Exploring the Professional Development Needs of International School Principals in the UAE

استكشاف مهارات التطوير المهني المطلوبة لمدراء المدارس الدولية في الإمارات العربية المتحدة

by

MOHAMAD EZZAT ALKUTICH

A thesis submitted in fulfilment

of the requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

at

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Abstract

School leadership is considered to be a significant part of domestic and international affairs. Effective school principal who can effectively represent the school, build the students as well as the teachers, and lead a formidable educational team is the dream of every nation. The case study of leadership development training for international school principals in the UAE was chosen in this research, and the primary objective was to evaluate international school principals to obtain their impressions of their professional learning activities. The technique used in this research was a mixed-method approach, which gave a clearer picture of the impressions gained from international school principals of leadership development training.

A survey framework was used in the quantitative approach accompanied by a qualitative research interview to assess their views on their professional preparedness. The nine principal of international schools expressed an interest in attending the interview process among these 59 international schools in the UAE. Participants ' perceptions support four leading leadership practices: vision and direction understanding and development of individuals, organizational progress, and management of learning and teaching programs. The Participating Principals demonstrated a human-centred approach, focusing on capacity building, developing positive relationships as well as an active duty of care. Further, the effectiveness of the Professional Development program was not worthwhile considering that principals were not invited to give their views on the matters of development.

The reflections and narratives of Principals provided valuable data for exploration and conceptualization. The findings of this research are significant, and it

adds more rich contributions to the body of knowledge on the learning and development of international school principalship.

تمهيد

أصبحت القيادة المدرسية ذات أهمية بالغة ضمن برامج السياسات التربوية عالمياً، فهي تلعب دوراً كبيراً في تطوير التقدم المدرسي من خلال تحفيز دوافع وقدرات المعلمين والبيئة المدرسية؛ إذ أن القيادة التربوية الفعالة تُعتبَر شيئاً جوهرياً لتطوير الأداء وتحقيق المساواة في التعليم.

ينطوي بحثي هذا على دراسة برامج تطوير المهارات والكفاءات القيادية لمدراء المدارس الدولية في دولة الإمارات العربية المتحدة، حيث يهدف بشكل رئيس لتقييم آراء مدراء المدارس الدولية حول البرامج التدريبية القيادية التي انخرطوا فيها.

وقد كان منهج البحث المتّبع في هذه الدراسة قائماً على منهج البحث المدمج لكلٍّ من: المنهج الكَمّي والنوعي، فمن خلال المنهج الكمي تمكّنتُ من إعطاء صورة أوضح للمعطيات المستخرجة من آراء المدراء المشاركين في البرامج التدريبية الموجهة للقيادات المدرسية من خلال استخدامي لاستراتيجية الاستبيان، التي على ضوءها تمت الدراسة النوعية التي تضمنت مقابلات مع عينة من مدراء المدارس المشاركين في هذه الدراسة لتقييم جهوزيتهم المهنية المنبثقة عن اتباعهم هذه البرامج التدريبية، حيث تبيّن لي أن تسعة مدراء - من أصل تسع وخمسين مديراً مشاركاً في هذه الدراسة - عبروا عن استعدادهم للمشاركة في إجراء هذه المقابلات.

وقد تمحورت المقابلات في جوانب أربعة وهي: بناء الرؤية والتوجيهات، تطوير الأفراد، التقدم المؤسساتي وإدارة برامج التعليم والتعلم.

ومن خلالها عبّر المدراء المشاركون عن آراءهم بالتزام عامل البعد البشري من خلال تركيزهم على بناء القدرات، والتأسيس لعلاقات إيجابية بين أعضاء فريق العمل وكذلك العناية الفعالة بالمعلمين.

كذلك أظهرت نتائج الدراسة بأن هذه البرامج التدريبية للقيادات المدرسية ليست ذات أثر فعال؛ لأن القائمين عليها لا يعطون جانباً من الأهمية لآراء المدراء المشاركين في كيفية تطوير هذه البرامج.

وبالرغم من ذلك فقد أثمرت مشاركات وآراء المدراء المشاركين عن بيانات ومعطيات ذات قيمة كبيرة للاستكشاف وبناء المفاهيم المتعلقة ببرامج التطوير المهني للقيادات التربوية، وكانت نتائج هذه الدراسة مهمة جداً من خلال إسهامها في إثراء المكتبة بالمفاهيم والمعارف الخاصة للبرامج الموجهة لقيادات وإدارات المدارس الدولية.

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

Education is known to be the most crucial sphere of the world because it aids to nurture future generations. In other words, the sustainability of society is dependent on the true deliverance of education in the world. Nobody denies the significance of education because it has the tendency to change the existing dimensions of the world. Due to extensive technological advancements, the world has seen a lot of revolutionary changes and it is important to know that education is the core player that is behind in all of this technological development that changed the course of the planet. Personalities that are indulged in this prestigious profession of nurturing the future generations are leaders, mentors or tutors. The role of principals is inevitable while defining essentials for nurturing the kids through their leadership qualities. It is rightly said that they are known to be makers or breakers of the nations because if they are incompetent then they have potential to derails all the nation to the devastating and disastrous ends and they might be way behind in the league of nations in terms of technological and ethical development. As a result, leaders from the education sector are responsible for defining the future of the nations and it is well proved by the recent advancements in the globe. The fate of the nations is in the hand of the leaders that are paying great focus on the nurturing of the young ones. It is rightly said that nation-building initiated from the classrooms and it is crucial for the thinkers to know what are the essential characteristics that are necessary for the enhancement and flourishing of the leadership

qualities in the leaders so that nations can survive in the competitive environment of the global arena.

Schools should always prioritize the needs of the students and the academic system if any form of growth and improvement is to be experienced by the schools. Academic leaders have been found, by research, to be highly valuable in a student's performance, and also in refining learning instructions (Council of Chief State School Officers, 2008). Thus, school principals are held accountable for the academic performance of school students. Leadership development training programs should primarily reflect this ideology.

The majority of the individuals are aspiring to become a leader but they failed to do so because they are unable to manage professionalism and emotionalism in the true sense (Scoular, 2019). Professionalism and emotionalism have blending relations because both have a great influence on the prosperity and growth of leadership qualities. Failure to the true essence of emotionalism and professionalism leads to devastating and disastrous circumstances. According to literary circles, the difference lies between manager and leader in the real world because of the variation in the qualities of managers and leaders. Every person can become a manager but it is not possible that he/she can also become a leader. In other words, every leader is a manager but it is not necessary that every manager can become a leader. This classification between leader and manager is done on the basis of the reviews of the people that are liable to judgment their leadership qualities. According to literary circles, leadership tends people to lead from the front while managers compelled people to do things forcefully. This variation in the behavior leads people to decide whether people who attained the status of a manager are liable to be called a leader or not. Leadership is not the thing that anyone can learn overnight because of complexities and ambiguities that hinders

the path of learning such qualities and the greatest influencing factor is the ego system and it is necessary for any person to become a leader should address its ego discomfort on an emergency basis (Hale and Moorman, 2003).

A number of leadership preparation programs for educators exists worldwide, yet, they do not adequately equip school principals nor enable them to effectively execute their office (Hale and Moorman, 2003). Apparently, a big vacuum exists between aspiring instructional leaders' preparedness and rising accountability demands (Hale & Moorman, 2003). Preparation programs of school principals should provide them with greater cognitive skills and knowledge.

Accountability approach is practiced in many countries worldwide. However, in the UAE, principal accountability is presented via school inspection which is in place since 2007. This inspection system judges schools from different aspects, one of them is the quality of leadership. The approach of accountability was introduced in two educational reforms in the United State of America the USA; Race to the Top (2009), and No Child Left Behind Act (2001). With the attention on the quality of training principals are receiving. Moreover, academic leaders should be educational giants who can properly form and lead a team to build students. Principals have to maintain school performance in highly competitive contexts, develop an evidence-based theory-based driven approach to school improvement, become more socially conscious, and tackling the underperformance of certain groups in education (Devine, 2013).Since the roles of principals keep evolving, preparation programs should prepare principals for success.

According to research, the orthodox professional training methods for school principals have failed in adequately preparing school principals for the modern-day 21st century standards (Hale & Moorman, 2003). Development training with accompanying degrees and certifications offered in universities and/or colleges hardly

ever addresses the real challenges that educators, academic leaders, and principals encounter in a typical school setting(Tovar, 2020).

Preparation programs usually focus on strategies for employability; preparing principals for the academic job market. Thus, the ideal leadership training should entail certain principles, like; creating an academic success vision for students; inducing a hospitable learning environment; building more leaders; improving teaching methods; and proper school management (Wallace Foundation, 2012). This vacuum led to a reform in schools, and fresh ideas for academic leadership training are continually been developed by a lot of schools, in a bid to develop principal trainees to full-blown academic leaders or principals, who completely and knowledgeably embrace their responsibilities. Still, research indicates that a large conspicuous gap hanging between the aspiring instructional leaders' preparedness and the changing demands of the education industry (Hale & Moorman, 2003).

There are several leadership training programs in the world, yet they do not adequately equip school principals or allow them to do their work effectively (Hale and Moorman, 2003). There is a large vacuum between aspiring instructional leaders ' preparedness and rising accountability demands (Hale and Moorman, 2003). Preparation techniques for school principals should effectively transfer superior cognitive skills and creative stimulants to graduates in leadership development programs (Education Week, 2011).

Training programs and initiative cannot be a success story until leadership qualities are embedded in the characters of the principles so that they meet changing trends in society gloriously. The greatest calamity of the era is that these skill or trait development and enhancement programs cannot be able to attain its full potential due to negligence towards moral duties by the competent authorities and this attitude puts

the future of the students and teachers at stake. With time this gap between the principals and other entities in the educational institutions getting widened due to non-progressive policies. It is important to know that these circumstances have the potential to derail the financial projections of the educational institutions along with pouring disturbing impacts on the nurturing of the students. Moreover, there are many drawbacks that hinder the path of the accountability of the principals' actions. In the majority of the cases, principals are considered to be the ultimate authority in the institution and its decision is considered as final in all of the cases. It might be possible that the decision-making power of the principal is not suitable for playing such a vital and responsible duty. This deficiency of the decision-making pours bad effects on the progress and growth of the educational institution. Thus, the weak personality of the principals is not viable to deal with the crucial and complex problems in educational institutions with time.

For the streamlining of the operations in the educational institutions or schools, it is necessary to have effective and efficient leadership that can be able to deal with the management affairs of the institution so that its success can be ensured. According to literary circles, the main aim of the leadership is to transform the institution so that it can compete with technological advancements in the proximity. This can only be possible when the actions of the principals are accountable because this helps to check the credibility and effectiveness of the educational institutions. There are many other parameters to access the credibility and effectiveness of the schools such as formulating policies that aids to attain a competitive advantage over others. This can only possible when no one in the institution considers himself/herself above law and they have to justify their actions for the betterment of the institution. These compelled managers to become leaders and in our case of a concern, principals should need their actions in the

schools because these actions or policies influenced the social fabric of society. According to literary circles, the social fabric of the community is highly influenced by the policies formulated by the principals of local schools because these have a direct influence on the nurturing of the next generation. Apparently, a big vacuum exists between aspiring instructional leaders' preparedness and rising accountability demands (Hale and Moorman, 2003). Preparation techniques for school principals should adequately transfer superior cognitive skills and creativity stimulants to graduates of leadership development programs (Education Week, 2011).

Principals' contribution to the schools cannot be diminished because of their huge significance. It is crucial for the individuals who wanted to become effective and efficient principles should instigate qualities of leadership in themselves so their performance can be a hundred percent in the field. It is essential for principals to realize that they have a great responsibility in terms of nurturing future generations. There are many external and internal factors that pour the influencing effect on the decision-making power of the principals and refrain them to contribute efficiently and effectively in the nourishment of young minds. Moreover, the significance of the developing leadership qualities in the principals is evident from the fact that they have to tackle the development and growth of the teachers along with the nurturing of the young minds in the schools. Teachers are considered to be on-field players in the schools and they have to interact directly with students so it is crucial for the principal to manage all of them effectively. The status of the teachers is very high in society because they are attached to the most prestigious profession in the world. Its scarcity is evident from the fact that it is dependent on the development and nurturing of the students and teachers in the best possible manner so that nation-building can be possible and nations can easily achieve milestones in the competitive technological

environment. While keeping all of the prestige of the status of the principals in the education sector, the sincere effort of the nourishment and flourishing of the leadership qualities in the principals so that productivity of the principals cannot be diminished. The world is heading to the advancement in its every sphere so a revolution in the leadership qualities according to the changing trends in society is mandatory. Thus, the nourishment of the leadership qualities in the principals is crucial so that the education sector can cope with changing trends in society.

Development of the leadership qualities for principals can be done through different means and patterns which includes training in the professional and competitive business environment. It is crucial to know that people around the world want to attain a responsible job so that they can prove their true potential in the competitive business environment. The same is the case with the development of the essential traits and qualities in the personality of the wannabe principals because they are taking the responsibility of nurturing future generations. It is like transferring the legacy of competent people for the betterment of the next generations.

The Roles of principals is ever-changing, according to research, academic leaders are integral in schooling and producing high achieving graduates who can easily adapt to a dynamic workplace and efficiently apply their knowledge (Council of Chief State School Officers, 2008). Unfortunately, this has only added more burden for educational administrators. School principals and academic leaders should be more focused on setting a good example as instructional leaders for students and teachers, as well as agents of change, rather than being saddled with school administrative management, like employment of teaching staff, bursary, finances, and student transportation (Council of Chief State School Officers, 2008).

The dream of every educator and student is an effective principal who can adequately represent the school, build students as well as teachers, and lead a formidable educational team. Research shows that the conventional modern method of training for school principals has failed to prepare school principals sufficiently for today's standards of the 21st century (Hale and Moorman, 2003; Tovar, 2020). Development training with accompanying degrees and certifications offered at universities and colleges hardly ever address the real challenges faced by educators, academic leaders and principals in a typical school setting (Tovar, 2020).

Preparation programs usually concentrate on employability strategies; planning news for the academic job market. Norzailan, Yusof, & Othman (2016) proposed that strategic leaders develop three key and distinctive competencies needed to run their duties in the turbulent environment to get a competitive advantage, these competencies are strategic thinking, managing policies, and change management. Thus, an ideal leadership training should, therefore, include certain principles such as: developing an academic achievement vision for students; creating a supportive learning environment; building more leaders; enhancing teaching methods; and good school governance (Wallace Foundation, 2012). This vacuum has led to a reform in schools, and many schools are increasingly exploring fresh ideas for academic leadership training, to develop key trainees to full-blown academic leaders or supervisors who thoroughly and knowledgeably assume their responsibilities. Research shows, however, that there is a large visible gap between the instructional leaders' willingness to prepare themselves and the changing demands of the education sector (Hale and Moorman, 2003).

This introduction chapter covers the following areas; an introduction; historical background and rationale of the research, the problem statement; the aim of the study;

meanings of key terminologies employed; research methodology, concept framework, as well as limitations.

1.2. Background of the Study

The role of a principal is very dynamic. According to research, current professional development programs do not adequately prepare school heads to meet the rapidly changing demands of the 21st century (Hale and Moorman, 2003; Tovar, 2020). Education curriculum offered in universities and/or colleges with associate degrees and certifications hardly ever addresses the real challenges that educators, academic leaders, and principals face in a typical school environment (Tovar, 2020).

Legislation such as the No Child Left Behind Act (2001) and other academic accountability campaigns have led educators to focus more on identifying and enforcing best academic practices (Butler, 2008), and students' academic achievements through evaluation have shaped their primary focus. Such constantly changing demands require an appropriate plan of planning that identifies and trains the principal's needs to work efficiently.

This vacuum has resulted in reform in schools, and many schools are actively exploring fresh ideas for academic leadership training to develop trainees to full-blown academic leaders or administrators who completely and knowledgeably accept their responsibilities. Existing college and university curricula should include preparation for aspiring principalities (SREB, 2007). Because these programs will provide even more opportunities for the schools that offer them to improve and improve the training and education of the principals. This growing need has forced schools to join higher education institutions in a collaborative effort to balance academic activities through comprehensive training, combining knowledge with practical experience (Bottoms,

2001), to ensure that the principal is fully knowledgeable and practically ready to turn students and teachers into high-performance.

1.2.1.   The Need for Development Programs for Principals

Principals, to lead schools effectively, need the necessary support from the authorities; to enable them to improve their knowledge and skills across the required areas (Association of Washington School Principals, 2010). The educational bodies can provide help through a new and improved effective training program for leadership development. For example, principals may not only be given the opportunity to theoretical knowledge but can also be given access to mentors, experienced practitioners and a practical environment for applying and sharing their knowledge. Besides, time and scenarios for active self-reflection and peer-to-peer networking are also worthy of support (Peterson, 2001; NAELP, 2002).

Many countries have pointed out that this type of leadership development is of primary importance (Shelton, 2012). In the United States, for example, the Elementary and Secondary Education Act (ESEA) provides funding for training of these school principals, grants to aspiring and existing principals, for leadership development programs, as stated in the Education Programs (Department of Education Appropriations Act, 2012).

The Role of principals is always evolving. According to research, academic leaders are integral in the education and production of high-level graduates who can easily adapt to a dynamic job and efficiently use their knowledge (Council of Chief State School Officers, 2008). Unfortunately, this has only added to the burden on educational administrators (CCSC, 2008). School leaders and leaders should focus more on setting the example of leadership for learners, teachers and agents of change,

rather than saddling with the management of school administration, such as teacher jobs, bursaries, finances and transport for students (Council of Chief State School Officers, 2008).

Over the last 25 years, the role of the principals in an educational environment has been changed through these high-quality leadership programs (Young, 2002; Darling-Hammond, 2007; Tucker, 2002; Jackson, 2001; Kelley, 2001). Therefore, there is no codified program covering the whole scope of the responsibilities of the principal. Leadership programs have only dealt with the hierarchy of the professional ladder, professional performance and institutional effectiveness of the education system (Munro, 2020). Formalities and compliance issues are addressed at the cost of substantial value and a functional framework that reflects a top-to-bottom military leadership model that has no outcomes (Williams-Boyd, 2002).

Having considered management and soft skills, as well as all key ingredients of leadership, the primary focus for student performance should be on principals and the parts they play. Effective school leadership has been evaluated through different factors, and studies have discovered that school principals play the most important roles in student performance (Darling-Hammond et al., 2007). Most of the research on this subject is focused on the significant effect of high-quality leadership programs on the academic success of the students, in particular, the study "Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs" (Darling-Hammond and partners, 2007).

This position is also backed by further research, such as; Leithwood et al. 2004; Darling-Hammond et al. 2007; National Association of Principal Elementary Schools, 2008; Haynes, 2007; Simkin et al. 2010; Shelton, 2012; Wallace Foundation, 2008; Southern Regional Education Board, 2008 and 2009. In many countries, the authorities

now prefer to develop their training programs, having understood the complexity of the role of the principal in employment (Hammond, 2007). These specialized programs have been designed with the classroom in mind, with practical scenarios designed to expand and apply theoretical knowledge (Gall, 2007). In the United Arab Emirates, this program only targets the principals of public schools in Abu Dhabi (Pont et al., 2008; Darling-Hammond, 2017), but there is nothing for the principals of the private sector. Principles must, therefore, be prepared for the unpredictable rising demands of the education leadership industry.

1.3.   The Rationale of the Study

The purpose of this study is to investigate the professional development needed for principals of international schools in the UAE, how they use to obtain the required knowledge, skills and competencies, as well as, what is their preferred leadership style. The interest in this study was driven by my experience of a teacher and the head of a department in different international schools for 11 years in the UAE. It is believed that being a principal is a very complex job, and to be successful in this role; you should be a skillful leader.

I believed that nation-building starts from classrooms so it is of paramount importance to know that for the building of nation in a concrete and positive manner it is compulsory to manage school's affairs in an appropriate manner and principal who are governing heads of the schools should need to realize their significance and played an important role while saving it from further devastation. Principals can become leaders if they handled matters of the schools while envisioning its future by adopting leadership qualities. It is no wonder to realize that leaders can be true choosers because

there can analyze true potential in someone's personality and assign tasks to perform. All of this can only be attained through quality and productive leadership qualities.

Educational leadership research is at rising from the past two decades. It is due to the several ingredients that enhanced its importance. First and foremost, the school is increasingly becoming complex institutions due to an expansion of the tasks involved (Huber, 2010). Moreover, leadership competence is now linked to the success of a school creating more indulgence in researching the sphere of international education. With the boom of the oil in the UAE, the lives of the people are revolutionized because of the huge influence of the foreign cultures on the oriental culture of the UAE. This influence is mainly due to the influx of individuals and families who are migrated to this piece of land for peace and stability along with progressive and liberal approaches of the Muslim country in the region. It is no doubt that oriental culture is always fascinating the westerns and it is evident from the rising number of the tourism industry in the region. These lucrative and alluring opportunities attract more expatriates and thus, an increase in international schools is inevitable in the vicinity of the UAE.

This fact has motivated stakeholders in the sphere of education to believe that for the enhancement of the learning quality of the schools' leadership is of paramount importance. Nurturing the students is a very complex work to do because it needs a lot of special care and attention. Thus, this laid the foundation for the enhancement of the leadership qualities among principals so that they can be able to accomplish their tasks in a progressive manner.

The literature has confirmed the influence of the principal's instructional leadership on school performance and students' achievements. In the past two decades, there has been a rise in educational leadership research. Several factors have attributed the interest. First and foremost, the school are increasingly becoming complex

institutions due to an expansion of the tasks involved (Huber 2010). Moreover, leadership competence is now linked to the success of a school, creating more interest in researching the area of international education. This fact has motivated stakeholders in the field of education to believe that leadership in schools is crucial for student learning and the quality of the school. Most of the research done has relied on successful school leadership, leadership typologies and sound practices in schools. These factors have contributed to the research about the attributes and skills required by school leaders (Barber et al., 2010; Huber, 2010; ISSPP, 2010; Leithwood et al., 2006; Leithwood et al., 2017).

Increasing the complexity of the role of school leadership supports the fact that school leaders need to be equipped with a special preparation to address their roles and responsibilities (Barber et al., 2010; Bush, 2012a; Fluckiger et al., 2014). Different programs for the growth and training of school leadership have arisen. However, despite the knowledge and development of these programs, there has been a lack of supply (Brundrett and Crawford, 2008; Darling-Hammond et al., 2007; OECD, 2008). Moreover, the inclusion and acknowledge of the programs have been criticized (Hulsbos, et al., 2016). The researcher believes that learning principals should be reconciled with reality. Unfortunately, there is little research on how principals can learn and improve their leadership skills and even less research into international education.

As mentioned earlier, international education research is very minimal. Nevertheless, the increase in international schools from 1,000 in the 1970s to 7,500 in 2015 calls for comprehensive analysis in the area. The study is based on the most multicultural region of the UAE, where there are more than 140 international schools. The number continues to grow as a result of economic growth and foreign business in

the region. The growth was also due to the involvement of local families in international education. As a result, this has led to an increase in English middle schools and other diverse cultures.

School leadership is closely linked to school culture and context, and the relationship is quite diverse (Fullan, 2003; Hallinger, 2016; Southworth, 2010). There are various advancements in leadership learning and leadership success in both international comparative research and domestic contexts. However, the research information on how principals can advance on international levels is quite limited. Therefore, this research is crucial since there is increased clarity about what constitutes a successful leader in international education. Leadership learning and typologies have little attention paid to them when it comes to international education in the UAE. The primary purpose of this study is to explore the professional development needed for principals of international schools in the UAE, how they use to obtain the required knowledge, skills and competencies, as well as, what is their preferred leadership style.

1.4.   Statement of the Problem

The performance of any organization depends significantly on the quality of its leadership. Educational organizations are not exempted from this rule. The quality leadership of school principals has a critical impact on school activities (O'Brien and Draper, 2001). As the 21st century brought more complexities and development to the role of principal, their required skills and competencies are in continuous growth and snowballing (Goode, 2020).According to DiPaola and Forsyth (2011), changes in educational management and student learning now includes a large selection of skill and professional expertise. Because there's a keen interest in students' academic performance, and the relationship with principals as instructional leaders, it has become

essential to examine and determine how to impact these leadership training programs for principals are. There has arisen a demand for academic leaders to beckon innovative organizations and foster the acquiring of 21st-century academic leadership skills, along with a plethora of professional expectations (DiPaola and Forsyth, 2011). The role of a principal is well studied in the literature and getting more complex.

But there is still an unexplored trend in the leadership of international schools. According to Hargreaves (2007), the principals are required to participate in courses and workshops that build their portfolio of professional development, as the roles and skills of the principals continue to change. Hirsch (2009) defined professional development as a comprehensive, continuous process that improves the level of success of the principals. Principals must, therefore, enroll in the professional training program to be ready to lead the school (Dehaloo, 2008). Therefore, adjusting the leadership requirements of the school principal (SREB, 2009) and, depending on the level of the school, the roles and responsibilities of the principal that differ. At the international school education level, such as in the UAE where no program is there, principal leadership programs if applied, may leave a long-term impact on students.

According to Perilla (2014), a successful school needs an effective principal to increase academic performance (Onorato, 2013). Although the effect of the Principals on student learning is not direct, the Principals have an impact on teacher motivation (Slater, 2013). The lack of skills and experience of school principals has an effect on the quality of the school education received. Goode (2020) reported that 91% of the principals did not carry out all the duties assigned to them.

Professional learning is the process of acquiring knowledge or enhancing skills for improvement (Mitchell, 2013). Hourani and Stringer (2015) stated that professional development as a process which necessitates reflection, evaluation and critical

structuring. Professional development is a useful tool for principals to enhance their personal growth and career achievement goals (Ahuja, 2015). Professional development is highly recommended for principals and teachers as well, and it's the responsibility of both the employee and the employer (Plessis, 2008).

Principles need to improve their transformational leadership skills (Yang, 2014). Nonetheless, the effect of inadequate career development programs on educators is negative because of it, their motivation for new programs (Knight, 2007). The negative impact of the professional learning programs offered is due to a variety of reasons, such as that these programs are not based on learning theories and are implemented without proper preparation. Such programs must be based on learning theories, in particular adult learning theories, to carry out successful professional training programs for principals.

This study focuses on exploring the professional development needed for principals of international schools in the UAE, how they use to obtain the required knowledge, skills and competencies, as well as, what is their preferred leadership style. The position of international school leaders has changed, and international school leaders must be up-to-date. Also, as there are nearly 200 international schools in the UAE, English is spoken and taught in the majority of these international schools. To date, however, there has been no work in the UAE literature on the professional learning of international school principals. International schools are growing all over the world and are a rich area for study.

The performance of school leadership is an important focus in the UAE. Therefore, the excellent values needed to build up their professional development are required to sharpen the skills and knowledge. There is not much research literature in the context of the UAE. Hourani and Stringer (2015) have studied the architecture of

the Abu Dhabi public school principals ' professional development courses. Researchers have found that these programs need more change of content and procedures that are not relevant to the needs of the principals.

This study is doctoral research that explores the professional development needed for principals of international schools in the UAE, how they use to obtain the required knowledge, skills and competencies, as well as, what is their preferred leadership style.

1.5.   Purpose of the Study

The case study of leadership development training for international school principals in the UAE was chosen in this research, and the primary objective was to explore the professional development needed for principals of international schools in the UAE, how they use to obtain the required knowledge, skills and competencies, as well as, what is their preferred leadership style. The technique used in this research was a mixed-method approach, which gave a clearer picture of the impressions gained from international school principals of leadership development training. A survey framework was used in the quantitative approach accompanied by a qualitative research interview to assess their views on their professional preparedness.

Such leadership development training is meant to supplement the principal's knowledge and skills, equipping them as instructional leaders. Understanding and applying these leadership practices employed by principals or instructional leaders are effective and paramount for students' academic success. It is crucial to know that things are not just bounded to the students but it has way far reach than one can ever imagine. Nobody denies the fact that the whole society is dependent on the progressive approaches that

are done due to technological advancement in all of its spheres and students are its integral part because they are key figures that bring disruptive advancements in the world. This is considered to be important to discuss because of its impacts on the social fabric of society.

The objective of this case study is to figure out the professional development needed for principals of international schools in the UAE, how they use to obtain the required knowledge, skills and competencies, as well as, what is their preferred leadership style.. It is crucial to understand the impacts of the leading qualities on the organizational environment because these have the potential to derail organizational financial standing in the world. The same is the case applied with the traits and abilities related to the principals because they are most influencing people in the schools or academic institutions. Their actions are worth more than any other's because they are the spine of the organization. According to literary circles, the significance of the education is drastically increased so is the importance of the actions of the principals because it is impossible to imagine the impacts of these actions on different segments in the schools. In addition to this, organizational behavior is dependent on the mental capabilities i.e. decision-making because if the principal is well equipped with appropriate leadership qualities than it can lead the whole organization to the utmost level and bring positive change in the organization. Otherwise, the school is meeting the fate of the devastating and disastrous impact and thus, the financial and moral status of the school is at its knees. There are many other complexities that compelled me to put forward and analyze the real condition that is haunting the nurturing and progress of the schools. Moreover, this failure in understanding the policies adopted by the principal by its team i.e. teachers in a non-professional manner than it will impact the mental health of the students and thus, the whole society is impacted by its adverse influence.

The purpose of this study is evident from the point that UAE is under the constant influence of the global culture and within no time its traditional norms and values are heavily influenced by the foreign culture. It is crucial to know that school is the breeding place for the child's nourishment because it has a great influence on the mental health of the child. It is crucial that UAE's education setup is just recently flourishing from the above five decades because of the riches of the oil boom that changed the course of its social and economic life. My interest in this topic is to figure out the professional development needed for principals of international schools in the UAE, how they use to obtain the required knowledge, skills and competencies, as well as, what is their preferred leadership style. It is important to judge their credibility because they are directly impacted by the mental conditions of the nations by educating minors. Nobody denies the fact that this credibility assessment is crucial because it helps to appoint a credible person in the right place. The majority of the schools are offering English medium education in the public and private sector so that students get familiar with the international language and easily understand concepts and methodologies of the western world so that residents of the Emirates can also cope with changing trends in the technological world. Principals are the individuals that are behind in all of this progress because they formulate policies that are for the welfare of the teachers and students.

Few number of programs for the skill development has been initiated by the government of the UAE in the recent decades targeting educators, so that managerial skills in the principals are enhanced such as skills development of the principals and teachers so that their productivity can be improved and higher yield can be achieved from the knowledge market and they can easily transform their economy from oil dependence traditional economy to the knowledge-based economy that has strong

foundations on the research and development. It is evident for the steps such as education for all i.e. children of expatriates are also allowed to attend local schools while paying minimal fees while local students have totally free basic level education. Major focus of the government of the UAE is to enhance skills of its human resource so they can compete with every other nation on the front of the technological advancement and this can only be possible by effective and efficient skill development programs like vision 2020 that has potential to change all dimensions and course of the country within no time in the 21st century. The objective of this research is to investigate the professional development needed for principals of international schools in the UAE, how they use to obtain the required knowledge, skills and competencies, as well as, what is their preferred leadership style. It is of paramount importance to know that scholars and researchers are continuously talking about the influence of education on humans because it is due to education people are able to see all of the technological wonders that provide ease in human lives.

In the UAE, there is great attention to the performance of school leadership. Thus, outstanding principals required to build their professional development to sharpen the needed abilities and knowledge. There is not that much literature of research in the context of the UAE, Hourani, and Stringer (2015) investigated the plan of principals' professional attainment courses of Abu Dhabi's public schools. The researchers found that these programs require further improvement in content and processes that are not linked to principals' needs.

 The role of principals of international schools is changing, so it is important that principals of international school skills are up to date. Moreover, as there are around 200 schools of international level in the UAE, the majority of these international schools use the English Language as the spoken and instructional language. However,

there has been no research in the UAE literature to date on the professional learning of principals of international schools. International schools are in continuous growth both locally and worldwide, and it is a rich area for research.

1.6. Research Questions

To determine the different perceptions of participant principals of international schools in the UAE, the researcher targeted international school principals across the country. The following questions form the key research basis of this study, as follows:

Research Question 1: What are the perceptions of the participant principals of international schools on the PD they attended and participated in so far?

Research Question 2: What is the preferred leadership style for the participant Principals of international schools in the UAE?

Research Question 3: What knowledge and personal leadership resources are needed for the UAE international schools' successful leadership?

Research Question 4: What are the needed skills for the participant principals that improve their teamwork and leadership skills?

Research Question 5: What are the learning sources of international school principals before, when becoming and during their headship?

The first research question is addressing the reflection of the participant principals on their previous professional development they already attended, regarding the planning and forming these PD and the expected impact on school improvement and student's academic achievements, it also aims to figure out that what are the complexities and hurdles that can hinder the path of the principals from performing their jobs in an appropriate manner. The second question is exploring the perceptions of participant

principals on their preferred leadership style that impacts their school leadership. The third and fourth questions attempt to explore the necessary knowledge and personal resources crucial to the study, the personal resources compromise the skills and attributes that a successful leader should exhibit. Some of these attributes include managing emotions, problem solving and optimism. The fifth question aims to address how the principals acquire the personal resources and knowledge required for successful school leadership in the three stages of their leadership; before, at the time of the appointment and while leading.

1.7.   An Overview of the Research Design and Methodology

This section identifies the relevant research approach, the methods used, and the paradigms are chosen and justify the choice of the researcher. This review is mixed methodology research, incorporating a quantitative approach based on a survey technique, a qualitative meta-analysis and in-depth interviews. In their report, Denzin and Lincoln (2005) claimed that "qualitative research is a local practice that locates an observer in the world." Generalization does not apply to qualitative findings (Christian 2020; Sackmann, 2001).

Ivankova et al. (2006) stated that the priority of a particular method is decided and affected by the study objectives. The reasoning behind the use of a mixed methodology approach is to get a complete picture of this phenomenon in hand by resolving the shortcomings of both quantitative and qualitative methods if only one of them is applied. The qualitative methodology technique used in this research is focused on the distinctiveness of the subject under review, and the qualitative analysis will provide reliable information and reasoning on the opinions of teachers and principals.

Merriam (2009) stated that the first part of the qualitative methodology to be applied would be followed by a multi-case approach to interpreting research (Yin, 2003). Glesne (2011) indicated that a detailed examination and data collection of case studies methodology is collected through observations, interviews and analysis of documents. Data will be collected in this study through interviews with participating principals and for a better understanding of the phenomenon.

1.7.1. Research Methodology

Research in general, is a systemic activity that includes discovering things you did not know (Walliman and Walliman, 2011). Research methodology can be defined as the philosophical framework to carry out the research (Brown, 2006). It is the approach used by the researcher to conduct the research, formulate the research problem, objective of the study and present the results that obtained from the data and findings that been discovered during the study period.

1.7.1.1.   Sampling Procedures Setting

This study will be conducted in the international schools of the United Arab Emirates. The United Arab Emirates as a federal country consists of 7 Emirates, and has its federal ministry for education, with respect to the fact that Both Abu Dhabi the capital emirate and Dubai have their own educational bodies ADEK and KHDA respectively (Warnerand, 2017).

1.7.1.2.   Sample selection

Once the study was approved, BUID letters were sent to MOE, ADEK, KHDA for the approval of the analysis, which took about two weeks to be approved. A list of the principals of English-speaking international schools and their emails is obtained either

from the Department of Education or from their websites. The researcher sent an email to all the English-speaking international schools in both the Emirate and a careful selection of the school principals who participated in the study was used. Adequate percentage of participants is required not less than 20% of the total population.

1.7.1.3.   Subject Selection

This study was conducted in the English speaking international schools of the UAE, particularly in both Emirates Abu Dhabi and Dubai. Abu Dhabi. Dubai is selected as the general research zone of this study because different reasons: (1) Both Emirates follow the federal ministry of Education, and by and large, they both have their local educational systems. (2) Abu Dhabi is the most accessible to the researcher as he is based in Abu Dhabi; (3) Abu Dhabi and Dubai are the most populated Emirates in the UAE and more English speaking international schools as compared to the other five emirates.

1.7.1.4.   Selection Process of Principals

The sample was randomly selected:

(1) an email is sent to all English speaking international schools in Abu Dhabi and Dubai;

(2) from the whole population (N = total number of principals) the researcher tried to get a sample not less than (n = 20 % of N), during the academic year 2019-2020.

1.7.1.5.   Pilot Study

A pilot study of this research was conducted with principals of English-speaking international schools in the UAE to learn about their perceptions of their professional learning. Conducting a pilot study provides the opportunity to train the research team

prior to initiation of the larger study (Leon et al., 2011).The pilot study supports the researcher in the design of the research questionnaire and interview questions (Seidman, 2013). Three principals participated in the pilot study; these individuals are not part of the current study. By applying the pilot study, the researcher ensured that the interview questions were well presented and understood by the respondents to the current research (Goode, 2020).

1.8. The Framework of the Study

1.8.1. An Overview of the Theoretical Framework

1.8.1.1. School Leadership

Extensive research has been conducted on school leadership at the national level (Barber, et al., 2010; Day et al., 2010; Leithwood et al., 2006; OECD, 2008; Sammons, 2007). There has been awareness that principals achieve influence over a while through the progressive combination of actions and strategies. It depends on the school's four core practices and needs. Four key plans include developing and understanding people, vision and direction, managing learning and teaching, and improving the organization (Barber, et al., 2010; Valliappan, 2019; Leithwood and Day, 2007; Leithwood and Riehl, 2003; OECD, 2008)

1.8.1.2. Transformational Leadership

One of the leading theories for this thesis is transformational leadership. In his seminal work, Seven Correlates to Effective Schools, Valliappan (2019)identified seven correlates to effective schools. Namely, online leadership, knowing and guiding

with the habits of mind, working for school leadership, and effective teaching (Hvidston et al., 2015).

Bass (1985). The founder of the Transformational Leadership Theory encouraged transformational leaders to empower, inspire and enable their followers to perform beyond expectations.

According to Bass (1985), Transformation leaders deliver intellectual challenges to their subordinates and pay attention to their individual development needs. Arthur and Hardy (2014) argued that the transformational leadership approach is a widely used leadership theory.

Transformational leadership theory consists of four dimensions of leader behaviour. Namely; idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation (Sadeghi, 2012; Caillier, 2014; Bacha and Walker, 2013). Yang (2014) advocated that transformative leadership theory is applied to motivate followers, inspire actions, and create a shared vision to chase the organization's mission and goals. Researchers articulated that transformational leadership brings confidence and Intrinsic desires of followers to succeed (Eliophotou-Menon and Ioannou, 2016).

Leaders in education use transformational leadership to allow sustainable social practices (Mandikonza and Lotz-Sisitka, 2016). It also helps to improve the job satisfaction of school leaders, which in turn increases student achievement (Eliophotou-Menon and Ioannou, 2016). According to Yang (2014), Principals need to strengthen

their transformational leadership skills because their workers have different expectations of career development and school advancement.

1.8.1.3. Learning Theory

Knowles et al. (2005) came up with a theory that they defined as "a comprehensive coherent and internally consistent system of ideas on a set of phenomena" (p. 10). It is an opportunity to know how people learn (Guney and Al, 2012, p. 2337). Schuell (2013) pointed out that schooling is one of the most important activities in which "learning is one of the most important activities that humans participate in" (p. 1).

According to Darling-Hammond (2011), it is important to understand the learning process to develop learning opportunities for educators. Pedagogy which is the foundation of education was first introduced in the 7th century—this theory all about how children learn (Caruth, 2014; Knowles, 2004). Knowles (2004) identified pedagogy as "the art and science of teaching children". It is all based on teacher decision and accountability (Caruth, 2014).

However, adult learning is different from children learning, as the children do not have the experience to apply to learn outside the classroom (O'Toole and Essex, 2012). Minter (2011) stated that pedagogical approaches do not work with adult learners. Some old perceptions believe that adults are not capable of learning (Merriam, 2001).

The history of adult education started in the 1920s (Merriam, 2001). Andragogy, which is the term defined by Knowles (1968). Sadeghi (2012) described andragogy as "the art and science of helping adults to learn Adults appreciate a learning style that involves voluntary participation based on their ability, teamwork, life-experience, and

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learning based on their own needs (Peterson and Ray, 2013). Andragogy and adult learning theory are interchangeable terms in studies in the United States that refer to how adults learn (Caruth, 2014; Peterson and Ray, 2013).

1.8.1.4.   Adult Learning Theory

Life-long learning for adults required to be based on taught how to learn (Caruth, 2014). Peterson and Ray (2013) found that adults need to know how to be life-long learners. Lifelong learning for adults needed to be based on teaching how to learn (Caruth 2014). Sadeghi (2012) noted that an adult who learns has an independent self-concept, can manage his or her learning, enrich his or her life experience, has learning needs, needs to be problem-centric, can immediately apply knowledge and be inspired to learn from internal rather than external factors.

According toSadeghi (2012),there are six assumptions in adult learning theory: 1) self-directed, 2) need to know, 3) life experiences, 4) readiness to learn, 5) orientation to learning, 6) motivation (Caruth, 2013; Chan, 2010; Malik, 2016; Taylor and Kroth, 2009).

● **Self-Directed:** This learning style happens when learners control their learning by planning, conducting, analyzing the performance (Sadeghi, 2012).

● **Need to Know:** According to Caruth (2014), adults are driven by a desire to know why new knowledge is important to learn. Adults invest significant time and energy into learning they believe necessary (Masuda, Ebersole, and Barrett, 2013).

● **Life Experiences:** Life experiences and skills of the learner help transforming information into important, applicable knowledge (Minter, 2011).

● **Readiness to Learn:** Adult learning readiness is transformed into the developmental objectives of the role of social life (Caruth, 2013; Taylor and Kroth, 2009). Adults know when new things need to be learned (Chan, 2010).

● **Orientation to Learning:** When expectations change for what the adult learners are asked to do. Sadeghi (2012) noted that learning would be useful in solving problems rather than giving lectures or lessons when addressing learning (McGrath, 2009). Caruth (2014) stated that teaching for adults who are not receptive is a waste of time

● **Internal Motivation:** Internal motivation is to perform an activity that is considered interesting (Gorozidis and Papioannou, 2014).

1.8.1.5.   Criticisms of Adult Learning Theory

Adult learning theory critics disagree with the notion of Knowles that all adults vary from children (Merriam, 2001; Peterson and Ray, 2013). Knowles (1990) noted that a pedagogical strategy is suitable for the new content of the information taught. Hartree (1984) argued that the theory of andragogy six assumptions is merely a definition of good performance. Hartree has argued that adult learning theory is a lack of clarity (Caruth, 2014).

1.8.2. An Overview of the Conceptual Framework

1.8.2.1.   Educational Leadership

There are different types of leadership approaches used in education. Transactional leadership, transformational leadership, classical leadership, visionary leadership and organic leadership (Dorczak, 2012). Transactional leadership in education arises when leaders achieve organizational goals through accountability

through rewards and punishments (Dorczak, 2012). Whereas, Transformational leadership works by empowering others to work together on the vision of the organization (Dorczak, 2012).

Principals should, therefore, combine the transformational and distributed leadership approached by sharing their leadership responsibilities with other school leaders (Hilliard and Newsome, 2013). The key leadership practices presented by Leithwood and Riehl (2003) include: setting direction, developing people, redesigning the organization and managing the training program (Bennett et al., 2014).

Hameiri et al. (2014) emphasized that focus should be put on training school leaders, setting policies and planning daily routine for schools. Due to its bureaucracy structure, the role of the school leader in public education has changed (Perilla, 2014). Ahmad et al., (2013) stated that the principals have two responsibilities: the development and success of the school. Slater (2013) argued that the role of the principal as a leader is to match resources to the needs of the school. Also, an effective principal is one who can prepare teachers and pupils to deal with any challenge (Ahmad et al., 2013).

To be an effective leader, future educational leaders should have knowledge, leadership, and analytical tools (Bennett et al., 2014). According to Perilla (2014) for a successful school, we need an active principal to improve academic achievement (Onorato, 2013). Although the impact of the Principals on student learning is not direct, the Principals have an impact on teacher motivation (Slater, 2013).

1.8.2.2. Continuous Professional Development

The research was strongly influenced by the theoretical framework of Glass (2003), and based on the perceptions of school directors of their willingness to work in

education through the knowledge gained from the management training program. The leadership initiative, which formed the basis of Glass ' framework, was analyzed the research and data on leadership development. Framework themes also formed the basis for the survey questions used in this research, and the framework was a tool used to analyze the results of this study.

The concept of this study is based on the ideology that practical experience is more beneficial to the principal's knowledge in helping students achieve academic excellence. Another study conducted by the Southern Regional Education Council (SREB) is behind this idea. Thomas Glass has brought a 25-year wealth of knowledge and experience in multiple school districts. He has collaborated on this research to provide answers to questions about the relationship between these practical training courses and the demands of the labour market in education.

Glass' framework incorporated a mix of leadership qualities as well as the application of practical knowledge, which is a key component of the principles. In 2003, Glass implemented this model by executing an academic training survey of 156 higher education institutions offering such programs. Studies have shown that the SREB region does not have practical, effective preparation training for principals (Glass, 2003).

The internship programs are great opportunities for the practical application of knowledge to principals for their responsibilities. Glass has postulated three main competencies for principals as follows:

(1) overall knowledge of the best instructional practices that contribute to student academic success; (2) a team-building and collaborative effort with colleagues and

teachers to develop and implement a program where student progress is on the rise; and (3) a backbone and support system for academic staff to implement instruction.

Professional development is the process of acquiring knowledge or enhancing skills for improvement (Mitchell, 2013). Hourani and Stringer (2015) stated that professional development is a process that necessitates reflection, evaluation and critical structuring. Professional development is a useful tool for principals to enhance their personal growth and career achievement goals (Ahuja, 2015). It also enriches the principals' knowledge and skills (Hourani and Stringer, 2015).

Effective professional development consists of five components: content focus, active learning, collective participation, duration, and coherence (Barlow et al., 2014). To be effective, professional development should be intensive continuous and connected with the practice of the participants (Marrongelle et al., 2013). Hourani and Stringer (2015) have been investigating the design of Abu Dhabi public schools ' professional development courses for a principal. Researchers have found that these programs require further improvement in content and processes that are not related to the needs of the principals.

In another study, Stevenson, Hedberg, O'Sullivan and Howe (2016) found that school leaders prefer technology-based and informally structured learning. Professional development should be linked to school objectives that improve student academic performance (Marrongelle et al., 2013). Early and Porritt (2014) found that professional development should be assessed based on student learning. Early and Porritt suggested some components of effective professional development programs. Such as setting goals, planning, organizational support, implementing new learning practices, and learning outcomes for students.

1.9. Significance of the Research

Leadership development training of the international school principal was not studied extensively worldwide and in the UAE in particular. It is, therefore of particular importance, with this study to shed more light on the leadership training and learning activities provided to the principals of international schools from the viewpoint of the principals themselves. Through this analysis, more ideas for improving existing international school leadership development training will arise to adequately prepare these school principals to carry out their responsibilities effectively.

To prepare international school principals adequately for their leadership roles, educational institutions in the UAE have begun to seek the best reforms to make them for the leadership role (Institute for Educational Leadership, 2000). Policymakers at the UAE will provide support for the advancement of school administrators, through the data collected from these study principals, to ensure their impressions of the effect of this support provided by the authorities on their professional learning development.

The study will also provide policymakers, leaders, scholars and program leaders (formal or informal) with tremendous guidance to ensure their international school principals with this required knowledge and skills. This study will increase awareness of the professional training programs provided to the principals of international schools and will provide a better understanding of how to set up a quality framework for the principals ' development program in the UAE. The significance of this research is also because no previous study on the professional development of members of international schools was carried out in the UAE context.

1.10. Limitations

Some limitations are anticipated in this proposed study:

i. Principal leadership style data was collected in the academic year 2018-2019, which means the risk of new principals in some sampled schools.

ii. No random selection for schools as schools will be selected based on the approval of their principals.

iii. Since the data on which the research is based, obtain from a single type of school (international school), a broader range of school may not be subject to theory more than that, this research focused on the experiences of a limited group of participants, primarily international school principals. Since expectations differ, therefore, no correct statement can be made in this analysis.

iv. The time of their leadership development training also impacts the participants ' responses to the survey.

1.11. Definitions of Terms

For better understanding, the terms used in the study are described below:

i. Cohort: Principals who are trainees and help to share experiences acquired through the program.

ii. Leadership Development Program: The Mid-Atlantic school district developed and implemented a leadership program for aspiring leaders.

iii. Leadership Development Training Program: A three-year elementary school principal training program for aspiring leaders in the education sector.

Specific training areas are divided into three: practical experience, training sessions, collaborative meetings.

iv. Practical Experience: Practical Experience is a system designed for trainees to contribute their knowledge by executing Principal's position for a stipulated period to school principal.

v. Principal: The Principal operates and manages the school and the training program. The Principal is a mentor and trainer for trainees during their main internship. The Principal follows up on the professional development of the Principal Intern to track progress in line with the Administration and Supervisory Professional Growth Standards.

vi. Principal Intern: A Principal Intern is a trainee in the leadership program at the third stage of the program and holds the position of Assistant Principal in preparation for the appointment as Principal.

1.12. Structure of the Study

The current research work has been divided into successive five main chapters or sections.

The first chapter is the introduction which provides an introductory overview of the whole research work along with highlighting its background, the aims and objectives of the research, rationale, research questions, and the problem statement. It also includes the purpose of study, its framework, significance, and an overview of the research methodology and design.

The second chapter is an extensive review of literature in relation to the proposed topic of the research. The literature review emphasizes on presenting the

concepts of the various authors that have previously worked in this regard along with the conceptual framework.

The third section of this research identifies the methodology that has been adopted and utilized by the researcher while carrying out the research work. The data collection methods and research design are also a part of this chapter. It includes the data generation methods, data presentation strategy, and data analysis.

The findings and results from the collected data are presented in the fourth chapter and it also provides discussion and analysis on the findings.

The fifth and final chapter of the study presents an overall conclusion of the whole research work based on the findings along with the limitations and recommendations.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Introduction

School leadership has become a priority in education policy agendas internationally. It plays an essential role in improving school performance by affecting teachers ' motives and abilities as well as the school environment and climate. To increase the standard and equity of education, successful school leadership is necessary. The expectations of schools and leadership change, as countries continue to adapt their education systems to meet the requirements of contemporary society.

The role of principals is inevitable while defining essentials for nurturing the kids through their leadership qualities. It is rightly said that they are known to be makers or breakers of the nations because if they are incompetent then they have potential to derails all the nation to the devastating and disastrous ends and they might be way behind in the league of nations in terms of technological and ethical development. The fate of the nations is in the hand of the leaders that are paying great focus on the nurturing of the young ones. It is rightly said that nation-building initiated from the classrooms and it is crucial for the thinkers to know what are the essential characteristics that are necessary for the enhancement and flourishing of the leadership qualities in the leaders so that nations can survive in the competitive environment of the global arena.

Research on training programs and how they contributed to primary preparedness is limited, although education and experience are set out, and main employability measures are defined. As such, this research is intended to provide the missing details, and a more in-depth understanding of the leadership skills of international school principal imbibed with the professional training. Schools should always prioritize the needs of the students and the academic system if any form of growth and improvement is to be experienced by the schools. Academic leaders have been found, by research, to be highly valuable in a student's performance, and also in refining learning instructions (Council of Chief State School Officers, 2008). Thus, school principals are held accountable for the academic performance of school students. Leadership development training programs should primarily reflect this ideology.

There was analysis to study the views of principals in international schools concerning their participation in leadership progress training activities. The concept of this research is premised on the idea that the skills of the leadership of principals of schools are highly impactful on the growth and reputation of the school community (Glass, 2003). Principals must learn how to balance the external and internal demands of stakeholders on the overall goodwill of schools (Langer et al.,2006).

Thus, the need to recruit and train individuals as highly qualified as school principals is the primary concern of every school education system. Research on training programs and how they contributed to principal preparedness is limited, even though education and experience are clearly set out and defined measures on principal employability. As such, this study stands to provide the missing details and a deeper acknowledgment of the leadership skills of principals of international schools imbibed from the professional learning training provided.

This Chapter, hence, explores the following themes. Firstly, it begins with the theoretical framework, in which the researcher will focus on educational leadership and leadership theories in general, and then explores the concepts that relevant to school leadership practices, school Leadership Styles, and leadership knowledge and skills. Subsequently, adult learning theories will be the focus as well. Secondly, in the conceptual framework section, this chapter will concentrate on the professional learning of principals, what pre-service headship preparation means, in-service professional learning, and learning from experiences and how principals develop self and professional identity. Finally, this study provides a review of international school education, the UAE's educational system and then International school leadership in the United Arab Emirates.

2.1.1. Principal and School leadership

Extensive research has been conducted on school leadership at the national level (Barber, et al., 2010; Day et al., 2010; Leithwood et al., 2006; OECD, 2008; Sammons, 2007). There has been an awareness that principals achieve influence over a while through the progressive combination of actions and strategies. It depends on the school's four core practices and needs. Four key plans include developing and understanding people, vision and direction, managing learning and teaching, and improving the organization (Barber, et al., 2010; Leithwood, 1994; Leithwood and Day, 2007; Leithwood and Riehl, 2003; OECD, 2008)

The majority of the individuals are aspiring to become a leader but they failed to do so because they are unable to manage professionalism and emotionalism in the true

sense (Fullan, 1997). In different countries, there is a pervasive pattern in the structure of school leadership positions. Each school is led by a single person, whether principal, headmaster or director. This person accepts responsibility for school action, which depends on the administrative structures of the country. In some states, such as the UK, Ireland, Northern Ireland, and Scotland, the concepts of Leadership are very comprehensive and very detailed. In some other countries, the Chancellor's work is not formalized in broad terms (Finland, French Belgium), loosely organized (Denmark, Norway), or legislative framework (The Netherlands).

Even in countries with legislative frameworks for defining the responsibilities of school principals, there are concerns about the applicability and clarity of the law. In Austria, the duties of principals are assigned by law. Yet, with very little detail, there is no detailed legal description of the school's position in Flemish Belgium. There is considerable variation between countries, and sometimes between them, on the responsibility of the chancellor and the degree of autonomy, he or she has in school affairs, this type is evident in the words various countries use to appoint their principals. For example, in Finland, principals are called foresters - this refers to school. In Denmark, it oversees the inspector. In Sweden, he has been known as the Principal Rector since the end of the 13th century, with the ultimate responsibility in church schools. In the United Kingdom, they are called headteachers. In Ireland, although school leaders carry out multiple levels of leadership, their official title is "principal teacher", which refers to members of the teaching organization rather than to a separate leadership department.

Traditionally, in many countries, school leaders have been defined as Headmaster or Primus Inter pares, meaning that teachers have some more responsibility than their peers. It still exists in many countries, and it has to do with recruiting some principals

and how the pool of candidates is divided. In essence, only former teachers with years of teaching experience can become principals. Therefore, the role of a Principal is a higher step in the teaching career than a separate profession. For example, in France, principal principals train teachers with minimal teaching load and perform some administrative, organizational, personnel and public relations tasks.

School leaders in Ireland, Northern Ireland, Norway, Portugal, and Spain may be teachers with less instructional burden, although this may vary depending on school level or size. However, although it is part of a diverse teaching staff group, more than half the countries that participate in developing activities in schools have elementary school teaching duties. These countries are Austria, Belgium (Flanders), Belgium (French society), England, France, Ireland, New Zealand, Scotland, Slovenia and Spain. It is often small and elementary schools in which they take on this responsibility. In many countries (Austria, Finland, Hungary and Ireland), there are apparent teaching duties for primary teachers in small schools. In Ireland, for example, they have full-time teaching duties at lower elementary schools (over 70% of Irish elementary schools). They have little or no teaching responsibilities at large elementary schools and all post-elementary schools.

Finally, in many countries, the definition/job description of principals is changed to acknowledge the need for exact steering and leadership of the school as a learning organization. Principals are particularly asked to set up long-term school programs and to ensure future progress in countries such as Sweden, Scotland, the UK, Ireland and Northern Ireland. The school is expected to have it.

2.2. Theoretical Framework

The researchers must review and discuss relevant work and studies carried out by other researchers after having examined the theoretical context of the study as well as its needs. All the related thought and research that preceded it forms part of the knowledge developed in the field and aids in theory and research overall.

2.2.1. Leadership Theoretical Framework

Leadership has so many different views as characters that differentiate leaders from non-leaders. Although most of today's work has shifted from conventional or person-based theories to the situational theory that determines the leadership situation by leadership skills and characteristics of the leader (Avolio et al.,., 2009), all contemporary theories will fall in line with the following three viewpoints:

- Leadership as a process or relationship

- Leadership as a combination of traits or personality characteristics, or

- Leadership as certain behaviours or,

- As they are more commonly referred to, leadership skills.

There is the belief that leadership is a mechanism involving an effect on the achievement of targets, at least to a certain degree, in the most prevalent theories of leadership (Wolinski, 2010). Charry (2012) has established eight fundamental leadership theories and pointed out that scholarly interest is growing dramatically during the early part of the 20th century. In the past, the characteristics that differentiate leaders and followers were focussed, whereas later theories explored other factors, including situational and ability levels. Although new theories still appear, most can be classed as one of the eight main types of Charry:

2.2.1.1. "Great Man" Theory

As the first leadership theory, the Great Man theory was introduced. This theory suggests that great leaders are natural and not created and that in the 19th and early 20th centuries, the principle became normal (Kirkpatick and Locke 1991). Dowd (1936) identified this theory as heroic, magical and necessary for leaders to increase their leadership. In the late 1940s, leadership research began considering the leadership feature hypothesis. This philosophy has some parallels with the theory of the Great Man as the theory originated it.

Leadership theory sought to explain the inheritance dimension of leadership. The theory is that leaders are capable of being genetically capable of possessing more significant qualities than their followers. Theories of Great Man recognize the innate potential for leadership-which implies that prominent leaders are not raised. These theories also depict leading figures as mystical and heroic and as appropriate intended to become leaders. The term "Great Man" was used according to (Cherry 2010) because leadership was mainly accepted as a male quality, particularly in terms of the military leadership. At the beginning of the 20th century, numerous Leadership theorists were inspired by a study (Galton 1870) of great men's ancestry. He discussed the ability of the great leaders to lead. His findings influenced Woods (1913), and his research was made of 14 nations ' history between five and ten centuries to clarify the leadership style of the governing ruler's effect on the daily life of his followers. His findings showed that the circumstances of each government are linked directly to the abilities of the current leaders.

Therefore, a strong leader would improve a successful period, while a weak leader would be less relaxed for some time. Woods (1913) argued that the leader would build and form the nation following its ability. Broad members could adequately maintain the

system proposed by Wiggam (1931). He believes that a good supply of leaders depends on high birth levels in the physically more top ranks. As Dowd (1936) said, the leaders are always better, more durable and more elevated than their followers. The great man's leadership hypothesis was discussed in a full survey by Jennings (1960). He believed that if the leader has superior characteristics, it must be possible to recognize these attributes.

2.2.1.2. Path-Goal Theoretical Framework

This theory Robert House was the founder of the Path-Goal model, a leadership approach in the year 1971. The theory is based on three dimensions: the leader, the characteristics of the followers and the objective of the organization (Northouse, 2010: 125). Clark (2014) tried to point out that the path-goal hypothesis identifies a leadership model that matches the characteristics of the staff in a specific work setting to achieve particular objectives. Armstrong (2011) states leaders have a pivotal role to play in defining the path of how to work to achieve the goals.

From all the definitions mentioned above of the Path-Goal theory, there are three major components (Northouse, 2010; Clark, 2014);

i. leadership, which can be categorized into different styles of leadership, namely achievement-based leadership, participatory leadership, supportive leadership, and directive leadership (Northouse, 2010; Clark, 2014)

ii. The followers ' characteristics indicate how they view the styles of their leaders according to their needs (Northouse, 2010; Clark, 2014)

iii. Task description or task design which gives the followers the motivation to reach the goals of the organization (Northouse, 2010).

Two situational contingencies are part of the theory; a group leader represents one, and the second is the working environment (Daft. 2005). The theory suggests four different styles of leadership, namely participative, encouraging, guiding and performance-oriented style leadership. A strong leader should know what style and when to practice (Yarmohammadian, 2006). Directive leader discusses what is required of the subordinates, offers direction, and ensures the execution of procedures and regulations— the supporting leader pays excellent attention to the needs and well-being of the assistants. The participative leader, on the other hand, allows the subordinate to engage in the decision-making process, while performance-orientated leader attempts to establish expectations. I ensure that the assistants meet these expectations (Prasad, 1990).

The essence of the work and the needs of the subordinate tells about the leadership style the leader will pick. The degree of the description of the mission is inversely proportional to the need for direction and guidance. The path-goal theory argues whether a leader should be a role or partnership dependent on the specific situation's requirements (Wren, 1994).

The theory is based on two different hypotheses. The first is that when the subordinates find leaders ' actions as a source of satisfaction for their current job, this can be appropriate and satisfy the workforce. The conduct of the leader is only relevant to his superiors if they believe it is an immediate source of gratification for them or if it can be beneficial in achieving potential job gratification. The second theory considers the behaviour of managers as a reward for employees. Therefore, when leaders' conduct becomes convenient, it leads to higher employee motivation. The motivation of subordinates can be achieved by combining their needs ' satisfaction with efficient performance. It also can be archived with extensive coaching, guidance and incentives

for its productive success in the subordinate working environment (Levanoni and Knoop, 1985).

In the case of the presence of considerable strain in the work environment or the ambiguous structure of the work, the directive leadership will provide more job satisfaction to the subordinates to achieve efficient results. If the work structure is clear, the supportive leadership will offer more job satisfaction to achieve better efficiency. If employees ' skills and expertise are high, the leadership guideline may not be sufficient and may impede employee success and job material. If the organizational structure is clear and rigid, the leader should be more favourable than the guidance.

The role of the leader depends on the workplace of the subordinate work and the size of the structure. Highly organized environments with function and clearness of the mission will achieve a clear path to the work's goals. In this scenario, the leader will be involved in a relationship with subordinates, improve the subordinate's morale and reduce the frustration of the job as much as possible. If the job structure is ambiguous or changeable, the leader should assist his assistants by providing further feedback and direction. In this case, task orientation over relationship orientation should be chosen by the leader.

2.2.1.3. Leader-Member-Exchange Theory

The theory of LMX is a leadership relation-based, dyadic theory. The LMX theory is based on the premise that the nature of the ties with the managers affects workers within their party (referred to as members). Confidence, affection, mutual respect and commitment define a high-quality relationship (Liden and Maslyn, 1998). One of the early findings of the LMX theory has been the establishment of specific quality interactions with their dependent people; a vast majority of the workgroups surveyed

are distinguished by these distinctions (Liden and Graen, 1980). The theory influenced and was the basis for more than 600 journal articles, which over the years have gradually become increasingly popular in leadership studies. The essence of the relationship between LMX quality and its results is clarified by the researchers continuing to focus on the social exchange approach.

The sharing of valued resources is a hallmark of quality. Leaders give their employees support, growth, mentoring and other advantages in these relationships. It means that it motivates the participants to reciprocate the leader on by displaying habits such as loyalty and increased rates of voluntary reactions. Also, the degree to which the employees find the promises made by their leader to be fulfilled is a connection between LMX quality and performance. Dulac et al., for instance. (2008) suggested that a breach of the psychological contract was a mediator of relationships, including confidence and investment intentions, between consistency and results of LMX. If the network of leader behaviors (e.g. leadership) and outcomes (e.g. dedication and efficacy) is considered, then LMX consistency should be regarded as a mediator (e.g., Walumbwa et al., 2011; Wang et al., 2005). Also, studies that connect leader behaviours with LMX quality do not appear to follow a longitudinal design, nor do they require new relationships. Therefore, it could be argued instead that those in a high-quality exchange would view their leaders as being more constructive, ethical, honest, and less violent and degrading.

Finally, some of the low-observed associations may be responsible for the measurement method. If workers are asked to report the degree, their manager wants, respects, and values them as opposed to the degree to which they like, support, and judge their manager, the relationship that emerges as stronger. Due to the difference in viewpoint, the employee's view tends to be the de facto norm in empirical studies to

measure LMX. By addition, we are more conscious than managers of the implications of employee's expectations of LMX efficiency. Investigations of the effects of integration between the experiences of employees and administrators are still in infancy.

2.2.1.3. Educational leadership Theories

In the United States, over time, federal programs such as Race to the Top (2009) were developed as a result of evolving skills. They stressed the importance of efficacy of principals throughout improving preparation and learning. Although the core practices are consistent, they may be viewed as the primary training for principals in these leadership programs.

Leaders were previously referred to as "bureaucratic executives" and then "humanistic facilitators and instructional leaders". The theoreticians and analysts always studied the job description of the school principal and how it influences the broader educational and social context (Beck and Murphy 1993). Six distinct leadership concepts are postulated by Leithwood and Duke (1999) as follows;

    i. Instructional leadership (influencing teachers performance so that students' performance could be improved)

    ii. Transformational (increasing school staff capacity and commitment);

    iii. Moral compass (people change through conscience appeal),

    iv. Participative (collaboration with colleagues in the school community);

    v. Managerial (effective and efficient school management);

    vi. Contingent (adaptability to different scenarios).

Each of these concepts places a unique emphasis that connects different leaders, followers, organizations, as well as the outside environment (Leithwood and Duke, 1999).

2.2.1.3.1. Transformational leadership Theory

One of the leading theories for this thesis is transformational leadership. In his seminal work, Seven Correlates to Effective Schools, Lezotte (1993) identified seven correlates to effective schools. Namely, online leadership, knowing and guiding with the habits of mind, working for school leadership, and effective teaching (Hvidston et al., 2015).

Bass (1985). The founder of the Transformational Leadership Theory encouraged transformational leaders to empower, inspire and enable their followers to perform beyond expectations.

According to Bass (1985), Transformation leaders deliver intellectual challenges to their subordinates and pay attention to their individual development needs. Arthur and Hardy (2014) argued that the transformational leadership approach is a widely used leadership theory.

Transformational leadership theory consists of four dimensions of leader behaviour. Namely; idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation (Bass, 1998; Caillier, 2014; Bacha and Walker, 2013). Yang (2014) advocated that transformative leadership theory is applied to motivate followers, inspire actions, and create a shared vision to chase the organization's mission and goals. Researchers articulated that transformational leadership brings confidence and Intrinsic desires of followers to succeed (Eliophotou-Menon and Ioannou, 2016).

Leaders in education use transformational leadership to allow sustainable social practices (Mandikonza and Lotz-Sisitka, 2016). It also helps to improve the job satisfaction of school leaders, which in turn increases student achievement (Eliophotou-Menon and Ioannou, 2016). According to Yang (2014), Principals need to strengthen their transformational leadership skills because their workers have different expectations of career development and school advancement.

Transformational leadership can be characterized as an approach to leadership that changes individuals and social structures. It creates, in its ideal form, a significant and constructive difference among the followers with the ambition to become leaders. Transformative leadership, applied authentically, increases the morale, morality and efficiency of followers through a range of mechanisms. These comprise:

● Making Connection between the followers' identities, missions' and the collective identity of the organization;

● Playing as a role model for followers in order to inspire them

● The leadership therefore aligns followers with tasks which maximize their performance, which challenges them to become more involved in their work and to realize their strengths and weaknesses.

In his descriptive work on political leaders, James MacGregor Burns (1978) first presented the idea of transforming the leadership, but now also in the area of organizational psychology. According to Burns, the change of leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation" Burns pointed to the difficulty of separating management from leadership,

arguing that the traits and behaviors are distinct. He identified two concepts: leadership transformation and leadership transactional.

The transformative approach produces a significant shift in the life of individuals and organizations, according to Burns. It reshapes perceptions and values and changes employees ' expectations and aspirations. Contrary to the transactional approach, it is not based on a relationship between giving and taking, but on the temperament, qualities and skills of the leader to make a difference through the articulation of an energizing vision and challenging objectives. Transforming leaders are idealized to serve the benefit of a team, company and society as a moral example. Burns argued that transforming and transactional leadership were mutually exclusive styles.

Transactional leaders do not typically aim to alter the organization's culture, but operate in traditional culture, whereas transformation leaders may attempt to change the organizational culture. Concept creation Another research researcher Bernard M. Bass (1985) has broadened the work of Burns (1978) by describing the psychological processes that are behind transforming and transactional leadership; Bass has also used the term ' transforming' rather than' transforming.'

The degree to which a leader is transition, in terms of its effect on the followers, is measured first. The adherents of this leader feel confidence, appreciation, loyalty and reverence for leader and can work more than initially expected due to the qualities of transformation leader are. Such results come about by presenting followers with an empowering mission and vision, and they give them an identity, rather than merely working for themselves. The leader transforms and motivates followers with its idealized power, intellectual stimulation and individual attention (previously referred to as charisma). This leader also inspires followers to come up with innovative and

creative ways of questioning the status quo and improving the world to achieve progress.

Ultimately, contrary to Burns, Bass proposed that leadership could show both transformational and transactional leadership at the same time. Thirty years of study and meta-analysis have now proven that leadership transformative and transactional positively predict a range of performance outcomes, including variable individuals, groups and organizations (Bass and Bass, 2008).

2.2.1.3.2. Moral leadership

Moral or authentic leadership is a type of transformational leadership, even though it is driven by integrity. Moral leadership focuses on ethics, beliefs, and values of the leader. Leaders should have a moral scope and apply acceptable values and beliefs. An authentic leadership approach is defined as leading by example and being a role model to the followers (Handley, 2013). According to Northouse (2010), there is no such acceptable definition among the leading scholars to the term "authentic leadership". However, the authentic leadership theory consists of three different dimensions, namely;

i. The intrapersonal aspect that focuses on the leader's concepts, regulations, and knowledge, which is significant to followers to get a realistic view of their leader's legitimacy and behaviour (Shamir and Eilam, 2005: 401)

ii. A developmental aspect that can be learned, developed and nurtured in the leader(Northouse, 2010: 207),

iii. Interpersonal leadership, which is the relationship between leaders and followers (Northouse, 2010).

School principals, as moral leaders focus on equal opportunities, justice, and teamwork. Therefore, this leadership approach is not linear with the centralized systems of education. Plus, there is an inconsistency between school managerial leadership which required by education authorities in some countries and Moral and authentic leadership (Gold et al.,2003:127).

2.2.1.3.3. Instructional leadership vs Learning-Centred leadership

In the 1970s, instructional leadership was first discussed in American research (Rutter et al.,., 1979). While emphasizing the primary roles of school leaders in the implementation of teaching practices, critics have been vocal of the lack of focus on education leadership (Bush, 2013). This leadership model recently expanded and later termed as learning-centred leadership, which focuses on pupils' education, teachers and communities by creating synergetic cultures (Southworth, 2010; Swaffield and MacBeath, 2009). The critical functions of instructional leaders or learning-centred leaders are many, such as establish goals, institute high expectations, build a culture of trust, and enhance strong relationships. Moreover, teacher learning and professional development are supported, work is used as evidence to guide the teaching and learning process, and leadership is used (Day et al.,., 2010; Dimmock, 2012; NCSL, 2004, 2007).

2.2.1.3.4. Distributed leadership

Harris (2010: 55) claims that distributed leadership is an influential idea that has emerged in educational leadership during the last decade. It is obvious now that influential leadership does not work anymore in education, as a principal can't lead educational change single-handedly. The literature is full of evidence that school principals share their leadership skills (Day et al.,., 2010; Hallinger and Heck, 2011;

Leithwood et al.,., 2006), which influences the improvement of student outcomes, and assists school development (Harris, 2008: 183). However, according to Bush and Glover (2014: 561), additional research is needed to confirm whether there is a causal link between student achievement and distributed leadership.

Distributed leadership and 'collaborative' models have some similarities ' engaging, shared ' and 'democratic' models, as they have distributive elements of nature (Harris, 2008) and ' college ' (Bush, 2003). Spillane (2006: 20) claims to be a complicated approach involving the collaboration of various leaders, either of the ' old wine in new bottles 'or of leadership roles and positions. Distributed leadership requires that a principal collaborates with middle and senior leaders, based on clarity of communication, structures, and roles (Lewis and Murphy, 2008). The impact of distributed leadership is not only on students' achievements and school improvement but also significant during capacity building and when offering opportunities for potential leaders so that they sharpen their skills.

2.2.1.3.5. Contingent leadership

In the contingency theory of leadership, the efficiency of a leader depends on the way his leadership style suits the situation. That is to say; the leader must discover the form of leadership he or she is forming. The Contingency Theory is dealing with the following: "No best style of leadership "(Fiedler's Contingency Model),

A leader is successful when its style of leadership is consistent with the situation (Fiedler's Contingency Model). During its work in group situations in leader reaction (Fiedler's, n.d.), Fred Fiedler created the Contingency Theory of leadership in 1958. Fiedler thought the efficacy of leading depended on their mastery of the leadership situation and style (Fiedler's, n.d).

Contrary to the situation theory, leader effectiveness depends on the personality of the leader, not on the circumstance (Fiedler's, n.d). This study assumes that types can not be changed or adapted and are set (Gupta, 2009). A leader is most productive if the situation and atmosphere in its surroundings suit its characteristics and style of leadership (Gupta, 2009).

The LPC is a list of problems which show a lead αr employee who wants to work with the most and which show the styles of the management (Gupta, 2009). Fiedler's Contingency Model is trying to adapt the leadership style with LPC to their success (Gupta, 2009).

High LPC Score–leader with strong communication skills and relies on partnerships with others to perform tasks (Fiedler's, n.d); people-oriented < Low LPC Score–leader achieving skill-oriented performance. The most productive task-oriented leaders are the task-oriented leaders by focusing their focus on assignments and positivity (Fiedler's, n.d.). People or relationship-oriented leaders do their best when the extent of relationships between themselves and followers is at its peak (Gupta, 2009). With a discovery of the leadership style, Fiedler's model notes that the leader's "positional favourability" is in the strongest condition (Fiedler's Contingency Model, n.d).

In the theory of contingency, three factors describe a situation:

● Leader-Member Relation- how leader interacts with employees (Gupta, 2009).

● Task Structure- how tasks are set up by the leader(Gupta, 2009).

● Positional Power- the amount of power a leader has over followers (Gupta, 2009).

Such three factors combine to make the design of a leader successful or inefficient. The success is expected if the three factors suit the leader's style (Gupta, 2009). It is necessary to bear in mind that the opposite will occur. If a leader is finds itself in a situation contrary to its preferred task structure, member relationship and power level,

It will fail (Gupta, 2009). The three situation factors influence leaders with a mission or a weak LPC, less than leaders with staff orientation and high LPCs (Fiedler's, n.d.).Users will more reliably locate work or role to determine a person's leadership and evaluate their desired leader relationship, mission structure, and positional power (Fiedler's Contingency Model, n.d).

2.2.1.3.6. Integrated leadership

The theories of leadership that have so far been deliberated are partial, and none of them can be used solely by the principals to lead the school effectively. An integrated theory of leadership has emerged to get a full picture of the actual principal of the School. Bush (2008) stated that the hypothesis of an educational type of leadership lacks all-embracing. According to Day et al.,. (2010: 8), principals integrate different elements of transformational and instructional leadership. principals can apply theory based on their intuition and experience, while they adopt different styles of leadership that align with the context of the schools they run. The combination of training and transformational leadership is referred to as integrated leadership (Printy et al., 2009). This integrated leadership approach is beneficial and has positive influences on learning and teaching, quality education, and student outcomes.

Principals who are transformational leaders focus on engaging and motivating teachers, build an environment of trust and friendly relationships. These principals, if they are influential instructional leaders as well, more commitment from teachers will be established, and high professional involvement and innovation will be there (Marks and Printy, 2003: 393). Every leader is different from each other, and it is not an easy task to categorize leaders into some specific styles (Handley, 2013: 17). Ibid (2013: 19) tried to identify leadership styles as it is the typical performance of a leader during a specific situation.

2.2.1.3.7. Situational leadership

Hersey, author of "Situational Leader" and Ken Blanchard, author of the best-selling "One Minute Manager" were the creators of the Situational Leadership Theory. In this model, a leader can not only rely on a single management style for all circumstances in the real world. To order to get the most out of their teams and people, managers and leaders must be versatile in their Leadership.

The "task maturity," which is the ability of an individual or team to do the job they lead. Task specifics–The situation theory of leaders, the leaders emphasize the task more or less and concentrate more or less on cooperation with the people they lead, based on what is required to accomplish the job. Each quadrant indicates a different style of leadership as shown in the following diagram.

Figure (2;0) Leadership Styles

The Four Leadership Styles

S3 – Supporting Highly supportive behaviour with low levels of support	**S2 – Coaching** Highly directive behaviour with high levels of support
S4 – Delegating Low supportive behaviour and low directive emphasis, too	**S1 – Directing** Highly directive behaviour, with little supportive emphasis

Supportive Behaviour (vertical axis: High / Low)

Directive Behaviour (horizontal axis: Low → High)

Development / Skill level of followers

Low D1 > D2 > D3 > D4 High

Different leadership types range from S1 to S4 in situational leadership theory and differ in a leadership way. It is apprehensible by mapping the team's' Growth Stage' (D1 to D4) against one of the quadrants and finally, the right leadership style to be employed.

This is to say, by considering how capable the team/person is in the completion of the task, a degree from D1 to D4 can be calculated in maturity. With the corresponding leadership style to the development rates of the team/person, leader will select the right style.

2.2.1.3.8. Transactional Leadership

Max Weber (1974) found the transactional leadership approach. It was thoroughly investigated in the 1980s by Bernard Bass (Cherry, 2014). Ingram (2014: n.p.) has defined transactional leadership as the leadership style that keeps the organization in its

normal flow by utilizing disciplinary power and incentives that motivate the followers to do their best to achieve the work setting goals.

Many researchers have some assumptions about the transactional leadership style. Such as, followers work better with clear regulations and commands; followers work better with sanctions and rewards, obeying the commandments of leaders is the priority of followers, and there is a need to the followers to be supervised to assure that they do their work (Ingram, 2013; Doherty and Thompson, 2007: 25). Cherry (2014: n.p.) stated that transactional leadership works well when problems are simple and clearly stated. Leader and followers' relationship and reciprocity are the main factors of transactional leadership style (Handley, 2013: 20). It is also about followers' motivation that made by the leader (Verwey *et al.,*., 2012: 153; Northouse, 2010: 172).

2.2.1.3.10. Charismatic leadership

The term "Charisma" has many definitions in the literature of leadership. Northouse (2010: 173) referred to the word charisma as a special gift of a leader that enables him or her to do extraordinary things. According to McGrath and Bates (2013: 46), the word charisma is a distinguishing trait that few leaders have and attracts the followers to accept the leadership of this charismatic leader. Weber's (1974) has defined charisma as a distinct personality characteristic that only a few leaders have it. For Questa (2014: n.p.), charisma is defined as the ability of the leader to lead the followers based on personality traits and skills that produce commitment among followers (Kavanagh, 2002: 192). Whereas, Abib-Pech (2013: 109), identified charisma as a combination of charm and grace.

Charismatic leadership, according to Business balls (2014: n.p.), the elements of charisma are not inherited nor God-given, but it is all about a performance quality that can be developed. Such as, developing distinguished speech, body language, confidence, and effective communication style. Van Rensburg (2009: 49) identified the leadership dimensions are characters, competencies, and charisma.

2.2.2. Theoretical Framework of Adult Learning

Knowles et al. (2005) came up with a theory that they defined as "a comprehensive coherent and internally consistent system of ideas on a set of phenomena" (p. 10). It is an opportunity to know how people learn (Guney and Al, 2012, p. 2337). Schuell (2013) pointed out that schooling is one of the most important activities in which "learning is one of the most important activities that humans participate in" (p. 1).

According to Darling-Hammond (2011), it is important to understand the learning process to develop learning opportunities for educators. Pedagogy which is the foundation of education was first introduced in the 7th century—this theory all about how children learn (Caruth, 2014; Knowles, 2004). Knowles (2004) identified pedagogy as "the art and science of teaching children". It is all based on teacher decision and accountability (Caruth, 2014).

However, adult learning is different from children learning, as the children do not have the experience to apply to learn outside the classroom (O'Toole and Essex, 2012). Minter (2011) stated that pedagogical approaches do not work with adult learners. Some old perceptions believe that adults are not capable of learning (Merriam, 2001).

The history of adult education started in the 1920s (Merriam, 2001). Andragogy, which is the term defined by Knowles (1968). Knowles (1980) described andragogy as "the art and science of helping adults to learn Adults appreciate a learning style that involves voluntary participation based on their ability, teamwork, life-experience, and learning based on their own needs (Peterson and Ray, 2013). Andragogy and adult learning theory are interchangeable terms in studies in the United States that refer to how adults learn (Caruth, 2014; Peterson and Ray, 2013).

This part of the theoretical analysis of adult learning explores its features which link to professional and leadership development learning. According to Knowles' (1980), "andragogy", which is a method of adult learning, states that adult learning is different from children learning, as adults are self-directed, task-centred, problem-oriented. Moreover, adults are internally motivated to improve their self-esteem, professionalism, and confidence. Barber et al. (2010) proposed that adult learning is better through action and experience; they learn when they need, in their learning style, within their comfort zone, and by using role model strategies, exchange with peers and by effective systems.

The motivation for learning for adults is related to the learner's live, performance and role (Tusting and Barton, 2006). The learning of principals about school leadership is a continuous process that begins before becoming ahead of school. Principals build on their existing knowledge and experience before getting the headship role (Polizzi and Frick, 2012). The characteristic of' learning by doing' characterizes adult learning, according to Bennis (2009). Adult learning theories are fundamental to the learning cycle and can be very useful for opportunities in learning (Eraut, 2004).

Part of adult learning theories there is experiential learning theories. Kolb's (1984) articulated that the experiential learning approach can be represented by four stages learning cycle.
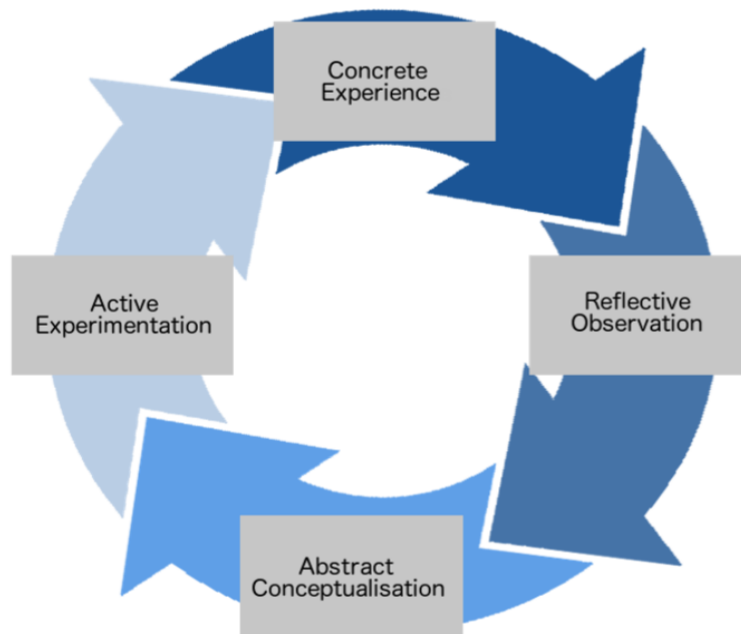
Figure 2 2: The cycle of Learning (Kolb, 1984)

Learning is incorporated according to Kolb (1984), and all four phases need to accompany one another through the process to be followed. The four steps include abstract conceptualization, reflective observation, real experience, and active experimentation which implements new elements of learning. Reflection, which is the most significant part of the cycle in learning and improvement of learning, is defined as thinking about previous actions (Bolman and Deal, 1997; Raelin, 2001). However, experimental learning theories are complained about excluding the emotions and feelings of the learner (Eraut, 2004). According to Benozzo and Colley (2012: 307), learning and emotions are social processes that are connected. MacBeath (2009) claims that emotions are focal points in learning processes.

The increased development of adult learning theories indicates that learning is both a complex and multi-dimensional process, that includes intellectual, reflective, emotional and social factors. The theories of Wenger (1998) and Lave (1991) are that learning requires social interaction and generates a sense of belonging and identity. Learning is a process of social participation which shapes the identity and the affinity of the learner based on the theories of situated learning developed by Lave and Wenger (1991), Thus, as Lave (1993) claims that participation in the work and learning process should not be separated, so it is essential to explore learning at work. Workplace learning can be classified as either informal or formal, but there is no clear distinction between the two (Eraut, 2004).

Formal learning which is structured and traditional approach of learning is also called training which is planned and takes the form of academic learning. This formal learning usually takes place outside of the learner's workplace, such as workshops and courses (Marsick and Watkins, 2001). However, informal learning is mostly experiential and unstructured and can be incorporated in daily activities (Hodkinson and Hodkinson, 2004). According to Berg and Chyung, planned informal learning is more comfortable to be observed, recognized (2008). Planned informal learning is in two forms; mentoring and coaching (Robertson, 2005). There can also be sharing and networking of this type of learning (Bush and Glover, 2005; Eraut, 2004).

Informal learning, however, enables one to acquire tacit knowledge. The learners learn practical wisdom through life experiences (Sternberg, 2006). Eraut (1994) differentiates between craft-based and technical knowledge. The differences are based on the manner and time of employing either knowledge when in different situations. The distinctions explain Bush's (2010) statement that leadership is not taught, but learned. According to Hodkinson and Bloomer, social structures and individual agency

influence learning quality by considering the attitude of learners, values and prior knowledge (2002).

There has been the introduction of theories of the adult, workplace, and professional learning, including reviews of school principals' readiness, professional development, and learning. This work should concentrate on the respective literature, the principal and its professional learning, so as to tell us how this is to be done in an international setting. Regardless; there is an increase in inadequate research, the influence in preparing leaders, and professional development programs (OECD, 2008). In the beginning, the international landscape of leadership professional development programs will be investigated.

Different methodologies leadership preparation programs, and professional development can be found worldwide. OECD (2008) advises a three-phase learning continuum:

1. Initial leadership preparation training before getting the role

2. Induction programs for beginner leaders during their first years in a leadership role

3. Various professional development services related to leadership roles.

These three elements are the driver of this study to get the quality school leadership for principals. Thus, the research questions of this research stem from these elements:

i. To find out what was the role of principals before getting headship preparation training in UAE;

ii. What induction programs the beginner principals receive in their early years of headship

Life-long learning for adults required to be based on taught how to learn (Caruth, 2014). Peterson and Ray (2013) found that adults need to know how to be life-long learners. Lifelong learning for adults needed to be based on teaching how to learn (Caruth 2014). Knowles (1968) noted that an adult who learns has an independent self-concept, can manage his or her learning, enrich his or her life experience, has learning needs, needs to be problem-centric, can immediately apply knowledge and be inspired to learn from internal rather than external factors.

According to Knowles (1975) there are six assumptions in adult learning theory: 1) self-directed, 2) need to know, 3) life experiences, 4) readiness to learn, 5) orientation to learning, 6) motivation (Caruth, 2013; Chan, 2010; Malik, 2016; Taylor and Kroth, 2009).

● **Self-Directed:** This learning style happens when learners control their learning by planning, conducting, analyzing the performance (Knowles, 1975).

● **Need to Know:** According to Caruth (2014), adults are driven by a desire to know why new knowledge is important to learn. Adults invest significant time and energy into learning they believe necessary (Masuda, Ebersole, and Barrett, 2013).

● **Life Experiences:** Life experiences and skills of the learner help transforming information into important, applicable knowledge (Minter, 2011).

● **Readiness to Learn:** Adult learning readiness is transformed into the developmental objectives of the role of social life (Caruth, 2013; Taylor and Kroth, 2009). Adults know when new things need to be learned (Chan, 2010).

● **Orientation to Learning:** When expectations change for what the adult learners are asked to do. Knowles (1990) noted that learning would be useful in solving problems rather than giving lectures or lessons when addressing learning (McGrath, 2009). Caruth (2014) stated that teaching for adults who are not receptive is a waste of time

● **Internal Motivation:** Internal motivation is to perform an activity that is considered interesting (Gorozidis and Papioannou, 2014).

Adult learning theory critics disagree with the notion of Knowles that all adults vary from children (Merriam, 2001; Peterson and Ray, 2013). Knowles (1990) noted that a pedagogical strategy is suitable for the new content of the information taught. Hartree (1984) argued that the theory of andragogy six assumptions is merely a definition of good performance. Hartree has argued that adult learning theory is a lack of clarity (Caruth, 2014).

2.3. Conceptual Framework

2.3.1. leadership

This section will tackle three key themes that are relevant to organizational leadership, namely;

1. leadership

2. Management

3. Administration

In education, the definitions of leadership, management, and administration are incredibly different from their meanings in the business sector. The dilemma in the education sector is that the principal holds these three responsibilities together.

However, in the business field, you will find that each one of these three components is owned by a different individual, who is expertise and experience in their areas, and the job descriptions are different from each other. Whereas, the leadership models in education are borrowed from various disciplines and not created initially for the educational environment (Cuthbert, 1984: 39). I think this is what makes the quality of running the educational organization is well behind the quality of any organization in the business sector. Thus, school principals need to function as leaders, managers, and administrators. Northouse (2010: 2) states that leadership is whereby a person influences others intending to achieve similar goals.

In the literature, there are two main theories of leadership, the great man theory which was dominated before 1900. Then the focus shifted to the trait theory, according to John Quincy, the sixth American President, every individual can become a leaderif one's actions motivate others to dream and learn more (Abib-Pech, 2013).

2.3.1.1. Definition of leadership

Leadership is all about the capacity and capability of the leaders to play the required role (Kavanagh, 2002: 167). According to Riggio and Reichard (2008: 175), the capacity of a leaderis all about the ability to listen, observe and to encourage the followers to take part in decision-making processes and creating values and visions in the organization. Kouzes and Posner (200: 394-395) stated that leadership means encouraging followers to act and challenge them, including becoming a model; whereas, Doherty and Thompson (2007: 2) see leadership as when the leader generates ideas and vision and communicates them. Van Rensburg (2009: xi) believes that leadership is the ability of a leader to make the necessary change that influences the potential of followers.

Landsberg (2000: 1x) tried to identify the term leadership differently, as a vision that influences the inspiration and momentum, initiative and making change, and creative personal activity. Manley (2012: 19-29) identified the main demanded imperatives that create and build the leadership; vision, passion, communication, power, consistency, self-management and social management. However, from Handley's (2013: 10) perspective, leadership contents "natural authority, authenticity, inspiring others, getting the best out of followers". Similarly, Abib-Pech (2013: 6-8) believes that leadership is all about the attributes of the leaders and his or her self-awareness about these attributes. Such as, intelligence, risk-taking, self-confidence, courage, understanding others, influencing the creation of values and vision.

2.3.1.2. Managerial leadership

According to Kouzes and Posner (2002: 283-284), the manager is the critical factor that makes employees either stay or leave the organization that they work. For Lauer (2009: 7), good managers need to maintain a good relationship with employees to achieve organizational goals. According to Werner (2012: 8), successful managers are those who are capable of designing new visions that help the employees to achieve the goals of their work settings.

The role of a manager as described in the 20th century is to organize, coordinate, plan and control activities (Ten Haven, Ten Haven and Stevens, 2003: 147-149). However, Gordon (2002: 8-9) stated that an effective manager is the one who acts as a team player in an organization with international standards.

According to Leithwood, Jantzi, and Steinbach (1999), managerial leadership portrays rationality and hierarchy. It focuses on functions, tasks, systems, and processes (Bush, 2012). School principals implement administrative leadership in goal setting,

planning, budgeting (Caldwell, 1992: 16-17 in Bush, 2012: 373). This leadership style focuses on the management of existing activities; however, it misses building vision, interpersonal relationships, and collaboration. Thus, it is difficult to apply a managerial leadership style solely for school principals, as the role of teachers requires implement changes (Bush, 2003; Bush, 2012). Managerial leadership functions and activities are important aspects of the educational leader role (Day et al.,., 2010; NCSL, 2007). However, administrative leadership without building vision and values is merely inappropriate and damaging (Bush, 2008).

2.3.2. The Importance of a principal

The 21st Century alongside globalization and technology development has added more complexity to school education (Barber, Whelan and Clark, 2010), as the learners in the current generation require different skills and knowledge (Bush, 2010: 113). Similarly, the role of school principals has become more challenging, as they should be familiar with the different styles of instructional leadership, apply an external agenda, and meet the demanding expectations of the stakeholders (Fullan, 2007: 168). Besides, they need to be skilful in other managerial roles. Such as finance, administration, and human resource.

Leadership programs have only been addressing hierarchy in the educational system's professional ladder, professional performance, and institutional effectiveness (Sergiovanni, 1992). Formalities and compliance issues are being discussed at the expense of substantial value and a functional system, which represents a military model of top-to-bottom leadership that is void of results (Sergiovannni 1992). The top-to-bottom hierarchical model is three-way and involved; the political activist, the instructional leader, and the manager. With accountability demands, and emphasis on collaborative decision-making and students' performance, principals' roles have now

evolved and expanded to breast more responsibilities and require more skills (Sergiovanni, 2007). Budget problems could be perceived as the root since school funding no longer tallies with the school financial demands, and one-third of school teachers are predicted to retire over the next few years. Meanwhile, student enrolment is on a continuous rise, causing educational leadership to become a linear model (Seriovanni, 2007, pgs. 6-7).

The challenges that principals experience in the post-2005 modern era, include building capacity in others and team leadership. Setting values and collaborative decision-making are some of the areas where principals are required to build capacity for school leadership (Williams Boyd, 2002). Ideologies and traditional thinking are leadership keys that affect school effectiveness. Barack Obama incorporated school effectiveness in November 2012's Federal Legislative Act on Education. The Act emphasized the improvement of schools by building capacity across all staff at the district level to contribute to students' academic excellence ultimately.

Recent legislation like the American Recovery and Reinvestment Act of 2009 (ARRA) has also started stressing the importance of making investments in educational leadership. This act brought reform to the educational sector and supports innovative states in their efforts, commitment, and investments to improve the academic performance of students. Specific priorities, like the future benefits from increased productivity and effectiveness, are the focal point of this legislation. The ARRA, also, has instigated lots of competitive programs for grants accumulated the sum of $4.35 Billion, all geared to rewarding school reform and students' performance, and includes stakeholders at all school levels. An effective principle is one of the significant critical entities postulated by the ARRA for the support of students' academic excellence.

All students, including specific and individual cases such as; students with limited English Proficiency, students that are economically disadvantaged, and disabled, are the classes that fall within the Effective principal 's description. The goal of students is to improve education and development by at least one year of gap (AARA, 2009). This advancement is assessed by measures of student evaluation including alternative methods of teaching, learning, and academic progress assessment, tailored for untested performance under the Primary and Secondary Act in grades and subjects (ARRA, 2009). These methods, which can be compared across platforms, include course final tests, pre-tests, English Language Proficiency assessment, (Race to the Top, 2009). Obama refers to them as "Call to Action" goals.

It was time not only to discuss educational reforms but also to act and turn education into a national mission for America (President Barack Obama, November 4, 2009). leadership for improving student achievements is an indication of a much broader field of research. While leadership is not a new wave, the concept remains relevant today as a result of a dynamic society and changes in the 21st century (Marzano et al.,. 2005). In the same powerful webs of fragmented times, pressure for accountability, employment stress and social validation that influence the performance of academic students are captured aspiring and current academic leaders (Ackerman et al.,. 2002).

The balance and effectiveness of the principal in the dispensation of his numerous stressful roles ultimately will influence the academic excellence of students. However, due to accountability pressures that seem unending, a principal 's job continues to expand to fit changing times and ensure students' success (Zepeda, 2013). Thus, a principal 's role must be examined against the leadership training, to determine the type of training that would be most effective.

2.3.2.1. principal Evolving Role

The National Association of Elementary School principals (NAESP) recognizes technical management skills as another area of expertise that is desirable for principals. According to NAESP:

    i.   Effective leaders should be able to master management;

    ii.   Prioritize learning;

    iii.   Establish a social standard;

    iv.   Promote student academic growth;

    v.   Implement teaching methods that promote academic excellence for students;

    vi.   Develop a learning culture for continuous academic success;

    vii.   Use multiple information sources to identify and implement improvements and shared accountability through engagement.

These technical skills involved in management are necessary to enable principals to decipher leadership complexities and apply good academic leadership (Northhouse, 2013). With technical management skills, school and staff management becomes more useful for the principal, including the management of daily operations and logistics. Technical management skills also enable principals to offer guidance to other management staff in the school.

There is an empirical link found by the researcher, between school leadership and student academic excellence (Louis, Leithwood, Wahlstron, Anderson, 2010; Murphy 1994). The principal is saddled with setting the right school conditions for student

learning (ISLCC Standards, 2008) and exercise leadership by creating reforms, teacher support, and expanding the school community (Murphy, 1994).

Literature works that document the principals ' changing roles, further reports that principals face many challenges every day. Although the principal 's role continues to expand to include accountability, site management, and instructional leadership, management expectations remain constant. Thus, aspiring principals may be discouraged from executing this principal leadership position, and this reduces the number of qualified candidates (Pounder and Merrill, 2001).

There is an emerging coalescence in the literature that there are four key components for successful school leadership: Building the vision and values; developing teachers; improving school performance; leading instructions. (Leithwood and Riehl, 2003). Leithwood and Day (2007) stated that defining vision and values are the most vital factors of effective leadership that has a significant influence on student achievements. School leaders are improving further by building vision and values (Leithwood et al.,., 2006). This improvement includes the management of the work of teachers (Robinson and Timperley, 2007). According to Harris, Caldwell, and Longmuir (2013), such vision and value build trust; which eventually boosts school performance by encouraging common goals, synergetic relationships with teachers, and improving instructions. Moreover, successful school leaders build strong relationships with teachers and making them feel valued by engaging them in policy-making (Day et al.,., 2010: 6).

There can be an implementation of learning-centred leadership to develop teachers (Sammons et al.,., 2011). Successful leaders need to develop the skills of coaching, and support staff in improving their practice (NCSL, 2008), these skills are linked with the term learning organization, as highlighted by Senge (2006), all the staff to engage in

learning rather than the leader. Similarly, building a culture of trust helps to improve the environment for quality learning (Day et al.,., 2010). The fourth key leadership practice for principals in managing teaching and learning, which includes direct engagement in planning, monitoring, evaluating classroom performance, and focusing on lesson observations (Dimmock, 2012). Other practices involve hearing students' voices and book scrutiny (Lewis and Murphy, 2008). According to Barber et al.,. (2010), the main problems of experienced principals are developing a curriculum for teaching and learning, and coaching teachers (Robinson and Timperley, 2007).

The culture of using data in successful schools is well established as it is a crucial tool to identify the areas of improvement and how to respond effectively to influence students learning (Day et al.,., 2010). Day et al., (2016) stressed on successful principals encouraging research and data use, as it leads to evidence-based dialogue. Furthermore, successful principals invest in the development of middle leaders and coach them in the use of data, which leads to critical reflection (Lewis and Murphy, 2008).

To sum up, successful principals and teachers use data to improve their practice (Dimmock, 2012: 86). Moreover, successful principals apply plenty of strategies and approaches to shape and build successful schools by making the vision and the mission. This study explores principals' perceptions of these experiences and practices in international schools situated in the UAE.

After presenting an essential set of practices and strategies that successful principals employ, this study d investigates how school leaders implement these practices and strategies by applying the different approach of leadership (Dimmock, 2012). Bush's (2008, 2012a) and Bush's and Glover's (2003, 2014) works to frame the typologies of leadership presented in this section.

2.3.2.2. Principals and Accountability

A central concept of the accountability of schools is that increased oversight of schools and teachers is an important way of enhancing student education. From an economic point of view, schooling is intended to tackle a' principal-agent problem,' which occurs as a result of the school managers ' conventional difficulty in tracking student outcomes and the mal-alignment of administrators and teachers ' objectives (Gibbons, 1998). Organizing theory indicates that the accountability of schools aims to improve influence over schools and teachers to "couple" their work more closely with the broader criteria of the educational system (Bryk et al.,2010).

In the past two decades, the transition from the management of inputs to better results for students was one of the key developments in education and has spread from schools (Elmore, 2004). School leaders have reacted to the accountability of schools by improving organizational practices, the teacher supervision, encouraging standardization, and making teacher preparation more accessible (Hallett, 2010; Spillane et al., 2011). As standard-based accountability has fostered greater oversight over the core work of Schools, a specific approach to improving schooling highlighted the critical aspects of effective schooling and their context and professional culture, which are essential for the improvement of bad schools (McLaughhlin and Talbert, 2001).

The demands for accountability over recent decades have led to debates to establish an atmosphere that concentrates its role in student learning (Beck and Murphy, 1993). This position has been focused on student learning. The principals should know learning methods, curricula and instructor skills to improve their educational skills (Institute for Educational Leadership, 2000). They have to learn how

to collect data and promote the gathering of information and the promotion of academic achievement by staff, pupils, parents, social care organisations, local government, employers, youth development agencies, partners and the rest of the community. Eventually, the theory must learn and use their expertise and skills to individually and authentically execute their strategies.

In the current educational reform climate as set out by Leithwood and Riehl (2003) principals the need to play many critical roles as set out below;

    i.   Creation of innovation approaches (in the education sector accountability)

    ii.   Inspiring, insightful policies (responsibility of power decentralization)

    iii.   Instructional leadership (accountability in professionalism)

    iv.   Implementation of quality, social justice, and equity strategic scholar development plans (management accountability), (Leithwood and Riehl (2003).

2.3.2.3. Principal's Leadership Competencies and Skills

According to Groenewald (2008: 31), a leader is the one who evaluates and do. A leader should control his or her attitude and emotions (ibid, 2008: 63). Kets de Vries (2006: 166) referred that a leader is a mix of personality, position, and experience. Starting with the first model of leadership, according to Katz (1955), the leadership behaviour-based model consists of three essential skills any leader needs to strengthen for effective administration (ibid, 2010: 40-41). The three skills include technical, human, and conceptual. Technical skills are when leader does particular work and activities. Social skill is when a leader can work as a team. Conceptual ability is when a

leader can execute ideas. Secondly, there was an establishment of a new leadership model, which is the skill-based leadership approach (ibid, 2010: 65). In this approach, there are five essential skills and competencies that mark an effective leader. The skills and competencies include problem-solving, conceptual, human, and technical skills (Northouse, 2010: 65), 5) social judgment skills (Mumford *et al.,.*, 2000). Abib-Pech (2013: 126) added to these skills, as mentioned above, many other skills. Such as, "finding resources, strategic thinking, challenging leadership skills, people skills and a flawless ability to deliver".

Similarly, Handley (2013: 103-106) added some other significant skills that interviewee 1 great leader. Namely, strategic planning, critical thinking, general knowledge, creating a vision, networking, confidence-building, specialization, delegation, time management, conflict management, stress management. According to Pascale (1996), there are two types of skills "soft skills" and "hard skills" (Ten Have and Stevens, 2003: 139).

Determining the effectiveness of the principal's role in the improvement of students' performance has been in the foresight of research (The Wallace Foundation, 2009). The Wallace Foundation funds school projects in school districts across 28 states, to support the efforts of public schools to improve leadership. It has unfolded more than 70 various research reports on school leadership; however, the focus was limited to the principal's role and ways the principal can be more effective in that role, and the results of the principal's effectiveness on students' performance.

Meanwhile, a school; principal is always saddled with multiple strict and conflicting roles daily. The Interstate School Leaders Licensure Consortium (ISLLC) established five major competence indicators for principals as effective leaders in the year 1996, summarized as follows;

i.   Creating an academic vision on behalf of students.

ii. Creating a friendly learning environment.

iii. Building more leaders.

iv. Improving teaching methods.

v.   Proper school management (ISLCC Standards, 1996).

Several patterns have influenced the principalship over the past several decades. They also emphasize the role of the principal in the productivity of schools and provide more comprehensive research on how they perform effectively. Traditional approaches to principalship research did not include sufficient answers to questions relating to an efficient manager's skills. However, a substantial study has taken place based on several theoretical constructs, social structures, philosophy, position theorizing, philosophy of organisations, teacher morality, creative institutions, administration theories etc.

Hoekstra (2014) revealed that principals exhibited the skills, accomplishment, effect and power to improve many failed schools as a visionary, community-builder and culture, a supporter of student learning, a teacher leadership team, and as a facilitator of joint policy-making. Sawyer (2010), identified the competences of the principal. The most significant assumption is that the principal puts the student's interests at the forefront of all policymaking.

Rethinam (2008) is showing a link between Headmaster's experience and management aspects. He noted that the management skills of the headmasters stayed the same and proposed that all the headmasters would undergo daily training to improve their performance as the school head.

Thus, this study revealed that the commitment of headteachers to leadership training has an impact on the activities of secondary schools.

Although the consistency tends to indicate a significant difference due to exposure or lack of access to leadership training, even though other variables may account for differences, Knuth and Banks (2006) claimed that when school principal fails, the cost to school students is very high. The damage to the school system is substantial both economically and also political and extremely personal. Failure of the principalship weakens the school and regularly disrupts the school and society. Also, the ineffective early-career principals are always lost to the occupation. Some of the features provided by principals are not special to them, but all effective administrators share their characteristics. There are also general qualities that are required in an administrator for a district to operate at its optimum level as each school district is unique.

Scott (2005) analyzed educational expectations of leadership technique principal skills. In a survey about principal technology leadership skills, 35 assistant principals and principals and 117 teachers replied. The findings showed that leadership skills are essential for successful leadership technology. The purpose of this research was to investigate the relationship between the role of the principal in system improvement initiatives and the successful implementation of a building-based reform initiative. Morrison (2005) carried out research entitled' Principal leadership Competences in the successful school reform effort.' A case-study framework was used to discuss the initiative of education change from a program perspective and the role that the Principal Building plays in implementing this reform initiative.

2.3.2.4. External and Internal Factors that Affect Principal Leadership

The leaders must multi-task and assume multiple responsibilities to satisfy the internal and external requirements of parties involved such as local and federal agencies, district constituents, school boards, community members as well as teachers and the community of parents (Cantano and Stronge, 2006). Because the school's activities and performance are scrutinised by all stakeholders (Langer and Boris-Schaefer 2003; Thomas, Grisby, Tyack and Cuban Miller and Scully 2003).Thus, the accountability demands from principals stretch to a broader range of stakeholders.

Role model, educational leader, moral agent, community pillar, and surrogate parent, are combinations of roles that principals must fit into, as they execute their job function. School methods must continually change to accommodate new ideologies of best practices. So, for various communities to fit into an unorthodox method of teaching and learning, school principals must transform all members of the educational community. Multiple sectors have created pressures that externally affect the educational environment.

2.3.2.5. An Assessment of School principals' Effectiveness

The performance evaluation and feedback of principal have gained national attention over the past few years. States usually need to review principal school districts, and state departments and training services need to test principal applicants before certification is completed. Recently, the United States To comply with the top

State and district competition criteria as well as in the requirements states no child left behind (NCLB) exemptions must be awarded, the Ministry of Education has pressed for improved transparency for the school principals. Such federal standards led 38 States to enact new, more precise laws for the assessment of the existing principals (Jacques et al., 2012).

Performance evaluation or performance appraisal is used to recognize strengths and enhancements by gathering information about the efficiency of existing principal activities. Even as the "National Associations of Elementary School Principals (NAESP)" and "National Association of Secondary School Principals (NASSP)" emphasize federal incentives and state policies, assessments often agree that they are vital to the theory. While evidence from research of the development of leadership indicates that performance appraisal is important in the development of leadership practice, they found no studies on the impact of performance appraisal on school principal activities in our study. Data on the quality and outcomes of one's success is critical for practice growth and improvement because it disrupts unsuccessful habits and can increase the incentive to adopt more successful practices (Thomas et al., 2000).

Performance evaluations are useful in presenting teachers with far more-needed information that can be used to enhance the leadership activities, provide accountability knowledge, and inform PD choices (Waters and Grubb, 2004). For example, tools for performance assessment can identify important events for special education leadership and can determine the degree to which essential activities they exhibit in their everyday work. As, Performance Evaluation findings provide valuable information to be used in evaluating realistic development courses for principals and their managers, coaches,

mentors and others. As seen in Figure 1, principals affect many facets of the school directly or indirectly, and principal output can be measured in several ways.

Evaluations of the principal should be realistic and based on areas of leadership perceived to have a direct impact on the quality of leadership and, subsequently, on the standard of school education (Thomas et al., 2000). Sadly, current work provides no guidance to States, districts, and development programs regarding the design of assessment systems and points instead to significant variations in the rigour and usefulness of evaluation processes (Clifford and Ross, 2011). It means that current work points to the need for improved principal assessment but offers little knowledge of creative and successful performance assessment methods.

Several evaluations of principal assessment research and experience suggest that system changes are necessary at the pre-service and in-service levels (Sanders et al., 2011). Goldring and colleagues (2007) found four issues as a result of their study of the principal evaluation systems. First, much of our best understanding was not based on empirically or historically validated perceptions of successful leadership or results from the broader body of school development. Second, the principal assessment frameworks tend not to adhere to technical evaluation standards.

Essentially, the assessment of principal was differentiated from the development of the school, professional growth, and behaviour of staff. After the analysis of principal evaluation methods by Goldring and colleagues (2007), the National Association of State Education Boards (NASBE; in partnership with the Wallace Foundation), NAESP, and NASSP has established guidelines for the design of principal evaluation systems. The recommendations refer to the pre-and in-service principal assessment and agree with the recommendation for staff assessment provided by the Joint Committee on Criteria for Educational Performance (1988).

2.3.2.5.1. Impact of Principal on Students' Outcomes

Without the right skills and commitment, research and experience have pointed out chances of managing a high-quality educational environment are very low (Wallace Foundation, 2009). Education leaders must become educational leaders for academic success, bridging the success gaps. It stipulates that leadership is essential for enhanced teaching and learning. Leaders must be more than managers.

The link between principals' leadership and student outcomes is still a question of debate in the literature (Coles and Southworth, 2005). According to Gurr et al.,. (2005: 2), successful school principals are those who influence student's outcomes. There is empirical evidence that there is an interrelationship between students' achievements and the performance of principals (Waters et al., 2003). Over 40 states have currently implemented the Interstate School Leaders Licensure Consortium Standards (ISLCC) that would assess leaders, improve leader's performance, and reform the training program to adequately prepare leaders for their jobs (Wallace Foundation (2009). By evaluating 44 states and districts, it was discovered that about half of these schools don't provide feedback to leaders on ways they could be improving their teaching and student learning. In other words, there is a general lack of evaluation and mentoring to help leaders improve (Wallace Foundation, 2009).

It led to the collation of data on leadership development training programs, by Jennifer Gill, a researcher commissioned by the Wallace Foundation. Evidence from Gill suggests that the candidates should be chosen for these main training programs and that the training programs must include rigorous training programs and provide support

for the new directors to support their further professional development, beyond the graduate program (Gill, 2012).

Pieces of training that target school principals' effective leadership should include the best techniques and practices in the educational sector (Chenoweth, Carr, and Ruhl, 2002). Other professional fields like law and medicine understand the implications of professional standards and continuously adhere to the latest procedures, knowledge, and technology (Chenoweth, Carr, and Ruhl, 2002). Best practice focus has now moved to effective teaching and learning processes for students' success and now focuses less on management (Carr, Chenowith, and Ruhl, 2003).

What constitutes best practices in the educational sector have been analyzed by educational experts and researchers (Chenoweth et al.,., 2002; Carr et al.,., 2003; Darling-Hammond et al., 2009; Bottom and O, 2001; Jackson and Kelly, 2001; Renihan and Phillips, 2006; Litfin, 2007; Sorenson and Goldsmith, 2008;). Some of the significant components of programs that successfully prepare principal include; (a) aligning entrance requirements with the current demands of the principal 's position, (b) setting vivid performance-based standards, (c) building instruction capacity according to the needs of the principal, (d) developing and accessing leadership skills, (e) emphasis on practical learning and reflection, (f) continuous review of programs with the input of current principals, (g) cohort study groups, (h) substantial internship experiences (i) providing mentorship through experienced administrators, (j) universities and school districts partnerships for the training of selected principal candidates, (k) emphasis on contemporary, relevant training, and (l) developing processes for the recruitment and training of exceptional leaders. Theoretically, suggested recommendations seem practical enough to implement. However, preparing

principals for their job responsibilities, in practice, demands carefully thought-out leadership programs.

2.3.2.6. Principal's Knowledge and Professional Development

The theoretical framework presented above has investigated current leadership theories that seem to bring success and improvement to schools. Even though there was the presentation of contingent leadership theory, school research did not explore it (Day, Gu and Sammons, 2016: 226). Very few studies focus on the impacts of the context on leaders' performance, including their interaction with the context. According to the NCSL (2007) as part of the 'contextual literacy' terminology, it is expected from principals to understand and analyze school context, and to draw equally and appropriately between leadership strategies and actions.

The characteristics and competencies of the leader are described as 'personal antecedents' Hallinger and Heck (2011), and 'internal antecedents' Leithwood and Day (2007). Moreover, they are termed as 'personal leadership resources' (OLF, 2013), which means they include values, beliefs, knowledge, and skills. Characteristics and competencies of successful principals have taken their way in recent empirical studies in school leadership (Leithwood and Day, 2007). Elaborating on the importance of understanding the influence between the leader and the context, Hallinger (2016: 14) stated that leaders and organizational context are not separate forces; thus, research should focus more on how leaders do instead of on what leaders do (Leithwood et al., 2017). There is a focus on principals' leadership development (Hallinger, 2003; Watson, 2003). The findings of research in 23 nations, according to OECD (2008), found that principals need specific preparation and experience as a teacher is not

enough to qualify to be a principal. The school principal role has to acquire and got increasing complexity (Bush, 2008), such as accountability and expectations of all stockholders (Crow, 2006). Moreover, it is expected that the complexity of principals' roles will intensify more in the coming years (Dimmock, 2012; Southworth, 2010).

Other research found that newly-appointed principals experience stress, lack of job satisfaction, and soft and hard skills to face the daily challenging of principalship (Daresh and Male, 2000). Principals, therefore, need support, development, and preparation, especially during the beginning of their careers (Barber et al., 2010)

Recently, research in the field of principal -ships is growing up in times of change and school education complexity. Numerous studies and projects focused on the knowledge skills and competencies of the principals needed to lead the school effectively. However, most of these are comparative researches of growth of school leadership (Huber, 2004; OECD, 2008); other studies examine the perceptions of experienced principals (Gurr and Day, 2014; Reeves et al.,., 1998). The collective findings from this research are that the principal needs to learn relevant professional knowledge and to practice significant theories and strategies about leadership. They also need to sharpen their soft and hard skills which are essential to the headship of the school. These skills are team leadership, people management, administration and education policy, financial management, law, and instructional leadership (Bush, 2008; Moorosi and Bush, 2011).

According to Cave and Wilkinson (1992), the expertise of the principal refers to necessary details about the history, functions and processes of the school. It includes the social, political, and legal framework of the school (Hallinger, 2016). The importance of this desired contextual knowledge lies in the fact that the landscape of

school provision is continually changing. For example, schools might be an academy, part of an association or even free school in the United Kingdom. In the UAE, international schools may be profitable or not.

The leader focuses on several aspects of school education research which are needed for the 21st Century. Fink (2010) proposed a new leadership skills system. He defined the term ' political awareness,' suggesting that principals must learn and be able to use legislative strategies to settle evolving conflicts between school teams, groups and individuals. Political acumen merely relates to timing, thinking and reading ability and how to respond (Cave and Wilkinson, 1992). According to Leithwood and Day (2007), effective leaders have judgment quality, critical thinking ability (Fink, 2010). principals need to use problem-solving methods an essential part of thinking skills, so when a problem arises their stored knowledge is used to collect data, analyze and evaluate evidence, and compare the advantages and disadvantages before making decisions (Cave and Wilkinson, 1992: 41).

Emotional understanding and emotional intelligence have captured the attention of many researchers as a knowledge needed for effective principals. Fink (2010) stated that emotional understanding encompasses many of the competencies and skills to be applied to the actions and practices of the principals. According to Boyatzis and Saatcioglu (2008), emotional and social intelligence are highly recommended competencies for effective leaders. Principals lead the change by taking their staff into unexplored regions; so they must be able to read emotional responses and creating a trustworthy environment based upon friendly relationships (Fink, 2010; Leithwood and Day, 2007). Goleman (2009: 24) said that intra- and interpersonal skills are required for emotional intelligence. However, Loader (2010: 202) pointed out that the intelligence

quotient of leadership starts with self-awareness, motivation, self-regulation, and intra-personal skills.

- Self Awareness dimension is when one knows his or her preferences which lead leaders to seek out feedback for further improvement (Goleman, 2009: 66).

- Self-regulation, aspect enables leaders to keep calm and think wisely under pressure (Zaccaro et al., 2004).

- Motivation, dimension reflects the emotional tendencies and facilitates getting the goals (Zacarro, Kemp and Bader, 2004). Motivation, as the critical intra-personal competence, encourages effective principals to focus on student achievement, be determined towards achieving goals and be risk-takers (Barber, Whelan and Clark, 2010: 6).

Goleman (2009) said "empathy" is described as the social radar of leaders because it increases people's awareness of sentiments, concerns and needs, from intra-personal to emotional information. The term 'reading of the situation' of Cave and Wilkinson (1992) means that being able to respond to needs and build different opportunities by reading other people's emotion (Leithwood and Day 2007).

The art of developing and coaching others is a vital element of a successful leader; this can be used by applying instructional, transformational or distributed leadership. According to Dimmock (2012), developing people by coaching or mentoring is something learn-able, and empathy which involves listening skills helps in providing valuable feedback for development. School principals in the 21st century need to be change promoters rather than change leaders, and this can be enhanced by sharpening

the intra and interpersonal skills, where establishing an environment of trust with friendly relationships.

2.3.2.6.1. Preparation Programs for principals

Principals, to lead schools effectively, need the necessary support from the authorities; to enable them to improve their knowledge and skills across the required areas (Association of Washington School Principals, 2010). The educational bodies can provide help through a new and improved effective training program for leadership development. For example, principals may not only be given the opportunity to theoretical knowledge but can also be given access to mentors, experienced practitioners and a practical environment for applying and sharing their knowledge. Besides, time and scenarios for active self-reflection and peer-to-peer networking are also worthy of support (Peterson, 2001; NAELP, 2002).

Many countries have pointed out that this type of leadership development is of primary importance (Shelton, 2012). In the United States, for example, the Elementary and Secondary Education Act (ESEA) provides funding for training of these school principals, grants to aspiring and existing principals, for leadership development programs, as stated in the Education Programs (Department of Education Appropriations Act, 2012).

The Role of principals is always evolving. According to research, academic leaders are integral in the education and production of high-level graduates who can easily adapt to a dynamic job and efficiently use their knowledge (Council of Chief State School Officers, 2008). Unfortunately, this has only added to the burden on educational administrators (CCSC, 2008). School leaders and leaders should focus

more on setting the example of leadership for learners, teachers and agents of change, rather than saddling with the management of school administration, such as teacher jobs, bursaries, finances and transport for students (Council of Chief State School Officers, 2008).

Over the last 25 years, the role of the principals in an educational environment has been changed through these high-quality leadership programs (Young, 2002; Darling-Hammond, 2007; Tucker, 2002; Jackson, 2001; Kelley, 2001). Therefore, there is no codified program covering the whole scope of the responsibilities of the principal. Leadership programs have only dealt with the hierarchy of the professional ladder, professional performance and institutional effectiveness of the education system (Sergiovanni, 1992). Formalities and compliance issues are addressed at the cost of substantial value and a functional framework that reflects a top-to-bottom military leadership model that has no outcomes (Williams-Boyd, 2002).

Having considered management and soft skills, as well as all key ingredients of leadership, the primary focus for student performance should be on principals and the parts they play. Effective school leadership has been evaluated through different factors, and studies have discovered that school principals play the most important roles in student performance (Darling-Hammond et al., 2007). Most of the research on this subject is focused on the significant effect of high-quality leadership programs on the academic success of the students, in particular, the study "Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs" (Darling-Hammond and partners, 2007).

This position is also backed by further research, such as; Leithwood et al. 2004; Darling-Hammond et al. 2007; National Association of Principal Elementary Schools, 2008; Haynes, 2007; Simkin et al. 2010; Shelton, 2012; Wallace Foundation, 2008;

Southern Regional Education Board, 2008 and 2009. In many countries, the authorities now prefer to develop their training programs, having understood the complexity of the role of the principal in employment (Hammond, 2007). These specialized programs have been designed with the classroom in mind, with practical scenarios designed to expand and apply theoretical knowledge (Gall, 2007). In the United Arab Emirates, this program only targets the principals of public schools in Abu Dhabi (Pont et al., 2008; Darling-Hammond, 2017), but there is nothing for the principals of the private sector. Principles must, therefore, be prepared for the unpredictable rising demands of the education leadership industry.

The research was strongly influenced by the theoretical framework of Glass (2003), and based on the perceptions of school directors of their willingness to work in education through the knowledge gained from the management training program. The leadership initiative, which formed the basis of Glass ' framework, was analyzed the research and data on leadership development. Framework themes also formed the basis for the survey questions used in this research, and the framework was a tool used to analyze the results of this study.

The concept of this study is based on the ideology that practical experience is more beneficial to the principal's knowledge in helping students achieve academic excellence. Another study conducted by the Southern Regional Education Council (SREB) is behind this idea. Thomas Glass has brought a 25-year wealth of knowledge and experience in multiple school districts. He has collaborated on this research to provide answers to questions about the relationship between these practical training courses and the demands of the labour market in education.

Glass' framework incorporated a mix of leadership qualities as well as the application of practical knowledge, which is a key component of the principles. In

2003, Glass implemented this model by executing an academic training survey of 156 higher education institutions offering such programs. Studies have shown that the SREB region does not have practical, effective preparation training for principals (Glass, 2003).

The internship programs are great opportunities for the practical application of knowledge to principals for their responsibilities. Glass has postulated three main competencies for principals as follows:

(1) overall knowledge of the best instructional practices that contribute to student academic success; (2) a team-building and collaborative effort with colleagues and teachers to develop and implement a program where student progress is on the rise; and (3) a backbone and support system for academic staff to implement instruction.

Professional development is the process of acquiring knowledge or enhancing skills for improvement (Mitchell, 2013). Hourani and Stringer (2015) stated that professional development is a process that necessitates reflection, evaluation and critical structuring. Professional development is a useful tool for principals to enhance their personal growth and career achievement goals (Ahuja, 2015). It also enriches the principals' knowledge and skills (Hourani and Stringer, 2015).

Effective professional development consists of five components: content focus, active learning, collective participation, duration, and coherence (Barlow et al., 2014). To be effective, professional development should be intensive continuous and connected with the practice of the participants (Marrongelle et al., 2013). Hourani and Stringer (2015) have been investigating the design of Abu Dhabi public schools ' professional development courses for a principal. Researchers have found that these

programs require further improvement in content and processes that are not related to the needs of the principals.

In another study, Stevenson, Hedberg, O'Sullivan and Howe (2016) found that school leaders prefer technology-based and informally structured learning. Professional development should be linked to school objectives that improve student academic performance (Marrongelle et al., 2013). Early and Porritt (2014) found that professional development should be assessed based on student learning. Early and Porritt suggested some components of effective professional development programs. Such as setting goals, planning, organizational support, implementing new learning practices, and learning outcomes for students.

Traditional preparation programs provide limited data on the principal Preparation Programs examination chart (Vanderhaar et al.,., 2007; Davis et al.,.2005; Daresh, 2006; Hess and Kelly, Lashway, 2003). Primary training programs demonstrated by research focusing on the experiences of primary participants in university-based programs that occurred from 1998 to 2007, evoking collaborations between school districts and universities. Nowadays, there is much focus of research on curriculum, leadership impact, challenges, and the outcome of principal preparation and leadership training programs (Grissom and Loeb, 2011; Lashway, 2003; Hess and Kelly, 2007; Orr and Orpharious, 2011). Due to different execution outcomes, findings are found inconsistent. The research regarding district-specific leadership training programs is limited.

Hale and Moorman (2003) investigated the need to train quality principals who can be mentors in instruction to direct students to academic excellence. This study focused on the following;

1) State policies influence on school leadership programs by providing certification, license, and accreditation

2) The focus on professional development and education administrator training. These two focal areas include national discussions on principal preparation programs and school leadership.

This research covered multiple focal areas, including implemented approaches and practices across school districts, state systems, colleges, universities, and organizations. The first area emphasizes on equipping school principals for 21st-century practices through standard preparation programs. In contrast, the second area emphasizes that preparation programs should confer the required leadership skills on school principals, for them to inspire excellent student learning. There is also an emphasis on the improvement of students' performance and how principals can be recruited and trained for that responsibility. Lastly, colleges and universities should be more innovative in their leadership programs to make principals become exemplary instructional leaders.

The Stanford Study analyzed eight outstanding and highly developed learning systems for principal. The study examined district, state, and institutional policies, funding problems, practices of leadership, as well as preparation of the principal. The elements of effective leadership development programs identified in their findings are as follows;

 i. Research-based curricula

 ii. Consistent curricula

 iii. Practical internships

 iv. Practical learning strategies

v. Cohort systems,

vi. Mentorship and support, and the partnership school districts and universities.

Other factors that influence effective leadership development programs were strict recruitment process of highly qualified candidates, financial support from state and district infrastructures. The eight programs implemented these elements and were able to produce school principals who demonstrated instructional leadership to achieve student excellence.

Practical experiences like internships and instructional leadership training incorporated into these leadership development programs were consistently highlighted in various studies. The educational sector has looked into elements of an effective principal preparation program due to the different curricula, impact, and challenges. In other words, principal preparation program that instead of following past techniques, analyzes and uses past concerns and failures of traditional preparation programs to address the current needs for leaders' development programs.

The Davis, et al.,., (2005) highlighted the specific needs of a principal that which program of leadership development should address. While the study: "How are successful leadership development programs designed?" focused on understanding principals' current needs. This question provides insight into the perception of some current principals who completed a leadership development program. The study highlighted certain features of effective leadership development programs as follows; guidelines for pre-service and in-service programs should contain little discrepancies. Effective programs should provide experience for the principal in field contexts, be research-based, implement cohort groups and mentorship, have curricular coherence,

and structured to enable collaborative activities between the school and leadership development programs (Stanford Educational leadership Institute, 2005).

Effective school leadership profoundly affects the student achievement. However, understanding the best practices for developing school leaders should be further researched. Three recurring questions about active leadership development are:

● Question 1; "What skills and knowledge should effective leaders have?"

The answer to this question is heavily reliant on personal testimonies, self-reports, and perceptions of individuals from empirical literature, which examines the processes, structures, and methods used for preparing prospective educational administrators (Murphy and Vriesenga, 2004).

● Question 2; "What programs are essential to developing productive school leaders? And what standards should be followed by institutions?"

The answer to this question was drawn from the school leadership study where in-service and initial leadership preparation programs were examined and concluded to mirror delivery contexts, with mentoring, coaching, and practical problem-based learning experiences as the focal point.

● Question 3; "With multiple pre-service programs, how can there be an identification of practical program designs?"

Effective leadership development programs have evolved in design into four types of principal leadership preparation:

     i.   District initiated

    ii.   University-based

   iii.   Stakeholder partnerships

iv. Third-party.

Three new approaches to professional leadership development have also been implemented. These include;

i. State-wide academies for leadership (for example, principal Executive Program based in North Carolina),

ii. Local academies for principals' and teachers' professional development (e.g. Jefferson County, Greens Professional Development Academy, KY, and

iii. Comprehensive school reform initiatives for professional (for example, The Wallace Foundation supported by LEAD districts).

2.3.2.7. Concerns with Traditional leadership Development Programs

Principal preparation programs require a change because of the roles of principal continue to change. This shift focuses on the demands of the 21st century, and how principals and their job descriptions need to have a clear understanding of the learning mechanisms of students at different levels (Fry et al.,., 2007). Every school must have principals who can guide and develop their teachers so they can impact students with the skills and knowledge needed for the continuously changing world of academic success (Fry et al.,., 2007). The main preparation programs must endow the skills necessary for the effectiveness of the principal. The development of ISLCC standards for principals was the initial step taken to meet the needs of the aspiring principals (Tucker and Codding, 2002). Incorporating ISLLC standards into principal preparation programs is the next step for universities, to analyze courses that support principals' skill development, and should be added by universities to the preparation programs

(McCarthy, 2002). Principal preparation programs require analysis and reform of the learning methods of the skills and knowledge needed for the principal to execute his role effectively (Copeland, 2001).

Professors of higher education may not be aware of the fact that student will encounter as principals because they are disconnected from school systems. And so, recommendations that university faculties who train prospective principals must remain connected with school systems and principals in practice, to understand and meet their needs (Quinn, 2005) because the passive study doesn't make learning effective (Senge, 2000). A continuous dialogue with principals in practice, to support the learning paradigm of aspiring principals, is needed. A close relationship at the district level supports significant training programmes, offering students opportunities for advanced training.

Leadership programs for individuals who want to lead in a wide variety of school districts continue in the same format. It is a challenge to strengthen the provision of knowledge that prepares leaders for the new academic era in the leadership development programs. The features of this new academic era are clear, detailed and concise leadership standards tailored to the needs of the principal.

2.3.2.8. Principals Standards

The responsibilities of principals require leadership skills that enable principals to face the challenges of the job. The principal's leadership skills that meet the expectations of being a school leader should be stated clearly by the state (Fry et al.,., 2007). Leadership standards represent what the school and school system should be accomplished and should not only evaluates principals and lay the foundations for

principal preparation programs (Fry et al., 2007). School principals should ensure accountability and access to educators and high-quality instruction for improved student learning. Providing staff leadership for the improvement of the quality of instruction that supports student academic excellence is the responsibility of the school principal. New educational paradigm is required for principals to enable them to balance their performance and cope with the management and environmental pressures (Usdan, 2002, p.293). School leadership and the qualities of a principal have evolved from management to demonstrating instructional leadership. Therefore, education state departments and accreditation agencies demand higher levels of accountability in school leadership preparation programs (Usdan, 2002). Principal preparation programs are the primary development method of the leadership skills that aspiring school leaders require for a school to be productive.

Emphasis on principal performance reflects the new standards of the profession. The recognized standard is the Educational leadership Policy Standards: ISLLC 2008 (Council of Chief State School Officers, 2008). Strategies for improving educational leadership were stipulated by these standards, which are connected to the frameworks that redefine school leadership. The six strategies for principals' professional practice as stated by the ISLLC Standards include;

     i.   Creating an academic success vision for students

    ii.   Creating a hospitable learning environment for students' and professional staff growth

   iii.   Effective school management to create a safe and effective learning environment

iv. Collective decision-making with people and faculty members, through mobilizing community materials to respond to diverse societal interests and needs

v. Executing job functions with fairness, integrity, and ethics

vi. Understanding and influencing the political, legal, social, and cultural context of learning

principal preparation programs should differ from fulfilling the varying needs in different school districts. The ISLLC Standards provides quality control for preparation programs. Forty-three states currently implement these standards and use them to develop their standards of selecting and training school leaders. ISLLC authors posit that these standards influence and promote students' success, and including them in graduate programs will adequately prepare future leaders with the right knowledge and experience to improve learning among students (Council of Chief State School Officers, 2008, p.).

A principal preparation program does not become successful because of the sole implementation of the ISLLC Standards. Critics have described ISLLC Standards as unrealistic expectations lacking skills, practices, and knowledge, and that leaders should support the curriculum development and instruction, which will ultimately impact student academic success (Bell, 2005; Levine, 2005). Regardless, about 40% of leadership preparation programs are still evaluated against these standards, and they guide the curriculum of university-based principal preparation program across multiple states. Because of the influence of the ISLLC Standards on public school administration and the selection and professional development of principals, measuring and evaluating the impact of these standards comes into the focus of the

discussion by interested individuals for the development of qualified principals. When the leadership Development Training Program focuses on the professional growth and development of the principal, then it can be said that a principal is qualified.

2.3.2.9. Initial leadership Preparation Training

Initial leadership preparation is a program that takes place before being a principal. The initial training is called anticipatory or professional socialization that includes personal, organizational and professional aspects. During this initial leadership program, future principals learn about the values, attitudes, skills, and knowledge that are required for principalship (Crow, 2007).

Accordant to Bush (2016), by professional socialization, principals obtain the knowledge and skills that are beneficial required to lead schools (Bush, 2016). principals learn and sharpen knowledge and skills regardless of the environment (Cottrell and James, 2016; Crow, 2006).

Social professionalism comes in different forms, such as university and a postgraduate degree in "National Professional Qualification for Headship (NPQH)".

In 1984, Singapore introduced education leadership qualifications that one has to complete before or shortly after becoming a school principal. Similarly, most of the United States requires qualification for the principalship role. This policy is applied as well in other countries, such as Canada and France. However, qualification is optional in other different countries, such as the Netherlands, UK, Germany, and Australia. (Bush, 2008).

Principals in UAE public sector pursue a local headship program (Cottrell and James, 2016). Still, leaders of the private sector are not required to do it, as private schools are not totally under the department of education authority's regulatory control. However, there is a distinct trend towards proper qualifications and a continuous focus on quality leadership through skills and certification (Al Yahyaei, 2016). Few private agencies programs target educational leadership; these programs differ in modes of training's delivery; however, they have also striking similarities. For the sake of doctorate research limits, there is no space here to discuss these courses in detail. Nearly all headship programs in the UAE and other countries share similar topics and areas of concern such as educational policies, management and finance (Bush and Jackson, 2002; Moorosi and Bush, 2011). The main differences between these programs are how they are designed rather than what is taught. In the USA, for example, there is no practical work on knowledge and theoretical level of learning (Lumby et al.,., 2009: 185). An increasing trend of blended learning style noticed in many countries that focus more on experiential learning and reflection (Huber, 2010: 240).

On another side, many school principals and leaders do not undertake any official courses before the leadership position (Scott, 2003: 27). Instead, they prefer to get experience from their leadership performance or by participating in professional socialization with other peers, which may include developing knowledge and skills. leadership improvement for the majority of principals can consist of teaching before headships (Browne-Ferrigno, 2003; Hart, 1993).

The majority of principals was previously indifferent leadership levels and witnessed principals while on duty, which plays a significant role in improving their intra and inter-personal skills (Crow, 2007). Future school principals learn three

essential skills; team leading and managing, innovation and political skills from other principals (Crow, 2007: 64).

The learning of principals while leading schools is still an uncharted field in research (Hulsbos et al., 2016:23). They, however, learn through social participation, which makes principals' learning a question of debate. According to the Crow and Glascock research (1995), three means of learning by engaging in social professions, watching the activities, the skills and job experience of principal in non-educational life have been identified by aspirants in the US (Bush 2016).

In general, principals' preparation takes two methods: academic or professional qualifications. Both of these methods are expected to provide principals with the required knowledge, skills, and values.

2.3.2.9.1. Induction

The school or board of governors' design and deliver induction programs for new principals (Bush, 2008). According to Bush, countries such as the Netherlands, Bulgaria, and Cyprus do not support new principals. There is only limited support received as unplanned mentoring. However, in other countries as Finland and Sweden, inspiring principals receive a two years induction programs; in UK and Australia principals do induction programs in the form of conferences, mentoring and network (Bush, 2008; Huber, 2011). Principals in general, as it is suggested by research, acknowledge learning through practice, reflection, personal and collaborative induction programs (Bush et al., 2007).

Research has shown that principals have early challenging years (Hobson et al., 2003), and this explains the importance of mentoring as a favourite method of learning

for new principals. According to Bush (2012a), a mentor who is an experienced leader provides principals with individual support, and can also offer significant learning (Earley et al.,., 2011). Well-established interactions between mentors and mentees encourage formal and informal professional development for both parties (Barnett and O'Mahoney, 2008: 238).

Newly appointed principals undergo organizational socialization leading to the cycle of successful organizational participation (Schein, 1988). Successful organizational socialization is an essential tool that enables a principal to develop into a reciprocal two-way process, both functional and effective organizational members (Greenfield, 1985). Part of organizational socialization is the interaction between the environment and the leader; termed situational learning (Crow and Matthews, 1998; Wentworth, 1980; Cottrell and James, 2016). Leaders play a vital role when it comes to applying their initial learning and experiences.

Weindling (1999), in a ten-year study about principals, identified different phases of socialization among them for eight years. The first two years include four stages. The very first months of headship comprises a combination of feelings of shock and a process of making sense. Principals also build a cognitive picture of the school environment, stakeholders, processes and culture (Weindling and Dimmock, 2006). In the second phase of this two years induction period, principals deepen their learning about the school, and they initiate organizational changes that confirm the validity of their appointment (Weindling and Dimmock, 2006).

During the third and fourth stages, principals lead reciprocal socialization, take charge and setting a strategic plan for improvement (Weindling and Dimmock, 2006: 334; Reeves et al.,., 1998). Moreover, principals and staff now are aware of strengths and weaknesses of each side, which opens up the risk of conflict, this potential conflict

stems from the gap between the vague hopes of principals before the appointment and the real practised framework (Day and Bakioğlu, 1996). This study tries to clarify whether international school principals face similar difficulties or not, concerning their unique context, experiences, and learning.

2.3.2.9.2. Continuous Professional Learning

According to Day and Bakioğlu (1996), principal -ship is a constant development process, in which socialization changes over time. Very little research is focused on the experienced stage of headship comparing to other research that focuses on the early stages of principal appointment. During their continuous professional learning, principals continue their learning and socialization; they also develop personal skills and capabilities that are significant to their roles, such as confidence, openness, and resilience alongside with other interpersonal skills.

principals receive informal feedback from different stakeholders, such as teachers, parents, and students, which will assist them in making sense of the role 'role making' (Crow, 2007).

Following the early phase of the two years induction, the principal moves to the next stage, which is marked as a period of refinement. During this phase, principals lead further curriculum changes (Weindling and Dimmock, 2006). For some principals in this phase, they feel that their motivation is at the top. However, for other principals, this phase considered as the time of learning and challenge, they might have felt uncertain, lost and lonely (Hobson et al., 2003).

The third phase of headship is consolidation, as principals have introduced their planned changes (Weindling, 1999). The phase is known to be satisfactory with principals developing with confidence, increasing reflective practice and implementing

distributed leadership (Day and Bakioğlu,1996). The final phase of headship starts from seventh onwards and is called a plateau (Weindling, 1999); for other researchers, it is time to change. According to NCSL (2007), seven years as a principal in one school is plenty of time to implement their planned changes.

According to OECD (2008:133), leadership development is done effectively when formal and informal processes socialization and performance throughout the different stages of leadership practice. Fullan (2001: 253) reinforced the significance of looking beyond courses and programs to develop habitual learning through the day to day connections and practices. There is connections distinct learning while working and applying the skills in complicated work environments (Fullan, 2001; Huber, 2010). There lacks any method to develop principal leadership. Thus, principals need to be involved in different modes of learning (Burgoyne et al., 2004), learning of principals' as well must be individual and differentiated. Based on research conducted by Bolam (1999: 196), principals' leadership can be developed according to four modes;

1)   Ability to understand

2)   Ability to act

3)   Practical Improvements

4)   Reflection mode.

Moreover, school leaders should be involved in shaping learning (Smylie et al.., 2005). Principals' methods to research include different methods, such as individual learning, online classes, seminars and conferences. Robertson (2005) stated that principals acknowledge facilitated personalized learning in mentoring and coaching modes.

There is difficulty in distinguishing between coaching and mentoring, as there is overlap (Bush, 2010). Coaching is a growing field in the research; it considered the most helpful method of learning among leaders (Earley et al.,., 2011; Scott, 2003).

Coaching tends towards being short-term and concentrating on sharpening particular skills (Barnett and O'Mahoney, 2008; Bush, 2010); it also provides a steady review and reflection of practice (West-Burnham, 2004). Coaching is, unfortunately, one of the least likely methods for learning for principals (Darling-Hammonds et al.,., 2009). However, reading and attending workshops are considered as the least productive tools for professional education for school leaders.

There is another approach of professional learning for principals which is the collegial exchange (Huber 2011: 640), in which leaders meet and discuss with other leaders to transfer ideas and to see similar contexts (Bush, 2010). Schools as learning communities are highly acknowledged for the informal interactions and conversations with peers about their leadership (Darling-Hammond et al.,., 2009; Scott, 2003).

In recent years, leadership has undergone a paradigm shift from heroic leadership (Bennis, 2009; Southworth, 2010) to collaborative leadership (Fullan, 2008), concentrating on structure, processes, citizens, social relations, and centralized leadership rather than leadership (Hartley and Hinksman, 2003). According to Fullan (2008), two approaches of leadership development are needed; one for individuals and another for strategies that look at change the culture of the organization to concentrate on teams and day-to-day development. Developing leadership in the educational context needs to add capacity building (Dimmock, 2012) and distributed leadership. It is thus evident that Principal's technical training and advancement can be followed in several modes. This study aims to investigate what preferred methods of professional learning for international principals in the UAE.

2.3.2.9.3. Learning from Experiences

Learning and leadership are important, according to Kennedy (1963). This research is not feasible unless it is related to the context (Fluckiger et al., 2014), because of textbooks or course attendance. A particular form of learning can achieve it, and it is important to establish a balance between giving and taking and working (OECD, 2008). Leaders in educational contexts learn through their leadership practice according to theories of experiential and situated learning. This type of learning is significant for developing and sharpening soft skills of leadership, such as understanding the context and having a sense of intuition (Lewis and Murphy, 2008). According to Marsick and Watkins (2001), another mode for leadership development is learning from mistakes or incidental learning, or through actual problem solving (Dimmock, 2012).

According to West-Burnham (2004: 5), learning comes in three categories:

1)   Shallow learning that is concerned with gaining new information

2)   Deep learning: in which knowledge creation is obtained through a better understanding

3)   Profound learning: as knowledge eventually transforms into wisdom.

To achieve deep and profound learning, leaders need to learn through contextualized experiences and knowledge (Bush, et al.,., 2007; West-Burnham, 2004; Levin, 2004). Sternberg (2006: 358) identified wisdom as the degree of using intelligence and experience to achieve common good, paired intra-personal and interpersonal skills. Another skill principals need to develop is time management, as lots of wrong decisions of newly appointed principals made either too early or too late (Hart et al.,., 1996). Effective principals develop a sense of "if-then" scene through their experiences. For many researchers, school leaders, through their on-job

experiences and observations, influence their mentalities and eventually their morals (Avolio, 2007; Senge, 2006; Sternberg, 2006). Some principals might resist new experiences and learning, willingness to learning (MacBeath, 2009).

When leaders are assisted in their professional learning at the time of failure, the flexibility of their mentality is increased (Dimmock, 2012: 28; Janson, 2008: 91). According to Fullan (2007), leaders' professional learning is not only influenced by doing rather than by thinking about the doing (Fullan, 2007), also by the reflection that gained while doing it (Mintzberg, 2004). Thus, effective leaders learn better when they review their practice, observe the interaction between theory and practice, work with others and learn new skills and competencies. However, for Huber (2011: 637), adequate theoretical grounds must be in place to decrease subjectivity. Therefore, a blended learning approach that includes a range of modes to link theory and practice is highly significant when progressing through the different forms of learning (West-Burnham,2004).

Effective leaders learn by experience via issue-solving, perception and practicing (Southworth, 2010), and learn from different fields, such as feelings, gender, meta-cognition and policy-making (Fink, 2010). Learning for the 21st century is characterized by four 'R'; resilience; resourcefulness; reflection; and reciprocity (Claxton, 2002). For Leithwood and others (2006: 14) effective leaders are open-minded and learn from other peers, and willing to continue professional learning. Moreover, they need to be risk-takers and ready to learn from mistakes (Bennis, 2009: 35). Principal's provision for headship preparation involves various methodologies such as coaching, mentoring, informal networks, and formal courses. Each of these methods has its pros and cons.

2.3.2.9.4. Developing Self and Professional Identity

Entering the field of headship is a transformative process (Tubin, 2017), which requires developing the knowledge through post-graduation study or even by professional qualifications, together with sharpening and developing the needed skills via situated learning activities (Browne-Ferrigno 2003). Leadership and learning are linked to each other, as well as identity and practice, which can be developed by involving in work and learning (Hodkinson and Hodkinson, 2004). According to Wenger (1998: 149), the leader's identity is a full, lived experience that can be improved and formed through participation in work and reflection. A leader's personality has a time-based nature that does not remain static; instead, it develops through experiences (Tubin, 2017). Moreover, the identity of a leaderis influenced by prior experiences. For Crow (2007), The word 'Headteacher' accentuates the link of identity with previous experiences (Crow, 2007).

Building the identity of principals is linear with professionalism and socialization, and form the third form of socialization which is personal socialization. Principals practice individual socialization as a process of role identity transformation, and it happens when they have new experiences and roles (Matthews and Crow, 2003). When principals construct their identity, they find being sensible (Biott, Moos and Moller, 2001:397). For newly appointed principals, they making sense of position can be done by practicing the role, understanding it, knowing what the organization knows and not know, finding ways of managing processes and actions and by being aware of their self and others' perceptions (Hodkinson and Hodkinson, 2004). New leaders in the position of headship very often have a feeling of a loss of identity and unprepared, which explains why they treat others and differently treated others (Parkay and Hall, 1992).

Newly appointed principals face difficulty in discovering their new identity (Daresh and Male, 2000).

In this regard, this thesis will raise questions for discussion, such as: What challenges principals face with other experiences, such as moving to different schools, countries, contexts, and culture, and what impact these challenges and experiences on their sense of self? Building a professional identity is a unique process for each principal and a crucial step in their professional development process (Browne-Ferrigno, 2003). Becoming a principal requires them to step out of the comfort zone and to be open to change and risk-taking (Browne-Ferrigno, 2003; Carr 1997; Crow, 2007). Previous experience, learning, and professional socialization are not enough to prepare principals for the challenges such as stress, anxiety, loneliness, lack of self-confidence and loss of identity (Crow, 2006; Earley et al.,., 2011; Hobson et al.,., 2003). Instead, it enables principals to develop a new sense of status (Weindling and Dimmock, 2006: 338).

Principals are unique in the sense that they are shaped through learning, experience, and emotions (Loader, 2010: 196). Two types of learning are needed for new principals, namely; self-learning and self-confidence (Earley et al.,2011).

principals build their trust through challenges and reviews (Eraut, 2004). According to Bandura (1982), self-efficacy improvement is linked with effective experiences. Building identity and shaping self-concept is a process that needs principals to;

  i. Be sure of the school's requirements

  ii. Be willing to risk

  iii. Be aware of how to motivate others (Crow, 2007)

School principals are required to develop their interpersonal and intrapersonal intelligence rather than their academic and practical knowledge (Cowan, 2007). Emotions are a significant aspect of headship for future principals and newly appointed principals as well as for experienced principals. Thus, principals are expected to be aware of their emotions and not to show them (Loader, 2010: 199). According to Maxwell and Riley (2017), the emotional issue can cause difficulties for principals. Therefore, there is a necessity to understand the rational and non-rational elements of the mentality of principals (Leithwood, Begley and Cousins, 1994).

2.3.3. International School Education

2.3.3.1. History of International Schools

The international school was brought to the literature alongside globalization (Cambridge and Thompson, 2004), which can be attributed to the increased workforce and expatriate persons in South-East Asia and the Middle East (Bunnell, 2016). The concept "international school" still vague and not clearly defined (Bunnell, 2016: 545), for many researchers (Hayden and Thompson, 2013). International schools can be given a collective term, as a 'sector', 'system' or 'network'. Several international institutions are characterized as profitable (Brummit and Keeling, 2013), and they are located in Asia (MacDonald, 2006).

Most of the research conducted about school leadership is western-centric. Such as, USA, UK, Canada and Australia (Walker, Hallinger, and Quian, 2007). However, most of these studies focus on the national context, and some of the research is international comparative studies. But the fact is minimal studies were carried out about the international schools.

There is less academic focus in the literature on international school leadership and principal -ship. According to Leach (1969:15), there is a lack of research and awareness of the 'international school' phenomenon. Bunnell (2008: 416) stated that international institutions are researched and known less. Leithwood et al.,., (1999: 4) argued that their study is highly needed to explore professional learning and leading to become international school principals.

English-medium international schools have touched several 7,500 schools in the last decade (ISC, 2015). Internationalization has influenced the diversity in international schools (Spring, 2008; Keller, 2015). Even though there is no agency managing or representing international schools (Bunnell, 2016: 548), there are many organizations that try to take this role, for instance, the Council of International Schools (CIS) and British Schools Overseas (BSO). Nonetheless; the idea of an international school, its definition, and education remains elusive. According to Thompson and Cambridge (2004: 161), an international school and its education are ambiguous. Murphy (2000) recommended not to search for the definition. However, it is significant to ask why international education has given this name 'international', according to Haywood (2002: 171), there are two reasons: pragmatic and visionary. The former rationale is due to the population of teachers and students being multinational, as to meet the educational needs of expatriate families.

Whereas, it is wrong to perceive international schools as being populated by natives because around eighty percent of them hail from local areas, as they seek the advantages of an international curriculum, bilingualism, and mind-set (Brummit, 2011). The later rationale, visionary that comes from the fact that international schools bring the benefit of providing broader worldview, cross-cultural perspectives, and global outlook. On another side, The ISC (2015) offered different meanings of international

schools; instruction and provided curriculum varying with the place the school is situated. Based on a meta-analysis study Wickins (2013: 39), suggests five main characteristics of international schools:

1)   Commitment to international-mindedness and values;

2)   International curriculum;

3)   Run independently;

4)   Diverse school community

5)   High expectations.

2.3.3.2. International School leadership

Research of international learning is under comparative studies, whereby it encompasses studies of and beyond the national educational curriculum (Bunnell, 2008: 415). School leadership is, however, covered widely in the literature. However, there is a lack of studies regarding leadership in those schools. International schools' leadership in Arabian and other countries are functioning rapid, poorly-defined sector (Brummit, 2011). The critical role of principals is developing people that raise some human resource issues regarding teacher recruitment, retention, and training. For international schools in the UAE, with the vast majority of its staff are Non-Emirates; thus, sophisticated leadership and management skills are needed for school principals to deal effectively with human resources issues.

According to Littleford (1999: 33), lots of international schools are currently being concerned with doors for leaders. So, a question to be asked in this study; Do international school principals in the UAE feel that they are unsecured position-wise?

How feelings of insecurity influence leadership and identity? For Blandford and Shaw (2001: 9), Internationals schools are 'islands' that have no main international entities (Blaney, 1991; Blyth, 2017). principals of International schools need to be provided with ways of addressing complexity and ambiguity (Haywood, 2002).

leadership in international schools face different challenges; for Poore (2005: 351), leaders of international schools find cultural differences and relationships as challenging issues. In addition, Caffyn (2007) highlights how micro-politics influence relations and the environment in the context of international schools. Qualities and competencies of successful school leaders have very little attention to research. However, available research reveals the significance of intra and interpersonal knowledge and skills. For Roberts and Mancuso (2014), principals of international schools, communication skills, inspiring and motivating others, interpersonal skills, approachability and the sense of humour are the most required competencies and skills. The managerial approach of school leadership is not that popular as before, whereas, other styles of leadership as learning-centred, transformational and distributed leadership have become at the top. According to Roberts and Mancuso (2014), international schools in Asia primarily seek principals of managerial leadership approach, which reveals the 'power-centric Asian cultures' (Dimmock, 2012: 112).

2.3.4. Education System in UAE

After the independence of Arabian countries in the middle decades of the last century, education witnessed a significant expansion during the higher, secondary and primary levels (Warner and Burton, 2017). Miliband (1982; 1989) described this era as the time of construction of schools and training of teachers (Dewey 2007). The OECD, UNESCO and many other agencies became effective vehicles for education

improvement (Warner. and Burton, 2017). Bashshur (2010:: 268) has warned policymakers in the Arab world against wholesale adoption of education reforms (Warner and Burton, 2017).

2.3.4.1. Practical and Purposeful Education in the UAE

The government has developed a formal education system under the auspices of the Education Ministry MOE since its independence and the creation of the USA in 1971. Various educational bodies work in each of the seven Emirates. Such as, Abu Dhabi Education Council (ADEC) that recently changed to be called as The Abu Dhabi Department of Education and Knowledge (ADEK) (ADEC, 2018), and the Knowledge and Human Development Authority (KHDA) which oversees the school education in Dubai.

It is of paramount importance to know that transformation in the education sector is due to the visionary leadership of the UAE leaders. Today, the education sector of the UAE is considered one of the best in the world due to its keen interest in research and development activities. Nobody denies the fact that under the leadership of the great Emirs of the Emirates, UAE has done a remarkable achievement and it is evident from the fact that it is pursuing its policies forward to attain title of the smart and sustainable country with the development of its major city centers on the basis of the technological advancements such as internet clouding and artificial intelligence. It is crucial to know the influx of foreigners played a great part in shaping future dimensions of the UAE and today UAE is one of the lucrative countries for expatriates to step in and get benefited from alluring opportunities. This remarkable transformation is only due to the efforts of Emirs and major role is played by the economic stability.

There is a huge number of international schools operating in the UAE with an aim to facilitate educational quality that could help to embed leadership qualities in the next generation so that they can easily cope with changing trends of the world. The same is the case with the skills development and polishing of the principals so that they can easily manage all affairs of the schools while retaining their teachers through its effective leadership qualities. Countless number of programs for the skill development has been initiated by the government of the UAE in the recent decades so that managerial skills in the principals are enhanced such as skills development of the principals and teachers so that their productivity can be improved and higher yield can be achieved from the knowledge market and they can easily transform their economy from oil dependence traditional economy to the knowledge-based economy that has strong foundations on the research and development.

It is evident for the steps such as education for all i.e. children of expatriates are also allowed to attend local schools while paying minimal fees while local students have totally free basic level education. Major focus of the government of the UAE is to enhance skills of its human resource so they can compete with every other nation on the front of the technological advancement and this can only be possible by effective and efficient skill development programs like vision 2021 that has potential to change all dimensions and course of the country within no time in the 21st century.

The UAE has launched many educational initiatives to improve education. Part of these initiatives are; The Ministry of Education Strategy 2010-2020, in which The UAE government set the targeted objectives based on the country vision 2021 (Ministry of Education Strategy 2010-2020); the UAE Vision 2021, Dubai Strategic plan 2015 and ADEC 10-Year Strategic Plan. The UAE in 2010 announced its vision 2021, by which a new shift in its economy from oil-based dependence toward a knowledge-based

economy. Moreover, the UAE National Agenda is another initiative to assure quality education by measuring and monitoring schools' performance (DSIB 2016). Recently, in line with its 2021 vision, the Education Ministry of UAE has announced the new unified school inspection framework in the academic year 2015-2016 that inspect all schools in the UAE (The National 2015). The performance standards of this new inspection framework are six: Student outcomes, personal development, assessment and teaching, curriculum, support and protection, and finally, management and leadership (The National 2015).

The education sector in the UAE has shifted from rural schools with the lowest infrastructure to advanced use of technology (Gokulan, 2018). The education sector over the past 20 years has become a key driver of development. The late leader Sheik Zayed stated that the most significant utilization of wealth is to venture into education and training people (Warner, R.S. and Burton, G.J.S., 2017). Recently, UAE has allocated to education about thirds of the country's budget. In 2010, the UAE's spent 23 percent of its annual budget on education (Meeds.com 2016). This number doubled in 2011 to become 46 percent of the budget (Warner, R.S. and Burton, G.J.S., 2017). The intense focus of the UAE on education and the development of human capital are to meet the UAE 2021 Vision to UAE develops worldwide.

2.3.4.2. The UAE's 2021 National Agenda

The Agenda consists of main pillars, namely: improving students' experience and attainment; improving the quality among teachers; to ensuring higher standards and accountability within education sectors (Warner and Burton, 2017). The 2020 strategy of the UAE aims to raise the ambition in a five-year plan, by which the UAE desire to bring substantial qualitative development in the educational sector such as the way

teachers and students interact, learning programs, teachers' codes, evaluations, and licensing methods, and curriculum revision (Gokulan, 2018)

This 2021 vision aims to help UAE citizens to be highly educated and skilled. The ability to achieve the goals, Sheikh Mohammed declared the National Agenda; this plan seeks to create a qualitative education system by focusing on eight indicators that measure the progress. Namely:

i. To be one of the top 20 countries in the Program of International Student Assessment (PISA) test.

ii. To be one of the top 15 countries in Trends in International Mathematics and Science Study (TIMSS).

iii. In both Private and public schools, teachers are expert.

iv. Private and Public School to have effective leaders.

v. 90% of the 9th-grade students in both the public and the private sectors have Arabic skills.

vi. Increase graduation rates in high schools of Emirati students to 98 per cent.

vii. Provide early years education to 95 per cent of children between ages 4 and 5 in both sectors (public and private).

viii. Remove the need to provide Emirati students to complete a base program that qualifies them for university admission (Warner. and Burton, 2017).

In January 2017, the UAE's minister of education Hussain Al Hammadi, summarized the goal of the 2021 vision as to move from an economy based on oil to an economy based on human knowledge (Zaatari 2017) (Warner and Burton, 2017).

Several arrangements have been made to meet these goals. For example, improvements to public school K-12 curricula, modified curriculum, an English-speaking cohort, and expanded subject choices from grade 10 (entrepreneurship, thought and creative design, lifestyle skills). These new subjects are taught besides the existing issues of languages, Islamic studies, social studies, science, and mathematics (Warner and Burton, 2017).

Based on this vision, different indicators were set, such as to become one of the top best twenty countries in education in the international standardized assessment PISA (UAE Vision 2021, 2009), in particular, to increase the ranking of UAE students in math, reading and science to be among the first 20 OECD countries. According to Moonesar et al.,. (2015), the Emirate of Abu Dhabi has initiated an action to raise the quality of education via increasing the enrolment of Emirati students in the STEM subjects by designing newly developed curricula to assure the development of students 21st-century skills. OECD (2015) highlighted the significance of optimizing the utilization of these skills by; sharpening relevant skills.

According to Yahyaei (2016), the UAE requires to focus on its' results in International standardized experiments such as Progress of International Reading and Literacy Study (PIRLS), TIMMS, and PISA as the participation in those assessments offers a significant instrument for comparison against international benchmarks. With the appreciation that the UAE is one of the remarkably few regional participants, however, the race toward the top 15 countries by 2021 in TIMMS seems difficult to be achieved. Similarly, in 2012's PISA report, Dubai placed at 48th, 44th, and 46th place

worldwide for mathematics, science, and reading, respectively out of other countries. Whereas, 2021's National Agenda aims to be one of the top-ranked countries. Besides, in 2016, the UAE didn't make any significant progress and remained under the OECD average. Thus, many reforms and initiatives took place to achieve the goals of the National Agenda. Such as, improving teachers' performance quality by conducting professional development of teachers, such as Tanmia and Tamkeen programs in Abu Dhabi, and the What Works program in Dubai ((Warner, and Burton., 2017)). The goal of What Works is to encourage collaboration among schools by sharing best practices that improve learning outcomes among students (KHDA, 2016).

Another initiative was taking place in 2016 of a five-year strategy to have every UAE teacher, federally licensed, which intends to improve the professional competence of teachers in the classrooms (Warner and Burton, 2017). School leadership is another initiative, as leaders reform agenda. A program called the Professional Standards for principals in Abu Dhabi is another initiative as a shred of evidence for improving education in Abu Dhabi (Warner. and Burton, 2017).

Although the UAE aims to improve quality of education by 2020 and raise K-12 enrolment, the UAE is still behind its national agenda goals for external evaluation and behind the OECD averages of the OECD (Gokulan, 2018). One more challenge for the UAE in education is the expectations of Arabic learning in private institutions. Expat students graduate having not been fluent in the Arabic language, even though the language is one of the most spoken languages worldwide (Gokulan, 2018).

One of the indicators of vision 2021 of the UAE, is to increase standards of educational leadership. Recent data have shown that the UAE has achieved a high score in this regard, with 27% of UAE public and private schools that have effective school leadership in 2018, based on the findings of the Executive Team for Quality of

Teachers Indicators. According to the recent reports established in the current strategic plans, the authorities in the UAE tend to improve the education system by enhancing a continuous effort to strengthen school leadership.

There is a growing awareness, informed by the current events and trends in different parts of the world, that all facets of schooling need sufficient coordination. This type of strategy requires that the above-listed leadership styles and theories need to be taught and inculcated among the leaders of schools in the UAE. The realization of international schools informs the plan are multicultural and have a variety of challenges. Governments make it much easier to develop an effective learning ecosystem by offering adequate training and education to the heads, managers, and officials of these institutions.

The underlying reasoning for this idea is that schools are types of organizations, which need special considerations. However, education facilities also need a healthy organizational culture. Managers and Leaders are the heads of such organizations, and they play a substantial role in making sure that there is a direction towards a positive school culture.

It is essential to note that the principal at international schools emerges as the frontline candidates for further specialized leadership training for the preceding evidence-based outcomes. As such, the strategic plans regarding schools and education in the UAE have given more attention to educating the leaders. From the chart below, evidence shows that pieces of training, seminars, conferences, and other educational capacity building avenues have begun occupying a significant part of the strategic plans. Also, facility management training has now a significant role to play in what is to be done in the future.

UAE Strategic plans by percentage

- Leadership Training
- Facility Enhancement
- Recruitments
- Student-centered empowerment
- others
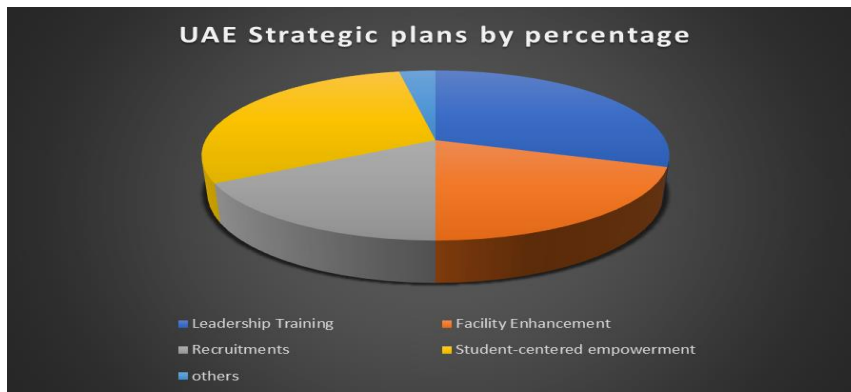
2.4. Conclusion

The position of the principal in college has recently changed, expanded and become even more complex. School leadership is a continually evolving problem. Four theoretical leadership models have been accepted by the researchers who are working on the development of schools, but no particular model could be chosen for implementation. Thus, successful school principals implement a combination of learning-centred leadership with both transformational and distributed leadership. Furthermore, the competencies of successful school principals should be considered for their influence on leadership performance. Plenty of skills and competencies are required for principals, such as political comprehension, critical thinking and emotional. These are soft skills that go along way to inspire and help young scholars. Also, many of these skills are transferrable, and the leaders can help to teach them in young children.

Although research about competencies principals is increasing, there is still a shortage of research about what skills and competencies are needed for principals in different contexts. The available research in the literature is mainly located in the UK, the USA, and Australia. However, until the point of writing this research, I could not

find any piece of research regarding principal leadership in the United Arab Emirates' schools. With the diverse cultures represented within the pupils, parents, and teachers of international institutions and the society of the UAE itself. This work contributes to the literature on leadership and how the history of international schools in the UAE influences the principals ' results.

2.5. Rationale and Justification of Choices

In the recent times, the role of school principals in the international education system has evolved to a large extent. This study has investigated whether there is a correlation between the leadership style of a Principal and the academic performance of the students in the school of UAE. The most employed and effective theory among all the above mentioned theories is the Transformational Leadership style followed by the Transactional Leadership style. It is possible to describe transformational leadership as increasing the staff's pride in reaching better efficiency by establishing the organization's commitments and principles. It includes pushing individuals by building trust and empowerment to a shared vision. Motivating, powerful, and constructive are transformational leaders. They maximize the growth and creativity of individuals and convince them to aim for higher achievement levels. A relationship of reciprocal stimulation and advancement that turns followers into leaders is established by transformational leaders. Transactional leadership, on either hand, is based on the principal's regulated mutual sharing of service and compensation. Transactional leaders concentrate on their workers' specific needs, but are not involved in delivering high-level inspiration, work fulfilment, or devotion. The research focuses on the point that the leadership style of the principal is associated with how teachers view him as a successful leader. This is anticipated that the more the transformative modes of leadership (idealized influence, inspirational encouragement, intellectual stimulation, and individualized consideration) are utilized by the principal, the more teachers perceive him or her to be successful.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1. Introduction

Research design is a plan of research involving theory, research methods and particular strategies (Khaldi, 2017). There are three considerations in the design of study when carrying out any research: the philosophical approach which is the researchers' paradigmatic role; the methodology (strategy); and the methodologies of data collection and analysis (Khaldi, 2017). This chapter aims to explain and support the design of the study. This chapter starts with the philosophical basis of analysis, suggests that interpretive approach is best suited for this research which emphases on the principal's experiences and professional learning in an international school system. It is argued that the study of the leadership' experience and skills of the principal will help us to understand the challenges and required work for professional learning to improve the education and students' performance in the international schools' system of UAE.

This chapter discusses the development of each stage in research design. The research methodology, open-ended tools of questionnaires, semi-structured interviews and case study will also be explored. Also, a method overview was undertaken to identify the questions of these tools and subsequently, the process of obtaining data, its complexities, and how the researcher address these challenges. The last portion of this chapter deals with data analysis, interpretation, the researchers' ethical issues and ethical considerations throughout the study process.

A narrative approach was employed in this study as this approach focuses on the detail, as told by the participants within their cultural context. On the other hand, it is a phenomenological study following a case study focus in this research i.e. the case of schools in UAE. More than one individual and their associated circumstances form the foundation for study, along with an understanding of the essence of their experiences and both are characteristics of the phenomenological and narrative approaches

3.2. Philosophical and Epistemological Approach

Epistemology, as a branch of philosophy, deals with the sources of knowledge in business research. Epistemology, in particular, deals with possibilities, natural sources of knowledge and limitations in the study field. Alternatively, epistemology can be marked as a study of the criteria by which the researcher classifies what does and does not constitute knowledge (Hallebone and Priest, 2009). Epistemology concentrates in simple words on what is considered to be real. It's a different way of thinking than ontology.

The philosophical and epistemological foundations of the study help to clarify the goals and questions of analysis. This study aimed to understand that in which professional learning activities, the officials are currently engaged, how good and effective these professional learning activities are, and what training and skills the principle of international schools need to enhance school education and student achievement in the international school system.

The present study is focused on Creswell's (2013) phenomenology with a research problem which needs a detailed understanding of the principal's experiences. Phenomenology aims to analyze the phenomenon through standard open-ended questionnaires, semi-structured interviews, and case studies with participants

observation. Cultural processes can not only be revised and updated by social contact. People play a key role in their social work and are relational (Bryman, 2008) in such a way that the principal participants in research represent their experiences and learning. The description and reflection of the participants thus offer a deep understanding and clarification of complex situations (Floyd, 2012: 223).

Guba and Lincoln (1994:107-108) claimed that a paradigm consists of a set of fundamental beliefs and assumptions about the nature of the world and people of the world to explore how each other can affect. A philosophical approach in the research seeks to give the researcher a perspective on the nature of knowledge and social reality (ontology) and to explain the methodologies used to learn it (epistemology) (Creswell, 2009).

Paradigm selection is a problematic issue for researchers. In literature, there are two dominant schools of thoughts: the 'incompatibility thesis and the 'compatibility thesis' (Tashakkori and Teddlie, 2010). In the incompatibility thesis school, researchers must take a paradigm and establish study design, methodology and methods based on that single paradigm (Guba and Lincoln, 1994:108). Two methodological developments, quantitative and qualitative methods, are defined by this incompatibility study school, and only one should be implemented in science. Gage (1989) argues that the war is the paradigm by which supporters of (quantitative and qualitative) method claim superiority over the others. Whereas in the school of compatibility, the paradigm role of the researcher is not limited to a single model; instead, the essence of research questions and reasoning should be decided. The pragmatism of this compatibility thesis school involves a mixed-method approach (Tashakkori and Teddlie, 2010:5), known as the third methodological movement using both quantitative and qualitative

methodologies (Johnson and Onwuegbuzie, 2004:15). Although positivism, post-positivism and constructivism in both qualitative and quantitative methods restrict the researcher in choosing a particular method, in pragmatism methodology researchers are free to use techniques from any research-based paradigm. Therefore, pragmatism methodology was used in this study.

The rationality for pursuing a mixed-method approach in this study is that the study aims for understanding effective leadership from principals' point of view, and thus identifying areas of professional learning activities for the principal in the international school system. Further, the essence of this study is pluralistic in the sense that it reflects different perceptions of principles. It also applies multiple approaches for analysis, and its results are based on both quantitative and qualitative data. The reason behind the use of mixed methodology approach stems from the following:

● Questions are explored from the perspective of various principals

● The findings of the study are applied to improve the quality of leadership of international school leaders in similar contexts.

A mixed-method approach requires a better understanding of the situation than a mere phenomenon analysis (Golafshani, 2003:597–607). The strengths and weaknesses of qualitative as well as quantitative methods are present, and this approach offers an advantage to overcome weaknesses and to extend strength when implementing mixed-method approach (Cresswell and Clark, 2008; Punch, 2005). The strategy of triangulation promotes research strength, incorporating numerous sources of evidence that the information is accurate (Bush 2003:68). However, the application of a mixed research approach is inconceivable in several ways: the need for a wide-ranging collection of data; the time needed to analyze both text and numeric data; and the need

for a researcher to understand quantitative and qualitative forms from different perspectives (Creswell, 2009:205).

According to Bryman (2008), quantitative analyzes provide for different qualities of social research. It generates hard objective data, for example, and contributes to a validated and tested hypothesis. It also stresses that the study can generalize and reproduce work. Nevertheless, the quantitative approach cannot provide insights into the experiences of the principal. It also makes an interpretative and conceptual approach simpler.

In this study, use of interpretative and qualitative approach aims to allow for a thorough investigation to provide a rich overview of the experiences of the school principals participating and enabling them to engage in a reflection and dialogue process. As the qualitative approach seeks answers to the open-ended questions, emphasize the development as well as the sense of social experience (Denzin and Lincoln, 2008). Cohen and Manion (1994: 8) claimed that qualitative research provides an insight into the way the individual interprets the world he is in. Qualitative research includes understanding and importance instead of generalizing and forecasting (Usher, 1996). Based on the analysis of Bogden and Biklen (1998:3), there are following five features of qualitative research:

● Naturalist work in which an analyst gathers data from a particular context

● Descriptive statistics produced and analyzed carefully

● A Process-base approach instead of a results-based is driven by the how and the why.

● The theory is inductive and derives from data

● Concerned with the meaning of experiences in the participant's perspective

This study is based on a qualitative and constructivist approach for interpretative and phenomenological investigations.

3.3. Research Design

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research. In this study, methods for data collection were carefully selected to reflect the phenomenological and narrative approaches of the mixed-method approach. Mixed method approach contains six strategies to choose from in pragmatic research: the first is a sequential explanatory strategy, the second is a subsequent exploratory strategy, and the third is a subsequent transformative strategy, while the fourth is a concurrent triangulation strategy, the fifth is concurrent nested, and the last is a parallel transformative strategy (Creswell, 2009). Four criteria for selecting a specific policy are specified by Creswell (2009). These criteria are;

i.   How the strategy will be employed (whether data collection is sequential or concurrent),

ii. Is the priority for quantitative or qualitative methods or both of them are equally important.

iii. At which stage, data will be integrated.

iv. Is there any theory that directs the research? In this research.

The researcher, therefore, chose a sequential exploratory approach focused on the study's research questions. The reason behind this selection is that the research will be conducted in two phases. At the first phase, with the application of the quantitative approach, the critical features of effective school leadership will be ascertained by the principals. The purpose of the second phase of research is qualitative because quantitative data will be applied to create the instrument to validate results in the next phase. Semi-structured face-to-face interviews have been selected as a research tool to understand and make sense of school principal' experience (Seidman 2006: 9). The data obtained during Phase II was analyzed independently by both theoretical and practical approaches for further analysis (Creswell and Clark, 2008).

3.3.1 Significance of Literature Review

The study was conducted in the literature review to analyze and interpret international literature on primary school management and development. In formulating the questionnaire and the interviews, as well as in interpreting and evaluating findings from studies, the literature review plays a significant role. The questionnaire and interviews were made based on a piece of considerable knowledge and experience from the researchers in the new school and international education in the UAE. Besides, the questionnaire statements of this study derived from a wide-ranging discussion with the thesis supervisor. The supervisor was beneficial in examining, selecting, and constructing the questionnaire statements.

Moreover, the extensive study and review of the literature by the researchers and the feedback provided by the supervisor enabled the research goal and objectives to be linked with the main concerns in the questionnaire and interview. According to Oppenheim (2001: 100), "before any specification for a questionnaire can be decided,

several weeks of preparation, reading, design and exploratory pilot work will be required since the specification will proceed directly from the operational states of the issues to be investigated and the research design adopted."

In this context, the factors which they perceived as essential to effective school leadership and headship were considered necessary to learn from leaders. It is worth noting that since 2005, the characteristics recognized from international research have had a profound influence on the ongoing development of the UAE education system.

3.3.2. Population and Sample of the Study

The significance of any study stands not only on the suitability of the methods and instruments but also on the appropriateness of the sampling that has been implemented (Cohen et al., 2007: 100). This study's population was the principal of all international schools in the UAE. As it is impossible to study and include all members of a population, the population may be represented only by few representatives who create a sample. A sample is a subset of a broad number of people. Results can, therefore, be generalised from the study analyzed to the overall population (Cohen et al., 2007).

Quantitative data from the principal of the International Schools of the UAE were collected in this study. The study involved all international English-speaking schools, whereas qualitative data were gathered from the principle of international schools in the UAE, who showed interest in the interview. Table 5.4 shows basic information from the school principal involved in the interview, such as qualification and years of school headship experience.

Sampling

Sampling is a technique that is used in the statistical analysis by taking from a broader population a predefined number of observations. The method used to study a broader population depends on the research but may involve a simple random sample or systemic sampling.

In qualitative research, a purposive sampling approach is common in the sampling strategy taken in this research (Coleman, 2012: 259). The sampling process consisted of two phases: the first phase consisted of sampling schools, which collected a list of 59 international schools with the English medium in the UAE.

A shortlist of the nine principal of international schools expressed an interest in attending the interview process among these 59 international schools in the UAE. All of these 9 principals have been described as having the international nature of the demographic curriculum, student, and staff. The curriculum and context of these schools are very different since they are all all-through school (years 1-13), which means that these schools cover three early, primary and secondary school levels.

There were two emerging problems with sampling, one of which was a problem with sampling in the leadership structures, as the leader of the entire school is named differently from school to school, as headmaster, headmaster or headmaster. Whereas, Head of Sections designated as Primary Principal and Secondary Principal or Head of Primary or Head of Senior School. The names of the headmasters of the whole school called the superintendent and the heads of the section leading primary and secondary titles are reversed in other words of the curriculum.

The second problem was that the roles of these members vary across the various heading systems of these schools. The entire school leader has little participation in day-to-day leadership and management in some of these schools as they focus

primarily on strategic planning, collaborating with external bodies and governors. A different leadership structure and function will affect the outcomes of this research because they have different teaching and learning positions

All the managers of this research were invited by e-mail to participate. The invitation to email (Annex 2) and information on study (Annex 3) was given. Finally, 9 Principals acknowledged and agreed to participate in the research interview. I received a positive response. However, two directors refused apologetically because of a family emergency and time limits. After that, a further e-mail was sent to those Principals that increased the number of principals who pledged to participate and then, and after a week, another e-mail was sent to confirm the place, date and time of the interview, however, two interviews were not done for different reasons, i.e. only five principals were interviewed. The interviews were all conducted at their request and over two months between September and November 2019 in the office of these principals.

3.4. Methods and Data Generation

Ivankova et al. (2006) stated that the priority of a particular method is decided and affected by the study objectives. The reasoning behind the use of a mixed methodology approach is to get a complete picture of this phenomenon in hand by resolving the shortcomings of both quantitative and qualitative methods if only one of them is applied. The qualitative methodology technique used in this research is focused on the distinctiveness of the subject under review, and the qualitative analysis will provide reliable information and reasoning on the opinions of teachers and principals.

Merriam (2009) stated that the first part of the qualitative methodology to be applied would be followed by a multi-case approach to interpreting research (Yin, 2003). Glesne (2011) indicated that a detailed examination and data collection of case

studies methodology is collected through observations, interviews and analysis of documents. Data will be collected in this study through interviews with participating principals and for a better understanding of the phenomenon.

Research, in general, is a systemic activity that includes discovering things you did not know (Walliman and Walliman, 2011). Research methodology can be defined as the philosophical framework to carry out the research (Brown, 2006). It is the approach used by the researcher to conduct the research, formulate the research problem, objective of the study and present the results that obtained from the data and findings that been discovered during the study period.

3.4.1. Survey of Professional Development

According to Creswell (2005), a Survey is a tool of administrations that assist the sampled participants to identify tendencies, attitudes, practices and opinions of the whole population. The purpose of this survey was to involve the administration and guidance to help the participants respond to the survey.

This cross-sectional survey aimed to review current professional learning programs undertaken by the principal of international schools in the UAE and to research their understanding of the importance of such professional learning programs in promoting their skills in promoting student success. A cross-sectional survey identified principal vocational learning activities, as a result of which many international schools were involved rather than visiting every principal in the community for formal and informal recognition of the primary vocational learning activities (Creswell, 2005).

Participants of the survey

To identify the significant professional learning activities of international schools, from all seven emirates of the country, some 59 were surveyed in all recent K-12

international school principals in the UAE. Of the 59 international school principals, 32 were willing to participate in this and returned the surveys, which yielded a return rate of about 54%.

The Instrument of the Survey

A survey tool is a method to apply a statistical procedure for the collection of data from respondents consistently. The instrument contains a questionnaire of most social and behavioural surveys, including a format for a typical selection of questions and answers. Surveys can be divided into two broad groups, the interview and the questionnaire. Questionnaires are usually paper and pencil instruments performed by the respondent. The interviewer completes the interviews on the basis that the interviewer says.

In this study, there were 12 questions for the survey to be answered by choosing the desired answer from a list of choices; the principal also had the option to write answers to two open-ended questions. Principals were asked to identify their demographics in the first part of the survey (emirates, school level and size, years of leadership, qualifications and sex). The other questions of the survey focused on the professional learning activities of the International School Principles involved, either formally or informally. Several professional learning activities have been chosen, with the option of adding any other activities. These activities are varied, such as university degrees and a variety of informal activities.

In addition, the participant principals were asked to mention the strategies, knowledge, and skills covered in these learning activities and which were very effective in promoting student performance. This survey was piloted with two school principals for whom I work, before being sent to the participant principals of the UAE

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international schools. The survey contained questions raised as to whether or not the survey items had been identified, whether or not the questions had been answered and the time required to complete the survey (Bernhardt 2004). The pilot survey and finalizing of the questionnaire allowed the researchers to be ready to use the target sample (Bernhardt, 2004). The participants in the pilot survey indicated that answering all the questions took about 15 minutes.

3.4.2. Survey Data Collection

To make sure that the participants are aware of the nature of the study and that they can participate in the survey, a cover letter and consent form were sent before the survey. After being updated, the survey link was then mailed to international school principal in the UAE who established this study's population. The survey was available for a month (September 2019) to participants. After the deadline, a follow-up email with a cover letter and the survey link was sent to remind and encourage those principals who had not completed the survey.

3.4.3. Survey Data Analysis strategy

After receiving survey responses from the principal participants of the international schools in the UAE, the survey responses were automatically compiled, and all the professional learning activities mentioned by the principals were identified. To order to recognize similarities and differences, a comparison was then made of professional learning activities offered. In addition, the format, stage and usefulness of professional learning activities have been recognized. Furthermore, strategies, knowledge and skills provided in these professional learning activities have been identified, which have been learned and implemented by the principals in their international schools. The technique used for data analysis of this research is structured analysis. This technique helped in

making sense of the collected data. By using this method, the analysis process becomes clearer and provides a wider scope for analyzing the interviews more effectively.

3.4.4. Survey Data Presentation

In their international schools, the results of the survey were summarized in tables, detailing their demographic composition, professional activities styles, techniques learned and implemented. Besides, the content summary, format, was also provided.

3.4.5. Survey Validity, Reliability, and Generalizability

Survey Validity: The survey's validity is a tool which aims to check that the survey has measured what it was proposed to measure (Creswell, 2005). Data were provided for by the professional learning activities survey. The two principals who participated in the piloted survey suggested that the survey served the purpose it was intended to assess, which is to recognize the professional learning activities that international school principal is interested in to gain the requisite knowledge and skills to encourage student achievement.

Survey Reliability: Throughout the quantitative analysis, the reliability of the sample is an instrument used to assess the coherence overtime of the outcomes of findings performed by various researchers or even the same investigator. As this survey was sent to all 59 international school principal in the UAE, submitting it to another group was hard for the researcher. Therefore, the researcher was unable to test continuity over time because the study was intended to examine what professional learning activities international school principals in the UAE were engaged in to encourage student achievement.

Survey Generalizability: Investigators in a scientific sense extend generalizability. It can be defined as an extension to the population of a study carried out on a sample population of research findings and conclusions. While this extension does not have absolute durability, it is statistically possible. Since sound generalization involves data on large populations, the best basis for generalization is the quantitative study. The number of samples, the more the results can be generalized.

This survey can be extended to the outcomes of the study, whether it can be incorporated in other subjects or environments (Bogdan and Biklen, 2003). The scope of this research is restricted to concepts that are close to those of international schools in the United African States. The researcher does not appear to be generalizable to all principals of other settings other than international schools or international schools in the UAE.

3.4.6. Case Study Design

Case studies include detailed studies of a single person, group, event or society. Data are usually obtained from different sources and use multiple methods (e.g. observations and interviews). The method of case study analysis was based on the case history of clinical medicine (i.e. personal history of patients). Case studies in psychology are mostly restricted to the study of a single person.

The investigation of an occurrence or event based on a wide variety of data collection is a thorough review of a case study approach used in this research (Creswell, 2005). According to Creswell (1998), the use of the case study allows the researcher to carry out a comprehensive collection of data from multiple data sources (e.g. observations, interviews, review of documents). Different sources of information provide a significant approach to understanding the views of international school

principals in the UAE on the effect of their professional learning practices on student achievement.

Implementation of the case study aimed to obtain data that would provide a thorough and accurate picture of personal perspective on how the five principal participants employed what they learned from their schools ' professional learning experiences, and how that acquired knowledge and skills rendered student achievement. Such comprehensive data could not only be derived from the execution of the survey. Also, the introduction of multiple data collection channels increases the integrity of the research process. Creswell (2005: p. 252) explained that "Triangulation is the process of corroborating evidence in qualitative research from different individuals, data types or data collection methods in definitions and themes." For the case study, interviews questions were extracted from the data collected from the survey triangulation. Data from the participants ' principals in the interviews were collected to preserve triangulation in another way. It is also maintained by verifying the data collected from the interviews with the principal and by ensuring that all participants in the member screening process are involved (Creswell, 2005).

3.4.7. Participants of the Case Study

Five international schools in the UAE participated in this systematic case study approach. Part of this case study was carried out through semi-trained interviews with the Principals to recognize or not influence the effort made by such Principals to promote student success in the Professional Development System of the Principals of the International School.

A purposeful selection of five international school principals in the UAE was chosen as a result of the survey's findings review. The study selection criteria of these

principal samples initially should not be restricted to those principals who have administered their recent schools for at least three years and who have demonstrated in the survey the helpfulness of professional learning practices that they feel are necessary to encourage student accomplishment. Findings from the returned surveys revealed, however, that only five principals who returned the surveys agreed to hold the interview. Creswell (2005) explained that purposeful sampling is intended to classify the dominant pattern by selecting individuals and locations. The five principals were from the international schools of the Emirate of Abu Dhabi, the capital of the Emirate of the UAE. A comparison would be made between them to get to international school principals a detailed understanding of the given professional learning activities that can have an impact on student achievement.

The researcher asked the Principals for permission to take part in the report. Once approvals for case studies were granted in five international schools in Abu Dhabi, the principal's research started to investigate the potential impact of professional learning activities to promote student success.

Data were gathered through interviews with the five heads and a analysis after visiting 5 schools of the participants ' key professional learning activities.

3.4.8. Case Study Data Collection

To select the five international schools, data from the survey were analyzed before the case study data collection. Semi-instruction interviews were conducted with five international school principals to determine which professional learning activities had an impact on their performance in support of student achievement. Besides, documents and other materials from these schools have been reviewed to examine how the

knowledge and skills of the principals have influenced the teaching practices of the classroom.

The researcher, before collecting data, ensured that the principals knew how long they had to participate in the interview and observation. That interviewee engaged in two interviews lasting 60 minutes that. Restrictions on confidentiality and preservation of anonymity were discussed with the principal participants

Semi-Structured Interview

Interviews are evident as part of qualitative research. They are of value from a variety of perspectives, such as the capacity to enable participants to explain their perceptions and stories on their terms. Interviews also provide a wealth of meaningful information and their ability to adapt to the personalities and circumstances of individual individuals (Johnson 1994: 45). An interview guide was developed based on a careful review of literature on educational leadership, principal professional development, international school leadership skills and abilities, along with a thorough review of qualitative methodology literature in educational leadership, with research questions. This guide helped the investigator to build and ask questions (see Appendix 4). The interview guide. The interview was ultimately split into two sections: the first was about demographic data; the second included a series of questions.

The questionnaires of interview compatible relevance and management for research participants were further checked by a pilot study (interview), as suggested for Berg (2001) and Coleman (2012). For this pilot study, two school directors from outside the sample, to whom I serve, were asked for feedback on the interview process by researchers. The pilot interviews found several inconsistencies in the design and the proposed order of interview questions. The interview time was then reviewed to

maximize 45 minutes; some interview questions were redundant, so they were omitted later. The researcher found that he asked too many questions, resulting in the creation of an umbrella problem with sub-questions underneath (Mason, 2002).

Several improvements in the language and rephrasing the ambiguous questions have also been introduced, as the researcher is not an English speaker, as is Mason's suggestion (2002: 67), as well as a significant revision of the Structure to make it easier to function better during the interview and later analysis. Following an interview in the pilot study, the researcher undertook a further analysis and practice of how to perform interviews to resolve the shortcomings of the interview method. Within the light of these new changes and considerations, the revised interview guide was created (see annexe 5), and divided into these five sections:

● Qualifications and training

● The role of the international school principal

● Skills and competencies needed for international school principal

● Skills and competencies required for international school principal

● Contextual structure of professional development courses required for the international school principal.

● The preferred model of professional development activity needed for international school principal

The change applied to the interview guide facilitated a more guided conversational approach with a purpose, as recommended by Burgess (1984:22).

In the process of the interview, the interviewees were made easier by giving them a brief overview of the study with some research information. The consent form (see Appendix 6) was subsequently sent by email before the interview and was communicated in writing and explained during the interview. The interviewees were given time to read and complete it. Furthermore, the researcher asked for the interviewees ' permission to record the interview, making transcribing the interview easy. Also, the researchers told the participants that they would not use their names or the name of their school while their comments would be referenced in the study. Luckily nobody voiced any questions. All participants tended to understand the purpose of the research and were familiar with the context of qualitative research.

As stated previously in the interview, the interview consists of four thematic sections; each segment starts with a question heading derived from the research questions. All the interviews were conducted in the same order; however, these four thematic areas allowed for the interviewee to react and shape the conversation in a flexible structure. According to Bush (2012b: 79), what participants want to hear in a qualitative interview is as relevant as what the respondent as. It should be noted that some interviews focus more closely on some subjects and sections than on others, suggesting that these issues are particularly relevant to interviewees, such as establishing relationships with employees and learning and teaching.

The researcher has to establish a comfortable relationship with the interviewee during the interview process because participants can only talk freely and honestly in this environment, mainly when such questions reflect a specific experience. Fontana and Frey (2008: 119) argued that' interviews are not unbiased data collection tools;' as

meanings and understandings are extracted, experiences of participants originate from their interviewer experience based on contextual data (Fontana and Frey, 2008).

As a result of the readings on how to perform research interviews, the researcher kept valuable tips in mind and sharpened his conductive interview skills recommended by Kvale (2007: 81-82), such as flexibility, gentleness, listening skills and sound judgment practice. Some other essential skills used by the researcher; remember what was said by the interviewee, find links between different areas to help flow, take notes without interrupting the conversation (Clandinin and Connelly, 2000; Johnson, 1994:48). Also, during the interview, the researcher made sure that no verbal or non-verbal questioning was used, such as no of these' tell me more' or' mm.' Furthermore there was no encouraging look or nod in place.

Since the interview was qualitative and participants are providing their impressions, the researcher took into consideration that these perceptions could include sensitive materials at some stages. I added this topic as part of my research on ethical considerations referencing Floyd (2012: 231) who claimed that the' story is still being lived' in interviews. The researcher, therefore, tried to keep the interviews very transactional, which is a good translation of Clandinin and Connelly's phrase' being in the centre' (2000:63). It can be noted that the researchers concentrated on ensuring the full credibility and fairness of each interview (Fontana and Frey, 2008).

The interview time was different, the shortest 35 minutes, the longer 45 minutes. The shortest. In both interviews, participants and the researcher agreed that they would obtain a copy of the transcript so that this version is exactly what they will say and share. Scott and Morrison (2006) indicated that this echo would decrease the interviewers ' bias and increase trust. All interviews were conducted in a supportive

setting in the participants ' office and ended with words of thanks for sharing their time experiences and perceptions.

The interview was conducted using transcription services by a third party. The transcriber was required to sign a non-disclosure document to preserve confidentiality (See Appendix 7), then the researcher reviewed the transcripts and read them twice. As agreed, the transcripts for further input and suggestions were emailed back to the participants. Two participants responded, confirming the quality and sound of their satisfaction. With minor modifications, two participants returned the transcripts. And the other participants did not return her input by telephone.

Observations

Observational research (or field investigation) is a form of hypothesis (i.e., non-experimental) study where an investigator tracks ongoing behaviour. It is a technique of social science that investigates phenomena explicitly in their natural environment. Three separate ways are found with intervention: evaluation by the participant; formal study; and field experiments. There are two types of observation: qualitative and quantitative. Qualitative assessment is a subjective set of data concentrating more on quality differences than quantity differences. This requires fewer people because they want to know more about any person, so that is achieved more effectively on fewer subjects. It is carried out using interviews and passive or insightful observations. At the other hand, quantitative evaluation is an analytical compilation of knowledge that focuses on numbers or measurements though concentrating on statistics and numerical analyses. It is the most widely used observation tool in review, except for social sciences. They include measuring some measurement such as form, height, colour,

volume and number differences. It consists of taking a sample that best reflects the population

The advantage of the observation is to enable the researcher to bring more detail about this case by involving in participants' actual experiences. Three Principals have been observed in their schools and work environment. At the time each observation was performed a field notes plan, along with explanations of the environment, direct directions and quotes, and observations from the researcher (observer).

Observations centred on one technical learning experience that was described in the key interviews. For an example, the principal who participated in the professional learning events of Classroom Walk-Through; the researcher then explored how the principal affected the actions of the teacher to encourage student success while his teacher performed a classroom walk.

As a non-participant, the researcher shadowed the three principals in their work environment to see how teachers communicated with the principals to discover the effect of the principal on teacher conduct and student achievement. Shadowing the principal, however, has its drawback as the principal, and the teachers may not have behaved as they would normally. Visiting these three schools in Abu Dhabi, interviewing and examining their principals, the researcher was allowed to write a rich study detailing the expectations of the principals of skilled learning practices and the effect these activities have on student achievement in the UAE International Schools. Bogdan and Biklen (2003) have reported that multiple case studies are called research into two or more topics and data settings. Such three separate observation in schools

provided an opportunity for the researcher to consider the principals ' viewpoints on what they do or do not do to improve student outcomes.

Review of Records

The researcher gathered information from various sources on the three schools, such as demographics and other data, such as individuals, school websites, the Ministry of Education, and inspection reports from schools that were available on the ADEK, KHDA websites. Moreover, other documents as materials of particular professional learning activities were reviewed as well.

Transcription and Field Notes

The five principals were interviewed with audio and allowed participants to take part (Bogdan and Biklen, 2003). Participant identities have been protected and kept confidential, given a code and a number for each participant (Bogdan and Biklen, 2003).

In addition, an interview report was produced to improve the taped interviews. The researcher managed to take notes during interviews, observations and records. Land notes were transcribed immediately after interviews, findings following the advice of Bogdan and Biklen (2003). For interview transcripts and field notes for managing details, Microsoft Word was used. In addition, a system was created for written field notes and transcribed interviews (Bogdan and Biklen, 2003).

3.5. Data Analysis

Data analyzes are defined as the cleaning, transformation and modeling phase of data to discover useful information for business decision making. The purpose of the data analysis is to collect valuable data and make a decision based on data analysis. Lancy (1993) pointed out that the review of data is a method for the systematic assessment of communication in a specific text, to define the concept in the document. Data analyses, especially in the analysis of Creswell's suggested transcribed interviews (2005), was carried out during data collection and review.

3.5.1. Coding

In the social sciences, coding is an analytical process in which data, in both quantitative forms (such as questionnaires results) and qualitative type (such as interview transcripts), are categorized to facilitate analysis. After completing field notes while watching the video clip, review the notes and make attempts at coding for patterns and ideas that are present in the notes

Field notes are an important strategy used by the researcher when conducting observations, interviews and document reviews, as they help the researcher to capture ideas and thoughts on the participants and to revise the interview questions to focus on these revised questions during the observation. Bogdan and Biklen (2003: P. 110-111) claimed that the field notes are " a written account of what the researcher hears, sees, feels and thinks in the process of gathering and reflecting on the data in a qualitative study." After field notes were taken, text fragments were identified, and terms or phrases were assigned to categories (Bogdan and Biklen, 2003).

After coding all field notes, it is clustered to try redundant codes to decrease the number of codes (Creswell, 2005). Subsequently, these codes inspired themes (Creswell, 2005). Throughout the report, the core subjects of professional learning have

been cited for the coding of the international school principal, which promote their ability to enhance student success.

3.5.2. Ethical Considerations

The researcher carried out this work on ethical problems at each point of this work journey. Any ethical concern of social and education research has been acknowledged and taken from their recommendations. 1) the Society for Social Research (SRA); 2) the British Sociological Society (BSA), 3) the British Educational Research Association (BERA), 4). The updating of their guidelines has led to the development and adherence to five main ethical principles;

Avoiding causing any harm to participants.

- Ensuring the voluntary participation of the participants.

- Ensuring Confidentiality and respecting the privacy of participants

- Ensuring the quality of the research

- Offer reciprocity

- Ensure that participants are aware of the research purpose, methods, nature and the potential application of the research.

In addition, the researcher submitted his proposals for ethics considerations, following the approval of ethics and the guidance of the British University in Dubai, and obtained feedback that helped guide him in his thought (see Appendix 9). An overview of the application of ethical factors in each stage of research is given in this section.

3.6. Data Presentation Strategy

"To capture the richness, complexity and the dimension of human experience within a social and cultural framework, the portraits present the views of those who negotiate these experiences," said Lawrence-Lightfoot and Davis (1997). Five Portrait Script features were described by Lawrence-Lightfoot and Davis (1997); Background, speech, relationship, evolving subjects and the whole esthetic. As described earlier, the purpose of this study is to explore the understanding of the international school principal. The method of narrative writing is the best way of explaining the participants ' impressions of how the professional learning activities of principal influence student achievement.

Case studies are presented in a Hierarchical Tree Diagram Format with all common themes in the three schools (Creswell 2005). In comparing the themes with schools, the themes were described and represented for all three schools. The information material is presented in a story-telling style which gives a profound account of the environment of the principal who controls teachers ' behaviour and performance (Bogdan and Biklen, 2003).

3.6.1. Validity, Reliability, and Generalizability

Validity.

To carry out a case study, triangulation technique and membership screening technique have maintained their validity or confidence for another word (Creswell, 2005). Creswell (2005) notes: "Membership tests are a method whereby one or more study participants are called upon to check the accuracy of an account by a researcher in concepts and qualitative analysis subjects through various types of data collection

and data collection processes (p. 252). In this analysis, the triangulation strategy was applied when the investigator examined the proof, The Member's verification technology was also applied to ensure the authenticity and input of participants by supplying them with copies of their transcribed interviews. In addition, an external validity test was conducted (Creswell, 1998).

Reliability.

For quantitative and qualitative approaches, reliability is important. Precision refers to the exactness of the test findings in quantitative research (Bogdan and Biklen, 2003). In qualitative analysis, however, "Qualitative researchers tend to see reliability as a fit between what they record as data and what happens in the setting under study" (p. 36).

Triangulation was therefore used to improve consistent results and reliability of data collected in this qualitative case study (Merriam, 1998). As a result, triangulation was used. Furthermore, the researcher presented a case study protocol to clarify the collection of information, category derived and finally, decision-making methods (Merriam, 1998; Yin, 2003).

Generalizability.

The degree to which written results of specific research can be transmitted to other contexts, topics or environments is generalizable (Bogdan and Biklen, 2003). For Yin (2003), the sample size is the key component of widespread statistical analysis: the "statistical generalizations" and the "analytical generalizations." The findings of this research have, therefore not been applied to another city, country or another form of the

city because only three international schools in the UAE in Abu Dhabi have been investigated.

Yin (2003) says, however, that some cases are like "analytical generalizations' experiments. So" Case studies such as experiments can be applied to theoretical ideas and not to population or universe "for Yin (2003) (p. 10). In the case study, the referred theories (analytical generalization) were generalized. According to Yin (203:p. 32),"... which is when previously developed theory is used as a template to compare the empirical results of the case study." Creswell (1998) offers an in-depth background overview for research to enable readers to pass data to other environments with similar features.

3.6.2. Case Study Ethical Considerations

Within this case study, ethical issues can be expressed when the researcher makes sure that the intent and object of inquiry is truthful with the participants and explains precisely the role of the researcher. The researchers ensured the participants were respected for their views and identities and confidential (Bogdan and Biklen, 2003). The researcher received the British University of Dubai's approval before performing the research (see Annex G) (Bogdan and Biklen, 2003). The researchers are also approved. Furthermore, the authorities were given written permission to perform work (see Appendix H).

Next, and after obtaining the above permissions from the Authorities, the researcher also obtained written approvals from the principal participants (see Appendix J). As recommended by Bogdan and Biklen (2003), participants were treated with respect and respect for their privacy (Bogdan and Biklen, 2003). No participant

was obliged to participate in this research in any way, and the researcher complied with the ethical considerations and standards of the British University in Dubai (BUID).

3.6.3. Data Analysis and Interpretation

The data analysis process was broken into three phases, i.e. the initial, coding and writing phases, using different tools for each stage to support more robust analysis and interpretation, which are explained below.

Initial Stage

As noted earlier, each transcript was reviewed and read twice during the audio recording, thus ensuring knowledge of the details. Also, all non-verbal signs of interviewees, accompanied by reading for each transcript, were retrieved and recorded by the researchers (Gerson and Horowitz 2002: 216);

The resulting data emerged common themes to be coded as:

 ● Leadership skills

 ● Learning content

 ● Learning context

The researcher opted to manually code the resulting data instead of using computer-based analysis tools. Saldaña (2016:29) indicates that first-time researcher data coding would be daunting and could contribute to' mental resources being more concentrated on software than results.' Besides, post-it notes of different colours have been used. At this point, a degree of analysis began when the researcher was searching for connections between the different themes.

Coding Stage

In the first step, the text coding started on the left margin, and color codes were coded in parts of the text. Other code methods were selected and implemented during the second phase of this coding process. In vivo ' code, an important approach that is used by an initial investigator who' learns how to code data and studies to give priority and respect to participants,' is a text coding technique performed at the right margin as indicated by Saldaña (2016: 106).

Together with the in vivo technique the "emotion coding" was also applied based on Saldaña's advice (2016: 125), which claimed that emotion coding applies to all the research "exploring the experience and behaviour of intrapersonal and interpersonal participants, in particular in matters of social connections, policy-making and evaluation."

In applying these coding techniques, the researcher supported to arrange these codes in a hierarchy of categories and substrates, based upon a review and checking of the coded data, to find where the coded data belonged, and whether a relationship was identified, as described in Bazeley (2013: 193). This led to a thematic interpretation, which is important for "identifying the material" in a phenomenological approach.

Writing stage

The third stage of writing was stressful as the researcher struggled with the writing process as an examination and repetitive period necessary. The writing of the results chapters was about transition leadership, technical learning material and meaning. The researcher proceeded to examine, query, interpret, compare and contrast data during the writing stage.

3.6.5. Planning and Design

This study was organized such that the use of testing methods and techniques ensure its integrity and accuracy (BER A 2011: 9). The basic epistemological foundations of research in terms of the phenomenology and life experience of the participants were considered carefully to gain a deeper understanding of the existence of key executive directors of international schools.

At the earliest stage of this data preparation, e-mails were sent to prospective participants for information on the purpose and objectives of the research. According to Bryman (2008), the accessibility of study information at the outset makes it possible for participants to make choices about participation. The researchers ensure access to data, acceptance and study. This reduces the number of questions posed before participating. In addition, at Bryman's suggestion (2008:122), participants were asked to read and sign a consent document (appendix 6).

- Their participation is only voluntary

- At any stage of the research, they may withdraw from participation

- They are allowed to refuse to answer any question

- they may withdraw their data within a shared and agreed timeframe.

The participants should be able to appreciate, in accordance with the British Sociological Association, how much confidentiality and privacy will be given (BSA, 2002: 3). The reviewer ensured that all phases of the study goal trained and educated participants entirely.

This research is academic research for a doctoral dissertation 2. Schools, principals' names and other stakeholders were not revealed and kept confidential and coded to protect anonymity.

The data generated by these semi-structured interviews is contextual and may be attributed to a particular principal/school well-known in the targeted context, which makes it difficult to ensure full confidentiality. However, the researchers have followed every possible strategy to preserve and guarantee these ethical considerations.

3.6.6. Data and Writing

The data were collected under the provisions of the Data Protection Act. The principal participants ' addresses, courses and potential identifiers were removed and were not stored on hard drives. In an informal office to preserve privacy and all personal information, a list of participants and identification codes are kept separate.

3.7. Conclusion

In an explanatory context focused on phenomenology and life experiences, a mixed-method approach was applied with a higher qualitative approach. This chapter addressed the researchers' choices, and present strategies were used at each point of the study. There was also extensive evidence of ethical considerations. The following chapters will present the voices of the participant principal.

Role of the Researcher

For more than nine years, I am a teacher and department head at one of the British international curriculum school in Dubai. In fact, due to my nature of work, I understand that school principals need to increase their professional development to improve their students ' achievement.

International school officials in the UAE are working under pressure, and I wanted to know what their work is in terms of professional learning and how these practices impact their efforts to improve the outcomes of the students.

Through research, as a researcher, my job is to understand the experience of international school principals in the context of the UAE-their practice and professional learning practices from their viewpoint and to see what challenges they face and how to address these challenges to have a positive impact on student achievement and the quality of school education.

In describing my own experience of the process of allowing participants to concentrate their experiences, I tried my best to' break free' (Creswell and Poth, 2017). I tried my best. The qualitative study stresses the subjectivity towards objectivity as opposed to quantitative analysis since the researcher has a background in science. The investigator's speech is not an impediment to study (Morrison (2012 Squadron, 1995).

This dissertation focuses on a participatory approach to study. It must be listed. It's a challenge for me to be available because I have a similar role, and some view me as being an outsider who doesn't have easy access and doesn't trust the students (Le Gallais, 2008: 153). I may have some kind of bias that is my assumption that the experience and skill of the principal influences the success of the student and teacher.

And I think that I have to preserve a sense of myself and show only the views of the

principal.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

In this chapter, research finding and discussion are given. This chapter presents the

answer to problem statements contained in the first chapter. This chapter provides an

analysis of the responses to the questionnaires administered to the principals. The

results are presented in sequence data analysis; summary of the questionnaire results;

voices of principals;

4.1. Data Analysis

Demographic data is statistical data collected regarding population characteristics,

e.g., age, gender, and income. Generally, it is used for studying a product or service,

and how well it performs, who likes it, and in what areas it is most common. Data can

be obtained using methods such as online surveys and questionnaires. In the second

phase of the study, the survey was completed 32 participants took part. This number was significant in determining the quality of the results. Sixty-five percent of the participants were female, while the males were 35 per cent minority, as shown in Table 4.1. Based on the age group, the majority group was 56-60. Whereas the least age group entrusted with this sensitive position was between 25 and 30. Based on years of experience taught, many of the principals were in the 6-10 year category. Minority principals had 1-5 years of experience. Table 4.1 below shows the data presentation of gender and age groups based on their participation in the survey.

Table 4. 1:Demographics of Participants

Factors		No	
		Male	Female
Gender		11	21
Age	25-30 =0	0	0
	31-35 =4	2	2
	36-45 =7	2	5
	46-55 =8	3	5
	56-60 =9	3	6
	60> =4	1	3
Educational level	PHD =3	1	1
	Masters =25	8	17
	Bachelor =4	3	1

Leaded	Leading three Schools =0	0	0
School		8	12
	Secondary school =20		
Type		3	2
	Primary School =5	0	7
	Kindergarten =7		

As far as the type of school is concerned, 20 principals reported leading secondary school, none of whom reported leading the three categories. Five of the principals indicated that they were in primary schools, the remainder 7 of which are based on Kindergarten. At the same time, PhD was the highest level achieved by the principals. But only three reported that this level had been reached. Most of them were students of masters, of whom a small number were bachelors.

Meanwhile, in American-based programs, the curriculum that dominated most schools was the Ministry of Education. British came second with minimal participation, while Indians with the minimal representation of other curricula. The UAE had a mixed curriculum because the ministry did not enforce any particular order. Thirty-two participants were able to give their credentials of the 100 questionnaires total, which implied that their replies mattered in this regard. In the question; was this PD program relevant to headship international schools?

Only two people strongly agreed whereas the majority was Neutral with a significant number of disagreeing. The skew focused on the disagreement

4.2. Summary of Questionnaire Results

Likert is a psychometric measurement where questions are used in a survey. It is a very frequently applied question types in a questionnaire. By utilizing the Likert scale, respondents don't choose between "yes/no". However, their choices are based on "agreeing" or "disagreeing" questions. In this study, Likert scale is applied with a scale of five-point in order to allow the participants to communicate the level of their agreeing or disagreeing with the given statement. To provide the summary of the questionnaire results, it is necessary to mention the scale of the questions given in the questionnaire: Where; 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

4.2.1. Professional Development: Design and Organizing

According to Schoology's 2017 Global State of Digital Learning survey, the number one challenge faced by school administrators is to provide professional development that is both relevant and effective. The aim must be to create professional learning opportunities that are meaningful to teachers, can be implemented and sustained, and that lead to increased student learning (Darling-Hammond et al., 2017). Table 4.2 indicates the number of participants who have responded about the effectiveness of a professional development program in the international school of the UAE. Out of 32, 17 participants are strongly disagreeing about school-based effectiveness of these programs. While 21 are strongly disagree that these programs are

applicable and implemented in the international school of UAE. However, 22 respondents agree that the design of these programs are effective to meet their professional need and the topic of the program is up to date as view by 17 respondent. But 17 respondents are strongly disagreed that the program allows collaborating with their colleagues. But 15 respondents do not recommend this program for the new principals of international schools in UAE. The detail of responses is given in the following table

Table 4. 2: Findings of the Survey (Development Effectiveness)

Questions	1	2	3	4	5
The PD program school-based	17	5	6	2	2
Was this PD program applicable and could be implemented in your school reality?	21	7	4	0	0
Did this PD program allow you to Collaborate with other colleagues?	13	8	5	5	1
Was this PD program designed to meet your professional needs?	2	5	3	12	10
Were the topics of this PD program rich and up to date?	12	4	2	12	5
Would you recommend this PD program	5	10	10	5	2

to new principals of international schools					
Total	136	82	60	49	26

4.2.2. II-Professional Development: Strategic Leadership

The professional development program for strategic leadership in international school of UAE is not affected as viewed by more 50% of the principals as the respondent of the study. The detail of their response is given in Table 4.3 as under.

Table 4. 3: Findings of the Survey (Effectiveness in Strategic Leadership)

Questions	1	2	3	4	5
Did this PD program help you develop your school vision	10	13	5	2	2
Did this PD program support you in leading and managing the current change in your school?	12	5	2	3	1
Did this PD program provide you with skills to turn your strategic plan of school improvement in actions?	12	12	5	2	1
Total	34	30	12	7	4

4.2.3. III-Profession Development Contents: Teaching and Learning Leadership

In the case of the international school of UAE, the participants' principals of the study responded that the professional development program regarding teaching and leadership are now effective. For instance, out of 30, seventeen principals disagree that PD program provides the skills of assessing the instructional programs used by teachers. Similar responses are found in other contents, as shown in Table 4.4.

Table 4. 4: Findings of the Survey (Effectiveness in Teaching and Leadership)

	1	2	3	4	5
Did this PD program provide you with skills to turn your strategic plan of school improvement into actions?	7	7	8	9	1
Did this PD program provide you with the skills that enable you to access and analyze student's data and use them effectively to improve learning	7	5	9	5	6
Did this PD program provide you with					

the knowledge of effective pedagogical teaching and learning techniques?	5	10	5	6	6
Did this PD program provide you with the skills of assessing the instructional programs used by teachers	5	12	5	7	3
Total	24	34	27	27	16

4.2.4. IV-Professional Development Contents (Organization Leadership)

The lack of trained and skillful school principals is reflected in the poor school performance and achievement, as for the international school in UAE is concerned, majority of the participants' principals of the study are not satisfied with the professional development program. They are of the view that the professional development program is ineffective to develop organizational leadership skill in principals, as shown in Table 4.5.

Table 4. 5: Findings of the Survey (Effectiveness in Organization Leadership)

Level of Agree	1	2	3	4	5
Did this PD program allow you to manage your school budget effectively?	12	5	5	5	5
Did PD program provide you skills of building a school culture that promotes learning?	12	6	2	5	3
Did this PD program provide you with the skills of distributed leadership through delegating responsibilities?	7	7	6	5	6
Did this PD program provide you with the skills of problem-solving?	8	8	7	6	3
Did this PD program provide you with the					

knowledge and skills of creating a safe and a secure school environment?	11	6	2	8	4
Did this PD program provide you with different ways and tools of communication to lead effectively	9	5	5	7	6
Total	59	37	27	36	27

4.2.5. V-Professional Development Contents (Team and People Leadership)

The statistical response of participants with regards to questions related to PD's

effectiveness in the team and people leadership given in Table 4.6: More than 50%

principals are dissatisfied with the professional development program of principal

regarding develop team and for their staff.

Table 4. 6|: Findings of the Survey (Effectiveness in the Team and People Leadership)

	1	2	3	4	5
Did this PD program provide you with strategies to motivate and empower your teachers and staff?	12	10	6	5	4
Did this PD program provide you with the skills needed to lead and facilitate professional	8	9	7	5	3

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development activities for teachers in your school?					
Did this PD program you with skills of resolving conflicts in your schools	11	5	5	6	5
Did this PD program provide you with the skills of building a positive relationship in your school	6	10	5	6	5
Did this PD program provide you with the skills of team building across the school?	7	7	5	7	6
Total	44	41	28	29	23

4.2.6. VI-Professional Development Contents (Community Communication and Leadership)

In the context of the UAE, the professional development program for international school principal was viewed by the more than 50% principals ineffective in community and leadership. For instance, as shown in Table 4.7. Out of 30, nineteen principal is of the view that the PD program does not make effective in involving parents in school life and activities

Table 4.7: Findings of the Survey (Effectiveness in Community and Leadership)

Level of Agree	1	2	3	4	5
Did this PD program help you create a productive partnership with external bodies and agencies	5	10	3	7	5

Did this PD program help you in involving parents in school life and activities?	12	7	6	12	4
Did this PD program help you incorporate national heritage and UAE culture in the school?	10	6	5	7	4
Total	27	23	14	26	13

The overall summary of the survey is given in Table 4.8, which depicts that majority of the respondent principals are of the view that professional development program regarding professional development of the principals of the international school of UAE is ineffective. The detail of the responses is give in the following table

Table 4. 8 Findings of the Survey (Related to Professional Development)

Degree of Agree	1	2	3	4	5
Effectiveness of PD design and organizing	136	82	60	49	26
Effectiveness of PD in strategy leadership	34	30	12	7	4

Effectiveness of PD in Teaching and Learning Leadership	24	34	27	27	16
Effectiveness of PD in Organization Leadership	59	37	27	36	27
Effectiveness of PD in Team and people leadership	44	41	28	29	23
Effectiveness of PD is supporting community communication and leadership	27	23	14	26	13
Overall results	324	247	168	110	81

The questioner scale-wise responses are also given in table 4.9. Majority of the answer is found in case of strongly disagree followed by disagreeing. The responses show the ineffectiveness of the professional development program of the principals of the international school in UAE.

Table 4. 9: Overall Response

	Total Responses in for all the Questions	Average response per question	% average number of responses per question
Strongly disagree	324	10.125	34.83871

Disagree	247	7.71875	26.55914
Neutral	168	5.25	18.06452
Agree	110	3.4375	11.82796
Strongly Agree	81	2.53125	8.709677
Total	930	29.0625	

Based on the data presented in the above section, it can be noted that many principals in the UAE expressed a lack of interest in professional development programs, or instead, schools did not emulate the reforms implemented by the ministry. It is linked to the fact that they were not involved during the design of the program.

4.2.7. Population demographics

The demographics of the population imply that there were more females than males. It was a clear sign that more females had a link for teaching careers compared to males. The chart below shows the percentage of male to female participation at 35% and 65% respectively.

Gender Base Distribution of Particiants

35%

65%

■ Male ■ Female
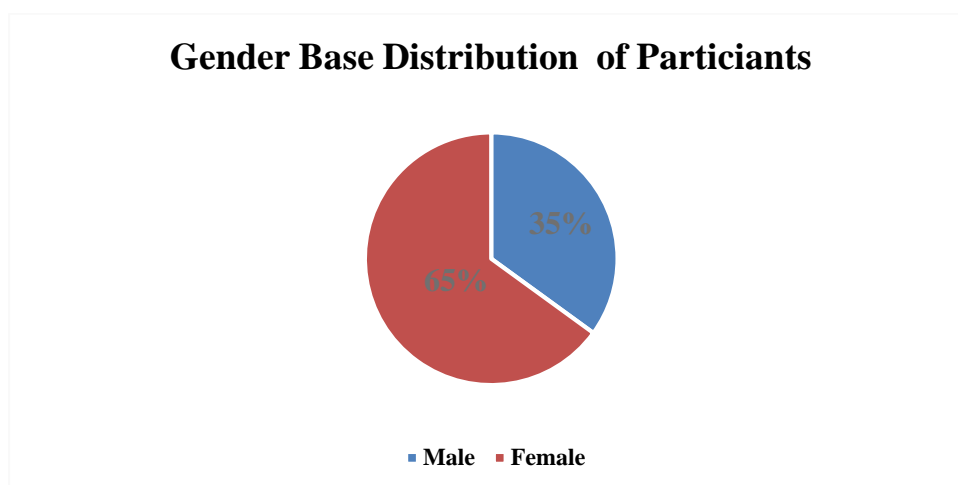
Figure 4 1: Demographics

It can be denoted that the overall results had high scores of participants strongly disagreeing with the effectiveness of PD programs. According to the analysis, the results seem to skew towards the left. For instance, the overall score for all the strongly disagreed responses totalled 324 followed at a distance with disagreeing being at 247. It is a clear indication that PD has less influence in UAE, and therefore, a lot of work should be done to popularize the program across her academic institutions.

The least total respondents overall were participants who strongly agreed about the effectiveness of PD in the UAE. The number is 81 when divided by the total number of questions to get the average number of people who strongly agree, which is (81/32), which is equated at 25. Therefore, approximately 3 out of the total 32 agree and would recommend PD. It is a poor turnout when expressed in terms of percentage. The table below shows the effectiveness of PD programs in schools in UAE in terms of the portions of participants who noted positive effects and those who experienced adverse effects, to reveal more statistically the following data. The total number of responses per category is divided by 32 to get the average response per question.

Chart 4.2 below is used to present the main question that determines whether the PD programs in the UAE are effective. It can be noted that 35% strongly disagree about the effectiveness of PD in the UAE. It is the majority group according to the survey analytics. The second-largest group is also on the opposing end at 25%. Therefore, principals who disagreed about the effectiveness of PD in promoting learning in the UAE were more than 50%—considering that the significant group of the population is also not sure about the stand for PD.

Only a small part of the population recommends the effectiveness of PD in its curriculum. It is a clear indication that the program has not been implemented or presented to the right people. The right people, in this case, are the principals, and the ministry of education has to involve them in their planning.

Figure 4 2: Effectiveness of PD
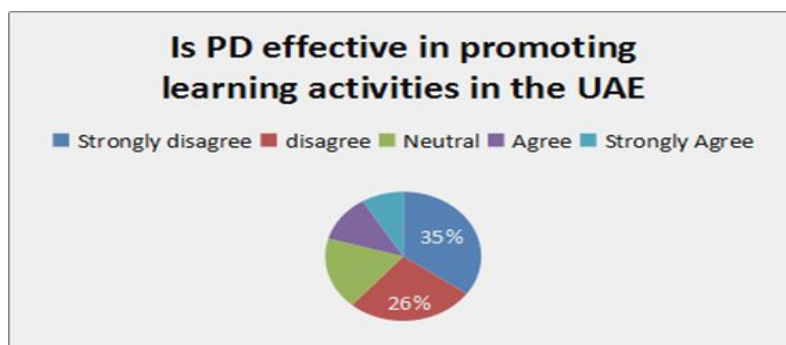
It can be depicted that out of expected (32*32)1024 responses, the survey managed to achieve a total of 930. Therefore, turnout for the second stage was more than 90% s it was predicted in the data collection stage. It is always challenging to achieve a 100% turnout; however, a good percentage turnout increases the level of confidence of results obtained.

The following chart 4.3 shows the average number of participants and their responses to the survey questions.

In the chart, it is clear that a significant percentage of school heads strongly disagree with professional development effectiveness. The least percentage is reflected in principals who strongly agree that professional development has been a success in the UAE. The number of people who are neutral or clueless about the performance of PD is higher compared to those who commend its application on UAE schools.

The chart below shows a summary of findings on the population demographics based on age groups.
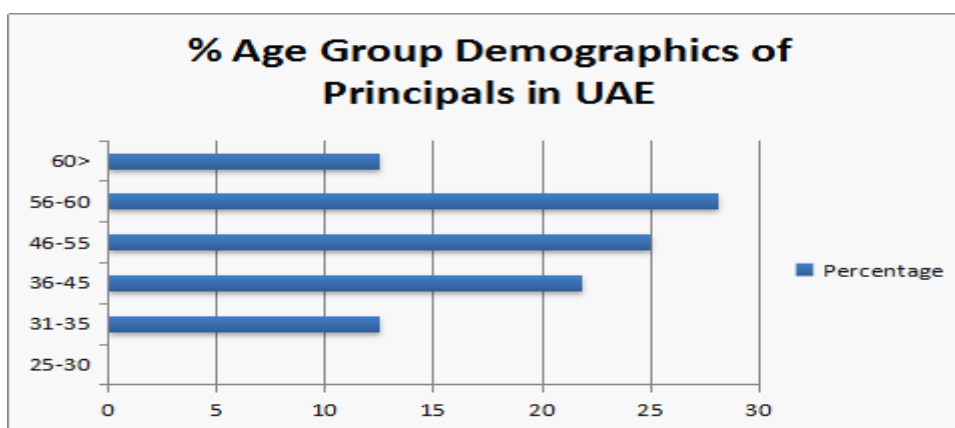
Figure 4 3: Age Group of Principals

It was notable that the majority of principals were aged in the bracket 56-60, while minority being aged 25-30. It implies that the position of principals is sensitive and can only be entrusted to experienced people. Concerning gender, it was notable that 65% of the principals were female. This is a clear reflection that there are more female teachers than males in the UAE. Concerning the level of education attained, it was worth noting

that principals who had bachelors, masters, and PhDs had equal chances of becoming principals. It implies that there is a lack of an authoritative framework to govern how schools are headed in the UAE. Based on the type of school curriculum offered, it was worth noting that the UAE had a mixture of the curriculums provided. It is a clear indication that the education system was diverse, considering that foreign-based methodologies were being adopted in equal measures with the local curriculum offered by the Ministry of Education.

Effectiveness of the PD program was not worthwhile considering that principals were not invited to give their views on the matters of development. Thus, it proves why most institutions didn't have any professional development schemes (Bautista, A & Ortega-Ruiz, 2015). It also explains why principals had uncertain views concerning the importance of PD to the headship of international schools. For instance, the number of neutral answers was overwhelming, according to the total analyzed results. The fact that a large number of people are had neutral responses implies that they are unsure about the practicability of professional development. Therefore, it cannot support the design and organization of schools as it intended to be because the people who are supposed to be spearheading its implementation are clueless about this program.

Given that most principals are clueless about this professional development, its efficiency in teaching and leadership can also be denoted. Only a few principals reported having it useful in providing them with knowledge of effective pedagogical teaching and learning. These are the minority who also said to have their skills enhanced but not to the level they would expect. As much as PD programs are designed to help in the organization and leadership of schools, much work needs to be done to advertise and involve the right people in its implementation.

Based on the organization, PD is still not implemented in most schools. It is because there is a lack of a proper framework to govern how institutions should be run. Taking one question, for example, Did this PD program provide you with the knowledge and skills of creating a safe and secure school environment? It can be deduced that most responses were neutral because they were not involved in its design. It is a waste of funds in that more resources are always used to come up with programs that remain underutilized. There needs to be a clear framework that brings school heads together in the design (Todd, 2010). Otherwise, more diversity would be expected in learning institutions. With increased diversity, there is a higher chance of disrupting the standard of education. It is because there are a lot in international schools in UAE which should be managed using a specific program.

4.3. **Voices of the Principals**

The principal voices are crucial elements in this study, as this study is based on how the leadership of international schools leads it successfully. Therefore, including opinion, role, and experience of a diverse selection of principals and school leaders, the information required for this study is adequate. The exact words of the principles "as-is" give a comprehensive and extensive description of the phenomenological essence from the viewpoint of the principals. Thus, in this chapter, these voices will be explored to reflect authentic experience, leadership behaviour, learning, and leadership processes in international schools, particularly in the UAE.

4.3.1. **Leadership Strategies and Practices**

The Principals' testimony identifies and reflects four leading leadership practices in this study. These four practices are; vision building, values and direction,

organizational development, people relations and development, and learning and teaching program management.

Participants share their values and the vision they have for their schools with passion. They emphasize the kind of culture and environment they seek to create:

"I believe it is a matter of we rather than an I, as we're in this position for the students.

(interviewee 1)"

"what I want is to be a change agent, who makes the difference and serves others.

(interviewee 2)"

"being educational leader is about helping others. (interviewee 3)"

"my role as a leader is to make sure that everyone feels valued. (interviewee 4)"

"my school vision is excellence. (interviewee 5)"

To ensure better opportunities for all students and academic staff and by refusing to be constrained by the status quo, all the participants placed high demands on their own and their communities. Interviewee 1 said thus;

"I do not see any reason to have poor teaching and learning in my school."

She implemented accountability procedures during her first year, and this increased learning and teaching expectations, as well as performance outcomes for students. Also, interviewee 3 was not hesitant to improve the outcomes and experiences of the

students despite controversies from fellow staff who already had certain practices in place. More stories of leadership styles and improvement challenged current ineffective school practices, such as interviewee 5, who explained how he redesigned structures and teams while modifying evaluation practices, and interviewee 2, who set up a new curriculum against any odds. The criticism firmly opposed by these Principals to achieve the best student outcomes and improve schools. These Principals implement a shared vision through cooperation, relationship, and built-in values.

International school tensions still influenced them despite communicating their dream and values. Out of the 12 principals, 10 were school leaders who are for-profit and privately owned, thus identifying governance issues mainly due to a conflict of interest, where the principal is torn between the need to make profits and the need to provide quality education:

"I think the most challenging thing is to choose between being a successful school and making money for the company, with the respect to the fact without it, the school won't survive! (interviewee 1)"

"international school which featured as profit-making can lose its core goal and vision. (interviewee 2)"

"international schools because of the fact of profit-making are far more than schools, but they are more an aspect of school life. (interviewee 3)"

Given the highly competitive private sector, participants have experience in dealing with the growing pressure to create marketing and promotional strategies. Because there's a pressure to increase for numbers, interviewee 1 notes that she needs to be.

"there is more pressure on marketing and admission."

Interviewee 1 sometimes finds it ' frustrating ' because when her attention should be on education, she is focused on business, even though she still enjoys the creativity involved.

"the competitive market request me to bring clients not to scare them' (interviewee 1);

we are shifting away from teaching and learning to business.' (interviewee 4)"

For the second premise–the development of organizations, I examine participants who have shared experiences of restructuring the academic organization. I also develop and implement policies, structures, and procedures in growing schools. In the early stages of their leadership, participants conducted an appreciative analysis, known as a' gap analysis' (interviewee 4). Next, they developed an improvement plan with goals for the short, medium, and long term. Only leaders who were leaders of growing schools did have different actions:

"for new launched school it is not that important to make a growth plan.(interviewee 2)"

"upon my arrival to the school I set up everything starting from scratch. There was no student work, no tracking and no policies. (interviewee 2)"

"my priority was to look after the curriculum, then buying hardware, furniture, bus company and a caterer. (interviewee 4)"

The participants placed priorities on restructuring middle and senior school leadership teams, defining their roles and responsibilities, implementing evaluation and monitoring systems, and developing opportunities for professional staff learning in the area of capacity building (Weindling, 1999). interviewee 3's approach of reforming the senior leadership team included; *"creating a vertical structure within a horizontal structure,"* and this provided her with the capacity to redesign the curriculum entirely.

interviewee 5's initial years as a principal also involved the need to develop ability:

"I have created a system that enables my skillful teachers to grow as leaders. (interviewee 5)"

Capacity continues to be a critical issue for a ' start-up, ' Principals, even years down the line, as the development of leadership structures is an ongoing process, as their leadership team currently comprises only one deputy or middle leaders:

"my priority was to implement the distributed leadership by creating the positions of heads of years and heads of departments. (Interviewee 2)"

"at the moment I have two deputies, one for academic and one for pastoral. Next year I will hire a Head of the Sixth Form. (interviewee 1)"

Contrary to capacity issues (NCLS, 2007), many participants were silent about the question of improving the physical environment of the school to create a more supportive and positive condition of support. Principals, however, worked to extend the provision by developing facilities at their schools.

The restructuring capacity-building concept covers the development practices of people, and this relates closely to the fourth essential practice of the management of teaching and learning programs. This study examines the shared experience of participants in how professional learning communities (PLCs) are created and implemented in their schools while bringing together teachers to develop joint practice. The interviewees discuss the importance of prioritizing ways of facilitating professional development and learning of their staff, while other participants share how they implemented these ways:

"our job is to improve teaching and learning by building a culture of trust and reflections. (interviewee 4)"

"I spend a significant time training and coaching my senior leaders who will do the same with the middle leaders. (interviewee 5)"

"we invest on our teachers and encourage them to go further in training and academic studies. (interviewee 4)"

"my approach is to be a role model to my teachers, I lead them in PD sessions as they should do with their students in class. (interviewee 3)"

The expectations for teaching and learning are reflected in domestic research (Sammons et al., 2011; Robinson and Timperley, 2007; Dimmock, 2012). But the successful principals still faced additional challenges examined in this study. The importance of developing a succession plan and leadership capacity has already been noted (Dimmock, 2012). It has become particularly acute in international schools due to the challenging transition of teachers and leaders to the UAE from school to school, as well as the high turnover of staff. Interviewee 5 notes thus; "*it can take a year before they become fully productive,*" and Principals share their schools' induction processes, as well as significant opportunities for continuous development and professional and personal support. The induction program is, in fact, imperative in developing new teachers and preparing them for the international space within a short time, to guarantee their preparedness in effectively starting their professional role:

"When we start the academic year in August, too many new teachers are there. We look after them starting from their stay in a hotel, then two weeks orientation plan.(interviewee 4)"

"we start our orientation sessions in August by budding them and giving them access to school email. (interviewee 2)"

"I am the pastoral carer of my staff. (interviewee 5)

Domestic school leaders also face contention with staff and school changes. However, higher staff turnover provides a more significant impact on these Principals. Yearly staff recruitment and induction involves the most substantial change management, even if nothing else changes in the school. Leaders must first manage the

elements of impermanence, both negative and positive. interviewee 1 describes the feelings of staff as; '*vulnerability*' and '*anxiety*' and noted that their two-year only contract might impact their performance. interviewee 4 highlights his major challenge with one-year deals, which is similar to the problem with two-year contracts:

"two years or one year contract is a question for debate, as it has its ups and downs. (interviewee 4)".

On the contrary, interviewee 5 identifies the positive aspects of two-year contracts, noting that it provides more freedom to test run school/teacher compatibility than permanent domestic arrangements:

"the two years contract enables me to enrich my school with outstanding staff. (interviewee 5)".

Nevertheless, with a high turnover, there is a potential for loss of institutional knowledge and understanding, as well as significant cultural change over one or two years without adequate processes and procedures in place to efficiently and effectively handle recruiting and school changes. Participants were also confronted with the challenge of making sure of employing only the best teachers possible:

"Hiring the best teachers is my number one priority. (interviewee 5)"

"it is very challenging to hire effective teachers and keeping them for the long term. (interviewees 1and 4)"

Management of learning and teaching programs is the fourth essential practice closely linked to the development of people. Principals deal with this by monitoring learning and teaching, as well as teacher leadership performance management, including:' learning walks' (interviewee 3),' looking for learning' (interviewee 4),' mini observations' (interviewee 2), and' pop-ins' (interviewee 5). Performance management systems have an effect on student outcomes and instructional activities that are specially tailored for different school contexts. All the participants shared their opinions on the importance of actively observing lessons, improving classroom practices by coaching, and providing feedback from observations. Models for coaching in the process of teachers' development are employed. The usage of data for learning and teaching improvements weren't mentioned a lot. Meanwhile, it is a common practice in England schools as the most highly used strategies for monitoring and improving student outcomes (Day et al., 2010; Sammons et al., 2011). It is partly due to the emphasis on data placed on the schools by external agencies in England.

4.3.2. Styles of Leadership

Successful leaders have the same basic leadership practices. However, in various ways and times, they do so according to the specific context (Leithwood and Day, 2007; OECD, 2008; NCSL, 2004, 2007). Increasingly dispersed leadership, transformational, and learning-centred leadership, is the characteristics of high-performing schools (Gurr and Day, 2014; Leithwood, Sun and Pollock, 2017). Following the leadership concepts discussed in Chapter 2, the implementation strategies will now be reviewed.

From these interviews, it is difficult to identify the different types of principals together because they offer a mix of learning-centred, transformational, distributed, and

genuine leadership. Participants who have been principals for more than three years (known to be in their middle or advanced stages) have taken additional steps to expand leadership distribution (Leithwood et al., (2006), Hallinger and Heck, 2010). Both Principals gave their opinions on the value of the capacity building, mobilization, and distribution of leadership:

"Distributed leadership and delegation enable them to convert all their mistakes into experience and practice. (interviewee 3)"

"Everyone in my school has sort of the leadership distribution roles. (interviewee 4)"

All participants experienced the importance of building relationships with staff and other school leaders, building trust and learning communities with a view to leadership development, learning and teaching capacity, and also the distribution of leadership. Leadership cannot be adequately distributed without an in-depth personal knowledge of the staff. Participants stated that leadership distribution is a necessity to ensure sustainability, especially in the uncertain world of international education where there's a high turnover of staff; '*it is impossible that you as individual hold all the knowledge*' (interviewee 3). However, high turnover is also a significant challenge for leadership distribution; a school may diligently work on capacity building and leadership distribution, yet may face a 30% staff turnover. interviewee 5 describes her experiences, thus:

"last year we lost our institutional knowledge as 30% of my teachers moved to other schools, we invested in them for years and now we have to do the same with the new hired teachers."

Leadership distribution in this international school context coincides with capacity building to ensure the internal development of the next generation of leaders-described as' grown within' (interviewee 3), including the development of leadership communities and the internal opportunities for professional learning in the context of school norms and culture. In interviewee 4's school, the school week has been restructured into a weekly staff development schedule that focuses on learning and teaching excellence, as well as peer-to-peer discussions and observations:

"I am working this year on creating the culture of trust and the culture of reflection. (interviewee 4)"

Principals distribute leadership and implement learning-centred and transformational leadership practices to meet daily as well as short and long term challenges of school development (Day et al., 2010; Leithwood et al., 2006). The importance placed on relationship building and collaboration, participation, and collegiate is one of the most apparent patterns revealed from the evidence. interviewee 1 refers to herself as a '*relational' leader*, interviewee two as '*democratic*,' interviewee 6as an '*affiliative' leader*, and interviewee three as '*collegiate*.' Participants (interviewee 1) emphasized the need for creating a culture of '*openness, transparency, and trust*' and how the unique nature of relationships in an international school context. In their leadership context, there is a need for '*leadership flexibility*' (interviewee 4) and high intelligence levels - socially, emotionally, and culturally which influence their leadership, being that, in international school contexts, especially, there is not one ideal leadership style. interviewee 3 explains:

"a successful leader needs to understand and be aware of a complete leadership toolkit, and to be able to wear different hat for different tasks"

interviewee 1 emphasizes the importance of flexibility in international schools and how over time, she has developed her leadership style in all stages of the school's development as a Principal and not only on specific situations:

"My role as a school principal in international context is ever changing, it dependes on the tasks you face, stockholders you meet and the phase of development you are up to. At the beginning it was vision building but now it is to be visionary leader. (interviewee 1)"

As a result, participants use a wide range of leadership strategies and styles, depending on their specific needs. However, more attention is being paid to teaching and learning capacity building, relationships, empowerment of people, and the distribution of leadership.

4.3.3. Leadership Knowledge and Competencies

As successful leadership, leadership in education, financial management, law, team leadership, management and education policy and contextual knowledge are the main focus of the international school setting, the participant's perceptions of the knowledge required to function in his or her job roles must be considered (Leithwood et al., 1999). However, no emphasis was placed on these knowledge areas because participants' explained that since they employed a specialized team of staff, their otherwise limited knowledge would be considered sufficient. For instance, on the subject of finance, interviewee 1 said thus;

'*I believe that I am not the best in my school who knows everything*,' while interviewee 4 talks about his '*extreme legal and marketing teams*.'

Despite this, participants identify three common knowledge areas. The first area is a strong knowledge of curriculum and pedagogy. Interviewee 1 notes the importance of having '*complete credibility as the leader of learning in the school*,' as well as understanding the process of excellent teaching and learning to '*spot gaps and make improvements*' (interviewee 4). interviewee 2 notes the importance of having a strong knowledge of '*curriculum, assessment and pedagogy*,' a critical factor which also helped interviewee 5 to 'lift the rock off assessment' in his first few years, and then switch to '*an enormous enriching, stimulating process*' of a massive structural school change which is beneficial for student learning and outcomes.

Contextual knowledge is a second area. Principals emphasized the importance of quickly endowing an in-depth understanding of their school, particularly in the context of the UAE International Schools. The knowledge of students, staff, parents, and the host country is as important as the understanding of school culture:

"Before I move to from UK, I know that I can run a school form A to Z, but here it is very critical and difficult with this international context of different cultures, ethnicities and multilingual environment. (interviewee 3)"

Interviewee 1 noted how crucial it is to learn contextual cultures. He describes his experiences and challenges with a strong and deep-rooted culture of teaching outside the school, as follows:

"a large percentage of parents believe in textbook teaching and learning. (interviewee 1)"

Tensions were stemming as a result of the different educational goals and values between the school community and the school – a situation where one is value-centred

on rote learning and academic, teacher-led, approaches. At the same time, the other is value-centred on a skills-based, more holistic, independent, student-led study approach.

The third and most important area of knowledge is inter-and intra-personal skills. These are skills that successful Principals must possess at a high level (Boyatsis and Saatcioglu, 2008; Fink, 2010; Goleman, 2009; Scott, 2003). While discussing the skills and knowledge required for successful leadership, principals talked about a common theme.

interviewee 3 noted that it is essential to:

"I know my strength and weaknesses and every time I reflect on them for more development and learning."

interviewee 4 emphasized the subject of trust:

"I have to build a culture of trust, otherwise I will not be able to do anything"

Interviewee 2 speaks about '*being a champion of people, valuing people,*' while interviewee 2examines the importance of admitting that you; '*don't know everything*' and how the knowledge development of others is equally of importance.

When principals are successful, they appear positive and optimistic, as well as exhibiting a strong moral compass (NCSL, 2007), emotional intelligence (Fink, 2010) or sensitivity (Goleman, 2009), forward-thinking ability, and effective teamwork and communication (Scott, 2003). Based on a limited collection of research in the area of international school leadership, it is clear that there's a dire need for these set of skills,

including diplomacy, integrity, cross-cultural awareness, resilience, approachability, and courage (Roberts and Mancuso, 2014; RS Academics, 2016). Additionally, it was observed that successful international school principals portrayed the essential personal qualities; inter- and intra-personal skills, emotional intelligence, and connection ability; openness; a continuous learning drive and desire; determination and grit; resilience; empathy; cultural intelligence; flexibility; optimism; humility; and compassion. These qualities remain consistent across research, though language may differ (see Fink, 2010; Goleman, 2009; Leithwood, 2005; Leithwood and Day, 2007), and the stories shared individually by principals significantly showcase leadership nuances in an international context.

All participants exercised emotional intelligence described by some individuals as '*knowing yourself*' (Interviewee 2), '*I test the water and work with my staff based on their needs*' (interviewee 3). Often, participants attribute emotional intelligence to empathy, good listening ability, and social skills or '*people skills*.' Relationship building ability was noted in this context, as the most critical skill. Openness, self-awareness, and a learning' drive are all integral parts of emotional intelligence, as pointed out by participants during the interviews. They share how they handle feedback, reflect, and learn from challenges and mistakes. They have demonstrated an ability to be self-directed learners, self-assessing, and actively seeking better opportunities to grow and learn.

Many participants have exercised self-regulation, a further dimension of emotional intelligence (Goleman, 2009). Five participants in their professional and personal lives practised active mindfulness. They expressed the importance of a well-thought-out speech as well as the art of always remaining composed and calm. Thus, interviewee one comments;

"It happens that I meet unprofessional people, who I try not to show them my true feeling, instead I keep professional"

However, self-regulation does not always have positive feedback. interviewee 5 relates self-regulation to emotional labour:

"I wear different masks for different tasks; mask of leader, instructor and manager"

Interviewee 5 uses the '*chief cheerleader*' analogy to demonstrate his unwavering optimism in providing motivation and hope for his staff. interviewee 1 describes an '*open door*' staff policy, noting thus; '*I have a smile on my face for everybody*' to maintain a '*consistency of approach.*'

International school principals' emphasis on '*people skills*' (interviewee 1, interviewee 5), '*emotional intelligence*' (interviewee 3, interviewee 4), '*social skills and empathy*' (interviewee 1, interviewee 5, interviewee 4, interviewee 3) reflects an area of interest. The study has covered the importance of these skills for headteachers in building a vision and developing communication and teamwork efforts in actualizing the set vision. The principals' role of vision building and bringing together community efforts in fulfilling the vision is more complicated in the international context owing to staff, parents, and students' transient nature.

4.3.4. Learning and Self Development

All participants demonstrated concern in self and people development (Gurr, 2014):

"I learn by reading and then put it into my practice. (Interviewee 2)"

"I improve my leadership form the feedback I receive for different channels. (

interviewee 2)"

"it is a lifelong learning and reflection to learn from strengths and weaknesses. (

interviewee 4)"

Particularly formal and informal coaching opportunities such as reading, field learning, and reflective practice enable participants to learn. In this section, the study discusses the participants ' demonstrated drive and motivation for continuous self-development and schooling. In this section, the three-phase framework for learning and development (OECD 2008) is used to arrange the discussions and the conclusions as follows.

    i.   Initial leadership preparation and training before beginning a principal role

    ii.   Early months' induction programs for years of practice as a principal

    iii.   Continuous professional career learning that is context relevant

The socialization and preparation of the principal workers take two types. First, specific academic or professional qualifications. Regardless of the routes leading to principal leadership, the majority of the participants were Master's degree holders. And before the principal, further NPQH professional studies. Secondly, a mix of experience of skills, values, and attitudes. Some of the experiences of past years are personal

leadership roles, for instance, interpersonal and intrapersonal skills (Crow, 2007) for the precious balance of their roles (Bush, 2016; Crow and Glascock, 1995).

The primary sources of leadership learning have been discussed and shared by all participants:

"when I was a Deputy HeadI learned a lot and got lots of training which make it easy for me to move up to be the principal. (interviewee 1)"

"what helped me as preparation was reading about school leadership books when I was a Deputy Head. (interviewee 3)."

Previous experiences might be a positive or negative role, model-shaping the participants ' vision and values. interviewee 4 shows both experience outcomes, with a former leader who' didn't treat people the way they should,' and another leader who' really cared for people.' Expanding on the latter, interviewee 4 thus comments;

"I learned from my previous head of school when I was a deputy head, from his relationships, inspiring and leading people through that. (interviewee 4)"

Participants gave positive feedback on their transition from a deputy position to headship, commenting on how their primary source of learning came mostly from the study of educational leadership and their previous learning experiences. As opposed to prior research on the early days of principal-ship, there were no reports of unpreparedness from participants in domestic contexts (see Daresh and Male, 2000). interviewee 5, for instance, who has served for nine years and is currently in his 3rd position as principal, comments thus on his first position, '*baptism of fire*,' describing

his challenges with the overwhelming yet straightforward task of '*just trying to be a good manager*.' However, interviewee 5 revealed, in his interview, that he garnered a lot of experience from his ordeal.

Different countries employ different approaches to mainstream induction programs in the early months and years of practice (Scheerens, 2011). A continuum exists, ranging from supported applications and mandatory formal structure to Principals orchestrated related events (Bush, 2008). The induction period also presents an opportunity for social organization, a two-way, context-specific process that involves socializing the new principal into a school and its culture and new approaches and values introduced socially into the school by the Principal. In this study, participants neither undertook training nor were provided formal coaching or mentoring support or any structured induction programs. However, participants revealed their socialization experiences, challenges, as well as their approach to demonstrating the two-way process.

On arrival, interviewee 1 faced two challenges. The Principal, before she had a rather strong educational philosophy that was void of accountability and not clearly articulated. Nonetheless, the teachers adhered to it:

"I have teachers who work for the school since 15 years and I found it hard to implement the change that I wanted as they think they know how the school works. (interviewee 1)."

She adopted a learning approach for clarity on the educational philosophy while articulating, documenting, and prioritizing student learning and experiences throughout the process. Such conversations increased creativity, improved partnerships, and

allowed her to restructure teaching and learning timetables while developing a learning-focused performance management framework. During this time, her leadership style developed from building trust and strong relationships through coaching and encouragement for vision and direction to get to where she is now. Interviewee 1's self-concept as a leader has also developed. Now, she says the schools are; '*belonging to me and me to the school*.'

In addition to his position, interviewee 5 was lucky to inherit a functional middle school. Yet the school was not adequately structured based on its experience, vision, and thinking of an excellent school. Due to the system and structure, collaboration was difficult, and the staff was overwhelmed by various school initiatives:

" it was difficult for me at the beginning to convince the teachers and let them work on my plan, however in the second year they started to believe in my vision and feels the difference . (interviewee 5)"

Interviewee 5 describes his leadership journey with his newly formed teams as collaborative learning and growing, give and take process. This journey of culture change led to the formation of a common, articulated and understood purpose through the interaction of new and existing behaviours, values, and strategies, as well as the formation of healthy relationships. He also encountered some rocky roads like reluctance from staff:

"lazy staff makes your job very hard, as you coach them and provide them with all needed training but you can't change their laziness(interviewee 5)."

Principal career development is a continuous process (Day and Bakioğlu, 1996), so that at specific times, where necessary, the principal must take up relevant training in various forms

(Burgoyne, et al., 2004) while owning the learning process (Huber, 2010). During the interviews, it is found that all participants portrayed a deep interest and yearning for learning and development, equally for themselves, students, and staff. Principals demonstrate an acknowledgement of various learning types, as well as the importance of continuous development. interviewee 4 is '*constantly evaluating, critiquing and improving*' his practice, interviewee 1 '*constantly reads, particularly about pedagogy*,' interviewee 3 '*learns every day*,' John and interviewee 5 are '*always learning*.'

Reading is the preferred method of learning, accompanied by a group conversation with colleagues and coaching among many participants. Three key objectives emerged while evaluating their thirst for reading—first, professional and personal knowledge and leadership practices, second, the development of institutional or educational knowledge, third, evidence-based decision-making on change through research.

Principals conduct research through reading, note down the knowledge acquired, engage in practical reflections, and apply the newly acquired knowledge in their active practice. Having studied up on the area of strength-based leadership, interviewee 5 introduced and implemented it with her team, emphasizing how best they can '*work together as a team because of our different strengths*.' interviewee 2 resumes his reading on '*frames of reference*' for leading change, especially when designing change management and planning projects. He practically implements the theory '*to judge whether something is going to be successful*.'

Principals undertake a considerable amount of reading when planning new curricula. To design '*learning and develop an increasingly learning culture*,' interviewee 3's approach was to study best practices around the world and learn evidentially. This learning for her was '*profound*.' When introducing a new assessment system, interviewee 5 and interviewee 2 engaged in similar reading and learning,

including interviewee 1, when she designed and implemented a new curriculum framework for middle school. It is critical because the limited government intrusion and regulation allows for the pedagogical freedom of ultimately creating a curriculum from scratch.

Participants mentioned online learning, mainly social media (Twitter), as an essential source of knowledge and learning. Because participants are located in Asia, a region where professional development opportunities are sparse, interviewee 2 follows relevant people on Twitter, and it leads her to further reading, which can '*influence and confirm*' her practice and interviewee 4 is also an '*avid user*' of the Twitter platform.

Furthermore, the problem of isolation faced with this type of learning was also mentioned. All participants emphasized the need for team learning, having multiple learning sources, knowledge sharing, and discussions. Interviewee 1 said that she acquires 'rich learning' from attending team conferences.

It will improve individual, team, and organizational learning. Many participants speak about the importance of building a school learning community that is open and modelling professional learning for their staff. interviewee 4 does this by developing '*professional collaboration*,' and interviewee 5 emphasizes the importance of recognizing people, school, and community development translate to natural self-development:

"In order to influence others you need to be flexible and grow with them. (interviewee 5)"

This sentiment is echoed by other participants who engage in some sort of professional development. A lot of professional learning among the participants in

schools is rooted in observations, coaching, and professional education and the development of reciprocal learning for the community.

Participants mentioned the development of openness, trust, and reflection culture, citing reflection as a personal and organizational learning method that is valuable in many ways. interviewee 2 reads and reflects;

"every time I reflect and ask how does this action relate to me, how it will impact the school, the students and the staff"

Other participants also mirror this reflective reading approach. At the start of every leadership team meeting, interviewee 4 conducts a team reflection session with the questions: '*How has your week gone? What have your learners learned? What have you learned?*' These questions opened a transparent group discussion among leaders.

Participants explored online informal network building as a sharing method for problems and ideas. However, participants bore in mind the UAE's competitive educational landscape. interviewee 5 says:

"we collaborate and complete but we are at the same time compete"

Coaching is the most valued tool commonly used to build self and teams. Coaching is a pervasive tool for individuals as well as companies with six success stories from 6 participants. The only constraining factor for effective coaching is the lack of time investment. Although the experiences cited include ad hoc training in coaching, coaching has assisted in role identity transition (i.e., personal socialization) and self- and position exploration (Bioton, Moos and Møller, 2001) (Browne-Ferrigno, 2003; Matthews and Crow, 2003).

Forming, shaping, and reshaping principals' self-concept is a multifaceted and dynamic process. Biography and life experiences of principal persons are responsible

for the perceptions that shape beliefs, values, and future perceptions (McGough, 2003: 453). Throughout their career in sports and education, interviewee 4 and interviewee 3 had always held leadership positions. They share how the experiences from these roles shaped their lives. interviewee 3, who was, at first, reluctant in having a career in educational leadership, drew inspiration from a series of experiences which changed her mind:

"I worked in different marketplaces but I only found myself as a leader. (interviewee 3)"

Emily and interviewee 1 have both spent considerable time in non-teaching careers- physiotherapy and engineering, respectively. They described their conscious decision for a career change. Although interviewee 5 always wanted to be a teacher, his principal leadership was circumstantial, having stepped in to replace the sitting principal. Interviewee 2's case is somewhat similar. However, he's always desired the position of a Principal:

"it was not my intention to be a principal, I was a head of department, then worked as acting principal in the place of my principal who left for personal reasons"

Many participants expressed how their main self-concept began before they assumed the position, or even applied for it. After using for an unsuccessful internal promotion to principal, interviewee 1 '*had to step up and think of myself in the role*' and the positive feedback received from colleagues '*giving me the confidence to take that step*.'

The former head of school in interviewee 3's school prompted and encouraged him to think about becoming a Principal, saying that '*it came to me without planning or preparation*.'

Interviewee 5's headteacher encouraged, mentored, and coached her to assume the Principal's role. Interviewee 5 found this process highly influential and, before applying internally for promotion to principal, a Principal who was '*a very positive influence in me developing the confidence to be able to be a leader*' encouraged her. interviewee 5 was initially aspiring to become an Advanced Skills Teacher pathway, where she realized that '*just by starting to model and show things, how much more influence you can have over student learning than by just being one teacher in a classroom*.'

Even while having differing biographies, the support, inspiration, and coaching received by each Principal from their previous leaders identify a common theme, where headteachers expressed a robust positive influence that shaped the principals' leadership values, beliefs, and actions. For some participants, their source of continuous inspiration and mentors remain previous headteachers:

"I have friends who are also educational leaders and I share with them my daily tasks and challenges and ask them what they would do if they were in my position. (interviewee 3)"

It is evident that the critical role in which confidence building for the first time and further transcending new positions plays and continues to play in significant transformations. As seen, this confidence comes from self and others' perceptions, as well as personal and professional experiences. Participants expressed how they '*became*' the Principals they are today, their experiences as well as their self-concept. It is where the attributes for successful international school principal-ship stems from.

All participants expressed the importance of self-awareness being the initial step in the leadership journey. Interviewee 3 says:

"the art of developing your leadership style is by knowing your strengths and weaknesses."

Participants are exploring learning and understanding themselves and their new leadership positions in the early years of assuming the role of the principal, as well as forming personality through perceptions and interactions, reflections, and leadership development.

"I improve my practice and read a lot about leadership as I see people see me as their leader."

Confidence is a derivative of many different factors, and it develops over time. Elements include; success, experience, and feedback from others. Interviewee 4's confidence increased continually from the knowledge that his team has trust in his and interviewee 5's confidence and principal development sprang as a result of the faith from her leader:

"my previous head of school used to share with me his plans as he trusted me, that why I learnt from him how to deal with what I face . (interviewee 1)"

Interviewee 1's confidence grew from others' feedback and experience, which helped him get through challenging situations including moving overseas, he explains;

'*the fact that we move overseas and make those decisions and even just moving to different positions and move schools, all help you grow in that confidence.*' interviewee 1 also identifies the link between confidence growth and experience:

"I learnt a lot from my mistakes but never showed others that I am confused and not sure of my actions."

Interviewee 3 supports the link, explaining her realization that '*problems are just problems*' and that every challenge has a solution. Some participants noted that, over time, as their leadership roles evolved, their decision-making and problem-solving approach changed. It involves a deliberate decision of '*having the confidence to take more time*' (interviewee 5) and including others in problem-solving processes. Interviewee 12 expressed how he has become '*less of a control freak*' whereas interviewee 4 shares how he no longer decides on his own.

Most participants expressed the identity influence, which this significant leadership learning through confidence boost and experience had on them. They have had to deal with problems and challenges, '*doing the hard thing*' while rethinking their relationships with others. Interviewee 5 explores his principal self-concept and transformation:

"my view is that I tried my best to satisfy everyone and not to be in any hard conversation.. (interviewee 5)"

Interviewee 4 expresses how he became more values-driven by trust and experience:

"I learnt how to not show my feelings and emotions, but only show what have to do as professional principal, I have the courage as well to deal with hard conversations. (interviewee 4)"

This principal self-definition and leadership learning enables the Principal to be courageous and prepared to take a stand against challenges. Most of this comes from redefining relationships with staff and also from experience. The common factor with all of the stories of participants is how positive affirmation and experience reflection raised their confidence and led to the development of participants' learning, respectively, while continually shaping their self-concept and values as leaders and influencing their future behaviours.

Lastly, care and attention must be paid to the 'inner' person of the leader for identity development to be complete (Loader, 2010). Many participants expressed their frustration on how stressful and exhausting the role can be. Loneliness and isolation further aggravate these feelings where there's a lack of a companion to share these feelings with:

"I guess I'm missing the the camaraderie. ..."

"I'm a quite lonely person in my position.. (interviewee 4)"

*"I have less friends that I had before being a principal. (*Interviewee 2*)"*

"headship of international school is a solitary place, I only socialize with few people who work with me and who know me . (interviewee 3)"

All participants have defining moments in their leadership development. Stories differed, but in general, the theme was consistent; digging deep and '*go inside for strength*' (interviewee 1). Exemplary stories contained some kind of professional or personal challenges, complex school challenges including; disappointments from non-renewal of contract, not being an internal promotion after applying, and unfair treatments perceived to have been passed by a superior. Emerging from this analysis are two interesting points. First, all four female participants' had personal experiences of unfair treatment and clashes with male superiors. They expressed the need for female Principals to develop even greater resilience and emotional toughness, especially in a male-dominated career where women are always expected to prove themselves.

"Being principal as a woman is very critical, and I think Ihave to be resilient.

(Interviewee 2)"

Second, all participants explain how they dealt with challenges through adaptability, openness, and a growth mindset.

"I guess that the role model has all the load. (interviewee 4)"

Therefore, the multifaceted process of becoming a Principal involves personal leadership experiences, as well as learning, reflection, and developing new strategies, values, beliefs, and self-confidence.

Principals narrate their generic leadership issues and their leadership and learning experiences in the context of international UAE schools. Participants ' perceptions support four leading leadership practices: vision and direction understanding and

development of individuals, organizational progress, and management of learning and teaching programs. The Participating Principals demonstrated a human-centred approach, focusing on capacity building, developing positive relationships as well as an active duty of care. The context shall be considered for two reasons. First; impermanence due to high staff turnover and a feeling of safety due to strong ties. Second; the need for a sense of family and community for staff away from home while taking on a pastoral caregiver's manner. Depending on the situation, the participants develop relationship leaders focused on building teaching and learning capacity while remaining true to their values and empowering personnel by distributing leadership.

Critical knowledge of success is contextual-understanding the organization, and it's unique cultural context-relative and pedagogical. Participants are self-directed and reflective learners with a passion for self-development and human development. They employ a combination of reading, field learning, and attending conferences. At the same time, their self-concept and personal leadership resources - such as problem-solving, resilience, optimism - have developed over time through the challenge, experience, and feedback. In the next section, all these themes are further analyzed.

4.4. **Analysis**

This section describes the essential nature of the contextual phenomena of the UAE through analysis, synthesis, and interpretation of the Principal's voices. It is done by exploring the two important deeply-woven themes - Impermanence and Isolation - from the narrations of the participants that form the basis of this research. The descriptions of the principals shed light on how the UAE international school context exerts influence in the areas of learning, becoming, and leading. A new analytical framework is also

presented to understand the interrelationships between learning leadership and growing experience.

This study lays emphasis on a correlation between the leadership style of principals and the school performance by analyzing the transformational and transactional leadership styles. It has been shown that Principals who make use of the transformational leadership style might have positive effects and lead to a more satisfied and committed environment.

4.4. Emerging Themes

4.4.1. Impermanence

Impermanence, as well as its many leadership implications, is the first out of the two essential themes discussed in this study. This discussion has a significant impact and influence on the participants ' narratives. Due to annual changes influenced by the high turnover of staff, students, and parents, the notion of impermanence draws from the community and its transient nature (Hacking et al. 2016). It is one of the few contexts in which the old *statement-' the only constant change*'-is particularly relevant. Through the continuing importance, the need to construct and rehabilitate a supportive and coherent community, change management has become particularly significant for leaders. The task is not easy and cannot, in one instance, be achieved. It is a task that requires continuous planning, commitment, and constant engagement in a shared vision of a diverse and ever-changing community.

Out of all the factors that affect the notion of impermanence in the international school context, high staff turnover has the most significant implications for leadership. It is because to effectively manage new staff (most of which are from outside the UAE)

recruitment and induction, strategies and practices need to be continually developed and implemented. Meanwhile, every year, throughout the year during 'recruitment rounds' (interviewee 4), a considerable amount of time is spent sorting through a high volume of staff. Recruitment then becomes a more complicated process in this international school context, than it usually is in a domestic setting.

4.4.2. Recruitment, Induction, and Retention

Why is recruitment so time-consuming and so complex? First - distance. There's a lot of kilo metres between the majority of the teachers' home countries (USA and UK) and UAE. For most participants in this study, interviews took place through Skype or other means of video conferencing. However, Principals will also receive a 2-3 weeks break away from school to travel to remote areas like London or further, to participate in conducted face-to-face interviews. Second - the right candidate. According to participants, hiring a good teacher was just one part of the right candidate. The right teacher must also portray certain personal qualities that enable a smooth transition across the world - working and living in another country. The challenges that come with this process has led to a change in such practices. Principals now provide more information on and through their school website to new teaching candidates such as; recruitment videos, virtual tours, and pre-interview presentations about the UAE lifestyle and what it will be like to teach at their school. Interviewee 5 was straightforward in his introduction, which he shared with candidates, as follows:

"I am now aware of the qualities of effective people... at our knowledge meetings at

these shows I lead meeting with huge number of teachers and talk to them about the

qualities of effective teachers and leadership in international schools if you wish to

work and be highly successful and satisfied at UAE International School... Otherwise,

this isn't your school. (interviewee 5)"

International schools' expectations of teachers are high, so interviewee 4 emphasizes the importance of interviewing candidates for personal qualities beyond just teaching skills:

"it is difficult for teachers to transfer to international context, that is why when I meet any new teacher I ask and see if he or she has the required personal qualities of international school   . (interviewee 4)"

Recruitment is challenging, and it requires a dynamic and flexible approach. Similarly, the induction process is equally vital yet challenging and time-consuming. It is an annual event that cannot be avoided. It must be conducted to quickly turn candidates into fully functioning '*productive team members*' (interviewee 5). This process covers the essential needs at the early stages, including SIM cards, bank accounts, hotel accommodation, living situations), thus, creating a notion of a close-knit community while demonstrating the ethic of care and establishing an employer-employee relationship in this context. While this sort of pastoral support and care is beneficial, it comes with a downside of dependency and raises a higher expectation of the school support system in the minds of the teachers.

However, establishing such support systems is essential for staff retention. Recruitment and induction are therefore challenged by high turnover and the impermanent nature of teachers' contracts. Additionally, when leaders in middle levels leave the system, internal promotions become preferable so that the transition is

smooth, knowledge is retained. Time is spared that would otherwise have been spent recruiting and conducting induction programs for new employees. Thus, mentoring, coaching, and leadership distribution becomes more prevalent in the narration of Principals.

Furthermore, the notion of impermanence relates to staff and families concerning the duration of their contracts - one to two years. Principals are burdened with the management of the anxiety and vulnerability that can also arise from this coupled with the distance created between staff and their family and friends at home. It suggests a significantly imposed '*duty of care*' (interviewee 4), which increases participants' awareness of the importance of community, '*family*' (interviewee 1), and building strong relationships.

4.4.5. Duty of Care and Sense of Family

Successful leadership practice is premised on positive relationships and the development of trust (Day et al., 2010; Dimmock, 2012; Leithwood and Day, 2006). This improves schools' performance along with collaborative relationships and shared purpose (Harris et al., 2013). All participants emphasized the importance of building strong, trusting, and purposeful relationships, stating that this is the premise of their leadership practice.

Participants stress the value of being seen, not just around the school but with regards to a sustainable and robust relationship building with students, staff, and parents:

"I maintain strong relationships with every individual of my staff because I want them

to be happy, and if they are not happy they will not stay or give the best they can.

(interviewee 5)"

In the interviews, the different nature of international school relationships is a vibrant and sophisticated theme. Participants propose the need for this area to be given a considerable amount of attention:

"Every day I here and face different personal stories from the teachers, as they are away from their home country I have to listen to them and understand where they came from, teachers wellbeing is a priority for me (interviewee 1)"

"It is hard for everyone works in international school as we are far away from our families and. (interviewee 4)"

It reflects the sense of responsibility extended by principals to their staff. interviewee 4 describes the higher level of personal involvement with staff that an international school Principal should exhibit:

"I ask them about any some details of their life here in the city."

This pastoral care and sense of responsibility for staff requires principals to know their team well and proactively provide support. Interviewee 1 summarizes this responsibility as follows:

"I sit with my teachers and talk to them and know where they live and who they are with."

This care sense of responsibility extended to staff by participants stretches to their families and students. UAE has an expatriate community comprising families who have travelled for work from their home country, and the school is at the centre of this community. According to Interviewee 1, the school has a '*social responsibility*' to bring the community together, to provide opportunities for learning outside the school, and to avail its facilities for community purposes:

"we run after-school activities such as dancing , sport, music and photography, we feel in our school the sense of community. (Interviewee 3)"

The international school becomes the meeting place for both new families meet existing families and for friendship, '*Integration starts from inside the international school before the wider community in UAE*' (interviewee 4)

This phenomenon has not yet been identified and discussed in international educational research. However, the need is clear because staff and families are far from home and in an environment where impermanence is prevalent. It can cause an unsettling feeling in the entire community. So there must be a secure, safe, and stable community where people can feel supported and protected.

4.4.6. A Leadership of Care

Leadership styles are also influenced and affected by impermanence. While much emphasis is placed on strong relationships with all participants being transformational and people-centred leaders, participants also focus on distributed and collaborative leadership. In this context, the wide distribution of knowledge, understanding, and leadership is particularly relevant. Since there are great staff and principal turnover, no

knowledge must be lost, strategies are still in place, and school development continues year after year.

Participants note that school success draws from the joint leadership and staff contributions. Their narration reflects the popularity and effectiveness of the leadership distribution strategy. The words 'empowerment' (interviewee 5, interviewee 2, and interviewee 1) and 'collaboration' (interviewee 5 and interviewee 4) were frequently mentioned, and it shows that Principals understood collective power.

In this context, the strength of leadership distribution and people-centred leadership is twofold. First - In the narrations of the participants, trust, transparency, healthy relationships, as well as the need for people investment, pastoral care, and creating positive school cultures, were common issues found. Simply put, placing a value, investing in, and caring for someone and their development will make them feel safe, more willing to stay, and more effective in executing their job functions, thus, positively impacting the recruitment and retention process. Second - Through leadership distribution, knowledge is shared, capacity is built, and staff is empowered to lead. It is significantly valuable in mitigating the loss of institutional knowledge, saving time spent on orientating high staff turnover, as well as the ability to promote leaders from within the school structure.

People-centred leadership is one characteristic of female leadership that emphasizes community building and relationships with others (Mertz and McNeely, 1998). On the contrary, independence, individual achievement, procedures, authority, and power are all characteristics of male leadership (Sergiovanni, 1992). This research reflects the female leadership typology as a key characteristic of the leadership styles of participants. This intriguing fact raises a concern - on whether such leadership style is based on the international environment.

After the first theme - impermanence, the second theme - isolation will now be analyzed and discussed.

4.4.7. Isolation

The UAE is a very welcoming and friendly country with a cosmopolitan society, and isolation is not commonly felt in the UAE. However, few principals of international school feel isolation as a concern for them in international school context since they have to live and stay very close to the school campus (Litz, 2014). This sense of isolation takes different forms. In the geographical and physical sense, the schools in UAE are far away from the teachers, families, and participants' home countries. This geographical distance sometimes leads to feelings of isolation and disconnection from family and friends and the structures of support back home. Furthermore, the lack of a government or organizational support body coupled with the schools' limited regulatory frameworks further aggravates the feelings of isolation. As much as it is '*invigorating*' (interviewee 1), it is also '*challenging*'. I will explore the challenges posed by isolation.

4.4.8. Ambiguity and Vulnerability

Carrying on operations in a context with limited external support and guidance can be challenging. Interviewee 4 illustrates this from the time of 2015 when dangerous conditions led to the closure of local schools. With contradictory information from the Ministry of Education, private schools were unsure if the closure instruction also applied to them. International schools, who usually were independent, began collaborating with another group of schools as the weather conditions worsened, especially since there was no guidance from local authorities:

"I've got two WhatsApp groups, a WhatsApp Group for my family in schools, a WhatsApp for the Targets and a WhatsApp Group... we got two opposites, groups in parents who fought for the closed and accessible parents.. (interviewee 4)"

It is an example of the kinds of decision principals are faced with in similar situations. Thus, learning through network learning opportunities becomes essential. AIMS is one of such formal networks where principals have the opportunity to share their knowledge, practice, and support in challenging times and situations. Despite this, the competitive market and nature of international schools cause isolation to prevail continually.

Another area where participants felt a sense of isolation is when having to deal with powerful school governors and parents. Since they are far removed from where they belong (their homes) and from their country's governing or regulatory frameworks, it can make them feel exposed, vulnerable, and isolated, especially concerning their job security. In some instances, the parents believe the' customer' mindset of other parents who perceive their connection to school as merely a business activity because they pay fees and have a right to further rights:

"We are not in the United Kingdom, we don't have this network of support, we have just our politics, but they are parents paying for money, so we have to value them. I have had to deal with the parents whose children don't attend school to them as much as they should be. (interviewee 2)"

Most of the challenges identified by participants involved angry parents' instances fuming over a school incident, particularly parents with profound rooted influence and strength in the community:

"[They] will go above you and have an impact and have a substantial effect on the culture, and they are almost capable of exercising their control over you... There are occasions where these individuals and places of authority tie your hands. (interviewee 4)"

"The parents were incredibly powerful, and made it very difficult with all sorts of threats, but they wouldn't engage, wouldn't come in and speak, just by courier and letter. (Interviewee 3)"

Intercultural knowledge and understanding, together with tremendous patience and resilience, are required to handle such situations. Some situations also have unclear, contradictory, or requirements or complex legalities. Participants narrated these experiences and how they dealt with such ambiguities. Overall, these legal uncertainties lead to anxiety and fear, along with feelings of insecurity:

"I could have lost my job, could have been thrown out, and I thought; that's so easy for someone to do. And we did nothing wrong. (interviewee 4)"

"Now I was told to get rid of this problem, or otherwise we will get rid of you. (interviewee 3)"

Ambiguous requirements, lack of support, and absence of a governing agency (such as LEA) posed a significant challenge:

"Working in your nation makes things tough because you're not sure how much you're... if you know a country's principles and working standards and how much help you might have... At home, you have a far better understanding of whether it's union help or the local government. (Interviewee 5)"

Participants became tense and, as a result, struggled to reconcile their moral beliefs and values of right and wrong. And with their educational career and well-being in mind, the pressure to respond differently came flooding. Should they hold firm to their beliefs or protect their jobs? These mind-boggling questions heighten the feeling of isolation. However, through these challenges, participants acquire compromise and negotiation skills.

4.4.9. The Principal 'Crucible'

Participants' learning is also affected by isolation. Successful principals are concerned with self and people's development (Gurr, 2014). From this study, results indicate how participants are reflective and self-directed learners, mostly because the issue of isolation doesn't allow much room for external development. Through reflection and interschool learning, leaders create reciprocal learning relationships by actively engaging their leadership teams in professional leadership learning. Social media, particularly Twitter, is used as a significant source of networking and learning for participants, and for building virtual practice communities both within and outside

UAE. In the absence of a formal, mandatory, and learning support opportunities participants adopt a forward-looking and proactive learning approach. And face-to-face networks that come with an element of caution which aggravates isolation due to rising competition in the international school market.

Because the nature of this context is isolated, the lack of any formal preparation or training that requires principals to have practical on-the-job learning is also significant. Participants noted that on-the-job experiences were their most powerful learning. School incidents, mistakes, staff management, and dealing with angry parents are common '*crucibles*' (Bennis and Thomas, 2002). According to participants, these experiences led to their development of personal leadership resources. Interviewee 5 highlighted a recent experience as an example, where a parent complained about the sports program, which he first tried to resolve without involving his Athletics Director:

"It was such a rookie mistake... Our procedure goes to the guy, but then I embraced it, and it turned out unbelievable... I told you eventually, not, that's wrong, and I went to the director of sports. (interviewee 5)"

Interviewee 5 acquired a 3-fold experience from this; (1) no matter the difficulty, do what's right; avoid being political; Be honest with people and try to listen during conversations. Interviewee 5's knowledge of effective communication, as well as his values about collaboration and transparency, broadened. Willingness to learn (Leithwood et al., 2006:14), open-minded, and accepting failures (Bennis, 2009) are qualities of successful leaders. Participants used the power of reflection to convert experiences into learning. Through observation, interviewee 5 identified his major learning points from his experience. He practiced this reflection during the interview to

identify the reasons behind his actions, his assumptions, and the way his thoughts and actions are being molded. This exercise cannot be learned through courses and books (Fluckiger, Lovett and Dempster, 2014) but practice alone (Bush, 2009; Huber 2011; OECD, 2008; Southworth, 2010).

4.4.10. The Expatriate Bubble

The UAE is a very welcoming and friendly country with a cosmopolitan society, and isolation is not commonly felt in the UAE. However, few principals of international school feel isolation as a concern for them in international school context since they have to live and stay very close to the school campus (Litz, 2014). UAE's expatriate teaching community is tightly knit, with teachers living close to school, in the same location, and having their social lives revolve around the friendships formed in the school. These are expatriate areas, and parents could live within them. interviewee 4 describes this as an example of this:

"Our teachers live within … if you could draw a circle around the school, their apartments and living are around the school. (interviewee 4)"

Teachers and families could benefit from this ready-made support network embedded in this isolated environment. On the other hand, issues and anxieties could become exaggerated. Caffyn (2007) highlights the isolation faced and its impact on stronger relationships by drawing attention to the micro-politics present at the international school level. It is the only participant who describes the environment as a '*psychic prison*' (Caffyn, 2007). Whereas the UAE international school context is uniquely defined as a '*bubble*.' interviewee 3 explains:

"It is a bubble. There is a tradition of dependency. And it depends on how the presentation is made, but it may be a very clicky international ex-pat bubble of the middle class. (Interviewee 3)"

The '*bubble*' metaphor implies a self-contained and suspended world - this is particularly interesting to explore. It represents expatriates floating in a world of their own far away from their home country and away from reality and the cultural and social UAE environment. interviewee 6highlights this isolation and the '*false*' expatriate lifestyle:

"There's a contrast in building the bubble with a parent that's just beside it, which is unavoidable when the gap between wealth and opportunity is in one location. (Interviewee 3)"

Principals are faced with two distinct challenges arising from staff relationship and proximity, cultural diversity, the role of the caregiver, and the expatriate bubble. Participants identify the need to be mindful of teachers' reality of being '*uprooted*' (interviewee 5) from their home, which imposes a '*duty of care*' (interviewee 5). It, along with the staff's '*family*' (interviewee 1) concept, makes it challenging to deal with underperformance. Interviewee 1 highlights this difficulty:

"I work with an employee who does not do as planned, but I know very well that he or she was uprooted and that it is dodgy to be pushed out of the contract... and there will always be an impact on other employees that are seen as too reactive and doesn't give anyone the chance."

A lot of considerations go into this. However, while these scenarios may be challenging, their moral duty forces them to face these challenges and conversations, since the experiences and outcomes of students are at the centre of their decision-making.

Principals also need to have these conversations to remind teachers of expectations. Interviewee 4 highlights the specific challenges that can be brought into this context:

"When you work as a leader in a classroom, one of the greatest obstacles is that teachers often belong to your social circle, which varies from everywhere else. When making an internal promotion and you are treated differently. You are in school, and whether you have to take a class or you have to dress up your dress code or standards for them, you are at a pool with them and their families several times on Friday or Saturday, or you go out to have dinner or bowling out with them. In the international leadership sense, I believe this line is blurred. (interviewee 4)"

Interviewee 4 consciously decides to live outside and away from school so that he can retain both an emotional and physical distance for the staff and himself. Interviewee 3 notes that this complicated situation not only provides challenges for her but also for her staff, who may regard her as '*duplicitous*' as she can separate personal issues from work-related issues. Participants, including interviewee 3, consciously decide to limit socialization with staff. Thus, leading to enhanced feelings of isolation for Principals since their social network revolves around school and contrary to a domestic environment, the expatriate '*space*' or '*bubble*' is significantly smaller.

4.4.11. The Person in the Principal's Office

The final isolation area is related to '*becoming*' and the *'inner Principal'* (Loader, 2010). This isolation concept has far-reaching implications for participants. An example is the need to develop a firmly knit family and community, as well as strong relationships. It is quite a paradox - an environment that should be supportive, warm, and caring is the same one that further intensifies the feelings of isolation. In this context, friendships and community revolve around the school. This social bubble has unique challenges. For (interviewee 3), where one can't , easily and freely, go anywhere without being seen by a parent or a child or a member of staff, and consistently '*being the Principal*' (interviewee 3), places more emphasis on their isolation and '*loneliness*' (interviewee 3).

Interviewee 3 comments on the need to try to make friends by all means and create a second network:

"I don't think I realised how hard I would have to work, and it was made entirely possible by having children. Just like I gave up getting a social life in Dubai, without being treated as a principal by a staff member, a boy, or a parent, you can't go anywhere. (interviewee 3)"

Participants spoke about '*grit*' (interviewee 3), '*resilience*' (interviewee 5), and a '*thicker skin*' (interviewee 4) while developing a higher degree of self-reliance and independence. Daily, they solve problems in school in the midst of dealing with their loneliness, stress, and isolation. Each solution is uniquely effective for each principal, so participants usually find strategies that work for them:

"You will find something that you are passionate about something from school or even in the classroom. I love band performing music; I love it. I love it. I love it; I love it. I love it, I love it. So honestly, you just have to put on a few headphones to hear a beautiful piece of music. (Interviewee 5)"

"I do stuff for understanding. I'm going to go and look and just pause. I'm doing yoga which helps, and I read and drink something else, probably too much alcohol, but I'm trying actively to process stuff at those times, so I'm going to be relaxing and going to have some time.... (interviewee 1)"

Finally, as discussed, principals acknowledge their role in creating an environment that is safe and secure to reduce the sense of impermanence. However, they also need to deal with their isolation by developing inner strength and strategies. According to Benson (2011), 3.7 years is the average tenure of international Principals. For this study, four years is the average tenure, and the sense of insecurity is flowing from the narrations of participants, with feelings of the lack of job security that could arise from feuds with the school owner or from pressures imposed by parents. Thus, participants develop coping strategies.

We've seen how Isolation comes with many challenges, from job security to professional learning to job security. The lack of guidance and support can be challenging, whereas the need to build healthy and supportive communities is ever-present. A close-knit community is a symbol of strength; however, when things go wrong, it could be the same instrument that aggravates anxieties and issues. For example, the care and support system provided by creating these relationships and

environment can cause challenges when principals have to deal with underperformance, as this tiny self-contained bubble intensifies feelings and emotions.

4.4.12. Personal Leadership Resources

The interviews reveal that these two themes of impermanence and isolation have significant implications for learning, leading, and becoming in multiple ways, including the required skills and knowledge for successful international school leadership. Through these experiences, the personal leadership resources of leaders become hei

In global domestic contexts, these personal leadership resources and emotional intelligence are exhibited by successful Principals (Barber, Whelan, and Clark, 2010; Fink, 2010; Leithwood et al., 2007). This research also suggests they are both particularly well-developed and needed in the UAE context. However, assertions cannot be made on whether this results from exposure to the context or if participants already possessed these qualities before becoming international Principals.

4.5. Learning, Becoming, Leading: A Dynamic Relationship

This section explores the interdependence and interrelationships of these three central themes - learning, becoming, and leading. The title of this thesis '*Exploring the Professional Development Needs of International School Principals in the UAE'*

' suggests three separate, linear, and sequential activities. First, you learn the principals' craft, then you become a Principal, and then you lead a school. It is certainly not the case.

This framework demonstrates the interrelationships between these three concepts, the Principal and the international context. However, it does not describe the non-stop

interaction between the ideas. Kolb's (1984) experiential learning model demonstrates a learning cycle. In this research context, a Principal leads through challenges, reflective observation, abstract conceptualization, and active experimentation. This model is consistent in the narrations of participants (as seen with interviewee 5's example). However, although this model captures the learning process, it does not demonstrate the interrelationships, nor does it support the development of '*self*' or emotions within becoming. A method of continual analysis and diagramming took place (see Figure 5.2). As a teacher, through reflective practice, I drew from my experience and knowledge in curriculum design and structuring the journeys of students' learning. It enabled me to draw parallels between a spiral curriculum design - teaching a topic and then revisiting the core to deepen and extend it to further knowledge. This thinking led to the following conceptual framework for illuminating and understanding the interrelationships and process.

Leading is a constant once appointed, so the Principal and their 'leading' represents the central column. The space between the outside parameter and the primary '*leading*' column represents their work and leadership context - the interactions, experiences, and relationships which form the daily basis of their leadership environment and shapes their leadership '*learning*.' The spiral represents the continuous Principal learning and denotes a strengthening and deepening of skills and knowledge. For a Principal who embraces learning to become a successful leader, the expansion and deepening of learning and experiences represent the overall widening of the shape of the cone.

At the top of the diagram where the Principal column meets at a cross-section of the model, there are four significant learning and growing areas for Principals in this study (personal leadership resources, such as resilience, communication, emotional

intelligence, and political awareness; self-concept, including confidence; values and beliefs, including moral purpose, ethic of care and authenticity; and leadership practices, such as people development and distributed leadership. Each learning and experience moment contributes in a certain way to these four elements, and the Principal's '*becoming*.' It helps to see this section of the diagram as slicing transversely through the Principal's leadership journey, as a result of their contextual and formal learning. Thus, the diagram reveals the various stages of that Principal's '*becoming*.'

This chapter examined the narrations of participants' through the holistic picture of leading, learning, and becoming in the UAE international school context. The two themes; impermanence and isolation have deep impact which poses specific challenges to international school Principals.

CHAPTER FIVE

CONCLUSION

5.1. Introduction

This final chapter synthesizes all the findings of this study and also provides answers to the research questions initiated, then, the resulting implications and recommendations from the results. Following after is the study's limitations, as well as suggestions for future research. Concluding this chapter is a summary of significant data findings, where the contributions of this research are highlighted to show how it adds to the limited body of knowledge on international schools' leadership.

The aim of this research is to figure out how leadership qualities pouring impacts on the character building of the principals because they are primary guiding source for the students in the academic institutions. My aim for this study is to evaluate every ambiguity and complexity that hinders path of the glory that could enhanced productivity of the principals so that they are more opened to changing trends in society. It is of paramount importance to understand impacts of the leadership qualities on the organizational environment because these have potential to derail organisational financial standing in the world. Same is the case applied with the traits and abilities related to the principals because they are most influencing people in the schools or academic institutions. Their actions are worth more than any other's because they are spine of the organization.

5.1.1. Leadership Research Questions

To determine the different perceptions of participants of international schools in the UAE, the researcher targeted international school principals across the country. The following questions form the key research basis of this study, as follows:

Research Question 1: What are the perceptions of the participant principals of international schools on the PD they attended and participated in so far?

Research Question 2: What is the preferred leadership style for the participant Principals of international schools in the UAE?

Research Question 3: What knowledge and personal leadership resources are needed for the UAE international schools' successful leadership?

Research Question 4: What are the needed skills for the participant principals that improve their teamwork and leadership skills?

Research Question 5: What are the learning sources of international school principals before, when becoming and during their headship?

Research Question 1: What are the perceptions of the participant principals of international schools on the PD they attended and participated in so far?

From the responses of the participants emerge six significant themes. Some of them include; values, vision, and direction, understanding and people development; organizational development; and learning and teaching program management. Two core leadership practices that are context-specific further emerge as a significant contribution from this research. Leaders:

- Understand and accept the role they play in creating a supportive community

● Deal with complex intercultural situations

With the strong influence of the UAE international school context, an exploration of each will now be briefly done.

5.1.2. Values, Vision, and Direction

Participants narrate the clear vision and strong values they have for their schools a universal successful leadership practice regardless of context. However, principals need to carry along a community that is continually changing because of the impermanent nature of the diverse community, which in itself is both a challenge and an opportunity for participants. Principals must demonstrate cultural sensitivity, intelligence, and recognize specific implications like; teaching and learning, staffroom culture, curriculum development, and communications with parents. Challenges between international school teachers and some parents with strong beliefs on teacher-centred lots of learning and lots of homework and testing, and the international philosophy that involves a student-centred approach (Westbrook et al., 2014). It requires '*intercultural competence*, careful '*negotiation*,' and communication strategies that are '*systematic yet sensitive*.'

Such leadership development training is meant to supplement the principal's knowledge and skills, equipping them as instructional leaders. Understanding and applying these leadership practices employed by principals or instructional leaders are effective and paramount for students' academic success. It is crucial to know that things are not just bounded to the students but it has way far reach than one can ever imagined. Nobody denies the fact that whole society is dependent on the progressive approaches that are done due to technological advancement in all of its spheres and students are its integral part because they are key figures that bring disruptive

advancements in the world. This is considered to be important to discuss because of its impacts on the social fabric of the society.

5.1.3. Organizational Development

Participants actively develop their organization and improve teaching and learning conditions. There were theoretical propositions in some of the narrations. For instance, interviewee 5 sought to develop her school's leadership structure and build capacity in line with the leadership phases of Day et al.'s. (2010).

Once every year in Dubai and every two years in Abu Dhabi and other Emirates, the Ministry of Education carries out school inspections. Moreover, many schools aim for international accreditation and inspection programs, not just for quality assurance but for marketing purposes. Participants report a program like; the Council of International Schools (CIS), British Schools Overseas (BSO), and International Schools Quality Mark (ISQM). School evaluation is one of the processes leading up to inspection or accreditation that is carried out to provide plentiful opportunities for school discussions about leadership, teaching and learning, systems and structures, student outcomes, and highlighting strengths as well as development areas. Although interviewee 3's school is well established, and there were some procedures and policies in place, '*writing the SEF (self-evaluation form) was the most amazing catalyst*' for making improvements in her first year. While criticism is hauled at England and American education systems for being too controlled by agencies and governments (Huber, 2011), these international school leaders actively look to these same external bodies for accreditation and support.

Understanding and People Development and Learning and Teaching Programme Management

Participants prioritize positive relationships and emphasize the importance of caring for their students and staff. A sense of insecurity can emerge from the impermanent nature is short-term contracts characterized by UAE international education. Participants' narrations are influenced by their involvement, interaction, engagement, and care for staff. Based on research (Barber, Whelan and Clark, 2007; Day et al., 2010; Dimmock, 2012; Senge, 2006), all Principals are engaged in people's development by creating learning-centred cultures of distributed leadership and trust. The isolation faced by international school principals will offer context understanding of this practice as regards the limited opportunities for professional staff learning, thus, the greater need for learning and strong professional connections within schools. However, development opportunities and collaborations are affected due to the increasingly competitive nature of the UAE schools, with each school protecting their professional capital.

Scrutinizing student work, lesson observations, teachers' feedback, and coaching are some of the high impact strategies for learning and teaching program management (Barber, Whelan and Clark, 2010; Dimmock, 2012; Robinson and Timperley, 2007). Participants narrate these practices while placing emphasis on strategies for improvement through '*powerful mediating questions*' (interviewee 5) and '*reflective dialogues*' (Interviewee 1) and coaching for the development of teachers' awareness of their practice. Learning communities and opportunities for further professional learning may arise from this collaborative environment, and then, the influence of the competitive environment and the sense of isolation can be minimized.

From participants' narratives emerge two additional practice areas that are specific to the UAE international school context, as discussed below.

Acknowledge and Embrace their Role in Creating A Supportive Community

Principals often place importance on creating and sustaining positive relationships through healthy and purposeful communities of trust. The duty of care is sturdy, and it extends the international school Principals' relationships with their staff, with the school at the centre of the community. There is an undeniable need for a stable, safe, and secure community for all context-specific stakeholders. This responsibility extends beyond the Principals themselves, with participants talking about cultures and structures of collaborative care and support built into induction and beyond. There's also a need for a collective approach to teacher support as well as creating systems to retain teachers.

Deal With Complex Intercultural Situations

The second practice area is the ability of principals to deal with complex intercultural situations. International schools have high expectations, which mostly derive from the expectations of diverse parents - both locally and internationally, with a mix of backgrounds and cultures. A lot of communication challenges with parents emerge from this school scenario of different nationalities. It emphasizes the need for intercultural awareness. In the isolation context, Chapter 7 reveals the challenges involved in navigating difficult situations with outside agencies, parents, and internally with students and staff. This Emirati context has problems of a staff body with a remarkable diversity of race, language, and religion:

"Our non-teachers come from several backgrounds with numerous languages; our teachers speak no language that our teachers speak. (Allen)"

This influences communication and leadership actions and enactments. Interviewee 4 exemplifies a want for leadership distribution and empowering a local teacher with great potential for leadership:

According to interviewee 2, *everyone comes from different systems and backgrounds*,' which increases international schools' cultural complexity. '*Intercultural competenc*e' (interviewee 1) is imperative for successful leadership in this context that involves managing a diverse community. All aspects of management and leadership from delegation and staff meetings to communicate with parents, culture, language, and background create additional complexities that can influence understanding and action. These two other practices make a significant contribution to the body of knowledge on the UAE international schools' principals' successful leadership practices.

Research Question 2: What is the preferred leadership style for the participant Principals of international schools in the UAE?

As regards leadership conceptions, the data clearly shows that participants' leadership traits don't entirely fit one model. The development strategies of principals and their schools reflect their leadership journeys. They demonstrate all elements of authenticity, transformation, and learning-centeredness, showing concern for supporting, motivating, developing, and caring for staff while improving teaching, learning, and student outcomes.

Research Question 3: What knowledge and personal leadership resources are needed for the UAE international schools' successful leadership?

The interviews revealed three themes that reflect the lack of emphasis placed on domestic research areas, such as human resources, law, and finance. The existence of '*strong teams of local staff*' (interviewee 4) with considerable expertise in these areas to support, advise and manage the organizational business side provides more insight into this. However, the limitations of language, law, culture, and systems are recognized by participants, and acquiring knowledge and understanding beyond surface level understanding enables them to function. Anxiety and frustration can arise from this since they're operating outside of their cultural understanding and knowledge boundaries. Irrespective of the complexity, principals must understand their context.

There is a high price for pedagogical knowledge and understanding, with participants continually working hard to develop this knowledge, ensuring that they are well informed about new educational approaches and international trends in teaching and learning. Although there are expectations on knowledge and understanding of the school's core business - learning and teaching, there is a significant emphasis on this international context. With international schools as '*islands*' according to Blandford and Shaw (2001: 9) because of regulatory structures that are inconsistent and limited (Blaney, 1991) and the range of cultures and expectations that are rich and diverse (RSAcademics, 2016), this instructional leadership and pedagogical knowledge become a necessity.

Inter- and intrapersonal skills are the third area of knowledge and the most emphasized. Transformative, collaborative and dispersed leadership and the various skills and personal leadership capabilities that make participants effective are illustrated. Leading tools are noted, such as optimism and growth thought, power and stiffness, sensitivity and cross-cultural understanding, and emotional intelligence.

These abilities at an international level are highly emphasised to synthesise a diverse group in a very dysfunctional climate.

Research Question 4: What are the needed skills for the participant principals that improve their teamwork and leadership skills?

Through life experiences, previous work experience, along with a mix of academic study, participants prepared to become Principals, with past experiences valued highly above them. Before taking up their role as principals, no participant received any planned or formal induction programs. But, how can you prepare principals for their purposes, given the cultural and contextual complexities? However, participants fully engaged in the reciprocal process of organizational socialization and the development of tacit knowledge through reflection and experience, evidenced by their narratives. The first few years of headship comes with extreme challenges and trauma with different perceptions. Participants expressed their pragmatism and deliberately in solving problems.

During the interviews, participants portrayed the right image of themselves - strong and heroic. However, emotion, thoughtfulness, and humility beamed through their responses to reveal other weaknesses and strengths. There is a causal link between the fact that they are an international leader and high rates of resilience, social and emotional intelligence, and their attitude to development. Is the international context and how much are these characteristics required? How inherent are these traits, particularly a possibility of thinking, openness and reflection, in the leaders of international schools?

The strengths and skills shared by effective leaders are inspiration, self-awareness, flexibility, and resourcefulness (Southworth, 2010). Their receptivity also influences

them to learning (Hodkinson and Hodkinson, 2004). They provided insights into the personalities of the directors in their responses to questions regarding challenges and failure. They are fully aware of their weaknesses and strengths, and their learning method is self-directed and self-motivated, actively seeking feedback on their learning path.

In short, participants show an openness to learning, reflexive, and reflective practice while actively seeking feedback. They evaluate themselves and others, identify development areas, and construct their learning - mostly through a blend of coaching, reading, experience and reflection, and professional development opportunities.

Research Question 5: What are the learning sources of international school principals before, when becoming and during their headship?

Participants note that the process of 'becoming' a Principal mostly began before their appointment. Through advice, feedback, and encouragement, principals developed their self-concept - '*to see me as a Principal*' (Interviewee 1). Their self-confidence increased when others believed in them and encouraged them to take up principalship promotions. After becoming Principal, their self-conception and identity have been developed with experience and reflection, socialization in organizations, and challenges.

With a continual shaping of beliefs and values, changes in the principal's identity and self-concept but also in self are a given, along with personal growth, resilience, and mindset strength. Their qualities continue to develop as they successfully deal with massive conflicts and challenges. With isolation challenges, there is limited support, specifically in the UAE international context, because of the social isolation bubble.

These expatriate communities have schools at the centre. Hence, teachers and parents are friends, and everybody knows each other, thus magnifying problems as a result of the difficulty in creating boundaries and distance between school, friendships, work, and social lives. Since this context limits their options, who will then befriend Principals? Who can principals be honest and open with? While Participants develop individual self-care strategies, they still do feel a sense of loneliness.

5.2. Implications and Recommendations

In their early phases of leadership, leaders experience uncertainty (Earley et al., 2011) as they discover and create themselves, learn from new institutions, and recognise organisational growth needs and the correct speed of change. In other words, the early stage insecurity of participants is triggered by the research in a multicultural world outside of the country and by the uncertainties and meaning that it implies impermanence, alienation and uncertainty. Even though participants have addressed these situations, they remain daunting, particularly when they lack the help they need.

Participants were not trained explicitly for their position and had no access to a mentor or coach. They supported themselves through self-directed learning, actively seeking coaching, or looking to former colleagues and mentors for support. There should be in place specific well-structured, and focused induction programs to quickly assimilate the new leader. A suitable coach or mentor should be given, which is of great benefit for the new member. Governing bodies can be tempted to leave leaders to fight mainly if the school is well established. However, smart governing bodies should play an important and ongoing role by promoting and effective collaborations and the promotion of professional learning and development.

Participants concentrate on people and respect openness, ties and partnership while trying to broaden these dimensions in their schools systematically. They have offered responses with sincere honesty and willingness to help these research ventures, frequently expressing anxieties, mistakes and traumatic stories. However, their narratives reflected the UAE's competitive nature and the reluctance to share strategies with other schools, to avoid giving away their competitive advantage. There were also stories of the collaborative efforts of leaders and schools to provide training opportunities for teachers and in times of crisis.

Even with their diverse experience, principals have minimal opportunity to share their insights, knowledge, and perspectives. The principalship is a lonely position and even more so in the international context. In Chapter 3, where the research goals and methodologies are established, I have addressed planning stages of this review. The participants said that they appreciated the interview (interviewee 1, interviewee 3, interviewee 4) by saying it allowed them to talk about their leadership. Could this community of principal reserve the competitive essence of the world school market, build incentives for meeting and sharing? This time, not debating strategy and policy, but focusing on the complexities of leadership and learning, and working together to build a positive atmosphere and develop practice, while leaving space for more study.

5.3. Limitation and Future Research

We will now discuss the three main barriers to this study. The first limitation is the qualitative data analysis. Analyzing and interpreting qualitative data is, in some way, a subjective process requiring the researcher to filter through the data using his/her discretion (Creswell, 2003). Yet I have noticed a potential bias and have taken appropriate measures to restrict it. Following the suggestion of Mason (2002), I

retained high-level reflexivity, questioning my' thinking, judgment and practice' and how much it influenced the interviews, and challenging my assumptions and the perception process. Nonetheless, another researcher may recognize various common trends and may code the data of the interview differently. It is essential to see the analysis, interpretation and conclusions as mine.

Finally, the second drawback of this analysis is the context as it limits the capacity of the researcher to generalize. The purpose of this study is to examine the perspectives of successful UAE international school leaders through active National School leadership, resulting in a few key themes. There is a need for more study to assess its application to other contexts.

This thesis addresses the initial five questions of science. It also highlights important topics and poses potential concerns, allowing more study.

- The failure to generalize the data from the results of this study in the under-investigated field of international education leadership first leads to the following essential issues:

- How are the GCC educational environments affected by the UAE context? Do they face similar isolation and impermanence challenges? In other contexts, do the international school leaders follow the powerful and to what extent care ethic exhibited in this research?

- This study has also suggested two essential leadership practices in this context, which shows how successful Principals define the role they play in developing a positive environment and how they deal with complex intercultural situations; and are these two key practises present in other international school environments and to what extent?

- What expectations were not met by the Principals of International Schools in the US, i.e. a premium school head with shown secure placements at the University and the results of the exam?? What's more, what happens when the international leadership is unsuccessful? What kind of barriers could be?

- Secondly, knowledge has been gathered about how foreign leaders think. Failure to face-to-face opportunities allowed social media a platform to build virtual communities of practice, learning through reading, reflecting and experiencing. Further research can explore the additional dimensions of intercultural understanding, impermanence, and isolation of the personal and organizational socialization of international schools. Furthermore, their leadership resources and emotional intelligence were considered earlier in this chapter.

5.4. Overall Conclusions

The reflections and narratives of Principals provided valuable data for exploration and conceptualization. The results of this work are significant and individually add to the body of information regarding international leadership and situational learning.

The participants have highlighted two significant subjects, loneliness and impermanence, to provide a powerful perspective to examine and appreciate the under-exploration of international schools as well as the aspects of Principals on their leadership travels.

In addition, the study makes a distinctive contribution to knowledge of international education leadership and learning: In addition to four key leadership

practices (Barber et al 2010; Leithwood and Riehl 2003) this research suggests two additional core practices for international school principal:

- Dealing with complex intercultural situations

- Understanding and accepting the role they play in creating a supportive community

- Flexibility value and the lack of a common leadership pattern. The integrated leadership model is extended to include transformative and educational leadership, as well as leadership delivery with a emphasis on partnerships, people and a clear care ethic.

- Challenges come with preparation for the complex role of an international school principal. Critical reflection and continuous on-the-job experiences provide self-directed learning for principals; thus, the creation of informal learning networks and the use of social media.

- In-practice development could be encouraged and supported by this new knowledge through reflection and application, for current principals, governing bodies, and future international school leaders. It also lays the groundwork for further research in international school contexts.

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Appendix 1

Questionnaire

Dear principal,

Thank you in advance for your participation in this study. This survey forms the quantitative part of a doctoral thesis to obtain the Ph.D. degree in educational leadership, management and policies. The title of the thesis "The professional Development needed for Principals of International Schools; The International schools in the United Arab Emirates as a Case Study"

The aim of this quantitative part "Questionnaire" is to collect your perceptions on key areas of the impact of professional development (PD) provided to the principals of international schools in the UAE. Such as, the extent to which PD provided has assisted international school principals in the UAE to lead effectively.

The questionnaire is presented in three sections. The first section focuses on demographic information; the second section is dedicated to addressing the principal's perspectives on the structure and content of the provided professional development programs. The third section is open-end questions to allow for more detailed feedback

The time needed to complete this questionnaire is no more than20 minutes. I would like to assure you that any gathered information will be confidential and will only be used for academic purposes in this research and not made public. Therefore, it is not needed to write any personal details unless you wish to partake in the interviews that will follow the participation in this questionnaire. For further clarification please do not

hesitate to contact the researcher at (2016121020@student.buid.ac.ae) or on the mobile phone: 0555937369. I really appreciate your participation and cooperation.

The researcher: Mohamad Ezzat Alkutich

Questionnaire
Section One: The demographic information of the participants
Please answer the following questions by ticking the applicable box:
1.   Gender: M ☐   Female   ☐
2.   Age: 25-30 ☐ 31-35   ☐ 35 46-55 ☐ 56-60   ☐ more than 60 ☐   ☐
3.   Years of Experience as a principal 1-5 years ☐   6-10 years ☐ more than 10 years ☐
4.   Years of experience as a principal of international school in the UAE

1-2 years ☐   3-5 years ☐   more than 5 years ☐

5. Type of school you are leading:

Kindergarten (Foundation stage) ☐   Primary ☐   Secondary ☐   H of three cycles ☐

6. Education and qualification:

Bachelor ☐   Master ☐   Ph.D./Ed.D ☐

Other:…………………………………………………………

7. School Curriculum:

☐ American   ☐ British   ☐ Indian   ☐ Ministry of Education

Other: …………………………………………………………………………….

8. Email and other details in case you like to participate in the interview:

……

Section Two: International School Principals perceptions of the provided professional development.

Instructions: Please answer the following questions by circling the numbers as (1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree)

		I-PD design and organizing
Professional development program 1	Name of the program/institute: …………………………… …………………. Country/City: …………………………… ………………… Year of participation: …………………………… ……	Was this PD program relevant to headship of international schools? 1　2　3　4　5 Was this PD program well organized and highly structured? 1　2　3　4　5 Were you invited as a principal to plan this program? 1　2　3　4　5 Was this PD program supported through mentoring, coaching, and followed by feedback and reflection? 1　2　3　4　5 Was this PD program followed by evaluation of effectiveness? 1　2　3　4　5 Was this PD program school-based? 1　2　3　4　5

	Provider: …………………………… …………	Was this PD program applicable and could be implemented in your school reality? 1 2 3 4 5 Did this PD program allow you to collaborate with other colleagues? 1 2 3 4 5 Was this PD program designed to meet your professional needs? 1 2 3 4 5 Were the topics of this PD program rich and up to date? 1 2 3 4 5 Would you recommend this PD program to new principals of international schools 1 2 3 4 5 **II-PD Contents (Strategic leadership)** Did this PD program help you develop your school vision? 1 2 3 4 5 Did this PD program supported you leading and managing the

		current change in your school?
		1 2 3 4 5
		Did this PD program provide you with skills to turn your strategic plan of school improvement into actions?
		1 2 3 4 5
		III-PD Contents (Teaching and Learning leadership)
		Did this PD program allow you to organize the delivery of your school curriculum to meet the MOE expectations for students learning?
		1 2 3 4 5
		Did this PD program provide you with the skills that enable you access and analyze student's data and use them effectively to improve learning?
		1 2 3 4 5
		Did this PD program provide you with the knowledge of effective pedagogical teaching and learning techniques?
		1 2 3 4 5
		Did this PD program provide you with the skills of assessing the instructional programs used by teachers?
		1 2 3 4 5

IV-PD Contents (Organization leadership)

Did this PD program allow you to manage your school budget effectively?

  1   2   3   4   5

Did this PD program provide you with the skills of building school culture that promotes learning?

  1   2   3   4   5

Did this PD program provide you with the skills of distributed leadership through delegating responsibilities?

  1   2   3   4   5

Did this PD program provide you with the skills of problem solving?

  1   2   3   4   5

Did this PD program provide you with the knowledge and skills of creating a safe and secure school environment?

  1   2   3   4   5

Did this PD program provide you with different ways and tools of communication to lead effectively?

  1   2   3   4   5

		V-PD Contents (Team and people leadership)
		Did this PD program provide you with strategies to motivate and empower your teachers and staff?
		1 2 3 4 5
		Did this PD program provide you with the skills needed to lead and facilitate professional developments activities for teachers in your school?
		1 2 3 4 5
		Did this PD program you with skills of resolving conflicts in your schools?
		1 2 3 4 5
		Did this PD program provide you with the skills of building positive relationship in your school?
		1 2 3 4 5
		Did this PD program provide you with the skills of team building across the school?
		1 2 3 4 5
		VI-PD Contents (Community communication and leadership)
		Did this PD program help you creating a productive partnership with external bodies and agencies?
		1 2 3 4 5

		Did this PD program help you in involving parents in the school life and activities?
		1 2 3 4 5
		Did this PD program help you incorporate national heritage and UAE culture in the school?
		1 2 3 4 5

Open-ended questions:

1-What are other areas of leadership skills and knowledge you feel that still missing from the provided PD programs?

……………………………………………………………………………………………

……………………………………………………………….

2-How do you think that the educational bodies in the UAE could be developed and improved to help principals of international schools in the UAE?

3-Other comments:

Interview participation

Dear Principal,

If you would like to participate in the interview which will take 30 minutes, please provide the following information:

Name:

Phone number:

Email:

Thank you for your time and participation

The researcher:

Maybe add your contact details and university affiliation