*, 20(6), 540-552.
- Moustakas, C. (1994). *Phenomenological research method*. Thousand Oaks, CA: Sage Publication.
- Mumby, D.K. & Putnam, L. (1992), "The politics of emotion: a feminist reading of bounded rationality", *Academy of Management Review*, Vol. 17 No. 3, pp. 465-86.

- Nelson, Caren (2004). UAE national women at work in the private sector: Conditions and constraints. Dubai: CLMRI Publications.
- Nelson, T., & Levesque, L. (2007). The status of women in corporate governance in high-growth, high-potential firms. *Entrepreneurship Theory and Practice*, (10)42, 25- 87.
- Nicholson, L. (2010). McCann, Carole; Seung-Kyung, Kim (eds.). *Feminism in "Waves": Useful Metaphor or Not?* (3rd ed.). New York: Routledge. pp. 49–55.
- Obonyo, Monica. (2013). Challenges facing women in school management a case of primary schools in Siaya county Kenya,
- Omar, A., & Davidson, M.J. (2001), *Woman in management: a comparative cross-cultural overview*”, *Cross Cultural Management*.
- Omair, K. (2008) .*Women in management in the Arab context. Education, Business and Society: Contemporary Middle Eastern Issues.*
- Ong, S. E. (2003). Mass spectrometric-based approaches in quantitative proteomics. *Methods*
- Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analyzing data in mixed methods research.
- Onwuegbuzie, A. J., & Leech, N. L. (2005). Taking the “Q” out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms.
- Padilla, A., Hogan, R., & Kaiser, R. B. (2007). The toxic triangle: Destructive leaders, susceptible followers and conducive environments.
- Patton, M. Q. (2015). *Qualitative Evaluation and Research Methods*. Thousand Oaks, CA Sage.
- Petter, Satcie. & Gallivan, Michael (2004). Combination of different methods in information systems research: paradigmatic and methodological challenges.
- Powell, G.N., & Graves, L.M. (2003). *Women and Men in Management*. Newbury Park, CA.
- Preston, Richard. (1966). *North American Trees Revised Edition*, MIT Press, USA
- Justin, P. (2018). "Belief", in Primmer, Justin (ed.), *The Stanford Encyclopedia of Philosophy*, Stanford, CA: The Metaphysics Research Lab, retrieved 19 September 2008
- Priola, V. (2007). Being female doing gender. *Narratives of women in education management. Gender and Education*, 19(1), 21-40.
- Program, U.N.D.P. (2002). *Sustainable Development Knowledge Platform*, 30 Aug, p.3
- Rabie, Mohamaed. (2013). *Cultural Determinism*, Research Gate
- Raja, Al Gurg. (2006). President of Dubai Women’s Business Council “UAE Women in Business: An Overview of the past, present and future,” 2006

Randeree, K., Augsburg, & Claus (2009). Strategy, Policy and Practice in the Nationalisation of Human Capital: 'Project Emiratisation', *Research and Practice in Human Resource Management*, 17(1), 71-91.

Resign, B.R., & Cotton. (1998). Easier said than done: Gender differences in perceived barriers

Robins & Judge. (2007). *Organisational Behavior*, 12th ed., Pearson Prentice Hall, p.23+403

Rusaw, A. (1994). Mobility for federal women managers: Is training enough? *Public Personnel Management*, 23(2):257-262.

Sandelowski, & Margarete. (2000). *Combining Qualitative and Quantitative Sampling, Data Collection, and Analysis Techniques in Mixed Method Studies*

Sanderson, & Catherine, A. (2010). *Social Psychology*. Hoboken, NJ: Wiley.

Schein, V. E. (1994). Managerial sex typing: A persistent and pervasive barrier to women's opportunities. In M. Davidson & R. Burke (Eds.), *Women in management* (pp. 41–52). London: Paul Chapman.

Schein, V. E. (2001) . A global look at psychological barriers to women's progress in management in *Journal of social issues*, Vol, 67, pp. 675 – 688.

Schultz, (19610). Investment in Human Capital, *The American Economic Review*, Vol. 51, No. 1 (Mar., 1961), pp. 1-17

Senge, Peter. (1993). The learning organization. At <https://infed.org/mobi/peter-senge-and-the-learning-organization/>

Sernak, K. S. (2003). Slaves no more: The caring power of African-American women leaders.

Scholar-Practitioner Quarterly, 2(3), 71-97. <https://government.ae/en/information-and-services/social-affairs/women>

Shahine, Z. (1997). Women and Management. Submitted in the First Annual Conference of The Arab and The Director of Sustainable Development, March 9–11, Alexandria, Egypt

Shakeshaft, C., Campbell, P., & Karp, K. (1992). Sexism and racism in educational research

Sherman, W., Beaty, D., Crum, K., & Peters, A. (2010). Unwritten: Young women faculty in educational leadership. *Journal of Educational Admin Journal of Educational Administration*, 48(6), 741-754.

Shuttleworth, S. (1990). *Charlotte Brontë and Victorian Psychology*. Cambridge: Cambridge University Press.

Sitterly, C., & Duke, D. (1988). *A Woman's Place: Management*. New Jersey: Prentice Hall.

Skenjana, N. (2009). A focus on women: Politics and development. *Afesis-corplan*, 1-3.

Slee, R. (2018). *The inclusive education workbook. Teaching, learning and research in the irregular school*. London: Routledge.

Speck, M. & Knipe, C. (2005). *why can't we get it right? Designing high-quality professional development for standards-based schools (2nd ed.)*. Thousand Oaks

Stake, R.E. (2005). *Qualitative Case Studies*. In N.K.Deniz&Y.S. Lincoln (Eds.) *The sage handbook of Qualitative research (3rd ed)*. (p.459)

Stead, V.& Elliott, C. J. (2009). *Women's leadership*, Basingstoke: Palgrave Macmillan

Steven, Mintz. (2018). *aka Ethics Sage*, on August 1,. Visit Steve's website and sign up for his newsletter.

Stogdill, Ralph. (1974). *Handbook of leadership*. New York: The Free Press. Zalznik, A. (May-June, 1977) *Managers & leaders: Are they different?* Harvard business review.

Tashakkori, A. & Teddlie, C. (2003). *Handbook of Mixed Methods*. Thousand Oaks: Sage.

Therenou P. (1995). *Correlates of women's chief executive status: Comparison with men chief executive and women top managers*. *J. Carver Development* 21(3):201-212.

Thompson, M, Ellis, R. J., & Wildavsky, A. (1990). *Cultural Theory*. Westview Press.

Tlaiss, H. & Kauser, S. (2011). *The impact of gender, family, and work on the career advancement of Lebanese women managers*. *Gender in Management*, Vol. 26 No. 1, pp. 8-36.

Torres, J. (2017). *Políticas educativas y construcción de personalidades neoliberales y neocolonialistas*. Madrid: Morata.

"UAE Culture". *Uae.gov.ae*. 2000-06-01. Archived from the original on July 19, 2009. Retrieved 2009-07-15.

UAE Gender Balance Council .G.B.C.(2019). 'Our Initiatives' at link:
<http://gbc.gov.ae/initiatives.html>

Wagner, J. I. J., Cummings, G., Smith, D. L., Olson, J., Anderson, L., & Warren, S. (2010). *The relationship between structural empowerment and psychological empowerment for nurses*.

Wentling, R.M. (2003). *The career development and aspiration of women*.

Wilkinson, G. (1996). *Women in business*, Dubai: Gulf Business.

- Wilson, Kenneth. (2018). Augustine's Conversion from Traditional Free Choice to "Non-free Free Will": A Comprehensive Methodology in the series Studien und Texte zu Antike und Christentum 111. Tübingen, Germany: Mohr Siebeck. pp. 273–298. ISBN 9783161557538.
- Witt, Charlotte. (2012). Feminist History of Philosophy. In Zalta, Edward N (ed.). The Stanford Encyclopedia of Philosophy (Fall 2012 ed.). Retrieved May 1, 2013.
- Yang, N. (1998). An international perspective on socioeconomic changes and their effects on life stress and career success of working women. *SAM Advanced Management Journal*, 63(3), 15-21.
- Yin, R.K. (2003). *Applications of case study research*. 2nd edition, Sage, Los Angeles.
- Yukl, G. (1989). Managerial leadership: A review of theory and research. *Journal of Management*, 15, 251-289.
- Zohrabi, M. (2013). Mixed method research Instruments. Validity, Reliability and Reporting Findings. *Theory and Practice in Language Studies*, 3, 254-262

Appendices

Appendix 1 - Research Ethics Form (Low Risk Research)



Application for Approval of Research Activity involving Human Participants, Human Data, or Human Material

This application form is to be used by researchers seeking approval from the Research Ethics Committee. All research associated with the British University in Dubai must not begin until ethical approval have been obtained.

Section I is a general research identification table.

Section II is the details of the ethical matters your research might involve and the necessary steps you are planning to take to address them.

Section III is an ethics checklist that will help you identify your research risk level. If you answer 'Yes' to at least any one of the high risk statements, then your research is High Risk. If you answer 'Yes' to at least any one of the medium risk statements, and 'No' to all high risk statements, then your research is Medium Risk. If you answer 'No' to all high risk and medium risk statements, then your research is Low Risk.

If you have documents related to the ethical considerations of the research such as, for example: consent letter, evidence of external approval, questionnaire samples or interview questions, you can enclose them with this form before submission.

To be completed by the researcher and submitted to the Dean's nominated faculty representative on the Research Ethics Committee

I. Research Identification

Research Candidate Name	Saeed Alkaabi
Faculty/Programme	Education / Doctor of Education
Research Candidate Contact Number	0506498281
Research Candidate Email	Saeed400@hotmail.com
Research Type	<input type="checkbox"/> Research Project <input checked="" type="checkbox"/> Doctoral/Masters Research <input type="checkbox"/> Module Assignment
Research Title	The Impact of Culture on Women School Leaders' Career: A Study among Selected Public Schools in the East Coast of the UAE
Submission Date	6/8/2020
Submitted to (Name)	<input type="checkbox"/> Faculty Nominated Member (Research Projects): <input checked="" type="checkbox"/> Director of Studies (Doctoral Research): <input type="checkbox"/> Dissertation Supervisor (Masters Research): <input type="checkbox"/> Module Coordinator (Module Assignment):

II. Research Ethics Details

Background and rationale for study (This should be sufficient to justify the proposed research). Aims and objectives of the research (or the research question/s) and Potential benefits of proposed research: Limit to 500 words
<p>This proposed study (The Impact of Culture on Women School Leaders' Career: A Study among Selected Public Schools in the East Coast of the UAE) investigated the Impact of culture on school women leaders' career and professional development in schools in the East Coast of the UAE. Former theories such as the Kanters' Theory and The Scientific Management School focused on human capital as an important agent for development regardless personal tendencies. Subtle forms of discrimination against women within the educational system in particular such as the lack of opportunity of formal access to development programs of growth through training and other informal courses. For the purpose</p>

of this study, many similar studies were consulted such as Women in Management Worldwide: Facts, Figures and Analysis for Davidson, M. J. and Burke, Predicting Teachers Commitments: The Impact of Climate and Social Emotional –Emotional Learning Psychology in the School for R. J, Collie, R.J, Shapka, JD, and Perry, N.E, Attitudes towards women in the Arabian Gulf region, Women in Management Review for Abdalla, I. A.

Mixed analysis that involved the use of both quantitative and qualitative analytical techniques within the same framework will be adopted, It was based on the pragmatic paradigm in order to avoid either views of positivism and constructivism and to meet one or more of the following rationales/purposes: triangulation, complementarily. The researcher intended to uncover the domination of cultural barriers on the life of certain groups and determine the path of their professional life. What makes this study unique is that it discusses cultural obstacles from a national prospective since the researcher belongs to the community of the study which will contribute in presenting more accurate information regarding the case study and enrich the literature worldwide.

Main Ethical Consideration(s) of the Research

(The ethical matters your research may involve)

This is a low risk study as it is not engaging highly sensitive issues, nevertheless, participants were assured that their safety, dignity and confidentiality were guaranteed and they were not exposed to harm, unnecessary risks, or mental and physical discomfort that may harm the research procedure. Participants were openly informed of the research nature and purpose. In addition, participants have had the right to withdraw from this study whenever they felt uncomfortable. Their personal information were kept confidential; they were referred to by codes instead of using their original identity for more confidentiality Participants were free to leave any question unanswered when they believe that it was inappropriate or offending unanswered. As for the data provided, they none were fabricated or falsified. The researcher is committed to present true information derived from participants and he also commits himself to refer to document all the sources that he used for the sake of this study. Ethical Approval for this research will be issued and guided by BUiD’s ethical code of conduct .Following that an approval from the Ministry of Education will be issued

Methods of data collection:

Please outline in detail how data will be collected and **attach a copy of any questionnaires, interview schedules or observation guidelines** to be used. Limit = 400 words.

As for the primary data, it was collected using two basic tools, the semi-structured one-on-one interviews and the questionnaires. A copy of both is attached in addition to the interview schedule.

As for the secondary data, it was sought from several previous studies as related to the subject, in addition to, other accredited references, all of which were properly quoted and listed using Harvard Style.

Recruitment of participants:

Please outline the number and type (it may be considered vulnerable) of participants involved; give details of how potential participants will be identified and invited to take part in the study; and how informed consent will be obtained. Limit = 300 words

The number of participants in the interview is 30 female school leaders (Principals and Co-Principals) in the East Coast of UAE.

The number of participants of the questionnaire is 253 female school leaders in the schools of the East Coast of UAE.

The selection process of the participants was random from the overall study community, each participant was contacted formally and provided the researcher with signed participation consent before the interview or the questionnaire was conducted. All interviewed participants who approved to participate were given an appointment. The interview appointment schedule is attached.

Please attach a copy of your information sheet(s), draft materials such as interview questions etc. and consent form as well as indication of planned time of issue/use. If you are not using a consent form, please explain why.

Attached

Potential adverse effects on participants and steps to deal with them:

Please outline if you anticipate any potential harm or negative consequences including psychological stress, anxiety or upset which may be induced by the study and the steps to be taken to address them.

None.

Steps to be taken to ensure confidentiality of data:

Please outline steps if you are required to ensure confidentiality, privacy and anonymity of data during collection, storage and publication. Please specifically identify any confidential or personal information, and /or any other party's protected intellectual property which you need to use and safeguard.

All participants' names were concealed and their questionnaires/interview records were coded. Interviews and questionnaires were conducted on one-on-one basis (the researcher and the participant are only present in the same location at the time of data collection), all data collected were directly inserted without the involvement of any person who could have a conflict of interest.

Steps to be taken to ensure financial and commercial propriety:

Please specifically identify if any external funding or significant third-party financial involvement with the research.

No external funding or significant third-party involvement practiced.
Other plans to address a particular ethical matter not mentioned:
This is a low-risk study, no ethical matters to address.

III. Research Ethics Checklist

If you answer 'Yes' to at least any one of the high risk statements, then your research is High Risk. If you answer 'Yes' to at least any one of the medium risk statements, and 'No' to all high risk statements, then your research is Medium Risk. If you answer 'No' to all high risk and medium risk statements, then your research is Low Risk.

High Risk	
Will consent possibly be coerced out of participants by those whom would likely benefit from the research?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will it be necessary for participants to take part in the study without their knowledge and consent at the time?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the study involve some form of invasion of privacy?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is discomfort or harmful impact to participants likely to result from the study?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is there a possibility that the safety of the researcher may be in question?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the research require the researcher to be deceptive or dishonest to the participants?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the research have negative intrusive physical or psychological effects on the participants?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the names of the participants or the institution appear in the research?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Medium Risk	
Will the research involve governmental institutions or participants such as, for example, the army or the judiciary?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Will the study involve discussion of sensitive or potentially sensitive topics and issues?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the research involve potentially vulnerable participants (for e.g. children, prisoners, or people with disabilities)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the research involve participants that are unable to give consent?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the research involve administrative or secure data that requires permission from the appropriate authorities before use?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

The researcher undertakes not to deviate from the original consent granted by the University's Research Ethics Committee. The researcher bears full and sole responsibility for any deviation from this consent and all consequences arising from such deviation. The researcher waives all right of appeal in the event of any penalties applied by the University arising from such deviation.

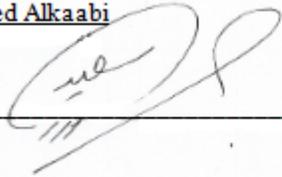
Risk Level Identified	<input checked="" type="checkbox"/> Low High	<input type="checkbox"/> Medium	<input type="checkbox"/>
------------------------------	---	---------------------------------	--------------------------

Declaration by the Researcher:

Having read the University's Research Policy I declare that the information contained herein, is to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that all researchers (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as the lead researcher take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Ethical Guidelines (Policies and Procedures Manual), as well as any other condition laid down by the BUiD Ethics Committee. I am fully aware of the timelines and content for participant's information and consent.

Print name: Saeed Alkaabi

Signature:  _____ Date: 7/3/2020



Staff

Chair of Ethics Committee

Name: Dr. Khalid Al Marri

Approved

Date: 6/8/2020

Disapproved

Signature: 

Students

Dean of Faculty

Name: Professor Eman Goad

Approved

Date: 6/8/2020

Disapproved

Signature: 

Authorisation for conducting research (only if approval is obtained):

The Committee has confirmed that this project fits within the University's Policies for Research and I authorise the low risk research proposal on behalf of BU'D's Research Ethics Committee.

Print name: Dr. Khalid Al Marri

Signature:  Date: 6/8/2020
(Chair of the Research Ethics Committee)

Appendix 2 –

Consent Form for Participation in a Research Study

The Impact of Culture on Women School Leaders' Career: A Study among Selected Public Schools in the East Coast of the UAE.

Dear colleague

The purpose of this research project is to investigate the Impact of culture on school women leaders' career and professional development in the educational system in the East Coast in the UAE .This is a research project being conducted by Saeed Alkaabi a PhD student at British University in Dubai. You are invited to participate in this research project because you are one of the female school leaders in the targeted area.

Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized.

The procedure involves filling a paper survey that will take approximately 30 minutes. Your responses will be confidential and we do not collect identifying information such as your name, email address or IP address. The survey questions will be about Impact of culture on school women leaders' career and professional development in the educational system in the East Coast in the UAE.

We will do our best to keep your information confidential. All data is stored in a password protected electronic format. To help protect your confidentiality, the surveys will not contain information that will personally identify you. The results of this study will be used for scholarly purposes only and may be shared with BUD University representatives.

If you have any questions about the research study, please contact lead researcher Saeed Alkaabi (saeed400@hotmail.com) / Mobile: (050 6498281) If you have any concerns regarding your rights as a research participant Please contact Director of Studies Dr. Solomon Arulraj David (solomon.david@buid.ac.ae) / Tel: 042791462 in British University in Dubai (BUD). This research has been reviewed according to British University in Dubai BUD procedures for research involving human subjects.

Ticking on the "agree" button below indicates that:

- You have read the above information.
- You voluntarily agree to participate.

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

Agree

Disagree

Participant's name Signature..... Date

Appendix 3 – Questionnaire

Dear colleague please answer the following questionnaire to the best of your knowledge for the sake of research. In this study entitled with The Impact of Culture on Women School Leaders' Career: A Study among Selected Public Schools in the East Coast of the UAE. The researcher intends to highlight the major cultural challenges that obstruct your career development as a women school leader as well as the opportunities before them to achieve progress.

For the purposes of this study, the researcher has developed the attached questionnaire that has two sections. First section where you need to mark the box with the most appropriate answer focuses on demographic information such as age ,experience , marital status, job title .Second section covers 8 domains Communication domain, beliefs and moral values domain, norms and traditions domain, family status domain, career sustainability domain, training and development domain, opportunity domain and psychological domain.. The researcher hopes that you would kindly view and answer all questions by putting (√) under the appropriate answer that reflects your sincere point of view, as the results of the research are governed by them. Please do note that this questionnaire will be used for research purposes only and that all the information obtained from it will remain confidential.

Thank you for your cooperation.

Researcher

Saeed Alkaabi

First Section: Demographical Variables

No.	Statement						
1	I'm	Married	Married with children	Single mother	Unmarried	Divorced	Widow
2	I'm between	21-25	26-30	31-35	36-40	41-45	Above 45
3	Previous Work Type	None	Public School	Private School			
4	Years of experience	1-5	6-10	11- 15	16-20	21-25	Above 25
5	My Education	Bachelor or Equivalent	Master or Equivalent	Ph.D.	Other:		
6	Job Title	Principal	Co-Principal	others			

Second Section
Research Domains

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
First Axis: Cultural challenges						
Communication						
1.	Women lack the ability to communicate with their leaders and use body language especially with men leaders.					
2.	Due to cultural background, women find it difficult to pass their ideas smoothly.					
3.	The relationship between female leaders and their counterpart is vague and strictly work.					
4.	Female leaders lack self-confidence regarding making decisions.					
5.	Female leaders are not well educated regarding other cultures.					
6.	Female leaders do not interact or exchange experience like men do.					
7.	The authoritative family roles impact the performance of leader women.					
8.	Female leaders need to develop their communication skills especially with the opposite gender.					
Beliefs and moral values						
9.	Female leaders are still under the influence of moral values of their society.					
10.	According to society, women are not qualified to be leaders.					
11.	Female leaders suffer from socio-cultural inequality.					

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12.	Leader women's performance is not appreciated by the society					
13.	It is hard to change the stereotypical image of female leaders in the society					
14.	Female leaders suffers from the lack of laws and constitutions against any discrimination					
15.	People do not trust decisions made by a woman school principle.					
Norms and tradition						
16.	A large sector of the society still thinks men are superior to women					
17.	A large sector of the society still believes that the right place for women is home					
18.	Society is still influenced with the old tribal traditions					
19.	Social pressure makes female leaders think of resigning.					
20.	The cultural prejudice of society imposes great pressure on a woman leader at work.					
21.	Society still requires women to invest their abilities only at home.					
22.	Society still refuses to engage women in non-traditional work					
Family status						
23.	Married women can be the outstanding leaders in spite of social and family duties that they have to attend to.					
24.	Social status does not affect female leaders ability to make wise decisions					
25.	Female leaders can easily balance between family and work.					

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
26.	It is husband's duty to encourage his wife to continue her career					
27.	It is necessary that family understands the nature of Female leaders work					
28.	Supporting and encouragement from the people who surround Female leaders gives them more motivation to work					
29.	Being divorced with children does not prevent me from performing my duties as a woman leader perfectly.					
Second Axis: Women school leaders' career						
Career sustainability						
30.	Female leaders can get financial and moral incentives permanently					
31.	Educational system encourages women leaders' hard work and innovation					
32.	Female leaders can promote teamwork to reach common goals for both management and staff					
33.	Female leader can get the best promotion opportunities					
34.	Female leaders are keen to follow the laws and regulations that improve their performance.					
35.	In the Ministry of Education, Leaders are selected based on competence, knowledge and charisma.					
36.	Female leaders seek to continuously develop their expertise to suit the nature of the work.					
Training and development						
37.	Female leaders are keen to attending in training and					

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	development courses on an ongoing basis.					
38.	Female leaders are gaining more experience and skills by attending training programs					
39.	Female leaders spend a lot of time in training commensurate to get superior experience					
40.	In order to improve their leadership abilities, female leaders spend some of their income on private training.					
41.	Female leaders went through the same professional stages as their male counterparts					
42.	Female leaders have to struggle to prove they are worthy of the position.					
43.	Female leaders with good training and qualifications can reach the position they seek easily.					
44.	Participation of Female leaders in local and international conferences develops their expertise					
Opportunity						
45.	Women can solve problems and make executive decisions easily in the field					
46.	Female leaders receive local and international awards in case of excellence.					
47.	Create an attractive work atmosphere.					
48.	Woman leaders have the right to a paid study leave to continue their education					
49.	Female leaders reached their position by competing with other candidates (men and women).					

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
50.	Female leaders have the right to receive incentives to continue their productive efforts					
51.	Female leaders can get creative when they are given the chance.					
52.	Distinguished female leaders can contribute to the development of educational policies.					
psychological impact						
53.	Culture influence on society and family impacts you psychologically					
54.	I feel frustrated from the negative social and family negative attitude towards your job as a women leader					
55.	There is a connection between your psychological states, frustration, anger, dissatisfaction, resulted from cultural challenges and your performance at your institution					
56.	You can express your dissatisfaction of the cultural impact on the family and society openly					
57.	There is a connection between lack of family support and developing psychological issues					
58.	Family and social attitude towards female leaders unjust and biased					
59.	You deal with the cultural psychological impact in a positive way					
60.	There Are Consequences of these psychological issues on your marital status					

Appendix 4

Interview Questions

By

Saeed Alkaabi

Does family status of women school leaders' affects the progress of their profession?"

Does your family (brothers, father and mother) have an influence on your career as a women leader?

Women school leaders' success is connected with the family consent.

The number of male siblings affects the family's pressure center

Do Norms, values, beliefs and traditions impact women school leaders'?

Does social pressures influence women school leaders' performance and obstruct their professional development?

Do men resist accepting women school leaders' decisions based on cultural ideology?

Do men question women's decisions, making them inefficient?

What cultural aspect do you find most restraining to women in the East Coast?

Family traditions, Stereotypical image of women in the society, Gender discrimination, or

All cultural aspects influence female school leaders career equally

Is it important for female school leaders to presume their education?

Have you ever thought of getting a higher degree?

What keeps from presuming your education?

Do believe that getting a higher degree will reflect on your performance as a leader?

As a women school leader, I need to work extra time to be able to finish a task or make a decision.

Choices

YES

No

Depends on the circumstances (explain)

Do women school leaders' receive the same training and development courses in order to improve their careers?

Does Ministry of education provide equal training opportunities such as?

Advanced leadership techniques training programs, Communicational skills and crisis management or IT training and language courses?

Do you find it difficult to balance between work and family? Explain

Is it a problem to balance between work and family?

It is difficult to balance between work and family in a society which doesn't believe in women's ability to balance between work and family?

Do you think Family support and encouragement help you balance between family and work?

How can women school leaders' achieve career sustainability?

Can they develop strategies that enable them adapt with the current situation?

Can female school leaders create difference in socio-cultural and family issues?

Can they Create role models for the new generation of women leaders?

As a school leader woman, are you aware of the cultural privacy of your society?

Are you fully aware of the cultural privacy of my society?

How do you feel about the cultural privacy of my society?

Do you think that women are underrepresented in leadership positions in the Ministry of Education?

Do you think the number of female leaders in the Ministry of Education is acceptable?

What helps women achieve the proper presentation?

Is underrepresentation related to social and cultural issues?

Do women think school leaders have the same opportunities in the educational System?

Do female school leaders have equal access to administrative role?

Do female school leaders receive equal benefits?

Do female school leaders refuse to seek opportunities due to family issues?

As a school leader did you have a mentor to teach and guide you through your new work?

Do you accept the guidance of a male leader?

Who were your instructor and mentor in your first beginnings?

Why do most women prefer a women mentor?

Being a female leaders working under strict cultural rules, do you think of quitting your job?

Do try to improve the current social status of women?

Do you adopt with the current status?

Do you quit your job?

Do think women in the East Coast are being empowered by the government?

What obstruct women empowerment in the UAE?

What results do female school leaders achieve since the establishment of the country?

Is there anything more government can do to empower women?

As a women school leader, do you think cultural influence on society and family impacts you psychologically?

Do you feel frustrated and disappointed from the negative social and family attitudes towards your as women and as a women leader?

Is there a connection between your (psychological states), frustration, anger, dissatisfaction, resulted from cultural challenges and your performance at your institution?

Do find family and social rules concerning women in general were unjust and biased?

B-Interview schedule

Participant's name	Participant's Code	Job title	School Name	Date	Day	Time	Notes
	1	principal	Sikmkam	1/2/2020	Thursday	9-11	
	2	Co-principal	Sikmkam	1/6/2020	Monday	10-12	
	3	principal	AlBidia	1/7/2020	Tuesday	11-1	
	4	Co-principal	AlBidia	1/8/2020	Wednesday	8-10	
	5	principal	Al Baher	1/12/2020	Sunday	10-12	
	6	Co-principal	Al Baher	1/13/2020	Monday	9-11	
	7	Principal	Al Ma'refa	1/14/2020	Tuesday	10-12	
	8	Co-principal	Al Ma'refa	1/15/2020	Wednesday	8-10	
	9	principal	Murashid	1/16/2020	Thursday	10-12	
	10	Co-principal	Murashid	1/19/2020	Sunday	9-11	

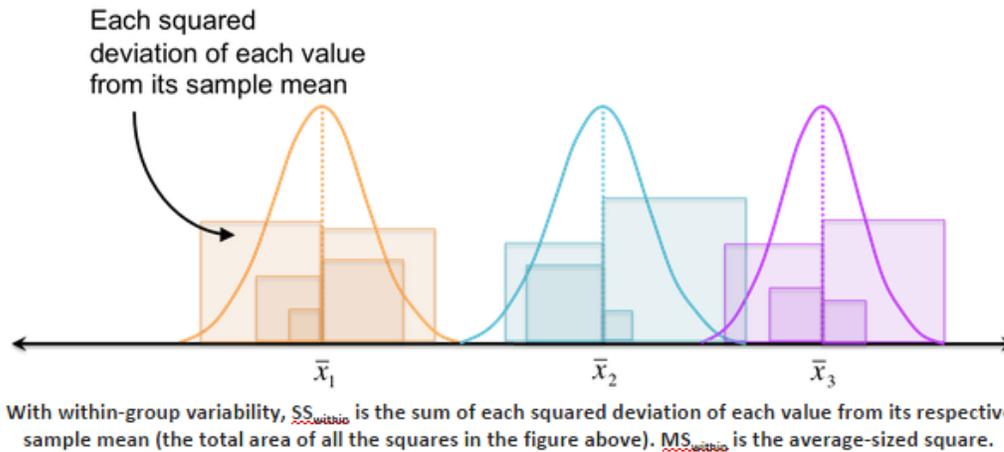
	11	principal	Merbeh	1/20/2020	Monday	10-12	
	12	Co-principal	Merbeh	1/21/2020	Tuesday	10-12	
	13	Principal	Um Hakeem	1/22/2020	Wednesday	11-1	
	14	Co - principal	Um Hakeem	1/23/2020	Thursday	8-10	
	15	Principal	AlQuria	1/26/2020	Sunday	9-11	
	16	Co-principal	AlQuria	1/27/2020	Monday	10-12	
	17	Principal	Wadi Al Helo	1/28/2020	Tuesday	11-1	
	18	Co-principal	Wadi Al Helo	2/2/2020	Sunday	8-10	
	19	Principal	Khorfakan	2/5/2020	Wednesday	10-12	
	20	Co-principal	Khorfakan	2/10/2020	Monday	9-11	
	21	Principal	Atikah	2/13/2020	Thursday	9-11	
	22	Co-Principal	Atikah	2/16/2020	Sunday	10-12	
	23	Principal	Bethnah	2/17/2020	Monday	11-1	
	24	Co-Principal	Bethnah	2/20/2020	Thursday	8-10	
	25	Principal	Al Furqan	2/23/2020	Sunday	10-12	
	26	Co-Principal	Al Furqan	2/25/2020	Tuesday	9-11	
	27	Principal	Al Ma'refa	2/27/2020	Thursday	11-1	
	28	Co-principal	Al Ma'refa	3/2/2020	Monday	8-10	
	29	Principal	Aliqed Al Fareed	3/4/2020	Wednesday	10-12	
	30	Co-principal	Aliqed Al Fareed	3/9/2020	Monday	9-11	

Appendix 5 – Statistical Tools Used

Based on statistical researchers such as Kvanli, Saleem et al., and Kanacademy, we can measure **Within-group variability** by looking at how much each value in each sample differs from its respective sample mean. So first, we'll take the squared deviation of each value from its respective sample mean and add them up. This is the **sum of squares for within-group variability**.

$$\begin{aligned} SS_{\text{within}} &= \sum(x_{i1} - \bar{x}_1)^2 + \sum(x_{i2} - \bar{x}_2)^2 + \dots + \sum(x_{ik} - \bar{x}_k)^2 \\ &= \sum(x_{ij} - \bar{x}_j)^2 \end{aligned}$$

Note: x_{i1} is the i th value from the first sample, x_{i2} is the i th value from the second sample, and so on all the way to x_{ik} , the i th value from the k th sample. x_{ij} is therefore the i th value from the j th sample.



"Like between-group variability, we then divide the sum of squared deviations by the **degrees of freedom** (df_{within}) to find a less-biased estimator for the average squared deviation (essentially, the average-sized square from the figure above). Again, this quotient is called the mean square, but for within-group variability: MS_{within} . This time, the degrees of freedom is the sum of the sample sizes (N) minus the number of samples (k). Another way to look at degrees of freedom is that we have the total number of values (N), and subtract 1 for each sample"

$$df_{\text{within}} = (n_1 - 1) + (n_2 - 1) + \dots + (n_k - 1) = n_1 + n_2 + n_3 + \dots + n_k - k(1) = N - k$$

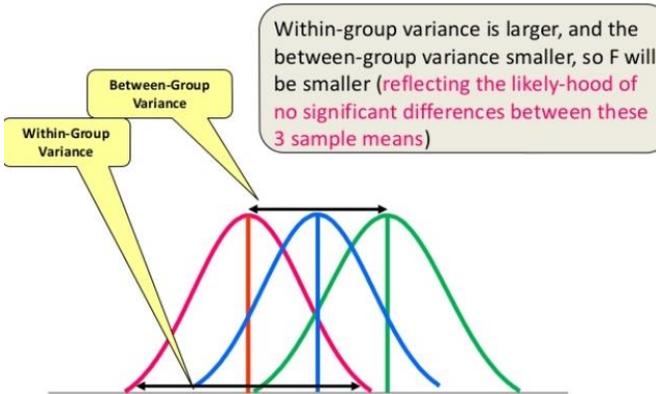
$$MS_{\text{within}} = \sum(x_{ij} - \bar{x}_j)^2 / (N - k)$$

F-Statistic: "The statistic which measures if the means of different samples are significantly different or not is called the F-Ratio. Lower the F-Ratio, more similar are the sample means. In that case, we cannot reject the null hypothesis."

F = Between group variability / Within group variability

"This above formula is pretty intuitive. The numerator term in the F-statistic calculation defines the between-group variability. As we read earlier, as between group variability increases, sample means grow further apart from each other. In other words, the samples are more probable to be belonging to totally different populations. This F-statistic calculated here is compared with the F-critical value

for making a conclusion. In terms of our medication example, if the value of the calculated *F*-statistic is more than the *F*-critical value (for a specific α /significance level), then we reject the null hypothesis and can say that the treatment had a significant effect."



"In statistics, the variance inflation factor (*VIF*) is the quotient of the variance in a model with multiple terms by the variance of a model with one term alone."

The formula for standard deviation (*SD*) is

$$SD = \sqrt{\frac{\sum |x - \mu|^2}{N}}$$

where \sum means "sum of *x* is a value in the data set, μ is the mean of the data set, and *N* is the number of data points in the population."

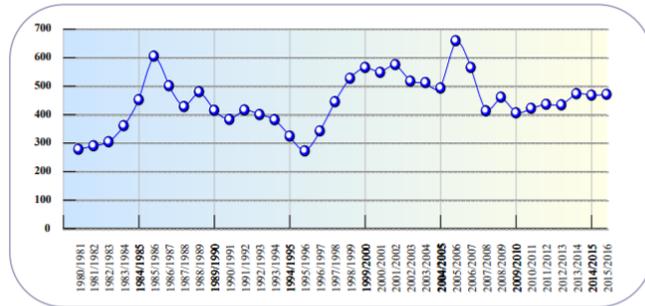
Appendix 6 – UAE University Graduates



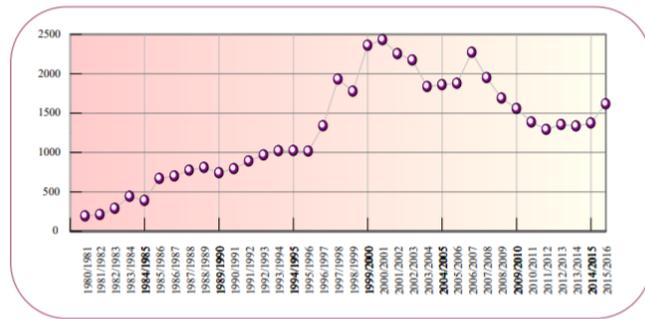
Graduates by Gender (Academic Years 1980-81 through 2015-2016)

Academic Year	Gender		Total
	Males	Females	
1980/1981	278	194	472
1981/1982	290	213	503
1982/1983	304	291	595
1983/1984	361	442	803
1984/1985	452	391	843
1985/1986	605	670	1275
1986/1987	501	701	1202
1987/1988	428	774	1202
1988/1989	480	809	1289
1989/1990	415	742	1157
1990/1991	383	794	1177
1991/1992	416	891	1307
1992/1993	400	968	1368
1993/1994	382	1021	1403
1994/1995	324	1023	1347
1995/1996	272	1016	1288
1996/1997	342	1340	1682
1997/1998	445	1931	2376
1998/1999	527	1777	2304
1999/2000	565	2361	2926
2000/2001	548	2432	2980
2001/2002	575	2255	2830
2002/2003	517	2174	2691
2003/2004	512	1838	2350
2004/2005	493	1860	2353
2005/2006	659	1878	2537
2006/2007	565	2272	2837
2007/2008	413	1950	2363
2008/2009	461	1691	2152
2009/2010	406	1558	1964
2010/2011	422	1386	1808
2011/2012	436	1293	1729
2012/2013	434	1355	1789
2013/2014	473	1337	1810
2014/2015	468	1375	1843
2015/2016	471	1617	2088

Students & Graduates Statistics (Fall 2016/2017)



Male Graduates



Female Graduates

Resource:

<https://www.uaeu.ac.ae/en/vc/strategy/pdf/fallsemester2016-2017.pdf>

Finished