

**The impact of teachers' leadership styles on the students'  
academic achievement and behavior in a cycle 3 private  
school in Fujairah**

أثر أنماط القيادة لدى المعلم على التحصيل الدراسي والسلوك للطلاب في مدرسة  
خاصة للحلقة الثالثة بالفجيرة.

by

**AHMED MOHAMED MOHAMED ELSHABRAWY**

**Dissertation submitted in fulfilment of  
the requirements for the degree of  
MASTER OF EDUCATION**

at

**The British University of Dubai**

**June 2021**

## DECLARATION

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that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

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

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

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

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

*ahmed elshabrawy*

Signature of the student

## **COPYRIGHT AND INFORMATION TO USERS**

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

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

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

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

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

## **Abstract:**

It is a real fact that leadership is the key to success in any organization, especially in the field of education. The current study investigated the most effective leadership styles that can be implemented by the teachers in a private cycle 3 school in Al Fujairah. The aim of the study was to find the impact of the teachers' leadership on the academic achievement and the behavior of the students. The researcher employed the mixed research methodology which included both quantitative and qualitative research methods in order to increase the validity and the reliability of the study. The researcher also involved the students, the teachers, and the principal in the study in order to get an overwhelming perspective about the most effective leadership styles that can enhance the academic achievement and the positive behavior of the students. The main findings of the study showed that teachers who are knowledgeable about the curriculum, use various teaching methods, build positive relationship with the students, provide constructive feedback, and give students the opportunity to share their ideas and be innovative are real leaders who can affect the academic achievement and the behavior of the students positively. The key findings also indicate that the principal should support the teachers, motivate them, and provide them with the required resources to enhance their leadership skills.

## ملخص الدراسة

الحقيقة هي أن القيادة مفتاح النجاح في أي منظمة، وخاصة في مجال التعليم. تبحث الدراسة الحالية في أكثر أساليب القيادة فاعلية التي يمكن للمدرسين تنفيذها في مدرسة خاصة حلقة ثالثة بالفجيرة. كان الهدف من الدراسة هو معرفة أساليب القيادة المعلمين ومدى تأثيرها على التحصيل الدراسي للطلاب وسلوكهم. استخدم الباحث منهج البحث المختلط الذي اشتمل على طرق البحث الكمي والنوعي من أجل زيادة مصداقية الدراسة وموثوقيتها. أشرك الباحث أيضًا الطلاب والمعلمين والمدير في الدراسة من أجل الحصول على منظور شامل حول أساليب القيادة الأكثر فاعلية التي يمكن أن تعزز التحصيل الأكاديمي والسلوك الإيجابي للطلاب. أظهرت النتائج الرئيسية للدراسة أن المعلمين الذين هم على دراية بالمنهج، ويستخدمون طرق تدريس مختلفة، وبينون علاقة إيجابية مع الطلاب، ويقدمون ملاحظات بناءة، ويمنحون الطلاب الفرصة لمشاركة أفكارهم وأن يكونوا مبتكرين هم قادة حقيقيون يمكنهم التأثير على التحصيل الدراسي وسلوك الطلاب بطريقة إيجابية. تشير النتائج الرئيسية أيضًا إلى أنه يجب على مدير المدرسة دعم المعلمين وتحفيزهم وتزويدهم بالموارد المطلوبة لتعزيز مهاراتهم القيادية.

## **Dedication**

I dedicate this project to my beloved family for their continuous encouragement, to my wife for her support and patience, and for my colleagues and students to read and get benefit from this research.

## **Acknowledgement**

I would like to start with thanking Allah who grants me with the strength and the courage to complete this work then I would like to extend my gratitude and appreciation to Dr. Christopher Hill my dissertation coordinator for all his guidance and constructive comments and recommendation; I learned from him as a teacher as much as a student. In addition, I would like to thank each and every member of British University in Dubai for all their dedication and hard work in my master journey. Furthermore, I would like to extend my acknowledgment to my school administration and teachers that allowed me to conduct my research with them and opened the doors easily to perform my study. Finally, I express my deepest appreciation and love for my family especially my wife and my children who patiently support me until the end.

## **Table of contents:**

**Title ..... Page**

### **Chapter one: (Introduction)**

<b>1- Introduction.....</b>	<b>1</b>
<b>2. Background of the study.....</b>	<b>2</b>
<b>3. Statement of the problem.....</b>	<b>3</b>
<b>4. The objective of the study.....</b>	<b>4</b>
<b>5. Research questions.....</b>	<b>5</b>
<b>6. The significance of the study.....</b>	<b>5</b>
<b>7. Rationale of the study.....</b>	<b>6</b>
<b>8. The structure of the study.....</b>	<b>7</b>

### **Chapter two: (Literature Review)**

<b>2.1. Introduction.....</b>	<b>8</b>
<b>2.2. Student's achievement.....</b>	<b>8</b>
<b>2.3. Teachers as school leaders.....</b>	<b>9</b>
<b>2.4. Theoretical Framework.....</b>	<b>10</b>
<b>2.5. The various leadership styles.....</b>	<b>10</b>



<b>2.5.1. Transformational Leadership.....</b>	<b>10</b>
<b>2.5.2. Instructional Leadership.....</b>	<b>11</b>
<b>2.5.3. Transactional Leadership.....</b>	<b>11</b>
<b>2.5.4. Democratic Leadership.....</b>	<b>12</b>
<b>2.6. Trait Leadership.....</b>	<b>13</b>
<b>2.6.1. People Person.....</b>	<b>13</b>
<b>2.6.2. Outstanding Leader.....</b>	<b>14</b>
<b>2.6.3. Exceptional Listener.....</b>	<b>14</b>
<b>2.6.4. Problem Solver.....</b>	<b>14</b>
<b>2.6.5. Fair and reasonable.....</b>	<b>15</b>
<b>3. Practices and personality of effective and real leaders.....</b>	<b>15</b>
<b>4. Review of the related literature.....</b>	<b>15</b>
<b>4.1. Definition of Leadership.....</b>	<b>15</b>
<b>4.2. Similar Studies.....</b>	<b>16</b>
<b>5. Summary.....</b>	<b>19</b>
 <b>Chapter Three (Methodology)</b>	
<b>3.1. Introduction.....</b>	<b>20</b>
<b>3.2. Context of the study.....</b>	<b>21</b>

<b>3.3. Research Design.....</b>	<b>22</b>
<b>3.4. Data Collection.....</b>	<b>23</b>
<b>3.5. Data Collection Tool.....</b>	<b>23</b>
<b>3.5.1. The student’s questionnaire.....</b>	<b>24</b>
<b>3.5.2. The teacher’s Interview.....</b>	<b>25</b>
<b>3.5.3. The principal’s Interview.....</b>	<b>25</b>
<b>3.6. Sampling.....</b>	<b>26</b>
<b>3.7. Analysis of Data.....</b>	<b>26</b>
<b>3.8. Validity and reliability.....</b>	<b>26</b>
<b>3.9. Ethical Consideration.....</b>	<b>28</b>
<b>3.9.1. Informed Consent.....</b>	<b>28</b>
<b>3.9.2. The role of the study.....</b>	<b>29</b>
<b>3.10. Scope and Limitations.....</b>	<b>30</b>
<b>3.11. Summary.....</b>	<b>31</b>
 <b>Chapter Four (Results and Discussion)</b>	
<b>4.1. Introduction.....</b>	<b>32</b>
<b>4.2. Data analysis.....</b>	<b>32</b>
<b>4.2.1. The students’ questionnaire.....</b>	<b>32</b>

4.2.2. The teachers' interview.....	42
4.2.3. The principal's interview.....	45
4.3. Discussions.....	49
<b>Chapter Five (Conclusion)</b>	
5.1. Summary of the current study.....	52
5.2. The main findings of the study.....	53
5.3. The main implications of the current study.....	56
5.4. Limitations of the study.....	57
5.5. Challenges faced during the implementation of the study.....	58
5.6. Suggestions for further research.....	58
5.7. A conclusion notes.....	59
6. References.....	60
7. Appendices.....	67
Appendix 1: The students' questionnaire.....	67
Appendix 2: The teacher's interview.....	70
A sample of a teacher's response.....	72
Appendix 3: The principal's interview.....	76
Appendix 4: Consent forms.....	80

<b>Teachers' consent form.....</b>	<b>80</b>
<b>Consent form for students' parents.....</b>	<b>81</b>
<b>The principal's consent form.....</b>	<b>82</b>

**List of figures:**

<b>Figure 1: Knowledge about the curriculum .....</b>	<b>33</b>
<b>Figure 2: Implementing various teaching methodologies.....</b>	<b>34</b>
<b>Figure 3: Communications skills.....</b>	<b>35</b>
<b>Figure 4: Classrooms rules for enhancing behaviour.....</b>	<b>36</b>
<b>Figure 5: Giving students opportunities for sharing ideas and playing leading roles...37</b>	
<b>Figure 6: Enhancing innovation culture in the classroom.....</b>	<b>38</b>
<b>Figure 7: Providing teaching and learning resources and interactive exercises.....</b>	<b>39</b>
<b>Figure 8: Providing feedback on students' performance.....</b>	<b>40</b>
<b>Figure 9: Using effective assessment tools.....</b>	<b>41</b>
<b>Figure 10: Having clear learning objectives planning successfully.....</b>	<b>42</b>

# **Chapter 1**

## **1. Introduction**

The relationship between school leadership and the academic success of the students as well as their behavior is quite important and is considered one of the priorities in the field of education (Leithwood et al., 2004). Schools in the United Arab Emirates have been implementing the up-to-date leadership styles that can improve the performance of the whole staff in all schools of the country. In addition, there are initiatives that have been implemented by the Ministry of Education which target the teachers who have leadership skills in order to make them contribute to the success of the schools. School leadership does not only contribute to the improvement of class management and behavior of the students, but it also improves the academic performance of the students and help underperforming students to improve and become better (Leithwood, 2004). Leadership is also considered one of the most essential aspects to the development of the societies and it has particular roles for the educational institutions, especially in the pre-university stages (Wallis & McLoughlin 2007).

According to Bush (2007), there has been a significant increase in the educational leadership over the past few decades and currently there is more focus on the fundamental leadership skills which educational leaders should possess to contribute to the significant development of their educational institutions. This importance has been based on the fact that good and effective school leadership will make a significant to the performance of the students and the overall effectiveness of the school.

## **2. Background of the study:**

The UAE ministry of education has prioritized the school leadership in all of its schools because it is the key to effective classroom management and consequently better academic performance of the students (School Inspection Framework). The UAE leadership has also been paying a lot of attention to the improvement of education and stressed its importance as the responsibility of all the stakeholders and the UAE community as well.

According to Li (2015), the role of leadership styles is considered essential because it enhances the growth of the pedagogical system in the schools, that is mainly adopted by the teachers who are considered the core of the educational system in the schools and the entire educational process. School experienced and qualified leaders and principals should support the proficient teachers in order to provide all possible ways and resources to the teachers for achieving significant success and development in their work. When teachers get access to all the required resources and feel that their principals are keen on supporting and encouraging them, they will exceed the expectations of the principal. In addition, the success of the teachers and their development will influence the academic achievement of the students and the entire performance of the school positively.

The current study aims at investigating and compiling the various leadership styles which can impact the teachers' performance significantly and enhances their development and their contribution to the improvement of students' academic performance. The private schools in Fujairah are following and implementing the pedagogical system and the international standards who are implemented by the UAE ministry of education. In addition, the schools are also evaluated according to standards and criteria that cope with the international education system (Badri & AL Khaili, 2014).

One of the challenges that faces most of the schools in the emirate of Fujairah and other emirates is the implementation of effective and successful leadership styles. According to Bagheri & Asimiran, (2014), the ministry of education in the UAE is keen on innovating all the aspects of the educational process and encouraging all the educational staff and parents to play a role in improving the performance of the students and their behavior.

The successful structure of schools includes qualified leadership and qualified teachers who work collaboratively in order to provide high-quality education for the students and contribute to the achievement of the goals and the objectives of the school. Although there are specific standards which every school should meet in order to reach the acceptable level, only some schools have managed to do so. Day (2011) states that the key to the success of the school is the adoption of innovative leadership, especially the successful principals who provide support and adequate resources to the teachers to enhance their development and capabilities. In addition, the successful leadership styles and innovative leadership has a positive effect on the academic achievement of the students (Boyle, Haller & Hunt, 2016)

### **3. Statement of the problem:**

The academic performance of many schools is not satisfactory based on the criteria used by the ministry of education and the results indicate that these schools need effective leadership strategies in order to improve the quality of education and the academic performance of both the teachers and the learners (Leithwood, et. al., According to Diciscoco (2016), it is important to equip teachers with professional development that enhances their leadership skills which will enable them to most up-to-date teaching strategies which will improve the academic success of the students and help them gain the skills of the 21<sup>st</sup> century. The main problem lies in the fact that several schools push

their teachers to achieve the academic goals without supporting them to update their teaching methods and their knowledge which are the core of effective teaching and leadership.

#### **4. The objective of the study:**

The main objective of the current dissertation is to examine the leadership styles which are used in a private school in the emirate of Fujairah and to explore the impact of the leadership styles on the students' academic achievement as well as the performance of the teachers. Another objective is to identify the most effective leadership styles that distinguish teachers and other school leaders, especially those who are up to date with the 21<sup>st</sup> century skills and are considered role models for their teachers and the principals of other schools. In addition, the dissertation seeks to achieve one more objective which is to find the relationship between the leadership styles adopted by the principals of the schools and the academic performance of the teachers. This will be examined from the prospective that the students will experience better education and they will perform better when the principals provide a healthy environment for the process of teaching and learning and support for teacher to develop professionally. Successful leadership styles are effective in providing the students with a good learning environment that helps them to improve and develop in many aspects. Although the United Arab Emirates is considered a new country and its history is not long, its achievement in the field of education is considered significant. All the schools of the country have been implementing technology successfully and the ministry of education has provided its remarkable success during Covid-19 pandemic and the use of distance learning. The United Arab Emirates has realized that education is the most powerful tool that can help the country achieve more development and qualify its citizens to be more enlightened and more knowledgeable.



## **5. Research questions:**

The main objective of the study is to find out the effect of the successful leadership styles on students' behavior and their academic achievement in a private school in the emirate of Fujairah. To obtain the answers to this question, the researcher has broken the main research question into three specific questions in order to get more detailed answer and a more comprehensive picture of the possible results.

The current study sets to answer these three research questions:

1. What are the main characteristics of a successful school leader that can contribute to the improvement of students' academic achievement and their behavior?
2. What is the impact of successful leadership on the behavior and the academic performance of the students?
3. How can effective leadership enhance the academic performance of the teachers and improve students' behavior?

## **6. The significance of the study:**

The significance of the current study is that it focuses mainly on the methods and the strategies implemented by the school leaders with the aim of enhancing the educational process in a private school in the city of Fujairah. Moreover, the dissertation aims at collecting the most effective leadership strategies and methods which the school can follow in order to improve the learning environment and the academic performance of the students. In addition, the result of the dissertation will also help to identify the most significant leadership styles that can help the schools

get better evaluation by the ministry of education through the implementation of effective leadership styles by all the school stakeholders; especially the teachers who are the core of the educational process in the school. Moreover, the impact of these leadership skills of the teachers should be evident on the behavior and the academic performance of all the students in the school.

The data of the current research will be collected through involving students, teachers, and school principals in the study. The students will be randomly chosen, and they will fill in an online questionnaire. The teacher will be selected based on their experience and the leading roles they play in the school and they will be interviewed by the researcher online. The school principals will complete a survey about the main characteristics of a school leaders and the role they can play to contribute to the improvement of students' academic performance and their behavior.

## **7. Rationale for the study:**

The role of the schools in contributing to better change of the society is effective. However, the changes in the schools need to occur in the educational system in a way that impacts its performance positively. The positive change should be based on meeting the needs of the teachers, the school leaders, and the students, who are the core of the educational process. The decision makers in the schools should consider the changes and bear in mind the possible effects that will take place as well as preparing a clear and appropriate plan that supports all the stakeholders.

As a teacher in a private school in the emirate of Fujairah, the researcher is investigating the impact of the teachers' leadership skills and styles on the academic achievement of the students and their behavior. The researcher also aims at highlighting the involvement of the teachers in the process of making decisions in the school as their roles creates a difference in the entire performance of

the school; especially on the academic performance of the students and the creation of a better classroom management by enhancing the positive behavior of the students.

#### **8. The structure of the study:**

The current study consists of five chapters. The first chapter is the introduction of the study and it explains the objectives of the study and the statement of the problem. It also includes the significance of the study and proposes the research questions which the researcher will use in the study. The chapter will also provide explanation of the key terms which are used in the study. The second chapter provides detailed review of the relevant literature that has been carried out by several authors in order to enhance the viewpoint of the whole study and its findings as well. Chapter three provides explanation and analyzes deeply the research methods adopted in the research to obtain the results of the study. Chapter four is the analysis of the results and all the data that has been collected by the data collection utilized in the current study. Chapter five is the last chapter that provides recommendations and conclusion to the whole study based on the analysis made.

## **Chapter 2**

### **Literature review**

#### **2.1. Introduction:**

The current chapter investigates the various theories related to the leadership styles and leadership traits that are relevant to the study and which were carried out by several studies. The chapter also contains the most effective leadership styles and traits that can be utilized by the schools in order to enhance the positive behavior of the students and contribute to the improvement of their academic achievement.

Modern schools, nowadays, have become more competitive organizations that seek to set visionary goals that seemed unthinkable a few years ago. Schools have become multifaceted and participatory where priority is given to skills and abilities and knowledge seem to be a secondary choice. This has provided teachers, principals, students, and schools with a versatile environment that has enabled them to play more leading roles. Harrison and Killion (2007) point out that an instructional leader helps the colleagues to enhance the skills of the learners, not only by sharing the learning resources, but also through sharing the ideas and identifying the skills of the students that should be enhanced. The vision and the mission of the UAE ministry of education stresses the importance of the implementation of the 21<sup>st</sup> skills which involve a variety of skills such as critical thinking, problem solving, communication, collaboration, innovation, and creativity.

#### **2.2. Students' achievement:**

The 21<sup>st</sup> century is mainly dominated by the technology that is widely used in all aspects of life, including education (Jemal et. al., 2015). In addition, the current generation has more chances to develop themselves and achieve their aspirations and teachers have more opportunities to develop

themselves professionally and accomplish their goals and success. The integration of technology and the internet in education has also enabled the teachers and school leaders to meet the learning needs of the students and create interactive and engaging activities that can effectively make the learners more engaged in their learning and consequently enhance their behavior in the classroom.

### **2.3. Teachers as school leaders:**

Teachers are considered leaders in their classrooms because they have relative autonomy regarding classroom management, their teaching strategies and their motivation strategies used with the students (Bryant, 2003). In addition, during the current decade, the words community, collegiality and collaboration have become associated with the profession of teaching. According to Lambert (2003), an interactive professional culture is essential for personal and professional learning in order to make the learners more engaged and interactive during the process of teaching and learning.

Teachers are part of a school team that has a participatory management, shared leadership that seek to achieve the best solutions of school issues and improve the overall school environment that supports the teachers' performance and both the students' behavior and academic achievement. School principals have become aware of the leadership roles which the teachers can take, and they invest in teachers with leadership skills (Barth, 2013). Teachers are no longer responsible for just teaching, but they have to ensure that their students' are professionally supported whether academically or behaviorally. According to Tucker and Stronge (2007), teacher leaders set high expectations for their students and for themselves and work according to a plan to support their students and carry out these high expectations successfully. Teachers have more opportunities to

have roles as leaders to contribute school-wide improvement and academic achievement of all the learners in the school. Although most teachers prefer to remain involved in the instructional process and to be disengaged in the administration duties, but teachers should have comprehensive roles that can be reflected positively on the entire performance of the school (Katzenmeyer and Moller, 2009).

#### **2.4. Theoretical framework:**

The current study will focus on the various leadership styles which can be used by all stakeholders, especially teachers, on the behavior of the students and their academic performance. The study will explore the impact of these different leadership styles on the school effectiveness, particularly on the behavior of the students and their academic achievement. In addition, the study will also include the trait leadership theory besides the leadership styles theory. The main purpose of this is to show how the combination between the two theories can create a more positive influence on the behavior and the academic achievement of the students.

#### **2.5. The various leadership styles:**

##### **2.5.1. Transformational leadership**

Bass et al., (2003) defines transformational leadership as the model in which the leader has a vision for the school, monitors the needs and the progress of the individuals. Transformational leaders are also effective in urging and motivating their subordinates to solve the problems in a different way by changing their way of thinking in a positive way. Transformational leaders in

schools are also successful in conveying optimism and enthusiasm to all the stakeholders including students, parents, and teachers.

Transformational leadership is also defined as the process which affects the performance of the subordinates by making them exceed the performance expectations through bringing about positive changes in them (Northouse, 2004). Rouché, Baker, & Rose (1989) define transformational leadership as the ability of the leaders to affect the behavior, the beliefs, the values, and the attitudes of the employees in a way that helps the organization to achieve its mission, purposes, and goals successfully.

### **2.5. 2. Instructional leadership**

According to Timperley (2011), instructional leadership concentrates on the development of students' learning deeply, ensuring evidence when acting, creating a trusting and respectful relationship, and implementing professional inquiry. Teachers and principals with effective leadership skills are keen on securing a safer learning environment and providing effective interventions for the students who need academic and behavioral support. Robinson (2011) and Leithwood and Seashore-Louis (2011), indicate that effective leaders have a positive impact on the student learning and their overall academic achievement.

### **2. 5. 3. Transactional leadership**

The main idea of this type of leadership is that the leader seeks to maintain the status quo of the organization without seeking to make any changes. It also depends on the exchange of punishment and rewards between the leader and the subordinates (Yammarino et al., 1993). According to Dubrin, (2004) and Bass (1985), transformational leadership involves the management of the

organizations in a way that supports the organizations to achieve their current goals successfully and efficiently by granting valued rewards to the high performing personnel and making sure that all the stakeholders of the organization (school) have the required resources to enable them to achieve their jobs successfully.

A study by Bryant (2003) showed that the transactional leaders possess primary traits. One of these traits is that they support their team members reward them for the achievement of their goals. The second trait is that the exchange the promises and rewards for their work effort and they are also very responsive to their employees' immediate self-interests.

#### **2.5.4. Democratic leadership:**

One of the leadership styles is the democratic leadership style which is preferable because it gives the subordinates more freedom to take decision and participate in the process of decision making in the school. The democratic leadership style is also defined as a participatory leadership because it involves all the stakeholders in the school in the process of leadership. According to Gastil (1994), In this kind of leadership, the employees are enabled to participate effectively in the process of decision making in the organization. It also gives them the opportunity to be engaged in the discussion and freely express and share their own opinions. The democratic leadership style is also effective in enhancing the role of the teachers to improve the performance of the school. They feel that they are an integral part of the school, so they are confident that any success achieved by the school is their own success.



## **2.6. Trait leadership theory:**

The trait leadership theory assumes that effective leaders are not made, but they are born with leadership qualities that qualify them to be successful leaders. In addition, the theory also implies that a real leader or a great man possesses unique characteristics that distinguish the person from others. The trait leadership theory is an extension of the Great Man theory which was proposed by Thomas Carlyle's which implies that there are individuals who possess inborn leadership qualities that make them successful. Real leaders with inborn leadership qualities such as courage, remarkable influence over people, intellectual superiority, and courage (Doyle and Smith, 2001). Kelly (1974) describes trait leadership theory as the real attempts to identify the personal qualities of a leader such as mental, personality and physical traits which are related to the theory.

Based on the trait leadership theory, the real leaders can make use of the information to evaluate their aspects of strengths and weakness as well as their position in the organization so that they can make their position stronger. It also helps the individuals to deeply understand their identity and how they can make use of it to improve their leadership abilities (Goleman, Boyatzis & McKee, 2002). There are specific qualities that distinguish the real leaders:

### **2.6.1. People person:**

There are certain qualities which distinguish the people person leaders such as being active, having effective communication and interaction with the teachers, students, and other staff in the school, behaving actively and always checking the requirements of the school and ensuring all the needs that support and improve the learning environment in the school (Maxwell, 2013). People person prefer to be involved in all the activities of the school and participate in all the details of the educational process. A people person leader is characterized by the ability to establish good relationship with other people in order to improve the performance of the organization.

### **2.6.2. Outstanding leader:**

Outstanding leaders work and behave positively to incur positive changes in the school and bear in mind the needs of everyone working in the school. Outstanding leaders are always ready for all possible successes and failures, and they prepare plans in order to avoid failure or improve the drawbacks in their schools. Outstanding leaders feel accountable for all their actions, and they carry out their responsibilities with great accuracy (Gohlmann ,2018).

### **2.6.3. Exceptional listener:**

Good and effective leaders listen to the members of their team and cares for their problems. An exceptional leader also shares the members of the teams their concerns and collaborate with them to overcome any possible issues that can affect their performance and the quality of their life as well.

### **2.6.4. Problem solver:**

Effective leaders are also skilled in encouraging the teachers and other school staff to be problem solvers in order to provide them with real opportunities to solve their problems and concerns that could hinder their performance and affect the qualities of their work. In addition, effective leaders who are problem solver grant the teachers and other staff responsibilities and make them feel accountable in order to engage them in the process of finding all possible solutions to the problems that face them in their work. Effective leaders are also keen on maintaining a positive and engaging school climate that supports the teachers and the students to solve all their problems.

#### **2.6.5. Fair and reasonable:**

Real and effective leaders tend to be fair in dealing with all people in the organization by distributing responsibilities fairly and reward them equally. If the school leaders fail to do this, they would discredit themselves and others will consider them unfair leaders. Fair and reasonable leaders do not allow their emotions to control and guide them, but they use their reason and logic to take the right decision for the sake of their organization (Bryant, 2003).

### **3. Practices and personality of effective and real leaders:**

There are not exactly identical leaders who possess the same leadership and personality characteristics, but each leader has his own skills and personality. Consequently, determining the main and uniform qualities of a real leader is really a challenging task. According to Stronge, Richard and Catano (2008), school principals who have real leadership skills and qualities have positive impact on the performance of the school teachers and the achievement of the students. In addition, teachers who possess effective leadership skills and characteristics can contribute positively to significant improvement and development in the students' academic achievement and positive behavior.

### **4. Review of the related literature:**

#### **4.1. Definition of leadership:**

Authentic leadership is essential for the success of leaders in schools and the achievement of the vision, mission, and goals of the school. Effective leadership is not just inclination, but it is more to be fundamental with the true self of the leader (Gardner, Avolio & Walumbwa 2005). Effective

leaders are independent and could direct and lead others through the use of consulting subordinates and shares the process of decision-making with them.

#### **4.2. Similar studies:**

Sugg (2013) carried out a study entitled “The Relationship Between Teacher Leadership and Student Achievement” was carried out to examine the relationship between the achievement outcomes of the students and the teacher leadership. The study used Criterion Referenced Test (CRT) in English / Language Arts in order to measure the achievements of the students. The data was collected from two large urban schools. The study also surveyed 42 teachers in order to find out the relationship between the student achievement and the teacher leadership. The study considered the ethnicity, disability, and poverty as some of the characteristics of the students.

Effective leadership is also defined as the implementation of effective leadership skills in order to facilitate the process of achieving goals and involving others in the implementation process.

(Bualshawarib, 2014). The effective leaders work ambitiously to improve the efficiency and the quality of the team, taking into consideration the requirements of the team and the goals to be achieved. Bualshawarib (2014) also illustrates that transactional leadership is considered the most prominent leadership theory. However, there are various elements which strengthen the performance of the team, such as collaboration, leaders conduct and obligation.

Another study by Mahdy (2016) investigated the impact of leadership styles on the professional development of the teachers. The purpose of the study was to consult different leadership styles such as the implicit theory, the transformational leadership theory and Maxwell theory in order to comprehensively understand the impact of the various leadership styles on the academic

achievement of the students and the teachers' performance. The study used a sample of 75 participants including 62 teachers and the other educational leaders such as deputy headmaster and the principal in a private school in Dubai. The study utilized the mixed methodology to analyze the collected data. The results showed that teachers perceived leadership as democratic that values the role of the team, flexibility in taking roles and those teachers were free to use the strategies they prefer and share in the process of decision making in the school. The result of the study consolidates Maxwell theory. Moreover, the majority of teachers surveyed regarded transformational leadership as the most effective in enhancing the performance of the teachers and academic achievement of the students.

Isaac (2011) examined both the academic performance of the students and the teachers' leadership styles in mathematics courses. The study shows that teachers were under pressures to improve the academic performance of the students. the purpose of this study was to find out if the students' academic performance would be affected by the leadership styles of the teachers during a mathematic course at a college in the U.S.A. The results of the study showed that there was not apparent connection between the teachers' leadership styles and the performance of the students.

Johnson (2006) carried out a study that examined both the academic performance and the instructional leadership in Tennessee high schools. The study focused on the role which the principals play in order to improve the academic improvement in their schools. The study shows that the principles set high expectations for the academic performance of the schools. The purpose of the study was to find out if there are differences between the principals of high-performing, high-achieving, low-performing and low performing schools on one side and the instructional

leadership behavior of these principals on the other side (Johnson, 2006). The population employed in the study included principals from high schools in Tennessee. The study administered 296 surveys on the principles of the schools in Tennessee and it measured the frequency of implementing instructional leadership behavior using the principal instructional management rating scale. The data was analyzed using Inova and t tests. The results showed that there was no statistical difference between the high and low-performing schools. The statistical significance was identified in 4 domains of instructional leadership including the promotion of professional development, protecting instructional time, framing the goals of the schools, and maintaining high visibility.

A study by Francisco (2019) was carried out in order to examine the impact of the transformational leadership implemented by the school principals on the self-efficacy of the teachers. The population utilized in the study included 260 teachers in a secondary school during the 2018-2019 academic school. The results of the study showed that the transformational leadership styles used by the school principals have an impact on the teachers' self-efficacy to a certain extent. The study recommended that the school principals should continue the process of nurturing their leadership skills and improve their school transformations and innovations.

A study by Gohlmann (2018) examined the effect of leadership practices on the academic performance of the students by creating a supportive environment for learning. The study examined one of the five domains of Hitt and Tucker's key leadership domains or practices. The study focused on the domain of creating a supportive learning environment for the students to enhance their academic performance. The improvement of this domain helped the school to outperform other schools in similar demographics. The study showed that the creation of a

supportive learning environment established the sense of trust and comfort for both the students and the teachers which contributed to the positive performance of the school and its effectiveness.

Waters and Marzano (2006) carried out a study that found that effective leadership focuses on the goals of the organization, positive leadership has positive impact on the academic achievement of the students and school leadership is of great importance. A similar study also showed that there is significant connection between the students' achievement and the leadership styles (Faize, 2010). The study indicated that the effective leadership styles which implements in the classroom positively enhances the academic achievement of the students.

## **5. Summary:**

The researcher has focused in this chapter on the various leadership theories that are related to the objectives of the study which highlight the effect of the leadership styles and trait on the academic performance of the students. The studies in this chapter do not only explain the effect of the leadership style on the academic performance of the students, but they also highlight the effect of effective leadership styles on the overall performance of the school.

## **Chapter 3**

### **Methodology**

#### **3.1. Introduction:**

The main purpose of this chapter is to explain the methodology that will be used in the current study. It also shows the design of the concepts that will be utilized in the study. The study has been conducted to examine issues which are related to the roles of leadership and their impact on the overall performance of the school, especially the behavior of the students and their academic achievement in the school (Tatlah and Amin, 2014). Leadership styles have gained a lot of popularity and importance during the past few decades because they affect the performance of different organizations and their impact on the field of education is immense (Ekaterini, 2010). Implementation of successful leadership styles ensures high quality performance of the organizations because all people in the organization are aware of their roles and responsibilities, and they are supported effectively to carry out these roles successfully.

The current study aimed at clarifying the various types of effective leadership styles that can be adopted by the educators in the 21<sup>st</sup> century. It aimed at examining the most effective leadership styles and how these styles can create an evident impact on the academic achievement of the students. According to Chouinard et al. (2005), the change in the schools and the performance of the students can be implemented through the use of professional leadership style in the school environment. However, implementing such effective styles requires the teachers to have the power that leads to change. In addition, the teacher should be allowed to communicate their ideas and thoughts about the change in the leadership styles that should be adopted by the school leadership. There should also



be a culture of transparency, which leads to more achievements and innovations. Northouse (2015) identify leadership as a “process whereby an individual influences a group of individuals to achieve a common goal”. This indicates that one person who has effective leadership styles can positively enhance the performance of others in the same organization through leading them and enhancing their innovative achievements. In addition, if the school succeeded in increasing the numbers of leaders in the school and could also cultivate a culture of leadership, the performance of the students and also the teachers will significantly improve.

### **3.2. Context of the study:**

The study has been conducted in a cycle 3 private school in Fujairah. The private school follows the strategic plan of the UAE and seeks to achieve the mission and the vision of the UAE ministry of education and implements the leadership strategies which aim at improving the overall performance of all the schools. The study included 61 participants, 40 students, 10 teachers and the school principal. The students are cycle 3 students and the participating teachers have long experience in the field of education that exceeds 10 years. The teachers also teach different subjects, not one subject, in order to have a comprehensive image of their teachers’ perceptions of the most effective leadership styles that could help them enhance the academic achievement of the students and their positive behavior. The choice of the students was random by distributing the link of the questionnaire on students in different grades in the private cycle 3 school. Students were not selected based on their academic performance, gender, previous behavioral history. The researcher did not take into consideration any other factors such as demographic or geographic factors as the researcher wanted the results to be more reliable when they are collected from all types of participants without considering any other external factors. The researcher has not

selected them based on any certain criteria in order to obtain a variety of data that can make the results of the study reliable and valid. The researcher has selected this school because he has been working as a teacher in the same school for a period of time that enables him to access reliable information for the purpose of the study.

### **3.3. Research design:**

The current study employed the mixed methodology of research that contain both qualitative and quantitative approaches in order to collect data relevant to the topic of the research. Using the mixed methodology enhances the results of the study and provides clear vision of the most effective leadership and traits which the teachers can use in order to enhance the academic achievement of the students and their positive behavior in the school environment. The quantitative method used in this study aimed at collected numerical data about the perceptions of the students about the leadership styles and traits of their teachers and their impact on their academic performance and their behavior in the classroom. The use of quantitative data is essential because it is used to prove or disapprove a certain educational theory which is proposed by the researcher (Bell and waters, 2014). The qualitative data is used to examine the perceptions of the teachers and the principals about the most essential leadership styles and traits that can create a significant effect on the academic achievement and the behavior of the students. The researcher employed an interview with the teachers and the principal that focus mainly on their perceptions of the teachers' leadership styles that can be implemented by the teachers to improve the behavior of the students positively and their academic performance as well. Rahman (2016) points out "Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter". In addition, Corbin, and Strauss (2008), state that the most effective benefit of the

qualitative research is that it enables the researcher to find out the inner experience of the participants and identify the way meanings are formed and shaped in and through the different cultures.

### **3.4. Data collection:**

Kabir (2016) states that the process of data collection involves gathering and measuring the variables of interest based on the information provided by the participants. Data collection is also a process that enables the researcher to provide answer to the research questions and the hypotheses of the study as well as evaluating the outcomes obtained. The data related to the topic of the research and the research questions is collected using two methods: a quantitative method through the use of a questionnaire that was administered on a private cycle 3 students and a qualitative method which involved interviews with the teachers and the school principal to investigate their perceptions about the most effective leadership styles which can improve the academic achievement of the students and their behavior within the school.

### **3.5. Data collection tools:**

Selecting and designing the data collection tool is the core of the research. Good data collection tools mean that the researcher will be able to collect the data and analyze it effectively objectively and successfully. In addition, the use of relevant data collection tools helps the researcher to address the issue and the problem of statement of the study (McDaniel and Wolf, 1992). The study researched the following research questions:

1. What are the main characteristics of a successful school leader that can contribute to improvement of students' academic achievement and their behavior?

2. What is the impact of successful leadership on the behavior and the academic performance of the students?
3. How can effective leadership enhance the academic performance of the teachers and improve students' behavior?

The above research questions obviously examine both qualitative and quantitative data. The first research question investigates the characteristics of a successful school leader and how these characteristics can contribute to the improvement of both the behavior and the academic performance of the students. The second research question also investigated the leadership styles and their effect on the behavior and the academic performance as well. The data was collected through the students' questionnaire which provided quantitative data which was enhanced by qualitative data that was collected through interviews with the teachers and the school principal. The research involved all the stakeholders of the educational process including the students, the teachers, and the principal.

### **3.5.1. The students' questionnaire:**

The students' questionnaire involves questions that examines the opinions of the students about the leadership styles used by the teachers during the lessons and the effect of these leadership styles on their behavior and their academic achievement. The involvement of the students' perceptions in this study is essential and contributes to the validity and the reliability of the study because students are considered the most important stakeholders in the school as all other stakeholders' work and collaborate effectively for the benefit of the students. In addition, teachers spend most of their time with the students in the classroom and the practices used by the teachers in the classroom affect the students positively or negatively. Questionnaires are also characterized by rapidity because collecting data through questionnaires do not take a long time (Kabir, 2016). I did

pilot of the process of collecting the data through the questionnaire by communicating with samples of the participants and asking them if there were any challenges facing them during answering the questionnaire. The participants responded that there were no challenges, and they could answer the questionnaire smoothly. Moreover, questionnaires added greater validity to the data collected and increase its credibility.

### **3.5.2. The teachers' interview:**

The interviews have been conducted with the teachers in order to examine their perceptions of the most effective leadership styles that can be used by the teachers to improve the academic achievement of the students and their positive behavior. The interviews have been conducted online through Zoom because of the current pandemic and the inability of the researcher to interview them face to face. In addition, interviewing the teachers online seemed to be very adequate because this way did not cause any problems with the schedules of the teachers as they could be interviewed at their convenience. The interview included 7 questions that focused on the leadership styles which the teachers considered to be effective and reliable in improving the academic performance of the students and their behavior. In addition, the interviews provide a variety of data which will clearly contribute to clear understanding of the objectives of the current study (Kabir, 2016). In the current study, the researcher conducted the interviews in order to enhance the data collected through the students' questionnaires.

### **3.5.3. The principal's interview:**

Canals (2017) point out that interviewing is an appropriate way of data collection because it provides a variety of information about the issue of the study. In addition, interviewing provides

innovative ideas and solutions because the data is provided by many participants. In this case, the interview with the principal is considered as important data collection tool because the principal is experienced in leading the school successfully for several years.

### **3.6. Sampling:**

In the current study, the students are selected randomly. This method is considered the most straightforward method because it involves a random selection of the population who would be studied. In addition, this is considered a simple method because it does not require much knowledge about the participants involved in the study. In addition, this method of sampling enhances the external and internal validity of the results obtained in the study (York-Barr& Duke, 2004).

### **3.7. Analysis of data:**

Pasek (2012) points out that it is important for the researcher to exactly lay out the way data obtained from the study will be analyzed. The researcher will analyze the questionnaire using the numerical data that will provide quantitative data. The interviews will also be analyzed through sorting similar responses and the most frequent ones. The interviews will provide qualitative data which will consolidate the quantitative data obtained from the questionnaires and this will enhance the reliability and credibility of the results (Thygesen and Ersbøll, 2014).

### **3.8. Validity and reliability:**

Validity is considered the core of the study because it ensures the faithfulness of the results. Validity is strongly combined with the methodology of the study because it emphasizes how the

tool used in the process of data collection are reliable and valid. For example, in a qualitative study that does not use numerical data, the word validity refers to the data collection process and the tools used in the process. Leung (2015) indicates that the validity of the study is reliable when it could answer the research questions for the authentic study and chosen methodology includes an appropriate research design, data analysis and participants. the validity of the study is also ensured when the result of the study is appropriate to the context and the case. Validity can also be referred to a test which is valid for measuring an attribute of the attribute already exists and if there are several variations that result in the measurement because of the variations in the attribute itself ( Borsboom, Mellenbergh and van Heerden 2004).

Reliability and validity are two connected terms as the term reliability refers to dependability which means that the results obtained in the study are reliable and valid (Fries, et.al. 2015). This indicates that reliability is a rate of measurement because it measures the repeatability of the results and observes the conclusions reached after concluding the study. In addition, reliability of the study asserts the accurate level of measurement utilized in the study. According to Noble and Smith (2015), reliability is divided into three levels: 1. Similar results in a specific time, 2. Similar results for the continuous measure and 3. Stability of the measurement. The current study ensures validity and reliability of the results obtained by using both quantitative and qualitative methods including questionnaires and interviews. In addition, the study involves various participants including the stakeholders in the school such as the students, the teachers, and the principal. Moreover, the utilization of both the questionnaire with the students and the interviews with the teachers and the school principal could successfully provide a comprehensive image from all the stakeholders in the school. The researcher of the current study aimed at obtaining reliable and valid

data, so valid and reliable research instruments and research design have been employed in the study.

### **3.9. Ethical considerations:**

Ethical consideration are essential requirements of every study because it involves the responsibility of the researcher to ensure privacy and confidentiality of the information provided by the participants. In addition, the research has to be transparent with the participants by explaining to them their roles in the study and asserting that the information will be used for academic purposes only and that they have the right to withdraw from the study at any stage without providing excuses. The researcher has also confirmed that all suggestions and opinions will be taken into consideration and dealt with respect (Exton, 1982). The researcher has also explained that the study will be conducted in order to find the impact of the teachers' leadership styles on the academic achievement of the students and their positive behavior as well.

#### **3.9.1. Informed Consent**

Obtaining a consent form is one of the essential requirements to ensure ethical considerations. Denzin & Lincoln (2011) state that a consent form is considered as the cornerstone of ethical research. The term informed means that the participants are informed of the type of the questions and the methods to be collected during the data collection process. The participants are also informed of their right to ensure confidentiality of the information they provide, and they are also informed that they could withdraw at any time they want without giving any excuses. The consent form is regarded as the ethical contract between the researcher and the participants. The researcher has obtained a consent form from all the participants. The teachers and the school principal have signed the consent form that they agree to take part in the study.



### **3.9.2. The role of the study researcher:**

The researcher has been working in the school where the study is conducted for more than five years. The researcher teaches English as a second language to cycle 3 students and is assigned for the leadership responsibilities by the school principal. The role of the researcher and his long experience are considered a privilege as they have enabled the researcher to conduct the questionnaires and the interviews in order to collect relevant data to the topic of the research. The good relationship of the teacher and the leadership he plays in the school also contributed to getting valid data about the effect of teachers' leadership styles on the academic achievement of the students and their behavior in the classroom and the entire school. The participants involved in the study felt comfortable and relaxed because the researcher has good relationship with them, and the purpose of the study was entirely clarified to them. In addition, all the ethical considerations were implemented in order to ensure the confidentiality of the participants and the validity of the results. After collecting the relevant data through the data collection instruments, the data was deeply analyzed in order to obtain reliable results which the research can build conclusions on. The researcher has dealt objectively with the data. He has not shown any bias towards a certain point of view, but he maintained being neutral and provide the raw data obtained and the results after analyzing it.

### **3.10. Scope and Limitations:**

The study has a few limitations that should be considered. one of the limitations is that the study did not include a large sample of the population which could affect the validity and the reliability of the study. The study has been conducted in one cycle 3 school in the Emirate of Fujairah. This could have affected the data collected about the students' opinions because one school differs from another, especially the leadership styles implemented in each school.

In addition, the sample of the teachers interviewed for collecting data about the effect of leadership styles on the academic achievement of the students and their positive behavior is also considered a limited sample because the teachers could have been interviewed from a number of schools in different emirates in order to have a variety of data that could have increased the reliability of the results. In addition, the interview with the teachers have been conducted online with the teachers due to the current circumstances of Covid-19 and the necessity to follow safety and security procedures. Face-to-face interviews could have provided slightly different answers because the facial impressions and the body language could have enabled the researcher to infer other information that could have been used in the study. Moreover, the cultural backgrounds of the teachers interviewed could have affected their opinions about the most effective leadership styles on the academic achievement of the students and their behavior because teachers come from different cultural backgrounds (Pasek, 2012).

Another limitation is that the study has been carried out in a cycle-3 school and the results can be accurately applicable on the other cycles; cycle one and cycle two. The learning environment of cycle 3 is different from other cycles because the behavior of the students is different. In addition, the leadership styles implemented by the teachers in a cycle 3 student can also be different from teachers in other cycles because of experience or the age of the students (Thygesen & Ersbøll (2014).

### **3.11. Summary:**

The methods and the methodology to be implemented in any study should be appropriately selected in order to ensure the validity and the reliability of the data obtained and the results collected. The current study has employed the mixed methodology which included both qualitative and quantitative methods in order to enhance the reliability and the validity of the results. The qualitative method in the study used the teachers' interviews and the school principal's interview in order to examine their opinion about the best leadership styles which can be adopted by the teachers and their impact on the students' academic achievement and their positive behavior in the classroom. The quantitative method used the students' questionnaire in order to investigate the students' perceptions about the leadership styles implemented by the teachers in the classroom and the impact on their behavior and academic achievement. The researcher has also ensured the ethical considerations by obtaining a consent form from the participants and clarifying to them the purpose of the study and their rights as participants in the study. The limitations of the study are the limited sample of the students and the teachers which could affect the amount of the data provided and the reliability of the results as well as limiting the study to a cycle 3, which has a different learning environment from other cycles (Owen, 2004).

## **Chapter 4**

### **Results and discussion**

#### **4.1. Introduction:**

The researcher used a variety of data collection tools to collect the results of the current study. The researcher employed quantitative data collection tool which is the students' questionnaire to collect numerical data. The researcher also employed the qualitative data collection tools which included the teachers' interview and the principal's interview in order to enhance the credibility and the reliability of the quantitative data. The results of the study showed the impact of the teachers' leadership styles on the academic achievement and the positive behavior of the students.

#### **4.2. Data analysis**

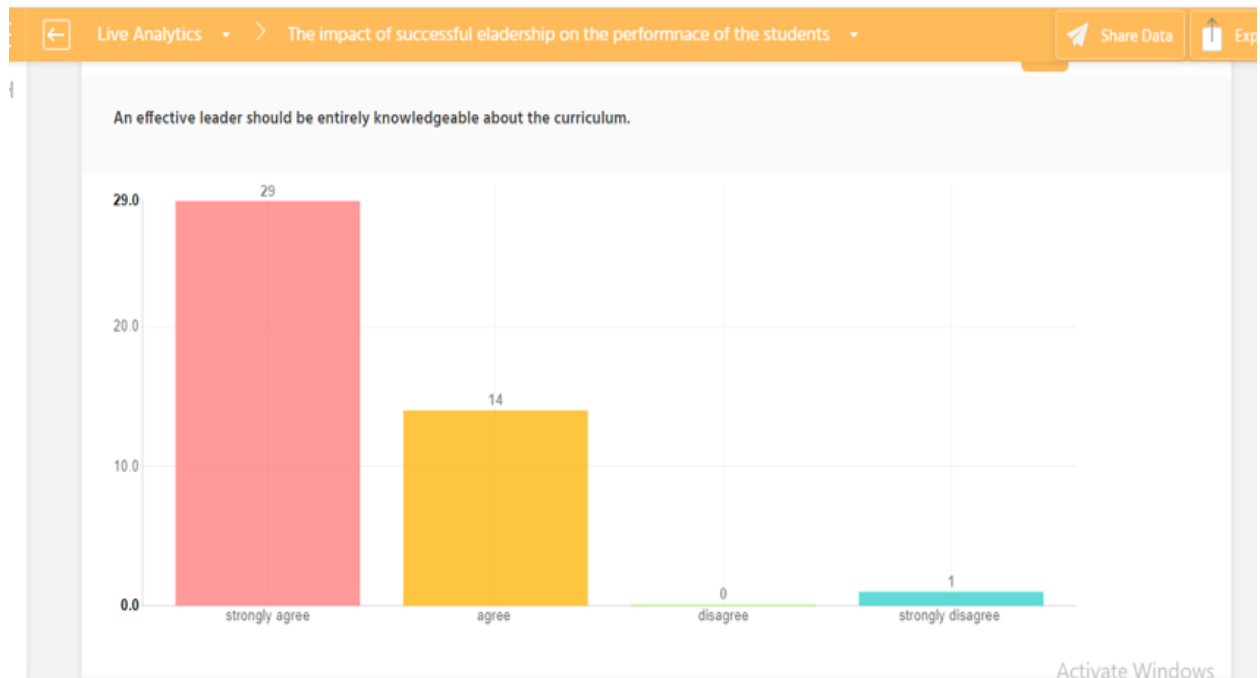
##### **4.2.1. The students' questionnaire:**

The students' questionnaire (Appendix 1) consisted of 10 questions which investigated the students' opinions about their teachers' leadership styles and traits that can affect their academic achievement and their positive behavior as well. The researcher shared the questionnaire online with approximately 50 students in the private cycle 3 school where he worked, but 35 students responded to the questionnaire (Figure 1).

The first question stated that the teacher who an effective leader is should be entirely knowledgeable about the curriculum. The results show that most students (66%) strongly agree that an effective teacher should be entirely knowledgably about the curriculum, nearly a third of the respondents agree with the statement, whereas only one student strongly disagree with the statement. This shows that students believe that an effective teacher should master the curriculum that is being taught as this will impact the quality of their learning and also the way the class is successfully managed.

*(Figure 1)*

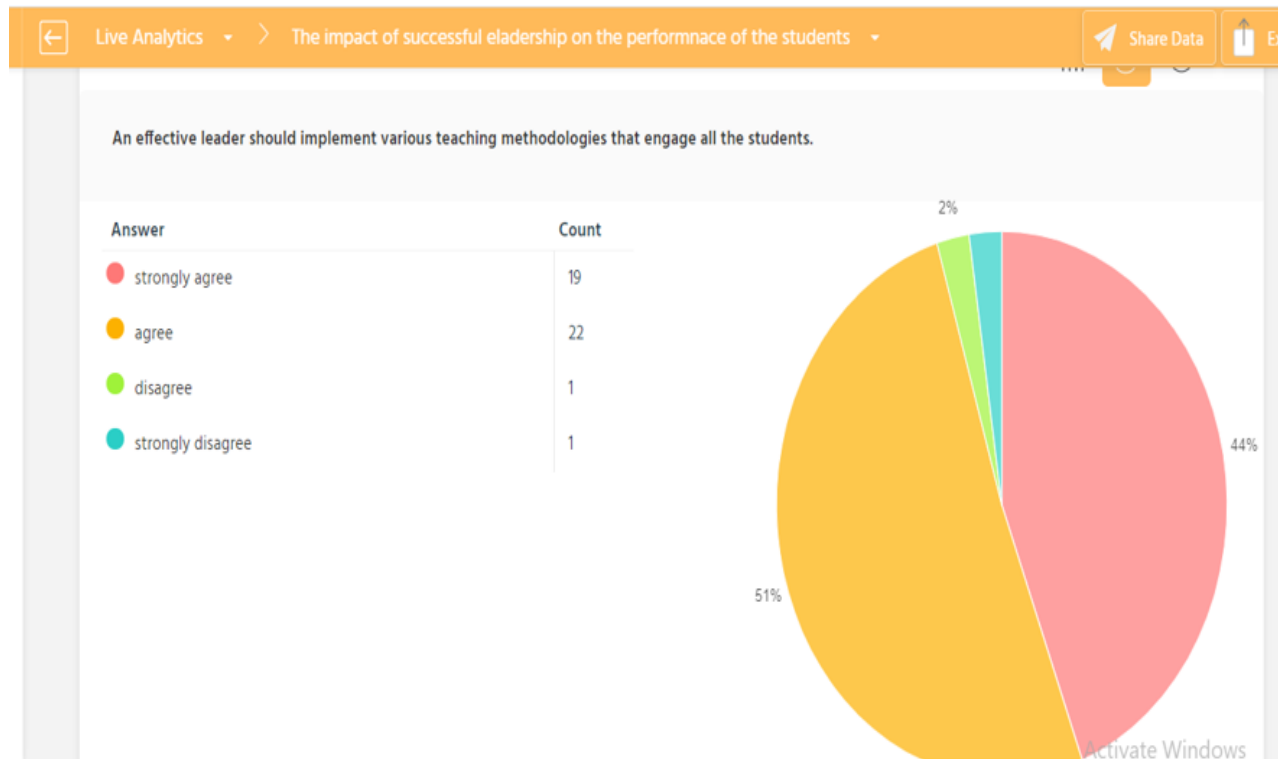
**Knowledge about the curriculum:**



The second question in the students' questionnaire investigated the students' opinion regarding the various teaching methodologies which should be implemented by the teacher and how they could engage the students during their learning in the classroom. The results indicate that slightly over half of the students (51%) strongly agree that the implementation of various teaching methodologies by the teacher are effective in engaging the students during their learning in the classroom, 44 % of the students also agree with the same statement while the results was equal for showing disagreement and disagreement with only 1 student for each. The results stress the positive effect of implementing various teaching methodologies on students' engagement which consequently contribute to positive behavior and effective classroom management (Figure 2).

(Figure 2)

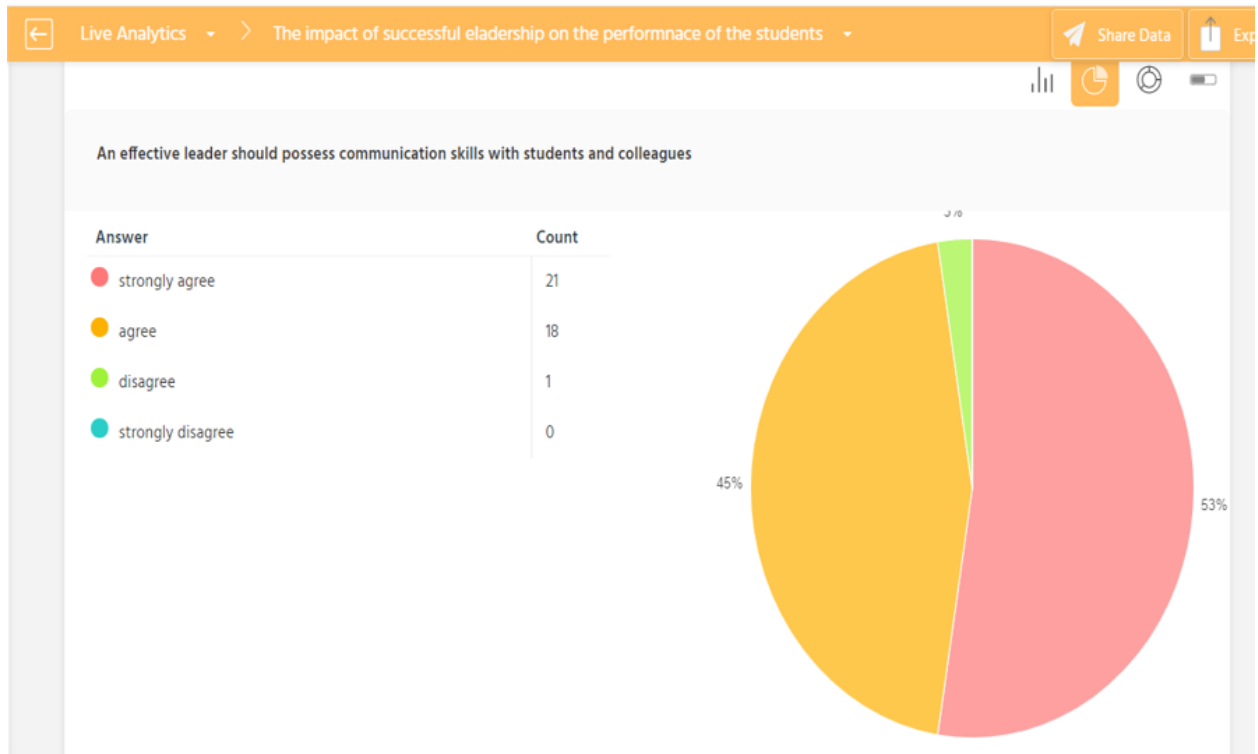
### Implementing various teaching methodologies:



The third question in the students' questionnaire examined the students' opinion regarding the effect of the communication skills which the leader should possess and their effect on the students. The results indicate that slightly over half of the students strongly agree that an effective leader should have communication skills with students and teachers, 45% of the students also agree with the same statement whereas only one student disagreed with the statement. This indicates that students value communication skills as necessary for the teachers to be effective leaders through communicating with students and colleagues in the educational environment (See Figure 3)

(Figure 3)

### Communication skills:

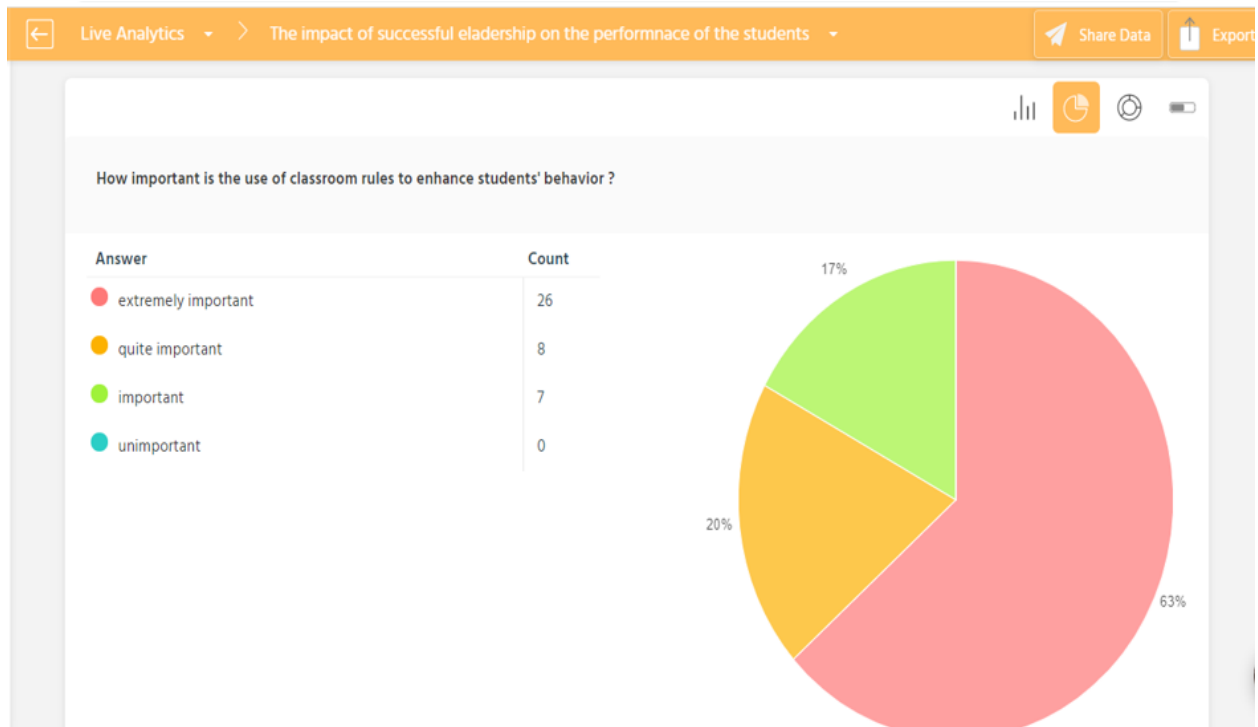


Classroom rules are considered the foundation for a successful and functional classroom that make people behave positively and be more well-behaved and attentive during the lesson. As far as this aspect is considered, the results of the questionnaire indicate that most of the students (63%) believe that classroom rules are extremely important for enhancing the students' behavior during the lesson, a fifth of the students (20%) also think that classroom rules are quite important for enhancing the students' behavior in the classroom, slightly less than fifth of them (17%) also believe the classroom rules are important while no student regard the classroom rules as unimportant for enhancing the students' positive behavior in the lesson. This result highlights the importance and the necessity of asserting the implementation of classroom rules because they

contribute positively to the positive behavior of the students which creates a positive learning environment that will also be reflected on the academic achievement of the students (see Figure 4).

**(Figure 4)**

### **Classroom rules for enhancing behavior:**



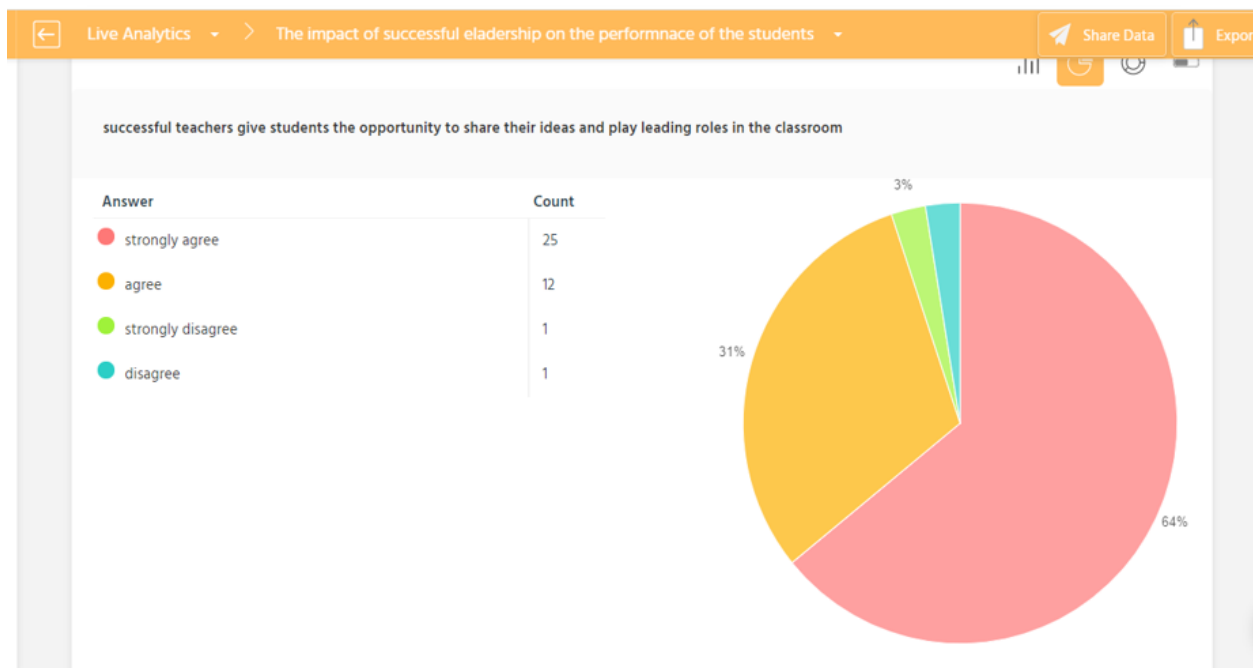
Leaders do not only play effective roles in the class, but real successful leaders enable others to play similar leadership roles and give them opportunities to contribute to the enhancement of the teaching and learning process. The results show that most of the students (64%) strongly agree that successful teachers give students opportunities to share their ideas and play leading roles in the classroom, approximately a third of the students (31%) agree with the same statement while only one student disagree with the statement and another student also strongly disagree. The results



show that students believe that teachers are more successful when they give students the opportunities to share their ideas and enable them to play leading roles in the classroom (See figure 5).

**(Figure 5)**

***Giving students opportunities for sharing ideas and playing leading roles:***

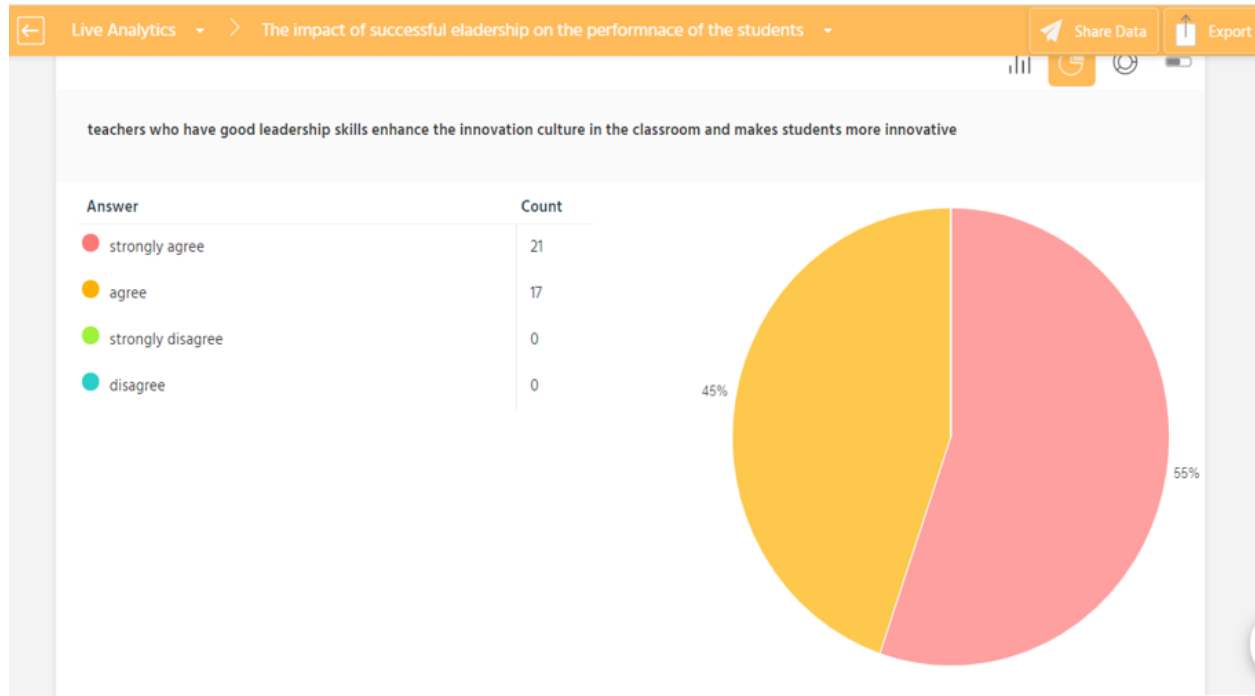


Regarding the impact of the teachers with effective leadership on the creation of an innovative and creative environment and culture that enhances the students' innovative skills, results show that more than half of the students (52 %) strongly agree that teachers who have good leadership skills enhance the innovative culture in the classroom and make students more innovative. The other students (48 %) also agree with the same statement while no student disagreed with it. This shows that all the students consider that students with leadership skills enhance the innovative and

creative environment which affects the academic achievement of the students and their positive behavior (See figure 6).

**(Figure 6)**

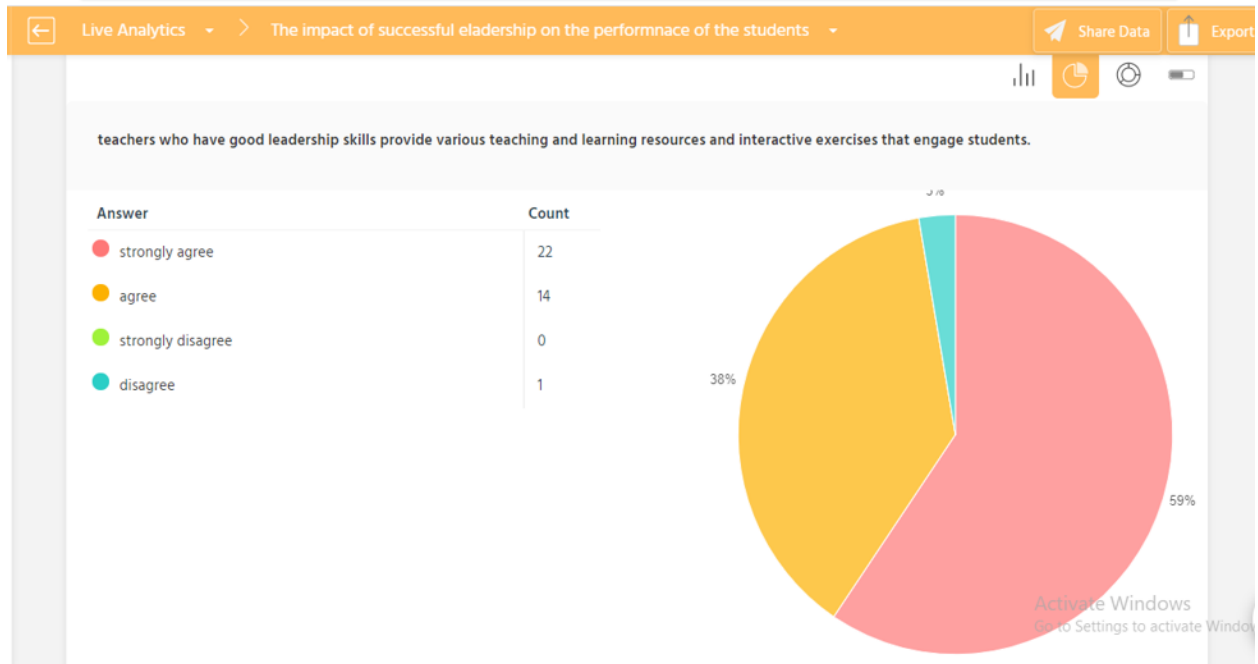
### **Enhancing innovation culture in the classroom:**



The provision and availability of various teaching and learning resources and interactive exercises is also considered one of the traits of the teachers with good leadership skills. Most of the students strongly agreed that teachers who have good leadership skills provide the students with the resources and the interactive activities which engage them during their learning also improve their academic achievement. In addition, nearly a third of the students also agree with the statement while only one student disagree with the statement. This shows that students believe that teachers who have good leadership skills are also good at selecting the appropriate teaching and learning resources which enhance their learning and their engagement in their lessons (See figure 7).

(Figure 7)

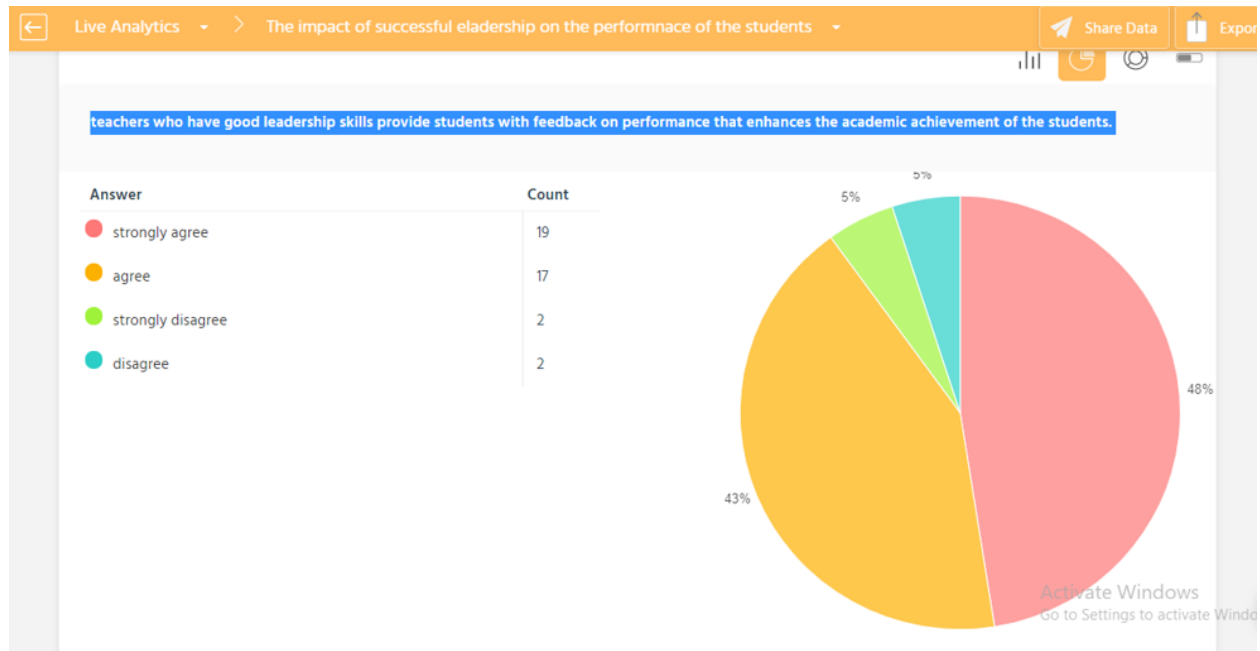
**Providing teaching and learning resources and interactive exercises:**



Regarding the impact of the teachers' feedback on the academic achievement of the students, the results show that slightly less than half of the students (48 %) strongly agree that teachers who have good leadership skills provide students with feedback on their performance and this effectively enhances the academic achievement of the students. 43 % of the students also agree with the statement while 2 students strongly disagree and other 2 students disagree with the same statement regarding the impact of the teachers' feedback on the academic achievement of the students. Overall, the results indicate that providing effective feedback to the students on their academic performance is considered one of the leadership skills and styles that teachers can use in order to enhance the academic achievement of the students and their positive behavior (See figure 8)

(Figure 8)

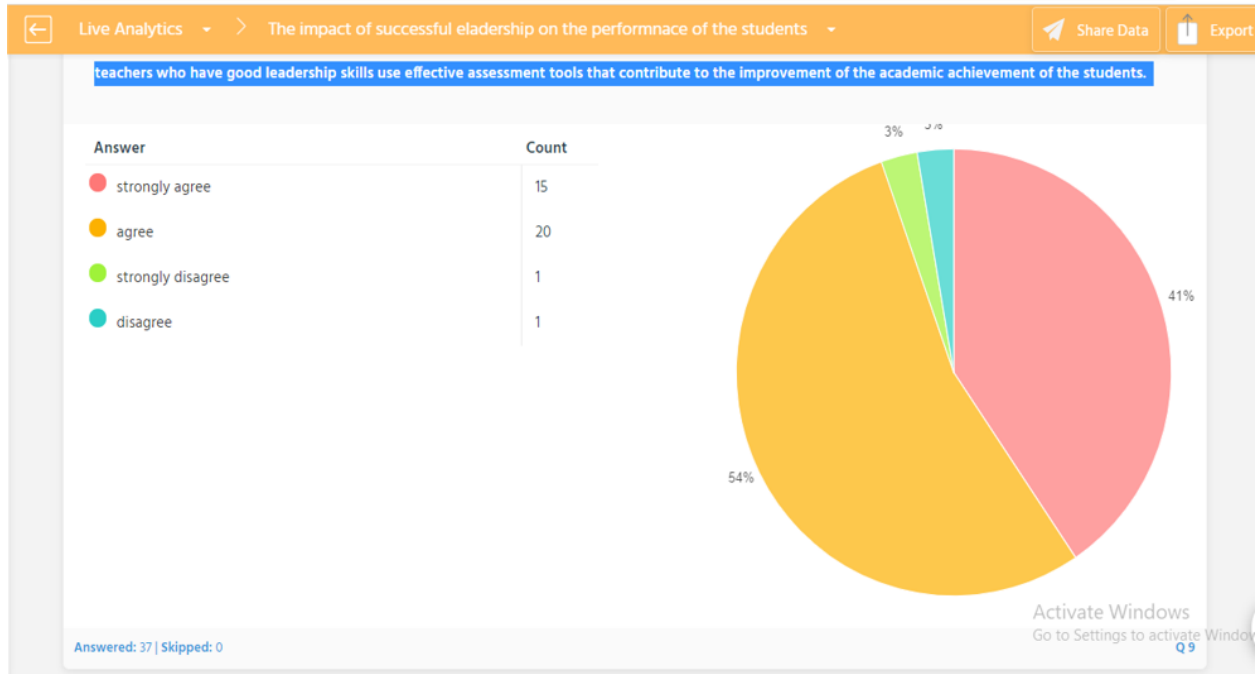
### Providing feedback on students' performance:



Assessment is one of the areas that was investigated in the students' questionnaire and examined the students' opinions about the how teachers with good leadership skills can use effective assessment tools in order to contribute to the academic achievement of the students. The results show that more than half of the students (54%) strongly agree that teachers who have good leadership skills use effective assessment tools that contribute to the improvement of the academic achievement of the students. 41% of the students also agree with the same statement, while 1 student strongly disagree with the same statement and also one student disagree with the statement (see figure 9).

(Figure 9)

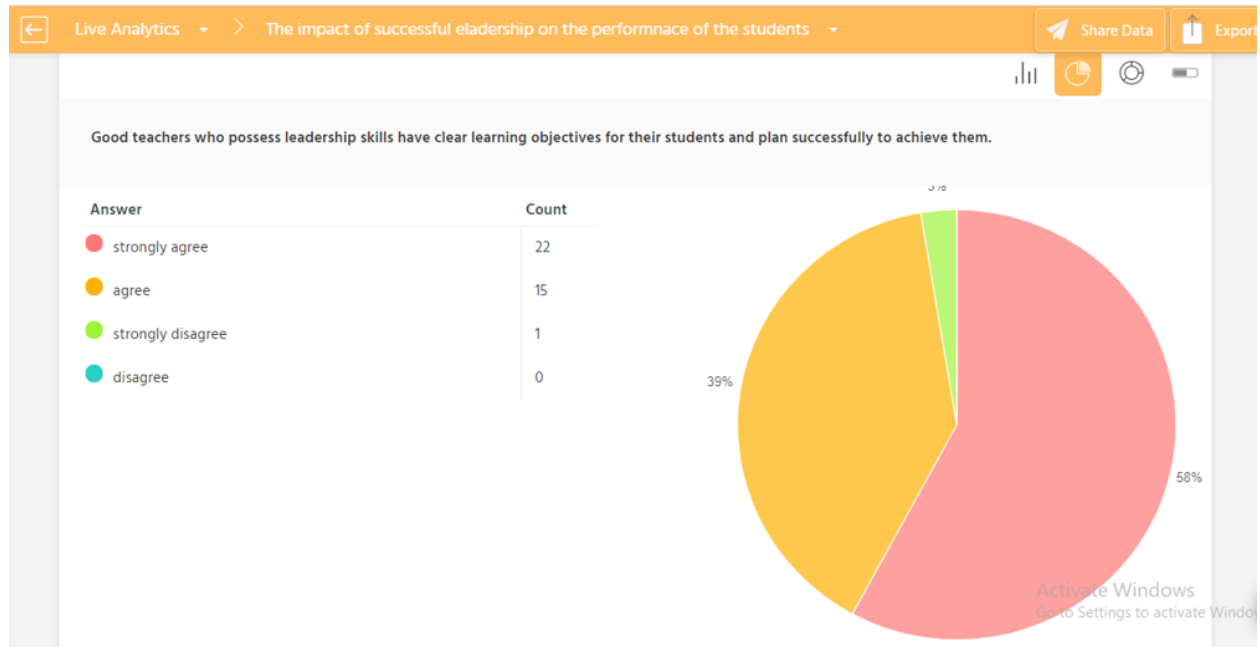
### Using effective assessment tools:



Setting learning objectives and planning for students' learning are also considered essential for the improvement of the academic achievement of the students and their behavior. Results indicate that more than half of the students (58%) strongly agree that good teachers who possess leadership skills have clear learning objectives for their students and plan successfully to achieve them. More than a third of the students (39%) also agree with the statement that teachers with good leadership skills set clear learning objectives for their students and plan successfully for their learning. Only one student strongly disagreed with the statement which indicate that teachers should set clear objectives and plan well for their students' learning as their will positively impact their academic achievement and their positive behavior (See figure 10).

(Figure 10)

### Having clear learning objectives and planning successfully:



#### 4.2.2. The teachers' interview:

The interview was carried online with the teachers and the researcher wrote down the answers provided by the teachers. The first question was about whether the classroom teachers should be provided with more leadership responsibilities or not. Most teachers indicated that it depends on the school structure in which the teacher is employed, as well as the cultural context of the teacher's country of residence. For example, if the teacher is part of a private school, the cultivation of leadership is typically encouraged, reinforced, and supported (not only throughout the school culture, but monetarily and even psychologically). In such a situation, classroom teachers are inherently provided with options to participate in a more distributive form of leadership.

Contrastingly, if the teacher is situated in a public school, a number of barriers to effectively incorporating leadership responsibilities into their teaching practice arise. Many teachers are

fatigued by the endless bureaucratic tasks, lack of support from leadership, parents, and students, and often find themselves falling victim to the mentality of simply showing up and “punching a clock”. To those teachers, additional leadership responsibilities are not something to be desired. Thus, if a school culture is adequately feeding the psychological needs of the teachers within an environment that encourages them to excel; for example, both intrinsic and extrinsic motivations are considered. There may be appropriate support for teachers to engage with deeper leadership opportunities. Otherwise, delegation of such responsibilities could end up being a waste of time.

The second question of the teacher’s interview examined the impact of cooperative decision-making between school leaders, teachers and parents have upon the academic performance of students. The results indicate that most teachers believe that in a perfect world, the blending of decision-making between these three stakeholders to a student’s holistic education would be an absolute boon to the child. Unfortunately, real-world factors manufacture competing desires between what each stakeholder wants for the child. In all cases, reputation and prestige can affect the standard of academic performance that the child might attain. In addition, one of the main benefits of cooperative decision-making is that it allows all stakeholders to express their voice, even if the ultimate decision is made by school leaders. School leaders have a better opportunity to gather data concerning the needs and concerns of their fellow stakeholders, which subsequently can lead to more adequately considering stakeholder motivations as well.

Regarding the effect of the teachers ‘communication skills on improving the learning environment, most teachers indicated that effective communication is a key component of a teacher’s tool kit. Oftentimes, there is a tremendous amount of student (and parent) anxiety concerning the requirements of school life. If a teacher can communicate clearly, with empathy, several of the

speedbumps that create the problem of miscommunication can be sidestepped. Additionally, this kind of communication tends to ensure student motivations remain adequately high. By paying attention to the ways students express themselves (in addition to focusing on maintaining academic standards), teachers are able to create a community of trust and respect which allows students to moderate their internal worries and concerns. Thus, students who effectively soothe these anxieties are able to increase their abilities. Teacher communication is key to the actuation of this in a wide range of student lives.

The involvement of the teachers in the process of decision making is effective and important for the school overall improvement. The results show that most teachers believe that the involvement of the teachers in the process of decision making is important, because it allows them a stake in what they are trying to achieve. They believe that they are not required to simply complete a course of study, then follow up with basic assessments for students. In other words, they have a say in how they execute their instruction, the topics, the materials, and the overall assessment standards. Such freedom is important for teachers to engage in crafting the learning environment more fully that works best for them. Oftentimes, this ends up significantly shifting students' educational attainment competencies.

Although teachers can have strong tendency to participate in school leadership and play an effective role in this aspect, they can be faced with some challenges. Some teachers indicated that through their experience, they have found out that most of those involved in school leadership are more focused on what cannot be done, rather than what can (or should) be easily done. In this way, leaders often end up securing the status quo. Other teachers stated that they had sometimes to work in an environment in which school leaders did not strive to facilitate this status quo, therefore they had no idea how it can be overcome. In all circumstances, they had chosen to leave that educational



institution. They also added that there was a period where they were so distressed that they left education altogether.

When the teachers were asked if teachers with strong leadership skills can help improve the behavior of the students and their engagement in the lesson, most teachers indicated that strong leadership skills can be helpful, but they are not always the ultimate solution to engaging students. They stated that this really depends upon the educational context. In addition, some teachers pointed out that cultural norms help to define the kinds of behaviors students believe they can get away with. Few teachers indicated that it is possible to have a teacher who exercises strong leadership skills, but still remains unable to pierce through the cultural norms. In many ways, it is better if the teacher embodies those cultural norms, thereby creating a culture of inclusion that models influence to students and other teachers alike.

As far as the effect of professional development on enhancing the teachers' leadership skills is concerned, most teachers indicated that professional development is beneficial, but it should be practiced and implemented in the real classroom context. Few teachers think that at present, "professional development" feels only like a manufactured lip service, designed to keep the wheels of the status quo spinning into infinity. They believe that it does not have any effect on improving the leadership skills of the teachers.

#### **4.2.3. The principal's interview:**

The researcher interviewed the principal about the impact of effective leadership on the academic performance and the behavior of the students. The first question asked to the principal was about the most effective leadership style that can help improve the performance of the school. The principal stated that from his long experience relationship-oriented is his preferred style for

leadership which he always adopts with the staff in my school. He also stated that he believes without the contentment and loyalty stimulation of my team members, he wouldn't be able to extract their hidden powers and provoke their maximum efforts. The principal also added that following such style has fruited a noticeable rise in his school target-achievement curve with a very less prevalence of conflicts. The principal also indicated that when he forwarded a satisfaction survey link to all the staff to get their realistic feedback and measure their satisfaction about the school management, environment and staff interactions, the result was so great as it came with a satisfaction rate of 90.06%. The principal said, "A week ago, I forwarded a satisfaction survey link to all the staff to get their realistic feedback and measure their satisfaction about the school management, environment and staff interactions. And the result was so great as it came with a satisfaction rate of 90.06%".

The second question for the principal was about how effective the distribution of leadership roles and responsibilities on teachers is. The principal stated that he believes there should be a range of inclusion of the teachers in the leadership responsibilities in order to enhance their loyalty towards the work place and to benefit from their different skills and experiences. However, he stated that this inclusion should not be without limits as it should not interfere with their main teaching responsibilities. The principal added that, in his school, he has fixed some leadership posts for the most experienced teachers and they in turn have their subordinates for minor responsibilities besides teaching and all the staff are involved in a continuous evaluation and upgrading system. According to the principal, "In my school, I have fixed some leadership posts for the most experienced teachers and they in turn have their subordinates for minor responsibilities besides teaching and all the staff are involved in a continuous evaluation and upgrading system".

Regarding the effect distributing leadership responsibilities and roles on the teachers on their performance and efficacy, the principal indicated that there was a positive outcome as most teachers felt free to express their opinions and give an effective feedback in order to fix many problems in the school. The teachers could do that because they became involved in a way or another in the decision making by being a part of the leadership team. The principal added that some teachers also expressed their dissatisfaction regarding such strategy, and they described it as an overburden. They also believe adding extra responsibilities has affected their performance as teachers as they can't find enough time to manage both pathways effectively.

As far as the effect of professional development on the teachers' leadership styles is concerned, the principal indicated that professional development is extremely effective on enhancing the leadership styles of the teachers. He indicated that the more professional development the teachers get, the higher the chance to become effective leaders. The principal also added that the teacher's professional development enriches their self-confidence and allows them to have a higher sense of evaluation for the needs of his organization and the work environment interactions, and this in turn can guide them to the most suitable leadership style to adopt.

Regarding the role of the principal in supporting the leadership traits of a teacher in the school and utilizing them positively for enhancing school performance, the principal stated that the principal has the biggest role in commanding leadership process in the school. He should be fully oriented about the importance of creating a positive environment in his school allowing everyone feel responsible towards his duties. The principal also stressed that positive feedbacks are so important even for the minor leadership duties through listening to everyone and giving them equal chances. The principal also added that he also should perfectly evaluate the teachers' different skills and

talents in order to utilize them efficiently. One of the most important supportive actions for the leadership traits and performance development is the acknowledgment and rewarding process. Moreover, the principal also illustrated that the success should be attributed to the persons who have really participated in creating it, and not for their boss just because he is the boss. The sincere efforts should be highlighted and rewarded. Furthermore, before distributing the leadership tasks on the teachers first they should be carefully studying and evaluated regarding the time needed to perform them and how much it can affect the time assigned for the teaching tasks. Also, they should fit the teacher's age, gender, fitness, experience, qualifications, languages, skills and needs. The principal said, "Before distributing the leadership tasks on the teachers first they should be carefully studying and evaluated regarding the time needed to perform them and how much it can affect the time assigned for the teaching tasks. Also, they should fit the teacher's age, gender, fitness, experience, qualifications, languages, skills and needs".

When asked about the necessity to link the students' academic achievement to the teachers' evaluation, the principal stressed that the students' academic achievement is a product of multiple elements, one of them is the teacher and his ability to attract the student's interest towards the learning process. The principal believes that the students' cumulative achievement is a reliable indicator for the teacher's performance and can be used as one of the main measures for his evaluation. According to the principal, "The students' academic achievement is a product of multiple elements, one of them is the teacher and his ability to attract the student's interest towards the learning process". The principal also stated that the role of the principal in supporting the teachers' leadership skills is vital. He asserted that the principal has to be totally convinced about the importance of including the teachers in the leadership responsibilities. Hence he will adopt

some actions to serve that target. He should respect the abilities and skills of the teachers and not to underestimate any. He has to keep a “task to time” balance in order to allow the teacher to use his skills efficiently without getting much exhausted or worried about his private time to be spoiled.

#### **4.3. Discussion:**

Being knowledgeable about the curriculum and using strategies to adapt it to the needs of the students is also regarded as one of the qualities of good teachers who have leading skills and who can create an influential effect on the behavior of the students and their academic achievement as well because this helps the teachers to facilitate the curriculum and make it more interesting to the students. Previous studies also stressed the importance and the effect of the adaptation of the curriculum on the academic achievement of the students (Faize, 2010). Other studies also highlighted the effect of other factors which can affect the academic performance of students. Kapur (2018) stated that teachers’ level of knowledge contributes to the growth and the development of the students.

Teaching methodologies and strategies proved also to be of great importance and influence of the behavior and the academic achievement of the students. Teachers can positively impact the behavior of the students and their academic achievement through using teaching strategies that meet the various needs of the students. Using appropriate teaching methodologies makes the students more engaged in their learning and improves their academic achievement. Clark (2000) states that using effective teaching methods boosts the students’ academic achievement and provide a more engaging school climate which engages the students in their learning.

The results of the study are closely related to the literature included in the current study. The results show that classroom management and procedures implemented by the teacher contribute effectively to removing any issues that can hinder the teaching and learning process and this will positively affect the behavior of the students and their academic achievement. This complies with the literature which also indicates that the classroom environment is influenced by the procedures and the guidelines which the teachers set in order to ensure an engaging learning environment that helps the students to improve academically (Stronge, Tucker & Hindman, 2004).

Ensuring the implementation of classroom rules and procedures is effective in improving the quality of classroom management and the positive behavior of the students. The results show that teachers who can ensure successful classroom management are real leaders who are keen on providing appropriate classroom environment that enhances the teaching and learning process. The results are closely related to the literature of the previous studies as Dubrin (2004) states that effective leaders are able to provide an engaging environment through ensuring the rules and following them to carry out the planned goals.

Apparently, teachers with leadership skills provide an environment which gives the students the opportunity to be innovative and creative. The results of the study assert this statement as all the students agree that teachers with effective leadership skills are also effective in creating an environment and a learning culture that engages the students and make them more innovative. This complies strongly with the previous studies included in the study. Gohlmann (2018) indicates that the provision of an engaging learning environment is very influential in enhancing the academic performance and the positive behavior of the students as well.

A significant result which data of the study provided is that the impact of teachers' feedback to the students on their academic performance is effective and is considered one of the skills of teachers who possess leadership skills. The results comply with the literature included in the current study as Waters and Marzano (2006) state that the leadership styles of the teachers do not only contribute to improving the positive behavior of the students, but they also provide a learning environment that is engaging to the students and improves their academic performance.

Teachers with good leadership skills are also aware of the importance of planning successfully for their students' learning and setting clear learning objectives and high expectations. Previous studies also stress the importance of setting clear objectives and high expectations for the students as this positively impact their academic achievement and makes them more engaged in their own learning which enhances their positive behavior as well.

A very essential point is that teachers should be assigned some leadership responsibilities because they would be able to express their opinions freely regarding the leadership style implemented in the school and its effect on the overall performance of the school. However, it is also worth considering the other duties and responsibilities of the teachers in order to avoid adding more burdens on them or affecting their instructional duties negatively.

Motivating and rewarding teachers proved to be of great value for enhancing the leadership skills of the teachers because teachers feel that their participation and involvement is of great importance (Williams, 2018). In addition, linking the teachers' evaluation to the academic achievement of the teachers can also encourage teachers to perform much better and use the most effective methods to support their students (Taut et. al, 2014). The students get more involved in learning when the teachers use the teaching strategies that meet their needs, and this is reflected on their academic achievement.

## **Chapter 5**

### **Conclusion**

#### **5.1. Summary of the current study:**

The current study has been conducted in order to find the impact of the teachers' leadership on the academic achievement and the positive behavior of the students. The researcher has used the mixed methodology that includes integrating the qualitative and the quantitative research methods together in order to enhance the validity and the reliability of the results of the study. The researcher has also included all the stakeholders of the school including the students, the teachers, and the principal because their opinions and perceptions are essential to the topic of the study.

The significance of the current study is that investigates the leadership styles and traits of the teachers and their effect on the performance of the students and their behavior. The study is also significant because it examines the role of teachers' leadership and its effect on the overall improvement of the school through the improvement in the academic performance of the students and their positive behavior. Moreover, the study highlights the leadership styles which can be used by teachers in different schools in different context in order to affect the academic achievement of the students and enhance their positive behavior. These are the core criteria and the standards which the UAE ministry of education uses when it evaluates all the private and the public schools as the academic achievement of the students is considered the most important standard that is measured throughout the process of evaluation.

The purpose of this chapter is to provide summary for the study and a conclusion that highlight the main results obtained in order to find out the answer to the research questions proposed by the researcher and to find how the tools used by the researcher will provide reliable results. The chapter



will also shed light on the implications of the results collected by the researcher in the current study and the importance of these results. Moreover, this chapter will also provide some suggestions for the future research about the same topic and what can be used more effectively during the process of conducting similar research.

## **5.2. The main findings of the study:**

The study has provided significant findings that are related to the topic examined by the researcher. The findings are closely related to the topic and provides reliable answers to the research questions proposed by the researcher. The main findings can be highlighted as following:

- One of the most significant findings is that the involvement of the teachers in leadership in the school and assigning them leadership responsibilities do not only improve the students' academic performance and positive behavior, but this also improves the overall performance of the school.
- Another significant finding is that effective teachers who possess leadership skills are also knowledgeable about the curriculum they teach to their students and use various teaching methods that meet the needs of all the students.
- In addition, the findings also indicate that effective leaders also possess good communication skills and build positive and reliable relationship with their students and the other school stakeholders. These effective communication skills and positive relationship also contribute to the improvement of the students' academic performance and their positive behavior.
- The results of the students' questionnaire also reveal that the implementation of effective classroom rules by the teachers is also essential in making the students behave positively and improve academically because they are become more engaged during the teaching and

learning process and they become more attentive and focused during the lessons classroom rules enable the teachers to prevent any kinds of distraction in the classroom.

- A very significant finding is that really effective teachers who possess effective leadership skills give their students opportunities to share their ideas and play leadership roles in the classroom. This helps the students become more confident and contribute the improvement of the teaching and learning environment. This also makes the students support others in their learning and also in improving the positive behavior of the students which is reflected positively on the academic performance of the students and the entire school.
- A significant result is that teachers who provide innovation and creative learning environment for their students are considered real leaders because they know how to make the students more involved. Giving the students the opportunity to innovate and become creative also improves their academic achievement and distract them from any kind of an unacceptable behavior.
- Providing feedback on the students' performance and using reliable and effective assessment tools proved to be very reliable tools for real teachers' leaders who can improve the academic performance of the students and contribute to the overall improvement of the whole school. Feedback highlights the aspects which should be improved by the students and give the students the feeling that their performance is monitored by their teachers, so they do their best in order to prove they deserve all this effort.
- A very significant result is that real teachers' leaders are those who set clear learning objectives and high expectations for their students. They also plan well for their teaching and learning process because they aspire that their students will achieve all the learning outcomes which will improve the academic achievement of the students.

- Teachers' interviews also provided significant results that contributed positively to the purpose of conducting the current study. One of the most significant results obtained from the teachers' interview is that teachers can be reliable and effective leaders in their school when they feel that they are appreciated by their principals and when they are not overloaded by extra responsibilities in addition to their teaching load. This means that the principals should consider the other responsibilities of their teachers when they assign them leadership responsibilities.
- Another significant result from the teachers' interview shows that the involvement of the teachers in the process of decision making is essential for the overall performance of the school because they work closely and collaboratively with their students, and they can identify and meet the needs of their students. Teachers should have a role in the process of decision making because they can create a difference regarding the instructional materials, the assessment tools and the policies implemented in the school in order to improve the academic performance of the students and their behavior.
- The findings from the principal's interview also indicate that linking the teachers' evaluation to the academic performance of the students is also important because the students' academic performance is an indicator of the effort which is exerted by the teacher with the students and the various leadership implemented inside and outside the classroom in order to support their learning and improve their behavior in the school context.
- The interview with the principal also reveals that professional develop can also build and enhance the leadership skills of the teachers, but the teachers must practice what they learn in the classroom context in order to make the leadership more effective.

- Another significant result from the principal's interview is that it is extremely important that the school orients the teachers about the importance of their leadership role in the school and how they can execute their leadership responsibilities that can directly or indirectly contribute to the academic achievement of the students and the improvement of their behavior within the school context.
- In addition, the use of motivation and rewarding by the principal to encourage the teachers' leadership in the school will make them become more self-confident and will make them feel that their effort is appreciated. This will also create a competitive atmosphere in the school which will encourage other teachers to be involved in leadership roles and all this competition will consequently affect the academic achievement of the students and the entire performance of the school. The principal also asserted the importance of involving the teachers in the process of decision making and leadership in the school because they are more knowledgeable about the curriculum, the methods of students' assessment and the policies that can be more effective in enhancing the behavior of the students in the classroom.

### **5.3. The main implications of the current study:**

The current study has several implications that seem to be of great value. One of these implications is that the teachers' leadership is of great importance and value to the academic achievement of the students and their behavior as it affects them in several aspects. Teachers with effective leadership skills also have effective communication skills that enable them to build strong and positive relationships with all the stakeholders in the school context. In addition, the results of the study imply that the teachers should be assigned various leadership responsibilities because they can contribute to the process of decision making which help improve the curriculum, the

instructional materials, and the assessment tools. Moreover, the results of the study also imply that the school principals should consider the importance of distributing leadership responsibilities and assigning them more leadership roles, but the teaching duties and other responsibilities should also be considered so that the teachers are not stressed and negatively affected by the roles assigned to them. In addition, the schools can apply a system in which the teachers' evaluation is linked to the academic achievement of the students and their progress all over the year. This will motivate the teachers to identify and use the most effective teaching strategies that enhance the performance of the students and use assessment tools which help them identify the needs of the individual learners. This will also create a kind of equality among the teachers because they will be sure that their evaluation will be based on their performance and the positive effect they create on the academic performance of the students.

#### **5.4. limitations of the study:**

The researcher has included all the requirements of the research and paid attention to all the details. However, there are some limitations that should be considered in the future research about topics which are related to the title of the study. One of the limitations is that the sample size of the students should be larger in order to increase the reliability and the validity of the data and get deeper insight into the effect of the teachers' leadership on the academic achievement and the positive behavior of the students (Scott, 2007). Another limitation that should be taken into consideration is also impossibility to generalize the results of the study in other countries, other regions or even other institutions that have different contexts and different leadership policies. According to Stuart (2004), the sample size has a great importance in the statistical significance of the results which have been collected and analyzed by the researcher. The bigger the size of the sample included in the study, the more statistically significant it will be regarding the issue researched in the study.

#### **5.4. challenges faced during the implementation of the study:**

The researcher has planned well for all the procedures and the steps included in the current research. However, the researcher faced a few challenges that were overcome. One of the challenges that faced the researcher during the process of data collection is the slow response of the participants to the questionnaires. The researcher had to send the participants many emails to remind them of completing the questionnaire. In addition, due to the current health situation of the inability to carry out the interviews face to face with the teachers, the researcher had to arrange a schedule with the interviewees which suit their timings. Regarding the ethical considerations in the research, the researcher had to take permission from the school administration in order to involve the students in the study. The teachers also signed a consent form which gives the researcher the permission to use the data in the research, but all the personal information were confidential, and the anonymity of the participants is ensured. According to anonymized information refers to the information which is stripped entirely of all the direct identifiers which can give information about the participants such as the name, the health number or ID number. This information should be anonymous because they do not have effect on the validity or the reliability of the results collected and analyzed (Kaiser, 2010).

#### **5.4. Suggestions for further research:**

Some aspects should be considered when a similar research is conducted in the future. One of the suggestions is that the sample of the participants in the study should be larger so that various data will be collected and analyzed in order to collect more reliable data that can be generalized on both public and private schools. Another suggestion is that other principles from other schools should be interviewed in order to increase the scope of the study and to benefit from the different

experiences of the school leaders who can provide reliable information about the impact of the teachers' leadership on the academic achievement of the students and their positive behavior.

Furthermore, one of the suggestions that can also contribute to the reliability and the validity of the results of the current study is that the participating teachers in the interview should be selected on certain criteria which are closely related to leadership traits and styles. In other words, the researcher should have involved teachers who already play effective leadership roles in the school and who have already created a significant effect on the academic achievement of the students and their behavior because these teachers will be more knowledgeable and experienced about the most effective leadership styles which can be implemented by others in similar school contexts. In

#### **5.5. A conclusion notes:**

The current study examined a very important issue which is the impact of the teachers' leadership on the academic achievement of the students and their behavior as well. The study involved students, teachers, and the school principal in a private school in the Emirate of Fujairah in the UAE. The UAE is keen on the continuous development and improvement of its education system, so it trains teachers and supports school leaders. The schools also provide the teachers with an encouraging atmosphere that helps the teachers to play effective leadership roles and develop themselves professionally. The results showed that real teacher leaders possess effective communication skills, plan effectively and set their goals for their student, identify the needs of their students, and provide them with constructive feedback, use a variety of teaching methodologies to support their students and give their students real opportunities to share their

ideas and play leadership roles to support other students. Future studies about the similar topic can use larger sample of the participants and the involve other schools in the study.



## 6.References:

- Badri, M. & AL Khalili, M. (2014). Migration of P-12 education from Its Current State to One of High Quality: the aspirations of Abu Dhabi. *Policy Futures in Education*, vol. 12(2), pp.200-220.
- Bass, B., Avolio, B., Jung, D., & Berson, Y. (2003). Predicting Unit Performance by Assessing Transformational and Transactional Leadership. *The Journal of Applied Psychology*, 88, 207-218.  
<https://doi.org/10.1037/0021-9010.88.2.207>
- Barth, R. (2013). The time is ripe (again). *Educational Leadership*, 71(2), 10–16.
- Bell, J. & Waters, S. (2014) *Doing Your Research Project: A Guide for First-Time Researchers*. Maidenhead: United Kingdom, Open University Press.
- Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2004). The Concept of Validity. *Psychological Review*, 111(4), 1061–1071. <https://doi.org/10.1037/0033-295X.111.4.1061>
- Boyle, M., Haller, A. & Hunt, E. (2016). The leadership challenge: preparing and developing catholic school principals. *Journal of Catholic Education*, vol.19(3), pp.293-316.
- Bryant, E. (2003). “The role of transformational and transactional leadership in creating, sharing and exploiting organizational knowledge.” *Journal of Leadership & Organizational Studies* 9(4): 32-44. Retrieved Aug 13, 2009, from ProQuest database.
- Bualshawarib, M. (2014). *A Critical Study of the Impact pf Arab Leadership Styles on Organizational & Employees' Performance*. MSc in Human Resource Management. The British University of Dubai.

- Bush, T. (2007). Educational leadership and management: Theory, policy, and practice. South African Journal of Education 27 (3). Retrieved from : [https://www.researchgate.net/publication/37143230\\_Educational\\_leadership\\_and\\_management\\_Theory\\_policy\\_and\\_practice](https://www.researchgate.net/publication/37143230_Educational_leadership_and_management_Theory_policy_and_practice).
- Canals, L. (2017). Instruments for gathering data. In E. Moore & M. Dooly (Eds), Qualitative approaches to research on plurilingual education (pp. 390-401). Research-publishing.net. <https://doi.org/10.14705/rpnet.2017.emmd2016.637>
- Corbin, J., & Strauss, A. (2008). Basics of qualitative research. London: SAGE Publications Ltd.
- Ekaterini, G. (2010). The Impact of Leadership Styles on Four Variables of Executives Workforce. International Journal of Business and Management Vol. 5, No. 6; June 2010
- Day, C. (2011). *Successful School Leadership*. Berkshire: England, Open University Press.
- Dicicco, M.C. (2016). Global citizenship education within a context of accountability and 21st century skills: The case of Olympus High School. *Education Policy Analysis Archives*, vol. 24.
- Doyle, M.E and Smith, M.K (2001) „Classical Leadership“, the encyclopedia of informal education, retrieved May 14,2014 from <http://www.infed.org/leadership/traditionalleadership.htm>.
- Dubrin, A. J. 2004. *Leadership: research findings, practice, and skills*. Boston, MA: Houghton Mifflin Company.
- Exton, W. (1982). Ethical and moral considerations and the principle of excellence in management consulting. *J Bus Ethics*, vol.1(3), pp.211-218.

Faize, F. (2010). Relationship between the Leadership Styles and Academic Achievement at the Secondary Stage in Punjab. Internal Journal of academic research. Vol. 2. No. 6. November 2010, Part II

Francisco, C. (2019). SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS' SELF-EFFICACY. International Journal of Advanced Research

Gastil, J. (1994). A definition and illustration of democratic leadership. *Human Relations*, vol. 47(8), pp.953-975.

Gohlmann, T. (2018). LEADERSHIP PRACTICES THAT AFFECT STUDENT ACHIEVEMENT: CREATING A SUPPORTIVE ORGANIZATION FOR LEARNING. BOSTON COLLEGE Lynch School of Education Department of Educational Leadership and Higher Education

Goleman, D., Boyatzis, P., & McKee, A. (2002). Primal leadership. Boston, MA: Harvard Business School Press

Harrison, C & Killion, J. (2007). Ten roles for teachers. Educational leadership. Retrieved from : <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx>

Isaac, S. (2011). TEACHERS' LEADERSHIP STYLES AND STUDENTS' ACADEMIC PERFORMANCE IN MATHEMATICS COURSES. ATHENS, GEORGIA

Jemal, A., Badassa, W., Kasahun, E., Kyung Ryang, K. & Chang Soo, K. (2015). Khat use and its impact on academic performance: The case of Jimma University, Ethiopia. *Educational Research and Review.*, vol.10(15), pp.2084-2095

Johnson, D. (2006). Instructional Leadership and Academic Performance in Tennessee High Schools. University of Tennessee, Knoxville. Retrieved from :  
[https://trace.tennessee.edu/cgi/viewcontent.cgi?article=5951&context=utk\\_graddiss&httpsredir=1&referer=](https://trace.tennessee.edu/cgi/viewcontent.cgi?article=5951&context=utk_graddiss&httpsredir=1&referer=)

Kabir, S. (2016). METHODS OF DATA COLLECTION. Research Gate. Retrieved from :  
<https://www.researchgate.net/publication/325846997>

Kaiser, K. (2010). Protecting Respondent Confidentiality in Qualitative Research. NCBI resources

Katzenmeyer, M., & Moller, G. (2009). Awakening the sleeping giant: Helping teachers develop as leaders. Thousand Oaks, CA: Corwin.

Kapur, R. (2018). Factors Influencing the Students' Academic Performance in Secondary Schools in India. Retrieved from: <https://www.researchgate.net/publication/324819919>.

Lambert, L. (2003). Leadership redefined: An evocative context for teacher leadership.

School Leadership & Management, 23(4), 421–430.

Leithwood, K., Louis, K., Anderson, S. & Wahlstrom, K. (2004). Review of research How leadership influences student learning. University of Minnesota, the Wallace Foundation. Retrieved from : <https://www.wallacefoundation.org/knowledge-center/documents/how-leadership-influences-student-learning.pdf>

Leithwood, K., & Seashore-Louis, K. (2011). *Linking Leadership to Student Learning* (1 edition). San Francisco, CA: Jossey-Bass.

Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *J Family Med Prim Care*, vol.4(3), pp.324. Retrieved from <http://www.socialresearchmethods.net/kb/reliabl.php>.

Li, Y. (2015). Is teacher professional development an effective way to mitigate generational digital gap? Result from a 3-year statewide teacher professional development. *Journal of Education and Training Studies*, vol.4(2), pp.193-197

Mahdy, N. (2016). *The Impact of Leadership Styles on Teachers' Professional Development*. BUID

Maxwell, J. (2013). *Be A People Person: Effective Leadership Through Effective Relationships* – eBook. Christian Book

McDaniel, C., and Wolf, G.A. (1992). Transformational Leadership in Nursing Service: A test of Theory. *Journal of Nursing Administration*, 22, 60-65

Northouse, P. G. 2004. *Leadership: theory and practice*. California, CA: Sage Publications, Inc.

Noble, H. & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence Based Nursing*, vol. 18(2), pp.34-35.

Owen, R. (2004). *Organization Behavior in schools: Adaptive leadership and school reform* (8th ed.). Boston: Allyn & Bacon.

Pasek, J. (2012). *Writing the Empirical Social Science Research Paper: A Guide for the Perplexed*. EMPIRICAL SOCIAL SCIENCE PAPER

Pihie, L., Bagheri, A, & Asimiran, S (2014), School leadership and innovative principals: implications for enhancing principals' leadership knowledge and practice, *Proceedings of The European Conference On Management, Leadership & Governance*, pp. 162-167, Business Source Complete, EBSCOhost, viewed 11 August 2016.

Rahman, S. (2016). The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language “Testing and Assessment” Research: A Literature Review

Robinson, V. (2011). *Student-Centered Leadership* (1 edition). San Francisco, CA: Jossey-Bass.

Scott, S. (2007). Determining sample size: How to ensure you get the correct sample size. *Qualtrics*, 4 (3): 12-23.

Stronge, J., Richard, H., & Catano, N., (2008), *Qualities of Effective Principals*, Alexandria, VA: Assoc. for Supervision and Curriculum Development, eBook Academic Collection EBSCOhost), EBSCOhost, viewed 8 August 2016. <http://www.fcitl.org/successstories/innovativePrincipal.asp>

School Inspection Framework. The United Arab Emirates. Retrieved from : <https://www.moe.gov.ae/ar/importantlinks/inspection/publishingimages/frameworkbooken.pdf>

Stronge, J., Tucker, P. & Hindman, J. (2004). *Handbook for Qualities of Effective Teachers*.

Stuart, M. (2004). *Issues of Sampling Techniques*. Nairobi: Adex publishers

Sugg, S. (2013). *The Relationship Between Teacher Leadership and Student Achievement*. Eastern Kentucky University

Tatlah, L & Amin, M. (2014). Effect of Leadership Behaviour of Principals on Students' Academic Achievement at Secondary Level: A Comparison of the Leaders and Teachers Perceptions. Journal of Research and Reflections in Education. June 2014, Vol.8, No.1, pp 1 -12

Taut, S., Valencia, E, Palacios, D., Santelices, M., Jiménez, D. & Manzi, J. (2014). Teacher performance and student learning: linking evidence from two national assessment programs, Assessment in Education: Principles, Policy & Practice, DOI: <http://dx.doi.org/10.1080/0969594X.2014.961406>

Thygesen, C. & Ersbøll, K. (2014). When the entire population is the sample: strengths and limitations in register-based epidemiology. Eur J Epidemiol 29, 551–558. <https://doi.org/10.1007/s10654-013-9873-0>

Timperley, H. (2011). *Realizing the Power of Professional Learning*. New York, NY: Open University Press.

Wallis, J & Mcloughlin, L. (2007). *A diagnosis of leadership effectiveness in the Irish public sector*. Public Management Review, Taylor & Francis Journals, vol. 9(3), pages 327-351, September.

Williams, W. (2018). Principal Leadership Style, Teacher Motivation, and Teacher Retention. Walden University. Retrieved from: <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=7427&context=dissertations>.

Yammarino, F. L., Spangler, W. D., & Bass, B. M. (1993) Transformational Leadership and Performance: A Longitudinal Investigation. The Leadership Quarterly, 4, 81-102. V. Gougas, L. Malinova DOI: 10.4236/jss.2021.91009 139 Open Journal of Social Sciences [https://doi.org/10.1016/1048-9843\(93\)90005-E](https://doi.org/10.1016/1048-9843(93)90005-E)

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255–316.



## 7.Appendices:

### Appendix 1: The students' questionnaire

1. An effective leader should be entirely knowledgeable about the curriculum.
  - *strongly agree.*
  - *agree*
  - *disagree*
  - *strongly disagree.*
2. An effective leader should implement various teaching methodologies that engage all the students.
  - *strongly agree.*
  - *agree*
  - *disagree*
  - *strongly disagree.*
3. An effective leader should possess communication skills with students and colleagues.
  - *strongly agree.*
  - *agree*
  - *disagree*
  - *strongly disagree.*
4. How important is the use of classroom rules to enhance students' behavior?

- *extremely important*
  - *quite important*
  - *important*
  - *unimportant*
5. successful teachers give students the opportunity to share their ideas and play leading roles in the classroom.
- *strongly agree.*
  - *agree*
  - *strongly disagree.*
  - *disagree*
6. teachers who have good leadership skills enhance the innovation culture in the classroom and makes students more innovative.
- *strongly agree.*
  - *agree*
  - *strongly disagree.*
  - *disagree*
7. teachers who have good leadership skills provide various teaching and learning resources and interactive exercises that engage students.
- *strongly agree.*

- *agree*
  - *strongly disagree.*
  - *disagree*
8. teachers who have good leadership skills provide students with feedback on performance that enhances the academic achievement of the students.
- *strongly agree.*
  - *agree*
  - *strongly disagree.*
  - *disagree*
9. teachers who have good leadership skills use effective assessment tools that contribute to the improvement of the academic achievement of the students.
- *strongly agree.*
  - *agree*
  - *strongly disagree.*
  - *disagree*
10. Good teachers who possess leadership skills have clear learning objectives for their students and plan successfully to achieve them.
- *strongly agree.*
  - *agree*

- *strongly disagree.*

- *disagree*

## **Appendix 2: The Teachers' interview**

**The purpose of this interview is to investigate the role of teachers' effective leadership skills in improving the academic performance of the students and their behavior. I would be completely grateful if you can provide the answers to these questions.**

**1. Why do you think that teachers should be provided more leadership responsibilities?**

.....

.....

.....

**2. What is the impact of co-operative between school leaders, teachers, and parents in making important decisions on the academic performance of the students?**

.....

.....

.....

**3. How do you think that good teachers with communication skills can create a good learning environment that enhances the academic achievement of the students?**

.....

.....

.....

**4.How often does your principal involve you in the process of making decision in the school and what is the importance of this?**

.....

.....

.....

**5.What are the challenges that face you as a teacher to be a good school leader and how can these challenges be overcome?**

.....

.....

.....

**6.Why do you believe that teachers with good leadership skills can improve the students' behavior and engagement in their learning?**

.....

.....

.....

**7.How do you think that professional development can enhance your leadership skills as a teacher?**

.....

.....

.....

**A Samples of a teacher’s response:**

**1.Should classroom teachers be provided more leadership responsibilities? Why or why not?**

In so many ways, the answer to this question relates to the kind of school structure in which the teacher is employed, as well as the cultural context of the teacher’s country of residence. For example, if the teacher is part of a private school, the cultivation of leadership is typically encouraged, reinforced, and supported (not only throughout the school culture, but monetarily and even psychologically!). In such a situation, classroom teachers are inherently provided with options to participate in a more distributive form of leadership.

Contrastingly, if the teacher is situated in a public school, a number of barriers to effectively incorporating leadership responsibilities into their teaching practice arise. Many teachers are fatigued by the endless bureaucratic tasks, lack of support from leadership, parents, and students, and often find themselves falling victim to the mentality of simply showing up and “punching a clock”. To those teachers, additional leadership responsibilities are not something to be desired.

Thus, if a school culture is adequately feeding the psychological needs of the teachers within an environment that encourages them to excel (i.e., both intrinsic and extrinsic motivations are considered), there may be appropriate support for teachers to engage with deeper leadership opportunities. Otherwise, delegation of such responsibilities could end up being a waste of time.

## **2.What impacts does cooperative decision-making between school leaders, teachers and parents have upon the academic performance of students?**

In a perfect world, the blending of decision-making between these three stakeholders to a student's holistic education would be an absolute boon to the child. Unfortunately, real-world factors manufacture competing desires between what each stakeholder wants for the child. In all cases, reputation and prestige can affect the standard of academic performance that the child might attain. That said, one of the main benefits of cooperative decision-making is that it allows all stakeholders to express their voice, even if the ultimate decision is made by school leaders. School leaders have a better opportunity to gather data concerning the needs and concerns of their fellow stakeholders, which subsequently can lead to more adequately considering stakeholder motivations as well.

## **3.How can a teacher's communication skills enhance the learning environment?**

Effective communication is a key component of a teacher's tool kit. Oftentimes, there is a tremendous amount of student (and parent) anxiety concerning the requirements of school life. If a teacher can communicate clearly, with empathy, several of the speedbumps that create the problem of miscommunication can be sidestepped. Additionally, this kind of communication tends to ensure student motivations remain adequately high. By paying attention to the ways students express themselves (in addition to focusing on maintaining academic standards), teachers are able to create a community of trust and respect which allows students to moderate their internal worries



and concerns. Thus, students who effectively soothe these anxieties are able to increase their abilities. Teacher communication is key to the actuation of this in a wide range of student lives.

**4.Does your principal involve you in decision-making processes that impact the school? Is this important?**

I am no longer working in a school. All my classes are online at the moment. However, my employers have involved me in several decisions related to my classes/courses. It is important because it allows me a stake in what they are trying to achieve. I am not required to simply complete a course of study, then follow up with basic assessments for students. I have a say in how I execute my instruction, the topics, the materials, and the overall assessment standards. Such freedom is important for teachers to engage in crafting the learning environment more fully that works best for them. Oftentimes, this ends up significantly shifting students' educational attainment competencies.

**5. What challenges do you face in participating in school leadership? How can they be overcome?**

In my experience, I have found most of those involved in school leadership to be more focused on what cannot be done, rather than what can (or should). In this way, leaders often end up securing the status quo. I have yet to work in an environment in which school leaders did not strive to facilitate this status quo, therefore I have no idea how it can be overcome. In all circumstances, I have chosen to leave that educational institution. There was a period where I was so distressed that I left education altogether. COVID-19 required me to return to teaching; however, now I do so

only on my terms. That way I can establish my own standards together with my students. I have found a way around the rigidity of most schooling systems. Although it does not pay as well, I can still look at myself in the mirror and not be disgusted that I have ceded my power to a stagnant field.

**6. Do teachers with strong leadership skills help to improve student behavior and engagement? Why or why not?**

This is case-by-case. Some students have no interest in modifying their behavior or engagement. Strong leadership skills may be helpful, but they are not always the ultimate solution to engaging students. Again, this really depends upon the educational context. Cultural norms help to define the kinds of behaviors students believe they can get away with. It is possible to have a teacher who exercises strong leadership skills, but still remains unable to pierce through the cultural norms. In many ways, it is better if the teacher embodies those cultural norms, thereby creating a culture of inclusion that models influence to students and other teachers alike.

**7. Do you think that professional development can enhance your leadership skills as a teacher? How?**

I used to believe that professional development would be beneficial; however, as I have traversed my career as an educator, I have begun to find the entire process quite useless. Maybe this is because I have lost faith in the educational system itself. In so many ways, the rigidity of the structure is not actually preparing students for a 21st Century reality. Additionally, the system also feels as simply another cog in the machine of inequality and inequity. The current system is

established on meritocratic ideals; however, true merit has been replaced by a number of standardized tests (and a focus on summative assessment) that crushes any real creativity and/or authenticity from teachers as they practice their craft. At present, “professional development” feels only like a manufactured lip service, designed to keep the wheels of the status quo spinning into infinity.

**Appendix 3: The principal’s interview:**

**1. What do you think is the most effective leadership style that can help improve school performance?**

From my long experience I can say that the relationship-oriented is my preferred style for leadership which I always adopt with the staff in my school. As I believe without the contentment and loyalty stimulation of my team members I wouldn’t be able to extract their hidden powers and provoke their maximum efforts.

Following such style has fruited a noticeable rise in my school target-achievement curve with a very less prevalence of conflicts.

A week ago, I forwarded a satisfaction survey link to all the staff to get their realistic feedback and measure their satisfaction about the school management, environment, and staff interactions. And the result was so great as it came with a satisfaction rate of 90.06%.

**2. How effective is the distribution of leadership roles and responsibilities on teachers?**

I believe there should be a range of inclusion of the teachers in the leadership responsibilities in order to enhance their loyalty towards the work place and to benefit from their different skills and experiences. But this inclusion should not be without limits as it shouldn't interfere with their main teaching responsibilities. In my school, I have fixed some leadership posts for the most experienced teachers and they in turn have their subordinates for minor responsibilities besides teaching and all the staff are involved in a continuous evaluation and upgrading system.

### **3. How will this affect their performance and efficacy?**

From my experience in this strategy, I can tell that for most of the teachers there was a positive outcome as everyone has felt free to express his opinions and give an effective feedback in order to fix many problems in the school. And that is because they became involved in a way or another in the decision making by being a part of the leadership team.

And to be honest, some teachers have expressed their dissatisfaction regarding such strategy, and they described it as an overburden. They believe adding extra responsibilities has affected their performance as teachers as they can't find enough time to manage both pathways effectively.

### **4. How can professional development improve the leadership styles of the teachers?**

The more professional the teacher the higher the chance to get him as a good leader.

The teacher's professional development enriches his self-confidence and allows him to have a higher sense of evaluation for the needs of his organization and the work environment interactions, and this in turn can guide him to the most suitable leadership style to adopt.

**5. How can a school principal support the leadership traits of a teacher in the school and utilize them positively for enhancing school performance?**

In my opinion, the school principal has the biggest role in commanding leadership process in the school. He should be fully oriented about the importance of creating a positive environment in his school allowing everyone feel responsible towards his duties. Positive feedbacks are so important even for the minor leadership duties. He should listen to everyone and give equal chances. He also should perfectly evaluate the teachers' different skills and talents in order to utilize them efficiently. One of the most important supportive actions for the leadership traits and performance development is the acknowledgment and rewarding process.

The success should be attributed to the persons who have really participated in creating it, and not for their boss just because he is the boss. The sincere efforts should be highlighted and rewarded.

Before distributing the leadership tasks on the teachers first they should be carefully studying and evaluated regarding the time needed to perform them and how much it can affect the time assigned for the teaching tasks. Also, they should fit the teacher's age, gender, fitness, experience, qualifications, languages, skills and needs.

**6. Should students' academic achievement and performance be linked to the teachers' evaluation?**

The students' academic achievement is a product of multiple elements, one of them is the teacher and his ability to attract the student's interest towards the learning process.

I believe that the students' cumulative achievement is a reliable indicator for the teacher's performance and can be used as one of the main measures for his evaluation.

### **7. How can the teachers' leadership skills be supported by the principals?**

First of all, the principal has to be totally convinced about the importance of including the teachers in the leadership responsibilities. Hence he will adopt some actions to serve that target.

He should respect the abilities and skills of the teachers and not to underestimate any. He has to keep a "task to time" balance in order to allow the teacher to use his skills efficiently without getting much exhausted or worried about his private time to be spoiled.

Acknowledgment and rewarding are so important to encourage the teacher to go ahead and to create an environment of positive competition and challenge.

## **Appendix 4: Consent forms:**

### **1: Teachers' consent form**

This research is being conducted to find the effect of the teachers' leadership on the academic achievement and the positive behavior of the students in a private cycle 3 school in Fujairah. We are inviting you to participate in this research as your experience will be of great value to the

research. The procedure will involve responding to some questions in an interview related to the topic of the study. Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you can withdraw without giving any excuses. Your signature indicates that you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.

If you have queries or any concerns, you can contact me via:

Mobile No.: 0508871938

E-mail address : [ahmed.m@ourown.school](mailto:ahmed.m@ourown.school)

Signature:

Date:

## **2: Consent form for students' parents**

Dear student's parent

I am conducting a study in your son's school. The purpose of my study is to find the effect of the teachers' leadership on the academic achievement and the positive behavior of the students. The participation of your on is of great value because it is closely related to your son and it will benefit

him greatly. Your son's participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. All the information will be confidential and it will be used for the research purpose only.

If you have queries or any concerns, you can contact me via:

Mobile No.: 0508871938

E-mail address : [ahmed.m@ourown.school](mailto:ahmed.m@ourown.school)

Signature:

Date:



### **3: The principal's consent form**

Dear respected principal

I am conducting a research about the effect of the teachers' leadership on the students' academic achievement and positive behavior in your school. I really appreciate your participation because I am sure it will benefit me study significantly. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

If you have queries or any concerns, you can contact me via:

Mobile No.: 0508871938

E-mail address : [ahmed.m@ourown.school](mailto:ahmed.m@ourown.school)

Signature:

Date: