

**The Impact of Authentic Leadership on Staff
Engagement:
A Study Conducted in Private Schools in Dubai**

"أثر القيادة الأصيلة على المشاركة الفعالة
للموظفين"

by

HUDA AL SAMKARI

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of the requirements for the degree of
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ABSTRACT

This study aims to identify the role of authentic leadership in driving staff performance in the UAE, with a specific context to Dubai schools. The study has some crucial objectives involving the investigation of the significance of authentic leadership in the educational context and also examines the interrelationship between authentic leadership and staff engagement. The study also seeks to analyse the impact of authentic leadership on staff engagement regarding Dubai schools and explore the key benefits and challenges of adopting authentic leadership on staff engagement as experienced by the head teachers in Dubai schools. In this way, the study directs to determine suitable and relevant measures to enhance the effectiveness of the authentic leadership in Dubai schools. To address these objectives, the study has utilized quantitative methodology and collected the study data with the help of survey data collection method. A sample size of head-teachers and teachers from across 4 private schools in Dubai has been selected considering the scope and nature of this study topic. The data gathered was analysed with the help of graphical data analysis method. The study concluded that authentic leadership plays a crucial role in increasing staff engagement in schools in Dubai. The study has also concluded that there is a need for effective measures such as the school leaders need to be a part of the leadership training program so that they can develop self-awareness among staff members and practice collecting regular feedbacks of school staffs in the development of school curriculum and thereby, improve staff engagement in Dubai schools and this will have both direct and indirect impact on improving the learning process in General.

الملخص

تهدف هذه الدراسة التجريبية إلى تحديد دور القيادة الأصيلة ومدى تأثيرها على أداء الموظفين في دولة الإمارات العربية المتحدة. وذلك من خلال سياق محدد لمدارس دبي. إن من أهم الأهداف الأساسية لهذه الدراسة هي تحديد أهمية القيادة الأصيلة في السياق التعليمي واستكشاف العلاقة المتبادلة بين القيادة الأصيلة ومدى المشاركة التفاعلية للموظفين.

بالإضافة إلى ذلك، تهدف الدراسة أيضاً إلى تحليل مدى أثر القيادة الأصيلة على مشاركة وتفاعل الموظفين فيما يتعلق بالمدارس الخاصة في إمارة دبي تحديداً واستكشاف الإيجابيات والتحديات الرئيسية المتمثلة في تبني القيادة الحقيقية في إشراك الموظفين وتفاعلهم. كما تبحث الدراسة في تطبيق النظرية على قيادات ومعلمين في مدارس دبي. بهذه الطريقة، توجه الدراسة إلى تحديد التدابير المناسبة والتي لها تأثير مباشر على تعزيز فعالية القيادة الأصيلة في المدارس في إمارة دبي.

من أجل تحقيق أهداف هذه الدراسة التجريبية، تم استخدام الدراسة المنهجية الكمية وتم جمع بيانات الدراسة عن طريق جمع تلك البيانات وتحليل الاستبانات المختلفة من خلال عينات مختارة من تلك المدارس الخاصة. تم اختيار عينات معينة من المعلمين والإداريين من المدارس المعنية الخاصة في دبي، من خلال تسليط الضوء على نمط وطبيعة موضوع الدراسة. تم جمع البيانات وتحليل المعلومات باستخدام الرسوم البيانية.

قد خلصت الدراسة إلى أن القيادة الأصيلة لها دور هام في زيادة مشاركة وتفاعل الموظفين في المدارس في دبي. ودلت الدراسة أيضاً على أن هناك حاجة إلى اتخاذ تدابير وأساليب فعالة مثل الحاجة إلى أن يكون قادة المدارس جزءاً لا يتجزأ من برامج التطوير والتدريب الإداري والقيادي حتى يتمكنوا من تطوير الوعي الذاتي لدى أعضاء الهيئة التدريسية، وممارسة جميع استراتيجيات التقويم والتغذية الراجعة المنتظمة لموظفي المدرسة في عملية تطوير المناهج الدراسية، وبالتالي، تحسين مشاركة الموظفين الفعالة في مدارس دبي مما له الأثر الإيجابي لرفع مستوى التعليم بشكل عام.

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List of Acronyms

ADEC	Abu Dhabi Education Council
DSIB	Dubai School Inspection Bureau
KHDA	Knowledge and Human Development Authority
MoE	Ministry of Education
NSM	New School Model

Chapter 1: Introduction

1.1 Introduction and Background

Empowering school teachers and building collaborative cultures can have a significant impact on student needs and improvement in classroom practices (Al-Taneiji and Ibrahim, 2017). In this context, the prevailing literature asserts that allowing higher autonomy to teachers to practice leadership roles plays a ground breaking impact in enhancing their efficiency and creativity at classrooms and boosting their self-confidence. Sharing of school leadership by the principals with teachers allow the teachers in becoming more responsible and delivering higher productivity, which creates a highly remarkable impact on the achievements of all students (Al-Taneiji and Ibrahim, 2017).

- In context to this, this study seeks examination to examine the role of authentic leadership in fostering staff performance at the schools in Dubai. In this regard, it undertakes a detailed and critical examination of the authentic leadership, under which the leadership behaviours help in the promotion and development of positive capacities of the teachers and a positive ethical learning environment at the school, to determine its impact on driving staff performance of the school teachers in Dubai. While it is well researched and established that authentic leadership focuses on deep personal beliefs and values and facilitate transparent and reliable interactions, this study examines the role of authentic leadership in influencing staff engagement as a means to drive staff performance in the schools in Dubai, thereby addressing the gap in the prevailing literature (Feng, 2016).

Historically, the only federal government organisation that managed and governed the affairs of education across all seven emirates of the United Arab Emirates (UAE) has been the UAE Ministry of Education (MoE). For the last century, the schools in the UAE were encountering severe criticism for relying on conventional teaching methods. They were held mainly responsible for producing

students who were not competent enough for college-level education. Although some reforms were introduced time and again, most popular ones of which included Schools of Tomorrow and model school, no significant or promising results could be drawn out them (Kirdar, 2017). In 2005, the Abu Dhabi Education Council (ADEC) was founded by the leaders of the UAE for the governance of education in the Abu Dhabi emirate. It serves as the most significant education council in the country holding the majority of the immigrant population in the country. Since the enforcement of the Council, the education system in Abu Dhabi has undergone pertinent improvements through the introduction of standards-based curriculum that encouraged a focus on skills for problem-solving and critical thinking (Gallagher, 2019).

Under this reform, the Public-Private Partnership was also introduced that facilitated the private school educational organisations in assisting and guiding schools in adapting to the newly established reforms. All schools across Abu Dhabi also introduced textbooks for Science, English and Mathematics in English language (Ibrahim and Al-Taneiji, 2013). In 2010, another critical programme, the New School Model (NSM) was launched by the ADEC, under which new teaching methods and curricula were introduced to motivate the students to develop skills of creativity, problem-solving and independent thinking (Gallagher, 2019). Under this reform, school teachers were identified as leaders and were allocated formal leadership roles that allowed them to exhibit their competence. This role of the teachers eventually has a way to distributed leadership wherein the teachers were viewed as leaders who triggered excellence in school teaching and empowered the school community in improving the operations of the schools in the UAE. Nevertheless, all has not been rosy regarding the implementation of these reforms; pertinent issues have been encountered in the skills and acceptance of change by the headteachers in Dubai schools (Al-Taneiji and Ibrahim, 2017).

The examination of these current issues in the Dubai schools highlights the mixed effects of distributed leadership, which can be identified as authentic leadership, in motivating the students to

develop high-level competencies in academic and personal skills and in enhancing the excellence of the teachers' abilities to teach and lead. In addition to that, the keenness of the researcher conducting this research, to identify the critical areas encountering issues in the school leadership and determining suitable measures for their improvement to facilitate the development of the schools in Dubai can be highlighted as an additional motivation to conduct research on this subject. Out of my personal experience as a senior leader, the authentically level of the school principal was examined to be related in a positive manner with the trust and engagement levels among the school teachers. It is examined that there is a need for improvement in the prevailing leadership practices followed at the schools in Dubai, for which it is essential to investigate the effectiveness of the recently introduced authentic leadership in the schools to evaluate their suitability and efficiency for all other schools in Dubai. In this context, this study aims at the investigation of the overall role and effectiveness of authentic leadership in fostering staff performance in the schools in Dubai.

1.2 Statement of the Research Problem

Change is not a phenomenon that is easy or linear. Consequently, despite significant improvements made in the educational attainment levels, pertinent challenges continue to challenge the public education sector in the UAE (Zahran et al., 2016). Two important focuses in respect of leadership in the educational industry of the UAE are leadership for effective collaboration within the global context and preparing the students to meet the global standards of education within the prevailing micro and macro-economic influences. Further, new leadership practices increased new responsibilities and challenges for educators in the UAE (Zahran *et al.*, 2016).

In this context, a key challenge highlighted in the schools of Dubai has been the increasingly falling rate of teacher retention, causing a severe concern for the school leaders. In 2018, 6 schools in Dubai having more than 10,000 students were identified as weak in the annual report for education regulation because of poor leadership and ineffective teaching. The principals of the schools in Dubai

believe lack of experienced and well-qualified teachers as one of the biggest challenges for the schools in following the introduced reforms. Hiring qualified and experienced teachers is difficult in Dubai because the staff licensing norms under the new changes require them to have a certificate in IELTS and training as well as teaching certificates, according to the guidelines (Rizvi, 2018). Further, motivating and encouraging the staff members at the schools, as well as the students, to follow the change under the newly established educational reforms in Dubai schools is another challenge experienced by the school principals. It is also examined from the examination of this issue in Dubai schools that the school teachers are unable to follow the new curriculum and are failing in motivating the students to develop skills in critical thinking and research. As a result of such issues in school leadership and school-staff mismanagement, schools in Dubai like Shaikh Rashid Al Maktoum Pakistani School was declared weak for the seventh time in the year 2018 (Rizvi, 2018).

With the identification of these shortcomings in the school leadership in Dubai schools, this study seeks to examine the overall outcome of the authentic leadership in the Dubai schools, such that the critical problem areas can be identified and addressed with appropriate measures at the tight time.

1.3 Research Aim and Objectives

The aim of the study is to identify the role of authentic leadership in driving staff performance in UAE, particularly in 4 private schools in Dubai. The study intends to determine the staff engagement level associated with Dubai schools and the extent to which authentic leadership impacts it. For this purpose, some objectives are developed. These are:

- To identify the significance of authentic leadership in the educational context. This objective seeks to examine the concept, principles and significance of applying authentic leadership in the educational context. It will delve into the conceptual theory and principles of authentic leadership to explore its relevance of in the field of education.

- To explore the interrelationship between authentic leadership and staff engagement in 4 private schools in Dubai. The purpose of this objective is to develop a theoretical and conceptual understanding of the interrelationship between authentic leadership and staff engagement to determine the role of authentic leadership in facilitating or hindering staff engagement in the education sector. It will also help establish a theoretical understanding of its relevance in the education sector to improve engagement, such that the outcomes of the schools for students are fulfilled more appropriately.
- To analyse the impact of authentic leadership on staff engagement on 4 private schools in Dubai. The purpose of this objective is to examine the ways and areas in which authentic leadership has helped improvement in the staff engagement in Dubai schools and the areas in which it has hindered staff engagement.
- To determine the interrelationship between authentic leadership and staff engagement in 4 private schools in Dubai. This objective will help in gaining deeper insights into the implementation and role of authentic leadership on staff engagement by examining it in the context of the Dubai schools in the day to day activities of the head teachers and staff members. It will help in identifying specific benefits and challenges of adopting authentic leadership
- To determine suitable and relevant measures to enhance the effectiveness of the authentic leadership in 4 private schools in Dubai. This objective will help explore appropriate measures and their relevance to improve the effectiveness of the authentic leadership in Dubai schools such that the teachers are able to draw maximum benefits out of this approach to enhance the operational efficiency of the schools. It will also provide useful information for all schools in the educational sector to identify and ensure effective application of the authentic leadership to gain operational efficiency.

1.4 Research Question and Sub-Questions

The research question for this study is, “*What is the impact of authentic leadership on staff engagement in 4 schools from Dubai?*”

In addition to this question, some sub-questions are also developed. These are:

- What is the role of authentic leadership in the educational sector?
- What is the implication of authentic leadership on the engagement level of staff in 4 schools in Dubai?
- What are the key benefits and challenges of adopting authentic leadership on staff engagement experienced by the head teachers in 4 private schools in Dubai?
- What suitable and relevant measures can be taken to enhance the effectiveness of the authentic leadership in 4 private schools in Dubai?

1.5 Research Significance

The findings of this study will serve to be beneficial in extending the scope of authentic leadership style in the context of education. It will also help in identifying the factors and aspects that illustrate the impact of authentic leadership on staff engagement in the schools in Dubai. The study will serve to be highly beneficial in assisting the educational sector in the UAE, particularly in the schools in Dubai in identifying the changes in leadership that can help enhance staff engagement. The research will also delineate factors that motivate and limit the school teachers in Dubai in practising new roles as teacher leaders and gaining the benefits of staff engagement to be able to deliver higher staff performance. The findings thus gathered will help in determining the suitable practices that can be applied by the schools in Dubai to foster teacher leadership and staff engagement and bring out maximum benefits through the established reforms (Aunga and Masare, 2017). The findings of this research will also guide the ADEC in improving its new policies by offering training on crucial leadership practices and eradicating the hurdles to their efficiency (Qazi and Shah, 2018). The study will also make useful contributions in the prevailing literature on teacher autonomy and

development in the context of the UAE and serves as a valuable source of data for the future researchers seeking to research in this field.

1.6 Organisation of the Research

For an organised and systematic flow of data, this research study is structured as five chapters. The purpose and content of each chapter are described below:

Chapter 1: Introduction – This chapter aims to familiarise the readers with the aim and objectives of the research. The chapter presents the research aim, objectives, and questions along with the research background on the educational system in the UAE and the benefits and challenges experienced by the schools' leaders and teachers in Dubai schools after the enforcement of new reforms in the education system. The chapter also presents the significance of the findings of the research.

Chapter 2: Literature Review – The following chapter of the research aims at developing a strong conceptual background for the study and determines the gap in the prevailing literature that the present study can address. This chapter presents the opinions and perspectives from a number of academicians on the role of authentic leadership in the education sector and its impact on the engagement level of the staff members in the schools. The chapter also presents some fundamental theories such as employee engagement, social exchange theory and Kahn Model of Employee Engagement.

Chapter 3: Research Methodology – This chapter aims at explaining the procedures followed in the research along with their underlying justifications and assumptions to address the research aim of identifying the role of authentic leadership in driving staff performance in UAE, particularly Dubai schools. The chapter describes the detailed research plan followed for the research.

Chapter 4: Findings, Discussion and Analysis – The fourth chapter of the research intends to present research findings drawn from the survey. The findings gathered are analysed by applying the

graphical and descriptive analysis method and the thematic analysis method. All the results are discussed in light of the prevailing literature.

Chapter 5: Conclusion and Recommendations – This chapter presents the conclusion of the study and the addresses the research objectives developed in the introduction chapter with the help of findings discussed in the previous chapter. The chapter also gives some recommendations on the subject area and even for future research in this subject.

Chapter 2: Literature Review

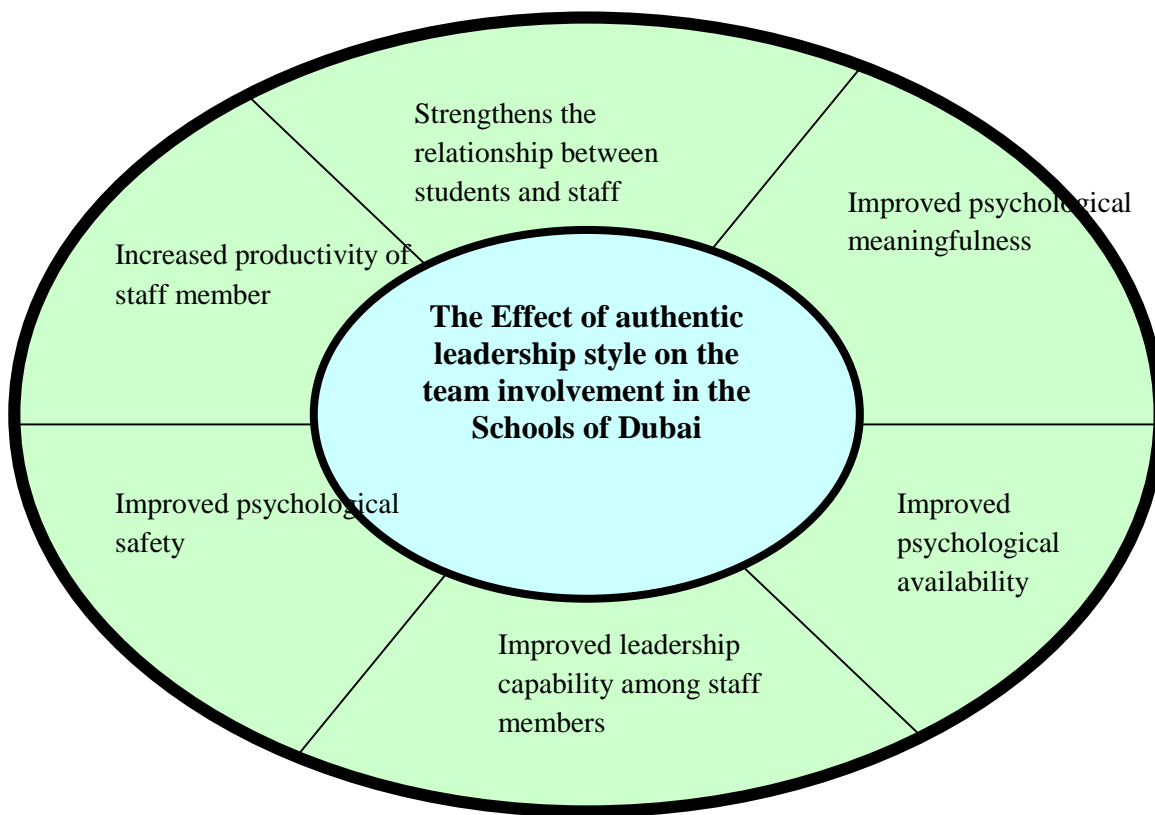
2.1. Overview of the Chapter

This segment aims to identifying the effect of authentic leadership style on staff involvement with the special context of schools in Dubai. This is an innovative leadership style which is related to attitude of staff members towards their task. Engagement of staff and authentic leadership style are correlated with each other (Walumbwa et al., 2008). There is a positive relationship between staff engagement and authentic leadership in an organisation. (Walumbwa et al. 2008, Clapp-Smith, Vogelgesang and Avey, 2009). The more authentically the leader performs, more is the staff engagement that enhances the productivity of the whole organisation. The literature review covers the concept of authentic leadership style and its importance in the education system. Furthermore, chapter also focuses on the relationship between this leadership style and staff engagement through the application of ethnographic study.

2.2. Conceptual Analysis

A conceptual framework is a structural diagram that describes the context and variations of the study. It comprises of the concepts, theoretical aspects and observational knowledge of the researcher (Adom, Joe and Hussein, 2018). In this literature review, the conceptual framework is developed for identifying that how authentic leadership style affect the staff involvement in the schools of Dubai. On the basis of aforementioned context, the conceptual framework is designed as below:

Figure 1: Conceptual Framework



2.3. Theoretical Framework

The literature review section has incorporated four theories namely trait theory of leadership, Kahn model of employee engagement, social exchange theory and multi-dimensional theory to acquire in-depth information regarding the impact of authentic leadership on the team or staff engagement.

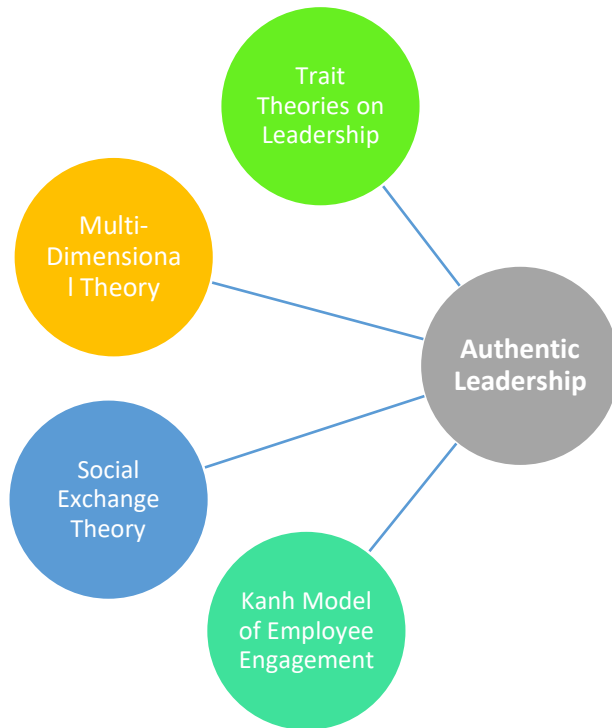


Figure 2: Theoretical Framework

2.4. Review of the Related Literature

2.4.1 Conceptualisation of Authentic Leadership style

. In the views of Aunga and Masare (2017), the number of students attending schools and finishing their higher education is increasing in Dubai and the Gulf nations. Apart from the increasing number of students, the number of high performing private schools is also growing. Recent time period have witnessed several crucial changes in leadership styles followed in the schools of Dubai and the Gulf. It owes to the fact that the most practised leadership style should be adaptive to prepare the students for reacting in the changing global environment. The private schools of Dubai are not just focusing on hiring effective leaders but also on their continuous growth and development. The skills required in the leaders to adjust to the fast-increasing globalisation include adaptability, self-awareness, along with collaboration and creating networks. The leader, once appointed by the

schools, also needs to be trained to meet the desired job's requirements. Increased globalisation in Dubai and Gulf has also led the leaders to direct the students across the culture of the residing country for adopting the western culture (Aunga and Masare, 2017).

Analysing the state of migrants in Dubai and Gulf countries, Usman (2011) has researched that the mid of 1970's witnessed heavy inflow of Indians and Pakistani migrants in Dubai and the Gulf nations. The schooling of Dubai and Gulf was also influenced by this immigration. The academics of the schools were revised in Dubai with regards to the students of India and Pakistan. The academics of Dubai are also influenced by the literature of India, Pakistan, Canada and the USA. The private schools in Dubai mostly followed the academics of India, British, Russia, France and Pakistan; however, the academics followed in the government schools are still controlled and governed by Education Ministry. British and Indian residents are rapidly growing in Dubai compelled the formulation of British and Indian schools (Usman, 2011).

Supporting the above views, Qazi and Shah (2018) have stated that Dubai possesses a vast cultural diversity, with 88% of the total population of the country consisting of immigrants. Schools in Dubai have students from both India and Pakistan. Pakistani and Indian immigrants are residing in the country constituting 12.69% and 27.4% of the population respectively. This vast cultural diversity has forced the schools, including higher education institutes in Dubai and the Gulf, to adopt the academics of these countries (Qazi and Shah, 2018). Private schools which are situated in Dubai have full right to choose academicians, Pakistani students prefer schools with UK curriculum; whereas, Indian parents preferred Indian academics to be learned by their children. Most private schools in Dubai and Gulf nations have followed a blend of global cultures including India, Africa and Russia by combining western and Middle Eastern cultural heritage. Out of the total 174 private schools in Dubai in the year 2017, 33 schools preferred Indian academics for attracting Indian students.

According to Klenke (2007), in the contemporary world, authentic leadership style has rapidly growing as it can be defined as the process of influence people to accomplish objectives and goals. This kind of procedure has been performed by the leader through applying his skills and expertise and therefore, a leader must develop the leadership skills through experience and training. Leadership plays a vital role as it helps to enhance the strength of other people, to make strategies and to apply the gained knowledge to influence others in achieving their goals (Klenke, 2007). In addition to this, Mitchie and Gooty (2005) defined authenticity as being able to be true to others and one-self. Though the meaning of authentic leadership has been continuously refined in recent years, it now means responsible behaviour towards other people as a leader. They are aware about their behaviour, way of thinking, and they have good values as they respect each and every team member. Authentic leaders are those who are aware of the way they think and behave, aware of the factors in which they are operating, are optimistic and have high moral values (Mitchie and Gooty, 2005).

Covelli and Mason (2017), have reviewed that the style of authentic leadership is a type of theory which is multi-dimensional in nature. This leadership style is similar to the others which are named as spiritual, charismatic, servant, and ethical. There are various similarities present between these types of leadership in which leaders share their common goal. Servant leaders firstly serve other people by giving priority to their needs and there is also difference between these leadership theories is that the servant leaders' main goal is to serve other people, ethical leaders mainly focus on being ethical, charismatic leaders focus on being charismatic and charming whereas the leaders who are authentic try to be authentic in their work, as well as with others, above all the other things. Therefore, leaders who are authentic do not acquire or have any of the fixed traits or specific skills. Authentic leaders have a different style of their own which are different from others and encompass various skills that fit the particular situation they are put in, based on their life experiences (Covelli and Mason, 2017).

In the viewpoint of Klenke (2007), authentic leadership and self-awareness are very closely related, and therefore, every individual must work professionally towards the self-betterment in a very authentic way. In this regard, Trait Theories on Leadership postulates that leaders must develop skills of authentic leadership such as analysing the moral values and realising the power of self-love and finding a purpose for oneself to influence their followers. Authentic leadership development is a synonymously used term in literature and is very important and crucial similar to the relationship present between leaders and their team members. It also analysing the effect of leadership style on the work performance of their followers or team members (Klenke, 2007).

However, in the viewpoint of Klenke (2007), authentic leaders need not be charismatic and transformational always, instead they help in influencing the awareness of other people in the perspective of moral values and help in constructing a positive reality for the people and themselves (Klenke, 2007). Avolio and Gardner (2005) stated that the element that creates a difference between authentic leadership style and other forms has developed positivity. Authentic leadership critically focuses on high ethical standards, transparency, and favourableness and such leaders and shares the same moral values with the leaders (Avolio and Gardner, 2005). According to George (2003), authentic leaders are individuals with highest integrity, who have deep knowledge and a sense of purpose and who are honest towards their moral values to build enduring organisations (George, 2003).

2.4.2 The Significance of Authentic Leadership in the Educational Context

In the views of Duignan (2014), authentic leadership style was first implied in the educational sector about three decades ago, and a series of conceptual work has resulted in the authenticity of the leaders in the field of education. Creating a difference among the students is the most significant task of teachers and principals and authentic leadership helps them to influence and motivate the students in terms of academics and other moral values (Duignan, 2014). In this context, Feng (2016) elaborated that authentic leadership plays an important role in improving the work performance of

students at schools. Authentic leadership is significant as it enhances the psychological capital of the students and helps them to be optimistic towards their work. In terms of school principals being the authentic leaders, it would help teachers to develop a positive attitude, that will, in return, affect the learning in students and enhance their self-image (Feng, 2016).

According to Karadag and Oztekin-Bayir (2018), in this world where the values of people are regularly changing, educational, authentic leadership is based on a value-centred paradigm. Authentic leadership leads to a positive culture, the success of the educational organization, achievements of students, satisfaction level of employees, motivation towards work, trust and commitment of the organisation, whereby all the attributes are enhanced due to a leader who leads the organisation authentically. Therefore, the leader of the educational organisation, that is, the Principal is the most important element as an authentic leader determines a learning environment and smooth working of the organisation (Karadag and Oztekin-Bayir, 2018).

In the viewpoint of Feng (2016), recent studies that are conducted on authentic leadership mainly stress upon the authenticity of the leader leading the institution at the time of organisational crisis, even while facing social challenges. It is due to the characteristics of the authentic leaders that the trust between the leaders and their followers gets enhanced, for example, trust between the head of the educational institution and the students and staff members which results in high performance of conduct and the organisation as a whole (Feng, 2016).

In addition to this, Lukasinski (2013) describes that the underlying principle here is that the authentic leaders transform into a force that remains steady and strong in this continuously changing and complex world. Various definitions are available to define style of authentic leadership, but at the early stage it is described as the combination of elements such as behaviour, trust, attributions, and context. Trust can be maintained among the students, teachers and the leader only when the leader is consistent in his work and transparent in front of other followers. Trust can also be achieved by deeper and stronger knowledge amongst the leaders of one's own strong areas and weak areas.

Therefore, authentic leadership is significant in an educational organisation to improve the performance of teachers and students which leads to increase their productivity (Lukasinski, 2013).

According to Pavlovic (2015), directors who are authentic leaders in educational organisations are important to develop the work culture. They trigger various changes in the educational organisation if it is not acceptable by the culture of the organisation. Authentic leaders help to develop and run the schools effectively; therefore, choosing a director who can maintain the administration in a good way, can motivate the teachers as well as students and can enhance the overall performance of the individuals and the whole organisation, are important criteria. Authentic leadership influences an organisation by mainly four significant factors which are self-consciousness, self-discovery, and communication-conformism(Pavlovic, 2015).

Additionally, Duignan (2014) stated that conformism allows the director to have the approval of other members of the organisation which further allows the authentic leaders to keep in consideration and listen carefully to the ideas of other members. This factor helps information of a good decision in the interest of the whole organisation by the authentic leader. Second-factor self-consciousness refers to the fact that a person is fully aware of the actions of oneself. Therefore, the authentic leaders in an organisation know and understand themselves, that leads to improving the moral among team members in the organisation and students in an effective manner (Duignan, 2014).

According to Lukasinski (2013), the third factor in this context is self-discovery, which is a process of acknowledging the behaviour and talents of oneself. When people know about their perspectives, making decisions that will have a positive influence on other people becomes easier. Therefore, directors who acquire a high level in terms of self-discovery allow the members and students of the organisation to discover themselves as well. The fourth factor is termed as a self-concept which means self-realization in simple terms. Directors have the ability to understand their strength and weakness which will help other people in the organisation as well, as authentic leaders will help in motivating other people's activities. All these factors of an authentic leader help the whole

educational organisation to work successfully and effectively by taking into consideration the overall enhancement of the students as well as other members (Lukasinski, 2013).

In the views of Chebbi (2017), globalisation has affected major businesses, including schools in Dubai and Gulf countries, and has also laid an impact on the type of leadership prevailing in the schools. The education system provided by the UAE government is proliferating following the establishment of the federation system since 1971. However, the government schools in Dubai face issues related to dropping out of students, repetition of classes and non-completion of studies by the students. Private schools, on the other hand, have attracted more students who are urging to quit government schools and willing to join private schools. Even after a large number of funds being provided to the government schools, they are not able to attract and retain their students. One of the reasons for the inability of retention of students in the government schools, as stated by the parents is the impact of leadership of the staff, which is offered in the private schools (Chebbi, 2017). Successful leadership styles practised in private schools have intrigued a new challenge in the schooling system of Dubai.

While explaining different leadership styles, Mahdy (2016) stated that mostly innovative leadership style is being followed in the private schools of Dubai. This style of leadership directly impacts the staff and the students of the school. The leadership provided by private schools added to the quality and value of education by facilitating good and healthy communication between students and the staff and also by providing a caring environment for the students. The quality of education in both private and government schools with respect to the education of primary and secondary classes is unequal. This can be proved by much higher results gained in the competitive exams by the private schools' students as compared to the students of government schools (Mahdy, 2016). In contrast to the above, Randal and Samimi (2010) have opined that resistance to adoption of technological advancement is also a prevailing issue in government schools of Dubai because of the perception that students may be exposed to western culture and compromise with their Islamic

culture. The government schools of the nation are still following Islamic language, and no emphasis is being laid upon the global language “English”. This results in a failure to prepare students to face the world; hence, leadership qualities are lacking in the students. The general culture in the private schools of Dubai that adds to the leadership skill of the students supports the adoption of western culture. Adoption of English language along with standardisation in all the activities and operations conducted in the school's students and also developing the leadership quality in the students (Randal and Samimi, 2010).

Enlightening their views, AlKutich and Abukari (2018) have stated that the liberty of adopting curriculum of developed nations has resulted in a higher number of students enrolling themselves in private schools. Private schools guide the continuous development of the students and not just focus on academic grounds. With a focus on collective leadership, the concept of a shared vision is followed by private schools. Shared vision enables all the staff of the school to frame a common vision and goal for their students. Private schools as compared to government schools possess much stronger guiding principles which help the staff of the school in determining clearer objectives and continuous improvement of learning and leadership style of students (AlKutich and Abukari, 2018).

In the opinion of Azeem and Mataruna (2019), shared vision is a crucial step for the overall performance and improvement of the students of the private schools. Private schools also possess a more committed staff which are able to achieve goals. Dedicated staff members in the private schools also aim at reducing the cases of students’ moving out of the school. Private schools, as compared to government schools, are controlled by their respective Principals, who take the sole responsibility of framing appropriate policies for the staff and students of the schools. No government intervention in private schools leads to quick and efficient decision making in these schools. Continuous involvement of the Principals results in better performance of the staff of private schools in comparison to government schools. Information sharing, collaboration and trust among the staff of

private schools lead to successful leadership of staff members and enhanced performance of the students (Azeem and Mataruna, 2019).

In the view of Sullivan (2015), parents prefer private schools over government schools due to better opportunities available for the students to learn English, better staff leadership qualities, more convenient location of the schools and a large number of non-academic activities. Primarily, the school leaders of the private schools are the Principals of these schools. They play a significant role for framing strategies to ensure that the educational reforms done globally are adopted by their schools. The leadership quality of the Principals helps in determining the success of private schools in meeting all the educational norms and preparing their students to compete globally. All the objectives of the private schools need to be continuously monitored by the Principal and the staff for enhancing their students. Principals possessing optimum leadership quality are required to benchmark the reforms in the education system and to accomplish the desired goals. Teachers of the schools should be encouraged so that proper education is imparted to the students. The staff of the schools is usually not aware of the steps to be followed for enhancing the overall development of the students; however, strong Principals act as leaders and guide the staff to achieve the desired objective of students' development. Suitable leadership style can help the teachers in enhancing the knowledge of their students (Sullivan, 2015).

2.4.3 Critically analyzing the relationship between Staff Involvement and Authentic Leadership Style

Kahn (1990) explained the term staff engagement as harnessing the staff of the organisation to their respective work roles. In employee engagement, staff members present themselves to the organisation emotionally, cognitively and physically. Engaged employees are fully committed to the organisation, as they develop themselves in a way that enhances their performance at the job.

According to Saks (2006), the involvement of employees is the emotional commitment made by employees to the organisation, Saks (2006) further added that engagement of employees is also

discretionary effort in which they work for the organisation and help it in achieving organisational goals and objectives. According to Pavlovic (2015), attitude of the employee towards the organisation and performance are interrelated with each other. There exists a positive relationship between the staff's feelings about the organisation and their way of performing in this organisation. If an employee feels good about the organisation, it will result in favourable outcomes because of the increased intensity of staff engagement in organisational activities. Pavlovic (2015) explored that the companies in which people are allowed to do the work as per their wish, the work that they are best at, the job role that they can associate with having a complete sense of psychological ownership of its outcome and their overall firm performance are the most profitable organisations. In a scenario where employees are allowed to choose the work as per their choice and expertise, they are most likely to feel connected to the organisation and thus, the staff engagement increases which further results in a more committed workforce. However, the leader plays a very important role in doing so, and an authentic leader is one who understands the needs of his staff members along with the job role that is perfect for employees to get them working enthusiastically. Thus, by assigning employees to accomplish the tasks that they are good at, an authentic leader improves the engagement of staff members in the organisational activities.

Carasco-Saul and Kim (2015) supported that authentic leadership and engagement of employees are interrelated with each other as there is existence of a positive relationship between employee engagement and authentic leadership. As the organisation spends a huge amount of resources in retaining, engaging and developing the human resource of the organisation, leadership could turn out to be an effective tool for retaining, developing and improving staff engagement in an organisation. Human resource manager should partner with leaders in order to carry out various strategies related to human resource effectively and efficiently, as the authentic leaders can influence human resource of an organisation positively by improving staff engagement among the employees of the

organisation. Authentic leaders will create such a feeling among the staff members so as to motivate the employees to come forward and take ownership of the organisation's benefits.

In the views of Wang and Hsieh (2013), the essential characteristic of the leadership theory is to treat employees authentically; it is an important characteristic because it boosts the staff morale and ultimately helps in achieving good outcomes for the organisation. Furthermore, Wong and Laschinger (2013) also supported the argument, accordingly the authentic leader takes into account the life experiences, psychological capacity (involving hope, self-efficacy, resilience, and optimism), an encouraging organisational climate, a sound moral perspective and self-regulated positive behaviour, which promotes their own and staff authenticity and development. The staff ultimately becomes more interested in achieving organisational goals and thus, the staff engagement increases. From the above paragraph, authentic leaders are crucial aspect that are lead to keep staff more committed towards their work.

In the views of Gruman and Saks (2011), several theories and models provide a framework for increasing employee engagement in the organisation, one of them is ethnographic study according to which three factors namely Psychological meaningfulness, safety, and availability are some of the factors which are significant for the team involvement. According to Kahn (1990), staff will be fully committed to the organisation and focused on the organisation's goal, when the three conditions of the employee engagement are met. The employee must feel safe with others while carrying out their respective job roles in the organisation. They should have enough sources available with them to keep them engaged for carrying out the job role, and their work must be meaningful in the sense that staff must feel that doing such a job would be an investment in oneself.

Psychological safety is related to staff perception as to how safe and sound it is to carry out a role without damaging the self respect to the employee, Management style, group, and intergroup dynamics, interpersonal relationships are the most important factors in psychological safety. Authentic leaders establishing sense of safety among team member while they are carrying out

their roles in the organisation by creating an environment where staff feels safe to express themselves. Psychological meaningfulness is one of the belief about meaningfulness which bring job role. It refers to getting involved in job roles that turn out to be self-investment for that person. Psychological meaningfulness is achieved when staff feels valuable to the company, and that they matter to the company, and whatever job role staff is playing should be meaningful and worthy for the organisation. An authentic leader helps in affecting work interactions, role characteristics and task characteristics which play a significant role in bringing psychological meaningfulness to the staff members and thus, more employee engagement.

Psychological availability defines the perception of individual that how he or she may feel about their job role. The main components of psychological availability are emotional, psychological and physical resources which comes under their performance. Four distractions affect the psychological availability; that are related to depletion of physical energy, emotional energy, insecurity and outside live. An authentic leader helps the staff members to overcome all the four distraction through its leadership style and thus result in more staff commitment and improved staff engagement (Kahn, 1990). It can be inferred that for an Authentic leader to increase the staff engagement, these three factors, namely psychological meaningfulness, safety, and availability, needs to be considered and fully taken care of.

In the views of Wong and Laschinger (2013), authentic leaders invite inputs from the staff members in the form of their positive and negative perspective towards an organisation and consider those decisions while taking materialistic decisions. An authentic leader develop a culture which is open as related to new ideas and suggestions of the employees and encourages staff to be outgoing about their ideas, suggestions, and challenges, resulting in more active and excited staff and improved staff engagement. The leader must appropriately address every problem of staff to keep them engaging in the organisational activities. The staff engagement depends highly on employee engagement and satisfaction level (Markos and Sridevi, 2010). An authentic leader bring all three

essential in organisation that can lead to staff being more committed towards the organisation by taking forward initiatives for the organisation benefit, which is an important characteristic of staff engagement.

2.4.4 Authentic Leadership Impact on Staff Engagement in Dubai Schools

According to Wang and Hsieh (2013), authentic leadership style leaves a positive effect on attitude of team members, outcome of their work, staff behaviours, creativity, organisational citizenship behaviour and staff engagement (Wang and Hsieh, 2013). It can be inferred that the involvement of employees only increase when they are treated sincerely, fairly, and properly supported. Furthermore, Ibrahim and Al-Taneiji (2013) asserted that the leadership styles in the principals of schools influence the teachers to adopt effective leadership (Ibrahim and Al-Taneiji, 2013). Authentic leadership of the principal motivates and influences the teachers to be more productive by profession and focus more effectively in the student's education. In the same context, Bento and Ribeiro (2013) added that an authentic leader acts according to the deep-rooted and persuasion that generate credibility, gain respect and confidence (Bento and Ribeiro, 2013). It can be inferred that the increased authentic leadership among the staff of the school will automatically enhance the students' performance and enable them to achieve their education and academic goals with ease and comfort.

Karadag and Oztekin-Bayir (2018) highlighted authentic leadership style depends on self-awareness and consciousness, and gives a behaviour pattern and builds positive psychological capability and also contributes in the development of trust, openness and transparency. Authentic leadership of principal in the school makes the staff members more liable and comfortable that encourages the staff to be in the school for longer duration and give a proper contribution in the education of the students as well as the development of the school's reputation. It is essential for the staff to engage effectively while providing education so that they can provide quality education

because it plays a vital role in the personal development of the students and economical as well as social development of the nation.

Hassan and Ahmed (2011) stated that authentic leadership helps in enhancing the leadership capabilities of an individual and results in an enhancement in the staff's engagement in work and also correlate with ethical culture positively (Hassan and Ahmed, 2011). Staff engagement in the schools predicts positive performance because it enhances the inter-relationship between the staff members and the students and accordingly, makes the education process more relaxed and comfortable for the students. Furthermore, Ibrahim and Al-Taneiji (2013) highlighted that the co-relationship between staff members and students theoretically appears to be simple, but practically, it is complex and unpredictable. Therefore, the authentic leadership style of Principal enables improving the relationship between the staff members and the students, and also influences them to engage positively in their work which will enhance both the teachers' and students' productivity.

However, Nazzal (2013) stated that in Dubai, the teaching and learning quality in the classroom and the leadership quality are the factors that are vital for the improvement of schools according to the Ministry of Education (Nazzal, 2013). Gallagher (2019) highlighted that in Dubai, an approach has been initiated in a private school named 'Robust Private School', where a teacher-led program has been introduced, entitled 'What Works', that allows the educators to share a comprehension about the uneven performance of the private school system so that it can be improved (Gallagher, 2019). Different innovative approaches have been taken so that good practices can be shared across different schools that can help the lower-performing schools raise their performance.

Bento and Ribeiro (2013), have reviewed that an authentic leader generates self-confidence and creates a positive climate and focuses on transparency, ethics, morals in the school among the students (Bento and Ribeiro, 2013). Authentic leaders provide proper guidance by conscientious values and morals that are of primordial importance to create interests in the group that they are leading. Dubai school principals and staff members adopt authentic leadership to enhance the quality

education and performance of both students and staff members that ultimately results in the excellent performance of the schools.

Karadag and Oztekin-Bayir (2018) claimed that authentic leadership style is similar with the ethical and effective leaderships as it can be used as an emblem in the educational administration (Karadag and Oztekin-Bayir, 2018). The UAE Ministry of Education introduced a school leadership program for the teachers to develop and polish their professional and leadership skills. Many participants participated in the school leadership program to witness and groom their teachers' leadership practices. The main focus of this program was to provide an engaging as well as professional expertise and develop future school leaders, as the most efficient programs for school leadership prioritises practical learning (Edarabia, 2014). Further, Absal (2011) added that in schools of Dubai, the school leadership and a desire of the schools to improve the leadership in the schools were the reason that enabled the schools to overcome the difficulties and hurdles and enhance their performance (Absal, 2011).

Biertly, Doyle and Smith (2016) stated that good leadership supports the teachers and enables them to develop their competence that will ultimately improve the students' outcome (Biertly, Doyle and Smith, 2016). Teachers can take the initiative and form a group among themselves so that they can facilitate each other to enhance their professional and leadership growth. Strong leadership of the teacher is very important to help the students succeed; however, there are many schools that lack in establishing leaders in the school, and hence they lack in development of students' outcomes.

Furthermore, Cruickshank (2017) stated that effective leadership enables the academic progress of the students in a school and helps in creating a clear goal for education, plan the curriculums and also evaluate the teachers with quality of their teaching (Cruickshank, 2017). In school leadership, the leadership style of the principal plays a vital role as it helps to improve the working of the teachers and also school's environment which makes a difference to the teachers' teaching and learning qualities and also enhances students' achievements and students' outcomes. Authentic leadership

mainly focuses on the establishment of the school culture and its vision that helps to improve the teaching and learning quality of the school, develops people and intensifies the organisational growth (Barrett and Breyer, 2014).

Cropanzano et al. (2017) have critically reviewed the social exchange theory and stated that administrators should have a collaborative partnership, as it helps to unite the efforts and also helps to overcome the persistent negative attributes. Effective leaders in the schools must have a targeted leadership skill like demonstrating efficacy and promoting growth in professionalism among the faculty members. Principals with effective leadership skills focus on the instruction quality by promoting higher expectations and by reducing the teachers' isolation. A principal with effective leadership skills also gives importance to making formative observations in the educational aspects and learning and also helps in enhancing the professional growth of the teachers.

Focusing on the evolution of schooling and education system in Gulf countries, Hvidt (2015) researched that the primary intention of schools in the Gulf is to provide education to all. However, no focus is paid to the quality and personal enhancement of students. The schools in the Gulf aim to deliver knowledge until primary and secondary classes, and no efforts are being made for the higher education of the students. This lack of higher education facility impacts the leadership quality of the students in the Gulf and results in lesser skills with regards to communication and leadership in Gulf countries' students as compared to students of other countries. Gulf has been witnessing a low performance of its schooling system since the past few years until the decision of upgrading the education system was taken in the year 2014. Students of government schools do not outperform in international tests, and as a result, parents get attracted to private schools (Hvidt, 2015).

Analysing the history of the education system in the Gulf, Almalki (2011) identified that in the past 30 years, the government of Saudi understood the importance of education and schooling. Thus, various reforms have been done to educate the students of Saudi. Responsibility of imparting free education through primary and secondary schools is granted to the Ministry of Education, and

approximately 25% of the annual budget is allotted for the education department. Changes in policies have been made in the last two decades to integrate the education system with the development of overall knowledge amongst the students. However, higher education commenced in the year 1949, but due to shortage of teachers and students, the progress with regards to higher education was slow in the past few decades. It was in the year 1975 that the ministry of higher education got its shape for establishing renowned universities and providing education in global languages. It even provided guidelines to the higher institutions in the Gulf (Almalki, 2011).

As stated by Alyami (2014), globalisation has increased the pressure of reforming the education system in the Gulf countries. Education reform policies in the schooling sector are a result of globalisation, wherein these policies are formulated to impart knowledge and necessary skills to the students. Resultantly, the students get prepared for accepting all the challenges and opportunities arising in the competitive world as a result of globalisation. In order to achieve and implement education reforms in the Gulf, it is necessary to define leadership and to assign a leader who would urge for positive changes. The leadership qualities of the staff members and Principals of the schools play a vital role in developing schools that are capable of promoting the learning and development of every student. Increasing globalisation has also resulted in redefining the role of students and the schools' staff. Leaders who are mainly designated as Principals of the schools need to be aware of the culture of Gulf countries and should align themselves with it to prepare students for global competition (Alyami, 2014).

In a similar context, Alshehri (2015) suggested various approaches that are followed by the schools to achieve their objectives. One such approach pertains to the professional learning communities in which leaders and staff of the schools, along with the students come together and enhance their leadership qualities by improving the atmosphere of the schools. This would resultantly stimulate the students to improvise their learning. This approach focuses on learning paired with continuous monitoring and improvement of the students. However, some schools in Saudi have a

misconception that appointing good leaders would result in achieving a proper learning environment for the students. The communities framed are not any form of innovation done in the schooling system of the Gulf, but are only a means to enhance the productivity and efficiency of the students (Alshehri, 2015).

2.5. Situating the Current Study

- It is concluded from the overall literature review that authentic leadership is defined as a process by which the leader evokes a sense of self-recognition and high ethics and enhances the overall moral values of his followers which helps them to achieve their goals.
- Authentic leadership plays a significant role in the educational field as it helps in the successful running of the organisation and motivates and enhances the psychological capital of students and members present in the organisation. It is essential to follow the concept of authentic leadership in order to improve staff engagement.
- There is a positive relationship between the authentic leadership and engagement of staff in organisational activities. The more authentically a leader will perform, the better would be the staff engagement. In order to improve employee engagement, the authentic leader can use an ethnographic study that involves three components, namely psychological meaningfulness, psychological safety, and psychological availability as per the requirement to improve the staff engagement.
- An authentic leader can work on all three aspects in order to improve staff engagement. Authentic leadership enhances a positive impact on staff members, staff behaviour, staff member engagement, creativity, citizenship behaviour, and work outcome. The involvement of the staff increases when they are treated sincerely and supported positively. Authentic leadership of the principal in a school enhances the inter-relationship between the staff members and the students that creates transparency between the two and enables the students to achieve education more comfortably.

- Authentic leadership increases the productivity of the staff members as well as the students and ultimately enhances the performance of the school and improves leadership capability among the staff members. Therefore, authentic leadership gives a positive impact on all aspects and enhances staff engagement in organisational activities.

From the above literature review, it was obtained that there are many information sources available on the concept of authentic leadership, the significance of authentic leadership in an educational context, interrelationship between authentic leadership and staff engagement and impact of authentic leadership on staff engagement. Thus, the above data, as a whole, contributes immensely to fulfil the objective of the present research. However, a gap is observed in the literature as very limited studies have been conducted that comprise of the impact of authentic leadership on staff engagement focusing on Dubai schools and aspects that can provide people with relevant data concerning on Dubai schools. Therefore, in order to overcome the literature gap, the current study has been undertaken that seeks to provide in-depth knowledge and information on the concept of authentic leadership, its significance, interrelationship with staff engagement and its impact on staff engagement in Dubai schools.

Chapter 3: Research Methodology

3.1 Introduction

Methodology of research is developed for the establishment of a framework in a research study, which incorporates design, evaluation and analysis methods (Flick, 2011). For the analysis of authentic leadership's influence on the engagement in staff in the school in Dubai, this section of research methodology is elaborated with the help of suitable research methods and tools. In this concern, appropriate justifications are provided in this chapter. Within this framework of research methodology, the tools and methods adopted validate the study and help in making it more reliable.

3.2 Research Philosophy and Approach

As per the research's nature, a set of beliefs are included in the study that provides knowledge regarding the study focus and also guides the researcher. These set of beliefs can also be termed as assumptions, which provides justification on the ways in which a study must be conducted with the use of appropriate data gathering tools and methods of analysis (Levers, 2013). In general situations, ontological frameworks are adopted within research methodology, which includes positivism and interpretivism. Positivism philosophy is adopted, to incorporate factual information in the study, which can be collected through quantitative methods and can lead to accurate conclusions (Scotland, 2012). On the contrary, interpretivism philosophy is incorporated in studies, wherein there is a need for generalise information in the study, which can help in deeper analysis of the research focus (Mack, 2010).

In the present research work, there is a need for the analysis of authentic leadership's influence on the engagement of staff members in the schools in Dubai. This requires examining the leadership style's influence on staff engagement, which can be effectively analysed with the help of positivism philosophy by incorporating statistical means of analysis, for the association between the inconsistencies accurately. The explanation behind the selection of positivism philosophy is that it is

beneficial in analysing the reality behind the study focus, which is an analysis of the authentic leadership's impact on the engagement in the staff, with specific reference to Dubai schools.

The approach followed in research studies can be stated as the method for fundamental reasoning, wherein the aim is to reach logical conclusions in the study. The primary purpose of including a research approach is to enable examination and analysis of the main problem identified, so as to derive conclusions in the study. In this concern, generally inductive and deductive approach is applied in studies (Soiferman, 2010). The inductive approach is used in studies to facilitate deeper analysis in the study through elaborative form of data collected. In addition, the philosophy of interpretivism provides the base to this approach, while deductive approach is based on positivism philosophy. In deductive approach, relationship is carried out between the identified variables in the study (Pathirage, Amaratunga and Haigh, 2008). In this concern, this study incorporates the approach of deductive research to gather quantitative form of data concerning the influence of the style of authentic leadership on staff engagement in the schools of Dubai. The rationale behind the selection of deductive approach is that the correlation among the staff engagement and the style of authentic leadership and engagement in staff can be easily analysed.

3.3 Research Design

A conceptual structure can be initiated through the incorporation of research design in a study. This conceptual structure consists of collection, evaluation and analysis methods, which is the main aspect for research methodology. Exploratory or descriptive design can be applied in research work based on the nature of the study. An exploratory design is applied in studies, wherein information is gathered in the study through primary or secondary sources, due to lack of knowledge about the study topic (Hair *et al.*, 2011). Whereas descriptive design is adopted in research studies, wherein there is a need for developing themes to address the main research problem (Wimmer and Dominick 2010). In this context, the present study incorporates exploratory design, which has benefited the researcher

by developing a relationship between the variables and addressing the main problem through real-time information.

3.4 Research Method

On the basis of present research work's nature, which involves an examination of the influence of style of authentic leadership of staff engagement in the schools of Dubai, the mixed method is adopted. Mixed research has been conducted in the study to provide with the implications of both qualitative, as well as quantitative analysis. In the present research work, a qualitative approach has provided with the theoretical conclusions from the existing literature. The qualitative aspect has helped in understanding the authentic leadership style's conceptualization along with its association with the staff engagement in the educational context by enabling in-depth and detailed explanations. However, the quantitative approach in the study has helped in determining the actual responses through the survey which has presented and realistic and accurate results with greater objectivity. The implications through the quantitative responses from the schools on authentic leadership is being supported through the qualitative literature within the research. In response to this, mixed research has assisted in providing both, the qualitative method which is involved in gathering descriptive information in the study and quantitative approach which supports the collection of quantifiable data in the research and also overcoming the limitations of each other (Creswell, 2013).

3.5 Data Collection Method

In the context of the present research, the primary focus is on the quantitative form of information; thus, two types of sources can be incorporated in the study, they are, primary and secondary sources (Crowther and Lancaster, 2012). Primary sources enable inclusion of first-hand information while secondary sources enable incorporation of existing data in the research study (Berthold and Hand, 2013). In this manner, this study collected the data from four schools of Dubai, wherein the data has been collected from 200 respondents by undertaking 50 responses from

each school. In every school, the responses are being collected from 45 teachers and five headteachers so that the real-time, accurate and reliable information can be obtained. The reputed sites of the schools are undertaken in the study, which follows the high engagement concerning the function of authentic leadership to address the aim and objectives of the research.

3.6 Sampling Technique and Size

A sample refers to the group of respondents that represent the total population in a specific context. The selection of this small group of representatives in research studies, however, is required to be backed by authentic and credible sampling methods such that the credibility and validity of the research is not undermined. There are two methods to select the sampling based on the nature of study. These are probability and non-probability sampling methods (Crowther and Lancaster, 2012). The sample population selected to conduct survey in the study is teachers of four different schools in Dubai and their leaders, head teachers. The purpose behind the adoption of this sample is that the head teachers and teachers can provide accurate information through their experiences. A sample size consisting of 200 teachers and head teachers belonging to 4 schools in Dubai has been found to be appropriate for this research considering the scope and nature of this study. The 4 schools are chosen with the support of the method of purposive sampling because the schools adopting authentic leadership and having different KHDA rating (Outstanding or very good– Good/Acceptable/ Weak) had to be selected for this research. The selected schools are large schools of Dubai having multiple branches. The population of the teachers in all the branches of the selected schools was around 200. Thus, a sample of 50 respondents from each school is justifiable as it represents the characteristic and leadership traits of all teachers. Further, the teachers were selected from all experience levels such as senior high school, junior high school, and kindergarten school, which helped to represent diverse characteristics of the style of authentic leadership and its influence on the engagement between the employees. The total sample of 5 head teachers and from

each school, a total of 45 teachers have been chosen. The teachers and head staffs were selected with the help a random sampling technique to help avoid bias in the study from each of the schools. The selection of the sample has been done from four different rating schools ranged from very good, good, acceptable, and weak schools (Crowther and Lancaster, 2012).

3.7 Data Analysis Method

On the basis of the chosen method of data gathering, two types of analysis tool can be incorporated into this study. These two tools are descriptive and statistical method (Flick, 2011). For the analysis of survey findings gathered in the study, graphical presentation method is appropriate. With the consideration of graphical presentation method, pie charts and graphs can be included in the study for presenting the statistical information gathered in the study. The rationale behind the incorporation of graphical presentation method is that it involves interpretations of the graphs and pie charts in the study, which leads to the conclusion in an effective manner. For analysing survey data, in the research work, descriptive and graphical analysis tool has been selected in which different theories and models have been reviewed under the light of the evidences collected from primary data. The descriptive data collected from different literature have been discussed in the present research study to validate the selected subject of the research.

3.8 Ethical Considerations

With respect to the analysis of the impact of authentic leadership on staff engagement factor through a survey questionnaire in this study, there are certainly ethical considerations that are maintained. In the present research study, realistic and reliable information has been presented by revealing the accurate findings through the survey analysis in order to justify the research questions. In respect to qualitative data, the information has been cited significantly from the relevant source. Reputed and credible journals and articles are being used to present authentic information in the research study. During the data collection, the consent letters and participant information sheet has

been provided to the participants for availing the informed consent of the respondents. For the purpose of enhancing the ethical viability of the research work, an ethical protocol for the research, issued by the university have been followed in the most effective manner. In this context, proper communication, random sampling and multiple verifications have been followed up with the respondents while collecting the information to avoid bias in the study.

Chapter 4: Data Analysis, Findings, and Discussion

The primary aim of the present research is to identify the role of authentic leadership in driving staff performance in UAE, particularly Dubai schools. Concerning the aim, the survey has been conducted in order to collect detailed and relevant data. Furthermore, the acquired data is examined with the use of representation methods involving the graphics, in which the information is analysed with the use of the pie charts. This helped in presenting the statistical outcomes of the acquired data regarding the topic.

The analysis and findings acquired from the graphical presentation are presented below:

4.1 Analysis of Quantitative Data

Gender:

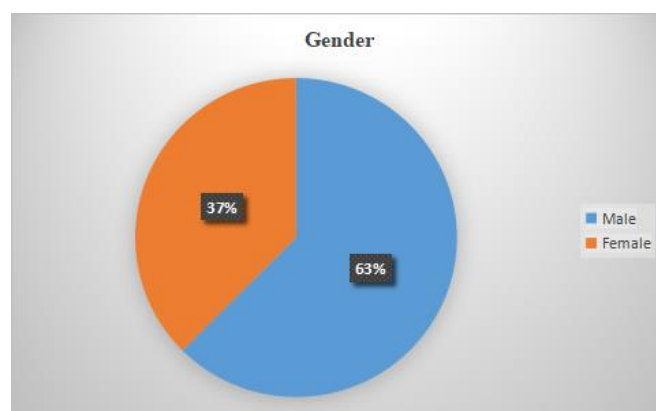


Figure 1

Among a total of 200 participants that were participated in the survey, 63% of the participants were male, and the remaining 37% of the participants were female. The analysis of the data of participants suggests that a majority of participants that were participated in the survey were male teachers (see above figure).

Years of working in the education sector:

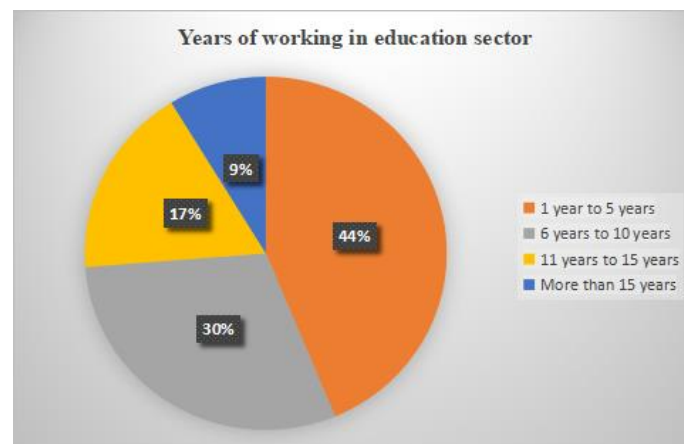


Figure 2

Among total 200 numbers of participants, 44% of the participants have experience of 1-5 year. A total of 30% of participants have 6-10 years of experience in the field of the education sector. Moreover, it is also analysed from the data collected through the survey that 17% of the participants have experience of 11-15 years and 9% have experience of more than 15 years in the sector of education. The analysis of data findings has suggested that the majority of the participants have experience of 1-5 years (see above figure).

Years of working in this school:

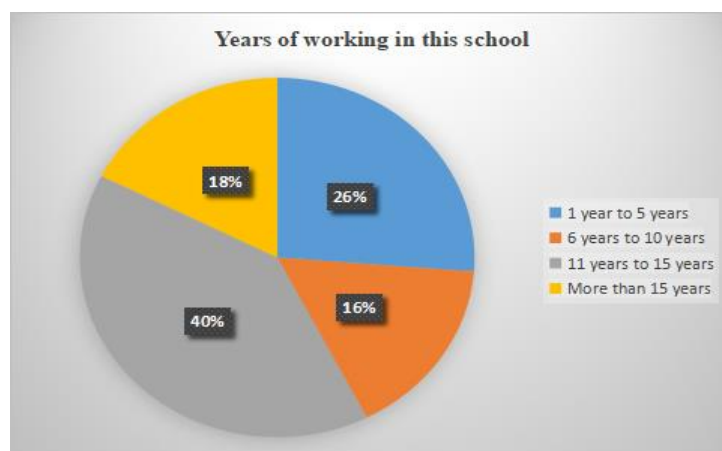


Figure 3

26% of the participants out of the total 200 participants have 1-5 years of experience of working in a school in which they were working at the time of survey. A total of 16% of participants have experience of 6-10 years working in current school they were teaching at the time of survey. On the other hand, 40% of the participants are experienced in between 11-15 years working in the same school they were working at time survey was conducted. The data represents that the participants who have an experience in between 11-15 years of teaching in the same school are 18% of the total participants. The data analysis has reflected that the most of the participants are experience with 11-15 yearsof teaching in the school they were teaching (see above figure).

Qualification of teachers:

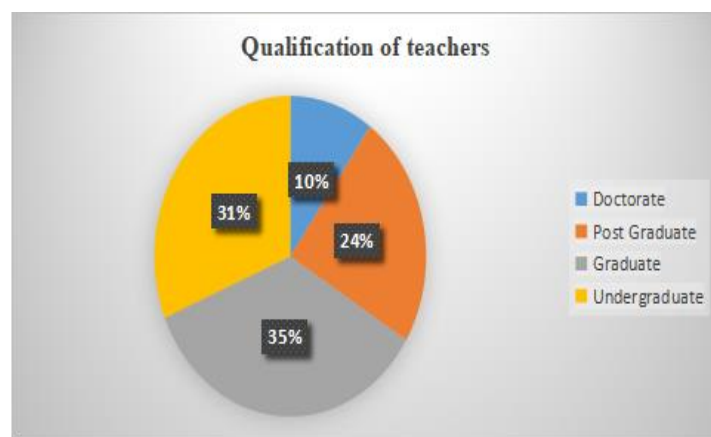


Figure 4

The result has depicted that a total of 10% of participants were a doctorate in their respective field out of the total 200 participants who were asked to provide their highest education qualification in the survey. It has been indicated by the data that out of the total participants, 24% of them were postgraduate. In addition to this, it is also reflected that 35% of the participants were graduate, and 31% of the participants that were participated in the survey were undergraduates in their respective field. The findings of the data collected from the survey have reflected that a small number of teachers were doctorate and majority of the teachers were graduate (see above figure).

Level of students:

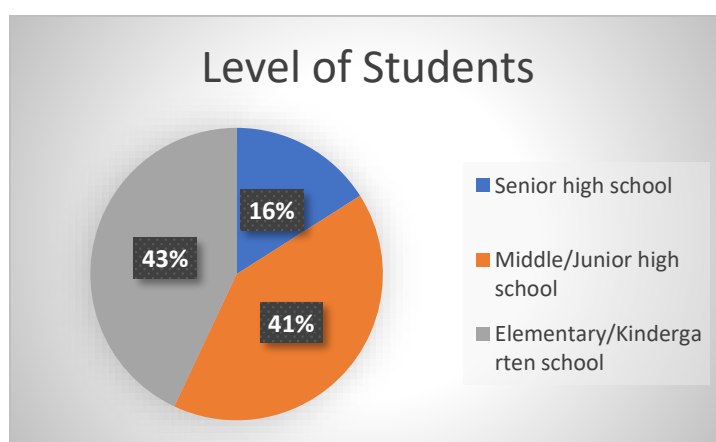


Figure 5

To find the state the level of students they were teaching in the school, all the participants were questioned regarding the same in the school. The gathered data has reflected that 16% of the participants have stated that they were teaching students of senior high school. On the other hand, a total of 41% of participants have reflected that they were teaching students of junior high school. However, 43% of the participants that were participated in the survey were teaching students of elementary school. The data findings' examination suggests that most of the teachers were teaching students of elementary level in school (see above figure).

Significance of self-awareness to conduct oneself in the field of education:

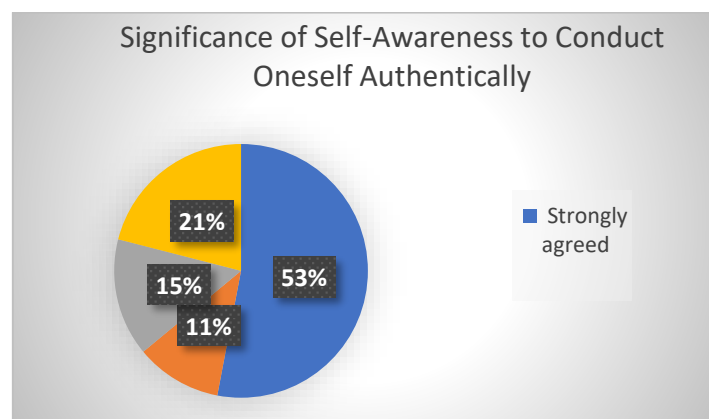


Figure 6

To find the perception on the significance of self-awareness to conduct oneself in the field of education, all the participants were asked about the same. The data gathered has reflected that 53% of the participants responded "*Strongly agree*," concerning the question. However, 11% of the participants have responded "*Agree*" with respect to the question of the significance of self-awareness to conduct oneself in the education sector. On contrary, 15% of the participants have disagree regarding the question of the significance of self-awareness. Out of the total participants, 21% of them were highly dissatisfied about the significance of self-awareness in a matter of conducts oneself in the field of education. Therefore, it has been evaluated from the analysis of data that self-awareness is a significant element to conduct oneself in the field of education (see above figure).

The extent to which personal values, reliable and transparent interactions, and high moral character be essential for education sector:

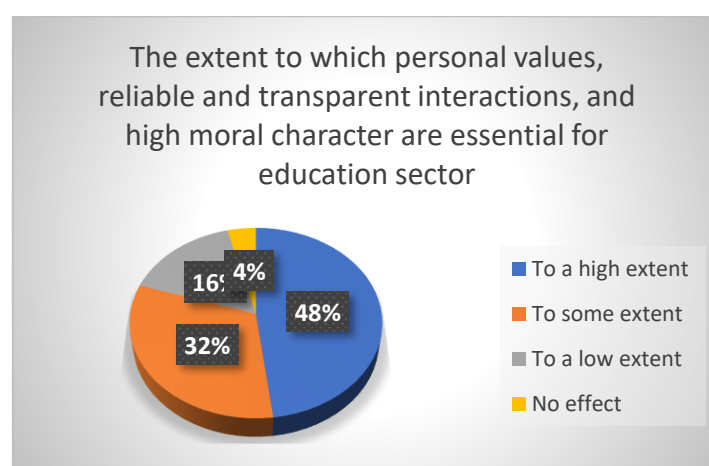


Figure 7

A total of 200 numbers of participants were asked to share their suggestion concerning the question of the extent to which personal values, reliable and transparent interactions, and high moral character was significant for the education sector. A total of 48% of the participants were stated that these values are significant to a large extent, and 32% of the participants were opined that these values were significant to some extent. On the contrary, 16% of the total participants presented that these values are significant to a low extent. However, a total of 4% of the participants have suggested that these values have no effect on the education sector. Overall, it is analysed from the findings of the data that personal values, reliable and transparent interactions, and high moral character is significant to a large extent (see above figure).

Does leadership at school influences the level of autonomy allocated to the teachers:

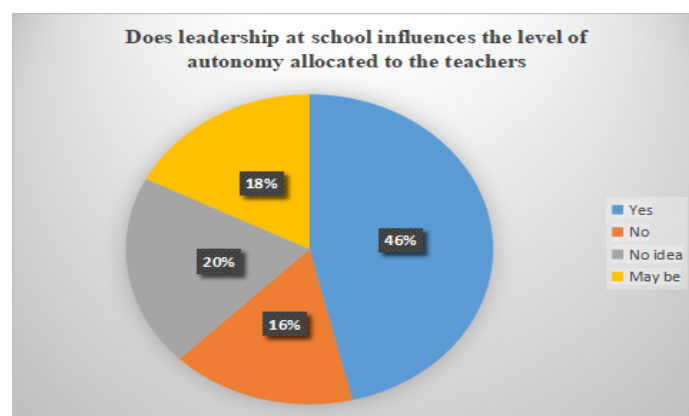


Figure 8

The participants of the survey presented their suggestions concerning the question of influences of leadership at school to the autonomy allocated to the teachers of the school. 46% of the

total participants stated "Yes" with respect to the question. However, 16% of the participants have responded "No" in respect of the influence of leadership at school to the autonomy allocated to the students. In opposite to that, 20 % of the participants have said that they have no idea, and 18% of the participants have responded that they were not sure in relation to the question. Therefore, it is analysed from the findings of the data that leadership at school influences the level of autonomy allocated to the teachers (see above figure).

Self-awareness and balanced processing among school leaders promote staff engagement in school:

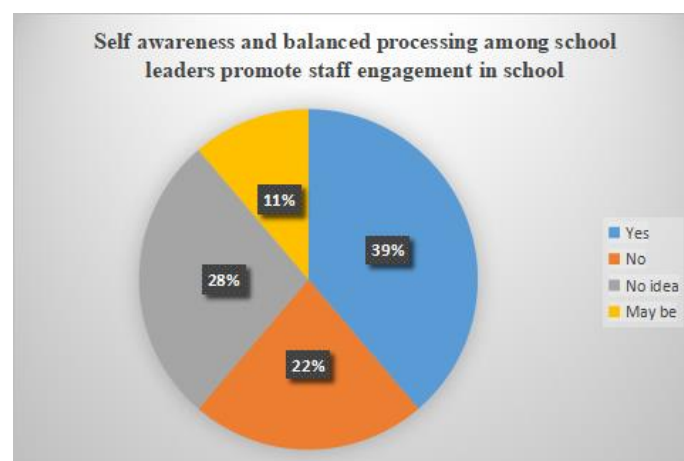


Figure 9

The participants provided their views regarding the awareness in self, and balanced processing among school leaders promote staff engagement in school. A total of 39% of participants responded "Yes," and 22% of participants have responded "No" regarding the question. On a different note, out of the total participants, 28 % of them said that they have no idea, and 11% of the participants were not sure in relation to the question. Thus, it has been analysed that self-awareness and balanced processing among school leaders promote staff engagement in school (see above figure).

School leaders' internalized moral perspective and relational transparency promote staff engagement in school:

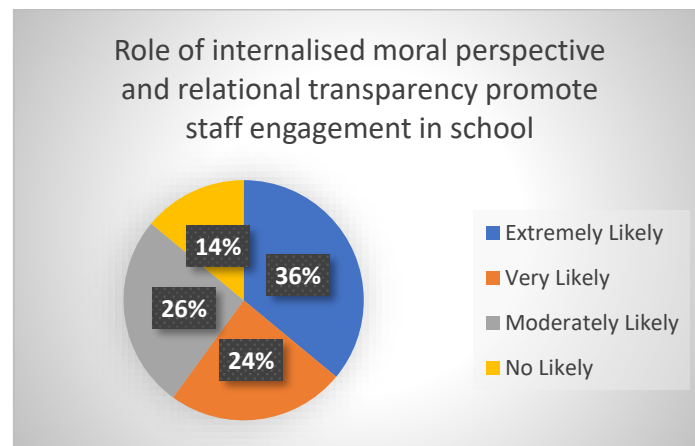


Figure 10

The participants presented their opinion on the question of school leaders' internalized moral perspective, and relational transparency promotes staff engagement in school. A total of 36% of participants have responded "Extremely Likely," and 24% of participants responded "Very Likely" regarding the question. On the other hand, 26% of the participants have said moderately likely, and 14% of the participants were said no likely regarding the question. Thus, it is evaluated from the findings that school leaders' internalised moral perspective and relational transparency promotes staff engagement in school (see above figure).

Confidence among teachers is essential to enhance their efficiency:

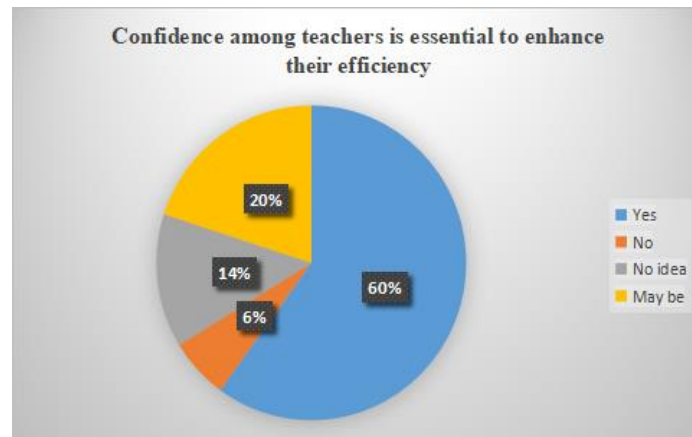


Figure 11

Respondents were asked to state that confidence among teachers is essential to enhance their efficiency. A total of 60% of the participants have responded "Yes," and 6% responded "No" regarding the question. Further, 14% of the participants have stated they have no idea, and 20% of the participants were not sure regarding the question. Overall, it has been analysed that confidence among teachers is essential in order to enhance their efficiency (see above figure).

School leadership allows teachers higher autonomy to make decisions regarding school curriculum and student learning:

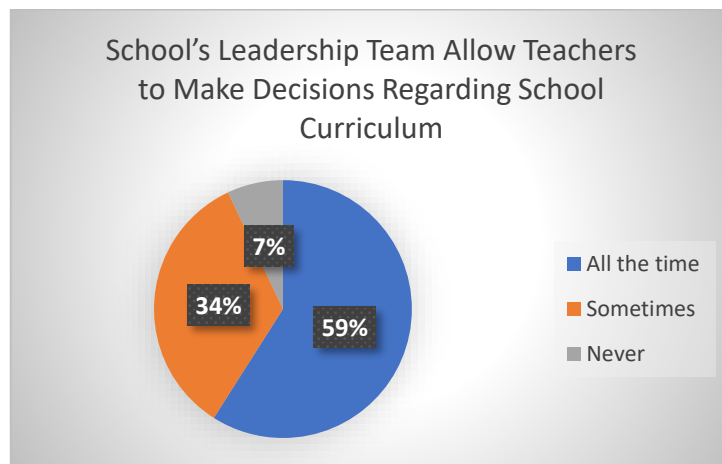


Figure 12

A total of 59% of participants were stated that school leadership allows teachers higher autonomy to make decisions regarding school curriculum all the time. On contrary, out of the total participants, 34% of them have said that it allows some time, and 7% have stated that it never allowed teachers to make decisions regarding school curriculum. Finally, it has been analysed that school leadership allows teachers to make a decision regarding school curriculum and student learning (see above figure).

The school leadership allows you to participate in the decision-making process of the school curriculum and administration:

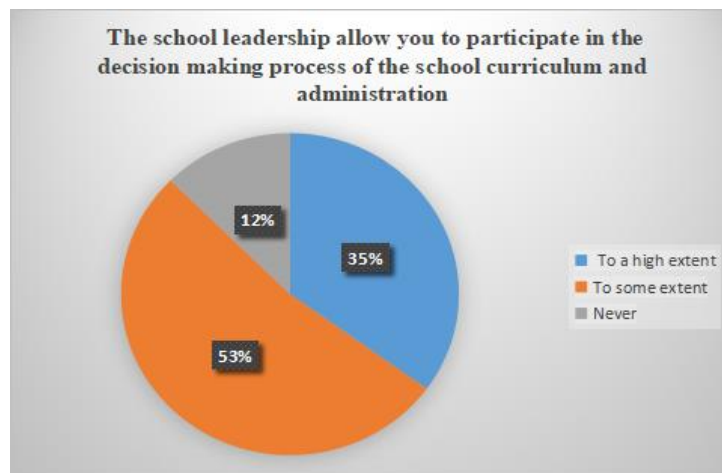


Figure 13

Regarding the school leadership allow them to take part in the process of decision making of the school curriculum and administration; all the participants presented their views. A total of 35% of the participants have stated that it allows them to participate to a great extent, and 53% of the participants have stated that it allows them to participate to some extent. However, 12% of the participants have stated that their school leadership never allows them to take part in the process of decision making. Overall, it has been analysed that the leadership of school does not allow them to take part in the process of decision making regarding administration and school curriculum (see above figure).

The school leadership takes your feedback regarding the decisions or suggestions on school curriculum or administration:

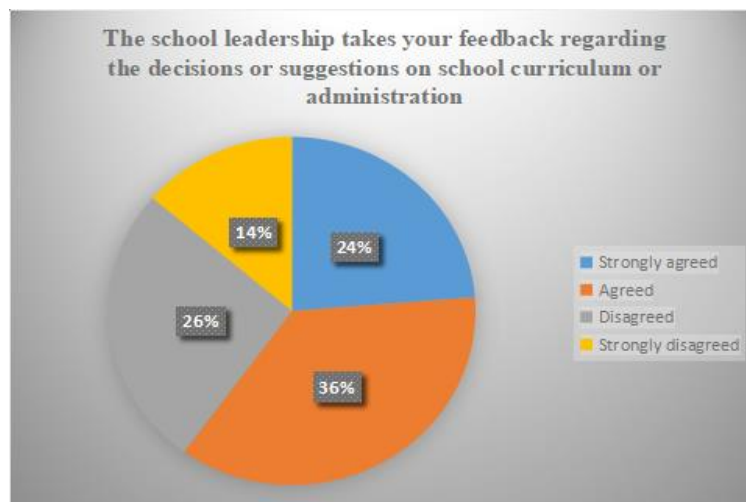


Figure 14

A total of 200 mentioned the level of agreement with regard to the school leadership, taking their feedback regarding the decisions or suggestions on school curriculum or administration. The gathered data has supported in the examining that, out of the total participants, 24% of them mentioned that they highly support the notion that the school leadership collect their feedback with respect to the decisions on school curriculum or administration. In the similar manner, the data gathered also reflected that out of the total participants, 36% of them agreed to the same notion. On the contrary, it has been examined from the responses that 26% of the participants mentioned disagreement to the context that the school leadership collect their feedback regarding the decisions or suggestions on school administration or curriculum. In the similar manner, the data gathered has supported in examining that, out of the total participants, 14% of them mentioned strong disagreement on the same context. Overall, the data gathered has reflected that majority of the participants agreed to the context that the school leadership takes their feedback with regard to the decisions or suggestions on school curriculum or administration (see above figure).

The school leadership boosting your confidence as a teacher:

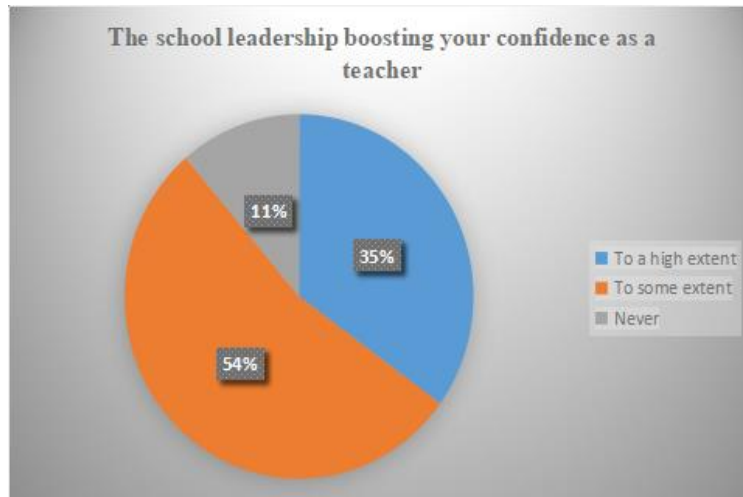


Figure 15

The study participants presented their opinions regarding the leadership of school is helping in boosting their confidence as a teacher. In this context, it has been examined that, out of the total participants, 35 % of them stated that school leadership is helping in boosting their confidence to a great extent. However, 54% of the participants mentioned that it is only to some extent that their school leadership is assisting in boosting their confidence. On the contrary, out of the total participants, an 11% of them stated that their school leadership has never helped in boosting their confidence. Overall, the data collected reflected that a considerable number of total participants stated that the school leadership boosted their confidence to some extent (see above figure).

The school leadership has motivated you to enhance your efficiency as a teacher by providing opportunities to grow and learn:



Figure 16

The participants were asked if their school leadership has motivated them to enhance their efficiency as a teacher by providing growth and learning opportunities. In this relation, the graphical data analysis has shown that out of the total population only 24% participants strongly agree with the view that their school leadership has motivated them to enhance their efficiency as a teacher by providing growth and learning opportunities. Similarly, 45% of the participants also agree to the same context. However, the data depicted that 25% of participants disagreed in this regard that their school leadership practices have helped in motivating and enhancing their efficiency as a teacher by providing learning and growth opportunities (see above figure).

The school leaders listen to your ideas very carefully before making any decision regarding school curriculum:

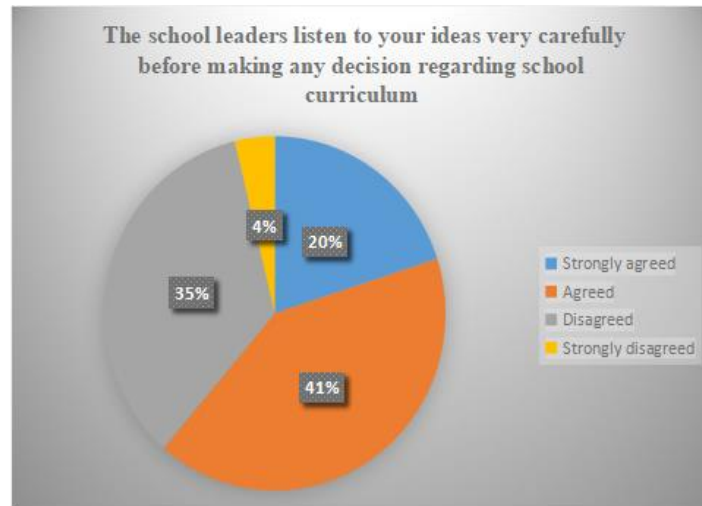


Figure 17

A total of 200 participants were called to present their views in relation that relates to the context that the school leaders listen to their ideas very carefully before making any decision with respect to the school curriculum. The gathered suggest that 20% participants have strongly agreed to the context that their school leaders pay attention to their ideas before making any decision with respect to the development of the school curriculum. Similarly, 41% of participants have similar views in the same context. In addition, 35% participants disagreed that their school leaders do not listen to their ideas before making any decision with respect to the school curriculum. Furthermore, it has been analysed that 4% of the participants have different views and they disagreed with the context. Overall, the gathered data assisted in examining that the significant population of participants agreed that their school leaders listen to their ideas before making any decision related to the development of the school curriculum (see above figure).

The moral values practised by the school leaders at your school motivate you to perform efficiently:

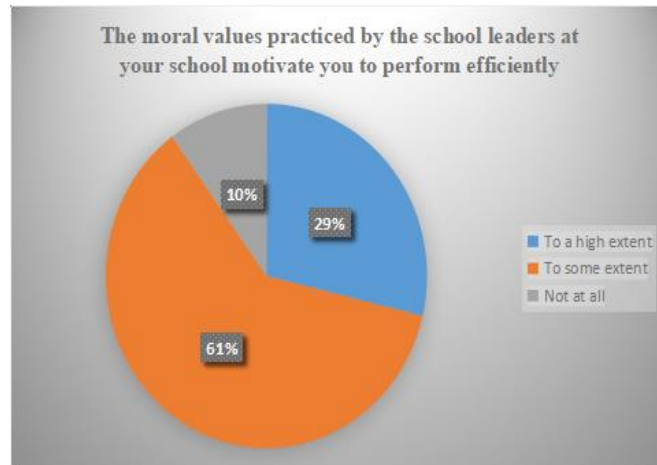


Figure 18

The participants were asked that if the moral values practiced by the school leaders at their school motivate them to perform efficiently. In regards to this context, 29% of the total participants have stated that the moral values being practiced by their school leaders assisted them in motivating them to perform in an effective manner. On contrary, it has been examined that 61% from total population of participants expressed their views that the moral values practiced by their school leaders motivate them to perform efficiently only to some extent. However, it has been analysed that 10% of the participants also mentioned that their school leaders have not at all motivated them to perform efficiently. The above data suggests that majority of the participants mentioned that it is only to some extent that the school leaders provide motivation to staff members to perform efficiently (see above figure).

The school leaders at your school encourage you to accept feeling about yourself and present yourself before others as you are:

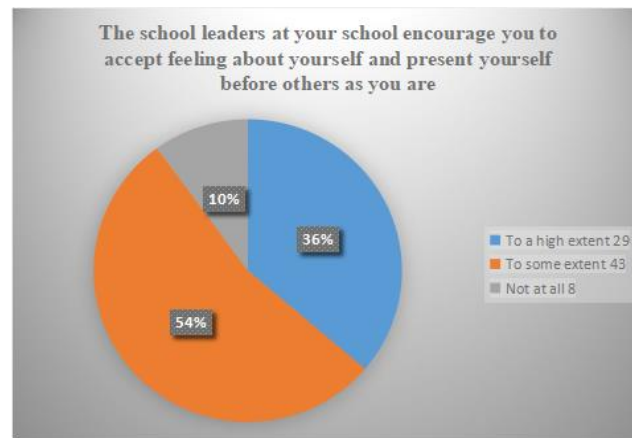


Figure 19

The participants were asked to mention their views on whether their school leaders encourage them to accept their feelings about themselves and present before others as they are. In this relation, 36% of the participants mentioned that their school leaders encourage them to accept their feeling and also present them before others as they are. In addition, 54% of the participants mentioned that it is only to some extent that their school leaders encourage them to accept the feeling and also present themselves before other staff members as they are. However, it has also been analysed that 10% of the participants mentioned that their school leaders do not encourage them to accept their feeling and present, among others as they are (see above figure).

The school leadership motivate you to seek the opinion of other peers before taking any decision:

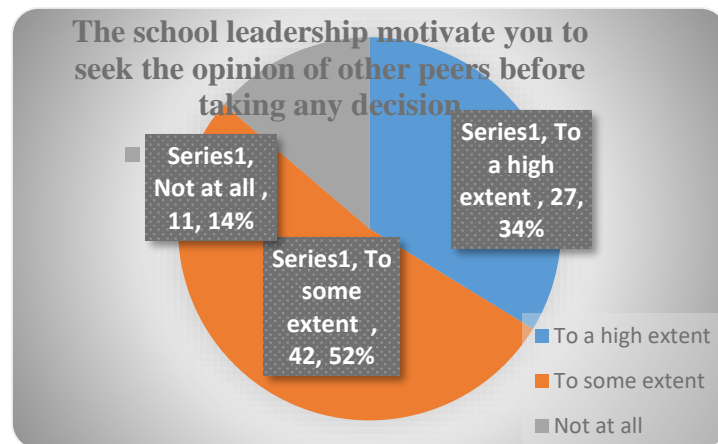


Figure 20

The participants were asked to participate in a survey and answer the question regarding the influence of school leadership in motivating the teachers to seek the opinion of their peers before making any decisions. In this context, 52% of the participant has agreed to some extent that leadership motivate other teachers in order to seek the opinion of other peers. Similarly, 34% of participant highly agrees with the opinion, however, 14% of participants do not agree with the opinion and discard the views. According to them, the leadership does not influence teachers to take opinion from other peers (see above figure).

The school leadership at your school asks you to take position on decisions based on your core values and standards of ethical conduct:

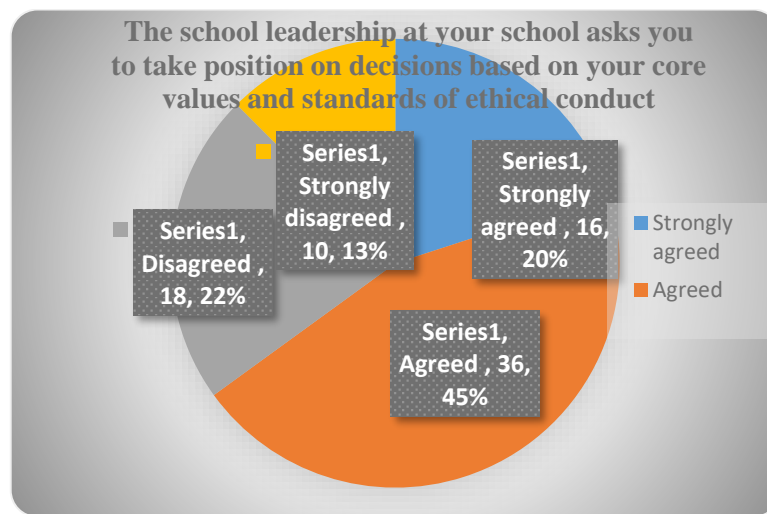


Figure 21

The participants were asked if school leadership at their school asks you to take a position on a decision based on your core values and standard of ethical conduct. 20% of participants strongly agree with the opinion that school leadership impact the decision made by students. 45% of participant agrees with the views that leadership impact the decision-making process of students. 23 % of participants do not agree with the opinion of the questionnaire, furthermore, 12% of participants strongly disagree with the view and states that school leadership does not impact their decisions (see above figure).

School leadership at your school listens to different perspectives and motivates you to speak their minds while taking any decision:

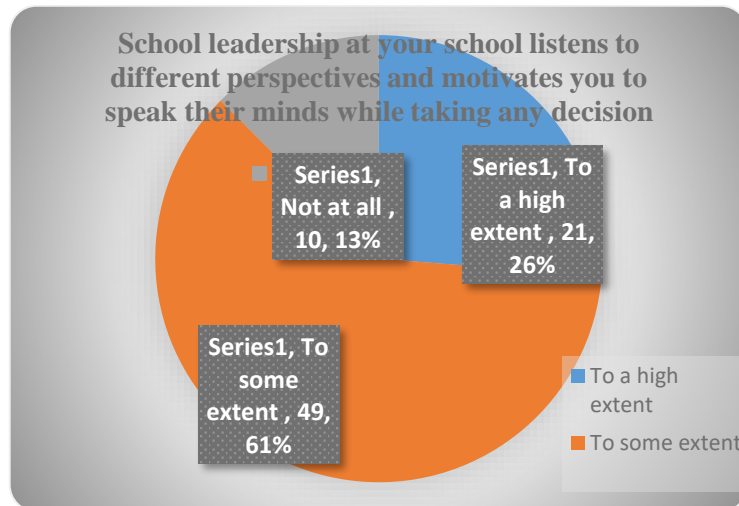


Figure 22

The survey participants were asked to give their opinion regarding the school leadership and the ways it listens to different perspectives and motivates the teachers to speak their minds while taking any decision. In this, a total of 26% of participants responded that school leadership listens to the teachers with different perspectives to a high extent and also motivates them to speak their minds. Contrary to that, 61% of participants believed that only to some extent, school leadership at their school listens to a different perspective of the teachers. However, there were 13 % of the participants mentioned that the school leadership does not listen to different perspectives of teachers and does not motivate them to speak their minds at all while taking any decision. Overall, a majority of participants were in support that, to some extent, school leadership listens to the teachers with different perspectives (See above figure).

The measures can school leadership at your school take to help improve staff engagement:

The school leadership can take measures such as it can introduce training programs for teachers, and increase self-awareness and motivation in them to encourage staff engagement in the school. The school leadership also needs to be authentic and believe in their values so that they motivate the teachers to interact and create engagement within the staff. From the literary findings, it is identified that confidence plays a significant role in enhancing the efficiency level of teachers, and it also improves their performance and contribution to the success of a school. Moreover, it is found that leadership practices of school also allow teachers to make decisions with respect to Dubai school curriculum, administration, and student learning. It is also analysed from the qualitative findings that school leaders generally take feedback from teachers for making effective decisions administration and school curriculum. The qualitative findings are also supported by Marsh and Farrell (2015) that considering feedback from teachers is important for making an effective decision regarding school curriculum because it is helpful in developing an improved learning environment for students (Marsh and Farrell, 2015).

4.2 Summary of Quantitative Results

As per the findings acquired from survey data analysis, it is found that in the field of education, self-awareness is a vital aspect that can help teachers to improve their skills and overcome weaknesses. Teachers should also increase their awareness of their performance and behaviour by taking feedback from students. This process would be helpful for the teachers to have detailed knowledge about their strengths and weaknesses, and it will also enable the teachers to improve their skills and contribute to the success of a school. It is also discussed as per the data findings that transparent interaction between teachers and students is important to develop a better learning environment for students and enrich the learning abilities of students.

4.3 Analysis of Qualitative data

It has been analysed from the qualitative data that the role of school leaders is crucial for encouraging and motivating the teachers to contribute to the success of a school. Authentic leadership is useful for enhancing the engagement level of teachers in the school activities (Ahmad, Zafar and Shahzad, 2015). It is also found that the school leaders allow teachers to involve in the decision-making process with respect to the administration and school curriculum (Mortiboys, 2013). This process is helpful for the leaders to motivate and encourage the teachers to enrich their efficiency and develop a learning environment for students. In addition to this, school leaders also focused on boosting the confidence of teachers by providing them with the autonomy to make decisions for the betterment of the school. Thus, it can be stated that authentic leadership has a positive impact on the level of staff engagement in schools (Marsh and Farrell, 2015). The findings are also evident from the perspective of Mortiboys(2013) that self-awareness among teachers about their performance, weaknesses, perception of students towards them, and strengths is important in order to enhance their capabilities and contribute in the success of school (Mortiboys, 2013).

It is examined from the qualitative findings that leadership practices followed in school generally influence the level of autonomy allocated to the teachers, as it enables the teachers to engage in the process of decision making (Shapiro and Stefkovich, 2016). Furthermore, self-awareness and balance processing among school leaders foster the level of staff engagement in schools. Increasing self-awareness in school about different practices and new regulations encourage teachers to engage in every activity. The findings are also supported according to the views of Shapiro and Stefkovich(2016) that school leaders should maintain internalised moral perspectives, and they should do the right things by considering ethics. Moreover, it is equally important for school leaders to promote relational transparency and internalized morel perspective because it will be helpful in fostering staff engagement in school. The findings are also evident from the study of Ahmad, Zafar and Shahzad (2015) that promoting the environment of ethics and encouraging teachers to maintain

relational transparency is helpful for the leaders to increase the degree of staff engagement in school. School leaders should encourage the teachers to follow ethics and maintain transparency (Ahmad, Zafar and Shahzad, 2015).

4.4 Summary of Qualitative Results

It is also found from the qualitative findings that school leadership also involve in boosting the confidence of teachers to some extent, which is helpful for teachers to enrich their performance towards school success. Additionally, school administration also facilitates opportunities for teachers to grow and learn, which motivate teachers to improve their efficiency. School leaders also listen and consider the ideas provided by the teachers prior to making any decisions. This also motivates teachers to develop an enhanced learning environment for students. The qualitative findings also affirmed that the practices related to moral values motivate teachers to some extent that further encourage the teachers to perform efficiently. The school leaders should emphasis on considering the opinion of teachers while making a decision related to the school curriculum and bringing any change in rules and regulations. This process is helpful for leaders to encourage and motivate the teachers to perform effectively and provide a better learning environment for students. It is also identified from the findings of qualitative data that school leaders ask teachers to involve in the decision based on their core values and standards of ethical conduct. Apart from this, the leaders of school also consider their different perspective while taking any kind of decision for the betterment of the school.

Chapter 5: Conclusion

5.1 Summary of the Study

The written report is focused on the impact of authentic leadership on staff engagement in schools in Dubai. Authentic leadership is a new concept and produce a great impact the performance

and effectiveness of employees working in schools. Leadership is defined as the process of influencing employees and guiding them towards effective working in organisations. The research methodology that is taken in use for research purpose is quantitative method. The quantitative method is considered to be one of the most appropriate and informative research methods. The data is gathered by using the survey method, as the survey method is beneficial in providing precise information about the research subject. Moreover, graphical data analysis is implemented in the collected data, wherein the graphical representation of the data is adopted for showing the obtained data. For the surveying process, people have been randomly selected regardless of their position in organisations. Furthermore, the conclusion regarding the findings is discussed in the section below.

5.2 Key Findings

The research finding depicted that authentic leadership produces remarkable impact on staff behavior and attention in the schools in Dubai. It has been found that authentic leadership has various attributes that have an important role in deciding its impact on staff engagement in the schools in Dubai. One such aspect is the self-awareness to conduct oneself in the field of education. A majority of the participants in the research identified that self-awareness is highly important for a person to conduct himself in the field of education, which signifies its contribution to the staff engagement and in the area of education in general. The literature findings also support that self-awareness is must for an individual to improve themselves in an authentic way.

Further, it is also analyzed from the finding of the research that most of the participants that have taken part in the research support that the personal values, reliable and transparent interactions between staff members and high moral character are highly significant for the education sector. It has been found that moral character and values are essential to creating a positive environment for staff members in the field of education. It has also been noted that transparent interactions and reliability helps in finding a purpose for oneself.

In the similar manner, regarding the impact that leadership produces on autonomy of the teachers in the school, it has been found that most of the participants agree with it that leadership influences the level of autonomy granted to the teachers. The research and literature findings have clearly shown that the autonomy of teachers is directly associated with their efficiency and productivity. The findings also suggest that autonomy also influences the performance of students to a significant extent, which justifies that autonomy is important for teachers in an educational setting.

From the above report it is deduced that self-awareness and balanced processing among school leaders promote staff engagement in school. Though the majority of the participants have identified the impact of balanced processing and self-awareness on the staff engagement; however, a considerable number of participants are yet to find the impact of balanced processing and consciousness of leaders on promoting the staff engagement in the schools.

In regards to the influence of school leaders' internalised moral perspective and relational transparency in promoting the staff engagement in schools, it has been found that the moral perspective and transparency helps in promoting the staff engagement in school as it develops the transparency helps in developing the trust between staff members and the leaders. It has also been found that the moral perspective helps in promoting staff authenticity and development in the behaviour of the staff in the schools.

It has also been identified from the findings of the research that the leaders of the school listen to the ideas of the staff members carefully and includes them in the process of decision making in regards to the curriculum of the school. Such practices in the field of education are found to increase staff engagement. In a similar context, it has also been found that the school leaders encourage the teachers to accept feelings about themselves. It is found to help the teachers in increasing their confidence regarding themselves and in their roles, which is highly important for them to indulge in the engagement with the staff members in the school.

The research findings have also shown that the school leadership motivates the employees to seek the opinion of their peers before they make any decisions so that they can increase the interaction with the staff members. A major of the participants found that it is a healthy practice to take the opinion of their peers as it helps them in engaging with the staff members while they get help in the effective decision making for the school.

Similarly, the findings of the research depicts that one of the attributes of leadership in the field of education is to motivate the teachers on taking positions based on their core values and ethical standards and conducts. It has been found that the leaders in the school are effectively pushing the teachers to take a position with all values and ethical standards. It is found to create trust between the leadership and teachers, which is highly essential for the school to improve its staff engagement. Furthermore, the research finding shows that there is a need for relevant measures to enhance the productivity of authentic leadership in the schools of Dubai. It is found that such measures are important for the leaders to increase the operational efficiency of the schools and also proves the authenticity of their leadership. By concluding the overall research the result found states that authentic leadership is proved to be an essential tool in the schools of Dubai and has impacted the working significantly. The authentic leadership highly influences the staff engagement in the Dubai schools as they constantly work towards the betterment of the school, students, and the teachers.

5.3 Recommendations

- From key finding of the report, it is recommended that leadership programs should be implemented in the schools of Dubai for the development of leaders. Management could introduce various types of programs for improving the leadership skills of leaders. Personal behaviour, trust, and teamwork are important aspects of leadership; thus, management should improve these ethical values by providing adequate training to leaders. Human Resource Department (HRD) is important for the school as it shapes the working and plays significant

role in training leaders to adopt a more authentic approach in the schools. HRD is also responsible for providing training to leaders, and effective training is essential for the ethical growth of leaders in schools (Gardner, Coglisier and Davis, 2011).

- Furthermore, studying the impact of environmental factors on the leaders is very crucial to the management. Environmental factors highly influence leadership skills pertaining to their ethical behaviour and decision making. Only management is not compelled to adopt authentic leadership in the schools; rather, leaders also need to take equal part in the adaptation of authentic leadership. Leaders have to increase their insights into the working of schools and management and have to start from the infancy stage to gain appropriate knowledge about their respective schools. From classes to the working of management, leaders have to get involved in all the actions (Rego *et al.*, 2012). Such actions are important in gaining the trust of the teachers, clerks, other staff, and management.
- Leaders need to improve their quality of leadership by interacting more and more with other employees in schools. Building a good relationship with employees in schools is essential for leaders, as this will help them to create a two-way communication channel. Taking the initiative is also crucial for leaders as it will provide them with fundamental decision-making opportunity. Initiatives taken by leaders show their willingness to cater to schools and employees with necessary changes. Initiatives are essential to motivate the employees of schools, and in this way, employees also take part in the well-being of schools. Leaders work as a primary source of inspiration for employees of the schools. Hard-working and innovative leaders could actuate their employees towards effective working. Self-control is an essential attribute to be displayed by the leaders, as controlled leaders will work with higher efficiency and produce justified results (Wong and Laschinger, 2013).
- Multiple times, leaders fail while dealing with emotional problems and such situations result in the ineffective working of schools. However, self-controlled leaders will cope with the situation

and do not let emotions ruin their work. Management decisions cannot be overturned by employees, as the decisions percolate through the top-level; however, courageous leaders can overturn the decision if they find the decision to be inappropriate. Several leaders break their promises when pressurised by the management. Such situations result in the breaking of trust between leaders and students. Authentic leaders have good-relationship with their employees and students; thus, leader needs to be firm on their decision even when under pressure from the top management. Relationships are very crucial for leaders and to be authentic leaders, building a strong relationship with employees and students of schools. Leaders in their journey to be effectively authentic need to trust their decision and motivate their employees to follow their decision. No one is born perfect, and hence, leaders are also prone to make mistakes. However, authentic leaders do not hide them; instead, these leaders learn from their mistakes and rectify them in their future working (Leroy, Palanski and Simons, 2012).

5.4 Implication

In practical life, authentic leadership could be implied in the schools of Dubai to increase the effectiveness of the schools. Furthermore, authentic leadership could benefit schools by increasing their productivity and applying innovative approaches to the working of schools. Authentic leadership plays significant role in gaining a competitive advantage in the market and provide a high amount of revenue to schools. Leaders could develop a high amount of positive psychological capacities and increased transparency, which results in building trust formation between various segments of employees. Authentic leadership will allow the team leaders and team members to work with more flexibility. Optimism could be easily generated even in times of difficulties and challenges with the help of authentic leadership. Authentic leadership implicates employees' leniency in schools, maintain a flexible and realistic perspective, and nurture higher future opportunities for the leaders.

5.5 Limitation

Authentic leadership is an important leadership style; however, there are several issues with authentic leadership. At various times, leaders do not support changes and resist adopting a new leadership style. Authentic leadership depends upon self-knowledge and self-awareness; and to gather knowledge, it takes lots of time and hard work. Leaders at several times fail to build relationships due to lack of knowledge; hence, a leader needs to be authentic. However, various researchers have suggested that in the current world, it is difficult to be completely authentic. Acting true to oneself and being authentic is a difficult task, as various leaders stick to implemented rules and regulations of schools for maintaining their image.

5.6 Scope for Further Study

The present research has attempted to provide detailed findings and the information regarding the research subject. This research provides a great scope for the scholars to further study the topic and conduct future research in the field of the described topic and study the impact on staff engagement in the schools of the UAE, except the schools in the city of Dubai as it has already been covered in this study. The present research study has some limitations as well, such as it has incorporated the quantitative research methodology in which the survey method is used to obtain participants response. The method used for the purpose of survey is not considered to be very detail-oriented regarding the participants' opinions. Therefore, future researchers can use qualitative methodology to get in-depth responses from the participants.

5.7 Concluding Note

I found from the overall research study that authentic leadership is crucial for development of creative and efficient skills in students at the classroom, which in turn, help them in delivering higher productivity to achieve life achievements. The result finding implicates authentic leadership impact and its various attributes have a potent impact on the engagement of staff within the schools of Dubai. In relation with the primary objective of research, this research study has also presented the

measures to upgrade the potency of authentic leadership in the schools of Dubai, so that it can make an impact on staff engagement in the schools. The research study will provide a positive outcome in making teachers aware of adopting authentic leadership practices to engage students in a more effective and efficient manner. Furthermore, the research could be beneficial for future researchers in conducting a study in a similar domain.

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Appendix 1: Validated survey Instrument

Dear Participant,

This research is being conducted on the role of authentic leadership in driving staff performance in UAE, particularly Dubai schools. The study intends to determine the staff engagement level associated with Dubai schools and the extent to which authentic leadership impacts it. The responses of the survey will be solely used to address the aim and objectives of the research. The respondents are also assured that the confidentiality of their responses and the anonymity of their identities will be effectively maintained throughout the conduct of the research. The respondents are requested to feel free to provide their responses and opinions according to their experience and knowledge.

General Background Questions

Q1. What is your gender?

- a) Male
- b) Female

Q2. For how many years have you been working in the education sector?

- a) 1 year to 5 years
- b) 6 years to 10 years
- c) 11 years to 15 years
- d) More than 15 years

Q3. For how many years have you been working in this school?

- a) 0 year to 5 years
- b) 6 years to 10 years
- c) 11 years to 15 years
- d) More than 15 years

Q4. What is your highest degree?

- a) Doctorate
- b) Masters or equivalent post-graduate degree/diploma
- c) Bachelors or equivalent university degree/diploma
- d) Below bachelors (associate degree, non-degree certification program, etc.)

Q5. What level of students do you teach in this school?

- a) Senior high school
- b) Middle/Junior high school
- c) Elementary/Kindergartenschool

Q6. In what region is the university/institution where you earned your highest degree based?

- a) middle east/north Africa
- b) Indian subcontinent
- c) east Asia
- d) sub-Saharan Africa
- e) Europe or Australia
- f) Americas
- g) other

Significance of Authentic Leadership in Educational Context

Q6. Do you agree with the statement that, self-awareness is crucial to conduct oneself authentically in the field of education?

[Authentic conduct: Authentic conduct is a manner in which teachers discuss, explore and meaningfully construct relationships with students to engage them in a better way.]

- a) Strongly agreed
- b) Agreed
- c) Disagreed
- d) Strongly disagreed

Q7. To what extent do you feel personal values, reliable and transparent interactions and high moral character are essential for the leaders to demonstrate in the education sector?

- a) To a high extent
- b) To some extent
- c) To a low extent
- d) No effect

The Interrelationship between Authentic Leadership and Staff Engagement

Q8. In your opinion, does leadership at school influence the level of autonomy granted to the teachers?

- a) Yes
- b) No
- c) No idea
- d) May be

Q9. In your opinion, can self-awareness and balanced processing among school leaders promote staff engagement in school?

[Balanced Processing: Balanced personality is the one in which the key traits of an individual such as warmth, openness to feelings, positive emotions and straightforwardness remain of average integrity throughout their life.]

- a) Yes
- b) No
- c) No idea
- d) May be

Q10. According to you, how likely the internalized moral perspective and relational transparency promote staff engagement in school?

- a) Extremely Likely

- b) Very Likely
- c) Moderately Likely
- d) No Likely

Q11. Do you believe confidence among teachers is essential to enhance their efficiency?

- a) Yes
- b) No
- c) No idea
- d) Maybe

The Impact of Authentic Leadership on Staff Engagement in Regard to Your Dubai School

Q12. Does your school's leadership team allow you higher autonomy to make decisions regarding school curriculum?

- a) All the time
- b) Sometimes
- c) Never

Q13. To what extent does the school leadership allow you to participate in the decision-making process of the school curriculum and administration at any levels?

- a) To a high extent
- b) To some extent
- c) Never

Q14. Do you agree that the school leadership takes your feedback regarding the decisions or suggestions on school curriculum or administration?

[Decision and suggestions regarding: standards to follow, instructional practices to choose from, materials or technology to use, assessments to administer]

- a) Strongly agreed

- b) Agreed
- c) Disagreed
- d) Strongly disagreed

Q15. To what extent does the school leadership boost your confidence as a teacher?

- a) To a high extent
- b) To some extent
- c) Never

Q16. Do you agree that the school leadership has motivated you to enhance your efficiency as a teacher by providing to opportunities to grow and learn?

- a) Strongly agreed
- b) Agreed
- c) Disagreed
- d) Strongly disagreed

Q17. Do you agree that the school leaders listen to your ideas very carefully before making any decision regarding school curriculum?

- a) Strongly agreed
- b) Agreed
- c) Disagreed
- d) Strongly disagreed

Q18. To what extent do you believe that the moral values practiced by the school leaders at your school motivate you to perform efficiently?

- a) To a high extent
- b) To some extent
- c) Not at all

Q19. To what extent do you agree that the school leaders at your school encourage you to accept feeling about yourself and present yourself before others as you are?

- a) To a high extent
- b) To some extent
- c) Not at all

Q20. To what extent does the school leadership motivate you to seek the opinion of other peers before taking any decision?

- a) To a high extent
- b) To some extent
- c) Not at all

Q21. Do you agree that the school leadership at your school asks you to take position on decisions based on your core values and standards of ethical conduct?

- e) Strongly agreed
- f) Agreed
- g) Disagreed
- h) Strongly disagreed

Q22. To what extent does school leadership at your school listens to different perspectives and motivates you to speak their minds while taking any decision?

- a) To a high extent
- b) To some extent
- c) Not at all

Q23. In your opinion, what measures can school leadership at your school take to help improve staff engagement?

Appendix 2: Consent Form for Research Participants

Dear Research Participant,

I am conducting an academic research with the title, 'The Impact of Authentic Leadership on Staff Engagement in Schools in Dubai'. I am willing to conduct a survey for data collection. This research work is performed solely for the academic purpose, and your responses along with personal information will be kept private and secured through password protected technique. The collected information will only be used for research work and academic purposes, and it does not intend to cause any damage to you. Your identities including name, designation and E-mail ID will be kept confidential and secured. You can provide your viewpoints and share your perspectives freely regarding Impact of Authentic Leadership on Staff Engagement in Schools. You are allowed to retract your participation from the data collection process as per your convenience. I am highly thankful for your support and contribution in the data collection in terms of your time, insights and experiences.

Signature

Name of Research Participant

Appendix 3: Permission Letter

Date: 20 September 2019

Dear Researcher,

It is under my knowledge that you have planned to execute the research study in the premises of our organisation. We have gone through entire research design, chosen sample as well as the ethical considerations that you are planned to be followed in this study. We have no objection on the commencement of this research. Please maintain organisational integrity as well as dignity and confidentiality of the chosen research participants.

Thanks and Regard

Appendix 4: A sample of completed questionnaire

Survey Questionnaire

Dear Participant,

This research is being conducted on the role of authentic leadership in driving staff performance in UAE, particularly Dubai schools. The study intends to determine the staff engagement level associated with Dubai schools and the extent to which authentic leadership impacts it. The responses of the survey will be solely used to address the aim and objectives of the research. The respondents are also assured that the confidentiality of their responses and the anonymity of their identities will be effectively maintained throughout the conduct of the research. The respondents are requested to feel free to provide their responses and opinions according to their experience and knowledge.

General Questions

Q1. What is your gender?

- c) Male
- d) Female

Q2. For how many years have you been working in the education sector in Dubai?

- e) 1 year to 5 years
- f) 6 years to 10 years
- g) 11 years to 15 years
- h) More than 15 years

Q3. For how many years have you been working in this school?

- e) 1 year to 5 years
- f) 6 years to 10 years
- g) 11 years to 15 years
- h) More than 15 years

Q4. What is your qualification?

- e) Doctorate
- f) Post Graduate
- g) Graduate
- h) Undergraduate

Q5. What level of students do you teach in this school?

- d) Senior high school
- e) Junior high school

- f) Elementary school

Significance of Authentic Leadership in Educational Context

Q6. In your opinion, is self awareness to conduct oneself authentically significant in the field of education?

- a) Yes
- b) No
- c) No idea
- d) May be

Q7. According to you, to what extent does personal values, reliable and transparent interactions and high moral character be significant for education sector?

- e) To a high extent
- f) To some extent
- g) To a low extent
- h) No effect

The Interrelationship between Authentic Leadership and Staff Engagement

Q8. In your opinion, does leadership at school influences the level of autonomy allocated to the teachers?

- e) Yes
- f) No
- g) No idea
- h) May be

Q9. According to you, can self awareness and balanced processing among school leaders promote staff engagement in school?

- e) Yes
- f) No
- g) No idea
- h) May be

Q10. According to you, can school leaders' internalized moral perspective and relational transparency promote staff engagement in school?

- e) Yes
- f) No
- g) No idea
- h) May be

Q11. Do you believe confidence among teachers is essential to enhance their efficiency?

- e) Yes
- f) No
- g) No idea
- h) May be

The Impact of Authentic Leadership on Staff Engagement in Regard to Dubai Schools

Q12. Does the school leadership allow you higher autonomy to make decisions regarding school curriculum and student learning?

- d) All the time
- e) Sometimes

f) Never

Q13. To what extent does the school leadership allow you to participate in the decision making process of the school curriculum and administration?

d) To a high extent

e) To some extent

f) Never

Q14. Do you agree that the school leadership takes your feedback regarding the decisions or suggestions on school curriculum or administration?

e) Strongly agreed

f) Agreed

g) Disagreed

h) Strongly disagreed

Q15. To what extent does the school leadership boosting your confidence as a teacher?

d) To a high extent

e) To some extent

f) Never

Q16. Do you agree that the school leadership has motivated you to enhance your efficiency as a teacher by providing to opportunities to grow and learn?

e) Strongly agreed

f) Agreed

g) Disagreed

h) Strongly disagreed

Q17. Do you agree that the school leaders listen to your ideas very carefully before making any decision regarding school curriculum?

e) Strongly agreed

f) Agreed

g) Disagreed

h) Strongly disagreed

Q18. To what extent do you believe that the moral values practiced by the school leaders at your school motivate you to perform efficiently?

d) To a high extent

e) To some extent

f) Not at all

Q19. To what extent do you agree that the school leaders at your school encourage you to accept feeling about yourself and present yourself before others as you are?

d) To a high extent

e) To some extent

f) Not at all

Q20. To what extent does the school leadership motivate you to seek the opinion of other peers before taking any decision?

d) To a high extent

e) To some extent

f) Not at all

Q21. Do you agree that the school leadership at your school asks you to take position on decisions based on your core values and standards of ethical conduct?

- i) Strongly agreed
- j) Agreed
- k) Disagreed
- l) Strongly disagreed

Q22. To what extent does school leadership at your school listens to different perspectives and motivates you to speak their minds while taking any decision?

- d) To a high extent
- e) To some extent
- f) Not at all

Q23. In your opinion, what measures can school leadership at your school take to help improve staff engagement?

Engage staff in various activities to let them interact with each other.

Raghad Shalaldeh
Team Leader
American Curriculum School
September 16, 2019