

**An Investigation into the Impact of School Leadership
Practices and School Policies on Abu Dhabi (UAE)
Governmental School Inspection Outcomes**

البحث في تأثير ممارسات القيادة المدرسية والسياسات المدرسية على نتائج
الرقابة والتقييم المدرسي في المدارس الحكومية في أبو ظبي (الإمارات العربية
المتحدة)

by
SAMAH MOHAMED ALI AL THEHLI

**A thesis submitted in partial fulfilment
of the requirements for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION**

at
The British University in Dubai

May 2023

الجامعة
البريطانية في
دبي



The
British University
in Dubai

An Investigation into the Impact of School Leadership Practices and School Policies on Abu Dhabi (UAE) Governmental School Inspection Outcomes

البحث في تأثير ممارسات القيادة المدرسية والسياسات المدرسية على نتائج الرقابة والتقييم المدرسي في المدارس الحكومية في أبو ظبي (الإمارات العربية المتحدة)

by

SAMAH MOHAMED AL THEHLI

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

at

The British University in Dubai
May 2023

Thesis Supervisor
Professor Christopher Hill

Approved for award:

Name
Designation

Name
Designation

Name
Designation

Name
Designation

Date: _____

DECLARATION


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that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

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

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

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

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



Signature of the student

COPYRIGHT AND INFORMATION TO USERS

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

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

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

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

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

ABSTRACT

This thesis focuses on how schools implement three of six standards in the UAE inspection framework which are: Standard 3, teaching and assessment based on teaching for effective learning; Standard 5, how protection, care, guidance, and support of students has been implemented; and Standard 6, leadership, and management, which illustrates gaps in educational leadership due to differences in the direction, vision, and communication.

The study's significance is that it will help determine how school leadership practices influence governmental school inspection outcomes in the UAE. School leadership must have supporting standards that schools should implement to improve their performance. There is a gap on the impact of leadership practices on school performance management and inspection outcomes in the UAE. Although the UAE school inspection framework emphasizes a visionary education system that is knowledge-based and drives innovation through research, it provides standards to ensure comprehensive performance to achieve quality education (Ministry of Education, 2017). It clearly defines the specific governance systems that should aid schools in implementing the framework.

This research is expected to provide details about new leadership practices that should be developed to help school principals identify and implement good educational and learning practices and offer recommendations on how to implement the inspection framework to improve performance. The research also provides a distinctive recommendation for school principals to develop their performance using the government excellence system in the United Arab Emirates GEM 2.

ملخص

يركز هذا البحث على كيفية تنفيذ المدارس لثلاثة من ستة معايير في إطار الرقابة في دولة الإمارات العربية المتحدة وهي: المعيار 3 ، التدريس والتقييم القائم على التدريس من أجل التعلم الفعال. المعيار 5 ، كيف تم تنفيذ الحماية والرعاية والتوجيه والدعم للطلاب ؛ والمعيار 6 ، القيادة والإدارة ، والذي يوضح الفجوات في القيادة التربوية بسبب الاختلافات في الاتجاه والرؤية والاتصال.

تكمن أهمية الدراسة في أنها ستساعد في تحديد كيفية تأثير ممارسات القيادة المدرسية في المدارس الحكومية على نتائج الرقابة في دولة الإمارات العربية المتحدة. يجب أن يكون للقيادة المدرسية معايير داعمة وعلى المدارس تطبيقها لتحسن من أداءها. هناك فجوة حول تأثير ممارسات القيادة على إدارة الأداء المدرسي ونتائج الرقابة في دولة الإمارات العربية المتحدة. على الرغم من أن إطار الرقابة المدرسي في دولة الإمارات العربية المتحدة يؤكد على نظام تعليمي ذو رؤية قائمة على المعرفة ويقود الابتكار من خلال البحث ، و يوفر معايير لضمان الأداء الشامل لتحقيق جودة التعليم (وزارة التربية والتعليم ، 2017). ويحدد بوضوح أنظمة الحوكمة المحددة التي ينبغي أن تساعد المدارس في تنفيذ إطار الرقابة.

من المتوقع أن يوفر هذا البحث تفاصيل حول ممارسات قيادية حديثة يجب تطويرها لمساعدة مديري المدارس على تحديد و تطبيق الممارسات التربوية و التعليمية الجيدة وتقديم التوصيات في آلية تنفيذ إطار الرقابة لتحسين الأداء. كما أن البحث يقدم توصية مميزة لمديري المدارس لتطوير أداءهم باستخدام منظومة التميز الحكومي في دولة الامارات العربية المتحدة 2.GEM.

DEDICATION

I owe my lovely husband Majed and my children the utmost thanks. I will always be grateful for the unwavering support and love I got while working on my thesis.

I am appreciative of my amazing parent for their continuous care and encouragement, which serve to inspire and motivate me.

Sincere gratitude to my stunning sisters and brothers for helping me stay grounded and for believing in me; they were a major contributing factor to my triumphs.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my advisor, Professor Christopher Hill for his continued guidance and support. Prof. Hill has been an inspiration as I hurdled through the path of this PhD degree. He was listening to all my questions and concern in any time with much patience. I will never forget that.

This thesis would not have been possible without Professor Sufian A. Forawi, whose guidance from the initial step in research enabled me to develop an understanding of the subject.

I gratefully recognize the help of the British University for providing opportunities for me to learn and grow.

My sincere thanks go to the school principals who agreed to participate in this research and for their patience and understanding.

I gratefully recognize the encouragement of my colleagues at work who are always offering help and giving advice.

Finally, I am thankful for my dear friend Qadraya Al Ali who always there to lift me up when I was struggling and draw a smile in my face with her positive vibes.

TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
LIST OF FIGURES	v
LIST OF TABLES	vi
LIST OF ABBREVIATIONS.....	vii
LIST OF DEFINITIONS.....	II
CHAPTER 1: INTRODUCTION	1
<i>1.1 Background</i>	3
1.1.1 The School Inspection framework.....	5
1.1.2 Variations in School Accountability	10
<i>1.2 Significance of the Study</i>	14
<i>1.3 Statement of the Problem</i>	14
<i>1.4 Purpose of the Study</i>	16
<i>1.5 Research Questions</i>	18
<i>1.6 Rationale</i>	20
<i>1.7 Research Design</i>	20
<i>1.8 Major Concepts</i>	20
<i>1.9 Outline of the Thesis</i>	21
<i>1.10 Chapter conclusion</i>	22
CHAPTER 2: LITERATURE REVIEW	24
2.1 Introduction	24
2.2 Overview	24
2.3 Theoretical Framework	27
2.4 Contextual Framework.....	30
2.4.1 Human Relations Theory	32
2.4.2 Critical Theory	33
2.4.3 Scientific Management Theory	33
2.5 Scope of the UAE education System	34
2.5.1 Education Inspection	37
2.5.2 Professional Identity, Inspection Practices, and School Accountability	40
2.5.3 Understanding School Inspections	45
2.5.4 Difference between Inspection and Supervision	46
2.5.5 Inspectorate System in education	49
2.5.6 School Inspection and Quality of education in Other Countries.....	53
2.6 Quality of education in the UK	54

<i>2.7 Standards and Thresholds</i>	59
<i>2.8 Polycentric School Inspection</i>	62
<i>2.9 Finland</i>	66
<i>2.10 Quality of education in the UAE</i>	66
2.10.1 Inspection framework for the UAE schools	70
2.10.2 Promoting Innovation in Schools	72
2.10.3 Promoting Inclusion	74
2.10.4 School Self-evaluation	75
2.10.5 A Framework for Performance Indicators and Standards	76
2.10.6 Quality of Governance and Partnership with Family/Community	80
2.10.7 School Improvement Planning and Self-evaluation	85
<i>2.11 Impact of School Inspection in the UAE</i>	88
<i>2.12 School Transformation and Performance</i>	104
<i>2.13 Impact of Leadership Practices</i>	105
<i>2.14 Conclusion</i>	105
CHAPTER 3: METHODOLOGY	108
<i>3.1 Introduction</i>	108
<i>3.2 Research Design</i>	109
<i>3.3 Research Process</i>	112
3.3.1 Implementation	112
3.3.2 Priority	112
3.3.3 Integration	113
3.3.4 Theoretical Perspective	113
<i>3.4 Pragmatic Research Philosophy</i>	113
<i>3.5 Site/Context</i>	122
<i>3.6 Participant Selection</i>	122
<i>3.7 Data Collection Tools</i>	128
3.7.1 Preparation of Data Collection Instruments	128
3.7.2 Reliability, Validity, and Trustworthiness	130
3.7.3 Expanding Field Research	134
3.7.4 Persistence in Observation	135
<i>3.8 Interview</i>	135
3.8.1 The Interview Process	141
3.8.2 School Inspection Reports	143
<i>3.9 Data Analysis</i>	143
3.9.1 The technique of Data Analysis	144

3.9.2 Data Reduction	144
3.9.3 Data Display	144
3.9.4 Drawing and verifying the conclusion.....	144
3.9.5 Qualitative Data Analysis Process.....	146
<i>3.10 Ethical Considerations</i>	<i>147</i>
3.10.1 Ethical expectation.....	148
3.10.2 Informed consent	149
3.10.3 Risk of harm, anonymity, and confidentiality.....	150
3.10.4 Conflict of interest.....	152
<i>3.11 Limitations and Delimitations of the Study</i>	<i>153</i>
<i>3.12 Chapter Conclusion</i>	<i>154</i>
CHAPTER 4: RESULTS.....	156
<i>4.1 Introduction</i>	<i>156</i>
<i>4.2 Demographics</i>	<i>156</i>
<i>4.3 Standard 3</i>	<i>158</i>
4.3.1 Variations in teaching and assessment strategies	158
4.3.2 Influence of assessment on school outcomes and performance during an inspection	164
<i>4.4 Standard 5</i>	<i>172</i>
4.4.1 Variations in practice between outstanding and poor performing schools regarding protection, care, guidance, and support for students	172
4.4.2 Financial influence on school performance	178
4.4.3 Impact of leadership practices on guidance and support in schools to influence performance.....	183
<i>4.5 Standard 6</i>	<i>190</i>
4.5.1 Impact of effective leadership on governmental school inspection outcomes .	190
4.5.2 Impact of self-evaluation and improvement planning on improving inspection outcome compared to third party audits	195
<i>4.6 School's Inspection Reports</i>	<i>201</i>
<i>4.7 Recommendations</i>	<i>206</i>
4.7.1 Recommendation 1: Ensuring the Standardisation of Teaching and Assessment Practices to Eliminate Performance Differences between Schools.....	207
4.7.2 Recommendation 2: Providing Protection, Care, Guidance, and Support for All Students.....	207
4.7.3 Recommendation 3: Adopt Robust Leadership Approaches in Schools	208
4.7.4 Recommendation 4: Self-evaluation and Improvement Planning to Promote Positive Outcomes	209
<i>4.8 Chapter Conclusion</i>	<i>223</i>

CHAPTER 5: SUMMARY, IMPLICATIONS, CONCLUSIONS	225
<i>5.1 Introduction</i>	225
<i>5.2 Summary of the Study</i>	225
<i>5.3 Discussion</i>	229
5.3.1 Effects of variations in teaching and assessment strategies on Inspection Outcomes	229
5.3.2 Protection, care, guidance and support for students	236
5.3.3 Impact of Effective Leadership, Self-Assessment, and Improvement Planning on Inspection Outcomes	244
<i>5.4 Implications.....</i>	253
<i>5.5 Suggestions for Further Research</i>	260
<i>5.6 Conclusion</i>	260
REFERENCES	267
APPENDICES	288
<i>Appendix A: Interview Questions</i>	288
<i>Appendix B: Consent Form.....</i>	289

LIST OF FIGURES

Figure 1: MOE Key Targets for 2021(Ministry of Education Strategic Plan 2017-2021, 2020).....	1
Figure 2: Conceptual Framework (Ehren and Visscher, 2006)	30

LIST OF TABLES

Table 1-The cycle and gender composition.....	157
4.7.5 Table 2-Recommendations based on the inspection framework	210
4.7.6 Table 3-How to implement the UAE Excellency Model GEM 2 in school.....	217

LIST OF ABBREVIATIONS

ADEC	National Board of education
Abu Dhabi Education Council	OFSTED
ADEK	Office for Standards in education
The Abu Dhabi Department of Education and Knowledge	PISA
CAA	Program for International Student Assessment
The Commission for Academic Accreditation	RQ1
DSIB	Research Question One
Dubai Schools Inspection Bureau	RQ2
EFA	Research Question Two
Education For All	RQ3-1
ESE	Research Question Three-1
The Emirates Schools Establishment	RQ3-2
ESIS	Research Question Three-2
Student Information System	RQ4
FSE	Research Question Four
The Federal State education	RQ5:
GEM 2	Research Question Five
The UAE Government Excellence Model	RQ6
HMI	Research Question Six
Her Majesty's Inspectorate	SSE
IB	School Self-evaluation
International Baccalaureate	TIMSS
ICT	Trends in International Mathematics and Science Study
Information Communications Technology	TPL
ISV	Teacher Professional Learning
In-School Variation	UAE
KHDA	The United Arab Emirates
Knowledge and Human Development Authority	UK
MAT	United Kingdom
Multi-Academy Trust	UNESCO
MENA	The United Nations Educational, Scientific and Cultural Organisation
Middle East and North Africa	UQAIB
MOE	University Quality Assurance International Board
Ministry of Education	USA
NBE	United States of America

LIST OF DEFINITIONS

School Inspection – It is a specified examination conducted within the school’s organisational unit to determine its compliance with the best practices and established educational standards (ADEK. 2012)

Education – entails the process of providing systematic instructions within the school setting to for the purpose of imparting knowledge and information to learners (Aetna International. 2022)

Educational Institutions- This is a place that host individuals of distinct culture, background and age for the purpose of gaining education and knowledge (Altrichter et al., 2013)

Leadership practices- It can be described as an activity that provides directions for achieving specified goals to individuals, a group of people, especially within the school setting (Abdallah and Forawi, 2017)

School policies- It entail the established within the school setting that can be changed within a specified period and facilitate in enhancing the administration of the school (Al Sumaiti, 2012)

Government Schools- These are educational institutions that are managed by the educational department of the state (Ashour, 2020)

Strategic Objectives – These are long term purpose statement within the educational setting that facilitate in the creation of the measurable steps and the established goals of the education institution to attain established outcomes (Al Samkari and David, 2019)

Quality education – It entails a standard educational process that facilitates in the lifelong learning for gathering knowledge (AlKutich and Abukari, 2018)

Accountability – This entails the willingness of the school leaders to take responsibility for their actions because it is considered as an essential learning process (Alzuhair, 2018)

Bilingual inspectors – These are inspectors within the educational setting that provide in two languages because of their proficiency in the relevant languages (Al Sadaawi, 2010)

CHAPTER 1: INTRODUCTION

The United Arab Emirates (UAE) alliance was established in 1971 and consisted of seven Emirates, including, Abu Dhabi, Ras Al Khaimah, Dubai, Sharjah, Fujairah, Umm al Quwain, and Ajman. The World Bank, in 2014, reported that the UAE population reached 9.086M (Ibrahim and Mahmoud, 2017; El Gamal, Morgan, and Nye, 2018). For this reason, Dubai has established bodies responsible for overseeing the Emirate's education system. For instance, the KHDA (Knowledge and Human Development Authority), established in 2007, concerning Law No. (30) of 2006; has the responsibility of overseeing the quality of private schools, with the authority of undertaking inspection process in the educational institutions (Garces-Bacsal, Tupas, Alhosani, and Elhoweris, 2021; Nichols and Kohn, 2020). The UAE education vision “Innovative education for a knowledge, pioneering, and global society” (Ministry of Education Strategic Plan 2017-2021, 2020, p.1) inspires the mission, values, and Ministry of Education (MOE) Strategic Objectives that lead to the main 2021 targets illustrated in Table 1. This necessitates the role of MOE school inspection, which enhance outcomes among government schools and improve the quality of education (Ministry of Education, 2017).

Main 2021 Targets	
1	Average TIMSS Score Among the top15 countries
2	Upper Secondary Graduation Rate 98%
3	Enrollment Rate in Preschools (public and private) 95%
4	Average PISA Score Among the top 20 countries
5	Percentage of Students with High Skills in Arabic, According to National Tests 90%
6	Percentage of Schools with High-Quality Teachers 100%
7	Percentage of Schools with Highly Effective School Leadership 100%
8	Enrollment Rate in Foundation Year %0
9	Expenditure on Research and Development as % of GDP 1.5%

Figure 1: MOE Key Targets for 2021(Ministry of Education Strategic Plan 2017-2021, 2020)

According to Ehren and Shackleton (2016), school inspection practices have attracted international interest among investigators since they are based on concepts that give different solutions. These ideas have allowed many countries to adopt frameworks that school leaders must implement to ensure quality and performance. This explains why school inspections are considered an accountability approach by governments to track investments in education systems (Miguel, 2015). However, the implementation problem remains in schools, which are not up to the same standards, leading to different outcomes and performance.

In the UAE's education system, the inspection framework is tailored to aid teachers in their performance of their duties (Litz, and Scott, 2017, p. 568). It does so by highlighting key performance areas and it suggests suitable key performance indicators and explains how they are assessed. Quintelier, Vanhoof, and Maeyer (2018) established that educational accountability achieved through inspection is an indicator that should help the country to improve the effectiveness of their performance through school inspection.

Inspection is one of the most challenging aspects in education that is because it is a representation of an approach of accountability in teaching and learning. Additionally, school inspection offers policy and decision makers with appropriate data as well as information on the current state of education in respective institutions in the UAE (Quintelier et al., 2018). The present study investigates how the school leadership policies and practices impact on inspection outcome.

Badri et al. (2016) found that the Abu Dhabi education Council inspection process expects schools to complete self-evaluation as a mechanism to build experience among teachers to conduct leadership during an inspection. The school inspection framework adopted in the UAE is a facilitator of attaining the desired school outcomes (Lesinger et al., 2017). This is

meant to give parents and stakeholders a clearer understanding of the educational goals in the country. In developed countries, establishing inspection helps them sustain the desired education system that focuses on improving low performing schools while aiding those in significantly disadvantaged positions (Dedering et al., 2017). This study focuses on investigating the impact of school leadership practices on governmental school inspection outcomes.

1.1 Background

In 1970, education in the UAE was confined to urban areas. This meant that individuals seeking higher education had to travel to urban centres where most of the institutions of higher learning were located to complete their studies. However, this gap in the education system led to adopting an efficient education system to educate the country's next generations (Kamal, 2018). As part of the new educational initiatives at different levels, the country has introduced K-12 to attract bright students across the globe to the government schools in Abu Dhabi-UAE. The UAE's education system is categorised into three divisions: public schools, private and higher educational institutions. The Arabic curriculum is followed in public schools, while 15 different curriculums are available in private schools. Schools following curriculums from the USA, UK, India, and MOE account for 90% of private schools' population. There are other curriculums, including the International Baccalaureate (IB), German, Japanese, Canadian, and French (Kamal, 2018).

The UAE has a compulsory education system for public primary and secondary schools for girls and boys. In these schools, the primary teaching medium is Arabic, with equal emphasis on the English language (Kamal, 2018). The UAE has gained a strategic transnational education position because of its regulatory framework that focuses on student mobility openly (Kamal, 2018). The education development trust reports that it took an approach based on training and

recruiting additional bilingual inspectors to augment existing reserves (Kamal, 2018). Further, the establishment of other bureaus such as the Dubai School Inspection Bureau (DSIB) of KHDA by Decision 38 illustrates the school inspection framework's importance (Kamal, 2018). The collaboration of different school's programs has significantly facilitated in the improvement of educational levels within the UAE, a situation that has been attributed to the contribution of professional leadership skills from practitioners with a global educational background and expertise.

School inspection is a combination of assessments, evaluations, and measurements that determine appropriate school systems that should be implemented to improve the quality and standard of education provided (Kemethofer, Gustafsson and Altrichter, 2017). The inspection of schools is derived from an authoritative style of management to assess teachers (Butler, 2019). School inspection is a capacity-based practice crucial to teachers' productivity and their education to foster performance (Bruneforth, Shewbridge and Rouw, 2019).

Due to the global demand for quality education, the common objective is to deliver an education system that meets citizens' need to embrace market expectations and improve professionalism (Hall, 2018). Governments become accountable when there is a national education decline, while schools would have to adopt progressive frameworks and implement them to improve performance. This practice focuses on building commitment among teachers towards educating students and contributing to outstanding school performance (Azeem and Mataruna, 2019). Outcomes and school performances are measured according to different metrics in the UAE. These include students' academic achievements, their personal and social development as well as innovation skills, the protection, care, guidance and support they are offered, and the leadership they experience. These concerns illuminate the need for this study

to investigate how school leadership practices can influence governmental school inspection outcomes.

1.1.1 The School Inspection framework

For instance, in Dubai, as part of its responsibility, KHDA conducts annual inspections in private schools to examine and measure the quality level of the education offered. In 2007, KHDA influenced the establishment of DSIB (Dubai Schools Inspection Bureau) to help KHDA monitor schools. DSIB has various responsibilities towards monitoring schools, including (1) establishing quality performance standards and setting indicators to use in measuring these standards, (2) conducting research studies on quality education to identify various strategies that can help improve the quality of the education system, (3) developing an effective system of performance evaluation against the set standards and printed reports, (4) implement mechanisms and strategies to help the low performing schools to improve on their performance, among other responsibilities (Garces-Bacsal, Tupas, Alhosani, and Elhoweris, 2021; El Gamal, Morgan and Nye, 2018; Ibrahim and Mahmoud, 2017). It is a requirement for all schools by the DSIB to undertake self-evaluation as the first step toward a school inspection process. Four grades define comments on an overall school's performance which include: excellent, outstanding, good, weak or very weak, and acceptable (Blanck Miguel, 2015; the Ministry of Education, 2017). DSIB is an inspection framework utilized in Dubai, however, “The UAE Inspection Framework” referenced in this thesis is the framework used in all UAE schools, not only Dubai.

Badri et al. (2016) and Barbour (2019) illustrate that Dubai developed its school inspection system after consulting with countries like Scotland, New Zealand, the UK, and the Netherlands, which most people regard as experts in establishing school inspection systems. Schools’ self-evaluation and inspection processes are essential in promoting positive students’

performance outcomes, as well as positively impacting seven significant educational areas, which are: (a) teaching and assessment processes, (b) Learners support system and protection, (c) students' learning skills, accomplishments, and progress, (d) schools' general performance, (e) Learners' social and personal development, (f) The schools' leadership and management strategies, and (g) Learners educational needs and the schools' curricula (KHDA, 2017; 2015). DSIB oversees school inspection preparations and is responsible for annual school inspections. The team in charge of these processes consists of experienced experts in the field of school inspections who come from both local and international levels (Bruneforth, Shewbridge, and Rouw (2019).

Inspection visits in Dubai and Abu Dhabi occur every year to enable relevant agencies to keep track of improvements in private schools (Sengupta, Blessinger, and Mahoney, 2020; Shatzer, Caldarella, Hallam, and Brown, 2014). Three weeks before an inspection, KHDA contacts the schools to inform them of the visitation and gives them a report from the DSIB on the school's self-evaluation. A school's self-assessment report includes information from teachers and parents after conducting a survey. Similarly, Garces-Bacsal, Tupas, Alhosani, and Elhoweris (2021) contend that inspectors conduct the inspection process by interviewing teachers, parents, and the school's leadership team and evaluating students 'work and observing various activities carried out in classrooms. The inspection team then analyses the data collected to develop detailed and significant information to present in an inspection report. In agreement, Quintelier, Vanhoof, and Maeyer (2018) assert that inspection reports are essential tools in an inspection process for various reasons. They inform the school of the community and parents' expectations regarding their children's education and act as a framework for developing and formulating policies and strategies for improved performance. For this reason, the reports are

essential for improving and supervising schools' performances. In addition, inspection reports enable parents to make choices regarding quality education for the benefit of their children.

According to Sengupta, Blessinger, and Mahoney (2020), school inspection is significant because the decision and policymakers in the educational sector view it as among the essential tools for ensuring school accountability in different ways. For example, accessible data concerning the schools' overall performances can create a competing environment for schools so that the schools strive to ensure they provide the best quality education to students, hence promoting positive educational outcomes. Additionally, El Gamal, Morgan, and Nye (2018) observe that reports from school inspection that aligns school fee structure to the school performance can influence performance. Allowing parents to comment on the report provided by KHDA can promote effective and improved versions in schools. In 2012, DSIB and KHDA, together with another team of school principals, developed a program known as the What Works platform, which aimed at improving the school inspection system to achieve the national educational objectives in Dubai. The What Works framework gives educational professionals from various private schools an opportunity to meet in organised events, where they can share their experiences and best practices. The What Works platform, therefore, reduces competition between schools and promotes collaboration (Garces-Bacsal, Tupas, Alhosani, and Elhoweris, 2021; Gallagher, 2019). The platform has full sponsorship from schools and KHDA. The main topics and subjects of interest for discussion on the forum include various themes recommended from the inspection process. What Works platform organises events to discuss multiple educational aspects, including leadership and other essential themes such as education on Arabic and Islamic religion, science and Mathematics, issues that concern special needs education, and school governance, among different themes. Thus, teachers and school principals participate in

these events, sharing strategies they implement in their respective schools to ensure excellence in specific areas.

Education contributes positively to economic outcomes and society as well. Therefore, most countries focus on addressing educational needs to ensure adequate education for all students, as seen in countries like the UK and USA, where they stress improvement in quality education. For this reason, UNESCO introduced EFA (Education for All) program to ensure that every student has received proper education (Ibrahim and Mahmoud, 2017; Gallagher, 2019). External evaluations can, therefore, influence teachers' accountability and commitment to providing quality education to all students and monitoring the progress to ensure performance improvement. In the UAE, there are several arguments regarding the need for school inspection in the Emirate. However, there is no adequate research to discuss or analyse these arguments, although local and international articles in the Emirate provide comments. The articles, local newspapers, and organisational reports publish different ratings provided by schools relating to annual inspections and various experiences and success stories about the inspection. Furthermore, international channels recognise that school inspection in the UAE was an exceptional educational reform (El Gamal, Morgan, and Nye, 2018 et al.).

Bruneforth, Shewbridge, and Rouw (2019) define leadership as an effective practice that affects an organisation and its stakeholders in identifying an organisational objective, goals, vision, and strategies to achieve them. Leadership influence depends on relationships established among groups and people in a particular environment, making it reciprocal. This kind of leadership ensures success by contributing to a positive, significant, and ethical environment suitable for achieving organisational goals and visions. Some scholars argue that it is essential to analyse leadership from a practical and more comprehensive image (Chapman

and Sammons, 2013; Badri et al., 2016; and Blok et al., 2017). School leadership evaluation is essential in a research study. It is the action of guiding students, teaching staff, and parents to achieve the school's educational goals. Previously, educational administration or management defined educational leadership (El Gamal, Morgan, and Nye, 2018). While some people associate leadership in schools with school principals, others relate it broadly. Other people understand educational or instructional leadership as a position in a school where an individual is responsible for making decisions. An educational leader refers to a professional capable of formulating and implementing goals and strategies in a school.

Educational departments in different countries and governments have focused on changing the national education system. Since the early 1980s, the global education movement has been focusing on various aspects of the education system while gaining momentum to act. These aspects include leadership in schools, good traits for school principals, quality teaching, ICT in teaching practices, improvement in educational standards, personalisation and differentiation for teachers, and 21st-century education, among other aspects (Tamim and Colburn, 2019). The reciprocal relationship associated with high-quality academic accomplishments and national economic growth raises attention from educational systems and governments to examine challenges in schools worldwide (Nichols and Kohn, 2020 et al.). Countries in the Middle East are also concerned and seek to achieve success in their economies, finances, and education. The ADEC (Abu Dhabi Education Council) literature defines a school improvement plan as a set of strategies aiming to bring development to teachers, teaching and learning quality level, facilities, and resources supporting learning to support ADEC strategic goals. In Kemethofer, Gustafsson, and Altrichter (2017), principals explained that teachers' evaluations and professional development were closely associated. Further, Kemethofer,

Gustafsson, and Altrichter (2017) stated that teachers' evaluations occurred in four areas in their reports. Therefore, teachers identified areas in which they were underperforming, which acted as a framework to guide the development of their personal development priorities.

1.1.2 Variations in School Accountability

In education, there are different ways of ensuring accountability. Ibrahim and Mahmoud (2017) provide various forms of measuring accountability in schools, including evaluating the school voucher system, market choice, and mandatory school inspection. The main aim of ensuring school accountability is to influence teachers' commitment to the students and promote high-quality education (Garces-Bacsal, Tupas, Alhosani, and Elhoweris, 2021). Additionally, accountability involves updating the parents and the citizens on the quality level of education administered to their children since they are the leading academic contributors and supporters. Thus, the United Arab Emirates supports the idea of accountability in schools by developing sound policies and programs, with other responsibilities of addressing all students' learning requirements (Gallagher, 2019). There are some countries; especially those in the Middle East have increasingly emphasised school inspection to foster quality of inspection outcomes (Garces-Bacsal, Tupas, Alhosani, and Elhoweris, 2021). On the contrary, in most African countries, the inspection process started long ago. For instance, during the colonisation of Tanzania, school inspection began in 1903 when the German colonists still ruled the country (Ibrahim and Mahmoud, 2017). The United Kingdom (UK) has the most established educational system and is the first to implement school inspection programs (since 1839 by HMI). Since the implementation, many reforms have been done to the inspection system, bringing changes in various aspects, including the purpose, objective, and procedures for inspection. OFSTED (Office for Standards in education) was introduced in England, which replaced the HMI system

with more aspects, aiming to improve educational inspection programs. As Nichols and Kohn (2020) outline, these factors include SSE (School Self-evaluation) and a scheme called School Action Plan, developed after an inspection.

School inspection enables the government to examine the quality of education in a country and therefore acts as a tool that ensures improvements in quality education. The government uses an inspection system to determine areas for improvement, providing a framework for implementing national objectives and policies or improvements towards quality in the education sector. The school inspection system can create a competitive environment for schools (Nichols and Kohn, 2020; Ehren and Shackleton, 2016; El Gamal, Morgan, and Nye, 2018), hence, promoting globalisation in the country because the students are exposed and examined by the quality standards, and best practices that have been implemented in different schools across the globe. Ehren and Honingh (2012) illustrate that inspection ensures that schools adhere to the set legal provisions, thus, justifying the financial support offered by the government. Additionally, the government expects inspection in schools to encourage teachers to administer to students an improved curriculum and influence their ability to improve. Gallagher (2019) and Garces-Bacsal, Tupas, Alhosani, and Elhoweris (2021) suggest different opinions regarding the positive and negative impacts of implementing an inspection system on students and teachers. These impacts affect various activities in a school, including assessment processes (Nichols and Kohn, 2020), classroom activities, and unnecessary work on teachers, which hinder them from experiencing professional advancements.

The relationship between inspectors, teaching staff, and school stakeholders are essential as it influences the acceptance of inspection reports provided by the inspectors concerning the school (Ehren, 2016; Ehren and Visscher, 2006). According to Ehren and Visscher (2006), the

school inspection report is essential because it informs a School Action Plan developed by the school leaders, which contains strategies for implementation in the school to ensure overall performance improvement. In England, various school stakeholders, such as teachers and principals, regard the OFSTED school inspection system as essential for measuring and ensuring school accountability (Rosenthal, 2004). Ehren and Honingh (2012) observed that OFSTED had influenced teachers to tailor their learning strategies and teaching styles to ensure improved professional performance. Therefore, ensuring accurate and proper execution of inspection processes is crucial; less the process becomes a waste of time and government resources. An excellent and influential inspection process requires effective communication, efficiently following up on recommendations provided in the report, effective feedback, and evaluations on inspections, a situation that ensures the realisation of the objectives anticipated from the inspection process (Ehren and Honingh, 2012). Schools reject the inspection teams' report for various reasons, including lack of participation in report preparations. Moreover, schools have excused themselves from the inspection's reports due to reasons such as the failure to align with school context, and requiring many resources to implement. Ehren and Visscher (2006) point out that inspection influences a school's general performance in three practical ways, including; (1) improving the individual performance of the students in the school, (2) influencing strategic thinking to formulate school policies and regulations that influence improved performance, and (3) influencing all the players in the school to work towards ensuring improvements.

The primary intention of adopting a school inspection system is to ensure improvements in a school's overall performance, part of which occurs through an improvement in students' accomplishments (Ehren and Honingh, 2012; Ehren et al., 2005). In summary, as Ibrahim and Mahmoud (2017) and Garces-Bacsal, Tupas, Alhosani, and Elhoweris (2021) indicate, the

impact of implementing the school inspection system occurs in various ways. For example, increasing the level of compliance to the set school rules, policies, and regulations, influencing quality in school overall performance, and ensuring a quality educational system (Gökçe and Kantos, 2012; El Gamal, Morgan, and Nye, 2018). The teaching staffs believe that interacting with the school inspection processes positively affects them and influences professional performance (Cheng and Phillips, 2014). In the same context, Cheng and Phillips (2014) also advocate that other school leaders and teaching staff believe school inspection affects teachers' classroom performance. For instance, the belief inspection ensures improvements by guiding in the formulation of better teaching strategies, as well as recommending better and practical teaching skills and styles (Nichols and Kohn, 2020 et al.).

Although local media, organisational reports, and international media give comments and messages concerning school inspection in Dubai, there is still minimal research on inspection. From newspapers and local articles, there are good comments and indications of great experiences in various schools resulting from implementing a school inspection system. In addition, international channels regard the school inspection system as a significant reform implemented in Abu Dhabi educational system (Nichols and Kohn, 2020; Ibrahim and Mahmoud, 2017; El Gamal Morgan and Nye, 2018). The current research paper incorporates pragmatisms and some significant presumptions to analyse school inspection. It aims to examine the inspection practices, policies, framework, and the experiences surrounding the people involved in the inspection process, their feeling, and perceptions, and how they affect the inspection process.

1.2 Significance of the Study

The study's significance is that it will help determine how school leadership practices influence governmental school inspection outcomes in government schools in Abu Dhabi. Leadership at all levels of learning must have supporting standards that schools should implement to improve their performance. According to Abdallah and Forawi (2017, p.19), "Various studies have focused on investigating leadership styles and their impact on the success of educational institutions". This study aims to extend that research by performing a qualitative study, specifically in government schools in Abu Dhabi-UAE.

Although the UAE inspection framework emphasises a visionary education system that is knowledge-based and drives innovation through research, it provides standards to ensure comprehensive performance to achieve quality education (Ministry of Education, 2017). It clearly defines the specific governance systems that should aid schools in implementing the framework. Insight from this study is expected to provide details about new leadership practices that should be developed to help school principals to identify teaching skills and offer recommendations on implementing the inspection framework to improve performance.

1.3 Statement of the Problem

Inspection in schools play a considerable role in making sure that high education standard is achieved since it is the only method in which the government can employ to ascertain and evaluate the quality of education offered within its jurisdiction. Also, it is not easy for the government to implement its policies and goals without undertaking school inspections. Hence through inspection, the government can come to terms with globalisation challenges through creation of competitive workforce (Ehren and Honingh, 2012). Therefore, the purpose of school inspection is to guarantee that all legal requirements of state are met by the school. Through that

legitimacy of received financial support will be achieved. Eventually, school inspection by the UAE would ensure that students are offered satisfactory level of education, as well as improve their individual achievement capacity.

School inspections are a vehicle to address the obligation bestowed upon governments to establish a performance-based plan that includes education institutions at all levels, requiring them to implement a framework to guide their outcomes (Quintelier et al., 2018). The UAE education inspection must help schools improve and deliver instructions to guide performance among students and teachers. However, implementing this framework is a problem for schools, which is meant to empower the learning environment through the provided standards. There is an assumption that government schools exhibit poor educational performance. The data of the weaker schools will be revealed after school inspectors establishes poor academic and social development among learners in public schools according to the UAE inspection framework standards. This thesis focuses on how schools implement three of six standards in the UAE inspection framework which are: Standard 3, teaching and assessment based on teaching for effective learning; Standard 5, how protection, care, guidance, and support of students has been implemented; and Standard 6, leadership, and management, which illustrates gaps in educational leadership due to differences in the direction, vision, and communication relationships with the rest of the sector. The UAE School Inspection Framework (2020) reiterates the urgent need for government schools to initiate appropriate measures meant to enhance the leadership practices within the nation's education setting.

Cameron (2005) noted that wealth created by an oil boom allowed families to afford raising more children, a practice culturally valued in the Middle East. However, the educational infrastructure was ill-prepared to accommodate a significant boom in the middle- to high-

income population. Education in the UAE has dramatically increased due to availability of educational infrastructure and learning equipment; the country takes care of its citizens' fundamental rights and freedoms (Cameron, 2005). Ministry of Education (2017) observes that the failure by schools to implement appropriate inspection standards has hindered the positive outcomes and performance within the UAE public schools.

Still, the need to create an oil-independent UAE ranks, as the leading cause for radical changes in the education sector helps create a thinking population that will help diversify the economy and invest in other sectors, including the tourism and hotel industries (Zeineddine, 2017). The problem, however, is that even as the UAE strives to achieve the UAE Vision 2030, there is an urgent need to improve the literate base of the population (Gallagher, 2019). Indeed, the country understands that frequent audits on the current curricula and the education sector, in general, is vital in helping the UAE formulate counter policies that guarantee better results for a technical labour force that will implement the current long-term country's policies promoted by the UAE, even as the prices of petroleum and oil continue to plummet (Gallagher, 2019). Therefore, besides relying on government-initiated campaigns to check the quality of education, relying on alternative and independent avenues to vet the quality of education is vital for the UAE government and other stakeholders in the education sector.

1.4 Purpose of the Study

It is conceivable that government schools in Abu Dhabi-UAE employ varying approaches to education, considering the education system is relatively young but requires rapid improvements. This study intends to examine school inspection reports to determine how much schools deviate from one another in terms of standard implementation.

This study intends to investigate why school performances and outcomes vary by focusing on teaching and assessment based on teaching for effective learning; how protection, care, guidance, and support of students have been implemented; and leadership and management. After that, it will seek to determine if any best practices that would significantly implement to raise the standards and quality of all schools. For this reason, the researcher will explore principals' responses to identify any variations in the performance and implementation of inspection standards.

The present study has been conducted based on the assumption that the school leadership in the government schools in Abu Dhabi-UAE need to enhance their existing practices to improve their schools. The school inspection process would therefore reveal the evidence of weaknesses among public schools after analysing the evidence collected from the school. The present thesis was to examine the leadership practices and school policies that have been implemented by the school managers influence on the outcomes of the formal inspection in Abu Dhabi. The following include the objectives that shall be embraced by the researcher to facilitate in the basic steps of conducting the investigations and realise the ultimate goals and expectations of the project;

- To explore and understand the leadership practices and school policies implemented by the principals in Abu Dhabi schools
- To identify the formal school inspection framework that has been established to enhance the education standards in Abu Dhabi
- To measure the effectiveness of the policies and leadership practices executed by the leaders within the schools in Abu Dhabi

- To identify the influence of the leadership practices and school policies on the outcomes of the inspection frameworks within the schools in Abu Dhabi
- To provide regulatory guidelines that would inform policies and practice within the Abu Dhabi educational system during the implementation of the school inspection frameworks to enhance the educational standards in Abu Dhabi

1.5 Research Questions

The researcher is a cluster manager in Abu-Dhabi, and has been tasked with the responsibility of supervising eleven government schools from K-12. The latter role requires the investigator to formulate and implement policies, activities, and programs to ensure the achievement of high quality educational services and experiences within the school setting. Moreover, the investigator has a wealth of experience in the realm of Strategic Planning and Educational Leadership for a period exceeding twenty-two years. Coupled with the previous work experience as a certified school inspector, and a Doctorate academic qualification in Education, Leadership Management and Policy, the investigator is well positioned to conduct an extensive study and generate relevant findings concerning the impact of leadership practices and policies on the UAE School Inspection Framework.

The research questions that were adopted for the present study were developed by the researcher based on her expertise, experience and academic qualifications on matters related to educational leadership practices and policies. Additionally, the comprehension of the UAE Inspection framework enabled the investigator to develop the research questions as a strategy to address the inherent problems within the framework. For instance, the first and the second research question for the present study focuses on Standard three of the UAE School Inspection

Framework. The third and the fourth research questions are meant to address issues in Standard five of the UAE School Inspection Framework, while the fifth and the sixth research questions focuses on Standard Six of the relevant framework. The research questions would impact positively on the present project because of the researcher expertise, knowledge, and experience on the subject, and her understanding on the issues affecting the UAE educational system. The phenomenal situation positions the researcher as a proficient candidate to make informed and responsible evaluations and judgements that would facilitate in addressing the relevant issues concerning the UAE School Inspection Framework, and provide solutions to enhance the performance and outcomes in UAE educational system.

Standard 3

RQ1: Are variations in teaching and assessment strategies significant in determining the outcomes and performances of schools as measured by the inspection system?

RQ2: How does assessment influence perceptions on school outcomes and performance during an inspection?

Standard 5

RQ3: Are there common practices in top-performing schools that are conspicuously lacking in poorly performing schools regarding protection, care, guidance, and support for students?

RQ4: How do school leadership practices impact guidance and support for schools to influence performance?

Standard 6

RQ5: How does effective leadership influence governmental school inspection outcomes?

RQ6: Are self-evaluation and improvement planning more effective in improving school inspection outcomes compared to third party audits?

1.6 Rationale

The rationale of this study is to provide an analysis of the leadership practices, as well as how they affect the inspection outcome. Based on the analysis, the present study suggests how school inspection reports can assist schools to improve. In countries striving to obtain a quality education, aligning sustainable development goals is crucial for governments. The UAE subscribes to the notion of making education a backbone of its economic and social growth (UAE Economic and Social Development Economics Essay, 2018).

1.7 Research Design

The study used a qualitative approach. Data consisted of school inspection reports of 4 government schools. The study involved interviews with 8 school principals from K-12 about the three standards to measure the implementation of these standards in the school. As a qualitative study, information was collected from primary sources through the interview.

1.8 Major Concepts

School inspection

The concept involves collecting evaluation trends and state control protocols aimed at auditing performance in education systems (Lindgren 2015, p.44).

School leadership practices

These practices focus on setting directions, developing people, redesigning, organisation, and managing instructional programs in a learning environment.

Government schools

These education institutions were established by the country to provide learning instructions to KG, primary, secondary, and tertiary children with government funding.

Cycle 1, Cycle 2, Cycle 3

Cycle 1 includes students in the primary school level from Grades 1 to 4

Cycle 2 includes students in the middle school level from Grades 5 to 8.

Cycle 3 includes students in the high school level from Grades 9 to 12.

Students of determination

This is a novel concept utilised in the UAE to refer to the special need persons.

Quality education

The meaning attached to quality education is that it is a developmental and pedagogical focus means of educating children to become productive individuals in society. Quality education ensures that individuals obtained the desired outcomes to benefit their communities and society towards prosperity.

1.9 Outline of the Thesis

The study will investigate the impact of school leadership practices and policies on governmental school inspection outcomes. In the introduction chapter, the background, purpose, and significance of the study are provided. Also included are the rationale, statement of the problem, and questions.

Chapter 2 of this proposal reviews literature that synthesises and offers support to the theoretical framework. A critique of previous studies provides an understanding why this inquiry is a step forward in education inquiry.

Chapter 3 explains the research methods, design, and instruments used in the study. The chapter also discusses the rationale, research questions, reliability, validity, and sample population used.

Chapter 4 describes the application of the sample to data analysis and presents the study results about school inspection impact on outcome and performance. Chapter Four also presents the study's recommendations on improvement of the UAE school inspection and leadership practices.

In Chapter 5, the paper discusses the findings, limitations, and implications of the study.

1.10 Chapter conclusion

The chapter has delineated in-depth information regarding the organisation of schools in the UAE and some of the inspection practices. The chapter is grounded on the issues affecting school inspection outcomes in government schools. The chapter is organised in various subsections explaining the importance of sound management and school leadership toward realising desired student performance and inspection outcomes. In Abu Dhabi, the government prioritises education, although 88% of the students attend private schools. Since 1971, after the disclosure of the UAE federation, the education structure in the Emirate has faced various reforms and developments. The educational policies formulated in Dubai aim to influence the quality of the Emirate's education to fit international education standards. The United Arab Emirates has established agencies seeking to provide quality education to meet Vision 2030. The discussion also indicates that student admission to schools has increased due to favourable government policies associated with improving and securing better futures for young people. Schools in the Emirate are diverse in that they provide different curricula to all students in the Emirate, whether or not they are members of the Emirate. The education system in Abu Dhabi

has significant outcomes across the world. For instance, in 2011, considering the Middle East and MENA region, Abu Dhabi students' learning ranked at the top among member countries of TIMSS (Trends in International Mathematics and Science Study). At an international level, the students' learning in Abu Dhabi is lower than average, the same as results obtained under PISA (Program for International Student Assessment). The Emirate can ensure improvements on these results by emphasising quality education and implementing strategies to fill the educational gap and variation present within public and private schools in the Emirate and the variations in private schools which provide diverse curricula to students. Therefore, the UAE aims to ensure high quality of education for all students by increasing their chances to access schools and universities. Hence, it provides high-quality education to equip them with adequate knowledge and expertise needed for effective contribution to the Economy in Abu Dhabi and the United Arabs Emirates in general.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The chapter presents literature review on the various aspects of school management, school inspection, school assessment, and teaching practices adopted in schools in the United Arab Emirates. In addition, the chapter delineates the theoretical framework adopted to explain the conduct of school inspectors and leaders to achieve improvement and sustainable student performance. The chapter provides clear outlook of the inspectorate in Abu Dhabi and the intensions of the Vision 2030. The literature chapter is organised to reflect the requirements of Standards 3, 5, and 6 of the UAE School Inspection Framework.

2.2 Overview

Education is a top priority in the UAE Ashour, and Fatima (2016, p.581), with the government adding more strategies to ensure that students receive quality learning (UAE School Inspection Framework, 2020). The UAE focuses on education to improve welfare and secure the coming generation of students benefit from an enhanced education system (UAE Economic and Social Development Economics Essay, 2018). The school inspection system aims at examining the quality and performance of the education system at the national and local levels in the UAE (UAE School Inspection Framework, 2020). According to Miguel (2015), school inspection is part of the accountability approach by governments to track investments made in the education system. The UAE conducts school inspection because it targets becoming a leading quality education provider to grow its social and economic needs (Ministry of Education, 2017). Accountability is essential, and governments work on a performance-based plan with all the education stakeholders to ensure adequate school performance (Quintelier, Vanhoof, and De Maeyer 2018). The common objective is to deliver an education system that

meets citizens' need to embrace market expectations and improve professionalism (Jeffrey, 2018).

This study occurred in Abu Dhabi, the UAE's largest and most developed Emirate. The government of Abu Dhabi, since 2005, began to change its economic policy to introduce other sources of revenue to the Emirate other than depending entirely on oil. Educational reform was among the various changes implemented, aiming to attain a knowledge-based economic system in Abu Dhabi (ADEC, 2015). Abu Dhabi regards education as the primary source of improvement and growth in the country's economy; therefore, the government includes it in its economic Vision 2030. According to Blaik Hourani and Stringer (2015), in 2005, Abu Dhabi implemented a policy to prioritise education and developed ADEC to supervise the education system in the country. The main objective of ADEC was to align the country's educational system to its objectives listed in the Abu Dhabi Economic Vision 2030 by implementing new and effective educational programs and policies (Gallagher, 2019; Ibrahim and Mahmoud, 2017).

The education system in the UAE runs for 12 years of compulsory learning, with three main phases including; Phase One of primary education, which goes for five years, and Phase Two, which starts from grade six all the way to grade eight, and Phase Three, the high school cycle, which runs from grade 9 to grade 12. The local students receive education in terms of public service because the government provides free education to all students in the Emirati, right from the primary level through to higher education. In the UAE, various bodies oversee education. For instance, some of the bodies in charge of education in Dubai include ADEC, the Ministry of Education, KHDA (Knowledge and Human Development Authority), and ESE. Each Emirate utilises these bodies to inform decisions regarding the Ministry of Education's

implementation, educational policies, and standards. According to Blaik Hourani and Litz (2019) and Ibrahim and Mahmoud (2017), the educational system in Abu Dhabi consists of a total of 117 private schools, 113 government schools, and about 11,399 employed teachers, out of which 40% are male, while the rest are females. The country's teacher population accommodates teachers from more than 118 different nationalities, making it the most multicultural teacher population globally. In terms of gender identity, Garces-Bacsal, Tupas, Alhosani, and Elhoweris (2021) illustrate that in the UAE; the education system is different since the separation between girls and boys begins from grade 5.

Regarding Teacher Professional Learning (TPL), the UAE supports TPL as a way of upgrading learning and teaching (Nichols and Kohn, 2020; El Gamal, Morgan, and Nye, 2018; Ibrahim and Mahmoud, 2017). Therefore, the country invested millions of money in external developers and education advisors to train the teachers for improvement. However, recent studies still show some disparities in the education system, despite the government's heavy investment in education. For instance, after evaluating performance results, the Ministry of Education and ADEC found that the UAE students performed poorly in international exams like PISA in 2006 and TIMSS in 2007. Compared to test results from other Gulf countries, the UAE performed higher, even though the results implied that the UAE students did not achieve the international OECD averages. Based on their arguments, Badri, Mohaidat, and El Mourad (2014) and Al Dari, Jabeen, and Papastathopoulos (2018) outlined various areas of weakness in the UAE's education systems which require immediate improvement. These areas of concern included; inappropriate evaluations methods, unsuitable curricula, ineffective schools' system as well as the teaching methods, short school days, flawed premises and facilities, lack of implementation of ICT, insufficient learning support resources in the library, inefficient school

culture, and lastly, inadequate budgets. As argued by Gaertner, Wurster, and Pant (2014), based on the Allan Deviation evaluation done in 2009 on government schools in Abu Dhabi, reported that most schools in the Emirate show underperformance, and 35% of the students did not qualify for graduate studies. Al Dari, Jabeen, and Papastathopoulos (2018) further explained that over 95% of students must check into remedial preparation programs to boost their understanding. Therefore, ADEC, following this situation, implemented a new School Model whose objective was to attain a complete school reform (Ministry of Education, 2017).

Students seeking education opportunities had to relocate to urban centres where majority of the institutions were based. This means that education was mainly confined to the urban areas before being expanded to local areas. However, not all the students seeking higher education could not fit in the urban schools, and some travelled overseas to seek better education. Fortunately, this system gap in education led to an efficient education system to educate the country's next generations (Kamal, 2018).

2.3 Theoretical Framework

The establishment of robust systems that support education accountability has become prominent in the government to improve school performance (UAE School Inspection Framework, 2020), as captured by the following statement:

To achieve the world-class education systems to which it aspires, the UAE must apply a high-quality evaluation system to measure reliably the quality of school performance and to support school improvements and students' outcomes, through rigorous and regular school inspections. The UAE School Inspection Framework is based on comprehensive performance standards that define the essential aspects of a quality education. Each standard is broken down into

specific indicators and elements, and detailed descriptors and illustrations guide inspection judgments and school improvement (p.7).

The framework provides six standards that are considered accountability measures for the education system in the UAE. However, the Standards of interest are Standards 3, 5, and 6 which are related to teaching and assessment, how protection, care, guidance, and support of students, and leadership and management, respectively (UAE School Inspection Framework, 2020). Standard three evaluates the knowledge by teachers of their subject areas and how students learn these subjects (3.1.1) and lesson planning, learning environment, and the teacher's use of time and resources (3.1.2) (UAE School Inspection Framework, 2020). Moreover, teacher-student interactions and their application of questioning and dialogue (3.1.3), the teaching approaches meeting the individual and group needs of students (3.1.4), and teaching the development of critical and creative thinking, problem-solving, innovation, and independent skills for learning (3.1.5) (UAE School Inspection Framework, 2020). The assessment component involves evaluating an institution's internal assessment process, (3.2.1), benchmarking (external, national, and international) (3.2.2), and the assessment data analysis for monitoring student progress (3.2.3) (UAE School Inspection Framework, 2020). Further, the application of assessment information to influence teaching, the curriculum, student progress and the knowledge teachers possess, and students' learning support.

Standard 5 considers the evaluation of health and safety comprising the considerations of child protection/safeguarding components (5.1). Within this broader component, there is the consideration of care, welfare, and students' safeguards and child protection (5.1.1) and health, safety, and security arrangements (5.1.2) (UAE School Inspection Framework, 2020). In addition, maintenance quality and record keeping (5.1.3) premises and facilities sustainability

for all students, including students of determination (5.1.4), and the provision and promotion of safe and healthy lifestyles (UAE School Inspection Framework, 2020). The second component under this standard is the elements of care and support (5.2) which comprises relationships between the staff and students, including behaviour management (5.2.1), and promoting and managing school attendance and punctuality (5.2.2) (UAE School Inspection Framework, 2020). In addition, identifying students of determination, including the gifted and/or talented students (5.2.3), supports for students of determination, including gifted and/or talented students (5.2.4), and students' guidance and supports (5.2.5).

Finally, the evaluation of leadership and management and includes the leadership effectiveness (6.1) that considers vision and direction (6.1.1), educational leadership (6.1.2), relationships and communication (6.1.3), innovative and improvement capacity (6.1.4), and impact on school performance and standards accountability (6.1.5). In addition, self-evaluation and improvement planning (6.2) comprises the processes for evaluating schools (6.2.1) and teaching and learning monitoring and evaluation that is tied to the achievement of students (6.2.2) (UAE School Inspection Framework, 2020). The standard further includes the processes and effects of planning for school improvement (6.2.3) and long-term improvement (6.2.4) (UAE School Inspection Framework, 2020). Further, there are parents and community partnerships (6.3) that comprise parental involvement (6.3.1), communication (6.3.2), reporting (6.3.3), and other community, national and relevant international partnerships (6.3.4) (UAE School Inspection Framework, 2020). Finally, there is governance (6.4) which comprises the stakeholders' involvement and their effect in decision making (6.4.1), ensuring accountability (6.4.2), and the governance's influence on responsibility for the performance of the school (6.4.3)

(UAE School Inspection Framework, 2020). The figure below shows the relationship between independent and dependent variables.

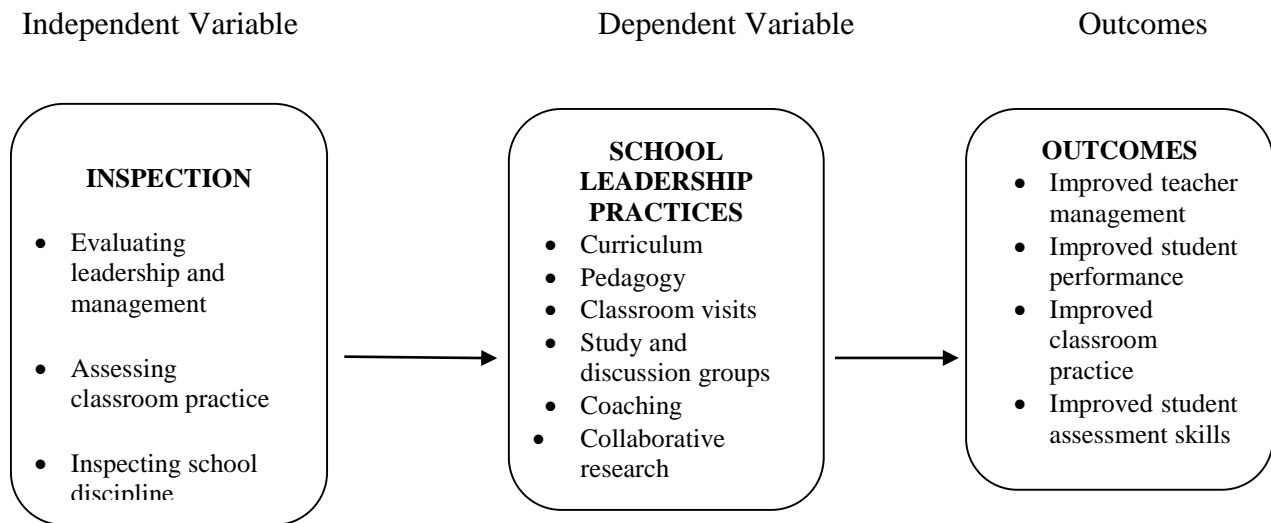


Figure 2: Conceptual Framework (Ehren and Visscher, 2006)

A conceptual framework that shows the relationship between the UAE school framework inspection, leadership practices, and the outcomes is included in this section. The theories discussed include human relations theory, critical theory, and scientific management theory regarding education accountability and inspection.

2.4 Contextual Framework

The appreciation of the results that have been achieved by the TIMSS and how the program can be utilised to enhance the student’s capability in learning science and mathematics (Quintelier, Vanhoof and De Maeyer, 2018). The implementation of the latter program requires a comprehensive understanding of the appropriate contexts that facilitate the learning of students

within educational institutions (Felten and Lambert, 2020). The present project aims to explore the impacts of leadership practices and policies on the outcomes of the UAE School Inspection Framework, therefore requires the investigator to understand the nature and scope of operations among school leaders within the UAE. The researcher should therefore investigate the appropriate contexts that facilitate the managers and leaders within the Schools in the UAE to provide a leadership style that not only influences positive outcomes on the Schools Inspection Framework but also focuses on the wellness and achievement of the students in the education setting. The investigator should obtain relevant information concerning the contexts that enable the school leaders and managers to provide effective leadership. The contextual framework incorporates five significant areas, including teachers and their preparation, the educational curriculum, classroom characteristics and activities, and the preparations among teachers and the school leaders.

School inspection tool is a useful process that inculcates different elements, which incorporate with one another to make the process whole. Henceforth, it is essential to focus on the significance of the role played by each part. Knowing that they relate to and impact each other is vital sense. Therefore, adequate identification should be given to System Thinking Approach since it appreciates the procedure of obtaining a framework (AlKutich and Abukari, 2018). The main features that influence the outcome of a school inspection conceptual framework include the supporting inputs like external and internal factors and enabling environment within the educational institution.

The school inspection framework (UAE School Inspection Framework, 2020), as the independent variable, indicates how principles and processes are applied when assessing different UAE schools. The framework sets out the statutory basis and features of the UAE

school inspection defined by school quality-assurance indicators. The inspection also covers the evaluation of school leadership, assessing classroom practice, and inspecting teacher academic skills, among other aspects (Ehren and Visscher, 2006). School leadership practices are the dependent variable that includes content, processes, and activities to be improved through the inspection process. Embracing new technologies, pedagogy, and shift in teaching practice help schools improve their performance (Ehren and Visscher, 2006). The outcomes include improved teacher classroom practice, student performance, classroom practice and student assessment skills (Ehren and Visscher, 2006).

2.4.1 Human Relations Theory

Mayo stated that meeting employees' social needs helps in increasing their productivity (King, 2016). In effect, incorporating employees in management activities, including decision-making, contributes to high productivity. The employees also become creative when they are motivated by management through recognition and rewards (Felten and Lambert, 2020). King (2016) indicates that when leaders embrace human relation aspects at workplaces such as communication, negotiation, and conflict resolution, they promote employee productivity.

According to Felten and Lambert (2020), teachers play a significant role in education and require adequate support from the government and the institution's management. The involvement of teachers in decision-making regarding education matters improves confidence and collaboration towards academic improvement (AlKutich and Abukari, 2018). The human relations theory encourages the involvement of critical education stakeholders in finding solutions to existing challenges. Thus, the inspection will be vital in identifying the areas that need improvement in school and possible solutions.

2.4.2 Critical Theory

According to McKie and Doan (2018), critical theory is a social model that focuses on changing society. The theory provides a divergent view of the traditional theory. The model applies a philosophical approach that focuses on identifying and challenging the idea of established knowledge in society (McKie and Doan, 2018). The foundation of critical theory is developed from the thoughts of Sigmund Freud and Karl Marx, that the primary goal of philosophy is to overcome social structures where people feel oppressed (How, 2017). Inspectors should not undermine and coerce the teachers to achieve the anticipated academic excellence but encourage them to reflect on their teaching and student performance (Quintelier, Vanhoof and De Maeyer, 2018). Critical theory is relevant to this study since it provides a framework for determining how education stakeholders, such as teachers and parents, can work together to improve a school's academic performance.

2.4.3 Scientific Management Theory

Scientific management theory emphasises organising work professionally to save time, resources, and capital (Taska, 2017). The scientific management theory indicates that there is only one way of doing things correctly. Principles include monitoring work performance to ensure employees are using the most efficient working methods. Ireh (2016) posits that monitoring employee performance to achieve the anticipated work is also an essential scientific management principle. According to Kim (2018), the theory has been implemented in the USA, the UK, and other countries to improve the education sector, and has been linked to school inspections in the USA since the 1980s. The scientific management theory points a critical role of the school leadership in improving students' performance through collaboration with essential education stakeholders.

2.5 Scope of the UAE education System

The education system in the UAE is divided into three categories that include public and private schools and higher educational institutions. Ridge, Kippels, and Farah (2017) examined curriculum development in the UAE and stated that the country emphasises the youth by reforming its public education sector. The country is shifting the aim of education from memorisation to skill development that enables young people to thrive in the 21st century (Ashour, 2020). The formal education curriculum in the region was introduced in 1953 after the Kuwait education mission opened a school in Sharjah and has undergone several changes over the years to accommodate diverse students in the country. Ridge, Kippels, and Farah (2017) indicated that between 1950 and 1970, a variety of curricula from different countries such as Egypt, Bahrain, Qatar, and Saudi Arabia was introduced into the country. Even after establishing the Ministry of Education in the UAE in 1972, as the central education authority to oversee education development in the UAE, different curricula were still used.

The education systems' secondary schools teach mostly similar subjects to those taught in primary school but certain courses, for example, music may be added/dropped. On the other hand, in public schools, the students have the option of enrolling in a technical secondary school or continuing along the standard academic continuum (Sergon, 2021). The vocational courses students may take include computer technology, tourism, health sciences, and finance (Sergon, 2021). Even among private schools, Sergon (2021) notes that their organisation varies and there are no standard country-wide policies to promote uniformity hence the presence of variations in pedagogical approaches. Teaching approaches and assessments vary in schools but there is a greater similarity to those used in primary schools within the same school (Sergon, 2021). However, a significant number of schools provide students in secondary schools with some

flexibility in selecting subjects they are passionate about (Sergon, 2021). Therefore, flexibility allows for variation in teaching practices.

Notably, the variations are not only present in primary and secondary schools but also nursery schools. As Aetna International (2022) notes, the provision of nursery education in the UAE is done using multiple styles, locations, and curricula. This is dependent on whether there is continued home education in which case the national curriculum is recommended and the language used is determined by the parent's preferred language (Aetna International, 2022). Moreover, nurseries tend to have varied affiliations hence some may or may not prioritise a specific child's needs (Aetna International, 2022). Further, public schools in the country are segregated on a gender basis where the teaching approaches for boys and girls are different throughout their education (Aetna International, 2022). However, the segregation starts from grade 5 in most public schools. Along with Abu Dhabi Department of education and Knowledge (ADEK), the MOE in the UAE continues to defer to foreign expertise for the development of educational policies. Tenets of the global reform movement— including an emphasis on standardisation, competition, and external accountability— shape policy in the UAE (O'Sullivan, 2013).

With the creation of NSM in 2009, ADEK hired thousands of teachers from English-speaking countries such as the United States of America, the United Kingdom, Ireland, and South Africa (Dickson, 2012). ADEK has been consistently open to influence from other countries and in fact discusses at length their vision for Global Partnerships (ADEK, n.d.). ADEK's considerations before committing to a partnership reveal their priorities, clearly influenced by the global reform movement, referring to potential “business models”

international partners may offer. This makes it difficult to compare quality and performance across schools.

Albasha and David (2019) examined teacher's perspectives on engaged teaching and noted that the curriculum department's role in MOE in the UAE involves reviewing and approving textbook manuscripts that are fundamental to the students and teachers. Unlike many other countries where the education system uses one curriculum, the UAE uses different curriculums depending on the international universities having branches in the country (Abdallah, 2020). Overall, school curriculum helps MOE set content and performance levels in each grade. MOE is also involved in the preparation and evaluation of assessment tests and examinations. According to Ashour (2020), the number of private and international academic institutions entering the UAE has increased due to the growth and globalisation of education. The private institutions have contributed to western education qualifications and development in the country.

Although the UAE's goals can be achieved through a proper education system, a quality and integrated curriculum that supports the UAE values is needed (Abdallah, 2020). Simpson (2014) stated that American curriculum schools are popular in Dubai and are part of the private schooling that dominates the school sector. According to Albasha and David (2019), UAE schools are regulated by the government through the Knowledge and Human Development Authority (KHDA) by ensuring quality in education and conducting inspections within the nation's educational institutions. UAE schools are also inspected by the Dubai School Inspection Bureau (DSIB), which provides parents with performance data that facilitates them in making informed decisions.

2.5.1 Education Inspection

According to Alzuhair (2018), the UAE particularly Abu Dhabi, the capital city, and Dubai, have recorded huge progress in health, energy, technology, and education. Currently, schools and tertiary institutions have greatly improved as they shift from conventional learning methods. Based on this, Abdallah and Forawi (2017) argue that the goal of achieving a "competitive knowledge-based economy" is now more real and possible. The authors further contend that through the existing Abu Dhabi Vision 2030, a keen emphasis has been placed on ensuring the complete improvement of the education system and, in turn, ensuring increased worker productivity and efficiency among the future personnel. The arguments are reinforced by Al-Awidi and Ismail (2014), and Al Dari, Jabeen, and Papastathopoulos (2018), who noted that the country successfully realises the value of raising education standards. The education standards strongly determine how well they prosper and attain success.

Al Samkari and David (2019) and AlKutich and Abukari (2018) observe that when it comes to the UAE, particularly Abu Dhabi, learning institutions are guided by well-developed monitoring systems to promote high-quality education. In addition, the monitoring system provides for participatory inspection, where all stakeholders contribute to quality improvement. The government has invested significantly in availing adequate resources, expertise to enhance school monitoring, and evaluation. The availability of a broad framework for monitoring and inspection of schools in the country is strongly linked to improved performance and student outcomes. In this context, Blaik Hourani and Litz (2019) contend that schools have an external system of monitoring and gathering feedback to allow for control measures and corrections to improve performance. Schools are significantly empowered to conduct external monitoring and evaluation. Similarly, Al Sadaawi (2010) and Al Sumaiti (2012) reported that the evaluation of

teachers was carried out by their direct superiors, who included the principal or the educational supervisor. The educational advisor evaluated the principal. According to the Ministry of Education (2017), with features such as learners' achievements and behaviours, schools have adhered to systematic evaluation plans backed by enough infrastructure and other resources to ensure excellent performance quality. Furthermore, the government provides adequate training for all school staff and enacts relevant policies to support the inspection and monitoring. Through regular training, the school staffs are able to understand critical areas for better educational attainment and promotion of good ideals associated with management sustainability. These arguments are corroborated by Ashour and Fatima (2016) and Blaik Hourani and Litz (2019), who asserted that the Abu Dhabi vision 2030 focuses on education improvement through the development of learning institutions. A key approach for the Abu Dhabi Department of education and Knowledge (ADEK) entails ensuring that schools are externally evaluated, and school heads held accountable based on a set program and approved criteria.

According to El Saadi (2017) and Emirates Schools Establishment (n.d.), the third party or external body responsible for monitoring and evaluating government schools in Abu Dhabi is based on Irtiq'a. The Abu Dhabi education Council (ADEC), was the first to take action toward improving education standards in Abu Dhabi schools in 2005. The perspectives are stressed by ElKaleh (2019) and the Ministry of Education (2017), who pointed out that the first initiative was shared with private schools, which according to the law, should register with ADEC. The initiatives were important for several reasons. One such reason is the importance they play for the UAE government in ensuring that they are aware of the education quality within learning institutions in the area. Moreover, Farah and Ridge (2009) noted that through

the completed inspection, school administrators, managers, principals, and members of the board acquire an external evaluation based on which they can come up with ways and solutions through which they can improve the quality of provided education and overall students' performance. The evaluation process helps identify a school's strengths and the areas that need improvement.

Furthermore, the evaluation process provides a basis for comparing national and international education standards (ADEK, 2017; ADEK, 2012). The 2010 creation of Irtiq'a by ADEK to inspect schools in Abu Dhabi Emirate aimed to ensure the increased performance of learning institutions. The postulations are shared by Gustafsson et al. (2015) and Hall (2018), who observed that the inspectorate program is based on a set framework of values to enhance performance; entailing learners 'achievement, learners social and personal development, skills of innovation, curriculum, teaching and assessment, protection/ guidance/ care and learners' support as well as school management and leadership. After every inspection by Irtiq'a and the obtained findings, school heads acquire feedback requiring them to focus on specific indicators related to leadership standards within the evaluation guidelines in learning institutions. In agreement, Hallinger (2010) and Ireh (2016) contend that though numerous research studies identify school evaluations as an effective way of enhancing the sharing of management and leadership roles, there is still a need for improvements and further research concerning various evaluation standards related to management and leadership in learning institutions.

Before 2009, Abu Dhabi schools were not obligated to improve their performance or surpass set expectations. The schools have also never had a systemised all-inclusive performance plan based on which performances among schools can be scientifically compared one against the other (Ibrahim and El Zaatari, 2020; Gallagher, 2019; Felten and Lambert, 2020;

the Ministry of Education, 2017). However, it was difficult for parents to select schools for their children based on which was best academically. Previously, the evaluation of schools' performance and competence in Abu Dhabi was disorderly due to insufficient or poor-quality data. In support of these assertions, studies by Jones and Tymms (2014), Kamal (2018), and Kim (2018) indicate that school heads and governors use data to warn teachers about at-risk learners with a focus on eradicating ISV (in-school variation) by ensuring the training and empowerment of middle leaders. Indeed, this affects the impact of evaluation on school heads, including principals and deputy principals, as well as middle leaders. Middle leaders are teachers chosen to head other teachers or faculties within learning institutions in Abu Dhabi. Based on this, efficiently undertaken inspections are important in enhancing leadership quality in learning institutions, particularly by creating an improved professional identity and enhancing effective work practices in schools.

2.5.2 Professional Identity, Inspection Practices, and School Accountability

Litz and Scott (2017) and Lesinger et al. (2017) contend that emphasising professional identity in school inspection is central to obtaining optimal results from all quarters. According to Lesinger et al. (2017), professional identity is a broad and constantly changing process of interpreting and reinterpreting experiences while at the same time maintaining continuous communication between the person and the phenomenon. Therefore, through professional identity, one can reflect on their experiences; interpret those experiences and use the interpretations to come up with future solutions. On the other hand, Matete (2009) and the Ministry of Education (2017) argue that professional identity entails a combination of “externally ascribed attributes” used for differentiation among groups. In education, the concept was described as set attributes in teaching imposed by either teachers or outsiders and that had

common values and characteristics through which differentiation among diverse student groups was made possible.

Additionally, Madden (2019) came up with five scopes of professional identity. The author describes identity as a learning trajectory, negotiated experiences, multi-membership nexus, community membership, and a link between local and international. Therefore, Nuzhat (2020) and Quintelier (2017) argue that through these scopes, educators can acquire professional identity while addressing the various cultural, political, and social facets of identity information. In particular, Nuzhat (2020, p. 23) indicates that "there is a profound connection between identity and practice; developing a practice requires the formation of a community whose members can engage with one another and thus acknowledge each other as participants." Educators' professional identity needs continuous reestablishment and negotiation as this allows teachers to speak and freely air their views. In agreement with the arguments of Nuzhat (2020) and Quintelier (2017), Ridge, Kippels, and Farah (2017) contend that professional identity gives teachers a chance to experience different professional identities in their career path as they develop from one level to another. For example, from teaching in primary school to higher classes or being able to teach more or different subject areas. Similarly, a teacher may rise to an administrative or leadership position, which brings in different identities as one tries to take up the new roles and responsibilities. Consequently, school heads possess diverse, unique identities through which they can lead and make changes.

School heads, in this case, create integration between the key professional identity values and the externally imposed needs (Ridge, Kippels, and Farah, 2017). Identities are socially constructed and tightly linked to contexts and relationships. However, Miguel (2015) and King (2016) argue that identities are dependent on historical and cultural impacts. In this case,

creating a professional identity is based on existing social structures and relations with others while maintaining self-perceptions emerging from one's experiences, recollections, and identities. As argued by Jeffrey (2018) and Hopkins et al. (2016), professional identity focuses on the responsibilities along one's career journey inclusive of a person's experiences, knowledge, skills, values, beliefs, and considerations, aspects that, when combined ensure that leaders can efficiently and wisely carry out their expected roles and make informed decisions. Though influences can alter professional identity, an individual's reflexivity plays a great role in forming identity.

According to Quintelier, Vanhoof, and Maeyer (2018), professional identity refers to a frame of mind in which an individual feels part of a particular professional team based on this membership. Though the term is defined differently by different professionals, it encompasses work-based concepts and activities like teamwork, stakeholder evaluation, communication, emergency handling, academic records, self-reflection, ethical values, and ethical and cultural awareness, among others. In agreement, Ehren and Shackleton (2016) and the Ministry of Education (2017) contend that having a professional identity can enhance teachers' cooperation and improve education quality. Professional identity creates self-awareness and sufficiency and allows for the collaboration of teachers, thus encouraging innovation, desire for improved knowledge and skills, and overall self-efficacy. Experts in education research emphasise the importance of teacher retention to improve the quality of education. Similarly, Ridge, Kippels, and Farah (2017, p. 14) observe that "teaching has become America's most embattled profession." According to Ridge, Kippels, and Farah (2017), this negatively affects education as a profession and the related stakeholders. The retention rate is found to be highest among educators with an undergraduate degree and lowest among those with certificates coming from

outside states despite them having an experience of five years or less. The assertions of Ridge, Kippels, and Farah (2017) are reinforced by Albasha and David (2019) that the retention rate decreases as the years of experience increase. This statistic helps identify the existing gaps related to retention rates among educators and, in turn, creates an avenue through which solutions can be identified in the areas of educator preparation and training, calling for more studies on teacher training, skills development, and professional development.

As reported by Gaertner, Wurster, and Pant (2014), educators leave their jobs, with many of these relating to the lack of administrative support within their areas of work. Workplaces with opportunities for growth, active participation of employees, open communication, and competitive salaries record a high retention rate. Additionally, Azeem and Mataruna (2019) and the Ministry of Education (2017) argue that the better the organisational support, the more likely the employees are to stay. Educators' strong professional identity could be an effective way of ensuring that teachers do not leave their jobs. With this, leaders must develop and implement strategies that enhance professional identity among their employees. For example, if teachers work in an environment, they are more likely to be more committed, hence a higher sense of professional identity (Albasha and David, 2019; Al Dari, Jabeen, and Papastathopoulos, 2018; Ehren and Shackleton, 2016). Similarly, shared decision-making among educators increases their sense of belonging as professionals and, in turn, raises retention rates. There is a need for school leaders to understand the importance of feedback, dialogue, and participation in the enhancement of professional identity among workers.

On the other hand, Hill (2016) and Halawah (2006) observe various ways through which the practices of school heads can be identified. These include being fully compliant with set local and state regulations, promoting and ensuring an all-inclusive learning institution, ensuring

that all teachers provide quality education, setting a clear school vision for all employees, and collaborating with learners, parents, and stakeholders in the creation of a common vision. In addition, there is a need to promote collaborative decision-making, continuously evaluating the learners' experiences in class. Moreover, Heitor (2015) and Gökçe and Kantos (2012) point out that delegating tasks and leadership roles to other staff members and teams, keeping staff engaged in regular self-evaluations, and monitoring the performance of educators are critical to attaining greater school performance. Furthermore, identifying main areas of importance based on obtained valid and reliable findings from completed self-evaluations, following up on the progress of learners and the school, and continuously working on improvement plans is essential. Similarly, senior staff must prove good governance, which entails an agreement from every stakeholder that the school board ethically performs its expected leadership roles and responsibilities following the set regulations (Kolly, 2017; Ministry of Education, 2017). The operational practices of school heads entail all the managerial undertakings required to ensure adequate staffing, resources, and facilities. With this, and per the Irtiq'a Framework, senior school heads can be regarded as inspirational, trained practitioners exhibiting impeccable professional competence levels.

According to the Ministry of Education Strategic Plan 2017-2021 (2020), different from school monitoring and evaluation, school accountability has a broader definition. In other words, the process calls for schools to be responsible and answerable to stakeholders through other undertakings, processes, and structures other than monitoring and evaluation. In agreement with these assertions, Ehren and Visscher (2006) and the Ministry of Education (2017) presented the concept of accountability as documenting the evaluation process and ensuring continuous assessment throughout the evaluation and at the end of the process as a means of attaining

improved performance. Accountability globally entails the evaluation of school performance based on the assessed performance of learners.

2.5.3 Understanding School Inspections

According to Ehren and Shackleton (2016) and Kemethofer, Gustafsson, and Altrichter (2017), inspection involves carefully examining or deeply scrutinising a particular situation. The process occurs in different open administrations, such as those related to care, wellbeing, instruction, law, preparation, policing, and detainment. Important to note is that the UK and Europe post mechanical creation are packed with regulations and measures requiring consistency, which assures that all undertakings are done consistently. In support of Ehren and Shackleton (2016) and Kemethofer, Gustafsson, and Altrichter (2017), Tamim and Colburn (2019) observe that some of the large areas where inspection is done include people's wellbeing, security, gas fitters, security, structures, independent electrical contractors, tax collection, and structures. The sectors have fixed examiners to evaluate and monitor the progress of the schools. There is a need to understand that there exist expert inspectorates ensuring quality practice and are certified with efficient administrative skills. On the other hand, Taska (2017) and the Ministry of Education (2017) assert that some particularly deal with ensuring consistency following set legal standards. The administrators ensure that procedures are consistent and in line with measures. Failure to work as per the set standards results in withdrawn authorisation to practice and permits disqualification. In this case, the inspectorate cites an administrative need but can also mention various needs. The government has invested many resources in the education sector to help and facilitate all stakeholders to adopt relevant practices to support the realisation of the desired educational goals and the national vision of the government.

2.5.4 Difference between Inspection and Supervision

There is a major difference between oversight and review. While review entails scrutinising regions, oversight focuses on administering complete help. Ehren and Visscher (2006) contend that 'inspection administration' looks at every identified administration with the main role being reviewing, controlling, assessing, or potentially exhorting, helping, and bolstering school leaders and teachers. External inspection comprises guides, assessors, consultants, organisers, facilitators, and instructors. As observed by Soomro and Ahmad (2012), these are found outside the learning institution, neighbouring, focal or provincial stages. Inspection experts have several characteristics. These include playing the role of monitoring and support, living outside the learning institutions, and always ensuring constant visitations to the school. In several countries like Canada and the USA, school inspection is completed by the institution's field directors (Ashour, 2020; Alzuhair, 2018; the Ministry of Education, 2017). Moreover, Ashour (2020) and Alzuhair (2018) concur that at the time, inspection's greatest concern was related to enhancing the education program, improving guidance, ensuring, and encouraging the use of better guidance resources in administration training, encouraging gradual effective assessment, and collaboration when it comes to improving school programs. Thus, an inspection can be seen as universal compared to assessment when it comes to inspection, confirming the quality and improving training across distances. The skills and capacity level of administrators are mostly established in the course of training or during educational programs. In this context, building capacities of school leaders and inspectors by the UAE government is associated with improved school performance and instilling national values to support development.

According to Ashour (2017; 2020), with time, different countries, in their quest to transform and improve inspections, have gradually continued to depend on internal tools of value affirmation as well as self-assessments, a process that involves relaying duties of control and support of involved school stakeholders including teachers and administrators among others. The arguments of Ashour (2017; 2020) are reinforced by Brewer et al. (2007), who assert that the various tools integrate asset production and learning institution groups. The instruments form the basis for arrangements related to teachers' evaluations, peer assessments, and self-evaluations. Ashour (2020) and Alzuhair (2018) reiterate that self-evaluation peer evaluation and teacher's evaluation should complement each other, or completely replace external inspections under extreme situations. As an example, a review is only one part but an important component of a gradual and continued broad assessment framework that integrates the use of different tools like in the case of countrywide testing, the establishment of a structured countrywide educational program as well as the planning of pre-administration and in administration (Blanck Miguel, 2015; the Ministry of Education, 2017). By combining the various fundamentals, national administrations will likely affect the regulations and policies that guide training frameworks in learning institutions. In this regard, it would be difficult to discuss school inspections in disconnection, looking at things in the context of the arrangement. Nevertheless, there is a need to plan to enhance quality and framework assessment. Ministry of Education (2017) reports that the UAE government collaborate with stakeholders in the education sector to ensure exemplary performance in schools, and promote growth and development in the institutions.

Badri et al. (2016) and Barbour (2019) observed that quality checking involves different forms of collecting and evaluating data combined with varying levels of observation, which may

range from key to class-site phases. Similarly, it could encompass different onscreen features that range from focal inspectors to teachers and parents/guardians, as well as specific observation tools for external inspection, evaluation, self-assessment, and relaying of school results. Several ways can be employed to achieve quality observation (Azeem and Mataruna, 2019). Azeem and Mataruna (2019) note that three main distinctions work in line with the central focus of observation, which entails the main party carrying out the observation. The point of focus for observing may be of different types. One such form of observation is consistent observing, which relates to data sources, guidelines, and set standards in a school. Another form is indicative observation, comprising instructional forms and class happenings. Another is execution observation, which may entail attaining school results. The assertions of Azeem and Mataruna (2019) are supported by Ayouby and Mahmoud (2016) that the inspector carrying out the observation may follow the stipulations laid out by the Ministry (open or state control model), the instructors (expert responsibility model), parents closely related to the school (organisational approach), or even the general population. However, inspectors need to comprehensively plan for and undertake their observations based on the set framework and ensure that the used assessment tools and process of school inspection promote improved educational practices and quality of education. On-site individuals can also do internal inspections within the school, such as school heads, selected parents of the school, or chosen members of the school board, among other stakeholders.

According to Bruneforth, Shewbridge and Rouw (2019), and Buldu (2010), public responsibility is a person's duty to establish, encourage, and uphold a positive image and goodwill towards a given institution. The person's responsibilities and undertakings ensure ethical, legal, and physical accountability. Within a school setting, Butler (2019) observes that

the person could be stakeholders, such as the school principal and other leaders and educators. The public, in this case, can be the general population, community members around the school, and parents/guardians. Here, responsibility involves not only the school evaluation and inspection but also the sense of accountability of the school towards stakeholders and the public regarding set structures and education practices. Much of the education policies in the UAE emphasise objectivity in school inspection, as well as identifying potential areas for improvement.

2.5.5 Inspectorate System in education

Many countries have put in place fundamental agencies whose main objective is to evaluate the level of accountability in schools (Cameron, 2005; Simpson, 2014; Sergon, 2021). However, the focus would be on the agency's accountability in this circumstance. These agencies employ the vote-based system to evaluate, judge, and enhance the management of schools. Similarly, Sengupta, Blessinger, and Mahoney (2020) contend that the directors of these agencies give approved management standards, particularly in regions where failure to adhere to those standards would endanger the entire community. The inspectorate system in education can be categorised into four different groups with unique accountabilities. In agreement, the UAE Economic and Social Development Economics Essay (2018) identified several categories, including controllers responsible for providing service to the public within the country and adjacent schools; occupational accountability, and rules of the individual inspectorates and examination agencies through professional entities; responsibility via market systems of individual examiners and assessment bodies; and countrywide and area-based inspectorates. Moreover, Zeineddine (2017) and Shatzer, Caldarella, Hallam, and Brown (2014) noted that within the government, the countrywide and local standardisation agencies ensure

that schools adhere to the set standards. Local standardisation agencies are evaluated by the overall agency within the country, agencies within the different states, and the audit committee. In addition, Shatzer, Caldarella, Hallam, and Brown (2014) argue that the assessment is carried out either in part or as the main element of the overall standardisation authority. The country's leaders are accountable to their local offices, and the relevant committees within parliament, referred to as open accountability. This standardisation framework demonstrates how the inspectorate system in education is perceived to be accountable from the government's point of view.

On the other hand, Ross and Gray (2006) reported that standardisation agencies within the education system are responsible for evaluating the uniformity of learning institutions through the development of rules and regulations that must be adhered to by all school managers. Consequently, these agencies are a critical component of the management and regulatory processes within the education system. These authorities formulate regulatory guidelines outlining the different rules that all schools must follow. The observations are reinforced by Quintelier, Vanhoof, and Maeyer (2018), who noted that inspectorates of education encounter several hurdles when evaluating the learning institution's uniformity and adherence to the regulatory requirements, which brings to the fore the multi-faceted link between ratification, regulatory, and evaluation elements of the system. In other words, standardisation agencies encounter difficulties when it comes to deciding how to enforce the rules, as well as how to ensure schools adhere to the ratification of educational standards. However, the Ministry of Education (2017) and Shatzer, Caldarella, Hallam, and Brown (2014) point out that several standardisation agencies within the education sector perceive uniformity and ratification as an elaborate yardstick for measuring the quality of education offered in schools. Some of the issues

highlighted by Quintelier, Vanhoof, and Maeyer (2018) can be effectively addressed by encompassing more elaborate standards measures, which are not contained in the regulatory framework. The elaborate quality measures can be used to develop responsive rules, which allow for customisation of the evaluation structures to suit the school's requirements, considering the comprehension and professional discernment of the controllers and adaptation of the standards within a given period.

Soomro and Ahmad (2012) demonstrated that alterations in the management of tutoring programs by combining different teaching methods could enhance the overall tutoring structure in schools. In the last thirty years, parliamentarians globally delegated their teaching master plan. Besides being intended to enhance the type of teaching, delegation has been considered a method of expanding efficacy, enhancing growth, and reducing social inequality and segregation in teaching. Over time, Ehren and Visscher (2006) and Shatzer, Caldarella, Hallam, and Brown (2014) noted that learning institutions have continuously become self-sustainable by demonstrating exceptional levels of opportunities. However, Sengupta, Blessinger, and Mahoney (2020) and Quintelier, Vanhoof, and Maeyer (2018) argue that although delegation has increased the efficiency of the standardisation agencies, the national authorities are still perceived by all the stakeholders as being able to provide high-quality teaching programs, hence making schools self-sufficient. The national government's supervisory agencies are usually held responsible for their actions. However, for some local standardisation authorities, implementing the regulatory framework is usually below the expectations of other stakeholders.

Additionally, Gaertner, Wurster, and Pant (2014) point out that stakeholders in the education sector have thought about how accountability, from a broader view, should be altered when teaching master plans are delegated, where learning institutions have continuously

become self-regulating, with little involvement from other stakeholders. In support of this, Sengupta, Blessinger, and Mahoney (2020) noted that in a multi-directional trajectory of actions, national authorities expand their regulatory guidelines within the education system to control and organise the managers within the standardisation agencies effectively. The expanded management practice may integrate the establishment of implementation guidelines on school productivity and motivate the schools that meet these standards. Similarly, Quintelier, Vanhoof, and Maeyer (2018) observe that delegation enables effective transmission of information to the national government, which is acted upon by the relevant persons within the national government, resulting in efficiency. Using this system of school assessment requires one to navigate the school's administration to establish platforms for partnership, allowing schools to acquire knowledge from their peers. This approach can help schools solve local challenges and establish standards for addressing different circumstances within their precincts.

Bruneforth, Shewbridge, and Rouw (2019) highlighted some of the examples of such decisions by demonstrating the use of collaborative master plans and other methods, such as network scorecards, report cards from residents, trans-disciplinary inspection, and evaluation approaches, which focus on providing information and highlight any challenges at the local level. According to Soomro and Ahmad (2012), these devices are critical since they highlight and bring the required information and findings to the fore that enables fruitful deliberations. For instance, the information concerning the open use in learning institutions on the state of the institutions is needed to enable people to think critically, enlighten the stakeholders, and push for performance. The arguments of Soomro and Ahmad (2012) are corroborated by the Ministry of Education (2017) that practical communication processes and communication devices are critical components of accountability in the inspectorate system in education. Effective

communication methods can integrate open discussion forums besides the use of conventional channels of communication. Delegation enables effective transmission of information to the national government, which is acted upon by the relevant persons within the national government, resulting in efficiency. However, Shatzer, Caldarella, Hallam, and Brown (2014), Ehren and Visscher (2006), and Quintelier, Vanhoof, and Maeyer (2018) argue that using this school assessment system requires navigating the school's administration to establish platforms for partnership, which allows schools to acquire knowledge from their peers. This approach can help schools solve local challenges and establish standards for addressing different circumstances within their precincts. Consequently, this type of change implies that the school administration is responsible for the assessment plan and must demonstrate its ability to avail the needed services and proof to inspect the learning institution's level of the corporation and the participation of every stakeholder to ensure the results of the assessment are accepted by all the partners.

2.5.6 School Inspection and Quality of education in Other Countries

Because of her wealth of experience, knowledge and expertise in matters related to education management, leadership and policy, the researcher, after sound judgement and evaluation, picked on the UK and Finland due to their elaborate and leading education system within the first world countries. In so doing, the UAE will be able to explore the experiences of other jurisdictions, which are relevant to the countries setting and inspection system. Through that, it will be easy to identify best practices, which can be applied in other jurisdictions.

2.6 Quality of education in the UK

School inspection was introduced in the UK education system when OFSTED was established by the Act of 1992. Nevertheless, OFSTED is not the beginning of school inspections in the UK. It started earlier in 1839 and was formerly known to be Her Majesty's Inspectorate (HMI). Essentially, OFSTED is an independent non-ministerial organisation that operates under the direction of Her Majesty's Chief Inspector. Its significance is to control school inspection services. It is universally accepted by all educational stakeholders like parents, whom it equips with the power to choose quality of education for their children. OFSTED has distributed school inspectors manually among schools to achieve best improvement through the guidance of self-evaluation. Such kind of inspection system is believed to be contributing to high quality of school performance. Lesinger et al. (2017) noted that OFSTED has often failed to initiate mechanisms that would facilitate underperforming attain exemplary results.

The principle 'School Evaluation Matters' influenced institutional self-assessment in OFSTED, which resulted in significant improvements in school performance. After research and evaluation of pre-investigation reviews from schools, self-assessment became a requirement for all schools to use in assessing the quality of their performance. Afterward, all educational institutions (schools, universities, and other learning institutions) engaged in self-assessment to measure and prove their quality. According to Chapman and Sammons (2013), this initiative showed a school's performance status, including management strategies, activities, programs, teaching methods, and the learning environment. As a result, self-assessment is a crucial element to include in other frameworks for evaluation. Similar observations are presented by Badri et al. (2016) and Blok et al. (2017) that in 2003, England introduced self-assessment as the main starting point for all education inspections, alongside evaluation of other performance

information. In addition, from 2006, OFSTED used self-assessment to develop acceptable and beneficial practices, approaches, and policies, for all schools and universities. On the other hand, Farley-Ripple et al. (2018) contend that after reviewing the performance of self-assessments, OFSTED realised that institutional self-evaluation was efficient in schools where the key stakeholders, such as directors, investors, and head teachers, formulated procedures and processes to follow during the school's self-assessment practice. These procedures were in line with the inspection framework.

Further, a study by Ehren et al. (2015) done on education institutions found that all schools had different performance improvement levels. Nevertheless, the schools used their presented self-assessment framework to influence positive change. Thus, after much re-evaluation of the institutional self-assessment approach, OFSTED established guidelines to be followed in the self-assessment procedure as follows: schools should present in their self-assessment report the criteria used in arriving at their conclusions and judgment of the performance state of a school and various recommendations they have to make towards improving the weak areas. The arguments of Ehren et al. (2015) are corroborated by Gökçe and Kantos (2012), and Hallinger (2010), who noted that a self-assessment report should be the first to follow in the significant school inspection. That is, it should be the starting point of inspection activities. In addition, a self-assessment statement should include the relationship state of its stakeholders, the effects of the relationship on various performance aspects of the school, and ways of mitigating any arising issue between the school and the stakeholders. The above assertions are reiterated by Heitor (2015) and Ireh (2016) that self-assessment reports should help determine the main areas of concentration for pre-examination investigation during school inspection exercises. Further, it should aid in designing essential items for the examination, such

as the most suitable investigation group. The document forms the basis for further investigation since the statements guide the next appropriate moves and decisions. However, Jones and Tymms (2014), Kemethofer, Gustafsson and Altrichter (2017), and Lesinger et al. (2017) assert that self-assessment statements should be clear and understandable to enable the user to judge the school's performance state appropriately. Further, the statements should highlight areas with quality performance and the school's areas of weakness. Thus, inspectors should evaluate the accuracy of the presented self-assessment report. However, self-assessment should not be an option in any given circumstance or be presented differently, as provided in the guidelines. Ministry of Education (2017) observes that inspection is a mandatory exercise because it contributes to the improvement of the overall performance of the school.

According to Van Bruggen (2010), self-assessment does not accommodate all quality aspects. In addition, the author notes that with the increasing advancements in self-assessment that have taken place for around 20 to 25 years, and the introduction and implementation of new activities and undertakings, a considerable number of schools (about 55 %) have different perspectives and views on the quality education system in self-assessment. Suffice to mention the fact that institutional self-assessment has significantly evolved in many nations, including England, Scotland, Netherlands, among other countries. In support, Jones and Tymms (2014) note that OFSTED reports reveal an improvement in self-assessment in close to 70% of schools in the United Kingdom. However, the Dutch profile shows a slow rate of development in institutional self-assessment. In addition, many other nations, such as Sweden, report a 10 to 20 % growth rate, which illustrates many challenges associated with advancement in self-assessment. The most significant part of self-evaluation is presented judgment and conclusions of the evaluation, especially when some findings are awful and personal. Effectiveness in the

presentation of self-evaluation reports partially depends on the relationship between the examiner and the school staff (Kolly, 2017; Matete, 2009; Quintelier, Vanhoof and Maeyer, 2018). Therefore, an examiner must ensure a healthy working relationship with the school staff based on trust. Moreover, how inspection findings and judgment are presented is essential. In England, numerous Inspectorates of education have developed rules and guidelines that various school stakeholders, including managers, directors, and head teachers, should follow in presentation as reactions to a presentation of performance judgments and conclusion. For instance, in 1998, OFSTED developed a ‘work to gain acceptance’ principle, which directs examiners to establish healthy relationships with school managers, staff, and students to gather adequate proof for the appropriate conclusions.

According to Jones and Tymms (2014), the National and Neighborhood controllers and inspectorates are essential elements of government quality structure, a good example being the National inspectorates of education. Therefore, the state branches, Audit Commission, and national bodies are responsible for assessing Neighborhood Inspectorates and their comparable. On the other hand, the parliament and home offices are responsible for evaluating the National Inspectorates. This model is called open responsibility, which defines and shows the responsibility and accountability of OFSTED and the English Inspectorate of education from the government perspective. Additionally, Rosenthal (2004) contends that self-assessment examiners rely on advertisements and markets for work. In some cases, the existing market components rule out some controllers and Numerous Inspectorates of education. Contrarily, Sengupta, Blessinger, and Mahoney (2020) argue that the issue of advertising and markets does not apply in some cases. For instance, if a school decides to pick its examiners, some associations, such as the Independent Service Providers restricted by OFSTED from accessing

schools in England, can get a chance for school review. In addition, experts can decide to pick examiners from the registered association. However, it is sufficient to mention that there are other casual ways of holding Inspectorates accountable for their work through exploration and the media.

Shatzer, Caldarella, Hallam and Brown (2014) and Van Bruggen (2010) report that in cases of criminal equity offices, much of the assessment report evaluation done in the administration is not revealed. Confidentiality is stressed because an administrative assessment reveals that an organisation's executive plan is the essential aspect of the administration, and therefore confidentiality is paramount regarding the authoritative corporate program. According to Jones and Tymms (2014) and Kemethofer, Gustafsson, and Altrichter (2017), this practice shows that Inspectorate respects any open consideration, as it proves an association's newsworthiness. Likewise, School Inspection Systems, after much care, are inspected by an exploration network. However, the Inspectorates of education argue that schools should be tied to their investigation presentation, while the public support that the Inspectorate of education should be responsible for school conduct and display (Chapman and Sammons, 2013; Sengupta, Blessinger, and Mahoney, 2020; Jones and Tymms, 2014). Various cases where schools review and produce and have to use the examination results for performance improvement prove the importance of having Inspectorates of education take responsibility for examining schools. As reported by Ehren et al. (2015), some nations have rigid governance, such as Netherlands and England, where they rely mainly on school performance to make decisions and schedule inspection visitations to the schools that show poor performance by identifying the failing schools and informing the various school stakeholders about the school's performance. Such inspectorates have clear sets of performance measures that influence clear outcomes to inform

judgment. The existing movements, which are against self-evaluations in schools as the starting point of inspection, have influenced the development of the challenging governance approach. The complex governance approach applies where output informs inspection decisions. On the other hand, soft governance does not rely on performance reports to inform decisions on inspection. Inspection occurs regardless of performance to identify the school's weaknesses and strengths. Weak governance applies mainly in nations like the Czech Republic, Sweden, Australia, and Ireland. The UK inspection framework emphasises quality and inclusion of all stakeholders to identify key issues to be addressed. Based on practices of the UK inspection framework, the UAE government needs to incorporate inspection continuity and self-assessment to enhance outcome ownership. The guidelines from the UK inspection were paramount in providing a wider perspective in this research to improve all the processes in the UAE.

2.7 Standards and Thresholds

Culture, norms, and practices affect instructive quality because these norms and procedures should be considered when setting the school's quality standards. Warner and Burton (2017) and Whitby (2010) observed that quality standards might include guidelines that define an acceptable way of conduct or guidelines surrounding learning abilities. In addition, the procedures may include provisions governing authoritative duties in the school, such as the administration of assets, or govern input desires, including the class size and chances to learn, among others. The arguments are reinforced by Ehren et al. (2015), Ehren and Honingh (2011), and Ehren and Shackleton (2016), who noted that instruction frameworks created from Germany on quality structures consider the principal's setting and procedure in that setting to retain the school's history and character school community. On the other hand, process measures align with standards and consistency through training. The standards formulated have a direct impact

on a school's performance and its success rate. Dutch investigation prides examined experimental procedure markers processes that positively affect learning results (Ehren and Shackleton, 2016). The research shows that it is beneficial to separate failing schools to satisfy guidelines that require all schools to upgrade their conduct. According to Gaertner, Wurster, and Pant (2014), moderate-performance institutes frequently modify their behaviour compared to poorly performing schools. Quality structures define quality performance for a school. In Europe, a case study on school reviews by Van Bruggen (2010) shows that most European Inspectorates comment on their schools' reviews using a six-way direct scale. For instance, they comment on reviews using great, adequate, excellent, good, terrible, and awful. This method of presenting and commenting raises an essential question on what principles, rules, and standards should govern performance judgment. Generally, Inspectorates of education provide assessment reports on a school's state and level of quality of its performances, including strengths and areas of weaknesses that may require improvement. Open announcements mark the end of education Inspectorates' investigation and presentation of their findings against the standards. The given reports/presentations aim to portray an institution's state of performance and recommend appropriate and effective strategies for improvement on the weak areas. More detailing of these results occurs when the school wishes to incorporate their stakeholders like the surrounding community or parents in making decisions that are likely to affect the student's outcome.

A specific model can give a deeper explanation of performance judgments. For instance, using the four-way judgement model, which includes quality, rules, four, and markers; one should analyse each in-depth to determine the best word to use. For example, to determine which of the four numbers should apply as acceptable, one can decide that markers are permitted (Tamim and Colburn, 2019). Some valuation frameworks like those used in Scotland and

Netherlands use ‘practice descriptors’ for each feature. This descriptor should apply in many cases to influence judgments against the marker. In most cases where practice descriptors apply, the standards and measures used by the inspectorates may not be transparent enough, like in the cases of frameworks used in Saxony and Czech. As Van Bruggen (2010) demonstrates, the inspectorates have point-by-point quality structures to utilise. Other inspectors itemise these practice descriptors and markets, which overseers use to inform their judgment and perception of performance. An excellent example is North Rhine – Westphalia inspectorate, which has itemised instructing learning arrangements in the market. The board, therefore, requests overseers to communicate on the possible time when certain events such as learning activities are likely to happen. Similarly, Miguel (2015), Lesinger et al. (2017), and Hendriks, Doolaard and Bosker (2002) note that auditors need to take important notes, which could inform their judgments on various sectors of instruction, including bunch work and cooperation. Research on consequences relating to inspectorates proves that itemising is a complicated strategy for strategy developers, specialists, and those schools’ implementing tables for self-benchmarking.

Van Bruggen (2010) implies that just like England examiners, the performance review shows that the increasingly seasoned inspectorates are not straightforward and leave a massive gap for their investigators to complete the observations and judgment. The main difference is that the examiner's priority in her examination is determining the quality of performance in a school. At the same time, Heitor (2015), Quintelier, Vanhoof and Maeyer (2018), and Hallinger (2010) contend that inspectorates work with point-by-point perception to develop judgments on performance. Even though these inspectorates acknowledge that their work is an essential aspect of the true definition of value, the approach needs a considerable amount of investment in cash to apply. In the Netherlands, inspector records evaluation occurs under different framework sets.

In addition, Hall (2018), Gustafsson et al. (2015), and Gökçe and Kantos (2012) observe that the issues of examinees 'performing the test' challenges, a viewer's objectivity, questioning the quality and reliability of the presented judgments, as well as conclusions are important. For instance, when using performance statements for internal control inspection, an auditor may have difficulty deciding whether it is appropriate and adequate to rely on the presented information by viewers. This challenge may arise because of the likelihood that final findings are subject to compromise by own conditions such as sleepiness or pretence by the individual under observation. Another critical aspect to consider is whether people under observation act when they are aware that they are under observation. Quality is essential in the investigation; therefore, the inquiry should ensure complete preparation before the commencement of the main exercise. Emphasising standards and thresholds in inspection in the UAE will help achieve and sustain inspection quality. Moreover, stressing on inspection standards in the UAE will contribute to greater accountability and realisation of the GEM-2 goals.

2.8 Polycentric School Inspection

Ehren et al. (2017) brings out the implementation of lateral and horizontal approaches applied in school inspection. Polycentric school inspection requires excellent collaboration between various stakeholders of the school, the students, and networks, to influence the student's outcome positively. Therefore, networks develop different evaluation criteria and link each partner's contribution to the network's outcomes to ensure efficiency and competency. The arguments of Ehren et al. (2017) are reinforced by Felten and Lambert (2020), who reported that implementing polycentric school inspection requires much investment, including serious training of all stakeholders and students, system development that will link to the network to work effectively, and changing and formulating of policies and practices that can work together

with the new system for better student and school performances. Further enhancing training in the school joints every partner's accountability to the network is necessary. In most nations, governments have realised that most people object to implementing a centralised policy as a strategy for school enhancement, hence increasing the adoption of collaborative governance in developing a quality structure (Janssens and Ehren, 2016; Janssens and Dijkstra, 2013). Network governance, the third type of governance, links a school's policy to the public objective. This network applies in England; where the government uses it to influence partnerships in various schools, especially in Multi-Academy Trust (MAT). MAT refers to the Board of Directors running a fully funded independent group of schools. The government, in this case, uses network government to ensure that the Board of Directors follows the set procedures and processes in their respective school operations. For instance, this occurs in different teaching methods, rules, and regulations governing the admission or discharge of a student from the school.

However, independent schools enjoy some advantages. For instance, they have the right to decide on the amount and payment methods for their staff and various ways of delivering curriculum to students. Ehren et al. (2013) confirms various advantages of the framework's provisions, such as advantages associated with the flexibility, responsiveness innovation, and risks in MAT. Accordingly, network governance can solve the most common problem where actors fight for the same resources; they need to achieve the same results by joining them and enabling equal distribution of these resources through a common channel. Networks can be helpful in enterprises in various ways. For instance, they can promote effectiveness in cases where unfair practices exist in business operations or during price inflation, even with the help of creating a jointly supporting benefit. The assertions are corroborated by Ibrahim and El Zaatari (2020), Farah and Ridge (2009), and Ehren and Honingh (2011), who argued that

implementing networks in schools will result in uniform and accessible programs and systems, hence making it systematic. Rather than letting schools formulate their policies. For instance, schools decide on applicable school duration hours rather than having acceptable uniform hours for all schools. On another hand, operating using networks is sometimes challenging as it involves joint activities, which may be difficult to achieve 100 percent due to a lack of clarification and possible lack of understanding of one's responsibility. Various researchers (Janssens and Ehren, 2016; Bruneforth, Shewbridge, and Rouw, 2019; Blaik Hourani and Litz, 2019; Quintelier, Vanhoof, and Maeyer, 2018) explain that in most cases, network goals and objectives are unclear to the partners involved. As a result, network partners often feel uncomfortable being held responsible for mistakes they did not make. Thus, in most cases, most structures involving accountability in the network effectively perform monocentric.

Ehren et al. (2017) argue that with the help of education inspectorates clarifies community accountability, giving examples of the appropriate methodology for implementation, hence revealing the mechanisms and requirements for effective performance and functionality of a network. This procedure involves multiple processes, including personal and interpersonal analysis and other effective methods for evaluating the network's general performance, such as subjectivist strategies. As Christie and Alkin (2013) clarify, subjectivists' techniques rely on an individual's understanding of situations, places, and time, making them more receptive because they show the dynamic differences like human activity. Thus, it is essential for all stakeholders, including users of external accountability, to consider surrounding community functionality when making significant decisions. The assertions are supported by Ehren et al. (2017) and Quintelier, Vanhoof, and Maeyer (2018), who contend that including stakeholders in decision-making that all the accounts consider all the dynamics and diversity

when drawing judgments. Further, external accountability significantly influences the network, as it can help integrate schools into a network, hence developing standards and consequences to follow for the achievement of respective individual goals. However, Bruneforth, Shewbridge, and Rouw (2019), Badri, Mohaidat, and El Mourad (2014), and Azeem and Mataruna (2019) note that contemporarily, school inspection is an essential practice, especially with the advancements in school inspection and the increasing rate of transition to decentralised decision-making approaches in Europe. The main aim of the new inspection systems and framework is to formalise evaluative functions through the implementation of a social science-based research instrument. Therefore, inspection quality structures present inspection findings to a school's stakeholders, informing them on areas with high-quality performances for the school's overall performance improvement. In addition, two main model types are incorporated when measuring a student's cognitive outcome using accountability systems to evaluate their performances against the set standards (Abdallah and Forawi, 2017; Al Samkari and David, 2019; AlKutich and Abukari, 2018). One of these models is used to measure the student's desire for changes in their school performances; after the release of the first performance evidence, the decisions made from the results on accountability influence a school's performance. The other model focuses only on the test's score/performances and provides results on a school's current version but does not include evidence of any changes or places where changes are necessary. Some institutions use accountability systems that accommodate both of these models. For instance, they may set minimum performance levels on an annual basis for each student for every model. Either way, performance improvement is of importance. Applying polycentric inspection in the UAE would contribute to holistic determination of school-related factors affecting performance. In this study, polycentric school inspection would allow all stakeholders

to collaborate and support each other to realise better outcomes and implementation of recommendations.

2.9 Finland

Finland system is quite different to that of the UK. It is the only country attracted by its own approach unlike others who are driven by inspection services. The country has turned its school inspection system into province-based system. The system was also dismantled in 1991 and got replaced by new teacher system. In the end, Finnish teacher education, system aptitudes, and capabilities is now trusted by educational authorities.

In spite of all those achievements, the Finnish National Board of Education (NBE) is still facing challenges when introducing ability in accountability introduction process. Also, it is important for the government to ensure that finances provided to the schools are spent as planned. Therefore, the main reason for required external evaluation is to offer schools a benchmark for comparison and evaluation of performances against others. The Finish approach to school inspection is relevant to this study due to insistence on leadership trust and commitment. Creating sound structures in the UAE to support school leadership would lead to enhanced school parameters based on sustainable parameters.

2.10 Quality of education in the UAE

According to the Ministry of Cabinet Affairs and the Future (2020), the government of the UAE has always pushed for strategies to improve and enforce excellence in all levels of governance; hence, leading to countless breakthroughs in development endeavours. Moreover, the Ministry of Cabinet Affairs and the Future (2020) asserts that the UAE Government Excellence Model (GEM 2) is designed to promote, as well as inspire government entities to

purse excellence and keep momentum of excellence. The Government Excellence Model is anchored on pioneering thinking, as well as advanced thinking that contributes to steering and defining future governments. Based on this broad view, schools in the UAE are driven by excellence. Nuzhat (2020) examined the globalisation of education in the UAE and indicated that managing education quality in a multicultural population is problematic for education stakeholders. According to Soomro and Ahmad (2012), private and government universities focus on improving and maintaining higher education quality. Institutions accredited under the Ministry of Higher Education and Scientific Research and KHDA are inspected to determine whether they meet the expected credentials. Nuzhat (2020) noted that universities under KHDA are branch campuses of international universities, and their curricula and academic systems reflect their main campuses. Branches of different universities from America, Pakistan, India, and Britain are established in the country. Ashour (2017) stated that KHDA, MOE, and Scientific Researcher have a vital role in authorisation and assuring quality assurance to higher learning institutions in the country. University Quality Assurance International Board (UQAIB) under KHDA determines the education quality of the international branch universities in the country. The Ministry of Higher Education and Scientific Research also works under the commission for academic accreditation to evaluate higher learning institutions.

Education forms a critical component of the UAE's vision 2030. It is the foundation of this vision, both implicitly and explicitly. It is in light of this vision that the Emirates Schools Establishment (ESE) was established. The ESE's establishment was founded on the Federal Decree Law No. 15 of 2016 issued by the country's president His Highness, the late Sheikh Khalifa bin Zayed Al Nahyan to make its contribution and be an integral component of the efforts toward developing the UAE's public education (Emirates Schools Establishment, n.d.).

This was to ensure the country's public education sector progresses in tandem with the vision and centennial founded on the educational output's quality to sustain the development process through the combination of efforts and visions to provide quality education to public schools' students (ESE, n.d.). The objective of the ESE includes the development of strategies, education and learning plans, and student welfare programs, the promotion and enhancement of competence within the Federal State Education (FSE), and the encouragement of educational studies and research for learning development (ESE, n.d.). The ESE has a mandate to enhance efficiency within the public education sector within the government's general policy framework and developing and applying policies, strategies, and the education sector's controls, including vocational, technical, and continuous education (ESE, n.d.). The establishment also bears the responsibility of developing plans and strategies for enhancing learning, teaching, and student wellbeing in every institution within its scope and suggesting legislation tied to the enhancement of the country's public education sector and submitting them to the country's moe (ESE, n.d.). Further, the ESE operates, manages, opens, and closes schools, kindergarten, vocational, and technical institutes within its establishment and sustains these institutions and files their reports, and submits them to the UAE's Council of Ministers (ESE, n.d.). Moreover, it also sets the standards, tools, and self-assessment methods for public learning institutions and oversees the implementation of the developed improvement plans (ESE, n.d.). Finally, it offers training to educational staff and manages and oversees the national and international examinations, including specialisations (ESE, n.d.). The establishment of the ESE and the consideration of the scope of work it does is a sentiment of the UAE's efforts to provide quality education and ensure high education attainment in all sectors of education: public and private in the country.

However, the realisation of enhanced education attainment requires a world-class education responsive to the needs of all stakeholders (UAE School Inspection Framework, 2020). It is on this basis the study seeks to explore the application of high-quality evaluation system in measuring school performance and supporting school improvements outcomes for students in K-12 (UAE School Inspection Framework, 2020). The UAE has been quite successful in implementing quality assessment and inspection models. For example, the Commission for Academic Accreditation (CAA) was established to ensure academic excellence in higher education institutions (ElKaleh, 2019). CAA provides the attainment of quality education and educational standards and proper academic operations within the schools. According to Soomro and Ahmad (2012), CAA is the only agency that provides licenses to higher education institutions in the country. CAA also works with other agencies across the emirates, such as the Abu Dhabi educational Council (ADEK), to monitor education quality. Collaboration between education agencies would significantly improve the quality of education in Abu Dhabi from K-12 to higher learning institutions (ElKaleh, 2019). The agency regulates all the education development activities in Abu Dhabi and ensures all the higher learning institutions in the Emirate adhere to the set education quality standards. The institutions of higher learning in the UAE have three main functions: teaching, research, and community services (Ashour, 2017). The agencies such as the KHDA in Dubai and ADEK in Abu Dhabi monitor schools to ensure they efficiently achieve such functions. The new challenges in achieving quality education in higher learning institutions include rising demand for education, teacher education, privacy provisions, and academic profession (Soomro and Ahmad, 2012).

2.10.1 Inspection framework for the UAE schools

According to the Ministry of Education (2017), the vision 2021 of the United Arab Emirates (UAE) focused on the explicit and implicit basics of education. Therefore, this vision includes Abu Dhabi's ambition for entrepreneurship, desire for an enhanced education system, and the urge for an innovative economy based on knowledge from research and the implementation of science and technology. To achieve the above aspirations, the UAE should ensure an improved education system (World-class) and that national needs are catered to accordingly, as per international standards. Similarly, Farah and Ridge (2009) and Emirates Schools Establishment (n.d.) stress the need to attain the desired high-quality evaluation of the current education system and determine the quality of the school's performances. Thus, the UAE must do regular and quality inspections in schools not only to determine the performance level but also to help promote performance improvements and student outcomes. The School Inspection Framework uses set standards with elements and aspects of a quality education system (Ministry of Education, 2017; Quintelier, Vanhoof and Maeyer, 2018). These elements include their description and illustrations to guide during an inspection in attaining the right judgment of the current quality level in performance and determining the required changes for performance improvement. The UAE has designed its School Inspection Framework to support inspection at all levels, from schools that provide educational services to younger students to secondary school. The assertions are aligned to the Government Excellence Model that emphasises the ultimate vision of the government and the core purpose to promote the nation's wellbeing (Ministry of Cabinet Affairs and the Future, 2020). Indeed, the model enhances a purpose and desire driven government that deploys and develops sets of distinctive and dynamic capabilities to ensure future capabilities, develop customer-centred value, empower human

capital, leverage on smart collaborations, and resource optimisation. In this regard, the inspection processes should be geared toward building capacity for exchanging knowledge and synergy through stakeholder orientation and co-creation. Therefore, the inspections involved must govern the systems of all schools in the UAE during an inspection.

As Cameron (2005) observed, the school inspection framework adopted in the UAE is guided by a set of codes of conduct for school staff and inspectors. Professionalism is required for all school staff and inspectors as one of the aspects determining successful inspection. The inspection entails determining areas with the best performances and those areas that may require improvements in all schools (Ministry of Education, 2017). All schools' stakeholders, including prospectors, governors, owners, and leaders, must acknowledge and respect the evidence and judgments that arise from the inspection. Further, the community, in general, must accept and trust the inspection results and the various recommendations formulated for performance improvement in the schools. At the end of the inspection, school staff should learn from the whole experience. According to the Ministry of Education (2017) and Farah and Ridge (2009), school inspectors are expected to make fair and accurate evidence-based judgments and recommendations per the UAE School Inspection Framework; possess no personal connection to the school or the various stakeholders of the school that would affect their objectivity, to promote evaluations that are unbiased and prejudice-free; and show respect and apply courtesy to all the school staff and stakeholders that they encounter during the inspection, and give the interests of students a priority when undertaking their duties. Furthermore, inspectors need to put into consideration the working environment, concerns, and conditions of the school staff, and build effective working relations with the staff and treat the information obtained from inspection of various schools with much confidentiality. Similarly, Azeem and Mataruna (2019)

and Ayouby and Mahmoud (2016) contend that to achieve objective inspection, inspectors and school leaders must exhibit proper management of the inspection process to ensure that it is a success for effectiveness and efficiency. In addition, putting current students' learning experiences into consideration during the inspection process helps in identifying educational gaps that need to be addressed for improved academic performance. Further, as stipulated by the Ministry of Education (2016), school inspectors are expected to determine the school's strengths and weaknesses that need improvement; start the inspection process with the school's self-evaluation, handle situations and relations professionally; and present clear and thorough findings and recommendations to the school staff and various stakeholders. The report is presented orally and in writing, with promising strategies for performance improvement and high-quality outcomes. Therefore, inspectors and the school staff should uphold professionalism and high standards throughout the inspection process and treat inspectors with respect and courtesy. The staff should have the same standards as the inspectors during the inspection process.

2.10.2 Promoting Innovation in Schools

According to Badri, Mohaidat, and El Mourad (2014) and Ashour and Fatima (2016), innovation is the implementation of new creative practices, ideas, and approaches in various operations. It is the main initiative for effective economic growth, applied in various businesses and entrepreneurship in the modern world today. The main National Agenda for the UAE vision 2021 was to place the UAE as one of the most innovative nations globally. Therefore, the UAE implements mechanisms such as innovative and innovation leadership in its national strategies for innovation to ensure economic development in the nation and stimulate creativity and growth for new capabilities, knowledge, and skills to accomplish the UAE vision of 2021 (Ministry of

Education, 2017). Innovation is an essential standard for evaluating and improving the education system to an excellent system in the UAE, which is one element of an economy in the nation. The National Innovation Strategy gives the UAE a plan that can improve the whole innovation ecosystem. Similarly, Alzuhair (2018) and Farah and Ridge (2009) observe that the desire and commitment to improve and excel, the eagerness to experiment with assumptions, and the desire to take risks are the most common drives of effective innovation. Innovation involves taking advantage of the available relevant opportunities, questioning and challenging various circumstances for effective judgment and appropriate interventions, and researching beyond the expectations. That is, identifying strategies and ideas that offer solutions for future problems.

In a school setting, the UAE Inspection framework should consider evaluating how innovation can be applied in various parts of school operations, including the general organisation and management of the school. The arguments of Alzuhair (2018) are reinforced by Ehren and Visscher (2006) that innovation in schools should influence programs, including approaches used in learning and teaching like methods of using learning technologies, methods of assessment, timetabling, and classroom design. Further, innovation can help improve the method of recruiting training and awarding teachers, school leaders, and learners for motivation. The innovations can either be new, different, or recognisable ones. Generally, Al Sadaawi (2010) and Albasha and David (2019) contend that school inspection focus on ways in which innovation can promote schools by analysing the elements and indicators presented in the inspection framework against the school leadership's vision to come up with the most suitable innovation strategies for the performance improvement and quality student experiences and outcomes in the schools. The inspection process should create a favourable learning

environment where students can develop their abilities to achieve greater performance. Thus, critical learning and development should be central to the school staff and inspectors.

2.10.3 Promoting Inclusion

According to Quintelier, Vanhoof, and Maeyer (2018), inclusion in education is a practice of including all students to fit into the schools' general operations. An inclusive education, therefore, is the process used in developing schools' systems, activities, classroom designs, and activities to provide a favourable learning environment for all students. The system developed in such a way that the schools' curriculum activities, school community, and physical surroundings portray the views and traits of all students. Inclusion promotes diversity. Thus, inclusive schools acknowledge and respect the diversity of all their students. The UAE aims to create an economic environment that is inclusive and free from barriers, to promote and protect the success of every student, despite the existing disparities (Ministry of Education, 2017; Farah and Ridge, 2009). In this regard, inclusion in the UAE schools should reflect in the learning experience of all the students. In addition, it is the responsibility of school senior leaders and governors to promote and create inclusive practices and approaches within their schools. Values and cultures used in most successful schools should reflect high inclusive practices for the entire school community. The assertions of the Ministry of Education (2017) are supported by Shatzer, Caldarella, Hallam, and Brown (2014) and Soomro and Ahmad (2012) that inclusion in schools provides a learning environment where every student feels safe, accepted, welcome, and valued. Inclusion in schools occurs through identifying different barriers that restrict any group of students from participating in learning and other school activities and hindering them from attaining school and personal achievements within the school, then taking actions against those educational exclusions.

In schools, as reported by Sengupta, Blessinger, and Mahoney (2020) and Ayouby and Mahmoud (2016), there are certain groups of students most likely to experience exclusions due to various special needs that they require to support their learning processes, such as students with disabilities, special talents, and gifts, and students with special needs for their learning process. In cases with such students, various aspects of provision that consider these students to ensure educational inclusion entail; the effectiveness of the applied identification procedures during evaluation; how appropriate the curriculum modification systems are for all groups of students; effects of the formulated personal interventions, and support mechanisms; and feedback obtained from assessment and monitoring processes (Ministry of Education, 2017). The School Inspection Framework now involves provisions for special educational needs, allowing inspectors and schools to evaluate quality provisions required for students with special educational needs when determining performance indicators and standards for schools. Promoting inclusion will consider every student's view, opinions, and needs despite the existing disparities.

2.10.4 School Self-evaluation

Accurate self-evaluation is a standard measure for school performance, allowing school governors, leaders, and owners to obtain an accurate view of the school's situation, including its strengths and weaknesses. According to Ashour (2020), self-evaluation focuses on gradual and transformational changes and improvement. It puts into consideration any course of action that may lead to improvement in students' performances and actions. It involves professional reflection on the school's current strategies, practices, and performances, identifying challenges, and offering support. The arguments of Ashour (2020) are supported by Ehren and Visscher (2006) and Farah and Ridge (2009), who reported that all schools should engage in self-

evaluation every year to help every student commit to continuous improvement, and not when school inspections are nearly occurring. The school inspection framework is one of the tools that the schools should use in self-evaluation processes. Taska (2017) and Kemethofer, Gustafsson, and Altrichter (2017) observe that it emphasises confidence and familiarisation of the UAE schools with self-evaluation procedures and strategising on improvements, per the international best practices. All schools in the UAE require submitting their information for self-evaluation before the inspection team visits for inspection purposes. The self-evaluation information should begin with the performance standards and aspects provided in the inspection framework. This information acts as a starting point for the inspectors to begin their work; therefore, schools should always ensure effectiveness and efficiency when undertaking self-evaluation procedures.

2.10.5 A Framework for Performance Indicators and Standards

Performance standards and indicators provide the inspectors with a framework against which they draw their judgment based on observations and evidence obtained from the evaluation (Tamim and Colburn, 2019). Several discussions and extensive consultation of several performance standards pursued in the last seven years in some Emirates have led to the development of the current set performance standards. Globally the inspections that record as the most effective use performance measures and elements to form basics for their inspection procedures. Some of the advantages of performance indicators and standards as per the Ministry of Education (2017) and Ministry of Cabinet Affairs and the Future (2020) include: performance indicators and standards promote consistency across inspection teams in their evaluations and judgment, since the teams use common set standards; indicators and standards develop a specific vocabulary used when communicating to schools concerning factors and purposes of quality

education; performance standards and indicators include a description of high-performance levels for excellence in education, which the school can desire to implement; performance measures include statements that describe low-performance levels, which schools can use to understand unacceptable school provisions in an education setting; performance measures and elements help schools in effective development for improvement through self-evaluations; and indicators and standards promote transparency throughout an inspection process, hence enhancing efficiency, accuracy, and effectiveness.

The above assertions by the Ministry of Education (2017) are reinforced by Gökçe and Kantos (2012) and Kemethofer, Gustafsson and Altrichter (2017), who argue that they are guided by objective performance standards, such as general management and leadership, curriculum, students' accomplishments, teaching and assessment, student's guidance, safety, care, and support system, and students' innovation skills and development, both personally and socially. Thus, the above performance standards are subject to much research on school effectiveness and comparing other performance indicators. There are varied arguments concerning the purpose of performance indicators among stakeholders in the education sector. To achieve the country's vision, student developments and achievements form the key standards against which a school's effectiveness is measured, forming two key performance standards. The other standards including general management and leadership, curriculum, teaching and assessment, care, safety, and support system concentrate on research findings that prove they are powerful elements as noted by Kemethofer, Gustafsson and Altrichter (2017), in determining a school's effectiveness.

The school Inspection Framework used in the UAE ends after the presentation of the overall judgment on a school's general performance. Using the patterns presented in the

framework, inspection teams and educational facilities use the evaluations made using performance indicators and select the closest match, enabling them to agree on the school's overall performance judgment (Ministry of Education, 2017; Kemethofer, Gustafsson, and Altrichter, 2017). In this context, all school staff should have good qualifications and deploy relevant subjects and activities according to their qualifications, skills, and expertise. Effective deployment ensures that all the staff performs duties relevant to their skills and qualifications, improving the learners' learning experience, and ensuring that they get updated educational resources and guidance. Similarly, Al Samkari and David (2019) point out that the school uses training sections to enhance its staff's knowledge, skills, and qualifications, promoting their improvement and development. According to the Ministry of Education (2017) and Ministry of Cabinet Affairs and the Future (2020), the overall judgment on school performance needs to focus on the efficiency and effectiveness of the essential elements of school management. These elements may include deployment, effective communication, timetabling, and organisation of school events and activities. Effective deployment can maximise learners' experience. In addition, Quintelier, Vanhoof, and Maeyer (2018) observe that timetabling and effective organisation of school events and activities ensures a smooth transition from one activity/event to another. Effective management ensures clear communication with parents to help organise school events and activities. To enhance efficiency and effectiveness, the school management could also display information to the school board regarding any ongoing or anticipated development.

Similarly, the Ministry of Education (2017) and Kemethofer, Gustafsson, and Altrichter (2017) stress using high-quality resources, such as improved digital technologies. Learning resources and equipment used in learning processes and school activities greatly affect students'

level of engagement. Further, educational resources should be distributed fairly and equally among all students, including specialist equipment for students with special needs to bring about even development and improved educational outcomes. Therefore, the school management should ensure that all students get the relevant resources they need for their studies. Badri, Mohaidat, and El Mourad (2014) argue that adopting modern technology in learning would enable students to attain greater performance and improve the overall performance of the school. The schools are supported to provide high-quality, modern, and accessible premises and facilities for learning. As emphasised by the Ministry of Education (2017), these facilities and premises include the library and other resource areas with learning materials that support the delivery of the curriculum to all the students. Facilities with digital technologies should allow and support independent learning. The school facilities are expected to provide the students with a favourable environment for all learning, leisure, and social activities. In addition, the premise provides the school staff with a stimulating environment that supports their work activities. The observations are consistent with Blaik Hourani and Litz (2019), and Kemethofer, Gustafsson, and Altrichter (2017), who noted that the school environment should have sufficient working space for both the teaching staff and students, which also supports social provisions. Lastly, the school has furniture, fixture, and equipment that are in line with educational requirements. The school operations must be running smoothly to the national goal of innovation, efficiency, and greater productivity contained in the Government Excellence Model manual developed by the Ministry of Cabinet Affairs and the Future (2020). Effective timetabling ensures effective use of time and space. Lessons and activities are organised to ensure that much time is not lost within a day. School staff and students acknowledge, respect, and follow the school's rules and regulations. Effective cooperation should be ensured between parents and school management

to ensure that school events and activities are planned and organised accordingly. Proper management and monitoring of the school's information board, where the school management displays major developments of the school.

Furthermore, the school as per the Ministry of Education (2016), schools must have relevant, sufficient, and modern resources including course books, practical equipment, and digital technologies that support learning. The learning resources need to be accessible and tailored to support every student's needs, even those with special needs. In addition, there should be effective use of resources, which displays maximum support leading to all groups of students in the school. The postulations of the Ministry of Education (2017) are reinforced by Al Sadaawi (2010), and AlKutich and Abukari (2018), who noted that every school needs to have sufficient and well-qualified teaching staff, deliver a high-quality curriculum to students, including those with special learning needs. The management and the inspectorate team out to ensure that there is effective deployment of teaching staff. Teachers and other support staff receive awards appropriately for their work, as a way of motivating them. The responsibilities assigned to the teaching staff are in line with their qualifications and expertise. However, Gaertner, Wurster, and Pant (2014) argue that school leaders should ensure effective utilisation of various skills and experiences of their teaching and support staff. All the needed support from the teaching staff must be available and accessible to the learners. In addition, the teaching staff ought to know the process that takes place in a child's learning and general development. Finally, the school holds programs for professional development, which are beneficial to the staff.

2.10.6 Quality of Governance and Partnership with Family/Community

According to the Ministry of Education (2017), the UAE has a raft of measures to ensure that there are acceptable quality standards regarding governance and partnership with all

stakeholders in the education sector. Suffice to mention is the fact that the stakeholders engage in processes and activities involved in monitoring the work performed in the school. Stakeholders account for a school's performance to the school; hence, they may not know about all the student's achievements and development. The observations of the Ministry of Education (2017) are reiterated by Rosenthal (2004) and Ehren and Honingh (2011), who assert that school governors, do not have any impact on a school's general performance, since they have limited information about the school. Working closely with teachers, parents, and the entire community could provide better and complete information on how to improve performance and creativity of students. Similarly, Van Bruggen (2010) and Kemethofer, Gustafsson, and Altrichter (2017) contends that adopting a participatory approach toward school inspection and assessment is associated with better and improved outcomes. In this regard, the government and other stakeholders are expected to have regular meetings and share essential information about the school with parents, using the school's website, notice, and meetings. In this context, the governing board includes a community representative. In strengthening the arguments of Van Bruggen (2010), Altrichter, Kemethofer, and Schmidinger (2013) posit that during the decision-making process, the governing board need to incorporate a system that seeks different views from the school's stakeholders such as the parents, in decisions that affect their children's outcomes. However, in most cases, the board does not put those views into consideration when making the final decisions. Such failures in recognising the aspirations of other stakeholders hamper the inspection progress and lead to glaring gaps in communication and outcomes. Thus, the governing board needs to give guidance and reviews to the school leaders. Moreover, it must ensure that the school meets all the compulsory requirements.

Furthermore, in strengthening communication practices in schools, communication ought to be emphasised. Whitby (2010), Warner and Burton (2017), and Kemethofer, Gustafsson, and Altrichter (2017) argue that communication is a critical component of school management and inspection. Communication and proper feedback are associated with better student performance and stakeholder engagement. In this light, the school administration needs to incorporate the use of various communication methods to pass crucial information to parents, like information on the student's academic performance and forthcoming school activities. In addition, the school administration and the entire leadership should effectively handle any rising concerns, which could cause. Moreover, Rosenthal (2004), Ehren and Honingh (2011), and Ehren (2016) reported that community businesses and other surrounding schools should work closely with the school for the benefit of the students and the staff. For instance, charitable organisations work and collaborate with students and staff, to teach them about activities that help in creating awareness of the needs of others in the community. A holistic approach toward seeking information and views of all stakeholders is linked to improved school performance and student creativity. In this regard, Altrichter, Kemethofer, and Schmidinger (2013) contend that the school leadership needs to give regular reports of the student's progress to the parents in detail. The teachers are expected to comment on every student's performance, including their strengths and weakness, and possible ways in which the students can improve on their performance. Further, the reports presented to parents ought to be accurate and show their children's performance against the schools' curriculum and the set international standards. In agreeing with the assertions of Altrichter, Kemethofer and Schmidinger (2013), Ehren (2016) and Rosenthal (2004) argue that schools need to hold regular events in the school that enable parents to get involved in the school activities. Such events may require the parents to offer their

support indecision-making, school governance, and curriculum development. Indeed, other informative events update the parents on any major development in the school that may affect learning. Thus, the schools must allow parents to give their opinions and views, which affect the decisions made in the school. Suffice to mention is the fact that schools should permit parents and the entire community to contribute to developmental planning and planning concerning performance improvement.

According to Whitby (2010) and Kemethofer, Gustafsson and Altrichter (2017), the school leadership and the inspectorate teams should collaborate with the community and parents to ensure that all activities and programs are undertaken efficiently to benefit all students. The school leadership is expected to inform parents of their children's personal and general performance regularly. The observations of Whitby (2010) are corroborated by the Ministry of Education (2017) that parents need to participate in planning for the school on performance improvement activities and development. In other words, parents are expected to share their views and opinions, which shape and contribute to the formulation of the school policies, rules, and regulations. When all these steps are adhered to, parents are likely to have information regarding any upcoming key events of the school, including post-inspection activities. However, Quintelier, Vanhoof and Maeyer (2018) and Al Dari, Jabeen and Papastathopoulos (2018) reported that sometimes parents participate in the school's events and personalised learning programs, although the programs are not very beneficial. In light of this discrepancy, schools should hold consultation events and parents encouraged to attend the events to improve school management and performance. In addition, cultivating a culture of seamless operations and interactions with all stakeholders is considered beneficial in promoting student performance, as well as school management and inspection. These assertions are reinforced by Ashour (2020),

who observed the need for the school leadership to implement and use effective communication methods like technological communication methods to communicate with parents, putting into account their home language for a clear understanding of the information. The school ought to be committed to seeking feedback from parents, which they use to make decisions on the school's development activities. In addition, there needs to be a collective willingness to develop mechanisms, procedures, and processes for dealing with complaints from parents and other stakeholders involved in the school activities to avoid derailing the desired performance outcomes. Therefore, working in collaboration with parents and the community is integral in boosting school performance and student creativity, as well as inclusion.

Evidence from multiple studies has shown that the community and the school ought to have a beneficial relationship which offers support to the learner's learning experiences (Soomro and Ahmad, 2012; Azeem and Mataruna, 2019; Farah and Ridge, 2009). Thus, the community members are expected to support and provide students with opportunities that boost their curriculum. Such opportunities may include part-time jobs and student visits (Al Dari, Jabeen, and Papastathopoulos, 2018). According to the above authors, the school should have beneficial links with other neighboring schools and community businesses and organisations. These assertions are supported by Gustafsson et al. (2015), who reported that in supporting inspection and school management activities, parents should provide full support to the senior leadership team, as well as the learning methods used to teach their children. These methods may include learning activities outside and inside the school and homework. Therefore, parents' views and opinions influence policies and developmental and management planning of the school. They also attend consultation events held in the school. In addition, the parent provides their support in the development of efficient, personalised learning programs for their children. Similarly,

Dobbelaer, Prins, and Van Dongen (2013) and Al Dari, Jabeen, and Papastathopoulos (2018) contend that collaborating with schools in identifying areas of improvement is important in redirecting resources to key areas requiring restructuring and realignment within the schools. Additionally, the teaching staff is required to provide parents with accurate and detailed information about their children's performances so that they can determine their weaknesses and strengths. In this regard, the presented information should help parents in setting goals for performance improvement. Above all, parents must appreciate the opportunities that schools offer to them to participate in their children's learning.

2.10.7 School Improvement Planning and Self-evaluation

According to the Ministry of Education (2017), schools in the UAE use external sources, such as assessments to make decisions and improvement plans. An improvement plan formulated directly links to the learners' performance outcomes. Moreover, there are reports on various qualities and standards achieved by the school in a certain given period and provide approval of the student's areas of strength and weakness. The observations of the Ministry of Education (2017) are reinforced by Al Dari, Jabeen, and Papastathopoulos (2018) and Altrichter, Kemethofer, and Schmidinger (2013), who reported schools' self-evaluation procedures, as well as process should be thorough, and information obtained gives sufficient basics for accurate judgment and conclusions after analysis. In addition, school leaders and inspectors must ensure existence of efficient ways of managing development to ensure that they can achieve the school's goals and objectives. Similar views are presented by the Ministry of Education (2017) and Dobbelaer, Prins, and Van Dongen (2013) that the school staff needs to actively participate in formulating learning strategies. In addition, attempts and steps should be taken by the leaders to ensure the schools make efforts to handle any issues arising from previous inspection reports.

The monitoring and evaluation processes should mainly focus on the student's performance outcomes. Therefore, the information obtained from evaluation and feedback from students, staff, and parents influences developmental plans. The schools' stakeholders are expected to ensure all the procedures are thoroughly analysed to maintain the desired standards.

In improving school operations, leaders need to use external evidence in developing improvement plans (Ministry of Education, 2017; Azeem and Mataruna, 2019; Farah and Ridge, 2009). The prepared plans must reflect international standards and mainly focus on ensuring high-quality performance outcomes for the students. Continuous enhancement of school environment could be achieved by turning to the previous inspection reports, which provide evidence on earlier plans and positive impacts on student outcomes. Agreeing with these assertions, Quintelier, Vanhoof, and Maeyer (2018) and Al Dari, Jabeen, and Papastathopoulos (2018) report that these reports need to contain qualities and standards from evaluations done on the school's developments, including areas of strength and those that require improvements. In addition, the school leadership, working in collaboration with other stakeholders, must endeavour to analyse all the evidence gathered for self-evaluation, to ensure they could form appropriate basics that support quality procedures. Thus, staff reviews and other relevant sources inform the planning process should be incorporated to expedite the realisation of the desired outcomes. The arguments of Quintelier, Vanhoof, and Maeyer (2018) are strengthened by Badri, Mohaidat, and Mourad (2014), Jones and Tymms (2014), and Lesinger et al. (2017), who emphasised the need for school administrators to foster effective management and monitoring of any changes that occur in the school. In addition, the staff is required to provide support in formulating and implementing improvement strategies identified alongside other stakeholders, including parents and the community. In this context, the school leadership need

to use set performance standards for evaluation, notes any changes that occur against these standards, and acts upon them accordingly. This strategy influences progress in schools, as it can address any issue arising from the previous reports. Moreover, leaders ought to stress performance standards, which consider efficient and high-quality practices. School administrators are required to engage parents, teachers, and staff in consultation, and seek to obtain their feedback and reviews. Therefore, the senior team must focus on schoolwork to ensure that students perform as required and realise better academic experiences. Further, ensuring the effectiveness of the teaching and support staff, to obtain quality outcome of the students is mandatory. In addition, progress needs to be frequently analysed to ensure that targets set in the improvement plan are achieved within the stipulated timelines.

As outlined in the Government Excellence Model developed by the Ministry of Cabinet Affairs and the Future (2020), all government agencies are expected to work toward realising better development through a holistic assessment of operational excellence and measuring quality value-based outcomes. Based on these assertions, school leaders and inspectors are required to observe a high degree of professionalism in fostering learning activities in schools. Thus, school administrators and stakeholders should not develop or set targets in improvement plans that are unrealistic and hard to achieve. In their argument, Whitby (2010), Warner and Burton (2017), Altrichter, Kemethofer and Schmidinger (2013) caution against schools giving the senior team the responsibility of undertaking the school's self-evaluation process. The authors argue that this decision may result in some developmental and management areas may receive more attention than the others may during evaluation, hence resulting in a narrow and insufficient judgment and conclusion on the school's overall performance. The school does not take any arising issue seriously and therefore may not act upon them. Therefore, there will be

the likelihood that the reports presented from the evaluations are not per the set international standards, unsystematic, and inconsistent with the national goals of the government. Similar observations are reported by Jones and Tymms (2014), who noted that some inspection procedures in schools are affected by the fact that no evaluation of the evidence and procedures to be used in the formulation of an improvement plan. Further, schools do not consider recommendations from the previous reports on the improvement plan, to tailor the previous one to improve the quality of student outcomes. Thus, the reports presented are not descriptive and detailed; hence, do not show various specific areas to be improved in schools. In addition, school management and improvement plans could be affected by evaluation methods that do not focus on quality education in terms of learners' experience and performance standards. The procedures and processes used to evaluate the teaching and learning methods are unsystematic and unrealistic because they do not focus on the weaknesses and strengths of the methods. Thus, the procedure and processes used for evaluation have a negative impact on the student's performance outcomes.

2.11 Impact of School Inspection in the UAE

AlKutich and Abukari (2018) observed the benefit of school inspection on teaching and learning and suggested that the attainment of quality education requires constant school inspection from MOE and other relevant bodies. The leadership demonstrated by the school administration and teachers play an integral role in ensuring the inspection process is successful and the set academic goals are achieved (Barbour, 2019). The interaction between these players helps in the attainment of the educational goals.

School inspection needs internal and external inputs that make the process successful. The internal factors include the relationship established between inspectors and teachers,

communication, and academic qualifications of the school inspectors (AlKutich and Abukari, 2018). The relationship between the inspectors and the teachers plays a vital role in determining whether the inspection process is successful (El Saadi, 2017). Poor relationship undermines the whole process, and teachers ignore the inspectors' recommendations (Barbour, 2019). The willingness of the teachers and inspectors to engage in the process leads to improved teaching and learning (El Saadi, 2017). Al Samkari and David (2019) indicated that when the inspectors negatively affect the teachers or the learning institutions, it becomes challenging for them to conduct a fair inspection process. Sometimes the teachers view the inspectors as enemies who come to ruin their jobs, thus creating enmity between them (Jones and Tymms, 2014).

Sophisticated school reforms are needed in the education sector to ensure the students' education is relevant to them in the contemporary world (Al Samkari and David, 2019). The assessment of teaching and learning done in schools helps the education stakeholders determine the students' education performance (Madden, 2019). Ayouby and Mahmoud (2016) indicated that the inspection process helps assure that the teachers' techniques in teaching the students are relevant in the contemporary world. The inspection process in the UAE is focused on ensuring regulations, resources, and achievable strategic plans are followed to achieve quality learning and teaching in the country (Madden, 2019). The inspection process holds schools accountable for their work and plays an essential role in improving school performance (Alzuhair, 2018).

Tamim and Colburn (2019) demonstrated that school inspection has positive effects on the performance of underperforming schools and ensuring accountability from the school administration. However, there are some negative impacts of school inspection. Through constant inspections, pressure mounts on the teachers and sometimes they are not able to perform their duties effectively. During inspections, the teachers may also act in the expected

behaviour from their normal routine to please the inspectors (Jones and Tymms, 2014). This may give inspectors a different impression of the school from the real situation.

Inspecting schools is a strategy employed to determine and approve the school's adherence to the set standards of teaching. According to Ehren and Shackleton (2016), in Europe, governments utilise the school evaluation process to regulate and improve the standards of all learning institutions. Besides managing and enhancing the standards of learning institutions, assessment systems are critical in investigating and determining the current management status in schools based on a specific criterion of the set standards (Ehren and Visscher, 2006; Dederling et al., 2017; Cameron, 2005). Standardisation agencies in the education sector employ regulated plans within the education system. Similarly, Quintelier, Vanhoof, and Maeyer (2018) contend that the use of regulated plans aims at giving rise to credible assessment outcomes that can be replicated and used to measure the standard of learning institutions by different assessors. These regulated approaches are set into motion by master plans that adhere to the education blueprints and determine the standards of the learning institutions, as well as elaborating the inspectorate of education's accountabilities. In some instances, other non-conventional approaches are utilised to determine the factors that cause poor student performance and poor standards in schools, such as low standards of teaching and natural attrition among the tutors (Bruneforth, Shewbridge, and Rouw, 2019; Sengupta, Blessinger, and Mahoney, 2020). The standardisation agency examines high and low performing schools using regulated yearly educational assessment outcomes for each learning institution. This method of inspecting schools can prevent or confine the inspector's ability to undertake responsibility process tests.

A study by Ireh (2016) assessed how school inspections are conducted and elaborated on the changing of school assessment to be aligned to the horizontal and vertical methods of school inspection, especially in multi-centred education systems. In this type of education system, the school administration regulates, shapes, and defines the standards of the learning institution. However, Ayouby and Mahmoud (2016), Al Sadaawi (2010), and AlKutich and Abukari (2018) argue that using this system of school assessment requires one to navigate through the school's administration to establish platforms for collaboration, which allows learning institutions to acquire knowledge from their peers. This approach could help schools solve local challenges and establish standards for addressing different circumstances within their precincts. Consequently, Al Dari, Jabeen, and Papastathopoulos (2018) noted that this type of change implies that the school administration is responsible for the assessment plan. In addition, the school administration must demonstrate its ability to avail of the needed services and proof to inspect the learning institution's level of corporation and the participation of every stakeholder to ensure all the partners accept the assessment results. According to Al Samkari and David (2019) and Albashaand David (2019), participatory actions may entail elements such as the formation of combined expertise, the adaption of practical enhancement strategies in learning institutions, reputational improvement, and the transfer of good practices among the schools. The collective activities demonstrate that collaboration between different schools can result in enhanced learning experiences and better performance in learning institutions. This inspection method depends on this information to assess the performance of learning institutions. In some instances, other non-conventional approaches are utilised to determine the factors that cause poor student performance and poor standards in schools, such as low standards of teaching and natural attrition among the tutors.

According to Quintelier, Vanhoof, and Maeyer (2018), standardisation agencies are responsible for developing practical methods that can improve the performance of all the stakeholders in the education system by utilising discernible, adaptable, and agile methods of approving good practices by both national and local standardisation authorities. This approach will promote and improve the education structure instead of using the reward system within the education sector (Bruneforth, Shewbridge and Rouw, 2019; Sengupta, Blessinger and Mahoney, 2020; Aetna International, 2022). Bruneforth, Shewbridge and Rouw (2019) note that educational structures that focus on responsibility to identify cognitive results mainly consist of one or two theoretical frameworks used to determine the test scores relative to set standards. The first theoretical framework used to measure learners' scores emphasises the expected change in the performance of the learning institution. The second theory entails using a pre-determined target to measure test scores, which only accounts for the institutions' performance instead of the deviation in the performance.

When using the first model, which emphasises the required level of transformation, learning institutions can be considered to have attained the target as per the pre-determined responsibility targets if they demonstrate yearly enhancement in test scores (Soomro and Ahmad, 2012; Shatzer et al. 2014; Quintelier, Vanhoof, and Maeyer, 2018). For instance, performance reporting in schools need to take into consideration the learning needs of all students and improving the learning environment. There is a need to look at the key issues influencing learning and designing adequate solutions to observed challenges. Developing effective assessment methods in school inspection helps in collecting sufficient information upon which recommendations and implementation strategies are anchored. On the other hand, emphasising interaction of all stakeholders at all levels would enhance student performance by

applying suitable performance assessment techniques. Enhancing partnership between students, teaching staff, and school leadership leads to greater inspection outcomes. These two performance-reporting theories may use standards to assess a learning institution's performance according to its position in the scores of other learning institutions. Additionally, the criteria used to examine the institution's performance according to the school's test scores, representing the level of competencies in the specific disciplines, may be utilised. Similarly, Azeem and Mataruna (2019) and Al Dari, Jabeen and Papastathopoulos (2018) point out that school inspection systems may utilise both approaches by establishing thresholds on minimum performance levels and enhancing students' annual attainment. Participatory activities may entail elements such as the formation of combined expertise, the adaption of practical enhancement strategies in schools, image improvement, and the transfer of good practices among the schools. The collective activities demonstrate that collaboration between different schools can result in enhanced learning experiences and better performance in learning institutions.

A study by Abdallah and Forawi (2017) on leadership styles, impact, and adverse effects of educational assessments and responsibility established that previous research on this topic did not adequately answer the question of whether school inspections directly influence the standards of education in learning institutions. The outcomes of research on public performance parameters are straightforward. It can be deduced that parents and learners do not consider the performance parameters when selecting learning institutions, contrary to the notion held by school heads and tutors who are convinced that these parameters are critical. Similar arguments are presented by Ayouby and Mahmoud (2016) and Al Sadaawi (2010) that there are adverse effects due to school inspection and other management methods in the education sector. Ayouby

and Mahmoud (2016) and Al Sadaawi (2010) contend that the presence of "window dressing" and other forms of "gaming" is an indication that there are adverse effects associated with school inspection. Gaming is a form of indiscipline among students characterised by spontaneous and unplanned behaviour. On the other hand, "window dressing" indicates the beginning of accountable preparations that evolve mainly to favour the assessment with the help of the managers. A typical example of "window dressing" is helping learners to sit their examinations, providing falsified documents, hindering vulnerable learners from sitting the exams, increasing the test grading, and providing false information about the health status of their susceptible tutors to prevent their classes from being examined.

According to Albasha and David (2019) and Ehren and Shackleton (2016), in circumstances where schools are pressured to show development in a short period, there are chances for these institutions to experience adverse effects resulting from the inspection process, instead of assessing and utilising the feedback. This experience is proof of the challenges faced, whereas records and suggestions can be managerial devices that enhance the performance of schools. Nonetheless, Al-Awidi and Ismail (2014) and Aetna International (2022) contend that difficulties can be encountered when delivering the assessment report to different agencies occupying different levels of authority. Consequently, learning institutions may not be willing to adopt these findings as contained in the inspector's report and the suggestions given as feedback to help the schools improve their performance. In agreement with these assertions, Al Dari, Jabeen, and Papastathopoulos (2018) point out that the likelihood of the assessment carried out will affect the material day of the evaluation, whereby the schools prepare for the assessment to apply the self-evaluation and set the targets to be followed by the inspector within the school. Such assessment exercises may not have the desired impact, predominantly where the evaluation

method comprises regulations for schools whose performance is poor. Learning institutions that adhere to these models are impacted by assessment methods utilised to self-evaluate their master plans and organise database enhancement procedures. Improving academic performance should be perceived as an ideology rather than just a device used for assessment. This perception will enable the inspectors to conduct the assessment to meet the set inspection standards. Therefore, an assessment device and inspection tradition should be developed based on the knowledge of specific procedures that ensure high standard assessments.

Previous research has demonstrated that parents do not utilise public information, contrary to the assumptions by standardisation agencies (Al Dari, Jabeen, and Papastathopoulos, 2018; Ehren and Shackleton, 2016; Albasha and David, 2019). These studies have also highlighted that parents' decisions seem to be influenced by other issues that are not relayed to the outcomes in the inspection reports. A study by Blok et al. (2017) focused on self-assessment and used different schools to compare the SVI theory in Holland. In 2004, Ziezo, a joint enhancement and study project, was launched. The main objective of this study was to help schools in the region develop effective self-assessment impacts hence attaining the assessment threshold. This study had three stages: school self-assessment, visitation, and evaluation. At the visitation stage, the institution is visited by a delegation from other learning institutions. The observations are supported by Buldu (2010) and Farah and Ridge (2009), who assert that the visit's main objective is to enable the delegation to be acquainted with the conditions in the school by assessing the authenticity of the self-assessment report. During the evaluation stage, the schools were visited by the Inspectorate of education officials in Holland. The officials conduct their lawful assessment visits using the self-assessment reports. When the inspectors

use a detailed and broader self-assessment approach, they aim to present unbiased assessment results.

As reported by Richardson (2004), schools and officials from the inspectorate have identified several benefits of self-assessment. For instance, self-examination is perceived as an essential point of entry into schools by the officials from the inspection agency, which has enabled them to provide effective inspection hence improving the performance of schools. However, Quintelier, Vanhoof, and Maeyer (2018), Shatzer, Caldarella, Hallam, and Brown (2014), and Albasha and David (2019) mention that schools have demonstrated their satisfaction with changes in the current dispensation. For instance, open learning room monitoring given to tutors by colleagues motivated self-evaluation effect on the teachers' development. Similarly, Al Dari, Jabeen, and Papastathopoulos (2018) observe that there are unique issues concerning the effects of the workload on the teachers and the need for the inspectorate to find a balance between support and supervision. Consequently, there is a need for learning institutions to demonstrate ownership of the self-assessment tools and procedures, which have previously been a preserve for the school principal and other senior managers. From the above discussion, it is evident that self-assessment has received favourable consideration from officials from the inspectorate.

A study by Hendriks, Doolaard, and Bosker (2002) on the enhancement and utilisation of assessment devices for evaluation demonstrated that the success of self-assessment is encouraged by specific conditions. This study highlighted different instruments that learning institutions could utilise for self-assessment, commonly referred to as the ZEBO instrument. This instrument consisted of three components: learner attainment examinations, questionnaires to determine the teaching content contained in lessons, and questionnaires describing the

school's teaching methodologies. These devices were used in 123 primary schools. The participating schools were to send their average scores, which would be compared to the average of all the other participating schools. According to Hendriks, Doolaard and Bosker (2002), this method helped the school to compare its mean score with the other participating schools. The advantages of the findings were analysed using questionnaires administered to students in all participating schools and detailed interviews with school principals, tutors, and learners. From the above processes, the researcher discovered different requirements for successful self-assessment. As suggested by Blok et al. (2017) and Al Dari, Jabeen and Papastathopoulos (2018), these requirements include the fact that all participants in the inspection process must be privy to the assessment procedures. In addition, the school management must be ready to accept feedback and criticism, the school must relate to the inspection results, the self-assessment process must be conducted every three to five years, and the methods used for self-assessment must be of high standards.

Based on the study by Hendriks, Doolaard, and Bosker (2002), the school heads' attitudes were obtained through self-assessments. Ninety-one (91) per cent of the leaders indicated that they had a better understanding of the schools, with 87 per cent indicating a positive attitude towards the school's ability to improve. Additionally, 61 per cent agreed that teacher participation and a favourable working environment (35 percent) promoted the attainment of first-class results. These results are contrasted by Jones and Tymms (2014) and Lesinger et al. (2017), who reported that most leaders doubt whether schools' success was because of self-assessments. The authors point out that positivity in leaders indicates more to be examined from self-evaluation. Indeed, self-evaluation could also promote increased administration and agree that its execution was possible. Time was identified as the main

hindrance to the successful implementation of self-evaluation. The leaders found the inspection process interesting. Most learning institutions show increased active participation of educators in ensuring quality. In addition, many school heads describe the inspection process as time-consuming but of great worth. School heads express a high level of positivity concerning school inspections and self-assessments. According to Matete (2009) and Al Dari, Jabeen, and Papastathopoulos (2018), school heads are optimistic about attaining improved quality education based on vigorous self-assessments and inspections. Successful self-evaluation and school inspection were possible and created opportunities for progress. Thus, reliable, valid, and precise feedback from conducted inspections makes it possible for schools to ensure successful improvement plan appraisals, promoting workable and sustainable actions.

Despite the need for action after inspection, feedback is given; Sengupta, Blessinger, and Mahoney (2020) indicate that some educators are unwilling to accept change or take necessary action to address the identified gaps and weaknesses. According to a German research study, Gaertner, Wurster, and Pant (2014) reported that only a small number of evaluated schools were willing to work in line with the inspection report. Additionally, school heads have been found to make little or no systematic use of obtained feedback, which was said to be due to a lack of enough time, skills/know-how, and support. The arguments are supported by Al Sadaawi (2010) and AlKutich and Abukari (2018), who assert that the impact of feedback highly depends on whether, it is negative or positive. Another essential element that comes into play is capacity building. Though research studies focusing on change in learning institutions after evaluation report resistance from educators (Gustafsson et al., 2015; Halawah, 2006; Ministry of Cabinet Affairs and the Future, 2020), reports also indicate that the involvement of educators in training activities is dependent on an individual's character traits, the organisational culture,

and existing leadership practices. The practice of transformation leadership among school principals, for example, plays a crucial role in improving teachers' skills and knowledge. Additionally, ensuring educators' active participation in school decisions and encouraging collaboration among them strongly enhances capacity building.

Abu Dhabi Inspectorate

In Abu Dhabi, all public schools, which are not-for-profit entities, receive funding from the government. According to Badri, Mohaidat, and El Mourad (2014), the government of Abu Dhabi has prioritised education, hence, allocating adequate funds to all public schools in the Emirates. The accountability issues do not hinder funding to public schools in Abu Dhabi; hence, government schools receive full funding. Consequently, Blaik Hourani and Litz (2019) contend that there was a need for learning institutions to alter their blueprints concerning the utilisation of the allocated funds and achieve optimum resource utilisation. Based on these developments, public schools in Abu Dhabi needed to work towards meeting the set standardisation targets as per the requirements of the Inspectorate system. Badri, Mohaidat, and El Mourad (2014) and Al Dari, Jabeen, and Papastathopoulos (2018) point out that the school structure in Abu Dhabi adopted a detailed performance master plan that could be evaluated scientifically to compare the performance of different schools. The new assessment structure in Abu Dhabi and the greater UAE has enabled education stakeholders to identify relevant measures to support student learning.

As reported by Brewer et al. (2007) and Cameron (2005), the government of Abu Dhabi embarked on the reconstruction of its educational system by developing a solid infrastructure. Developing a robust infrastructure entailed the establishment of a practical assessment structure in all public schools in the country. In 2005, the government set up the Abu Dhabi education

Council (ADEC). In the last 10 years, the government of Abu Dhabi has focused on performance-based school reforms (Badri, Mohaidat, and El Mourad, 2014; Al Dari, Jabeen, and Papastathopoulos, 2018). Some of the reforms that ADEC initiated included developing standards for the learners and tutors and the improved performance of the school. Another reform was making all local stakeholders in the education system autonomous. Lastly, ADEC introduced a skill-based system based on the school's performance (Badri, Mohaidat, and El Mourad, 2014). These reforms brought about drastic changes in the country's educational system. In 2008, a new student information system (ESIS) was rolled out, thus replacing the old system, which captures primary data in school. The new system captured information for learners and tutors concerning mark entry and could electronically analyse the data for every entry. Badri, Mohaidat, and El Mourad (2014) asserted that this system ensured that the school was securely stored and could easily be accessed by both external and internal assessors. The public-school sector in Abu Dhabi was spearheaded by ADEC, which developed a 10-year master plan which identified four critical areas within the school system in the country. However, Badri, Mohaidat, and El Mourad (2014) observe that these priority areas include; raising the standards of the schools, enhancing access to the P-12 level of education, and emphasising the need to embrace patriotism and career choices. After implementing this master plan, ADEC launched the inaugural school assessment system across the entire education system in public and private schools. This assessment system in the Emirates of Abu Dhabi was later referred to as the Irtiqa'a Inspectorate System.

In Arabic, Irtiqa'a refers to progress and enhancement. This plan was developed based on global performance standards, which aimed to determine and assess education standards in Abu Dhabi public and private schools. The program aimed at enhancing schools' performance

to ensure uniformity and conformity to the global standards (ADEC). The first phase of this program commenced in 2010 and entailed making assessment visits to private schools in the country. The second phase, which relied on eight performance standards for learning institutions, was rolled out in 2011 and involved visiting and assessing all government schools in Abu Dhabi. From then onwards, the Irtiqa'a plan has been adjusted and focuses on six critical performance standards for both private and public schools in Abu Dhabi. According to the (Ministry of Education, 2017; Al Dari, Jabeen, and Papastathopoulos, 2018), these standards include; learners' attainment, individual and social growth and creativity, tutoring and evaluation, curriculum, the safeguarding, care, guidance, and support of learners, and leadership and management. Each of the above standards is assessed and graded on a scale of weak to excellent. Additionally, the Ministry of Education Strategic Plan 2017-2021 (2020) points out that the schools' overall performance is also judged using the same method. Learning institutions are evaluated every two years, and every school is inspected for four days. At the end of every visit, the inspection team, led by the team leader and the deputy, meets the school management comprising the principal and the deputy principal. According to Quintelier, Vanhoof, and Maeyer (2018), the main objective of this meeting is to give feedback on the general performance of the learning institution based on what was observed and the data that was collected. The final decision on the institution's overall performance is delivered approximately 30 days after the visit. Similarly, the Irtiqa'a plan aimed to improve human labor by training people in the UAE to become assessors, hence joining the inspection teams and effectively performing their roles as evaluators in the future to meet the country's education and development vision.

In the 1920s, most trade unions perceived voluntarism as the most appropriate system for supervisors and workers. During this period, scientific management methods and large consultancy firms emerged. Drawing from this theoretical framework, Nuzhat (2020) and Quintelier (2017) contend that school assessment can be perceived as a management process aiming to increase a company's profits by employing minimum resources for maximum business output. The theory developed by Taylor focused on ensuring that regulated processes were executed via establishing supervisory processes. This theory focuses on monitoring individual output, transmitting, and analysing data, hence the proper organisation of the inspection process. In agreement, Al Samkari and David (2019) and Al Dari, Jabeen, and Papastathopoulos (2018) argue that this theory encourages the utilisation of mid-level managers within the inspection teams to ensure that the school's top management is held accountable for the school's performance. In the 1960s, the effect of school inspection on the top management in these learning institutions was minimal; hence, the government was compelled to intervene to ensure poorly planned management standards were improved. Richardson (2004) and Hendriks, Doolaard and Bosker (2002) noted that in well-managed schools, school principals, managers, and members of the school board had developed well-structured methods of self-evaluation, which they utilised to assess the quality of the school. Past research has demonstrated that self-assessment effectively enhances tutors' and school managers' professional development. For instance, an educational system that focuses on self-assessment seeks teachers' perceptions of the performance of their schools. The findings from this model demonstrated that tutors were motivated and happier when their colleagues in the classroom monitored them. Overall, self-assessment is an effective method of conducting inspections in both public and private schools globally.

Furthermore, Badri, Mohaidat, and El Mourad (2014) noted that before 2019, schools in Abu Dhabi were not compelled to increase their performance standards, which forced ADEC to intervene and ensure the management of these schools was enhanced. ADEC's intervention focused on developing Irtiq'a, which established quality standards and a structure that outlined the various management and leadership standards in all the schools in the country. These arguments are reinforced by Al Dari, Jabeen, and Papastathopoulos (2018), who demonstrated that assessment in schools has the potential to help managers in schools improve their management skills, primarily where the inspections focus on strengthening the relationship between teachers and their supervisors. In addition, assessment of schools can also enhance proper communication hence adequate knowledge of the vision and mission of the school. These assertions are premised on the fact that there is a direct relationship between professional development outcomes and the scores from the questionnaire administered during the inspection exercise. This argument supports the notion that there is a need for school managers to comprehend the importance of school inspection. The assertions of Al Dari, Jabeen, and Papastathopoulos (2018) are corroborated by Hendrik et al. (2002), who noted that school managers supported the idea of self-assessment since it had the potential to enhance their knowledge about the learning institutions. The ability of school managers to understand and embrace self-assessment enhances their management competencies, as well as their professional development. School managers who adopt the self-evaluation approaches of school inspection increase their ability to make informed decisions. Furthermore, Al Dari, Jabeen, and Papastathopoulos (2018), and Quintelier (2017) report that the experience school managers have concerning school assessment and their comprehension of the parameters of these evaluations, which utilise the institution's data management systems, makes their responsibilities easier.

Thus, when learning institutions can carry out self-assessments based on the parameters developed by the inspectorate system, they tend to provide credible results about their standards. In other words, school managers know the importance of evidence-based practices in school management. The parameters assessed during school inspection directly influence school managers' standards that determine their professional identity.

2.12 School Transformation and Performance

Gustafsson et al. (2015) noted that school inspection is among quality assurance metrics in education used to achieve school transformation and improve student performance. Inspectors engage in different activities before compiling an assessment report of a particular school. Hopkins et al. (2016) suggest that it is through continuous school inspection that schools transform and improve their performance. Inspectors help the teachers identify the appropriate teaching methods and skills to improve student performance (Gustafsson et al., 2015). When the inspectors perform their duties professionally, the teachers and other school stakeholders accept their recommendations and focus on implementing them to benefit the students (Gustafsson et al., 2015). The consequent improvements in performance are founded on the perception the assessment creates among the different school stakeholders. For instance, Matete (2009), established that school inspection played a potentially critical role in improving teaching and learning. The rationale according to Matete (2009) is that the teachers perceived the advice and feedback provided via inspection reports and recommendations as useful for improving their work performance.

The perception of the inspection is determined by various factors where among students as provided by Gökçe and Kantos (2012) the factors include the inspector's tone, dressing, degree of seriousness, and kindness, to mention a few. The negative extreme presentation of

these factors had a negative impact on the perception of inspectors and negatively affected the education quality (Gökçe and Kantos, 2012). For the teachers, Hopkins et al. (2016), it is the inspection approach used that determined their perception and consequently leading to poor quality education and poor performance.

2.13 Impact of Leadership Practices

Standard 6 of the UAE framework for conducting school inspections highlights leadership practices among the factors that enhance school performance. The performance improvements are achieved through multiple pathways such as greater collective teacher efficacy, greater commitment by the teachers to the school's mission, school community partnerships, and greater student achievement (Ross and Gray, 2006). These improvements have been noted to be attained through the adoption of transformational leadership approaches (Hallinger, 2010; Ross and Gray, 2006; Shatzer et al., 2014). Shatzer et al. (2014) also highlighted the elements of instructional leadership: leadership where the principal/head teacher works collaboratively with teachers to offer support. The establishment of teaching best practices had a positive impact on teaching and learning among students hence improve school performance.

2.14 Conclusion

The study aims to investigate the impact of school leadership practices and policies on governmental school inspection outcomes. The majority of authors in the reviewed studies expressed support for inspection to improve school performance in the UAE and other countries (AlKutich and Abukari, 2018; Barbour, 2019; Ehren and Visscher, 2006; ElKaleh, 2019; Miguel, 2015; Quintelier, Vanhoof, and Maeyer 2018; Tamim and Colburn, 2019; UAE School Inspection Framework, 2020). However, there are some negative impacts of school inspection,

such as teachers not performing due to pressure, or trying to please the inspector (Jones and Tymms, 2014). This results in a skewed view of teaching effectiveness.

The scope and quality of the UAE education system was discussed. Ridge, Kippels, and Farah (2017) noted that a curriculum from different countries was introduced into the UAE, making it difficult to compare quality and performance across public and private schools. Nuzhat (2020) stated that managing education quality in a multicultural population is problematic for education stakeholders; however, institutions such as KDHA, MOE, Scientific Researcher, UQAIB, CAA, ADEK, and Ministry of Higher Education and Scientific Research are involved in quality evaluations.

The impact of school inspection in the UAE is underpinned by the relationship between the inspectors and the teachers, which plays a vital role in determining whether the inspection process is successful (El Saadi, 2017). Poor relationships undermine the whole process, and teachers ignore the inspectors' recommendations (Barbour, 2019). Achieving school transformation and performance is achieved by the inspection process. Gustafsson et al. (2015) stated that school inspection is a key quality assurance metric in education and is utilised to realise school transformation and improve student performance. Inspectors assist teachers identify the appropriate teaching methods and skills to improve student performance (Gustafsson et al., 2015).

The theoretical frameworks utilised are human relations theory, critical theory, and scientific management theory. Human relations theory, applied to education, involves teachers (AlKutich and Abukari, 2018) and provides support for them (Felten and Lambert, 2020), such as improved communication, negotiation, and conflict resolution, which promotes employee productivity (King, 2016). Critical theory promotes inspections that are non-coercive and

encouraging (Quintelier, Vanhoof and De Maeyer, 2018) and overcoming oppressive social structures (How, 2017). Scientific management theory principles include monitoring employee performance to achieve the anticipated work (Ireh, 2016).

CHAPTER 3: METHODOLOGY

3.1 Introduction

The chapter delineates and justifies the research methods employed in this research. Adopting clear and coherent research methods helps the realistic achievement of plausible outcomes and conclusions. The methods are used to understand school inspection outcomes in the United Arab Emirates. The chapter is organised into various subsections, including research design, research philosophy, sampling technique and sample size, data collection, data analysis, ethical considerations, study limitations, and delimitations. In a scientific research study, it is crucial to implement research designs. The main objective of conducting a scientific study is to capture public opinion regarding all aspects of a research topic. Hays and McKibben (2021) and King, Keohane, and Verba (2021) explain that a research study is effective if it captures all the significant areas that a research topic provides. This research agrees with the authors that it is essential to consider the nature of data collected to make informed decisions that adequately address all the objectives of a given study. In addition, it is crucial to remember that the research design depends on the study type. Additionally, the type of research study influences the rate at which the targeted respondent participates in the study.

This study aims to determine how much schools deviate from each other in terms of performance and outcomes as determined by the school inspection reports and to ascertain the impact of school leadership practices on governmental school inspection outcomes and student performance. This study will investigate why school performances and results vary and if any best practices that would significantly raise the standards and quality of all schools; they are applied to can be established.

3.2 Research Design

The study utilised a qualitative method approach. This is an approach that involves the collection of qualitative data. After that, the data from the multiple sources are combined and compared (Edmonds and Kennedy, 2017). It is a useful approach to inquiry since it facilitates the collection different but complementary about the phenomena under investigation. It was helpful in converging and the subsequent interpretation of the collected qualitative data (Edmonds and Kennedy, 2017).

Data collection involved primary data consisting of interviews with the eight school principals of these schools. The interviews focused on Standards 3, 5, and 6. Thematic analysis was utilised for the analysis of qualitative data.

Qualitative designs are thus coordinated through; (1) focusing on an individual's experience, as seen in some critical case studies, and (2) focusing on culture and community, just as ethnography and other critical studies define them (Hoon and Singh, 2019; Mackey and Bryfonski, 2018; Matović and Ovesni, 2021). Due to the nature and purpose of the study, the researcher has chosen to incorporate the qualitative method design.

In qualitative research, the subject's perspective is the centre of focus of the study. In addition, this method pays substantial consideration to comprehensive observation to obtain a thorough and detailed explanation (Tashakkori and Teddlie, 2021; Timans, Wouters, and Heilbron, 2019). The essential consideration in qualitative research is the holistic picture drawn from the research topic. According to Mackey and Bryfonski (2018) and McCusker and Gunaydin (2015), a researcher can only make appropriate judgments of the collected data if they get a broader understanding of the data in educational, historical, and social aspects. People often mistake what makes qualitative research. One of the issues surrounding this confusion is

that most times, qualitative research is defined wrongly; that is, research that is the opposite of quantitative (Dźwigoł and Dźwigoł-Barosz, 2018; Timans, Wouters, and Heilbron, 2019). This concept is an issue because; (1) Some qualitative research studies provide a considerable volume of data, and (2) that concept is a misstatement of the true definition of qualitative research because it only represents what is lacking in quantitative research as the definition of qualitative research (Matović and Ovesni, 2021; Timans, Wouters, and Heilbron, 2019).

According to Zangirolami-Raimundo, Echeimberg, and Leone (2018), qualitative research designs can have a significant change determined by assumptions, philosophy, and the theoretical framework of the nature of the study and the knowledge obtained; hence, providing different descriptions of the constitutes of qualitative research.

The extant study applied an explanatory research design to investigate the impact of school leadership practices and policies on Abu Dhabi (UAE) governmental school inspection outcomes. Levitt, Morrill, Collins, and Rizo (2021) and King, Keohane, and Verba (2021) noted that phenomenological research investigates the real-life experiences of the participants concerning the phenomenon studied. According to Patel and Patel (2019), Hoon and Singh (2019), and Hays and McKibben (2021), using the design within the context of qualitative research enabled the investigator to explore the lived experiences of principals in charge of government schools in Abu Dhabi. Applying the word 'qualitative' emphasises the procedures, qualities, and meanings used in research without applying experimental measures. Qualitative investigators highlighted the social construction of reality and the connection between the information used and the researcher. Whereas qualitative investigations have yielded important data on the subjects of the respondents' experiences with school inspection, there is a shortage of qualitative data exploring the lived experiences of school leadership regarding performance

and better school inspection outcomes. For the current research, qualitative methods are inherent to investigate the impact of school leadership practices and policies on Abu Dhabi (UAE) governmental school inspection outcomes. Dźwigoł and Dźwigoł-Barosz (2018) and Basias and Pollalis (2018) argued that explanatory could be used as a method of inquiry and a philosophy that is not restricted to knowing but integrates intellectual engagement when making meaning and interpreting lived experiences of participants. In particular, Zangirolami-Raimundo, Echeimberg, and Leone (2018) noted that in pragmatism, investigators try to understand the subject or the actors of a specific phenomenon that relates to their lives. In this context, qualitative investigators that implement pragmatism as a research design often apply discussions, observations, and interviews to collate data.

Qualitative research is concerned with the study of the nature of a phenomenon, such as the various manifestations, quality, context that it occurs, and the perspective through which it is perceived (Zangirolami-Raimundo, Echeimberg, and Leone, 2018; Basias and Pollalis, 2018; Hoon and Singh, 2019). King (2021) noted that qualitative investigations use information in the form of words and not numerals. In line with King, Keohane, and Verba (2021), qualitative methods are suitable when the investigator wants to reveal questions about meaning, perspectives, and experiences, particularly from the participants' viewpoints. Agreeing with King (2021), King, Keohane, and Verba (2021) and Dawadi, Shrestha, and Giri (2021) noted that qualitative data is not amenable to measuring or counting. In addition, the research techniques applied in qualitative studies incorporate small discussion groups, in-depth interviews, or semi-structured interviews. Small-group discussions focus on investigating attitudes, concepts, and beliefs regarding behaviour, semi-structured interviews explore views on a given topic with key research informants, while in-depth interviews seek to understand

experiences, conditions, and personal perspectives (Timans, Wouters, and Heilbron, 2019; McCusker and Gunaydin, 2015; Tashakkori and Teddlie, 2021). In addition, qualitative approaches to undertaking research can implement analysis of documents and texts, including media articles, company reports, diaries, or websites, to study private or distributed knowledge.

3.3 Research Process

The researcher used the four criteria that Patel and Patel (2019) provide to decide on the research techniques to implement the study. The four criteria involve the implementation pattern used by the researcher in the collection of qualitative data, priority, Integration and Theoretical Perspective.

3.3.1 Implementation

Implementation of the research design depends on the research methodology chosen by the researcher. The qualitative research methods require the selection and implementation of an appropriate research design for a qualitative method of research (Basias and Pollalis, 2018; Hoon and Singh, 2019; Zangirolami-Raimundo, Echeimberg, and Leone, 2018).

3.3.2 Priority

Prioritising the research design to use qualitative research designs depends on factors including the researcher's interests and the significant aspects that require much emphasis in the study, among other factors (Dźwigoł and Dźwigoł-Barosz, 2018; King, 2021; Hameed, 2020). The researcher in this study decided to use the qualitative design because the focus of the study was to capture the respondents' feelings, coping mechanisms, views, and opinions concerning the implementation of improved leadership and assessment in education.

3.3.3 Integration

The researcher used a qualitative design to analyse data in documents like inciting essays, reflective diary entries, and some written summaries. Analysing these documents answers the first and second categories of questions (Levitt, 2021; Hameed, 2020). During the presentation stage, the researcher applied qualitative data, obtaining answers to the third category of questions and the answers to the key question and objective of the study.

3.3.4 Theoretical Perspective

Theoretical perspective was the last criterion the researcher considered in deciding on a research design for the project. Chapter Two of this research report contains a well-discussed contextual framework, which specifically guided this research work. Regarding the framework, Levitt, Morrill, Collins, and Rizo (2021) explain that it functions effectively without considering research strategy, implementation, and priority aspects. In this research project, the researcher used a concurrent strategy to confirm, verify, and validate various skills demonstrated by the respondents (Qualitative findings) against the theoretical skills presented by the respondents, as Hays and McKibben (2021) suggest. This strategy covered a small part of the primary, more definitive study.

3.4 Pragmatic Research Philosophy

Pragmatism developed as a philosophical movement between the 19th and 20th centuries, whose focal point was the practical outcome of social interactions. According to Patel and Patel (2019), Pandey and Pandey (2021), and McCusker and Gunaydin (2015), pragmatism results from an academic suspicion on whether it is possible to achieve proper knowledge through scientific practice positivism. The first pragmatism movement was commonly known as classical pragmatism. Timans, Wouters, and Heilbron (2019) developed the pragmatic maxim,

a regulation that sets standards that define the worth of human beings by clarifying concepts and their practical consequences. In support, Mackey and Bryfonski (2018) stress the meaning of subjective and personal aspects. The author proved that applying pragmatic maxims to philosophical debates puts some significant issues at risk rather than showing that the debate lacks content. Pandey and Pandey (2021) further argue that the pragmatic maxim reveals people's way of thinking, as well as how they develop new habits and ideas. Dewey argued that human experiences require translation. Basias and Pollalis (2018) and Timans, Wouters, and Heilbron (2019) argue that translation of knowledge and beliefs informs actions, and manifesting those actions leads to the discovery of new actions and knowledge. The authors further argue that if the interpretation process is analysed logically and consciously, it could reveal more social interactions clearly than philosophical ways that depend on the assumption that human conduct and reactions already existed rather than understanding. Using epistemology theory in his research, he argued that in the context of understanding experiences, having more knowledge and acting opened new perspectives concerning social life. Timans, Wouters, and Heilbron (2019) explained that the world comprises many processes. The future is a continuation but not a repetition of the past (Zangirolami-Raimundo, Echeimberg, and Leone, 2018). Therefore, using research study, the classical pragmatism movement developed further to apply in all philosophical sectors besides education, psychology, and political relations (Hoon and Singh, 2019). The research work contributed to developing other movements like action research, symbolic interactionism, and grounded theory. Recently, pragmatists' schools have come up with muted versions of classical pragmatism, such as linguistic pragmatists, whose arguments differ from classical pragmatists in that they base their theories on social practices (Tashakkori and Teddlie, 2021; Matović and Ovesni, 2021). For

example, linguistic pragmatism supposes that language singly underdetermines truth conditions and fails to offer variable licenses for utterances truth conditions in a given context. On the other hand, classical pragmatism stresses that the meanings of concepts are confined to what conceivably affect rational conduct, which entails ideas that what cannot be known in a certain context, cannot bear any meaning.

Few idealists disprove pragmatism with the arguments that the various pragmatists who focus their theories on what works divert from its original philosophic value (Hoon and Singh, 2019). In addition, some theorists object to focusing on the natural world because a rationale guides conclusions of various aspects, such as what knowledge should be genuine and valuable (Tashakkori and Teddlie, 2021; Basias and Pollalis, 2018). Therefore, in this investigation, it is essential to understand various principles and policies to approach and formulate a reliable and logical pragmatism. The epistemic model that guides the doctoral research examples portrayed above corresponds with classical pragmatism, especially the technique incorporated by McCusker and Gunaydin (2015) as well as other pragmatists mentioned above; who stress that pragmatism is a logical philosophical framework helpful in conducting research in social sciences. In recent literature, Hoon and Singh (2019) give a more profound and thorough explanation of the subtle approach to pragmatism.

In this study, the researcher used epistemological and philosophical models to approach pragmatism, where they analyse beliefs and ideas about their actual functioning. As Patel and Patel (2019) and Matović and Ovesni (2021) explain, pragmatism holds that to achieve a guaranteed value and description of an opinion, fact, and idea obtained from research data. A thorough examination of the concept is necessary to identify their practical outcome. On the other hand, Tashakkori and Teddlie (2021) and Timans, Wouters, and Heilbron (2019), an

epistemological framework provides a scope that guides the pluralist perspective of the multiple facets interpreted against theoretical frameworks and applied in qualitative research. Besides pragmatism criticism mentioned earlier, the researcher found that focusing on actual performance helps start the study and set a framework of the approved processes and questions regarding what participants consider working or not. Further, Timans, Wouters, and Heilbron (2019) explain that pragmatism is a crucial tool for researching organisational processes because using people's understanding, opinions as an instrument for change, and problem-solving requires researching a discipline as active participants instead of in terms of passive description of the way the world exists. In addition, Zangirolami-Raimundo, Echeimberg, and Leone (2018) contend that advancements in research influence diversification on the emphasis of what performs, enabling researchers to draw outcomes of social actions for various people in an entity.

Understanding the interrelationship between knowledge, experiences, research, and actions covers many challenges presented in research in an organisational setting. As Hoon and Singh (2019) and Matović and Ovesni (2021) explain, a more profound, thorough, realistic, and reliable view of human behaviours compared to the description obtained from rational and structural models. Most theorists who utilise the rational choice model in organisational research on rational agents and individuals restrict their scope for a deeper understanding of the diversity and complexity involved in that organisation. On the contrary, Dźwigoł and Dźwigoł-Barosz (2018) and Hoon and Singh (2019) assert that structural models give a clearer perception of organisational life. In the context of this research, pragmatism provides a perfect model that aligns with the complexity and fluctuating environment in which an entity operates. From the definition above, the researcher came up with three models, including rational, human

behaviour, and structural to regulate pragmatic research, which set standards for other researcher to use in developing and maintaining research projects that correspond with classical pragmatism. They developed the principles from similar classes of pragmatist methodology to establish why some scholars, including Timans, Wouters, and Heilbron et al. (2019). From existing literature, the researcher has tacked their context to three relevant organisational processes research principles through their study. These principles include acknowledging the link between experience, knowledge, and action, focusing on practical knowledge, and viewing research as a process for an experiment.

As pointed out by McCusker and Gunaydin (2015) and Dźwigoł and Dźwigoł-Barosz (2018), in pragmatic research, such as the current one, the primary assumption is that research should drive eagerness to give reliable and practical knowledge, resolve experiential problems, or identify undefined situations, which derives from evaluations of practical actions or habits of acting Basias and Pollalis (2018) emphasise that the main objective of developing classical pragmatism was to focus research on aspects of human importance rather than arguments concerning the world's reality and facts. Classical pragmatists emphasised knowledge actions with practical outcomes. Further, pragmatists stressed the essence of addressing problems that occur in reality (Dźwigoł and Dźwigoł-Barosz, 2018; Mackey and Bryfonski, 2018). Even though the words 'practical knowledge' applies primarily in research conducted on entities, it influenced the researchers' pragmatist thinking in this study.

As pointed out by McCusker and Gunaydin (2015) and Mackey and Bryfonski (2018), regarding organisational research, emphasising practical knowledge manages the connection between organisational problems and practices to the research process. By stressing the principle of practical knowledge as the point of origin for research, the researcher formulated a research

schedule concerning the participants' experiences, thereby ensuring that the current research is practically relevant. This principal approach, therefore, enabled the researcher to deal with diverse experiences of a similar aspect and start their research towards finding solutions through recreating and developing habits and social experiences. Furthermore, Timans, Wouters, and Heilbron et al. (2019) explain that while some philosophies focus on the nature of the natural world, pragmatists, on the other hand, narrow their research to the nature of experience. In other words, emphasising reliability and actionable knowledge in this investigation is relevant in formulating academic research scope in specific fields, including community and universal development; due to the diversities between and within entities operating in these fields, theoretical models become less relevant in the study of organisations, such as schools.

The second principle that supports pragmatist research is the chance to evaluate the interrelationship between experiences, knowledge, and actions within the participating organisations (Patel and Patel, 2019; Hoon and Singh, 2019; Matović and Ovesni, 2021). Pragmatists' researchers can unveil hidden and complex issues from formal documentation and communications by investigating organisational practices, including documentation methods and the principals' view of their experiences and actions, to obtain a more profound and comprehensive understanding. Therefore, this approach works by keeping track and being keen on the participant's responses and observable behaviours. The approach most applies in institutions that do not keep proper records of their processes but rather depend on the exceptional staff to formulate and initiate the implementation of processes (Hoon and Singh, 2019; Tashakkori and Teddlie, 2021; Timans, Wouters, and Heilbron, 2019; McCusker and Gunaydin, 2015). Thus, pragmatism was utilised in this research because it stresses that experience is the source of knowledge. In addition, it allows researchers to examine various

practices employed in an organisation through actions and experiences. Therefore, pragmatism is more suitable for organisational research in obtaining a deeper understanding of organisational practices and processes than other philosophical approaches. According to Basias and Pollalis (2018) and Matović and Ovesni (2021), even though some theorists criticise pragmatists for putting much focus on practical, pragmatism is quite helpful in bringing out the difference between a theory and the practical part of an aspect, hence demonstrating those behaviours influenced by an organisation's practices and processes. This concept means that stressing practical knowledge during a research study can help cover NGOs' knowledge, experiences, and actions.

The principle of inquiry by Hoon and Singh (2019), which interconnects actions and opinion in a decision-making process, influenced the formulation of the last methodological principle developed from pragmatism literature. As Hoon and Singh (2019) illustrate, every human reaction toward challenging situations entails some evaluations and inquiries. After evaluations and inquiries, follow an alteration and adjustment, influencing responses towards the problems in question. In the present investigation, the researcher sought to look at critical issues around education quality, leadership, and inspection in the United Arab Emirates. According to Basias and Pollalis (2018) and Matović and Ovesni (2021), Dewey's approach does not differentiate between research study and life experience. However, Dewey views research as a study done cautiously and carefully compared to other individual responses and reactions to problematic situations (Zangirolami-Raimundo, Echeimberg, and Leone, 2018; Pandey and Pandey, 2021; Basias and Pollalis, 2018). Practically, the impact of this inquiry in everyday situations increases the relevance of classical pragmatism to practitioners and

theoreticians. Further, it covers the primary challenge researchers face in organisational research: developing intervening responses to various complicated organisational practices.

According to Mackey and Bryfonski et.al (2018), utilising the practical concept and actual world study in pragmatists' study influenced the researcher to consider evaluating different possible outcomes brought by other actions. Using experiential processes, the researcher encouraged various stakeholders in the education sector in the United Arabs Emirates to align various actions to their likely outcomes, thereby getting a deeper understanding of the central concept under study. Thus, this approach enabled the researcher to inspect the general social processes of an organisation as well as the social interactions within the organisation since the stakeholders can align themselves according to their actions in a broader context. Furthermore, the research scope focused on determining various outcomes, experiences, and social reactions associated with individuals in an organisation instead of emphasising what works. Similar thoughts are expressed by Zangirolami-Raimundo, Echeimberg, and Leone (2018) and Timans, Wouters, and Heilbron (2019) that pragmatism developed under the three methodological principles presents multiple chances of clarifying an organisation's practices, especially in schools, such as those in the United Arabs Emirates. In addition, in an epistemological context, which acknowledges the connection between experience, actions, and knowledge, incorporating the three principles can aid in eliminating various limitations associated with practical research.

Pragmatism emphasises individual decision-making within an actual real-world situation. By applying a broader context of the inquiry, the pragmatic paradigm believes that there could be single or multiple realities open for scientific inquiry (Kolly, 2017, p.457). The primary premise of pragmatism is that knowledge and reality are constructed upon social beliefs

and habits. It implies that knowledge is based on human experience which is unique to every individual. Therefore, an inquiry is crucial to develop knowledge that could change, shape, or improve a reality or a social situation. This study aims to add to knowledge about why school performances and outcomes vary and if any best practices that would significantly raise the standards and quality of all schools; they are applied to can be established.

The constructivist paradigm, which is rooted in interpretivism, emphasises subjectivity, qualitative methods, and inductive reasoning on the claim that knowledge is relative and reality is too complex. By employing the relativist ontology, constructivists believe that a single situation can yield multiple interpretations rather than just one truth. Consequently, the constructivist approach was vital in gaining a deeper understanding of the phenomenon, its uniqueness, and complexity by employing diversified views such as grounded theory, ethnography, case studies, and life history within the social context (Pham, 2018, p.3). Although the processes of dissecting the complexity of the phenomenon using a constructivist paradigm could suffer the limitation of inability to verify the validity and usefulness of the findings, it was most suitable approach. It is also a bit subjective, and the outcomes of the study could significantly be affected by the researcher's interpretation, personal belief, and cultural preferences bias (Pham, 2018). This systematic bias will be addressed by having the participants review the results. The constructivist research paradigm is the most appropriate to sufficiently address the impact of school leadership practices on governmental school inspection outcome and student performance. A constructivist approach offered a deeper understanding of the phenomenon, its uniqueness, and complexity by employing diversified views such as grounded theory, ethnography, case studies, and life history within the social context (Pham, 2018).

3.5 Site/Context

The research site was the local government schools in the UAE, in the Emirate of Abu Dhabi, within the K-12 category. The researcher chose this site because of two reasons: 1) There were few research focus on government schools. 2) The researcher's live in Abu Dhabi so it was convenient to work with schools in Abu Dhabi. To uphold cost feasibility, all selected schools must be in one local district. This approach ensured that the research process does not exceed the researcher's budget. Since government schools in the UAE have leadership and authority structures in place, seeking and granting site and ethical approval was straightforward and smooth. Moreover, the researcher was required to seek preliminary approval from the Ethics Review Board to ensure that the site, context, and research process adhere to the set rules, guidelines, and limitations.

This study was conducted in eight public schools situated in Abu Dhabi. All the UAE public schools across the Emirates are free since the government sponsors them. According to Al Dari, Jabeen, and Papastathopoulos (2018), the schools accommodate pupils from grade 1 to grade 5, where all the students speak only one language. The school uses English when teaching significant subjects such as Science, Math, and IT; while teaching and instructing in other subjects like Islamic education and Social sciences, teachers use Arabic. The ADEC curriculum applied in the school originates from the Australian New South Wales curriculum (Holland, 2000).

3.6 Participant Selection

Majid (2018) defines a population of interest in a research study as the "target population that is studied" (p.3). The research paper entailed the local district government schools and their accompanying reports. The target population comprises eight principals and an evaluation of

some inspection reports for individual schools to facilitate performance comparison. As such, this investigation focused on the school principals, who are in a position to address adequately the policies and practices implemented in their schools regarding leadership practice and school inspection. School inspection reports were also targeted by the research, forming another niche of the research population. The research questions and the study objectives provide a scope to guide the selection of the most appropriate population for the study, concerning limitations to a particular occupation, age group, and location. A clear definition of the selected population is essential to state those populations for inclusion or exclusion. In an epidemiological research study, according to King, Keohane, and Verba (2021) and Dawadi, Shrestha, and Giri (2021), the term population does not always align with the actual definition of the group of people in question living in a particular geographic location. A selected population for a research study may involve different groups of subjects with different descriptions.

According to Timans, Wouters, and Heilbron (2019) and Tashakkori and Teddlie (2021), a sample refers to a group with specific elements selected from a particular population for study. The study of this sample provides facts and opinions of the entire population. Studying a sample involves the assumption that the attributes and aspects realised about a sample also apply to the whole population that the sample presents. However, Zangirolami-Raimundo, Echeimberg, and Leone (2018) and Hoon and Singh (2019) point out that the assumption may not always apply in every study. This presumption applies depending on the methods used to select the sample. For instance, in the case where the sample is a replication of the entire population, then the assumption can apply. On the other hand, Matović and Ovesni (2021) and Tashakkori and Teddlie (2021) argue that if the sample is biased, then this presumption cannot work. A biased sample selection provides different outcomes or values than the population. For this reason, it

was advisable for the researcher to use an unbiased sample when undertaking this research study based on assumptions, which means that the sample should accurately represent the population. In this case, a representative sample defines the sample, which contains all aspects, traits, and elements present in the population in the same intensity and amount. To eliminate biasness in samples, the researcher chose the sample randomly. Dźwigoł and Dźwigoł-Barosz (2018), Timans, Wouters, and Heilbron (2019), and Matović and Ovesni (2021) assert that making it a representative sample. Thus, the main objective in selecting a sample should always be to choose an unbiased representative and random sample.

According to Mackey and Bryfonski (2018) and Basias and Pollalis (2018), drawing a representative sample requires preparing a sample plan, which, if executed correctly, can provide guaranteed results, values, and descriptions that correspond with the population that the sample represents. Similarly, Pandey and Pandey (2021) and Levitt, Morrill, Collins, and Rizo (2021) point out that proper execution of a sample plan proves that if the sample evaluation is repeated using different samples drawn with varying portions from the same study population, the results will not differ from the initial results. If the execution of the plan proves that the sample selection provides a representative sample, then this plan can be described as a representative sample plan. Therefore, a representative sample plan for this research ensured the inclusion of diverse aspects so that the sample represents all elements present in a population. Similar arguments are presented by Matović and Ovesni (2021) and Timans, Wouters, and Heilbron (2019), who noted that sampling refers to the process involved in choosing a part of a population as a representation of the whole population, where the results from this selection correspond to the whole population. In this investigation, selecting a sample is advantageous compared to studying the whole group because it saves time and is cheaper. Therefore, the

chosen sample should have the same traits and elements present in the population to ensure effective alignment of the results to the study population (McCusker and Gunaydin, 2015; Timans, Wouters, and Heilbron, 2019; Basias and Pollalis, 2018). Sampling is applied in two ways: probability sampling or non-probability sampling (Mackey and Bryfonski, 2018). In this research study, probability sampling was applied. Sampling entails choosing a sample from a population. In this study, the researcher divides sampling into smaller divisions known as sampling units. In an educational setting, most of its aspects entail a more considerable number of units. Thus, Dźwigoł and Dźwigoł-Barosz (2018), Tashakkori and Teddlie (2021), and Hoon and Singh (2019) assert that it is impossible and impractical to put every unit under observation and get reliable data to represent the whole population. In some research studies, the population of interest can be large, consuming time, money, and effort. In sampling, relatively small groups of objects, events, or even people, are selected and evaluated to obtain information, representing the characteristics of the population the sample presents. This way, the energy, time, and cost required for observing a large unit reduces.

Further, sampling into smaller units allowed the evaluations of more significant scope and production of more precise and accurate data concerning school performance, school leadership, school assessments, and school inspection in the United Arabs Emirates. A large sample should apply if the researcher desires to identify minor differences that may be insignificant in some cases, like where these results inform decision-making. If the sample size is adequate, the results obtained after evaluating the sample are outstanding. In contrast, Dźwigoł and Dźwigoł-Barosz (2018) and Zangirolami-Raimundo, Echeimberg, and Leone (2018) contend that the population difference should be significant to obtain statistical significance in a smaller sample size. In other words, with other factors held constant, a larger

sample size allows for obtaining information and conclusions that are less of or free from errors. A cautious sample evaluation determines how closely the results correspond with the respective population. For instance, when using a valid sampling (a sample containing 10% of the population), the obtained facts and values are likely to be closer to the respective population. However, Tashakkori and Teddlie (2021) and Patel and Patel (2019) argue that the relation between the sample unit size and the probability of achieving reliable results presents a curve of diminishing returns. This statement means that achieving a more considerable sensitivity would require much more effort and expense beyond a particular given point.

In this investigation, the sample size used to achieve accurate results representing actual population values determined the number of expenses incurred. A larger sample size increases the possibility of accurately reflecting the exact character traits of a population. However, Mackey and Bryfonski (2018), and Timans, Wouters, and Heilbron (2019) point out that large samples are costly and may consume more time for investigation. On the contrary, a smaller sample incurs fewer costs and requires less, although the results may not be as accurate. For this reason, it is advisable to use large sample sizes in cases where the required results in concluding the values of a population should be more accurate with minimal error. Small sample sizes can apply in other instances in which the researcher tolerates errors in their prediction. Small sizes can produce traits that represent millions of people (Matović and Ovesni, 2021; Tashakkori and Teddlie, 2021; Basias and Pollalis, 2018). In this research, the diversity of the population in question, considering the number and nature of the aspects of interest, also determined the sufficiency of the sample size. Greater diversity within the population, in addition to a more significant number of aspects of interests' influences the selection of a larger sample size, which

can provide an exact representation of a population. Therefore, a population involves a variety of traits among the members, and this variability can be small or large.

In addition, sampling refers to the “process of selection of individuals as a statistical representative of the population of interest” (Majid, 2018, p.3). This ensures that the researcher does not attempt to include the entire population as participants, which might be unfeasible or unrealistic. “There are numerous sampling methods such as convenience, random, cluster, and purposive sampling, with each possessing its own strengths and shortcomings” (Majid, 2018, p.3). This paper used the convenience sampling approach to select participants. The method is a non-probability technique that entails deliberate choosing of participants by the researcher based on pre-determined qualities (Etikan, Musa, and Alkassim, 2016). This ensured that it is relatively easy to incorporate information-rich sources in the research, with respect to willingness and availability. Moreover, the sampling method suits this paper as it helped the data collection process focus on relevant data sources, as opposed to diversity concerns such as age, size of the school, and models of school administration. In this case, the study identified Abu Dhabi as the ideal location for collecting primary data for the qualitative analysis. Specifically, data were sourced from 8 government schools randomly identified with Abu Dhabi. Overall, findings from the primary study shape the course of the study.

Sample size is a crucial component of the sampling process. Therefore, “the sample size should be significant in terms of adequacy and representation” (Majid, 2018, p.5). In this paper, the sample size used was eight: eight principals provided qualitative data (interviews). This sample size was chosen due to its feasible nature, in terms of time and expenses. The researcher ensured that the number of participants does not dwindle, as loss in participants would compromise the overall effectiveness of the findings. The required documents, the school

inspection reports, were requested from the informed principals, to ensure accessibility of the documents.

3.7 Data Collection Tools

Data collection contributes to the understanding of theoretical underpinnings of phenomena under investigation of a given phenomenon (Etikan, Musa, and Alkassim, 2016). “Data sources can be broadly classified as primary and secondary, with primary data collected directly by the researcher while secondary data is existing data recorded by a third party” (Cheng and Phillips, 2014). This study used both, with primary data collected from principals and secondary data from school inspection reports. Data collection methods can be classified into qualitative method. Qualitative methods are useful for non-quantifiable variables/phenomena. This researcher adopted the qualitative methods approach, to capture impact of leadership practices, which does not fit into either qualitative category. The tools that achieved this are interviews, a review of previously conducted studies in the UAE’s education sector, and school progressive reports on performance, management, and quality of education within a span of five years.

3.7.1 Preparation of Data Collection Instruments

The interview protocol was developed based on three standards (3, 5, and 6) of the UAE School Inspection Framework. Anchoring the interview protocol to the three standards helped the researcher address the present study's specific objectives and research questions. In this context, Standard 3, in part, stipulates that teachers should have adequate knowledge of their subjects and provide students with high-quality and effective context. In addition, they understand that some contexts may be challenging for the students and implement necessary advanced skills to reinforce the context for the students to understand. Moreover, the lesson

planning is adequate. There are well-defined activities, and everyone takes lesson evaluation as part of education. Learners should have a clear understanding of educational objectives and a comprehensive understanding of achievement (Ministry of Education, 2017). The class ensures an effective balance of activities, using individual assignments, whole class work, and group projects. To ensure quality education, the teachers utilise valuable time well and implement learning activities and digital learning technologies (Ministry of Education, 2017). Further, teachers use the available learning resources effectively to ensure outstanding education. They also create a favourable learning environment for students to feel encouraged, worthy, and respected.

Further, Standard 5 of the UAE School Inspection Framework requires that the school has a written policy describing the child protection strategies that all the students, parents, and teaching staff clearly understand (Ministry of Education, 2017). The school has effective strategies to protect students from violence, including bullying, abuse, and social media harassment, from teaching staff, a parent, or a fellow student. The teaching and support staff effectively handle students' needs and issues. The school further provides regular programs to provide thorough training to the school staff regarding safeguarding measures for themselves, other staff members, and students. A central register records all school staff members as well as any other individuals involved in the school (Ministry of Education, 2017). The school implements practical measures that protect students from cyberbullying. In addition, all the school facilities, premises, educational resources, and equipment provide adequate support to students' learning and address their various learning needs, including children at an early phase and those with special educational needs. Further, they ensure that the students feel safe they engage in different challenging educational activities.

Lastly, the interview protocol was developed based on Standard 6 of the UAE School Inspection Framework. The Standard stipulates that the school leadership team develops a learning culture that ensures the achievement of high-quality educational standards and personal development and considers all groups of students (diversity). A senior leader is responsible for ensuring that the resources provided are of high-quality standards and are equally and sufficiently distributed to address all students' learning needs (Ministry of Education, 2017). Moreover, the school involves all staff members in general school evaluation, which aims at improving performance standards and as well as improving the student's learning experiences. This self-evaluation process provides adequate and reliable information to formulate processes and strategies to improve quality education (Ministry of Education, 2017). Further, the school implements positive strategies for obtaining views and opinions from students and parents concerning the educational services provided, which guide appropriate actions to address any issues identified from the responses. Thus, students and parents help identify the school's strengths, weaknesses, educational needs, and planning priorities. Various views and opinions from students, parents, and school staff inform the planning process and the school's self-assessment process.

3.7.2 Reliability, Validity, and Trustworthiness

Reliability and validity refer to the replicability of research in an accurate manner (Bolarinwa, 2015, p.196). Primarily, the study seeks to gain respondent confidence and avert cases of recording falsified statistics and data. The accuracy of this study was enforced by triangulation, thick description, member checking via multiple data sources, participant confirmation of collected data, and accurate description of respondents in the final report. The bias of the researcher and respondents was also curbed and addressed to secure the

trustworthiness of the research. Moreover, to ensure the study's reliability and validity, such as construct and content validity, the researcher shall conceal the identity of all respondents and maintain their anonymity as required by the ethical standards of research and data collection.

In social sciences, Matović and Ovesni (2021), Dźwigoł and Dźwigoł-Barosz (2018), and Mackey and Bryfonski (2018) point out that human behaviour changes under different circumstances, making reliability in this phenomenon a significant issue of concern. Reliability is producing consistent results no matter the number of tests/studies involved. In research designs, Mackey and Bryfonski (2018) and Dźwigoł and Dźwigoł-Barosz (2018) argue that reliability assumes that a single entity is present in a population. This presumption is inconsistent with a case involving a qualitative research study. In qualitative research, the researcher is interested in identifying explanations of the world's reality from those with experience (McCusker and Gunaydin, 2015; Matović and Ovesni, 2021; Hoon and Singh, 2019). Since it involves multiple interpretations of an aspect, no specific standard can provide reliability. Therefore, the main issue of concern s qualitative research study becomes consistency or dependability if the presented results correspond to the collected data. In this study, the researcher emphasised the reliability of data collected from the school principals to generate plausible findings and conclusions concerning inspection, assessment, monitoring, leadership, and accountability in government schools in the United Arabs Emirates.

Considering the procedure involved in data collection, the concept of reliability can apply traditionally. First, implementing the instrument on sample and then comparing all the obtained data can measure the reliability of interviews. In addition, a comparison of multiple alternate responses against the original response reliability can also measure (Patel and Patel, 2019; Zangirolami-Raimundo, Echeimberg, and Leone, 2018; Pandey and Pandey, 2021).

During the interview with participants, the researcher restated or paraphrased the same question later during the interview process to measure/gauge the method's reliability. This way, Timans, Wouters, and Heilbron (2019) and Dźwigoł and Dźwigoł-Barosz (2018) argue that the interviewer can determine the consistency of the responses given. In this study, the researcher utilised semi-structured interviews as a secondary means to collect data. Ensuring reliability based on this method was challenging due to uniqueness of each respondent (Hoon and Singh, 2019; Basias and Pollalis, 2018; McCusker and Gunaydin, 2015; Zangirolami-Raimundo, Echeimberg, and Leone, 2018). Nevertheless, comparing the results from the documents presented about the school measures the dependability of the interview method used.

The accuracy and completeness of research findings determine their level of reliability. Data reliability influences data consistency, essential in achieving the intended objectives, and ensures that the data is not interfered with or altered. Consistency ensures the provision of similar results even after analysing the data several times on different dates. Therefore, as Zangirolami-Raimundo, Echeimberg, and Leone (2018) reiterate, data reliability is a means which allows a researcher to provide consistent, complete, and accurate facts regarding a given research topic. To achieve internal data reliability, the researcher utilised a pilot study to keep research achievements and anticipated findings of the research group under control. An investigator can increase the consistency and reliability of the data by conducting a retest experiment using different sample groups (McCusker and Gunaydin, 2015). In this case, if the repeat studies provide different results from those obtained in the initial research, an error occurred during the data collection method, or the data may have been contaminated or altered.

On the contrary, the research is credible if the data is reliable, and the results reduplicate again under several similar experiments. The researcher improved reliability by adopting

effective methods that correspond with the research objectives to collect, evaluate, and interpret data (Pandey and Pandey, 2021) accurately and sufficiently. The researcher used participants' validation strategy in this research project to achieve reliability. According to Timans, Wouters, and Heilbron (2019), participants' validation entails evaluating the interpreted data against the respondents' opinions to determine how the research conclusions represent their perspectives. Moreover, in the current study, the researcher interpreted the findings independently using the inter-rater reliability approach described by Timans, Wouters, and Heilbron (2019). Inter-rater reliability is utilised in circumstances where various raters or assessors offer subjective judgment on a similar target. Each assessor who evaluates similar properties is a singular repeat of the error and measure variance derives from the variability of different assessors' evaluations. To improve data validity, the researcher adopted the most appropriate research design methodologies to avoid biases during the entire research process (Timans, Wouters, and Heilbron, 2019). In this study, all school inspection reports provided relevant and unbiased data.

Validity of research findings is its ability to accurately express the aspects under investigation (Basias and Pollalis, 2018; Zangirolami-Raimundo, Echeimberg, and Leone, 2018; Timans, Wouters, and Heilbron, 2019) and the extent to which these findings can apply in other circumstances. As mentioned, the current investigation aimed to get a deeper understanding of school inspection, school performance, assessments, and leadership in government schools in the United Arab Emirates but did not discover findings related to other situations. For this reason, this case study provides low external validity and high internal validity. In an interview, the reason for validity is biased (Matović and Ovesni, 2021; Tashakkori and Teddlie, 2021; Hoon and Singh, 2019; Dawadi, Shrestha, and Giri, 2021). Controlling biasness in interviews entailed the cautious and careful formulation of the interview questions

and pilot tests to verify the interview schedule. Thus, this study used the response obtained from the pilot test to revise and evaluate the interview schedule. All instruments used in the research were subjected to piloting on other groups to test their validity and make corrections if needed. Afterward, the results obtained from the study inform the formulation of questions used in interviews, ensuring a high level of internal validity.

Regarding constructs, experts use validity to arrive at an appropriate judgment. In this case, evaluation of an instrument occurs after constructing an aspect against a particular theory and consulting with experts. Consultations with experts occur after the compilation of all the instruments. As Dźwigoł and Dźwigoł-Barosz (2018) and McCusker and Gunaydin (2015) define, construct validity is the measure of what extent an instrument can examine the constructs of a theory. The theory is the one used to support the preparation of the instruments. Thus, the definition under review comes from the theory used.

The current study ensured the validation of data collected from participants. Further, the researcher implemented some measures explained hereunder to ensure the research findings' reliability (degree of trust). These measures included expanding field research, persistence in observation, and triangulation.

3.7.3 Expanding Field Research

According to Levitt, Morrill, Collins, and Rizo (2021) and King, Keohane, and Verba (2021), researchers decide whether to participate in data collection processes personally. However, Patel and Patel (2019) contend the research settings may require the researcher to take a much longer time in the study location to identify aspects and factors present in the area that may interfere with the reliability of the collected data and identify the level of such distortion. In this study,

the researcher extended the research time to ensure valid data collection, increasing its reliability.

3.7.4 Persistence in Observation

Hoon and Singh (2019) and Hays and mckibben (2021) explain persistence observation as the practice of tentative and consistent analysis procedures, where a researcher constantly seeks more data interpretation using different methods. As a persistent observer, the researcher aimed to identify factors and character traits of different conditions relative to the main research problem and studied the factors deeply to obtain more details on the link between leadership practices and inspection outcomes.

3.8 Interview

The study used qualitative data collected through the interview method, which is a common and useful method for educational research (Creswell, 2009, p.168). The interview method entails interaction in the form of conversation between interviewer and interviewee as the researcher and respondent respectively (Alsheqenti, 2014, p.40). The method is useful in providing insight on human behaviour and beliefs, which are important aspects of leadership and practices. The interview used was in form of a semi-structured interview, to provide control and flexibility to the researcher (Stuckey, 2013, p.57). This allowed the researcher to prepare properly and adequately for the interview, while leaving room for improvisation as dictated by the flow of conversation. The specific areas of questions include the variations in teaching and assessment strategies, influence of assessment on perceptions on school outcomes and performance, common practices in top-performing schools, and school leadership practices. See Appendix B for the interview questions. For the purposes of correctness, it would be important

for the interview to be transcribed. The transcription can be done on a later date by the researcher who would put everything into its immediate context. In addition, the researcher would give the text their meaning and implication when it comes to inspection system.

A semi-structured interview is another data collection method used in the study. In research case studies, the type of interview is the open-minded type. According to McCusker and Gunaydin (2015), cited in Dźwigoł and Dźwigoł-Barosz (2018), open-ended interviews work by inputting certain content into an individual's mind and accessing their perspective of the same content. Thus, the interviewer ensured the interviewee understood that the researcher had no assumptions about the research outcomes. Further, the interviewer ensured the interviewee fully understood the main topic and questions asked to obtain a valid response.

According to Braun, Clarke, Boulton, Davey, and Mcevoy (2021), the interviewer's skill levels, their relationship with the interviewees, and the various ways to convince participants to participate in the research study can form an effective way of collecting data. Comparing questionnaires and interviews, most people prefer to speak about their experiences rather than write about them.

A good rapport was established during the interviews that allowed the respondents to give in-depth information and extra explanations to qualify their answers. In addition, respondents provided confidential information, as compared to writing responses in questionnaires, where respondents may be reluctant to express themselves in writing (Braun, Clarke, Boulton, Davey, and mcevoy, 2021; Zangirolami-Raimundo, Echeimberg, and Leone, 2018). Interviews are more advantageous because an interviewer can clearly explain the study's purpose to the interviewee. Another advantage is that the interviewer can clarify their questions to the interviewee in case of misinterpretations. Further, interviews allowed the interviewer to

explore and examine the interviewees' insights and sincerity, hence, determining if the answers provided were genuine. Therefore, the interview technique enabled the interviewer to use the interviewees' perceptions, exploring other essential aspects that may not appear in the original study plan.

According to Tashakkori and Teddlie (2021) and Mackey and Bryfonski (2018), qualitative studies go beyond descriptions so that the investigators can better understand the study topic, unlike quantitative techniques, where numerical data is considered inherent. In this context, interviewing is a common data collection technique applied to garner qualitative information from study participants about their lived experiences. Levitt (2021) and Dawadi, Shrestha, and Giri (2021) noted that interviews help gather descriptive information within the real-world context to provide meaning about what is studied. Jamshed (2014) also stated that the interview is the most common and vital format for collecting information for qualitative studies. Three types of interviews are semi-structured, in-depth, and lightly structured. Since there needs to be a format to guide and undertake the interviews, semi-structured interviews are common in research. They require an interview guide to act as a reference point when conducting the study to avoid deviating from the focus. In interviews, researchers focus on more open-ended questions to understand processes, explore topics in-depth, and recognise potential repercussions of observed aspects (Hays and McKibben, 2021; Levitt, Morrill, Collins, and Rizo, 2021; Camic, 2021). Interviews are often undertaken among a small number of participants because they generate cumbersome information that can be too complex to analyse if too much is collated. However, saturation and saliency of data are used to determine whether the information collected is enough to attain the study's objectives (Basias and Pollalis, 2018; Zangirolami-Raimundo, Echeimberg, and Leone, 2018).

Basias and Pollalis (2018) and Patel and Patel (2019) emphasise that interviews mainly apply in qualitative research studies to collect data. The main objective of using the interview technique was to capture the respondents' way of thinking, their views, and understanding of their respective life experiences, as well as how they resonate with specific experiences, activities, people, and aspects of life within the schools under investigation. Following the above understanding, Levitt, Morrill, Collins, and Rizo (2021) and King, Keohane, and Verba (2021) contend that interviews are suitable for investigating aspects the researcher knows less about or establishing meaningful information that can apply in various fields, such as education to develop appropriate policies.

In addition, qualitative interviews can occur in person or focus groups, although some literatures like Keohane and Verba (2021) which suggests that in-person interviews are more appropriate. However, Hays and mckibben (2021) and Dawadi, Shrestha, and Giri (2021) noted that the interviews are not always applicable due to practicality, logistics, and safety. For instance, the threat of the COVID-19 pandemic affected the face-to-face interview processes due to health concerns. The COVID-19 epidemic has altered several research studies in terms of the data collecting process, requiring researchers to interview respondents remotely utilising Microsoft Office -Teams in order to gather the necessary data for their investigations. In the current study, the researcher used Microsoft Office –Teams to generate relevant to address the research questions. According to Hoon and Singh (2019) and Dźwigoł and Dźwigoł-Barosz (2018), relying on Microsoft Office –Teams to communicate and collaborate has gained considerable prominence in research in the recent past. The platform offers privacy of data provided by participants, but Timans, Wouters, and Heilbron (2019); Tashakkori and Teddlie (2021); and Mackey and Bryfonski (2018) advise that addressing other elements, such as

reliability and stability need to be addressed at each level. In applying Microsoft Office –Teams, the researcher sought to ensure that all information given by participants was secure. The researcher thoroughly planned the Teams implementation to collect in-depth data to answer the research questions. In addition, Dawadi, Shrestha, and Giri (2021), Camic (2021); and Levitt, Morrill, Collins, and Rizo (2021) point out that Microsoft Office –Teams retains data for a minimum period necessary to deliver the needed services to clients. In this regard, the minimum duration provided by Microsoft Office –Teams was adequate for the researcher to collect and analyse data to answer the research questions.

Studies prove that interviews provide the same kind of information in terms of data richness, such as the word count and their relationship with the topic in question, and only differ in terms of the depth of data provided (Hays and mckibben, 2021; King, Keohane, and Verba, 2021; King, 2021). In particular, Keohane and Verba (2021) assert that a researcher identifies that in-person interviews provide more detailed information compared to remote methods. However, these in-person interviews do not show interview ratings. Although Microsoft Office –Teams is not associated with in-person interactions, the platform allows researchers to collate adequate data from participants and communicate with them effectively (Hays and McKibben, et.al 2021). Moreover, Microsoft Office –Teams was appropriate for this research because it offers flexibility and anonymity concerning the venue and time for the interviews.

Microsoft Office –Teams have clear policies and legal declarations that support communication and privacy. These practices and policies stress that for effectiveness, it is essential for the interviewer to contact the participants before the primary interview to establish rapport and explain clearly and in-depth the purpose and use of the information obtained in this research study. In addition, through Microsoft Office –Teams, the researcher took detailed notes

from principals and address the objectives and aims presented in Chapter One. However, Microsoft Office –Teams was limiting because it hinders face-to-face interactions when collecting data (Zangirolami-Raimundo, Echeimberg, and Leone, 2018; Basias and Pollalis, 2018; Mackey and Bryfonski, 2018). The present study never benefitted from analysing non-verbal cues from the eight principals sampled from government schools in the UAE. Microsoft Office –Teams was implemented because it provides greater anonymity and presents no inconveniences. Due to these positive attributes of Microsoft Office –Teams, (Zangirolami-Raimundo, Echeimberg, and Leone, 2018; Levitt, 2021; Basias and Pollalis, 2018; Mackey and Bryfonski, 2018) argue that any interview method adopted by researcher should guard against interviewer bias and stereotyping.

In some instances, where little information is available on the subject or the researcher wants to get more in-depth into the situation, interviews are the most appropriate (Hays and McKibben, 2021; King, Keohane, and Verba, 2021). The researcher analysed all the questions posed during the interview. The researcher focused on the student's behaviour and all the relevant strategies they took to ensure that the student feels in the school environment. The interviews were carried out as a form of conversation. However, the interviewer had a set of questions ready; there were some instances where the conversation took over and led to other relevant information regarding the mentioned student. With permission from the interviewees, interviews were not audio-recorded because the Ministry of Education prohibits the practice. The researcher took notes from the interviewees. In addition, some of the principals sent written comments on the questions to the researcher, which further enriched the process. The participants were given a consent form and were allowed to withdraw during the interviews if

they did not feel comfortable with the questions. All participants chose the option to be recorded and answered all the questions during the interview.

3.8.1 The Interview Process

The interview in this study took around 15-20 minutes, which was more than the allocated time. The researcher conducted all interviews in English and Arabic to obtain in-depth responses from the interviewees. Using simple and clear language to read and understand by the participant and to guarantee that all respondents understood the questions and to prevent confusion, the researcher created bilingual questions. Participants provided some of their responses in their original tongue, which the researcher then translated into English. At first, to establish rapport with the respondents, the interviews incorporated open-ended questions. Then, semi-structured questions followed to allow the respondent to give detailed and well-explained responses regarding the topic of interest. The interviewer considered some changes to ensure the respondents felt comfortable during the interview sessions. For instance, the researcher encouraged respondents to choose quiet locations with minimum distractions, and the participants were familiar with and relaxed.

The interviewer aimed to collect primary data from the participants and incorporated semi-structured and unspecific questions in the interview. As Levitt, Morrill, Collins, and Rizo (2021) explain, an interview may include specific and defined questions to enable a researcher to maintain their focus on obtaining the required relevant data from the participants. Thus, interviews provide the researchers with essential data relating to the research questions and the study objectives. The semi-structured questions used in the interview specifically provided guidelines for apprehending how leadership and assessment practices affect performance and performance outcomes in government schools in Abu Dhabi. These semi-structured questions

enabled the interviewees to express themselves freely without any limit and probe relevant questions that helped to answer the research questions. Further, these questions investigated the open-ended questions, obtaining a large amount of data for evaluation and interpretation. Thus, this research project aimed at formulating semi-structured questions for an interview to get adequate qualitative data to aid in developing well-informed research findings. On the other hand, the interview also incorporated open-ended questions, which corresponded to the research's main topic and objectives.

In this study, the qualitative research design used the interview method of data collection. Keohane and Verba (2021) consider the interview method a flexible data collection technique because it is used to obtain in-depth data. Therefore, the researcher used an interview in this study because this stage entailed confirming, validating, and expanding the qualitative data; hence, it required comprehensive qualitative findings. The researcher prepared a link to the Microsoft Office –Teams platform to enable participants to access the questions and communicate effectively. The interview through Microsoft Office –Teams was conducted in March 2022.

As suggested by (Hays and McKibben, 2021; King, 2021), the researcher provided guidelines to develop the interview schedules to ensure that the formulation of interview questions was thoroughly and effectively done. The interviewees of this research project were principals heading government schools in Abu Dhabi. The main reason for interviewing principals was that they oversee various school activities, including offering leadership, planning, managing resources, and implementing improvement plans, among others. The principals did their best to provide important information concerning school assessment activities and leadership, which affect performance and inspection outcomes—the interviewer

communicated with the selected principals seven days before the interview date. The main aim of the early communication was to inform the participants of the required information and promote familiarity with the data. Considering the current requirements of keeping social distance, the interviewer sent interview tools to the interviewees online for them to review and familiarise themselves with them and provide precise information. The interviews were carried out using Microsoft Office –Teams to avoid the chances of infection and spread of the COVID-19 virus. To avoid unnecessary inconveniences, the interviewer allowed the respondents to choose a convenient time, which the interviewer adhered to, avoiding conflict.

3.8.2 School Inspection Reports

School inspection reports were used as a secondary data to triangulate the initial findings and to provide data which supplemented the data collected via interview methods. The reports used were from the same eight schools whose principals were interviewed. This ensured that the data used was relevant to the schools addressed by the paper. However, it does not mean that all the educational leaders must agree with the report since everyone is entitled to their opinion. And other people's impaired judgment should not affect the quality of the report since it is based on sound judgment.

3.9 Data Analysis

Data analysis provided insight into the collected data by systematic organising and reviewing the collected data (Bengtsson, 2015). The qualitative data was analysed via thematic analysis, which was implemented in five main stages: transcribing, de-contextualisation, re-contextualisation, categorisation, and compilation (Bengtsson, 2015).

3.9.1 The technique of Data Analysis

Data analysis techniques provide a comprehensive explanation of the obtained data so that the researcher and writer understand better. Hays and mckibben (2021) and Levitt, Morrill, Collins, and Rizo (2021) provide three corresponding processes involved in a qualitative data analysis design. These sub-processes include the data reduction process, data presentation process, and verification process (conclusion).

3.9.2 Data Reduction

Data reduction entails summarising the research findings, identifying the key points and significant data from the findings, and focusing on identifying the important themes and patterns from the findings (King, Keohane, and Verba, 2021; King, 2021). In this study, data reduction applies to the findings obtained from the pre-observation interviews.

3.9.3 Data Display

Data display occurs after the data reduction process. It is a process by which a researcher accumulates the obtained data systematically to drive a reliable conclusion, which acts as research findings that guide the researcher to undertake appropriate actions (Matović and Ovesni, 2021; Zangirolami-Raimundo, Echeimberg, and Leone, 2018). For the qualitative approach, the researcher presented data in text-narrative form, assuming that every data obtained corresponded with other data.

3.9.4 Drawing and verifying the conclusion

Drawing conclusions and the verification process is the last step in analysing data in a qualitative approach. In this study, the researcher used a Double Entry method for the verification process. The double Entry Method is a technique that entails entering research data twice and using the comparison of the two to guide analysis (Mackey and Bryfonski, 2018;

Timans, Wouters, and Heilbron, 2019). The research data used in this method is the data obtained from interviews. The double Entry Method used in the qualitative design aims at proving and expanding the qualitative data. The qualitative data evaluation plan describes and explains the various ways that a researcher can use to get familiar with the collected data (Hoon and Singh, 2019; Dźwigoł and Dźwigoł-Barosz, 2018). For instance, constructing a conversational transcript for every interviewee or comparing paired essays. In addition, it is crucial to provide the rules used to determine the main significant areas of focus. Since a qualitative data analysis does not have standardised vocabularies to use in the description, a researcher should provide a precise description of the methods used and the respective meaning of the relevant reference methods.

The present study used qualitative methods to make sense of the collected information on school leadership, school inspection, student performance, and assessments in government schools in the United Arab Emirates. The analysis of qualitative data assumes some key patterns. The analysis process in a qualitative research design starts right from the data collection process because: early data collection provides results that guide the following data collection, influencing data reduction and selection; and early data analysis proved enough time for the effective development of results (Levitt, Morrill, Collins, and Rizo, 2021; Dawadi, Shrestha, and Giri, 2021). In analysing the interview data, a systematic approach ensured effective examination and classification of responses obtained from participants (Zangirolami-Raimundo, Echeimberg, and Leone, 2018). Data-coding is the first step applied in data analysis for efficient and effective interpretation of data. In other words, it uses a classification system to categorise data into various parts. For a better understanding, codes provide categories of data structure and order.

3.9.5 Qualitative Data Analysis Process

The thematic analysis method helps recognise the key points and ideas from participants' responses on the various aspects of conforming to Standards 3, 5, and 6 of the UAE School Inspection Framework. Thematic data analysis enabled the researcher to identify critical patterns within a huge amount of data. In this study, the thematic technique enabled the researcher to coordinate data and discover the main technique with great potential of increasing school performance and inspection outcomes. During the qualitative analysis process, a researcher was responsible for recording and interpreting data in written form. The researcher interviewed the principals to obtain more information they might have missed during the survey. Coding is analysing qualitative data by assigning codes to the collected data (King, Keohane, and Verba, 2021; Camic, 2021). Coding is a process for looking at specific patterns in responses provided by participants to analyse and develop broad themes. In this case, a code refers to a word or a phrase used to describe the meaning of a phrase, sentence, or paragraph. It was used in research to identify the most outstanding keywords or information from the collected data. According to Levitt (2021) and Hays and McKibben (2021), coding helps a researcher identify responses and categorise them accordingly in a transcript for a better understanding. Further, Dawadi, Shrestha, and Giri (2021) and Dźwigoł and Dźwigoł-Barosz (2018) discuss the significance of implementing coding when conducting qualitative data analysis. In other words, coding is a method used to capture the main concept behind the collected data.

Similarly, Zangirolami-Raimundo, Echeimberg, and Leone (2018) contend that coding enables a researcher to classify and summarise research findings since codes give data more understandable labels. Coding helps one select, separate, and sort qualitative data. Therefore, the researcher adopted coding method to analyse information gathered from principals

concerning leadership and assessment practices intended to improve inspection outcomes in government schools in Abu Dhabi. Essentially, there was no specific formula used to create the code. Therefore, the level of the researcher's understanding of the collected data determined the key findings. The researcher used the responses from an interview and made conclusions for each sentence. Afterward, the researcher labeled the transcribed data, then analysed the patterns and themes presented by the labels for each participant's transcript.

3.10 Ethical Considerations

Ethics in research plays a fundamental aspect in outlining the code of conduct and principles to guide the research process. According to Fleming and Zegwaard (2018), ethics in research denotes the rules and behavioural expectations observed by the researcher concerning their engagement with the participants and the study subjects. By adhering to good conduct principles, the research affirms its intention to uphold the research's integrity and commit to the community of study's rules. Educational research mainly focuses on the human population; therefore, the researchers are responsible for protecting the right and general well-being of participants in the study (Hoon and Singh, 2019; Dźwigoł and Dźwigoł-Barosz, 2018; McCusker and Gunaydin, 2015). For ethical considerations, the researcher in this study presented an application request for ethical approval of the research to the University Ethics Committee, which was approved, allowing the researcher to commence data collection. Further, as per the requirements of the public educational institutions, the researcher presented an application to the Research Department in the Ministry of Education and the ESE concerning the research, which also approved the study. Finally, the researcher approached the institution's principal to seek permission to conduct the research study. The principals also gave approval.

Additionally, the entire study adhered to ethical provisions on confidentiality, consent, and anonymity.

3.10.1 Ethical expectation

Conducting research requires the researcher to seek ethical approval that demonstrates their commitment to accountability in the data and the use of their study findings. There is an expectation from the institution that the researcher is affiliated, and the users of the findings that ethical conduct was upheld during the study. The researcher sought permission to research the Ministry of Education of the UAE and Emirates School Establishment. Having sought ethical clearance, the researcher sought permission from the public schools' principals to research their school. In this study, the researcher thoroughly explained to respondents the research's purpose and participation. In addition, they explain the anonymity and confidentiality associated with their participation. Further, the respondents had adequate information about the flexibility of the research, in that one's decision to stop participating would be highly respected. Afterward, the researcher issued a consent form to the participants to confirm their willingness to participate in the study. The time, date, and day of conducting interviews were communicated to avoid confusion—these first processes aimed at establishing a trusting relationship with the participants. The researcher also sought permission from the participants to record their responses for presentation purposes. Ethics in research require researchers to respect the demands and claims of individuals to maintain their dignity and respect. In a research study, the various rights and principles essential for researchers to uphold regarding their respondents are respect, beneficence, and justice (Hays and mckibben, 2021; Braun, Clarke, Boulton, Davey, and mcevoy, 2021).

3.10.2 Informed consent

Undertaking the research requires setting up researcher-participant relationships upon which the research process was undertaken unhindered by strictures such as power-imbalance. Fleming and Zegwaard (2018) state that the concept of being informed requires the researcher to explain to the participants the nature of data sought, how the data was used, and the outcome that such research will yield. Therefore, the researcher explained to participants the merits, the research aim, the consequences for participating in the study. On the other hand, consent for the study implies the participants' agreements to aspects of the research, including the freedom to withdraw from the study, information concerning ownership of data, the procedure of expressing complaints, and assurance of confidentiality. Moreover, the consent for participation captured participants' access to collected data and the options to inquire more information on the research process. The researcher ensured that the participants sign the consent forms, demonstrating their sound ability to provide the data sought in the research. See Appendix B for the consent form.

The principle of respect and dignity for individuals supports the right to self-determination. Therefore, in this research study, participants had an opportunity to make decisions concerning their participation in their study without any influence or force. Additionally, all participants have a right to know everything concerning the study (Zangirolami-Raimundo, Echeimberg, and Leone, 2018). In this research work, the researcher maintained the privacy, dignity, and respect of the respondents by interviewing individuals separately. Therefore, the participants were fully aware of the purpose and aim of the study; and were able to make their own decision concerning participation in the study without any influence or force (Matović and Ovesni, 2021; Timans, Wouters, and Heilbron, 2019; McCusker and

Gunaydin, 2015). They further indicated, through signing a consent form, their willingness to share their opinion, information, and ideas with the researcher. The researcher also ensured the participants knew the information obtained would be available in the library in dissertation form.

The principle of respecting individuals also influences the right to privacy and confidentiality. Privacy of a person enables them to determine what information to share or keep from others, as well as the extent, circumstances, and time they want to share the information (Mackey and Bryfonski, 2018; Timans, Wouters, and Heilbron, 2019). In this study, the researcher-maintained privacy for respondents by conducting separate and private interviews for every participant and eliminating personal information from the interview report. Further, the participants willingly provided answers to the questions asked. The school principals provided the administrators' room and the consulting room for conducting the interview. Further, the researchers ensured the separation of the consent form from other documents and the respondent's name and avoided including them in the interview to maintain anonymity.

3.10.3 Risk of harm, anonymity, and confidentiality

The researcher has the moral obligation to provide all the necessary information to evaluate any possible risks or harm posed (Rose, Iguchi, and Panicker, 2018). Further, the researcher is expected to note any possible chances of stress or emotional distress that participants may show. The assurance that the study's findings would not pose a threat nor have the participants victimised should be strongly expressed. Anonymity denotes resort to measures such as pseudonyms used to hide the participants' identity rather than their self-identifying names that may exacerbate risks, while confidentiality involves scenarios where a participant's identity is known but kept secret. The confidentiality of the participants would be attained by anonymising their identity. Upholding the participants' privacy would demonstrate trust and

respect, and concern for the participants' safety against any harm associated with the revelation of their identity (Rose, Iguchi, and Panicker, 2018). Still, confidentiality also pertains to data handling so that it is protected from the unintended audience. The data collection through interviews was conducted in private and the data collection and reporting done using pseudonyms in the place of self-identifying names. All data was stored on a secure computer that is password protected and hard copies were kept on secure premises, under lock and key.

Before starting the interview, the researcher discussed confidentiality and anonymity with the respondents. They all decided on getting codes to represent their identity and schools in question to reduce the chances of identification in prints. The researcher was able to maintain high levels of anonymity using Microsoft Office –Teams. Similarly, the researcher did not record the interviews conducted on Microsoft Office –Teams. Although the researcher should not have any direct interests in the participants or subject/schools in question, they do not pose any threat. Nonetheless, the anonymity of the respondents is still high.

The beneficence principle ensures that the researcher does not expose the respondents to unjustified exploitation or misuse (King, Keohane, and Verba, 2021; Dawadi, Shrestha, and Giri, 2021; Hays and mckibben, 2021). Following this principle, it was crucial for researcher to communicate the disadvantages and benefits of conducting this research study to the respondents and allow them to weigh them and decide whether to participate. In this content, this research only commenced when its risks and limitations are fewer, as compared to the benefits. Further, the researcher should not exploit their relationship with the respondents. For instance, when an interviewer asks irrelevant or intrusive questions which did not appear in the study report or an interviewer uses the respondent's information against them. To some extent, Basias and Pollalis (2018) and Tashakkori and Teddlie (2021) argue that intruding a

respondent's privacy can make them feel uncomfortable and hinder them from participating in the research process. In case of disability and injury, the researcher should discontinue the study as Mackey and Bryfonski (2018) and Braun, Clarke, Boulton, Davey, and Mcevoy (2021) emphasise. In this study, the researcher communicated the study's main objective to the respondents and formulated questions so that they would not intrude on the participant's privacy. Moreover, the researcher ensured the issuance of a contact number to the respondents in case they had questions regarding their participation after the interview. The researcher also provided flexibility if one wanted to withdraw from participation because they felt uncomfortable around the questions asked or for any other reasons without penalties.

3.10.4 Conflict of interest

Any affiliation that the researcher may have with the issue or participants of the study can impact the research direction (Kivunja and Kiyuni, 2017). A researcher should figure out any relationships that may skew the data, undermining the objectivity sought. In carrying out the research, the researcher determined situations likely to undermine the data's integrity through hierarchical relationships or associations that may influence the study's findings.

The researcher prepared the study report accumulatively and used numerical numbers to number interview schedules. All the interview schedules, together with the interview reports, were kept in a secret place, where only the researcher could access them. Lastly, the principle that advocates for justice to support the right to treat people fairly was adhered to always. The principle states that everyone deserves and should receive fair treatment (Braun, Clarke, Boulton, Davey, and Mcevoy, 2021; Hays and McKibben, 2021). The researcher maintained this principle through avoiding biasness and discrimination when selecting study participants.

Additionally, the researcher was more concerned with hazards or discomforts that participants were likely to experience during the research process.

3.11 Limitations and Delimitations of the Study

The investigation on the impact of school leadership practices would only be limited to eight public schools. Similarly, the study only focused on three of the six standards of the school inspection framework in the UAE. Consequently, the three standards' focus would be restricted to the leadership practices' impacts on the schools' performance and outcome variations. The study was restricted to particularly to the government schools in the Emirates of Abu Dhabi in the UAE.

However, considering the impact of that environment in shaping people's social and economic life, the public schools' assessment did not incorporate roles that environment plays at the leadership level and the learners' readiness. The study did not cover the role that learners contribute to the inspection framework. Further, leadership practices in private schools and higher learning institutions were not captured; the results cover only data from eight public schools. The principals were only drawn from eight public schools, signalling that the views presented may not capture leadership practice's overall effect on the performance and outcome variations.

Considering that leadership practice may operate differently depending on the participants' socio-economic backgrounds and the schools from where reports are obtained, the data may fail to capture leadership practice's complete impact. The differences in inspection approaches in each of the Emirati, which can likely influence the performance and outcome, were not addressed. Issues that stem the implementation pace did not feature as it is not captured in the three of the six standards. Lastly, the input of other stakeholders in the leadership practices

and their motivation on the performance were not captured in the research. Further, the focus on the three standards is limited to the Arabic curriculum covered in public schools; the comparative study to other private schools' curricula did not form part of this study.

Moreover, another challenge that was encountered when conducting the interviews was incidences of delays in the transmission of information across the internet, which caused an overlap of interviewer questions and interviewee responses. In the event of transmission delays, the interviewer asked the interviewees to repeat their responses for clarity purposes. Similarly, the interview process was significantly affected by the Covid-19 pandemic; the research resorted to using online interviews as opposed to face-to-face. In face-to-face interviews, the researcher would have collected non-verbal cues that affect responses from interviewees (King, Keohane, and Verba, 2021; Hays and McKibben, 2021; Dawadi, Shrestha, and Giri, 2021).

Similarly, the research utilised qualitative methods, which are time-consuming. In this regard, there was a limitation on the extent of data interpretation and personal experience may have influenced the interviews. According to Levitt, Morrill, Collins, and Rizo (2021) and Dźwigoł and Dźwigoł-Barosz (2018), since interviews delve into personal interaction when collecting data, discussions always tend to move away from the central issues to be investigated. The qualitative methods yield results that cannot be verified because it is open-ended and participants have greater control over the type of data collected.

3.12 Chapter Conclusion

The chapter has presented the methods that were applied to gather, analyse and display information on school inspection, school leadership, and performance in Abu Dhabi in the United Arab Emirates. Specifically, the chapter has delineated the explanatory research design, pragmatic research philosophy, convenience sampling technique, primary data collection using

semi-structured interviews, thematic data analysis, study validity and reliability, research access and ethics, and present study limitations, as well as justification for application. The importance of clear research methodology cannot be overemphasised. In this chapter, the researcher has delineated the research process adopted and the type of analyses for qualitative data. The chapter further presents ethical considerations because educational research mainly deals with human subjects. The next chapter presents the findings obtained from the interview data.

CHAPTER 4: RESULTS

4.1 Introduction

The chapter delineates the findings obtained from the interviews with selected study participants to answer the research questions. The analysis provides in-depth view of the impact of school leadership practices and policies on Abu Dhabi (UAE) governmental school inspection outcomes. Data was collected from eight school principals selected from government public schools in Abu Dhabi. In addition, the chapter presents qualitative data analysis that has been carried out on data from respondents to offer descriptions of school principals concerning leadership practices, policies, and inspection processes taking place in government schools. Specifically, the results chapter presents information on participants' demographics, gender composition, number of students and staff, variations in teaching and assessment, influence of assessment on school outcomes and performance during an inspection, variations in practice between outstanding and poor performing schools, financial influence on school performance, perception of the school leadership practices impact on guidance and support on school performance, influence of school leadership on governmental inspection, and school's inspection reports.

4.2 Demographics

The principals had between 20 and 31 years of experience in education with Principal 4 having the most years of experience and Principal 7 having the least years of experience in education. On the other hand, all the principals had over ten years of experience in leadership with the range of leadership experience being 11-23 years and Principal 4 having the highest number of years of experience (23 years), and Principal 4 having the lowest number of years of experience as a leader. Notably, the years of experience in education did not always correspond

to the years of experience as a leader where, for instance, Principal 2 who had 28 years of experience in education had the lowest number of years of experience (11) as a leader while Principal 7 who had 20 years of experience in education had 15 years of experience as a leader. According to Lesinger et al. (2017) the experience gained by school leaders, especially within the education setting, including their role as educators is critical for enhancing inspection outcomes. School principals with greater educational and leadership experiences contribute significantly to education improvement and performance.

The researcher gathered data regarding the cycle and gender composition of the respondents. The principals were drawn from different cycles of interviews where Principals 1 and 2 were interviewed in the KG, Principals 3 and 4 in Cycle 1 (A and B, respectively), Principals 5 and 6 in Cycle 2, and Principals 7 and 8 in Cycle 3. Aetna International (2022) noted that in the country's public schools there is gender-based segregation with teaching approaches for boys and girls being different throughout their education. However, the findings indicate that some of the interviewed principals: Principals 1, 2, 3, and 4 were from schools comprising both genders; however, considering that the gender requirement is part of state law, it can be presumed that the activities in these schools are segregated. The findings are presented in Table 1.

Table 1-The cycle and gender composition

Principal	Cycle	Gender
1	KG-A	Boys & Girls
2	KG-B	Boys & Girls
3	Cycle 1-A	Boys & Girls
4	Cycle 1-B	Boys & Girls
5	Cycle 2	Girls
6	Cycle 2	Boys
7	Cycle 3	Girls
8	Cycle 3	Boys

4.3 Standard 3

4.3.1 Variations in teaching and assessment strategies

In responding to the research question: “RQ1: Are variations in teaching and assessment strategies significant in determining the outcomes and performances of schools as measured by the inspection system?”, the following are the answers.

All principals believed that there were variations in the teaching and assessment practices. However, Principals 2, 4, 6, 7, and 8 reported some degree of variations and these variations determined the outcomes and performance of schools. For instance, Principal 6 reported:

“Yes, differences in teaching and assessment strategies are important in determining the results and performance of schools, as the strategies based on the needs of students as well as the strategies that the teaching staff can apply correctly have an impact on the results and performance of the schools.”

Responding to the question whether variations in teaching and assessment strategies are significant in determining the outcomes and performances of schools as measured by the inspection system, Principal 2 had the following to say:

“Certainly, diversity in strategies provides an opportunity for better education, as it takes into account the different learning styles of students, as well as individual differences, which supports achieving better results and raises the level of school performance.”

According to principal 6 and 2, developing diverse approaches to teaching and assessment could help students achieve higher grades and improved performance. Introducing novel learning styles could contribute considerably to minimising or eradicating education barriers. Indeed, improving and maintaining better performance in education requires adopting different learning

measures geared toward breaking monotony and allowing innovative teaching to meet the emerging needs of students. This supports the attainment of better results and increases the degree of school performance. Moreover, the analysis reveals that assessments guidelines need to focus on standards, student growth expectations, and progress. All the assessment systems require adequate feedback to remain sustainable and viable. In addition, feedback requires data about success of students regarding the goals, purposes, and the school's output. Indeed, successful management of the school is designed to enhance and foster student learning by taking part in on-going evaluation and assessment. Therefore, working in collaboration with school leaders and staff, there is a need to develop objective assessment and teaching methods that seek to improve school and student performance.

Principal 1 had an even stronger opinion affirming the relationship, indicating in response to research question one that:

“Of course, diversity in teaching and assessment strategies first affects students’ performance and results, which leads to raising the level of students’ academic achievement. This effect can be measured and observed by the inspection and evaluation system, especially if the school has a system to measure the extent of the impact of strategies on performance achievement.”

The response indicates a firm belief that variations in teaching and assessment strategies affect the performance of schools as evaluated by the performance inspection system. The relationship is lauded as having a positive impact on the performance of students across the country as there is the drive to improve strategy for the best performance.

The assertions of Principal 1 are reinforced by Participant 7. Principal 7 noted that diversity in teaching and assessment strategies raise the performance levels of students, hence

the good performance when measured by the inspection system. Here is the response from Principal 7:

“The varieties of teaching and assessment strategies applied in school significantly determine the performance of schools. Teaching and assessment strategies are in line with each other. In fact, schools that teach, assess, re-teach, and measure progress tend to perform high and score high in inspection.”

The individual needs of students and their specific needs are at the core of the variations in the teaching and assessment strategies in school, hence improving performance of schools upon inspection. Teaching and assessment tools could significantly vary depending on the needs of learners. Assessments and teaching modalities should emphasise the unique characteristics of learners and attempt to achieve improved performance. Principal 8 explains the phenomenon as below, keen to highlight the significance of variations of teaching and assessment in school:

“Diversity in teaching and assessment strategies plays an important role in the school performance evaluation process because of its great importance in considering individual differences and meeting the individual needs of students. Diversification of teaching methods also plays an important role in creating a classroom environment supportive of learning processes, and increasing classroom participation, which is reflected positively on the evaluation of lessons and thus raises the evaluation of the performance of the whole school.”

A strong affirmative to the research question was provided by Principal 5, quoted as below:

“Yes, since following the applicable performance indicators in the inspection framework, in turn, leads to clarification of the methodology and roadmap for the educational and evaluation process in the school.”

Principal 5 proceeds to give an elaborate explanation:

“...for example: The educational loss in students’ outcomes for the first semester was studied and analysed, and the indicators that should be focused on in the teaching plan were monitored, with the standardisation of educational practices for each subject and focus on taking into account education patterns and individual differences, and applying Bloom’s levels in planning the lesson objectives and measuring this through different assessment methods (diagnostic - Formative - structural – assessment for learning) and analyse the performance level of students with the flexibility in modifying the teaching strategies to match the pace and style of each student's learning, also practicing for the exam paper.”

The variations in teaching and assessment are meant to help every student achieve the objectives set for various lessons students partake in school. Therefore, every student, regardless of their individual needs, is able to get the best out of the education system; and the same is reflected in the impressive results from the inspection system.

Principal 4’s views buttress those expressed by Principal 5, with the improvement of every single student contributing to the overall performance of the school. In lifting up each student as per their individual needs, the performance of the school improves. Quoting:

“Yes. The variety of tactics and evaluations allows all students to improve and assess their achievement, therefore improving the school's overall performance. The Monitoring Assessment System tracks each student's development over the course of three years.”

According to the response of Principal 4, tactical and evaluative variations existed allowing every student to improve and assess their attainment hence improving the overall performance

of the school. Developing a variety of mechanisms to track how students learn and recall what they have been taught significantly leads to improved performance and educational outcomes in schools. On the other hand, Principal 3 gave feedback that sums up the opinions expressed by all the other Principals, highlighting the relationship between variations in teaching and assessment and the impressive scores by the schools from the inspection system. Principal 3 is quoted as below:

“The strategies used are considered among the important element in determining the performance of schools, because they affect lesson planning and the lesson itself through the use of different resources. Different strategies in teaching must take into account individual differences and meet the needs of all students, including people of determination. Those strategies focus on Higher-order thinking skills such as problem solving - critical thinking and it also contribute to raising students' performance levels in order to have a high educational output and thus assess learning and teaching.”

Principal 3 also had the following to say about feedback given to students in schools just to stress the significance of variations in assessment:

“Effective feedback provided to students in its various forms (written - directive) affects students' academic levels and, consequently, school evaluation.”

The following was also put forth by Principal 3 with respect to the methods of teaching in schools:

“Methods must be appropriate for the school cycle and the ages of the students. It is preferable to use learning methods that has game and play with the students in circle 1 and learning by groups so that the student acquires the necessary skills and builds effective communication between peers.”

From the assertions of Principal 3, it could be argued that adopting varieties in teaching and assessment in school creates innovative and inventive minds, which are critical to national development and economic growth. Developing and implementing effective teaching and assessment methods contribute immensely to critical thinking and problem-solving skills within the education sector, which is consistent with the aspirations of the government of the UAE. In addition, resorting to varying instructional and assessment modules is linked to increased student performance. Thus, learning should be attained through well-developed strategies that identify and address learning challenges. School evaluation needs to be anchored on adequate feedback regarding teaching and assessment to enhance performance and academic vibrancy. Moreover, adopting and implementing learning through groups is considered beneficial in improving skills of learners, such as effective communication.

The important issue emerging from the responses of Principals is outcome and progression of assessment to increase school and student performance through meaningful understanding of the long-term educational goals. Adopting such an approach provides a clear rationale for choosing as well as positioning of lessons in the progression context of pupil learning. Therefore, employing effecting teaching methods contributes significantly to long-term perspectives of learning, re-examining critical concepts as appropriate, while reinforcing other to realise greater student and school performance. Using various teaching and assessment strategies in schools is linked to considerable securing and connecting knowledge acquisition, as well as understanding relevant skills needed to foster performance. In this regard, applying various teaching and assessment strategies is more likely to offer learners and teachers with coherence to achieve long-term learning progression that yields greater performance.

Further, the responding Principals highlighted many differences in the teaching and evaluation practices in the selected schools and that these differences impacted the performance of the students and consequently the schools. The principals included Principal 1, 3, and 5. For instance, Principal 3 variations exist, and they affect the outcome and performance of schools through the application of the inspection framework indicators, resulting in the methodology and roadmap of the education and evaluation processes employed within schools. The principal highlights in their school, they studied and analysed the student outcomes for the first semester and monitored the indicators to be focused on in the teaching plan with the standardisation of educational practices per subject.

4.3.2 Influence of assessment on school outcomes and performance during an inspection

In responding to the research question: “RQ2: How does assessment influence perceptions on school outcomes and performance during an inspection?”, the following are the answers.

“Certainly, diversity in strategies provides an opportunity for better education, as it takes into account the different learning styles of students, as well as individual differences, which supports achieving better results and raises the level of school performance.”

Based on the submissions by Principal 2 above, it can be concluded that adopting sound assessment and strategies is strongly linked to improved plans and better professional development for staff. In addition, it could be deduced that adequate assessment measures provide the education leaders with reliable, valid, and evidence-based information, which is useful in reviewing and developing policy, target resource, as well as support for students. In

this regard, several other important aspects of assessment that emphasise student learning outcomes; hence, equipping inspectors, teachers, and other stakeholders with appropriate tools to carry out consistent evaluative judgment concerning teaching quality, as well as school leadership. Similarly, Principal 7 noted that effective strategies for assessment influenced school performance during an inspection. The principal further indicated that the assessments are followed by progress reports which are a documentation of the progress made by the students over time. For the Principal, an effective assessment is an indicator of the starting point and progress for students which influence performance perception.

On the other hand, Principal 6 had the following to state on how does assessment influences perceptions on school outcomes and performance during an inspection:

“The assessments draw a clear vision of the school's performance and identifying the strengths and weaknesses that contribute to the development of the school's plan and to raise the percentage of performance and results.”

According to the statement by Principal 6, assessment affected positively not just the performance of the students, but also of the schools. The contributions of Principal 6 are supported by the findings of the study conducted by Miguel, (2015) in the observation that school leaders need to focus on developing assessment methods that consider holistic learning to address all the student needs. In addition, to achieve higher student performance and education improvement in general, school leaders, as reiterated by Principal 6, ought to deploy highly skilled assessors to ensure the effect as well as success of these evaluation and accountability mechanisms help students attain the desired educational goals. According to the findings by Ministry of Education (2017), it is evident that assessment criteria developed must be trained at building local capacity of staff members, students, and other stakeholders. In

addition, working toward availing fully equipped and trained staff with appropriate skills is critical to realising sustainable improvement in the education sector. In Supporting Principal 6, Principal 4 had the following to state:

“Assessment, in all of its forms, diagnostic, formative, and summative, provides an accurate picture of students' progress and measures the impact of learning on learners, it may help teachers and students improve their teaching and learning processes. The school can utilise the inspection report's recommendations and suggestions to change the assessment's aims and techniques to improve accordingly the school's performance.”

As per the best` statement, assessment gives the teachers and accurate picture of the student's development, and by effect an accurate indication of what the school should improve on to realise better results. Subjecting students to regular and objective assessment could contribute to identifying strengths and weaknesses of learners and put in place appropriate strategies to remedy any adverse situations. In addition, working with all stakeholders in the education sector is associated with robust and bold steps toward improving school and student performance. That is, implementing assessments, which are aligned to the wider national goal helps in fostering greater development and growth, for instance. Hence, assessment affects positively on the performance of both the students and the school.

Weighing on this issue, Principal 1 noted that:

“The application of school assessment and prior knowledge of assessment criteria effectively contributes to the school's performance before and during the assessment process, as the school makes a diagnostic assessment in the beginning of school year.”

According to sentiments aired by Principal 1, school assessment should be anchored on objective and empirical information, which contributes to students' and schools' improved

performance. The assessment process must be well planned and conceived to address all possible challenges faced in attempting to realise the set goals. Therefore, there is a need to emphasise core learning areas and specific student and staff needs. Therefore, the assessment methods adopted by the school need to be underpinned and supported by quality descriptors or indicators to assist in driving shared understanding of the desired expectations and outcomes across all stakeholders-from teachers to leaders to parents.

Principal 5 noted that when schools take positively the feedback from the inspection report, they are likely to implement measures that lead to the improvement of the students' performance, as well as the school's overall performance. Quoting the response from Principal 5:

“By monitoring the recommendations mentioned in the inspection's report and classifying the areas of development and working on them to improve performance. The importance of feedback to students and school administration is also taken in consideration.”

The response of Principal 5 shows that school inspection reports are important materials that need to be taken seriously by school leaders. The inspection reports are sources of important information on school and student performance levels. However, it should be noted that all recommendations contained in the reports must be clear and devoid of ambiguity for effective and seamless implementation. Inspection reports need to be used as templates for realising meaningful education changes. The school administration and students must be provided with prompt feedback after completing assessments to enable them to identify and work on areas requiring urgent improvement. The responses of Principal 5, therefore, confirms that creating a

learning environment where students and school administration share inspection feed is significantly linked to timely resolution of education bottlenecks.

Principal 8 provided elaborate feedback on how schools utilise data from assessment and inspections to improve performance of the students and the schools, elaborating more on the sentiments by Principal 5. Thus, Principal 8 is quoted below:

“Assessment processes focus on the school’s use and analysis of various school data, such as students’ academic achievement, teaching quality, assessment processes, and professional development programs. The school assessment also focuses on the existence of school improvement plans and the school leadership’s formulation of strategic goals and prioritisation based on the results of that data. The schools analyse the results and compare them and review the plans and study the school reality during the various evaluation processes to measure the impact in bringing about the required changes. That provides the school with immediate feedback on the extent of the success of the improvement plans in meeting the needs and achieving school priorities.”

The assessment cycles seem a continuous development program for students and schools, where they keep on building on points of weaknesses noted from the assessments and performance inventories to realise the best possible results. From the assertions of Principal 8, it could be deduced that assessment frameworks must be developed to consider all the interests of stakeholders, including students to address emerging concerns and fill implementation gaps. In this context, using assessment models with well-defined quality criteria and feedback mechanisms in collaboration with various education authorities would considerably lead to greater school and student performances. Assessments in school reveal the strengths and weaknesses of students and school and provide direction needed to ensure improvement. Thus,

applying appropriate assessment tools and procedures could be considerably helpful to staff in the schools, as a foundation for internal quality assurance and professional learning. An assessment should be seen as a strategy for ensuring optimal teaching, as well as learning outcomes.

The assertions of Principal are reinforced by Principal 7, who attributed the positive outcome on progress reports from assessments. The sentiments are as quoted below:

“Effective assessment strategies influence the performance of schools during inspection. With assessment come, progress reports that document the progress made by students over time. Effective assessment indicates a starting point and a progress, and this is significantly influencing the perception on schools.”

Schools are bound to improve on their scores from inspection systems as they constantly improve on their service delivery to students following assessments. The response provided by Principal 8 underscores the fact that effectiveness of assessment relies significantly on ensuring the evaluation and design activities are carried out based on desired competencies and proper skills. Therefore, assessments are associated with providing the necessary legitimacy to evaluators and school leaders. Assessments contribute to better student and school performance because these outcomes are heavily dependent on cooperation and relationships at the level of the school. In addition, successful feedback mechanisms, as far as assessments are concerned require specific attention to creating competencies, as well as defining responsibilities in performance improvement. The influence of assessment of performance was further highlighted by the response by Principal 1 who stated:

“The application of school assessment and prior knowledge of assessment criteria effectively contributes to the school’s performance before and during the assessment process, as the school makes a diagnostic assessment in the beginning of school year.”

The views of Principal 1 were corroborated by Principal 2, who pointed the noted improvement to the impact of assessment on the curriculum, which is constantly improvement and made better following the feedback reports. Therefore, it is not a surprise when a direct influence on the performance on students and schools. These were the statements by Principal 2:

“The use of various assessment methods related to the curriculum standards applied in the school contributes to managing the change process and benefiting from assessment data in identifying strengths and weaknesses and planning for development and improvement of performance to raise the outcome and performance of the school.”

The responses by Principal 1 and Principal 2 show that assessments are an integral part of the education system. Attempts to realise improved student and school performance must be anchored on a well-defined and management evaluation system. Such assessments need to be supported with adequate feedback mechanisms to support the development of novel performance improvement plans for students and the school in general. School staff should possess key competencies for utilising feedback from assessment to improve learning practice to support students and develop new approaches to help in achieving goals, objectives, and vision of the school. In other words, the effectiveness of assessment in schools heavily depends on seamless feedback mechanisms and implementation of recommendations generated from evaluations.

Finally, only a single Principal (Principal 3) reported that there is a somewhat influence of the assessment on outcomes and performance indicating.

"The assessment processes have an impact on the school's outcomes in the following ways: The data and information gathered throughout the assessment process should be used to improve teaching methods and provide help to students based on their assessment requirements. Teachers can use the evaluation process to determine their students' strengths and weaknesses and design appropriate programs for them. Diagnostic tests provide teachers with an edge in the evaluation process by assisting them in planning. Before students are divided into class groups, they must master the basic abilities of cycle 1. Academic records must be kept for pupils beginning in kindergarten since they show each student's academic progression."

From the response provided by Principal 3, it is clear that assessments do not necessarily translate to improved or better performance among students and schools. This view could be attributed to poor manning of assessment procedures and processes. In other words, it could be noted that assessment for improvement necessitates the inclusion of all school actors, including teachers in school development processes. Failure to adhere to this requirement leads to minimal impact of evaluation on school and student performance. Consequently, for example, it is imperative to develop and include assessment training in teacher education to meet the expectations of students. Concisely, assessment could fail to provide desired results, such as improved student and school outcomes due to poor administration and lack of objectivity.

A quarter of the respondents reported a significant influence of assessment during an inspection on performance and outcomes. These were Principals 5 and 8. The latter reported that the assessment focused on the application and analysis of school data. The data comprised

academic attainment, quality of teaching, assessment processes, and professional development programs. In addition, the focus is on the presence of improvement plans, strategic goals formulation by the leaders, and prioritisation founded on the data results. During the assessment, the school analysed and compared the data and reviewed any existing plans and studied the position of the school during different evaluation processes to establish the impact of implementing the changes. This offers the school immediate feedback relating to the degree of success of the improvement plans in meeting students' needs and attaining the school priorities.

4.4 Standard 5

4.4.1 Variations in practice between outstanding and poor performing schools regarding protection, care, guidance, and support for students

In responding to the research question: “RQ3-1: Are there common practices in top-performing schools that are conspicuously lacking in poorly performing schools regarding protection, care, guidance and support for students?”, the following are the answers.

All the principals reported the presence of variations in protection, care, guidance, and support practices between the top and poorly performing schools in the UAE. The majority of the principals (Principals 1, 3, 4, 5, and 7) reported a complete lack of similarity between the practices in the top and low-performing schools. For instance, Principal 4 reported:

“The amount to which school leadership is aware of the relevance of the quality of life and well-being of students and staff in terms of cognitive, social, emotional, physical, and spiritual dimensions differs between outstanding schools and schools with low performance. Where distinguished schools form a team for quality of life, develop a plan that includes all of the previous aspects, develop weekly and monthly programmes,

activities, and events aimed at improving the quality of life and well-being of students and staff, follow up on it on a regular basis, and publish it on official social networking sites to display and share best practices. The school's financial situation might have an impact on the facilities that assist pupils in several elements of their quality of life.”

Principals 2 and 6 reported the presence of differences but the difference was not significant. For instance, Principal 6 noted that outstanding schools undoubtedly had practices and procedures that contributed to their high performance with the most critical one being the school building's quality and novelty. Other aspects include the awareness of the community of the standards and fundamental components of safety and protection, including other practices poor-performing schools lack. Finally, one of the respondents (Principal 8 alone) reported significant differences indicating that;

“Top-performing schools develop comprehensive school behaviour management programs such as star programs and codes of conduct and developing permanent and continuous protection and care systems that are integrated and practiced in the daily school routine. The schools also characterised by setting high expectations for school behaviour and promoting positive behaviour through the development of a variety of incentives. These schools also provide anti-bullying protection systems, safe use of technology, and academic and professional support and counselling programs for students. Therefore, these schools are distinguished by supporting and activating the role of social service and the role of the academic and professional advisor to supervise the implementation of these programs.”

Principal 2 had the following to state on the presence of variations in protection, care, guidance, and support practices between the top and poorly performing schools in the UAE:

“Schools with outstanding performance implement very effective regulations and procedures that ensure the health and safety of students and are reviewed regularly, and school staff fully understands their roles and responsibilities to ensure health and safety. The school's buildings, equipment, and facilities are in excellent condition and are very well suited to educational needs. To some extent, there are influential financial reasons which may make a big difference if it was provided to schools. Low performing schools may fail if there is a lack of required safety conditions in some parts of the school's buildings or yards, including students with special educational needs, and the failure to provide them with adequate facilities. Moreover, school may also consider in a poor performance level if it does not take the initiative sufficiently to promote healthy lifestyles inside the school.”

The statement implies that a lack of improvement of facilities, especially due to the need of specialised facilities for students with special needs, could be a key factor in the variation between the top and poorly performing schools in the UAE. Adhering regulations set by the government on quality provision in some schools accounts for performance differences. In other words, schools that fail to implement, for example, health and safety measures record poor results during inspection due to poor leadership and management. High performing schools are associated with effective management and correct utilisation of resources to meet the unique needs of staff and learners. Thus, some of the variations in performance witnessed in government schools in the UAE are because of management issues, which overlook the important aspects of student learning and staff welfare. Furthermore, the analysis of the responses shows that variations in practices in schools could be traced to teaching and assessment strategies. Assessment and teaching approaches should produce direct effects, such

as independent learning and group work. The success factors associated with teaching is much more on the rigor and effectiveness in pursuit of performance improvement. Thus, it is important to note that the combination of good leadership strategies and proper management of school resources account for performance improvement in government schools in the UAE. An effective school leadership has significant positive implications for a teacher's abilities to draw on teaching range. This could be achieved through careful planning, considered implementation, and good organisation, as components of ranges of strategies. In addition, providing adequate and relevant learning facilities to students enhances sustainable performance and creativity. Therefore, the school leadership is tasked to support learning and improvement through collaboration, decisive decision-making, and provision of essential facilities to foster learning improvement.

The response by Principal 7 implies that the variations between high and lowly performing schools in the UAE could be down to the type of leadership in the schools. Schools registering high performances have leadership that bring care and support to students and creates a culture where every single student feels important. Performance is effectively lifted. Here is the response from Principal 7:

“Effective school leadership significantly impact the care and support provided to students. Strong leadership leads to create a culture where every student matters. Also, the consistency in using best practices in regard to student's care and guidance all over the school. Sharing best practices and creating a culture of excellence is what differentiate top-performing schools from poorly performing schools.”

In agreement, Principal 5 pointed to variations in practices between high performing schools and the lowly performing schools as the root cause for the difference in performance.

In an elaborate response, Principal 5 stated as follows:

“Yes. Practices differ according to the school principal’s understanding in the outstanding schools from their low-performing peers, starting with the security guard, passing through the social service office, inclusive education teachers with strategic partners and stakeholders in the local community and the expanded school community. Example of practices: the implementation of orientation and guidance programs and the activation of important events such as: International Bullying Day - International Day of Innovation - Zayed Day for Humanitarian Work - Digital Citizenship and Digital Safety - Support and Inclusion of People of Determination - Quality of Life and Well-being Initiative. It should be noted here that financial sources are not the main factor in the quality of the outstanding performance compared to the poor performance, as all schools obtain the operating budget according to the number of students.”

Evidently, practices within a school could be factor for the variation in performance among schools across the UAE. Principal 5 drives the point home by giving actual examples of practices that are actually making a positive impact on the performance of students; some of which are implemented in some schools, with the exception of others; and the difference is evident in the performance. The level of understanding among stakeholders in school significantly affects performance. Schools in which staff, teachers, students, and the leadership are aware of the goals and expectations are more likely to record higher performance. In this context, outstanding quality performance could be realised through appropriate measures, including adequate financing, collaboration, and developing novel management practices to consolidate and sustain

continuous improvement. Principal 6 appeared to echo the sentiments by Principal 5, even though the interviews were conducted independently. Principal 6 stated that:

“There is no doubt that the outstanding schools possess practices and procedures that contributed to their obtaining outstanding performance, the most important of which is the quality and novelty of the school building, in addition to the school community’s awareness of the standards and the basic elements of safety and protection and other practices that many schools with poor performance sometimes lack. I think that the financial reasons have a great impact in this aspect, and the general awareness of the school community has an impact as well.”

Principal 3 went into details of the practices of schools, highlighting the methods and procedures applied in execution of tasks across high and lowly performing schools across the UAE.

Quoting:

“Yes, there are several methods used in high-performing schools that aren't used in low-performing schools, such as the quality of school upkeep, maintaining records, and regularly updating data. Many schools lack the specific ability to supply all elements linked to individuals of determination, so keep an eye on structures and facilities, and provide amenities for students of determination. The school's inability to publicise and enforce child safety rules, as well as its failure to follow appropriate processes.”

Principal 3 also went ahead to look into the quality of school-community partnerships, noting that the variations in performance among schools in the UAE could also be partly contributed by the nature of school-community partnerships. Incorporating school-community partnerships, here are the recommendations Principal 3 gave with respect to reducing the variation in school performance across the UAE:

“The quality of current school-community partnerships... Publishing policies related to student protection and the procedures followed for parents and staff have a role in protecting and caring for students. Having follow-up records for students and knowing everything related to their social and economic level is a major practice”

The excerpts reveal that variations witnesses in outstanding schools against those in low performing schools include safety issues, infrastructure, quality, well-kept student records, and care for students' welfare. From the analysis, it is clear that outstanding schools in the United Arabs Emirates pay keen attention to ensure safety and care of learners, as indicated above. High performance and good inspection outcomes can only be attained when practices relating to school and student welfare are promoted. In other words, students are most likely to be motivated when the school environment is receptive and accommodative. Promoting a culture of record keeping tracking the performance of the school and students is critical to identifying strengths and weaknesses for remedial actions. Moreover, outstanding schools in the United Arabs Emirates allow parents and other stakeholders to make follow-ups based on the reports on planning, learning, infrastructure development, assessment, student and staff welfare, and strategies to fast-track success. Based on this analysis, outstanding schools have adopted objective and novel practices seeking to ensure high quality in education and management acumen.

4.4.2 Financial influence on school performance

In responding to the research question: “RQ3-2: Are there significant financial implications that hinder poorly performing schools?”, the following are the answers.

Financial differences were also established to exist between the top and poorly performing schools with the principals reporting the difference somewhat influenced school

performance, some of the respondents reported finances had a lot of impact on school performance, and others reporting finance can hinder school performance. One indicated that financial resources were not the primary factor in the quality of high performance compared to poor performance. The rationale was that every school obtained a similar operation budget depending on the number of students. However, it is the appropriate management of these finances, and using the finances to serve the school's objectives is the core difference between outstanding and poor performance of any education system by considering what fits each school. On the other hand, Principal 1 who noted a somewhat difference reported there was no significant difference/relationship between financial resources and outstanding school performance as the government provides all the resources required for increasing the standards of child protection, care, and student support. The principal indicated that at the kindergarten level, the focus on the standard is attained through student follow-up in regard to their attendance and absence with attendance comprising a significant component of protecting the children's right to education.

The responses of the principals from previous section on variations between school performance, that is, high and low in the UAE relate mainly to the resource and practices. Most of these resources are secured through finances, and some of the practices require finances to implement effectively in the schools. Therefore, financial resources play a part in the performance of the schools in the UAE. However not many principals make a direct reference to financial resources as directly affecting performance in schools, except for Principal 1 and Principal 3. Principal 1 tries to alienate the availability of financial resource in schools, since the UAE government provides funding. Quoting Principal 1:

“There is no relationship between the outstanding performance and the school’s financial resources, as the UAE government provides all the needs that contribute to raising the standard of child protection, care and student support. In kindergarten we focus on this standard by following up on students in attendance and absence, as students’ attendance constitutes a large part of protecting their right in education.”

Principal 1 points to the management of the financial resources and the efforts exerted in realising the best outcomes out of the available financial resource.

Principal 3 was of a slightly different opinion when highlighting the issue of financial resources and performances in schools. Principal 3 is quoted as stating:

“Financial considerations and the money granted to schools contribute to a lack of proper safety and care in schools, since the budget is used to activate events and activities... inspiring and motivating kids – and for emergency maintenance.”

Principal 3 highlights how the usage of financial resource affects the performance and makes the averments of Principal 1 clearer. Lack of financial resources is not a factor that affects the performance of schools in the UAE. However, the management of these financial resources is a factor. Some schools manage the financial resource in ways that bring maximum benefits to students, other do not; hence the variations in performance. The assertions of Principal 3 are reinforced by Principal 4, who noted that,

“The school's financial situation might have an impact on the facilities that assist pupils in several elements of their quality of life.”

In addition, Principal 8 reported that funding plays an important role in quality of education through outstanding performance. Similar arguments were echoed by Principal 7, who noted that financial support to schools is somewhat important in influencing performance. Schools

that are well funded are more likely to post good academic results during inspection. Therefore, maintain consistent funding to schools is imperative. In agreeing with these assertions, Principal 8 noted that:

“Certainly, the school's available budget plays an important role in the school's ability to implement effective care and protection programs for students. For example, providing material or incentives such as special school trips, holding meetings, organising lectures, organising awareness campaigns and extra-curricular activities, or purchasing electronic protection programs.”

The excerpts from the five principals indicate that financial influence on some extent affect school performance. Based on their responses, in as much as, financial support is a key in driving school performance, there are other impact factors that must be taken into account, such as good management and sound instructional methods. Thus, without adequate planning and learning activities, finances alone would not be sufficient.

On the other hand, Principal 2 and 6 noted that financial have as significant influence on school performance. In other words, without sound and consistent funding plan from the government, these schools would not be able to record any performance improvement. According to Principal 2, the lack of adequate financing in low performing schools could be attributed to low investment in important learning infrastructure. The lack of adequate learning facilities undermines the efforts of both students and teacher; hence, becoming demoralised and disillusioned. Creating a favourable learning environment through sustainable financing helps schools to improve their performance. For instance, Principal 2 asserted that:

“Low performing schools may fail if there is a lack of required safety conditions in some parts of the school's buildings or yards, including students with special educational

needs, and the failure to provide them with adequate facilities. Moreover, school may also consider in a poor performance level if it does not take the initiative sufficiently to promote healthy lifestyles inside the school.”

The strong sentiments by Principal 2 are corroborated by Principal 6, who claimed that:

“I think that the financial reasons have a great impact in this aspect, and the general awareness of the school community has an impact as well.”

The quotes from principals 2 and 6 reveal that financial support significantly influences school performance. Adequate funding is central to purchasing and availing equipment for learning. In addition, through sufficient funding, school leaders are able to construct needed infrastructure, such as libraries to support. Therefore, financial support forms a significant component of school management and performance improvement.

However, these observations are contrasted by Principal 5, who reiterated the importance of adequate funding and prudent financial management plan in fostering greater student and school performance. Principal 5 averred that:

“It should be noted here that financial sources are not the main factor in the quality of the outstanding performance compared to the poor performance, as all schools obtain the operating budget according to the number of students. But the good management of financial resources and employing it to serve the objectives of the operational school plan is the difference between the outstanding performance and low performance of any educational system taking in consideration what suit each school.”

The excerpts from Principal 5 indicate that financing should not be considered as major determiner of school performance. The observations of Principal 5 contrasts those of the other seven principals included in this investigation regarding the issue of funding. Principal 5

maintains that there is no link between finance and poor performance in schools. In the United Arab Emirates, the government invests in public schools through funding to realise improved performance. The country has developed a raft of funding measures to ensure all government sponsored schools operate smoothly and efficiently. Thus, according to Principal 5, the lack of finance could not be said to cause poor performance in some schools. Every school receives equitable disbursement from the exchequer to support learning and innovative activities. Based on these arguments, it could be deduced that poor performance witnessed in schools in the United Arab Emirates may be a result of management, pedagogical, assessment, and evaluation deficiencies.

4.4.3 Impact of leadership practices on guidance and support in schools to influence performance

In responding to the research question: “RQ4: How do school leadership practices impact guidance and support for schools to influence performance?” the following are the answers.

Principal 1 who indicated a significant influence reported that the leadership approach affected the establishment of the relevant systems and policies, including the selection of effective strategies to increase the quality of the standards of assessment, particularly the teaching and assessment quality that directly influences the outcomes of the inspection. Principal 3 also reported a significant influence as the leadership influenced policy guidelines and dissemination, indefinitely encouraged and monitored the implementation of healthy practices, and gave special attention to people of determination. Furthermore, the leadership promoted health-related programs and initiatives and due to the adoption of excellent habits within the school community, children receive ongoing motivation and reinforcement hence

affecting inspection outcomes. Therefore, Principal 3 asserted that school leaders help give direction to several issues in schools, which influence inspection outcomes. In agreement with Principal 3, the importance of school leadership in influencing school inspection outcomes was emphasised by Principal 2, who indicated that there is a lot of influence, as shown in the excerpt below:

“The school leadership applies procedures to protect students and give a direct support to them. These procedures are circulated to staff members, students, and parents. It is important to make sure that the implementation is effective and being followed-up to protect students from all forms of abuse that students may be exposed to. Some procedure could be the child protection procedures and providing the required support in the right time.”

On the influence of school leadership and management, Principal 1 had the following to say:

“Leadership plans and the system followed in the school affect the achievement of performance in the school, and the practices followed by the school leadership directly affect the protection, care, guidance, and support of students.”

Based on the excerpts above ensuring quality leadership is important for school improvement. Favourable inspection outcomes can only be attained under good school leadership that plans, manages, implements, and encourages participation by all stakeholders. Good leaders are able to influence their juniors and rally them toward achieving school vision and the aspirations of the government through innovative practices and sound pedagogical methods. In every school, leaders can significantly contribute to improved learning by influencing the climate and conditions in which learning and teaching occur. School improvement and effectiveness is consistently linked to the pivotal role played by school leadership. By improving the learning

and teaching conditions, leaders ensure that students can record good performance, develop critical thinking skills, and acquire decision-making skills needed for life improvement.

Evidently, leadership and management in schools have a great influence on the performance of the students and the schools in general. Leadership affects almost every other aspect of learning and school life; hence, should be considered keenly in improving the performance of students and schools in the UAE. These are sentiments echoed by Principal 7 in highlighting the key functions of leadership and management in schools in the UAE. According to Principal 7, the following are what effective leadership and management ensure in schools:

“Setting school-wide policies and procedures. Setting high expectations. Strong and transparent communication channels”

Principal 8 provided an elaborate explanation on the significance of leadership and management in schools in the UAE. The success of students and schools in the UAE is seemingly anchored in the leadership and management within the respective schools, as expressed by Principal 8:

“School leadership has a significant impact on providing guidance and support to bring about the changes needed to improve school performance. The effect varies with different school leadership styles, as some leadership styles are characterised by providing more space for the middle leadership to participate in making decisions, distributing responsibilities and tasks, and not excluding decision-making in the so-called democratic leadership style, which is useful in managing change in the long term, setting strategic goals and implementing them. There is also an autocratic leadership style that tends to impose decisions from the top of the pyramid to the bottom. They are useful in emergency situations when quick and decisive decisions are needed to prevent

the situation from deteriorating. It is worth noting that schools are sometimes exposed to such emergency situations during external audits and inspection processes, and in this case the effectiveness of leadership is measured by the ability to make a quick decision and implement it to overcome challenging situations. There is also an executive leadership style, which focuses on managing daily school operations and implementing regulations and decisions and is useful in the process of managing human capital, financial resources, and security and safety procedures. In general, the school leadership, which has a clear and specific vision of what needs to be changed and developed, and the ability to plan, affects by setting high expectations and realistic goals and sharing them with stakeholders and insisting on achieving those expectations and goals, as well as the ability to think outside the box and innovate in finding solutions to problems and challenges. The school leadership, which is skilled in using and analysing school data, also influences strategically to support decision-making based on that data provide the necessary feedback for school improvement and development processes and form different school teams to implement these processes. The school leadership also influences the process of capacity building for the administrative and teaching bodies through leading professional development processes, continuous training, follow-up, and supervision of performance, and activating individual responsibility in effectively improving school performance. The influential school leadership is also characterised by the ability to communicate effectively with all the partners of the educational process and to be keen to share the vision, mission, and strategic objectives of development with all stakeholders.

By providing resources, ongoing training, and a variety of catalysts for change, successful school leadership can bring about the needed changes. The school leadership must also show full awareness of the school's reality, as well as the challenges and opportunities available in terms of competencies and resources that can be employed to bring about the required changes, with a focus on improving educational outcomes as a top priority shared by all school leaders.”

The relationship between students, staff, and school leadership is important in directing good performance and inspection outcomes. Experienced and effective school leaders work hard to deliver sound teaching practices, infrastructure, creating better classroom practices, as well as school climate. In other words, the ability of school leaders to mediate good performance through efficient management underscores the powerful and significant role they in helping to create favourable conditions for learning and teaching; hence, delivering desirable inspection outcomes. Similarly, school leaders could influence the capacities, motivations, as well as good working condition for instructors, who in turn, shape classroom practices and learning of students to record significant performance.

Furthermore, the responses underscore the fact that school leaders strengthen ties between staff and communities surrounding them. Leaders in most successful schools are considerably engaged in devising novel methods and strategies for achieving improved performance. Leadership is integral in bringing together all stakeholders to contribute to institutional growth through creativity and provision of essential learning materials to students. Effective school leadership is linked to consistent effort to improve well-being and achievement for student by being involved with other collaborators to realise maximum gains and inspection

outcomes. Therefore, schools with sound leadership are more likely to realise good outcomes than those with poor leadership and management plan.

On the other hand, Principal 5 availed some of the measure's leadership and management of respective schools in the UAE can apply to ensure that schools are steered properly, and that students' performances can be improving, with parity brought in the performance of all students across the UAE. A key recommendation points to engaging parents in a manner that promotes school community partnerships. Here are some of the recommendations put forth by Principal 5:

“By studying the losses in the educational system, analysing the reality, challenges, and opportunities, and finding solutions that can be translated and applied in the school's operational plan based on the recommendations that were previously monitored in the inspection reports. Questionnaires - parents' opinions - to reduce the impact of any behavioural phenomenon - psychological and social aspects - case studies – awareness lectures - all of this affects performance in a positive way - in which that all may lead to reduce any behavioural phenomenon or make it disappear.”

Similarly, Principal 6 drew a close relationship between leadership and management, and the performance of schools. Principal 6 is holding onto planning and monitoring as key functions of leadership and management that lead to good performance in schools. If effectively implemented in the UAE, then the variations in student performance across schools could be reduced. Principal 6 highlighted some of the ways through which leadership and management impact on the performance of schools:

“I believe that school leadership practices affect the performance of schools through plans, monitoring, follow-up, guidance, and field visits to ensure the implementations of the best practices in this framework.”

In support of the assertions of Principal 5 and 6, Principal 4 had the following to say about leadership, management, and impact on school performance:

“Successful and influential school leaders have a clear vision for students that includes guidance and support, which is clearly defined and documented in a written, clear, and understandable policy and plan that is applied and followed up on by all students, school staff, and parents, and it has a record of all these practices.”

Vision guides every aspect of leadership and helps in executing all the functions of school management effectively. The averments by Principal 4 closely relate to what is stated by Principal 6, as having a plan and monitoring it to the end is equivalent to being visionary and sticking to the vision.

Principal 3 sums up on the functions of leadership and management in schools by highlighting some of the key functions that ought to be performed by the leadership and management of schools in the UAE. Quoting:

“Policy and guideline dissemination. Encourage and monitor the use of healthy practices indefinitely. Pay special attention to People of Determination. Health-related programs and initiatives. The Security, Health, and Safety Committee, the School Behaviour Committee, the Talented Committee, and the Academic Assistance Committee, among others, all play a part in providing security and support for children. As a result of adopting excellent habits in the school community, children receive ongoing motivation and reinforcement.”

The excerpts from the responses provided by principals 5, 4, 6, and 3 reveal that school leadership plays a significant role in organising and directing critical operations, such as overseeing learning, linking the school to the community, identifying areas for improvement, and driving change. At the level of the school, leadership is increasingly taking charge of leading the teaching staff and others to respond swiftly to uncertain futures, as well as emerging education challenges. Instilling good management practices is critical to improving favourable school performance. School leaders are tasked with continuously adapting their schools to community and national demands and redefine their core tasks to respond to the changing policy environment. The school leaderships help in organising and managing all activities, which are meant to bolster education and performance. Thus, it is imperative to point out that the school leadership ensure teachers and students could continuously develop, adapt, and develop within the changing environment.

4.5 Standard 6

4.5.1 Impact of effective leadership on governmental school inspection outcomes

In responding to the research question: “RQ5: How do effective leadership influence governmental school inspection outcomes?” the following are the answers.

All the eight principals agreed that effective leadership in government schools’ impact positively on the school inspection outcomes. Principal 1 stated that the impact of effective leadership on inspection was significant: here is what was stated:

“It affected by setting the appropriate system, policies and choosing effective strategies in order to raise the quality of all assessment standards, especially the quality of teaching

and assessment, and the protection of students, which directly affect the inspection outcome.”

Principal 3 also agreed that effective leadership had a positive impact on inspection outcomes. However, the response was not as strong and certain as all the other seven Principals, implying minimal positive impact. Here is what Principal 3 had to say:

“Self-evaluation: The self-evaluation must be accurate in terms of the real school level as well as the strengths and weaknesses of the school. The school's current trends and the clarity of vision. Self-assessment and the involvement of a large number of employees in the appraisal process. Assign roles and duties correctly and keep track of work. Adopting a collaborative approach between the school, parents, and the community. To support the learning and teaching process, proper management of school resources and facilities is required: Adopting ideas and efforts aimed at improving school performance and keeping up with advancements such as innovation, smart learning, and stream, emphasis on the development of administrative and educational personnel in order to increase other standards and raise the bar.”

The utterances favour self-assessment more than leadership, but also make apparent the role of leadership in self-assessment. From the above excerpts, it is evident that effective leadership practices considerably improve and enhances student achievement outcomes, teaching, and improves school organisation. In addition, these effective principal leadership practices include framing as well as communicating schools' missions and goals, creating shared expectations of higher performance, promoting professional development, and clarifying objectives and roles. In this regard, the quality of leadership is one of the most influential school-based impacts on student attainment, other than classroom instruction. Principals in government schools have

highly positive self-perception as far as their leadership practices are concerned. The importance of principals' leadership in schools significantly fosters a positive and clear school culture, student performance, and quality teaching. Therefore, the school leadership is expected to review all operations to guide and achieve reflective organisational improvement, which in the long-term contributes to favourable inspection outcomes. Leaders who exhibit more self-awareness could utilise this review data to enhance their overall school performance.

All the other remaining principals had opinions quite similar to what was put across by Principal 1, pointing to a strong and significant impact of effective leadership in government schools on inspection outcomes. Principal 2 stated:

“Leadership has an effective role in making decisions and setting priorities in leading development processes that include the school’s vision and plans and following up on their implementation through the establishment of teams and committees, distributing roles, dividing tasks and evaluating performance on an ongoing basis.”

The statement attributes good inspection outcomes to effective leadership, just as the utterances by Principal 4:

“Effective leadership demonstrates basic knowledge of the educational curriculum, applies best practices in the learning, teaching, and assessment processes, communicates effectively with all parties and external partners, and uses innovative and creative strategies and methods, as well as programs for the school community's quality of life and well-being. When the school is reviewed by the inspection team, all of these elements will lead to great outcomes.”

Principal 5 was keen to note that leaders develop visions for schools, and guide schools towards attaining the outlined vision as well as overall mission. Therefore, effective leadership and good inspection outcomes go hand in hand. Principal 5 indicated:

“Through the clarity of the leadership’s vision, mission and practices that are based on smart goals that have been developed, evaluated, improved and with the presence of programs and evidence supporting the practices of this effective leadership (in the same time making sure that everyone understands that: students - employees - parents) Examples: honoring outstanding students and participating in educational competitions and awards, launching initiatives, programs and projects that support the UAE’s 2030 vision plan, and praising and celebrating the successes. Moreover, making parents an essential partner in the educational process.”

An opinion quite similar to what was expressed by Principal 5 was put forth by Principal 6, who stated:

“Effective leadership with experience in inspection framework, its requirements, and monitoring contributes to setting appropriate plans and perceptions for the needs of the school. It also measures the level of performance of its schools based on monitoring standards and identifies the practices required to improve the performance of the schools based on an analysis of its performance.”

Principal 7 opined that to get the best out of the school inspection framework, effective leadership was required. Therefore, effective leadership directly contributes to good inspection outcomes. Quoting:

“It is crucial that leadership in the school understands and uses the inspection framework successfully. Schools with effective leadership have a vision of where they are and where they want to be and what it takes to be a high performing school”.

Full awareness of the school and its needs are a reflection of effective leadership, which allows for the addressing of the needs of the school and good inspection outcomes. Such was the opinion of Principal 8 who had the following to say:

“School leadership who is fully aware of the reality of the school and able to do effective self-evaluation; has a significant impact on the school inspection outcome. They can identify the strengths and weaknesses, and correctly identifying the challenges and opportunities available for development and improvement of performance. Full awareness of the school reality can only be achieved through continuous monitoring of the performance of all participants in the educational process, collecting and analysing data, updating it continuously and developing a realistic vision of the changes to be achieved. When the self-evaluation of school leadership agrees with the external audits report, this can have a significant positive impact on the results of inspection outcome. On the contrary, schools that are not fully aware of the school reality negatively affect the outcome of inspection because these practices lead to wasting efforts and distracting work by focusing on things that may not be of priority or importance for school development.”

The excerpts above reveal that senior leaders, including school principals are required to discharge their assigned duties and roles competently. Moreover, under the school leadership should ensure that they develop steady performance over time to record growth. Leaders must develop self-awareness and communicate the aim of the school, as well as help other staff

members to understand how different initiatives relate to the vision of the school. It is sufficient to mention that some national and local priorities need to be incorporated into the school improvement plan to achieve greater inspection outcomes.

4.5.2 Impact of self-evaluation and improvement planning on improving inspection outcome compared to third party audits

In responding to the research question: “RQ6: Are self-evaluation and improvement planning more effective in improving school inspection outcomes compared to third party audits?”, the following are the answers.

Principal 1 who reported a significant impact indicated:

“...the school's self-evaluation and the routine used to develop improvement plans help raise the quality of all standards. It is important to measure the impact of these processes on the school's performance. Having a third party is essential to help the school to get a second opinion and help to improve even better.”

On the impact of self-evaluation and improvement planning on inspection outcome, Principal 2 had the following to say:

“Of course, the school applies accurate and organised self-evaluation processes using internal and external data, and the results of self-evaluation processes are included and used in the planning processes for the development of the school and its practices at all levels. It identifies the main priorities for preparing development plans with the participation of staff, parents, and students. The school follows the change process quickly and flexibly, which leads to achieving success in implementing the goals and recommendations contained in the previous inspection report. The presence of third-

party audits (the inspection team) must participate in supporting the school development plan because they have a comprehensive knowledge of other schools, and this effectively helps to give the school a full knowledge of the Strengths points and aspects that need to be improved in the school's performance.”

Principal 2 as a school leader insinuates that self-assessment plays a positive role in improving the performance of schools by making them improve continuously to the levels that when school inspection is conducted, the standards are already high within the schools, which is an excellent approach towards improving standards and performance in schools. In sentiments similar to those echoed by Principal 2, Principal 7 indicated:

“They go with each other and complete each other. Having an outside eye with expertise greatly impact school performance.”

Also, keen to note that:

“There can be a great benefit for school if there is a specific department that support and follow schools in design effecting action plan based on the inspection framework.”

Principal 7 calls for the integration of self-assessment as an integral part of the school practices. As with continuous self-assessment, even better results will be recorded for the schools upon school inspection.

Principal 8 elaborated on the nature of self-assessment on schools, as well as how it contributed to overall improvement in school, hence good performance of schools upon school inspection. Principal 8 stated elaborately:

“Self-assessments and school improvement plans, as well as the third-party audits, are both important in improving the school inspection outcomes. Each of them is complementary to the other and should not conflict with it. Audits provide the required

feedback to improve performance, and improvement plans should be based on the results of audits. In general, the school leadership that is fully aware of the reality of its school and has the capacity for real self-evaluation is considered to have a significant impact on the school inspection outcomes. This leads to identify the strengths and weaknesses, and correctly identifying the challenges and opportunities available for development and improvement of performance. Full awareness of the school reality can only be achieved through continuous monitoring of the performance of all participants in the educational process, collecting and analysing data, updating it continuously and developing a realistic vision of the changes to be achieved. The presence of a third-party audits (the inspection team) must participate in supporting the school development plan.”

Self-assessment is placed at the core of improved school inspection outcomes. It is elaborately explained how having self-assessment as an integral part of internal school practice will lead to the improvement of results, hence excellent scores for the school at all times upon school inspection. Schools should have even better plans when they engage specialist third parties, and therefore, secure a guarantee of good inspection outcomes.

Moreover, the responses from the interviewees indicate that staff members need to be fully involved in conducting systematic self-assessment with explicit goal of fostering the quality of learners’ school experiences, as well as their attainment standards. The responses show that self-assessment and evaluation should be rigorous and intended to generate reliable and valid information to contribute considerably to processes for assuring learning quality. Indeed, it is sufficient to mention that collecting detailed information and views of stakeholders regarding service quality in the school, as well as effective actions undertaken in response. All stakeholders in the school are essential in identifying the strengths of the school, planning

priorities, and development needs. Furthermore, data generated from staff review must be utilised to inform self-assessment of the school and planning processes. Conducting self-evaluation gives comprehensive, reliable, and valid analysis for identifying important priorities to prepare an improvement plan with all stakeholders, including parents, students, and staff. In addition, attempts should be made to analyse skilfully information from within the schools to generate accurate conclusions to promote inspection outcomes. The strategies used by the school management to create an improvement plan ought to be linked to performance of students, as well as display inspirational but realistic objectives. Indeed, to support better performance through evaluation, these strategies should be implemented effectively to provide genuine and sustainable improvement in the school. Therefore, the responses from the participants indicated that making thorough arrangements for reporting the quality and standards of schools need to emphasise the effect of the intended development.

Principal 5 pointed to the strength of self-assessment and the impact on school inspection score. However, the opinion expressed by Principal 5 has a catch. It takes good leadership to develop good self-assessment plans that are realistic and implementable. Only then can good school inspection results can be realised. Principal 5 is quoted as stating:

“Sometimes self-evaluation is more effective if the leadership has realistic and honest experience in analysing and measuring its strengths and development and can launch effective practices that fit reality and ambition. On the other hand, it is crucial to have a third party with experience, credibility, and impartiality in evaluating the performance of the educational institution.”

Principal 6 identified a complementary relationship between self-assessment in schools and school inspections. School inspections push schools to develop self-assessment which in

turn result into all year-round improvements in schools; thereby guaranteeing improved performance from schools. Principal 6 indicated:

“I think that each one complements the other as the third-party acts as the neutral element in the evaluation process and can evaluate the performance of schools through specific criteria and standards that contribute to developing a general perception of the school's performance. The impact of Self-evaluation and improvement plans is larger and has a more comprehensive because it continues throughout the school year and through which strengths and weaknesses can be better identified, unlike the third-party audit that takes place in a specific and relatively short period.”

Principal 4 noted that properly executed self-assessment in schools resulted into better school inspection performance for schools. The main reason put across is that self-assessment continuously led to improvements even when inspection was not expected, all year round. Hence, overall performance improves, and positive results are realised anytime inspection is conducted in the schools. Principal 4 indicated:

“..., since self-evaluation and improvement plans provide an overview of how work is progressing and how it affects the school community. It is distinguished by specific objectives aimed at improving students' experiences and academic attainment levels. It yields credible and trustworthy evidence that aids quality assurance operations. Strengths and areas for improvement are recognised, as well as planning priorities. This data is utilised to create a school development plan. The presence of a third-party audits (the inspection team) must participate in supporting the school development plan.”

Just like Principal 6, Principal 3 noted the complementary relationship between self-assessment and school inspection, as well as how the two led to improved performances in school. In an elaborate response, principal 3 indicated:

“These two are completing each other. Also: One of the most significant aspects to concentrate on is identifying strengths and weaknesses. The audit procedure is particular to a given period, which may be the inaccurate, and so the school's true level differs from the audit evaluation. Continuous self-evaluation is the most suitable since the assessors have enough opportunity to investigate the causes of the drop as well as other causes and solutions to improve performance. Self-evaluation should be done on a regular basis so that we can seek for relevant ways to improve performance, such as partnerships and twinning with other schools.”

Principal 3 went to highlight some of the practice implemented at their school, which ensured the best was got from self-assessment plans and school inspection; effectively contributing to good performances at the school. Quoting:

“Develop adaptability and flexibility - Continuous comparison of the school's actual performance and finding appropriate solutions for it is better than auditing which is limited to a period of time. There are external factors that may affect the auditing process and thus affect the performance of the school and make it an unfair judgment to whole school performance, such as: the time of the visit.”

Self-assessment if implemented effectively in schools could complement the government efforts of inspecting schools to ensure that the standards are high, and performance is good. Self-assessment results into excellent performance of schools as it involves continuous improvement all year round. In addition, the schools should manage change promptly, successfully, and

flexibly. From the responses, school leaders are expected to be effective when it comes to prioritising, as well as acting upon several important initiatives together with all stakeholders. Employing analytical appraisal of every performance aspect would help in successful improvement; recommendations from previous inspection outcomes should be taken into consideration. Self-evaluation arrangement, as noted by the respondents need to be holistic; data collected from various sources are analysed and used to prepare improvement plans for better student and school performance. Additionally, Proper use of evidence from self-evaluation significantly influences planning and decision-making in schools. In addition, understanding the school environment well, as well as identifying accurate key future priorities is mandatory. Thus, all processes for self-evaluation and monitoring should encompass an appropriate emphasis on learners' outcomes and teaching quality within schools. The responses from participants revealed that feedbacks from parents and students are critical in self-evaluation because it informs school development and improvement. Based on these responses, all stakeholders in the school need to discuss school progress to attain improvement goals and redesign processes to maintain high performance standards.

4.6 School's Inspection Reports

From the findings highlighted above, school inspection reports are critical in highlighting and understanding the standards of education in the country. This is critical in guiding improvement planning at the school and policy level. The inspection reports are done against an established set of standards as contained in the national framework. The reports are an outcome of a rigorous but independent process allowing the parents, school, and other shareholders to evaluate how they measure against the applicable standards.

As pointed out in the Cycle 1-B Inspection Report-2020, developing novel programs to effect and support student learning is imperative. The report noted that distance learning in the school developed a good learning profile. By offering distance learning, students' well-being is catered for considerably. The report shows that students' participation and attendance are remarkable concerning well-being and distance learning. In addition, the welfare of all students is safeguarded as they overcome physical challenges to learning and the most desirable outcomes. Distance learning is associated with better and more expansive learning opportunities. The school's leadership has created a favourable learning atmosphere for all students that ensure equity of access. The report affirms that teaching and monitoring students' learning is critical to improving performance and attaining good inspection outcomes. In this regard, teaching and monitoring can only be achieved through sound planning and delivery. Planning allows the school management to utilise available resources to provide adequate instructional materials. Further, the report found that sharing and discussing the intended learning outcomes is central to enhancing performance. The teaching staff and the school management need to work collaboratively in designing appropriate learning outcomes to help students adjust and post good results. Therefore, continuous monitoring and assessment teaching strategies are necessary to attain sustainable and desired learning outcomes. Schools must emphasise good communication and engagement to allow all stakeholders to participate in school improvement activities. In addition, the report highlighted the need for school leaders to establish proper resource management to achieve the set goals and objectives.

Similarly, the Cycle 1-B Inspection Report-2020 highlighted some positive characteristics of the school distance-learning program. The report notes that the distance-learning program ensures continuous and prompt communication with parents. Efficient

communication with parents allows the school to identify students' learning challenges and propose immediate solutions to improve performance. Distance learning is associated with high student attendance rates and strong program commitment. However, the Cycle 1-B Inspection Report-2020 reported some critical areas for development. One of the areas is the distance-learning program diversification to encompass non-academic activities for improving students' overall well-being. In addition, the school needs to increase assessment variety and the quality of constructive feedback given to various student groups to better support and monitor their learning.

The Cycle 2 Girls Inspection Report-2019 sought to evaluate the school's progress in implementing previous recommendations from the recent school inspection report. Moreover, the Cycle 2 Girls Inspection Report-2019 intended to assess the leadership's capacity in the school to sustain these improvements. The evaluators talked to staff, senior leaders, students, principals, and parents. The evaluators attended the assembly to note the care guidance and students' personal development. In this context, the report noted several signs of progress made to address the previous recommendations. To begin with, the school raised the attainment and progress of students in all subjects by widening the scope of effective teaching methods. The school was required to increase teachers' expectations to challenge and support students' learning. In this context, the school needs to ensure that assessment criteria are utilised appropriately in planning lessons and monitor students' progress over time. In supporting improved performance, the school is expected to provide regular information to learning regarding how to improve their work and provide adequate support for new instructors to meet students' needs and raise achievement and progress.

The Cycle 2 Girls Inspection Report-2019 noted the school's desire to improve students' innovation skills by allowing them to own their learning and seek opportunities to work independently. Additionally, students need to be provided with more opportunities to partake in experimental and practical work. The Cycle 2 Girls Inspection Report-2019 emphasised improving the personal development of students by raising attendance rates to 94%: hence, applying behaviour sanctions more rigorously. It is sufficient to mention that supporting behaviour management strategies of teachers is associated with better students' personal development. Students could be helped more by increasing the social work department's capacity to monitor the personal development of students thoroughly. The social work department is effectively working to improve students' behaviour and personal development. In this context, the Cycle 2 Girls Inspection Report-2019 found that the school now has positive behaviour, as many students are respectful and courteous towards staff.

The Cycle 2 Girls Inspection Report-2019 looked at the systems applied in self-evaluation to ensure that they are rigorous to yield an accurate picture of the school's performance. However, the report noted that the school presented limited progress regarding addressing this recommendation. The schools' self-evaluation framework is not firmly anchored on detailed evidence. In the circumstances with solid evidence, for instance, in overall achievement, judgments fail to match data accuracy reality. These judgments are based on workload rather than their effect. Therefore, the self-evaluation framework adopted by the school is not aligned with the UAE Inspection Framework.

The Cycle 3 Boys Inspection Report-2019 noted that the school established a clear strategic direction to enhance students' behaviour, which has contributed to improved self-evaluation and student achievement. In this context, the report observed some essential strengths

and areas for improvement. In terms of the strengths, students showed significant improvement in attainment across core subjects. Offering sound leadership and instructional materials foster creativity and learning abilities among students. In addition, it was noted that students in the school respect the culture and heritage of the United Arab Emirates, which is important in realising national goals. The school exhibited improvement regarding the supervision as well as management of the behaviour of students. The school showed positive relationships exist and enhanced communication with parents. However, the report identified critical areas requiring improvements to support better performance. The school is expected to adopt viable strategies to improve students' attitudes and behaviour toward learning. In addition, developing students' understanding and utilising higher-order questioning is necessary to spur creativity and critical thinking skills. It is worth noting that offering more personalised work helps meet students' needs toward greater educational attainment. The school needs to increase the quality and consistency of feedback to understand the improvement process. Therefore, attempts should be made to provide additional opportunities for learners to attain independent learning skills by utilising technology to enhance and support learning in all subjects. Developing students' research and thinking skills are central to improving performance.

The Cycle 3 Girls Inspection Report-2019 opened in 2018. At the time of the report preparation, the school had an old building with appropriate facilities; however, resources like PE equipment and books were short in supply. An adequate supply of learning materials motivates students and teaching staff. The Cycle 3 Girls Inspection Report-2019 noted stability among teachers and the leadership team. The vice-principal and principal have served for a relatively long time, thus, confirming that consistency in leadership is central to improved performance and management. The school was evaluated based on the UAE School Inspection

Framework standard 3, which is anchored on teaching and assessment. In the school, teachers observe lessons and share learning outcomes with students. However, the report noted that teachers fail to give students success criteria; hence, they lack targets to attain over a unit of work or lesson. The challenge is compounded by the fact several lessons are led by a teacher with significantly less interaction from students, who appear to be passive and always not willing to respond to questions. The failure by teachers to reinforce understanding of students by probing contributes to dismal performance. Although the school uses a continuous assessment system with end-term examinations, teachers do not utilise the assessment data to prepare lesson plans.

Ensuring the school environment is secure and clean protects students from injuries and harm. Based on the UAE School Inspection Framework Standard 5, the Cycle 3 Girls Inspection Report-2019 noted that the school had adequate mechanisms to safeguard students. Stakeholders in the school share the child protection policy; however, parents are omitted. The school staff received proper training on the policy implementation, although systems meant to protect learners from bullying and physical abuse are applied inconsistently.

4.7 Recommendations

The study targeted to establish the degree of deviation of schools from each other based on implementation standards. In addition, to establish the rationale for varying performances and outcomes in different schools based on teaching and assessment for effective learning; how protection, care, guidance, and support of students have been implemented; leadership and management and recommended best practices. Based on the results provided above, the best practice recommendations include:

4.7.1 Recommendation 1: Ensuring the Standardisation of Teaching and Assessment Practices to Eliminate Performance Differences between Schools

The analysed data revealed significant variations in teaching and assessment methods used by government schools in the UAE. The variations are responsible for the huge disparities in performance and inspection outcomes. All stakeholders must work toward standardising assessment and teaching practices in government school to eradicate performance differences and maintain desired inspection outcomes. Standard 3 of the UAE School Inspection Framework requires from schools to achieve outstanding by having internal assessment processes, which should be consistent across the school. Such assessments offer valid, reliable, and comprehensive information usable in evaluating student progress against the curriculum standards and expectations (Ministry of Education, 2017). Such information offers full profiles of the academic progress of students, including their personal and social development (Ministry of Education, 2017). In addition, when developing teaching and assessment materials, teachers, principals, and inspectors need to collaborate to ensure all unique needs of students are addressed sufficiently. The approach adopted should take into consideration the aspirations of all learners to spur innovation and creativity in schools.

4.7.2 Recommendation 2: Providing Protection, Care, Guidance, and Support for All Students

The analysis revealed the importance of providing protection, care, guidance, and support to all students to improve performance. The principals' responses indicated that, in some cases, students perform poorly due to negligence. It is imperative that all areas of management weaknesses are identified and addressed promptly to correct the anomaly. Improving quality in schools requires collaboration and investment in key education areas to support students, as

presented in the UAE School Inspection Framework. Standards 5 of the framework requires from schools to achieve outstanding by having a quality of health and safety, including arrangements for child protection / safeguarding. The school undertakes a thorough risk analysis and assessment, and the staffs thoroughly understand their roles and responsibilities in maintaining health and safety (Ministry of Education, 2017). Routine inspections are performed, and complete records are preserved. Healthy living is deliberately built into and promoted in all parts of school life. The school buildings, equipment, and resources are exceptional and well suited to the educational needs of all students, including those with special educational needs and children in the early years phase (Ministry of Education, 2017). Creating a school environment, that support inclusive education is important in achieving the national and international goals and promoting equality among students.

4.7.3 Recommendation 3: Adopt Robust Leadership Approaches in Schools

The analysed data revealed that leadership plays a central role in the management and improvement of schools. School leaders must be efficient and aware of the needs of the wider community and the school fraternity. Developing and adopting robust leadership approaches would help schools to navigate operational and administrative challenges to realise improved outcomes. In this regard, accountability and transparency in all affairs concerning government schools must be demanded to ensure that the goals and vision are met, as envisaged. Standard 6 of the UAE School Inspection Framework requires that for a school to be considered outstanding in its leadership the parents should be supportive of the leadership team and the Governing Board/stakeholders should hold the school leadership of the school accountable for its performance (Ministry of Education, 2017). Therefore, implementation of such leadership would ensure improved school outcomes.

4.7.4 Recommendation 4: Self-evaluation and Improvement Planning to Promote Positive Outcomes

The study showed that although self-evaluation is an important component of determining performance and understanding among students and teachers, it is rarely employed. Conducting regular self –evaluation would be essential in identifying potential areas for strengthening learning processes. On the other hand, schools must develop clear improvement plans to support positive outcomes. However, it should be noted that developing self-evaluation and improvement plans, all stakeholders should be involved to address their concerns and produce the desired outcomes. Standard 6 of the UAE School Inspection Framework requires that for a school to be considered outstanding in relation to self-evaluation and improvement planning, the members of the staff should be completely involved in the evaluation. The purpose of the evaluation is to improve the experience of the students and attainment standards (Ministry of Education, 2017). The evaluation should be rigorous and be able to generate valid and reliable evidence contributing to quality assurance procedures (Ministry of Education, 2017). In addition, the evaluation should collect data from parents, students, and other stakeholders regarding the service quality and effective action taken to ensure responses are made to the data findings (Ministry of Education, 2017). Further, the information from the reviews should be use for informing the process inherent in self-evaluation and planning.

Table 18 below is a demonstration of recommendations for the three standards covered as part of the research work.

4.7.5 Table 2-Recommendations based on the inspection framework

Performance Standard	Indicators	Elements	Actions /procedures (How/what to do..)
Performance Standard 3: Teaching and assessment	Teaching for 3.1 effective learning 3.2 Assessment	3.1.1 Teachers' knowledge of their subjects and how students learn them	Weekly assessment of the teachers on their subjects through multiple-choice questions, practice teaching every month to other teachers, workshops regarding classroom structure can help them develop their skills (Buldu, 2010).
		3.1.2 Lesson planning, the learning environment, and the use of time and resources	Online or offline workshops concerning teaching methods and changes observed around the world for a better outcome in the classroom should be suggested to the teachers to watch for outstanding results (Buldu, 2010).
		3.1.3 Teacher-student interactions, including the use of questioning and dialogue	The two-by-ten method can be used for improving interaction with students (Buldu, 2010).
		3.1.4 Teaching strategies to meet the needs of individuals and groups of students	Learning about the familial background of the students and understand their needs through different exercises inside and outside of the classroom (Buldu, 2010).
		3.1.5 Teaching to develop critical thinking, problem-solving, innovation, and independent learning skills	Allowing different answers to one simple question, letting the students discover their way through a complex issue, and carrying out problem-solving exercises in the classroom (Buldu, 2010).
		3.2.1 Internal assessment processes	Not only educational development but curricular and social development of the students should be a part of the vision of the schools (Buldu, 2010).
		3.2.2 External, national, and international benchmarking	The benchmarks and the standards should be set as per the international educational standards to help the students achieve excellence in all fields across nations (Barza, 2013).
		3.2.3 Analysis of assessment data to	Regular analysis of the performance assessment of the students should be done to note their improvement,

			monitor students' progress	which will allow the teachers to take action accordingly (Ashour, 2020).
			3.2.4 Use of assessment information to influence teaching, the curriculum, and students' progress	The assessment reports should be involved in the decision-making for the understanding of the planning of initiatives taken for improvement to aid the cause adequately (Ashour, 2020).
			3.2.5 Teachers' knowledge of and support for students' learning	The knowledge of the teachers should be updated regularly as per the changes occurring in the world in the educational sector (Ashour, 2020).
Performance Standard	Indicators	Elements		Actions /procedures (How/what to do..)
Performance Standard 5: The protection, care, guidance, and support of students	5.1 Health and safety, including arrangements for child protection / safeguarding	5.1.1	Care, welfare, and safeguarding of students, including child protection.	Updating the regulations of schools regarding child protection, welfare, and safeguarding students and care and informing those to the parents and the students to allow the students to inform regarding any disturbances (EL SAADI, 2017).
		5.1.2	Arrangements to ensure health, safety, and security	Proper sanitation and canteen services at schools to achieve higher health security of students while in school. Moreover, introducing sanitary napkins vending machines, and clean drinking water services are suggested (EL SAADI, 2017).
		5.1.3	Quality of maintenance and record-keeping	Monthly inspection regarding appropriate record-keeping in the school and quality control measures through a survey among the teachers (EL SAADI, 2017).
		5.1.4	Suitability of premises and facilities for all students, including those with special educational needs	Execution of surveys among the students and special needs education teachers for areas of improvement regarding facilities provided in the schools (Hill, 2016).
		5.1.5	Provision for and promotion of safe and healthy lifestyles	Regular monitoring and provision of emergency healthcare facilities (EL SAADI, 2017).
	5.2	Care and Support	5.2.1	Staff-student relationships and

			behaviour management	provide them with solutions (Ibrahim and El Zaatari, 2020).
			5.2.2 Promotion and management of attendance and punctuality	Allotting extra credits for desired attendance and punctuality of the students (Ibrahim and El Zaatari, 2020).
			5.2.3 Identification of students with special educational needs, and those who are Gifted and/or Talented	Surveys and psychological assessments for students at the beginning of the school year or during admission (Ibrahim and El Zaatari, 2020).
			5.2.4 Support for students with special educational needs, and those who Gifted and/or Talented	Selection of staff and teachers with experience with special needs education in schools to help students cope with their studies (Ibrahim and El Zaatari, 2020).
			5.2.5 Guidance and support for all students	Recruitment of child psychologists in every school to support all students in their needs (Ibrahim and El Zaatari, 2020).
Performance Standard	Indicators	Elements		Actions /procedures (How/what to do.)
Performance Standard 6: Leadership and management	6.1 The effectiveness of leadership	6.1.1	Vision and direction	Efficient training for each and every staff and teacher in school to act in the best interest of the students and aligning the areas of interest of the students with the vision of the schools should be conducted to attain desired classroom structure and presentation. This will also help teachers to be highly equipped to provide guidance and direction to all the students, especially to the at-risk students (Litz and Scott, 2017).
		6.1.2	Educational leadership	All the staff, including the principal of the schools, should adapt to the educational changes in the world to help the students grow as per the needs of their further studies (Litz and Scott, 2017).
		6.1.3	Relationships and communication	Providing a technological base in a school to help students and teachers communicate even after school hours

				over the website in order to solve their issues (Litz and Scott, 2017).	
		6.1.4	Capacity to innovate and improve	Proper allocation of resources to allow an extensive capacity to improve and innovate as per the needs of the students and providing the students with opportunities to come up with effective ideas for improvement (Dari, Jabeen, and Papastathopoulos, 2018).	
		6.1.5	Impact on and accountability for school performance and standards	The performance of the school should be assessed every month through the improvement of the students, and the reports should be discussed with all the staff to help the students accordingly. The standards of the school regarding the performance should be established with respect to their vision and direction and should be duly informed to the students as well as the parents to help them achieve it (Dari, Jabeen, and Papastathopoulos, 2018).	
	6.2	Self-evaluation and improvement planning	6.2.1	Processes for school self-evaluation	Monthly self-assessment test through self-assessment software for every staff to understand their areas of improvement. The parents should be informed regarding the reports to know the experiences of their children at school regarding their development (Al-Hassan, 2020).
6.2.2			Monitoring and evaluation of teaching and learning in relation to student achievements	Self-assessment tests for students as well as teachers and leaders with respect to the vision of the schools and improvement desired will provide an idea of the effectiveness of the initiatives taken from different perspectives (Blak and Litz, 2019).	
6.2.3			The processes and impact of school improvement planning	One of the most important suggestions is to include the stakeholders of a school while planning for the accomplishment of the vision. After the planning is complete, parents should be consulted for their input in order for the	

				fulfillment of the goals of the students as well (Al-Hassan, 2020).	
		6.2.4	Improvement over time	Carrying out monthly assessments of the performance of the students as well as the staff to monitor their improvement and judge the efficiency of the steps taken for the development of the goals (Heitor, 2015).	
	6.3	Partnerships with parents and the community	6.3.1	Parental involvement	Parental involvement is essential for the development of students and their skills. To improve this aspect, schools should conduct monthly meetings to inform them about the improvement of the students to their parents in order to help them cooperate completely (Al Sumaiti, 2012).
6.3.2			Communication	Allowing parents to be an active part of decision-making towards the initiatives taken for their children at school can be done better through their interlinkage with the school website, where they will be able to portray their concerns and their ideas for improvement directly to the leaders (Barza, 2013).	
6.3.3			Reporting	The parents should be made an active part of the learning process, and they should be sent the regular learning assessment so that they can help students at their homes to improve their performance (Al Sumaiti, 2012).	
6.3.4			Community, national, and relevant international partnerships	The parents should be informed about the community, national and relevant international partnerships through meetings to help them determine the best path for students with respect to their area of interest (Barza, 2013).	
	6.4	Governance*	6.4.1	Involvement of parents and other stakeholders and impact on decision making	The governance of the schools can be stated as outstanding due to their active initiatives to involve stakeholders of the school and parents as well as owners of the school in the governing process. Moreover, it can be improved through their involvement in the strategic teaching

				methodologies at school (Al Ahababi, 2019).
		6.4.2	Ensuring accountability for the school's actions and outcomes	Establishment of accountability regulations at school and informing the stakeholders and the parents to allow active participation in its actions and outcome can be an effective suggestion for the school to ensure their improvement regarding accountability (Al Ahababi, 2019).
		6.4.3	Influence on and responsibility for the school's performance	Quick decision-making of the leader and critical thinking of the staff can help with the issues occurring at schools, which will aid the school's performance and its governance (Al Ahababi, 2019).

In a brief summary of the recommendations outlined in Table 18 above, the difference in teaching and assessment practices across schools and for various students came out as a key factor that aided the performance of most schools in the UAE, as well as a factor that contributed to the disparity between high and lowly performing schools in the UAE. While applying different teaching and assessment practices within the school ensures that all students meet the term objectives irrespective of disabilities and specialties. Not every school approaches the instruction of students in the same manner. It is important to standardise differentiated teaching and assessment in the UAE in order to get the most desirable results. Standardisation can be done by benchmarking schools that have already realised the best performance by applying different teaching and assessment techniques across the student population and implementing the same across all schools. Alternatively, a team of experts can be set up to come up with a standardised version of differentiated learning and assessment to be applied across all schools in the UAE.

The research has established that school inspection of schools in the UAE has a positive impact, as schools are pushed towards employing internal mechanisms that will ensure that they register good results from school inspection. Continuing school inspections will ensure that schools are kept on toes with respect to improving the standards and performance of students and the schools in general. It has already been demonstrated that schools have reacted to the school inspections by having self-assessment programs. Such programs have manifestly led to positive outcomes as performance levels of some schools are kept high levels all year round. School inspections will guarantee excellent performance across all schools in the UAE.

Effective leadership is extremely critical to the performance of schools. The ability of a school's leadership and management team to come up with plans for best practices or improvement and monitor them to fruition is key to the school's effective performance. It is imperative that good leadership is demonstrated in schools. It is through good leadership that noble programs like self-assessment can be effectively carried out. As a means of ensuring good leadership, the government can run training programs for school leaders such as principals, to ensure that they always head their institutions in the right direction. Additionally, school leadership should be subjected to constant evaluation, to ensure that they keep abreast with best practices and that the same are rightly implemented within the schools.

Also, Excellency can be achieved in school by using some models. Here are some suggestions on how to implement the UAE Excellency Model GEM 2 in school.

4.7.6 Table 3-How to implement the UAE Excellency Model GEM 2 in school.

	Principles	How to implement in schools	Expected Results and Impact
First Pillar: Vision Realisation			
First Criterion: Enhancing Wellbeing	Wellbeing Orientation	Inform the administration and students about the purposes and expected outcomes of National Strategy for Wellbeing 2031 - Initiation of the policymaking process	Promotion of wellbeing
	Wellbeing Practices	- Training programs - Counselling sessions - Activities	Promotion of happiness and satisfaction
	Integration and Partnerships for Holistic Wellbeing	- Family social activities and events - Staff social activities and events. - Volunteering events	Satisfy social needs and support mental health
Second Criterion: Future Readiness	Future Foresight	- - Initiation of the development of vision and strategy through forecasting tasks - Promoting creativity through identification of new opportunities for school development - Identification of school challenges - Fitting school development with National Strategy for Wellbeing 2031 (school policy)	Holistic or dual process thinking, structural orientation and activity orientation -Acknowledges the value of considering multiple alternative - Think about and plan for several different potential outcomes.
	Risk Management and Resilience	- Risks calculation - Risk assessment and team management	Reduce costs and negative impact, assessment and forecasting of external threats
	Predictive Analysis and Insight	- Analysing data to identify risks and opportunities, generate strategic insights on emerging and future trends, and forecast unknown events	Understand the future development of the events and predict the further actions

		output to identify patterns and guide better decision	
	Scenarios	<ul style="list-style-type: none"> - Analysis of big data annually - Using this data to plan the events in the schools - Initiation of exchange practices between schools to bring change and novelty in the facility (Diván, 2019) 	Making a real-time decision basing on defining the relationships between obtained data
Third Criterion: Strategic Direction and Competitiveness	National Agenda (Centennial)	- Referring to UAE National Agenda in school planning and in setting priorities	Meeting national and international standards
	Leading Position and Competitiveness	<ul style="list-style-type: none"> - Encourage critical thinking by finding solutions to the global challenges that impact the country's performance - Develop innovative solutions through entrepreneurship's activities 	High students' achievements
	Strategies	<ul style="list-style-type: none"> - Planning (aligning strategies with the country's long-term vision and the national agenda) - Assessment and monitoring 	<ul style="list-style-type: none"> - Preemptive initiatives that are data centric and evidence based to ensure readiness to the future - Flexibility in managing changes
	Delivery (Initiatives and Plans)	<ul style="list-style-type: none"> - Quality assurance in implementing plans - Effective feedback and communication 	<ul style="list-style-type: none"> -High school performance -All staff, students, parents, stakeholders are contributing - Continuous improvement and development through feedback
Fourth Criterion: Main Functions	Policies, Laws and Regulations	<ul style="list-style-type: none"> - Inform all staff, students, parents with policies, laws and regulations - Regular control 	Correct compliance to all policies, laws and regulations
	Organisational Structure and Responsibilities	- explain the hierarchical school structure and the reporting system	All Staff know their roles and responsibilities and they are aware of their

		- inform all staff with their roles and responsibilities and set them accountable	Performance evaluation standards.
	Governance	-Knowledge management -Data analysis -Auditing reports Risk assessment Foresight and change management	-Build trust - Promote loyalty -Safe and productive learning environment.
	Business Mode	-Building teams: set a leaders and describe their roles and responsibility to achieve school goals. -Periodically reviewing work progress and give feedback to develop and improve	-Govern school performance - All staff have a target and contribute to school excellency to make them feel venerable and their voice is valuable.
	Speed of Action	-Identifying top-priorities -Create a creative and flexible working culture -Quick actions and decisions.	-Innovative solutions to challenges -Reduce response time to any issues

Second Pillar: Distinctive Value

Fifth Criterion: New Generation Services	Human Centricity	- Provide activities and programs that meet all students' need and improve them academically and personally. - Prepare a communication plan to parent to inform them with what is happening in school and how /who and when to communicate	-All students are engaged and reach their targets successfully -Parent are informed and communicate easily and effectively with school
	Customer – Stakeholder Engagement	Envolve student, parent, and staff in Cocreating, Co-designing, and Co-production of services to meet their needs.	Overcome all challenges hand in hand with all school parties (student-staff – parent-stakeholders)
	Proactive Services	Provide services based on needs, data , predictive tools...	Promote partnership between al school parties -Satisfaction and feedback on these services

	Seamless Customer Experience	- Predict the needed services and provide them based on needs and future targets, predict tools, data analysis.	-Safe, satisfactory, and productive learning environment -High students' achievement
Sixth Criterion: Intelligent Enablement	Emerging Technologies	- Using technologies in teaching and learning process -Digital communication - Promote inquiry-based learning to encourage students to learn through exploration and experiment	- Create a productive learning environment where the resources are accessible to students and parents and can communicate and get feedback easily -Students are critical thinker and can debate on what they are learning confidently and loudly.
	Digital Infrastructure and Technology	- Digital services - No one left behind	Maximising and optimising the utilisation of the school digital services.
Seventh Criterion: Talented Professionals	Human Capital	- Incentives -Staff wellbeing - Employee portfolio	-Job satisfaction -Safe and healthy learning environment -Staff data available on demand
	Future Jobs and Skills	-Discovering and enhancing future-oriented skills to develop school staff.	-Staff with high competencies and resilience
	Wellbeing at the Workplace	-Create a safe and healthy environment -Students and staff Wellbeing	-High satisfaction -High performance -Low turnover rates Promote individual happiness
	Lifelong Learning	- Staff Training for Opportunities for professional growth -Effective feedback and setting targets	-Staff satisfaction -Readiness to learn and develop -High achievements
	Talent Empowerment	- Empowers qualified talents with the best competencies and the highest behavioural skills	-Innovative staff -Service improvement - Enhancing happiness and wellbeing.

Third Pillar: Enablers

Eight Criterion: Resources and Assets	HR Management	-Create a positive and healthy working environment that motivates individuals and promotes productivity and creativity. provides accurate and timely information on individuals' performance -Provide feedback on staff PDP	-Staff with high behavioural skills and competencies - High performance staff
	Optimum Utilisation of Resources	- Ensuring the optimum utilisation of resources - Financial plan	- Effective programs for revenue development and rationalisation of expenditures
	Asset Management	-Planning, managing, maintaining, preserving, and utilising assets efficiently and effectively to support the strategy and meet the sustainability and environmental directions and standards	Effectiveness of the implemented asset management tools
Ninth Criterion: Data and Knowledge Management	Entity Data	-Accurate data collecting system.	-Making good decisions based on data.
	Big Data	- Analysing, studying, and using data.	-Faster and better decisions -Designing efficient seamless services -Allows for monitoring performance and quickly enacting changes if necessary.
	Open Data	-Data are available and provided to be used and distributed or shared with others without restrictions	-Promotes transparency, accountability and enhances value creation
	Leverage Data	- Understanding, interpreting, and utilising the data collected from various internal and external resources	-Deliver efficient and seamless services to all school parties
	Knowledge Management	Creating, sharing, managing, and making the best use of	Increase internal awareness and understanding of

		knowledge and information to create value	knowledge management practices
	Exchange Practices	- Developing and implementing a systematic approach to sharing knowledge and exchange experiences inside and outside the school.	-Better Learning experiences -Provide valuable services -High Performance. -School Support
Tenth Criterion: Partnership and Integration	Commitment to Continuity	- Build a collaborative and win-win partnership	-Promote innovation -Ensure commitment to continuity
	Building Trust	- Foster trust through transparency, alignment of objectives and interests, open communication, addressing issues or risks and celebrate successes.	Trust based partnerships significantly drive better and sustained outcomes.
	Value Sharing and Mutual Benefits	- Capitalising on win-win partnerships that optimise the mutual benefits	-Achieve the desired outcomes -Generate innovations -Promote efficiency and complement knowledge and skill sets. -Ensure the ongoing commitment and sustainable collaboration and deliver greater impact.
Eleventh Criterion: Government Communication	Government Outreach (Marketing)	- Planning, developing, and implementing activities that promote the school's major initiatives and programs - Designing and managing innovative and effective communication	-Positive impact on school reputation
	Social Media	-Planning, developing, and implementing all communication activities carried out on school social media channels	-Better school image -Higher level of appreciation and support from stakeholders and public (buy-in)
	Media Messages	Plan, develop and disseminate clear, accurate and correct data in social	-Improve school image - Staff appreciation

		media that convey a unified voice of the government entity school represent.	
	Media Crisis Management	Planning and preparing the staff to respond rapidly and effectively during crisis times and to halt the escalation of negative tonality on issues of concern	-Building trust - Positive impact on school reputation

4.8 Chapter Conclusion

The chapter has presented results from qualitative data collected from eight government schools in the United Arab Emirates. The key areas analysed in this chapter include participants' demographics, cycle and gender composition, number of students and staff, variations in teaching and assessment strategies, influence of assessment on school outcomes and performance during an inspection, variations in practice between outstanding and poor performing schools regarding protection, care, guidance, and support for students, financial influence on school performance, perception of the school leadership practices impact on guidance and support on school performance, influence of effective leadership on governmental inspection outcomes, impact of self-evaluation and improvement planning on improving inspection outcome compared to third party audits and school's inspection reports. From the analysis, it is evident that school performance, student performance, and inspection outcomes are influenced by several factors. The chapter has demonstrated that various teaching and assessment methods used by government schools affect inspection outcomes considerably. Moreover, the availability of finances was indicated to be a key factor in foster school performance and inspection outcomes. However, such achievements can only be realised under effective and accountable leadership. School leaders are expected to create favourable environment to take place, as well as influence all other stakeholders to participate in school

activities. School leadership must give direction to the staff and encourage responsible practices, such as participatory learning to bolster student performance. On the other hand, the respondents averred that low performing schools show myriad of challenges like inadequate infrastructure and learning facilities. According, the analysis revealed that these inadequacies could contribute to poor inspection outcomes and school performance. Additionally, the chapter has emphasised the importance of assessment in enhancing inspection outcomes. Developing novel ideas on strengthening student and school performance need to be emphasised to achieve the national goal as enshrined in the Vision 2030. Based on the analysed responses, the study has provided several recommendations intended to improve performance and inspection outcomes in government schools. The next chapter provides the summary of the study, discussion, implications, and conclusion.

CHAPTER 5: SUMMARY, IMPLICATIONS, CONCLUSIONS

5.1 Introduction

In this context, the chapter provides a detailed overview of the summary, implications, and conclusion regarding how leadership, management, teaching, and assessment practices affect performance and inspection outcomes in government schools in the United Arab Emirates. The chapter presents an in-depth discussion of the study's findings based on the entire research process and the findings from the analysed data from the previous chapter. The chapter also gives a holistic overview of the entire thesis, from the first chapter to the last one, to reveal the interconnectedness, which is central to realising valid, plausible, and empirical findings and conclusions about this study. The chapter delineates essential and practical implications of the findings to the impact of school leadership and management in government schools in Abu Dhabi in United Arab Emirates to achieve sustainable and higher performance in the school inspection outcomes.

5.2 Summary of the Study

The study comprises five interconnected chapters, each delineating an important aspect of the study on the impact of leadership practices on teaching, student protection and self-evaluation on school performance and inspection outcomes. The first chapter introduced the investigation by examining the origin of school inspection in the United Arab Emirates and narrowing it down to Abu Dhabi. Moreover, the chapter has explained the importance of accountability and quality in enhancing performance and attaining the country's Vision 2030. The chapter highlighted the value of good leadership and teaching practices in improving inspection outcomes in government schools. Systematic quality management is now applicable in other sectors, including the educational sector. The chapter demonstrated how the educational

sector in the United Arab Emirates is currently experiencing pressure to implement quality assurance strategies in the industries to ensure improved standards. Thus, schools have introduced various changes to improve efficiency, equity, and quality of education. Schools can enhance quality education by formulating certain procedures, policies, and practices and implementing them as part of the school system through school inspection and self-assessment tools. Furthermore, the chapter has shown how, in the United Arab Emirates, the mission to achieve a knowledge-based economy corresponds with the aim of developing the economy. The UAE vision 2021 carries along set targets and the knowledge development systems developed in 2010 by H.H. Sheikh Mohammed bin Rashid Al Maktoum, a ruler of Dubai and the UAE's prime minister and vice-president. Since the development of the vision, the UAE has been putting much effort into accomplishing a competitive knowledge-based economy. In addition to these targets, other targets include the urgency to increase the number of knowledge workers, inspire research work and development, and implement more knowledge outputs and improved technology. For this reason, the national education system is essential to attaining the targets and vision. The chapter presented the research problem, as well as how to address it through the stated research questions. Therefore, the chapter set the right foundation to review appropriate literature in Chapter Two.

Chapter 2 of the study provided literature that illuminated the present investigation. The themes, which were covered in this chapter, were developed based on the research questions. The chapter addressed issues such as school leadership, the Abu Dhabi school Inspectorate, school accountability, school evaluation, and a comparative inspection analysis in other jurisdictions. In this context, the chapter highlighted that a knowledge-based economy is associated with research and knowledge, in that inquiries and education form the main basics in

society, and the two influence innovations. Thus, a knowledge-based economy entails; the use of education and training programs to convey knowledge to people, accumulate knowledge, use social media to pass meaningful information, and employ technological innovations. A knowledge-based economy should involve implementing improved education technology, encouraging innovations, and having sufficient production and protection of rights. For this reason, there is more pressure on school stakeholders to learn how to work with the new technology and to operate with information because the demand for more skilled and educated workers is high. The chapter has discussed how creating wealth is the most significant aspect of influencing economic development, a motivation for the United Arab Emirates' government to invest in improving education standards. Moreover, the review suggested a great interrelationship between developing a national economy and providing high-quality education. An improved, high-quality education system is an effective tool for ensuring self-sustainability. Thus, high performance requires regular training to produce qualified individuals and build new skills and knowledge. Similarly, the chapter emphasised that the values students absorb from educational institutions build up social capabilities that influence the creation of a socially cohesive culture required for economic development. Quality education aligns with research, building capacity, and creating a high-skilled labour force, influencing economic growth. High levels of quality education yield high productivity, high living standards, and growth. Thus, high-quality education can aid in achieving the social targets set for accomplishment in the 21st century. The next chapter delineated the methodology used to accomplish the research goals.

Chapter Three devolved into the research methodology adopted to answer the stated study questions. The present investigation's site was local government schools in the United Arab Emirates, located within Abu Dhabi, focusing on the K-12 category. All the sampled

schools are situated in a single local district to ensure cost reduction, as far as this research is concerned. The present investigation used appropriate methods to collect and analyse data. In this regard, a qualitative research method was used to collect adequate data for analysis. Using qualitative data helped to answer the research questions conclusively. In addition, to support the research design, the researcher adopted pragmatic research philosophy. The pragmatic research philosophy assisted the researcher in examining holistically all the factors that influence school leadership, teaching, assessment, and student protection practices to improve school inspection outcomes. The researcher sampled eight principals from the K-12 category. The chapter discussed in-depth the process of data collection and analysis. The researcher collected both primary and secondary data to answer the research questions. Secondary data was gathered from four reports, including the Cycle 1-B Inspection Report-2020, the Cycle 2 Girls Inspection Report-2019, the Cycle 3 Boys Inspection Report-2019, and the Cycle 3 Girls Inspection Report-2019. Primary data was collected through interviews. The data collection instruments were developed based on the UAE School Inspection Framework (Standards 3, 5, and 6). The researcher conducted the interviews at the convenience of the school principals. All the collected data were screened and cleaned to assert their completeness. The researcher conducted a thematic analysis to shed light on the research topic. Moreover, the study was guided by ethical considerations since education research entails human subjects. The limitations of this investigation are delineated alongside delimitation strategies adopted by the researcher. The researcher presented the qualitative findings in the next chapter based on this chapter.

Chapter Four of this investigation presented the qualitative from the interviews. The chapter presents excerpts from the interviews conducted with eight school principals drawn from government schools in Abu Dhabi. The excerpts were used to reinforce arguments by

principals and reveal the concurrent or divergent opinions toward leadership, child rights protection, teaching, self-evaluation, and monitoring progress. Findings from primary data were presented separately from secondary reports analysed. Based on the findings from this chapter, the researcher presented recommendations for improving inspection outcomes in government schools in Abu Dhabi in line with the provisions of the UAE inspection Framework (Standards 3, 5, and 6), as well as the GEM 2 developed by the national government. As noted, the chapter highlighted various perspectives, challenges, and opportunities that could be implemented to realise greater school and student performances. Arising from the findings presented in Chapter Four, the next chapter provides an in-depth discussion regarding the research topic.

The last chapter, Chapter Five, delineates the summary of the study, discussion of the findings, implications, and conclusion. The chapter looks at the study's findings and compares them with previous studies to determine concurrence or divergence. The discussion provides a clear picture concerning implementing leadership, teaching, assessment, and funding in government schools in the United Arabs Emirates.

5.3 Discussion

5.3.1 Effects of variations in teaching and assessment strategies on Inspection Outcomes

This section answers the first and second questions of the research project. The discussion purely focuses on Standard 3 of the UAE School Inspection Framework. The findings are discussed and compared to previous literature and concluded.

Based on the UAE School Inspection Framework (Standard 3), the researcher sought to explore the variations in teaching and assessment of Inspection Outcomes in the Emirate of Abu Dhabi. The findings of this investigation showed that teachers teach students how to be responsible for their education and reinforce effective collaboration among students and

independence in learning. Applying appropriate teaching strategies provides the students with opportunities to gain problem-solving skills, influence innovations, and engage in various learning activities. In this context, teachers encourage self-reflection, deep thinking, and reasoning and provide adequate time for implementation. The findings are supported by Abdallah and Forawi (2017), Al-Awidi and Ismail (2014), and Al Dari, Jabeen, and Papastathopoulos (2018), who observed that the diverse curricula used in the education system help the Emirate to make informed decisions. To ensure improved outcomes, educational practitioners and other stakeholders in the education sector carry out regular evaluations of the school inspection measures. Moreover, there is a need to create appropriate interventions to increase efficiency in the sector. Based on the present findings, schools need to develop new teaching and evaluation methods that support grading students' performances in government schools. Principals and the teaching staff need to re-examine the school's curriculum, (3) students' accomplishments, (4) social and personal development, and (5) the level of innovation. Moreover, the current investigation findings revealed that teaching activities, strategies, and evaluations are central to supporting school performance improvement. In this study, the principals indicated that variations in teaching and assessment methods affect inspection outcomes because certain schools are ill-equipped. These findings are corroborated by Blaik Hourani and Litz (2019), Al Sadaawi (2010), and Al Sumaiti (2012), who noted that most schools are yet to develop effective teaching and assessment strategies to improve school performance and inspection outcomes due to poor leadership and commitment. The main objectives of proper teaching and assessment methods are to strengthen the educational standards across the Emirates and promote consistency in school evaluations and assessments. All government sponsored schools in the UAE apply similar curriculum. Moreover, evidence

points to the need for schools to utilise new teaching and pedagogical approaches to meet the learning needs of all students. By doing so, government schools will be in tandem with changes occurring globally. In this regard, teachers are expected to develop themselves and tools used to improve the learning capacity of students to align with the Fourth Industrial Revolution. As suggested by the evidence from the study, teachers must adhere to the standards and benchmarks assigned in learning, teaching, as well as assessments.

In addition, the findings from this investigation indicate that a school system can provide opportunities for teachers and parents to interact within a teaching environment. On the other hand, the primary responsibility of the policymakers is hiring and recruiting qualified teaching staff, as well as implementing practices and policies that provide the necessary support to these teachers to increase their skills required in dealing with the student population. The findings are consistent with Ashour and Fatima (2016) and Blaik Hourani and Litz (2019), who noted that policymakers are responsible for evaluating school protocols and practices and making necessary policy changes that affect the teaching profession. For instance, teachers greatly desire to increase their skills and knowledge on the subjects they teach and upgrade their teaching mechanisms and skills in utilising improved technology in teaching activities. The present analysis revealed that teachers could be valuable resources to other colleagues in the school who desire to improve their skills and knowledge. One issue of concern from the teachers is the increased workload. The quality of teaching in most government schools is affected by the massive workload in the school environment, denying them the time to interact with each other and participate in activities that promote their professional development. Providing opportunities to teachers where they can interact and learn from each other ensures professional growth, promoting improved academic outcomes for their students. However, these findings are

contradicted by Farah and Ridge (2009), and Elkaleh (2019), who noted that, in some instances, teachers lack the self-drive to develop and implement appropriate teaching methods to support student learning. The inability of some teachers to develop proper professional identity has led to dismal performance in schools. The school management needs to ensure that all teachers undertake their duties and responsibilities with the framework developed by the national government to improve educational outcomes.

The present study noted that ensuring high-quality standards in teaching and assessment in schools is significant as it influences the institution's educational objectives, which leads to effectiveness and contributes to a country's vision of achieving a knowledge-based economy. For this reason, the school management and the teaching staff need to implement teaching and assessment changes to track various stakeholders' accountability and commitment in educational institutions, whether internal or external. In this context, the respondents noted that teachers are required to implement formative assessment methods effectively. The findings are reinforced by Hallinger (2010), Ireh (2016), and Gustafsson et al. (2015), who observed that all stakeholders need to ensure that teachers have practical skills in using questions when teaching to arouse students' curiosity, motivating them to want to learn more. The teachers ensure that the questions are relevant and personalised to specific students. Additionally, the teachers adjust the learning pace per the students' performance, influencing student performance improvement. Thus, adopting appropriate measures, such as monitoring and evaluation of school activities, the level in which the community and parents are involved in the school governance, a school's charter, and student representation and their level of engagement, is critical to improving inspection outcomes. Similarly, these findings are supported by Jones and Tymms (2014), Kamal (2018), and Kim (2018), who reported that skilled teachers consider students' different

needs while developing a lesson plan. This way, the lesson plan accommodates various groups of students, including those with special learning needs. Understanding each student's potential and setting reasonable expectations help achieve more outstanding inspection outcomes. Therefore, teachers must provide demanding assignments and schoolwork to ensure students enjoy learning. However, schools having poor teaching strategies are unlikely to assist students in discovering their potential, hence, contributing to dismal inspection outcomes.

Furthermore, the current study's findings suggested that poor coordination and communication negatively affect teaching standards in government schools in the United Arab Emirates. These inadequacies limit teachers' abilities to provide students with enough time for self-reflection to encourage them to be responsible for their studies. Additionally, they cannot implement a routine of providing the students with assignments involving research and problem-solving activities. The findings are corroborated by previous research by (Ibrahim and El Zaatari, 2020; Gallagher, 2019; Ridge, Kippels, and Farah, 2017), who reported that poor teaching methods deny students the opportunity to increase their confidence and courage, so they hugely depend much on their teachers. On the other hand, the findings of this investigation revealed that using the proper arrangement of classrooms, and learning activities aligned with the student's needs, including students with special educational needs, help enhance performance. Therefore, stakeholders need to avail activities and resources that could be used to support learning to support students' performance improvement. The findings are reinforced by Miguel (2015), King (2016), and Ehren and Shackleton (2016), who noted that teachers should be guided by realistic and consistent expectations and students' targets. Teacher professionalism has been one of the concepts that are considered to enhance teachers' performance and effectiveness in advancing student achievement. Previous literature has shown

that the school culture influences teacher professionalism (Quintelier, Vanhoof, and Maeyer, 2018; Hopkins et al., 2016; Jeffrey, 2018). There are some essential characteristics of professionalism for teachers outlined in the literature. In addition to being practical, efficient, and punctual, professionally focused teachers have organisational discipline in what they do; teachers provide high-quality learning experiences, serve as role models, and emulated by their colleagues. Teacher-centred learning style is often at odds with the lifelong learning, critical thinking, behaviour management, and experiential teaching approaches teachers have developed around pedagogical concepts like lifelong learning. Thus, the principal's role was to ensure that the staff's pedagogy corresponded with the school's instructional vision by managing and sometimes retraining staff members.

Learning and teaching are collaborative processes that involve learners. In education, collaborative learning and teaching encompass many forms of an educational approach that involve students or even teachers and students working with each other. Teachers should allow students to participate in evidence-gathering to assess teaching quality. The failure to ask pupils/students about academic and related school matters during teaching could be attributed to poor lesson planning. However, the findings contradict some previous studies, such as those (Nuzhat, 2020; Quintelier, 2017; Blaik Hourani and Litz, 2019) that overemphasise the importance of students' perceptions of the quality of learning and teaching can be challenging. For instance, teachers may find it challenging to ask students about interesting or uninteresting areas of their learning because of different backgrounds.

This investigation showed that school leaders and teachers must effectively adopt summative and formative assessments. In conducting objective assessments, teachers need to employ data analysis to develop lesson plans and reform the curriculum to address all students'

learning needs. In target setting, teachers involve individual students and parents to ensure that the students agree with their set targets for improvement purposes. The findings are supported by Ridge, Kippels, and Farah (2017), Albasha and David (2019), Heitor (2015), and Gökçe and Kantos (2012), who highlighted the need for schools to ensure consistent internal self-assessment processes. During the assessment, the school provides adequate, valid, and reliable information and enables the evaluation of students' performance against the set standards. This information contains sufficient information on students' academic performances and personal development. Although internal and external assessments are different, schools now use them in their systems to ensure better inspection outcomes. Schools that have weak assessment programs record poor inspection outcomes. Thus, schools must collect adequate student background data to inform the objective assessment. Assessors interview the institution's leaders, parents, and teaching staff. Sometimes they may involve the students. The findings are corroborated by Ehren and Shackleton (2016) and Kemethofer, Gustafsson, and Altrichter (2017), who observed that assessors need to review essential institutions' documents and present the final findings and recommendations to enhance learning. Moreover, teachers must make follow-ups to support students and ensure they are improving consistently. During the external evaluation, using the same measures as the inspection helps maintain consistency in evaluations of all institutions. Therefore, it is essential to educate and train the various stakeholders in the institution on the expected standards of the institution and teach them the aspects that define quality education.

According to Nichols and Kohn (2020), schools within the UAE execute illegal practices that include the use of false documents to cheat on pupils' tests, and exclude weak students from exams, and other practices to create a false appearance. The inspection process must be flexible

enough for schools to value their quality. Therefore, conducting a follow-up inspection (after the primary school inspection) to determine consistency and evaluate how well the recommendations have been implemented, hence resolving the issue. Annual inspections could enhance the degree to which schools implement recommendations from school inspections. The findings are reinforced by Albasha and David (2019), Heitor (2015), and Gökçe and Kantos (2012), who observed that during school inspections, there is evidence that some subjects receive more attention than the others, for example, Mathematics, Science, Arabic, Islamic Studies, and English. Although there is a desire for all subjects to receive equal attention among teachers, the logistical consequences remain unclear. Effective communication on the rationale behind selecting specific issues for inspection should be communicated to schools based on strategic or policy reasons. However, (Ibrahim and El Zaatari, 2020; Ehren and Shackleton, 2016; Gallagher, 2019; Ridge, Kippels, and Farah, 2017) found that assessment variations and student performance could be linked to differential application of stringent measures in schools; hence, resulting in low and high performer continuum. Adhering to the stipulated standards and applying clear assessment criteria would help in bridge these performance gaps.

5.3.2 Protection, care, guidance and support for students

This section answers the third and fourth questions of the research project. The discussion purely focuses on Standard 5 of the UAE School Inspection Framework. The findings are discussed and compared to previous literature and concluded.

The findings of this study revealed considerable disparities in common practices of high-performing schools against poor performers. In addition, the leadership practices of top-performing schools are excellent. Top performing schools have policies and processes that

ensure the safety of students and school staff, which are reviewed regularly. In case of any changes, the school schedules training programs to inform and train the staff on any new safety policy. All the staff members fully understand their responsibilities in ensuring safety and good health for students. These findings are corroborated by previous studies, such as those of (Al Dari, Jabeen, and Papastathopoulos, 2018; Hendrik et al., 2002; Nuzhat, 2020; Quintelier, 2017), who reported that top-performing schools put some measures in place to enhance students' safety. For instance, the school management needs to provide effective and safe school transport arrangements to safeguard the welfare of students. In addition, before students engage in educational activities like sports and visitations outside the school compound, the school undertakes a risk analysis to confirm their safety. For all the above reasons, the students can acknowledge the school's safety. In case of identification of any potential risks, the schools take note and implement effective measures immediately to address the risks. The findings of this research associated low-performing schools with the lack of adherence to all legal provisions provided by the government. The findings are corroborated by Badri, Mohaidat, and El Mourad (2014), and Sengupta, Blessinger, and Mahoney (2020), who observed that in case of some incidents like evacuation, the school provides a detailed report of the incidents and the actions taken against the incident. In addition, the medical staffs are cautious when undertaking their duties, ensuring regular check-ups, and providing a detailed report of the health status of the students. Further, they provide relevant information to the rest of the school staff to always ensure medical care to the students. For instance, the medical staffs in the school ensures that they keep all medication in locked rooms or a cabinet and inform other staff on how to administer the medications and the students by whom to administer them.

Moreover, the current findings revealed that schools must adopt favourable policies to ensure the learning environment is healthy and safe for all students. The UAE national plan included monitoring and evaluating schools' progress and general performance to ensure high performance in the education sector. All the school policies and practices need to be geared toward inclusion to promote student performance. Inclusive education enables students to learn, participate in educational activities, and develop together without discrimination. The findings are reinforced by Blaik Hourani and Litz (2019), Quintelier, Vanhoof, and Maeyer (2018), who argued that top-performing schools adopt practices that allow students from different backgrounds to learn and grow together. Inclusion supports diversity and ensures equal treatment for all groups of students. Therefore, all schools should include social studies curriculum measures of the UAE Ministry of Education. The curriculum intends to equip students with the knowledge, skills, and improved understanding needed to create responsible citizens. In addition, the findings showed that schools must undertake risk assessment measures before the students engage in any activities like sports in the school or any other educational activities outside the school. Emphasis should be on recording any identified risks and implementing strategies for mitigation. The results are reinforced by Al-Awidi and Ismail (2014), Aetna International (2022), and Albasha and David (2019), who noted that top-performing schools typically conduct regular check-ups on accommodation premises and mitigate any identified risks. In this regard, it also ensures adequate supervision of students within the school and provides safe means of transport. Similarly, top-performing schools adhere to legal provisions, rules, and regulations governing education, as opposed to poor-performing schools.

The study's results indicated that top-performing schools always advocate for healthy living within the school. For this reason, the schools provide healthy meals and snacks that correspond with the provisions of the school policy regarding healthy choices. The school management needs to consider analysing improvements in different levels of education and school education to promote performance. However, the Ministry of Education (2016), Kemethofer, Gustafsson, and Altrichter (2017), and Badri, Mohaidat, and El Mourad (2014) reported that to increase the outcomes of the exercise, it is essential to identify the weaknesses and strengths related to inspection and act accordingly. The Emirate of Abu Dhabi education system offers several curricula which consider inclusion to promote high-quality education provided in educational institutions. There has been a significant improvement in the education system used in Abu Dhabi regarding quality education and increased competitiveness in providing education to a diverse population. The findings are corroborated by Al Samkari and David (2019) and the Ministry of Education (2016), who contend that top-performing schools are associated with promoting healthy living among students; hence, contributing to better educational attainments than poor-performing schools that lack rigorous and consistent value systems. For instance, the analysis in this research revealed the need to give parents and students free advice concerning healthy food choices and to develop physical education programs, such as sports. In addition, the schools are expected to implement protective measures against diseases, which significantly affect performance.

As indicated by this analysis, top-performing schools in Abu Dhabi adopt improvement planning to ensure that all students' interests are taken care of to promote learning. Moreover, high-performing schools invest in stakeholder engagement; this contributes toward education quality as a collective responsibility of all individuals involved in a school. All decisions relating

to education best practices must be documented to support further improvement. These findings are supported by Shatzer, Caldarella, Hallam, and Brown (2014) and Ayouby and Mahmoud (2016), who reported that this information forms the framework the government develops and implements improvement strategies and policies to influence effective learning in government schools. The objective is to give the stakeholders a clear perspective of quality in the education sector. Adopting a school management strategy in Abu Dhabi is crucial to improving education quality.

On the other hand, the findings of this investigation indicated that school leadership practices affect guidance and support for schools to influence performance. Leadership practices influence improvements in different aspects. For example, it strengthens the relationship between teachers and their leaders, promotes effective communication of a school's vision to the school staff, promotes evidence-based methods and practices, and encourages open school communications. In addition, a strong relationship between high-quality aspects associated with school inspection and those associated with performance improvement. For instance, leaders influence the process of collecting data to make informed decisions for improvement purposes. The findings are reinforced by Quintelier, Vanhoof, and Maeyer (2018), who noted that proper and accountable leadership in schools, provides a clear picture and the proper understanding and perspective to all other stakeholders on the affective aspects of performance. The school leadership that encourages participatory working registers high performance and satisfaction. Moreover, a positive attitude and perception of the school leaders improve their understanding and perspective. Some aspects, such as training and improved understanding, improve the school leaders' knowledge of their professional identity. Similarly, these findings are consistent with Alzuhair (2018), Ministry of Education (2016), and Azeem and Mataruna (2019), who

reported that improved knowledge and wisdom of school leaders mean improving understanding and making effective and well-informed decisions; hence, improving professional identity. On the same note, the improved understanding of the school leaders regarding the aspects of performance and their experience with the inspection exercise has increased the significance of using the UAE School Inspection Framework. Implementation of good leadership practices helps schools evaluate themselves against the standards set in the examinations and influences schools to produce proof-based results portraying their quality. Therefore, the qualities need to correspond with the leadership and management strategies implemented in a school. From the above reach findings, it is evident that school leaders are aware of the significance of the evidence-based practice.

Moreover, this investigation's findings showed good leadership practices in top-performing government schools in the United Arab Emirates. School leaders' professional identity influences the need for self-assessment in the various values that guide and determine student and school performance. Furthermore, the findings showed that sound leadership engineers cultivate appropriate assessment exercises and self-evaluation processes that influence school performance. These findings are supported by previous studies (Ministry of Education, 2016; Quintelier, Vanhoof, and Maeyer, 2018; Ashour, 2017; ElKaleh, 2019) that in the best performing schools, the school directors, head teachers use consistent self-assessment processes, which they use in addition to the executive framework in leadership and management. The self-assessment process initiated by school leaders helps in fostering better pedagogical skills and learning outcomes, which contribute to improved performance. Adopting a sound leadership framework leads to increased stakeholder engagement and amicable solutions to schools' problems. As a result, teachers became open to allowing other colleagues in their

classes to share and communicate strategies for performance improvement. The present study also pointed out that leadership influences school performance through effective communication of clearly defined vision, mission, and goals of a school, and strong relationship between teachers and learners, as the critical elements for ensuring performance improvement. These findings are reinforced by Soomro and Ahmad (2012), Badri, Mohaidat, and El Mourad (2014), and Azeem and Mataruna (2019), who reported that effective communication and interaction are essential practices for improved performance in schools. Better school leadership is the basis of self-governance; hence, it motivates the teaching staff to interact and implement innovation in their work for personal and performance improvement; emphasising resilience and self-regulation could help to strengthen the relationship between teachers and the school leads. Resilience and self-regulation promote actual and perceived self-worth and efficacy. In addition, the feedback from these findings illustrates how effective and committed leadership affects or influences school performance.

The findings of this investigation indicate that leaders in the school influence the improvement of teaching and assessment criteria. Therefore, suggestions for better, insightful, and proactive leadership would be necessary to design well-defined school visions and goals. In this case, feedback is one way to develop schools' planning path that emphasises inclusivity and decision-making for the common good. Effective school leadership can promote self-reflection among students and teaching staff, obtaining feedback from school stakeholders and building upon experiences. Self-reflection works hand in hand with feedback; thus, reflection from the interviewees' responses significantly improved their leadership skills. The findings are consistent with past studies, such as those of (Janssens and Ehren, 2016; Bruneforth, Shewbridge, and Rouw, 2019; Blaik Hourani and Litz, 2019; Quintelier, Vanhoof, and Maeyer,

2018) that effective leadership practices allow school stakeholders to seek better learning atmosphere, where all opinions are considered when making decisions. Including every viewpoint in design and implementing decisions creates a sense of belonging, which is significantly associated with high school performance. Since the school leaders have a positive perception and attitude regarding self-assessment, it improves their understanding and insights of their school, consequently promoting innovation capabilities in their respective schools. Besides, sound leadership practices increase the level of engagement and commitment of teachers to their students and help create a favourable working and learning environment. These findings are consistent with Ehren et al. (2017), Christie and Alkin (2013), Bruneforth, Shewbridge, and Rouw (2019), Badri, Mohaidat, and El Mourad (2014), and Azeem and Mataruna (2019), who reported that teachers' engagement supports school-evaluation activities; therefore, adding to the aspects requiring performance improvement. In addition, these activities enhance effective communication and teachers' skills and capabilities by encouraging engagement. School leaders must be in the frontline to research and recommend appropriate strategies to improve performance and support collaborative practices. Therefore, leadership practices used in school have a significant influence on performance and sustainability.

Based on the findings of this study, when school leaders make decisions, they reflect on the effect of the interaction between uncertainty in the environment, the structure of the school, and performance aspects. The findings suggest that there is no single 'best' approach to leadership because successful leaders react based on their judgments of the 'maturity' of the individuals or groups they are trying to influence. Most school stakeholders neither seem to acknowledge how successful principals employ various strategies, actions, and behaviours over time to improve their schools. As well, stakeholders may disregard the active role played by

values (moral and ethical reasons) in determining which strategies to employ, how they should be combined, applied, and changed over time, and how this can contribute to the development of an influential organisational culture and action amongst all stakeholders. The findings are supported by Dobbelaer, Prins, and Van Dongen (2013), Al Dari, Jabeen, and Papastathopoulos (2018), and Altrichter, Kemethofer, and Schmidinger (2013), who reported that leadership mutually influencing act, in which curriculum leaders influence the quality of school outcomes by shaping the school's mission and aligning its structures and cultures and focusing on learning, teaching and monitoring progress. Thus, it enhances instructional leadership by ensuring that teaching and learning are of high quality. School cultures are shaped by the conditions, structures, traditions, expectations, and norms that make up the culture of a school to gauge how influence is perceived, felt, and assessed in terms of academic gains. Further, the results are corroborated by several previous investigations (Ministry of Education (2016; Azeem and Mataruna, 2019; Badri, Mohaidat, and El Mourad, 2014) that trust among school leaders leads to improved stakeholder collaboration. Therefore, schools must utilise appropriate strategies to raise expectations and build students' commitments and capacities. Consequently, school leaders must provide clear directions to the teaching staff and students to cultivate good pedagogical practices. Moreover, ensuring that all students and teachers are safe contributes to mutual understanding and desire for performance improvement.

5.3.3 Impact of Effective Leadership, Self-Assessment, and Improvement Planning on Inspection Outcomes

This section answers the fifth and sixth questions of the research project. The discussion purely focuses on Standard 6 of the UAE School Inspection Framework. The findings are discussed and compared to previous literature and concluded.

The findings of this study indicated that effective leadership significantly affects school inspection outcomes. Participants agreed that schools must establish and maintain consistent, effective, professional, and ethical relationships and communication with various stakeholders. Effective leadership in a school influences staff commitment by encouraging consultations and ethical relations at work. Sometimes, the senior leaders are responsible for influencing general performance improvements. Although stakeholders invariably have differing perspectives on the purpose and benefits of school inspection, it is widely acknowledged that assessment has many benefits for both learners and teachers. Effective leadership could play a significant role in improving education quality to match global standards. Quintelier, Vanhoof supports these findings, and Maeyer (2018), Bruneforth, Shewbridge, and Rouw (2019), and Soomro and Ahmad (2012), who reported that influential school leaders ensure accountability in schools; hence, giving proper teaching and assessment directions the endeavor will involve stakeholders at all levels. While some aspects of the school inspection could potentially undermine its effectiveness, the findings suggest that it is effective and beneficial to teaching and learning. However, stress can hurt a teacher's effectiveness when issues such as fear and anxiety are present. Similarly, participants in this study noted that effective leadership uses the distributive method, which empowers various teams for commitment as well as empowering individuals. The findings are further supported by the Ministry of Education (2017), Gökçe and Kantos (2012), and Hallinger (2010), who reported that both students and school staff portray high levels of commitment and competence under competent leadership. Therefore, identifying and understanding that fear and tension exist would help deal with these concerns, and working together to address or mitigate these concerns would be helpful. An excellent way to achieve

this would be to examine the school inspection process extensively to identify potential factors contributing to the issues and then discuss possible ways to make it more user-friendly.

School leaders have a responsibility to influence and lead decision-making, as well as improvement activities in schools. Furthermore, participants in this investigation indicated that leaders are expected to develop meaningful programs to address federal or local initiatives within the schools to make learning and assessment more robust and focused. Working with other stakeholders to identify areas requiring improvement and allocating adequate resources toward the same is critical to superior management. In other words, the school leaders must show a strong commitment and competence at all levels to influence school inspection outcomes positively. These findings are reinforced by Heitor (2015), Jones and Tymms (2014), Kemethofer, Gustafsson, and Altrichter (2017), and Lesinger et al. (2017), who observed that practical leaders help students and teachers to understand their responsibilities and insist on the attainment of vision and goals. Leaders need to create favourable learning and teaching environment devoid of frustrations and stress. Schools can avoid tension and fear by engaging actively and appropriately, in preparation for the inspections; this is what one can do to avoid apprehension and uncertainty. There is, however, an argument that the origin of the fear and tension may not necessarily be a lack of preparation but might be the stress of extensive preparation within a brief period, which is invariably more challenging. As a result, schools may benefit from integrating school inspection into their daily activities to minimise the time they must spend preparing for it. The findings are further corroborated by Jones and Tymms (2014) and Sengupta, Blessinger, and Mahoney (2020), who ascertained that leaders' help in discussing feedback after an inspection, is beneficial because it informs improvement plans, influencing the development of effective actions and outcomes. In this regard, the communication strategy

is different from using the feedback provided from the school inspection. Communication is a one-sided activity involving the school leader communicating with the other teaching staff.

On the other hand, some school leaders, especially school principals, stress the effect of using feedback to improve professional feedback. They insist that the recommendations given in the Irtiq'a final report, together with the final report presented by inspectors to the school principal during the final day of the inspection exercise, promote improvement where the leaders communicate the report to the rest of the teaching staff, and use them to make informed decisions on the right actions to undertake towards improvements. Effective leadership creates room for appropriate performance measures through the efforts and inputs of the staff (both support and teaching staff). The findings mirror those of (Chapman and Sammons, 2013; Ehren et al., 2015; Sengupta, Blessinger, and Mahoney, 2020; Jones and Tymms, 2014), who argued that effective leadership help to blend the results of various school assessments to analyse performance internally. Based on this perspective, stakeholders can combine a set of detailed information and transform it into an understandable context for performance and inspection outcome improvement. The present study also noted that every school needs to understand senior leaders' roles clearly, which align with the school's priorities. Previous studies by Ehren and Honingh (2011) and Ehren and Shackleton (2016) also argue that effective school leadership ensures ethical provisions and promotes individual responsibility. Teachers and students can only relate well if the school environment espouses a culture of mutual benefit. Therefore, leaders must seek appropriate ways to maintain understanding among stakeholders to enhance inspection outcomes. Moreover, participants in this research affirmed that effective leadership promotes positive morale.

Effective school leadership provides the impetus for an improved educational system, influencing and supporting improved performances and positive school reforms. A positive interrelationship between stakeholders and actions taken to improve inspection outcomes must be based on achievable goals and objectives. The findings of the current investigation proved that leadership style positively affects students' learning skills, child protection, and improved understanding of Islamic values. The intended purpose of evaluating the quality of a school in terms of performance in the UAE is that every student gets a chance to receive a quality education. In this regard, leaders would guide all schools and staff to teach according to the standards. The findings are corroborated by Miguel (2015), and Lesingeret al. (2017), who found that effective leaders hold a significant position in quality assurance because they considerably affect the students' academic success. Leaders are responsible for preparing students to be responsible, creative, and innovative; therefore, their efforts should never be underrated. Schools should provide opportunities for all teachers, whether they have experience or not, to develop and gain more experience, skills, and knowledge required for improved performances. This opportunity can teach them how to cooperate and collaborate among themselves, which is essential in promoting positive results. However, Quintelier, Vanhoof, and Maeyer (2018) and Hallinger (2010) noted that many leaders complain that they are restricted to activities that enhance their professional development and growth. These professional opportunities are essential to any school's teaching staff as they enhance their teaching capabilities, influencing improved results. Practical leaders get more mentoring opportunities in most cases than trained ones, yet they all need to develop professionally. Practical teachers must know a school's culture, rules, and standards to blend well with the school community.

The findings reveal principals' opinions and desires for opportunities to increase the effectiveness of schools providing professional growth. The findings indicate that principals in the UAE have the same opinions as those in other developed countries. School principals desire to gain support from their respective schools in getting chances that allow them to enhance their abilities and foster collaborative working. Moreover, a school's aspects, including interpersonal relationships, institutional support, leadership and management, and factors surrounding schools and the community, affect the level of commitment and inspection outcomes. These findings are reinforced by several previous studies (Bruneforth, Shewbridge, and Rouw, 2019; Ayouby and Mahmoud, 2016; Al Sadaawi; 2010; Sengupta, Blessinger, and Mahoney, 2020) that teachers, students, and other stakeholders gain motivation from the performance of social acts like support from interpersonal relations and workplace support catalysed by effective leadership. In addition, promoting collaboration amongst teaching staff and participation in activities allowing for professional development increased the teachers' satisfaction level compared to teachers that lacked such opportunities. Improved satisfaction among the teaching staff significantly improves inspection outcomes. Similarly, these results are corroborated by Ireh (2016), Al Samkari and David (2019), and Albasha and David (2019), who reported that leaders often yearn for more growth and have a high level of commitment to school management and realisation of desirable educational attainment. Effective leaders care about students' performances, growth, happiness, and general well-being. However, the findings revealed that school leaders want to feel appreciated and recognised for working hard and committing themselves to ensure better outcomes. Therefore, school leaders seek opportunities for learning improvements and interaction with all stakeholders to identify critical areas for performance improvement. Consequently, important things require consideration when formulating effective

strategies to provide support in the UAE. For instance, the criteria used to allocate responsibilities in a school system and to the policymakers. A school system can provide resources that promote professional growth, such as organising leadership training, allowing for class observation, and obtaining teachers' responses to make the necessary changes and improvements.

In addition, school leaders play important roles in shaping school strategic goals; thus, they need to appreciate external evaluation benefits and effectively manage the outcomes of the processes favourably. Leadership in schools has shown great success in fostering aspects of schoolwork, including retaining high-performing teachers to promote a culture of high student performance and sustainable teaching practices. Therefore, the findings indicate that school leaders must ensure that schools comply with all regulatory and statutory requirements to post desired inspection outcomes. The findings are supported by Quintelier, Vanhoof, and Maeyer(2018), Bruneforth, Shewbridge, and Rouw (2019), and Abdallah and Forawi(2017), who pointed out that effective school leadership show some common practices or improvements in school, including; (1) training team leaders on data analysis, (2) encouraging interactions among teachers and with parents as well to help in solving classroom problems, (3) promoting activities that encourage teamwork and build teamwork and capabilities, (4) allowing the school staff to engage in the decision-making in school, (5) utilising reports from school self-assessment and inspection form improvements, (6) organising training programs and other learning programs for teachers to support their improvement, and (7) support implementation of improvement plans and strategies. The findings of this research also indicate that adopting appropriate leadership practices, such as those listed above, supports accountability, and should lead to improved inspection outcomes. This accountability, therefore, links with the

inspectors' accountability in education in ensuring that they bring the proper insight concerning the school to the school leaders, like in matters to do with administration training, among others. The results are echoed by Ayouby and Mahmoud (2016), Al Sadaawi (2010), and Ehren and Shackleton (2016), who argued that effective leaders should ensure effective use of resources in schools, encourage teamwork to improve the school programs and conduct successful evaluations. This way, leaders become responsible and accountable, where their work is evident in other school activities, processes, and structures. Therefore, some school leaders' practices for improving school performances include (1) involving parents and students in the formulation of a shared school vision, (2) monitoring teachers' progress, (3) ensuring accountability for quality purposes, (4) involving staff members in the school's self-assessment exercise, and (5) influencing decision-making. This leads to the conclusion that the schools in Abu Dhabi follow the above practices to ensure that the school leaders are responsible and accountable for their activities to their stakeholders.

Leaders who adopt appropriate learning and pedagogical strategies are associated with sustained education improvement and novel ideas to foster inspection outcomes. The current findings have demonstrated that effective leadership practices transform the operations and management of a school through focused learning and mentorship. The practices transform the school's leadership by giving the school leaders room to make improvements. Various practices by the school leaders, such as encouraging teachers' interaction, use of data analysis, regular monitoring of the teacher's progress in their performance, and implementation of procedures for classroom observation, all show the connection between the school leaders' understanding of the school inspection standards, and their understanding of their responsibilities. The findings are supported by Al Dari, Jabeen, and Papastathopoulos (2018), Al-Awidi and Ismail (2014),

and Aetna International (2022), who observed that in any given institution, understanding the culture and system used for evaluation determines the quality of management. Moreover, school leaders' desire to improve inspection outcomes based on the available resources could be linked to professional development. Considering the findings from this research, relying on co-leading and co-teaching is essential to those leaders intending to ensure improvements through feedback, and professional improvement to enforce professionalism.

On the other hand, principals involved in this study emphasised the importance of self-evaluation in improving inspection outcomes. The findings revealed that self-evaluation represents an approach of accountability in teaching and learning; it is one of the most challenging aspects of education. Self-evaluation provides accurate information about education in the school's respective institutions to policymakers and decision-makers. The findings further indicate that self-evaluation helps in enhancing inspection outcomes because all stakeholders become aware of what is expected of them by the standards. As presented in this research, self-evaluation entails various main processes, including normal data collection processes, thorough analysis of the collected data, and utilising the analysed data to inform decisions regarding future actions. These findings are corroborated by (Al Dari, Jabeen, and Papastathopoulos, 2018; Ehren and Shackleton, 2016; Blok et al., 2017; Albasha and David, 2019), who pointed out that self-evaluation helps schools review administration and professional activities undertaken in a school to determine whether they are effective and correspond with the set educational regulations. Further, areas such as teaching and learning activities, a school's leadership, and management, the curriculum used, the various learning needs, and how an institution addresses the relationship between an institution, the community, and the parents as well, should be reviewed during the supervision and inspection operations. The observations are echoed by Al

Dari, Jabeen, and Papastathopoulos (2018), Shatzer, Caldarella, Hallam, and Brown (2014), and Albasha and David (2019), who reported that self-evaluation promotes teachers-school leaders' relationship and consequently influence the teacher/principal professional view. These experiences push education stakeholders to commit themselves to attain the school's set goals and objectives, cooperate, and work towards improvements. Most self-evaluation exercises allow stakeholders to undertake inspection improvement plans through collaboration.

5.4 Implications

Ministry of Education, (2017) reports that to improve their educational standards, most the UAE schools have adopted a more global approach to leadership selection and development, although some have not adopted such standards fully. Developing school leaders requires better selection standards, engaging experts, providing accredited continuing professional development training, emphasising the needed qualifications, experiences, knowledge, and mentorship approaches, and establishing continued professional development standards. The suggestions are supported by Farley-Ripple et al. (2018) and Ehren et al. (2015), who contend that school inspection outcomes could be enhanced by implementing novel ideas seeking to turn threats into opportunities. Working together to achieve meaningful improvement in the education sector in the United Arabs Emirates is paramount. Therefore, school stakeholders may gain valuable insight into the UAE's school education system through the study's findings.

A more empirical approach may be needed to improve school performance by reconsidering the roles held by middle-level leaders. School leaders and the government should collaborate to develop practical leadership approaches that promote a professional identity to succeed in schools. As an important stakeholder, Abu Dhabi's leadership programs and initiatives should also be involved in developing induction programs for leadership, especially

educational leadership, and be a key player in modifying and developing Abu Dhabi's school leaders' standards and principles. Similar assertions are echoed by Ehren et al. (2015), Gökçe and Kantos (2012), and Hallinger (2010), who emphasise the value of effective leadership in driving change in the education sector. Qualified and committed individuals should be the management of schools to achieve the government's Vision 2030. As well, such governmental entities should participate in the development of governing standards, which will enable parents and other stakeholders to be more involved in the operation of their schools.

Evidence shows that inspections significantly improve schools, particularly in learning and teaching. Informed teaching and learning practices were a result of inspector feedback. In addition to positively affecting learning and teaching, school inspections can also negatively influence it; for instance, some schools must demonstrate activities they have never done in the past. Similar views are presented by Heitor (2015) and Kemethofer, Gustafsson, and Altrichter (2017) that developing sound assessment and teaching methodologies helps the school to gauge performance and propose appropriate strategies for attaining sustainability. Additionally, instruction reports and recommendations for schools are sometimes superficial. They do not reflect the context of the school; as well not show how teachers can respond to critique in reality. However, it is important to note that inspections and teachers have not always had a positive relationship.

In other countries, such as the United Kingdom and Australia, students and parents are expected to be more accountable for their education. Schools are expected to be responsible for their customers Kolly, 2017; Matete, 2009; Quintelier, Vanhoof, and Maeyer, 2018). As a result, schools are likely to become more competitive, resulting in improved standards. Since the UAE was declared in 1971, the educational system in Abu Dhabi has undergone significant changes.

Considering Abu Dhabi's education policy, raising the education system to meet international standards is possible. Abu Dhabi's government is doing everything possible to improve the quality of education provided in schools by establishing the best accountability practices. Devolution authority has been established for the oversight of schools in Abu Dhabi.

Inspecting schools is one way of achieving the set requirements and strategies that the government's top levels have formulated. The various schools translated these strategies into appropriate structures and processes and farmed them into actions. Most education systems have used school inspection to ascertain improvements and quality control of these schools. According to Ehren et al. (2017), an inspection of schools is also used to explore and examine the school's current state. Every school has the mandate to conduct the inspection right, especially in some countries, whereby failure to do so has adverse consequences for either the principals of the whole school fraternity (Christie and Alkin, 2013; Quintelier, Vanhoof, and Maeyer, 2018). From the findings of this study, school inspection is viewed as a scale bar for evaluation, monitoring, and measurement of data and raw materials for improving the school's performance. Therefore, bearing this in mind, there is a need to develop the existing framework for school inspection in Abu Dhabi. Educational inspection has to develop intelligent approaches which enhance the entire network's performances through qualitative, flexible, and interpretative ways to ensure the effectiveness of these practices through collaborative provisions rather than rewards, sanctions, and interventions in a single school (Ehren et al., 2017; Soomro and Ahmad, 2012; Nuzhat, 2020). Therefore, developing the school evaluation form will help bridge the gap between stakeholders and school leaders. For instance, systematic training of the especially middle-leadership team brings regular feedback on the framework adopted for school inspection to better the state of the school in a more consistent manner.

Considering the above findings, the UAE developed a standard six inspection framework, especially for the leadership and management of schools.

There is an urgent need for human capital investment by improving the school leadership to achieve more viable quality progress in the education sector to enhance future work competitiveness. The findings imply that developing a school evaluation framework with functional, systematic training requires leaders and superintendents at the Ministry of Education and ESE inspectorate programs to collaborate with leaders to revise the school inspection. Most school leaders focus more on the school evaluation; however, disparities arise during training on the same topic by asking "how to use the benchmark of students' achievement and progress." Revising the school evaluation will help bridge the gap resulting from data analysis understanding due to the lack of consistency in school leaders' professional identity from the UAE School Inspection team. For the effectiveness of this revision, leaders and other stakeholders should be a group in heterogeneous teams due to their disparities in diversity so that each opinion to be heard without being dismissed (Abdallah and Forawi, 2017; Al Samkari and David, 2019; AlKutich and Abukari, 2018; Ashour, 2017). By so doing, leaders from different nationalities will be eager to attend since they are sure their opinions will affect the topic. The school evaluation form revision should also centre on the innovativeness of the leaders' skills, improving their identity in their practice line.

Moreover, a good self-evaluation form proves that the leader uses the data effectively and accurately (Soomro and Ahmad, 2012; Ministry of Education, 2016). For leaders to ensure the value of the practices of the school evaluation form, the school inspectors should collaborate with them to ensure that there is proper recording and understanding of the school evaluation form data collected effectively to guarantee progress. Therefore, seminars of leaders across the

region should be organised regularly to re-fresh their minds. According to the Ministry of Education (2016) and Alzuhair (2018), in the best establishment, head teachers, board pioneers, and directors have consistently organised self-evaluations on how they incorporate and execute their framework for better performances in their schools. Therefore, proper analysis of the data collected on a regular school inspection basis, when properly used, yields the best progress and performances.

According to the findings drawn from this study, especially based on the excerpts from Principal 8 when the leader observed that;“School leadership who is fully aware of the reality of the school and able to do effective self-evaluation; has a significant impact on the school inspection outcome” makes a clear indication that governance is yet another gap that needs bridging, as it is related to the school inspection framework. The evidence from the study conducted by Nuzhat (2020) confirm that all school stakeholders must participate in an engaging brainstorming session to revise the MOE 2016 standard six prerogatives developed framework, a specific element of governance in improving instructive school categories, and in so doing enhance the performance standards among schools in the UAE (Ministry of Education, 2017). Moreover, revising the aspect of governance is an essential process that requires the innovativeness of the leaders to raise better values and practices that can be farmed into meaningful canopies for better governance in the schools. In the consumerist survey model from this study's literature review, some frameworks can be broken down and blended with another to produce a comprehensive one, which is easy to comprehend for better governance. Additionally, a wider gap exists between the school leadership and parents, which needs to be bridged by wider opportunities through taking part in the decision-making of vital elements affecting the school's governance. Attaining this may entail offering them a section to develop

their school evaluation in conjunction with that of the leaders to improve their accountability in matters patterning the school through supervision of the school framework once approved by the inspectorate board. However, fostering this mixture of governance should start with adequate training for all who participate in the governance. School inspectors are mandated to ensure and pursue strategic training to implement the data more effectively and boost their decision through open and soft governance. According to Quintelier, Vanhoof, and Maeyer (2018), Albasha and David (2019), soft governance is promoted within a decentralised structure of various types of instructive models of responsibility in the school.

Evidence from this investigation supports that the common language used by both parties needs to be friendly and healthy. ADEC encourages that the inspection team has Arabic and English speakers to make sure that the inspection processes are done professionally and fairly. In addition, they should have the proper certification that they are more than capable of handling the job. The appropriate qualification will bolster their mode of interaction with the school stalk holders. As noted by previous studies, such as Warner and Burton (2017), Whitby (2010), Ehren and Honingh (2011), and Ehren and Shackleton (2016), it is also essential to help schoolteachers and inspectors clearly understand what is needed during this process to ensure that they focus on the vital aspects. It also helps make the process more effective and efficient. From the evidence above, MOE provides schools with clear, detailed information and materials needed to conduct the inspection. That would prevent other schools from offering 'artificial' evidence that gives a picture that is not real, thus, misleading the whole process and a wrong view of the state of the school. Therefore, to curb misconduct, they have to adopt a more continuous inspection approach by breaking down the inspection process into interrelated

components, which will help find an authentic and realistic report that reflects the state of the school.

The UAE Inspection framework indicators should also be aligned with the performance metrics of schools. The school inspection indicators from the UAE inspection framework helped to measure their school performance. According to Ministry of Education (2017) several areas of improvement are recommended to enhance the performance standards within the education setting, including how student learning skills, Islamic values, curriculum adaptation, and effective teaching contribute to performance. The Ministry should examine the other 11 indicators to determine how they contribute to school performance in the UAE.

Among all the factors contributing to the United Arabs Emirates' educational success, the Ministry of Education (2016) emphasises the value of excellent teachers: "One factor trumps all others: the daily contribution of excellent teachers" (p. 70). Yet, there is little information available on the perceptions of public school teachers and their status in the community in Abu Dhabi. The major problem is that government teachers are largely unknown regarding cultural attitudes towards teaching and their perspectives (Abdallah and Forawi, 2017; Al Samkari and David, 2019; AlKutich and Abukari, 2018; Ashour, 2017). Some schools post poor inspection outcomes because teachers feel excluded from school decisions. Thus, it is essential to research this topic to understand the UAE education needs better. In this regard, teachers are crucial to the success of reform measures. In this context, to improve its communication methods with teachers and encourage feedback and cooperation, the UAE must improve its ways of communicating policy with them. All stakeholders in these reforms should feel included. Teachers, the primary implementers of change, leave policymakers with gaps between policy and practice when they issue one-way directives rather than collaborative visions involving all

stakeholders. In this context, there is a need to make significant investments in teachers to improve student performance and school inspection outcomes.

5.5 Suggestions for Further Research

A school's performance and inspection outcomes can fluctuate over time, such that a school that began as outstanding ends up ranking lower or weak in subsequent inspections. Conducting longitudinal research would help assess how school quality has changed. By observing whether good management and leadership maintain their quality or are constantly threatened by bad quality, future studies can determine top performing schools are more likely to maintain quality. Besides these factors, more must be considered in the framework of the study, including how to link all school leadership in a hub where they can communicate and share practices either in present or through online connection. Further, school leadership may serve as more than a pivot but an integral component of school quality enhancement.

5.6 Conclusion

The study sought to understand the effects of assessment, teaching, self-evaluation, and leadership practices on performance and inspection outcomes. The researcher collected and analysed primary and secondary data to answer the research questions. Primary data were collected using interviews, which yielded sufficient data to meet the study goals. On the other hand, secondary data concerning the inspection reports were obtained from various cycles. The researcher gathered in-depth data sufficient to answer all questions framed based on the Standards (3, 5, and 6) of the UAE School Inspection Framework. The discussion of the findings was organised per the standards to enhance the clarity and interconnectedness of school policies and practices toward the realisation of high performance and desirable inspection outcomes.

The first and second research questions explored how variations in teaching and assessment practices in schools affect performance and inspection outcomes. Participants noted variations in teaching and assessment practices in government schools in Abu Dhabi and the UAE. Evidence suggests that effective learning and assessment practices help to improve performance because learners are well trained. When conducted professionally, this study showed that learning and assessment contribute to significant benefits and positively influence inspection outcomes. Several aspects of the teaching and assessment processes were examined, including classroom observations; learner input; teacher performance contributions, analysis of inspection and feedback, and communication. Schools well planned and developed teaching and assessment frameworks are likely to post good inspection outcomes than schools without proper organisation. As one of the most notable developments in education in the UAE and Abu Dhabi in particular, professional teaching and assessment are the most remarkable aspects of this progress. The UAE School Inspection Framework (Standard 3) requires all stakeholders to ensure that all teaching and assessments conform to a high quality to help students become skilled and responsible citizens. As the government of Abu Dhabi makes sure to provide the educational sector with the best practices, it is evident that it is doing its best to provide the best learning environment to improve the quality of education. The findings revealed that school inspections significantly enhanced teaching and assessments because teachers can improve these practices based on previous recommendations. The teaching and assessment practices exhibit innovation to equip students by presenting best practices in schools to shift schools from competition to collaboration. It is sufficient to mention that effective teaching and assessment practices pay particular attention to the quality of students' education. The Ministry of Education should, however, encourage schools to conduct accurate school self-evaluations, adopt a more

continuous teaching and assessment approach in which processes are broken down into interconnected components, and further develop the skill and competence of students.

Moreover, variations in teaching assessments influence inspection outcomes and performance due to the mode of delivery and student engagement. Schools lacking well-outlined lesson plans and learning outcomes are associated with dismal performance and unfavourable inspection outcomes. In other words, they fail to meet the requirements of Standard 3 of the UAE School Inspection Framework, undermining Vision 2030 and the GEM-2 goals. In this contest, uniform teaching and assessment practices could considerably create opportunities for equal or better inspection outcomes in government schools in the UAE and in Abu Dhabi. Thus, the UAE policymakers can improve educational outcomes by granting teachers and schools autonomy, encouraging students to think critically, and ensuring all stakeholders work together at every phase of the reform. Rather than measuring educational success according to the values extolled by the global reform movement, the UAE policymakers might consider using participatory approaches to implementing effective teaching and assessment to ensure all students are catered for adequately. Moreover, teachers can be encouraged to develop a more 'critical friendship' approach to ensure that they remain professional while interacting with students to post favourable inspection outcomes. In particular, teachers expect school inspections to be helpful and supportive in subjects and areas of teaching and assessment. In these areas of concern, teachers would be highly pleased with school inspection support and recommendations to facilitate the development of adequate teaching and assessment tools. Teachers expect that school inspectors will be able to identify and assess the strengths and weaknesses of different school contexts to facilitate the implementation of recommendations on a day-to-day basis.

Concerning the third and fourth questions of this investigation, evidence showed that there are common practices in top-performing schools conspicuously lacking in poorly performing schools regarding protection, care, guidance, and support for students on the one hand, and school leadership practices impact guidance and support for schools to influence performance. The findings revealed that top-performing schools take a keen interest in safeguarding the rights and interests of all students. Creating a favourable learning environment for all students enhances learning and encourages creativity. Top-performing schools have established rigorous procedures for protecting and safeguarding students to improve the learning experience. Based on the findings of this investigation, principals identified that top-performing schools had developed sound student protection procedures to eliminate harm and potential discrimination. In addition, top-performing schools ensure that all parents, staff, and school leaders know the child protection requirements and implement them seamlessly. Students are more likely to underperform in school environments characterised by psychological, emotional, or physical abuse. According to the principals, top-performing schools have developed mechanisms for stopping online bullying through social media and the Internet. In this context, the school should create awareness amongst students, parents, and staff. In particular, top-performing school staff deals effectively and sensitively with students' concerns and needs. The infrastructure in top-performing schools is well maintained and used to promote effective learning. Top-performing schools adhere to common practices, which seek to safeguard and protect the interests and rights of all learners, as opposed to poor-performing schools.

The findings also indicated that leaders influence school performance and inspection outcomes in Abu Dhabi and the UAE government schools. Principals should lead and manage a school community with professional educational management and leadership and promote

high standards across all aspects of the school's operations. Principals must improve learning and teaching to continue improving learning outcomes for their students. Schools must adopt the conditions, structures, traditions, expectations, and norms that make up their culture to understand how influence is perceived, felt, and assessed in terms of academic gains. In addition, the teaching staff's professionalism is influenced by the role of the principal. By engaging teachers in a conversation about what it means to be a professional teacher, principals or leaders are keen to advance notions about what it means to be a successful educator. Consequently, the leaders' roles in government schools involve facilitating a shared understanding of the role of the educator. The findings revealed that leaders need to support teachers to understand the school environment and identify their students' intellectual, social, emotional, and physical needs to enhance academic performance. Furthermore, the teaching staff must create a good rapport with students to promote mutual trust, confidence, and respect. Leadership practices, such as behaviour management, need to be defined clearly to allow students to know what is expected from them by the school community. In this regard, teachers are attracted to the teaching profession if they believe that they are helping their school and students succeed.

The fifth and sixth questions were anchored on Standard 6 of the UAE School Inspection Framework. The questions sought to explore how effective leadership influences governmental school inspection outcomes and the efficacy of self-evaluation and improvement planning in improving school inspection outcomes compared to third-party audits. The study revealed that the operational practices of the leaders improve the quality of schools in Abu Dhabi by providing suggestions to school inspections and policymakers for improving school quality. School inspection plays a fundamental role in influencing and enhancing school leaders' professional identity and operational practices in their schools. Effective school leadership is associated with

a well-developed curriculum or other educational reforms. It creates a structure that engages various stakeholders, including parents and students, to participate in school advancement, leading to favourable inspection outcomes. In addition, effective leadership in government schools in Abu Dhabi and the entire United Arab Emirates ensures that schools communicate to the stakeholders concerning all the activities to be undertaken beforehand to increase chances of success and high performance. The findings of this study emphasised the importance of leaders working with parents, students, and other stakeholders to shape and develop a shared vision intended to influence inspection outcomes positively. Effective leaders develop appropriate strategies to give direction, clear values, and aims. Working collaboratively in schools ensures all stakeholders remain focused and motivated to enhance performance. School leaders often influence decision-making, prioritise, initiate, and take charge of all school improvement activities. Therefore, the school leadership must focus on attracting and retaining good teachers, enhancing students' performance and inspection outcomes.

Further, the findings highlighted the efficacy of self-evaluation over third-party audits. The principals favour self-evaluation because it is conducted by school staffs, who understand everything about the school. In addition, self-evaluation considers the school's goals and objectives and provides educational events and activities guidelines. In this context, the school staffs regularly evaluate the school vision, aims, and objectives and consider them when developing new and different learning initiatives. With self-evaluations, teachers and principals are generally optimistic about school reports and feedback. The effectiveness of feedback in teaching and learning can be seen immediately in its ability to affect student achievement. Specific and ongoing feedbacks are characteristics of high-quality feedback. Butler (2019) observes that the main negative during the evaluation of school performance is the inconsistency

between the feedback provided during school inspections and the written reports sent to schools. Similarly, to build awareness of schools' strengths and areas that require improvement, evaluators should provide consistent, focused reports; this would help improve the effectiveness of the inspection process for schools and teachers, which would invariably raise education standards. Through frequent self-evaluation, the school can determine teachers' satisfaction, improvement, capacity; teacher leadership, school effectiveness, distributive leadership, organisational development, and learning are inextricably linked to teacher recruitment, development, and retention. These school-level factors can be influenced greatly by school leaders and resiliency to the pressures of the external environment. Therefore, all stakeholders in the school can feel ownership and purpose in their jobs when a school's leadership team is skilled and well supported. Teacher autonomy will improve the quality of classroom teaching by making the profession a more attractive career choice. When supported and valued for their work, teachers who work together meaningfully and purposefully are likely to stay as teachers. In addition, decentralisation has not necessarily occurred within schools, although it may have happened from the system to the school level.

REFERENCES

- Abdallah, A.K., 2020. The impact of quality and regulatory bodies on Higher Education quality in the UAE. *Journal of Talent Development and Excellence*, 12(2s), pp.3442-3453. (Journal article)
- Abdallah, L. and Forawi, S., 2017. Investigating leadership styles and their impact on the success of Educational institutions. *The International Journal of Educational Organization and Leadership*, 24(2), pp.19-30. (Journal article)
- ADEK. 2012. Irtiqa'a framework for the inspection of government schools in the Emirate of Abu Dhabi. (Government publication)
- ADEK. 2017. Private schools policy and guidance manual. [Online]Available at:<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf> [Accessed Jul 04 2022]. (Online government publication)
- Aetna International. 2022. Education in Dubai: An introduction. [Online]Available at: <https://www.aetnainternational.com/en/individuals/destination-guides/expat-guide-to-dubai/Education-in-dubai.html> [Accessed Apr 10 2022]. (Online resource)
- Al Ahbabi, N.M., 2019. Key stakeholders' perceptions about school improvement strategies in UAE. *Improving Schools*, 22(2), pp.113-129. [Online]Available at: <https://journals.sagepub.com/doi/abs/10.1177/1365480218817983> [Accessed Aug 14 2022] (Online journal article)

- Al-Awidi, H.M. and Ismail, S.A., 2014. Teachers' perceptions of the use of computer assisted language learning to develop children's reading skills in English as a second language in the United Arab Emirates. *Early Childhood Education Journal*, 42(1), pp.29-37. [Online]Available at: <https://link.springer.com/article/10.1007/s10643-012-0552-7>[Accessed Jul 8 2022] (Online journal article)
- Al-Hassan, S., 2020. Parental involvement in Education in the Gulf region. *Families and Social Change in the Gulf Region*, pp.80-95. [Online]Available at: <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003037996-5/parental-involvement-Education-gulf-region-suha-al-hassan>[Accessed June 4 2022]. (Online book chapter)
- Al Dari, T., Jabeen, F. and Papastathopoulos, A., 2018. Examining the role of leadership inspiration, rewards and its relationship with contribution to knowledge sharing: Evidence from the UAE. *Journal of Workplace Learning*. [Online]Available at: <https://www.emerald.com/insight/content/doi/10.1108/JWL-11-2017-0105/full/html>[Accessed May 15 2022]. (Online journal article)
- Al Samkari, H., and David, S.A., 2019. The role and impacts of authentic leadership on staff engagement and performance: A study among school leaders and teachers in private schools in the UAE. *Specialty Journal of Psychology and Management*, 5(4), pp.65-78. (Journal article)
- Albasha, W., and David, S.A., 2019. Teacher's Perspectives on Engaged Teaching: Study from an American Curriculum School in Dubai. *Specialty Journal of Knowledge Management*, 4(2), pp.1-13. (Journal article)

- AlKutich, M., and Abukari, A., 2018. Examining the benefit of school inspection on teaching and learning: a case study of Dubai private schools. *Teaching and learning*, 9(5). (Journal article)
- Altrichter, H. and Kemethofer, D., 2015. Does accountability pressure through school inspections promote school improvement? *School Effectiveness and School Improvement*, 26(1), pp.32-56. (Journal article)
- Altrichter, H., Kemethofer, D. and Schmidinger, E., 2013. New school inspectorate and quality management in the Education system. *Education, Teaching and Learning*, 163, pp.9-20. (Journal article)
- Alshenqeeti, A., 2014. Interviewing as a Data Collection Method: A Critical Review. *English Linguistics Research*, 3(1):39-45. (Journal article)
- Al Sadaawi, A.S., 2010. Saudi national assessment of Educational progress (SNAEP). *International Journal of Education Policy and Leadership*, 5(11). [Online]Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.916.7857&rep=rep1&type=pdf>[Accessed Jun 10 2021] (Online journal article)
- Al Sumaiti, R., 2012. Parental involvement in the Education of their children in Dubai. *Dubai School of Government Policy Brief*, 30, pp.1-8. [Online]Available at: https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Parental_Involvement_in_the_Education.pdf [Accessed Mar 08 2022]. (Online government publication)
- Alzuhair, D., 2018. *Managing and Guiding School Reform: A review of strategies adopted by selective international schools in the UAE towards reform*. Dubai: The British University in Dubai (BUiD). (University publication)

- Ashour, S., 2020. How technology has shaped university students' perceptions and expectations around higher Education: an exploratory study of the United Arab Emirates. *Studies in Higher Education*, 45(12), pp.2513-2525. [Online]Available at: <https://www.tandfonline.com/doi/abs/10.1080/03075079.2019.1617683>[Accessed Feb 10 2022]. (Online journal article)
- Ashour, S. and Fatima, S.K., 2016. Factors favouring or impeding building a stronger higher Education system in the United Arab Emirates. *Journal of Higher Education Policy and Management*, 38(5), pp.576-591. (Journal article)
- Ashour, S., 2017. One or multiple paths to quality assurance of higher Education institutions in the United Arab Emirates. *Quality in Higher Education*, 23(3), pp.183-200. (Journal article)
- Ashour, S., 2020. Quality higher Education is the foundation of a knowledge society: where does the UAE stand? *Quality in Higher Education*, 1 (2), pp.1-15. (Journal article)
- Ayouby, E., and Mahmoud, S., 2016. Perceptions of the Change of the School Teacher's Role in the United Arab Emirates (UAE) An Investigation of Teachers' Views from Eight Schools in Dubai and Sharjah. Dubai: The British University in Dubai (BUiD). (University publication)
- Azeem, M. and Mataruna, L., 2019. 'Identifying factor measuring collective leadership at academic workplaces', *International journal of Educational management*, ahead-of-print(ahead-of-print), pp. 1316–1335. doi: 10.1108/ijem-04-2018-0131. (Journal article)
- Badri, M. et al., 2016. 'An analytic hierarchy process for school quality and inspection', *International journal of Educational management*, 30(3), pp. 437–459. doi: 10.1108/IJEM-09-2014-0123. (Journal article)

- Badri, M., Mohaidat, J. and El Mourad, T., 2014. Measuring the efficiency of public schools using data envelopment analysis—an exploratory study. *Journal of Education and Practice*, 5(37), pp.215-232. (Journal article)
- Barbour, D., 2019. Bridging the Gap: School inspection for school improvement, the leadership role (Doctoral dissertation). (Doctoral dissertation)
- Barza, L., (2013). School-business partnerships: the case of the UAE. *Journal of Strategy and Management*. [Online]Available at: <https://www.emerald.com/insight/content/doi/10.1108/17554251311322431/full/html>[Accessed Sep 02 2022]. (Online journal article)
- Basias, N. and Pollalis, Y., 2018. Quantitative and qualitative research in business & technology: Justifying a suitable research methodology. *Review of Integrative Business and Economics Research*, 7, pp.91-105. (Journal article)
- Braun, V., Clarke, V., Boulton, E., Davey, L. and McEvoy, C., 2021. The online survey as a qualitative research tool. *International Journal of Social Research Methodology*, 24(6), pp.641-654. (Journal article)
- Bengtsson, M., 2016. How to Plan and Perform a Qualitative Study using Content Analysis. *Nursingplus Open*, vol. 2, 8-14. (Journal article)
- Betzner, A. E., 2008. 'Pragmatic and Dialectic Mixed-Method Approaches: An Empirical Comparison,' Ph.D. Dissertation, University of Minnesota, 1-288. <http://hdl.handle.net/11299/46961>. (Online dissertation)
- Blanck Miguel, M.E., 2015. “Parish school inspection as a means of implementing the policy on Paraná's provincial Education (1853-1889).” *Acta Scientiarum. Education*, vol. 37, no. 3, pp. 259-267. (Journal article)

- Blaik Hourani, R. and Litz, D.R., 2019. Aligning professional development, school self-evaluation and principals' performance standards: a UAE case study. *School Leadership & Management*, 39(2), pp.222-249. [Online]Available at:<https://www.tandfonline.com/doi/abs/10.1080/13632434.2018.1479848>[Accessed Jan 04 2022]. (Online journal article)
- Blok, N., Earley, P., Fidler, B., and Ouston, J., 2017. *School inspection & self-evaluation: working with the new relationship*. Abingdon-on-Thames, Oxfordshire: Routledge. (Print Book)
- Brewer, D.J., Augustine, C.H., Zellman, G.L., Ryan, G.W., Goldman, C.A. and Ryan, G., 2007. *Education for a New Era: Design and Implementation of Kâ€™12 Education Reform in Qatar*. Rand Corporation. [Online]Available at: <https://books.google.co.in/books?hl=en&lr=&id=h0X8Aw49gc8C&oi=fnd&pg=PP2&dq=how+to+improve+Curriculum+design+and+implementation+in+school+in+UAE&ots=2VkazZti64&sig=MrlJOC8NVNKOl-qUQ21FM9erCV0>[Accessed May 16 2022]. (e- book)
- Bolarinwa, O., 2015. Principles and methods of validity and reliability testing of questionnaires used in social and health science researches. *Niger Postgrad Med*, vol. 22, 195-201. (Journal article)
- Bruneforth, M., Shewbridge, C. and Rouw, R., 2019. Moving towards more school autonomy in Austria. Available at: <https://doi.org/10.1787/9c49eebe-en>. [Accessed Jun 16 2021]. (Online report)
- Buldu, M., 2010. Making learning visible in kindergarten classrooms: Pedagogical documentation as a formative assessment technique. *Teaching and teacher Education*,

- 26(7), pp.1439-1449. [Online]Available at:
<https://www.sciencedirect.com/science/article/pii/S0742051X10000661>[Accessed Jul
18 2022]. (Online journal article)
- Butler, D., 2019. The New OFSTED Education Inspection Framework, Teaching business &
economics. (2). Available at: <https://search.proquest.com/docview/2264120079>.
[Accessed Jan 23 2022]. (Online article)
- Cameron, J., 2005. Educational failure in the United Arab Emirates and the potential for growing
discontent in a geo-politically important country. Education-Line. Available at:
<http://www.leeds.ac.uk/educol/documents/150222.htm> (Accessed: 19 November 2020).
(Online document)
- Camic, P.M., 2021. Qualitative research in psychology: Expanding perspectives in methodology
and design. American Psychological Association. (Print book)
- Chaumba, J., 2013. 'The use and value of mixed methods research in social work,' *Advances in
Social Work*, 14, pp. 307-33. (Journal article)
- Cheng, H. and Phillips, M., 2014. Secondary analysis of existing data: opportunities and
implementation. *Shanghai Archives of Psychiatry*, 26(6), pp. 371–375. (Journal article)
- Christie, C. A. and Alkin, M. C., 2013. Evaluation theory tree re-examined. *Studies in
Educational Evaluation*, 34(3), pp.131-135. (Journal article)
- Creswell, J. W., 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods
Approaches*. Thousand Oaks, CA: SAGE Publications. (Print book)
- Creswell, J. W., 2013. *Qualitative Inquiry and Research Design: Choosing among Five
Approaches*, 3rd ed. Thousand Oaks: Sage. (Print book)

- Creswell, J., and Creswell, J., 2014. *Research design: Qualitative, quantitative. and mixed methods approaches/* (4th ed.). SAGE Publications. Inc. (Print book)
- Dawadi, S., Shrestha, S. and Giri, R.A., 2021. Mixed-methods research: A discussion on its types, challenges, and criticisms. *Online Submission*, 2(2), pp.25-36. (Journal article)
- Dederling, K. et al., 2017. 'Reaching a conclusion—procedures and processes of judgment formation in school inspection teams', *Educational assessment, evaluation and accountability*, 29(1), pp. 5–22. doi: 10.1007/s11092-016-9246-9. (Journal article)
- Dobbelaer, M. J., Prins, F. J., and Van Dongen, D., 2013. The impact of feedback training for inspectors. *European Journal of Training and Development*, 37(1), pp.86-104. (Journal article)
- Dźwigoł, H. and Dźwigoł-Barosz, M., 2018. Scientific research methodology in management sciences. *Financial and credit activity problems of theory and practice*, 2(25), pp.424-437. (Journal article)
- Dettori, J. and Norvell, D., 2018. The Anatomy of Data. *Global spine journal*, vol. 8(3), pp. 311–313. (Journal article)
- Edmonds, A., and Kennedy, T., 2017. 'Convergent-Parallel Approach'. *An Applied Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods*, 181-188. doi: 10.4135/9781071802779.n15. (Chapter in edited work)
- Ehren, M. and Shackleton, N., 2016. 'Risk-based school inspections: impact of targeted inspection approaches on Dutch secondary schools', *Educational assessment, evaluation and accountability*, 28(4), pp. 299–321. doi: 10.1007/s11092-016-9242-0. (Journal article)

- Ehren, M.C. and Visscher, A.J., 2006. Towards a theory on the impact of school inspections. *British journal of Educational studies*, 54(1), pp.51-72. (Journal article)
- Ehren, M., 2016. Impact of school inspections on teaching and learning: describing assumptions on causal mechanisms in seven European countries. *Educational Assessment, Evaluation and Accountability*, 25(1), pp. 3-43. (Journal article)
- Ehren, M. C. M., and Honingh, M. E., 2011. Risk-based school inspections in the Netherlands: a critical reflection on intended effects and causal mechanisms. *Studies in Educational Evaluation*, 37(4), pp.239-248. (Journal article)
- El Gamal, G., Morgan, A.M. and Nye, A., 2018. Teacher perceptions of curriculum change in the bilingual reform programs in government schools in the United Arab Emirates: An interpretative phenomenological analysis. (Print book)
- El Saadi, D.H., 2017. The contribution of the UAE School Inspection Framework as a quality assurance tool for school transformation and performance improvement. Dubai: The British University in Dubai (BUiD)). (Print book)
- ElKaleh, E., 2019. Leadership curricula in UAE business and Education management programs. *International Journal of Educational Management*. (Journal article)
- Emirates Schools Establishment. (n.d.). About ESE. Emirates Schools Establishment. [Online]Available at: <https://www.esa.gov.ae/about-us.html> [Accessed Jun 09 2022]. (Web page)
- Etikan, I., Musa, S. and Alkassim, R., 2016. Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, vol. 5(1), pp.1-4. (Journal article)

- Farley-Ripple, E., May, H., Karpyn, A., Tilley, K. and McDonough, K., 2018. Rethinking connections between research and practice in Education: A conceptual framework. *Educational Researcher*, 47(4), pp.235-245. (Journal article)
- Farah, S. and Ridge, N., 2009. Challenges to curriculum development in the UAE. Dubai school of government policy brief, 16, pp.1-10. [Online]Available at: [https://www.academia.edu/download/11771554/DSG Policy Brief 16 English.pdf](https://www.academia.edu/download/11771554/DSG_Policy_Brief_16_English.pdf)[Accessed Feb 25 2022]. (Web document)
- Felten, P., and Lambert, L.M., 2020. Relationship-rich Education: How human connections drive success in college. Maryland: Johns Hopkins University Press. (Print book)
- Fleming, J. and Zegwaard, K., 2018. Methodologies, methods and ethical considerations for conducting research in work-integrated learning. *International Journal of Work-Integrated Learning*, 19(3), pp.205-213. (Journal article)
- Gaertner, H., Wurster, S., and Pant, H. A., 2014. The effect of school inspections on school improvement. *School Effectiveness and School Improvement* (25), 489-508. doi:10.1080/09243453.2013.811089. (Journal article)
- Gallagher, K., 2019. Introduction: Education in the UAE—Context and Themes. In *Education in the United Arab Emirates* (pp. 1-18). Springer, Singapore. (Chapter in edited work)
- Garces-Bacsal, R.M., Tupas, R., Alhosani, N.M. and Elhoweris, H., 2021. Teachers' perceptions of diversity and 'others' in United Arab Emirates (UAE) Schools. *Pedagogy, Culture & Society*, pp.1-19. (Journal article)
- Gast, D. and Spriggs, A., 2014. Visual Analysis of Graphic Data. *Single Subject Research Methodology in Behavioral Sciences*, pp. 199-233. (Chapter in edited work)

- Gross, N., 2018. 'Pragmatism and the study of large-scale phenomena,' *Theory and Society*, 47, pp. 87-111. (Journal article)
- Gökçe, A. T., and Kantos, Z. E., 2012. Primary school students' perception of inspectors and inspection period in Turkey. *Mediterranean Journal of Social Sciences*, 3(3), 199-202. [Online]Available at:<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.656.7676&rep=rep1&type=pdf>[Accessed Oct 20 2021]. (Web document)
- Gustafsson, J.E., Ehren, M.C.M., Conyngham, G., McNamara, G., Altrichter, H., and O'Hara, J., 2015. From inspection to quality: Ways in which school inspection influences change in schools—studies in *Educational Evaluation*, 47, pp.47-57. (Journal article)
- Hall, J. B., 2018. 'Processes of reforming: The case of the Norwegian state school inspection policy frameworks', *Education enquiry*, 9(4), pp. 397–414. doi: 10.1080/20004508.2017.1416247. (Journal article)
- Hallinger, P., 2010. *Leading Educational Change: Reflections on the practice of instructional and transformational leadership*. *Cambridge Journal of Education*, 33(3), 329-352. [Online]Available at: <https://doi.org/10.1080/0305764032000122005>[Accessed Mar 27 2022]. (Web document)
- Halawah, I., 2006. The impact of student-faculty informal interpersonal relationships on intellectual and personal development. *College Student Journal*, 40(3), pp.670-679. [Online]Available at: <https://go.gale.com/ps/i.do?id=GALE%7CA150965834&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=01463934&p=AONE&sw=w>[Accessed Nov 04 2021]. (Web document)

- Hameed, H., 2020. Quantitative and qualitative research methods: Considerations and issues in qualitative research. Hameed, H., 2020. Quantitative and qualitative research methods: Considerations and issues in qualitative research. [online] Available at: <http://saruna.mnu.edu.mv/jspui/bitstream/123456789/8523/1/Quantitative%20and%20qualitative%20research%20methods%20%20considerations%20and%20issues%20in%20qualitative%20research.pdf> [Accessed Feb 1 2022]. (e-Book)
- Hays, D.G. and McKibben, W.B., 2021. Promoting rigorous research: Generalizability and qualitative research. *Journal of Counseling & Development*, 99(2), pp.178-188. . (Journal article)
- Heitor, M., 2015. How university global partnerships may facilitate a new era of international affairs and foster political and economic relations. *Technological Forecasting and Social Change*, 95, pp.276-293. [Online]Available at: <https://www.sciencedirect.com/science/article/pii/S0040162515000074>[Accessed Jan 15 2022]. (Web document)
- Hendriks, M., Doolaard, S. and Bosker R. J., 2002. Using school effectiveness as a knowledge base for self-evaluation in Dutch schools: the ZEBO-project. *School Improvement through Performance Feedback*, 23, pp.115-142. . (Journal article)
- Hill, I., 2016. What is an international school. *International Schools Journal*, 35(2), pp.9-21. [Online]Available at: <http://manorhallschool.com/wp-content/uploads/2018/02/Child-Protection-Policy.pdf>[Accessed Jun 03 2022]. (Web document)
- Hopkins, E., Hendry, H., Garrod, F., McClare, S., Pettit, D., Smith, L., . . . Temple, J., 2016. Teachers' views of the impact of school evaluation and external inspection processes.

- Improving Schools, 19 (1). Retrieved from <https://doi.org/10.1177%2F1365480215627894>[Accessed Jan 16 2022]. (Journal article)
- How, A., 2017. *Critical theory*. London: Macmillan International Higher Education. (Print book-one author)
- Hoon, T.S. and Singh, P., 2019. A Practice in a Research Methodology Class. *Asian Journal of University Education*, 15(3), pp.45-53. (Journal article)
- Ibrahim, A. and El Zaatari, W., 2020. The teacher–student relationship and adolescents’ sense of school belonging. *International Journal of Adolescence and Youth*, 25(1), pp.382-395. [Online]Available at: <https://www.tandfonline.com/doi/abs/10.1080/02673843.2019.1660998>[Accessed Jul 04 2022]. (Online journal article)
- Ibrahim, A. and Mahmoud, S., 2017. Principals’ communication styles and school performance in Al Ain government schools, UAE. *International Journal of Research Studies in Education*, 6(1), pp.29-46. (Journal article)
- Ireh, M., 2016. *Scientific Management Still Endures in Education*. Online Submission.
- Janssens, F. J. G. and Dijkstra, A. B., 2013. *Positioning of the evaluation methodology of school inspections*. London: John Wiley & Sons. (Print book-more than one author)
- Janssens, F. J. and Ehren, M. C., 2016. Toward a model of school inspections in a polycentric system. *Evaluation and Program Planning*, 56, pp.88-98. (Journal article)
- Jeffrey, B.H., 2018. “Processes of reforming: The case of the Norwegian state school inspection policy frameworks.” *Education Inquiry*, vol. 9, no. 4. (Journal article)

- Jones, K., and Tymms, P., 2014. Ofsted's role in promoting school improvement: the mechanisms of the school inspection system in England. *Oxford Review of Education*, 40(3), pp.315-330. (Journal article)
- Kamal, K., 2018. Education in the United Arab Emirates, *World Education News + Reviews*. Available at: <https://wenr.wes.org/2018/08/Education-in-the-united-arab-emirates> (Accessed: 19 November 2020). (Web page)
- Kaushik, V. and Walsh, C. A., 2019. 'Pragmatism as a research paradigm and its implications for social work research,' *Social Sciences*, 8(255), pp. 1-17. (Journal article)
- Kemethofer, D., Gustafsson, J.-E. and Altrichter, H., 2017. 'Comparing effects of school inspections in Sweden and Austria', *Educational assessment, evaluation and accountability*, 29(4), pp. 319–337. doi: 10.1007/s11092-017-9265-1. (Journal article)
- Kim, J., 2018. School accountability and standards-based Education reform: The recall of social efficiency movement and scientific management. *International Journal of Educational Development*, 60 (2), pp.80-87. (Journal article)
- King, D., 2016. Human relations movement/Mayo. In *Encyclopedia of Human Resource Management*. Cheltenham: Edward Elgar Publishing Limited. (Chapter in edited work)
- King, G., Keohane, R.O. and Verba, S., 2021. *Designing social inquiry: Scientific inference in qualitative research*. Princeton university press. (Print book-more than one author)
- King, M.A., 2021. Epistemic trespass: qualitative research from a quantitative perspective. *International Journal of Pharmacy Practice*, 29(3), pp.201-202. (Journal article)
- Kivunja, C. and Kuyini, A., 2017. Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5), p.26. (Journal article)

- Kolly, M., 2017. 'A pragmatic approach to social work,' *Canadian Journal of Family and Youth*, 10, pp. 455-73. (Journal article)
- Lesinger, F. Y. et al., 2017. 'Examining the role of leadership, trust for school culture and policy', *Quality & quantity*, 52(S2), pp. 983–1006. doi: 10.1007/s11135-017-0553-0. (Journal article)
- Levitt, H.M., Morrill, Z., Collins, K.M. and Rizo, J.L., 2021. The methodological integrity of critical qualitative research: Principles to support design and research review. *Journal of Counseling Psychology*, 68(3). (Journal article)
- Levitt, H.M., 2021. Qualitative generalization, not to the population but to the phenomenon: Reconceptualizing variation in qualitative research. *Qualitative Psychology*, 8(1), p.95. (Journal article)
- Litz, D. and Scott, S., 2017. Transformational leadership in the Educational system of the United Arab Emirates. *Educational Management Administration & Leadership*, 45(4), pp.566-587. (Journal article)
- Madden, J., 2019. Obstacles to School Reform: Understanding School Improvement in a UAE International School. (Online report)
- Matete, R. E., 2009. The impact of primary school inspection on teaching and learning in Tanzania: A study of Mbeya City District. University of Oslo. Unpublished Master Dissertation. [Online]Available at: <https://core.ac.uk/download/pdf/30893859.pdf>[Accessed Jan 19 2022]. (Online dissertation)

- Majid, U., 2018. Research Fundamentals: Study Design, Population, and Sample Size. Undergraduate Research in Natural and Clinical Science and Technology Journal, vol. 2(1), pp. 1-7. (Journal article)
- McKie, D., and Doan, M.A., 2018. Critical theory. The International Encyclopedia of Strategic Communication, 1 (1), pp.1-14. (Chapter in edited work)
- Mackey, A. and Bryfonski, L., 2018. Mixed methodology. In The Palgrave handbook of applied linguistics research methodology (pp. 103-121). Palgrave Macmillan, London. (Chapter in edited work)
- McCusker, K. and Gunaydin, S., 2015. Research using qualitative, quantitative or mixed methods and choice based on the research. Perfusion, 30(7), pp.537-542. (Journal article)
- Matović, N. and Ovesni, K., 2021. Interaction of quantitative and qualitative methodology in mixed methods research: Integration and/or combination. International Journal of Social Research Methodology, pp.1-15. (Journal article)
- Miguel, M. E. B., 2015. 'Parish school inspection as a means of implementation of the policy on Paraná's provincial Education (1853-1889)', Acta Scientiarum : Education, 37(3), pp. 259–267. doi: 10.4025/actascieduc.v37i3.25917. (Journal article)
- Ministry of Education Strategic Plan 2017-2021, 2020. [Online] Available at: <<https://www.moe.gov.ae/En/AboutTheMinistry/Pages/MinistryStrategy.aspx>> [Accessed 12 February 2022]. (Online document)
- Ministry of Education, 2017. UAE School Inspection Framework, Ministry of Education. Available at:

<https://www.moe.gov.ae:443/En/ImportantLinks/Inspection/Pages/EvaluationandQuality.aspx> (Accessed: 19 November 2020). (Web page)

Molina-Azorin, J. F., 2016. 'Mixed methods research: an opportunity to improve our studies and our research skills,' *European Journal of Management and Business Economics*, 25, pp. 37-38. (Journal article)

Nichols, E.G. and Kohn, A., 2020. UAE: Brief Review of Education in the United Arab Emirates. *Mathematics And Its Teaching In The Muslim World*, pp.265-275. (Chapter in edited work)

Nuzhat, S., 2020. Globalization of Education in UAE: The Local Legislative Education Policies for International Branch Campuses and Its Tensions Given the Political, Religious, and Cultural Differences. *Journal of Education*, p.0022057420914917. (Journal article)

Pandey, P. and Pandey, M.M., 2021. *Research methodology tools and techniques*. Bridge Center. (Book)

Patel, M. and Patel, N., 2019. *Exploring Research Methodology*. *International Journal of Research and Review*, 6(3), pp.48-55. (Journal article)

Pham, L., 2018. 'A review of key paradigms: positivism, interpretivism, and critical inquiry,' University of Adelaide Ph.D. Dissertation, pp. 1-7. DOI: 10.13140/RG.2.2.13995.54569. (Dissertation)

Ponto, J., 2015. Understanding and Evaluating Survey Research. *Journal of the advanced practitioner in oncology*, vol. 6(2), 168–171. (Journal article)

Quintelier, A., 2017. 'Methods and modalities of effective school inspections', *Studia paedagogica (Brno)*, 22(2), pp. 153–157. doi: 10.5817/SP2017-2-9. (Journal article)

- Quintelier, A., Vanhoof, J. and Maeyer, S. D., 2018. 'Understanding the influence of teachers' cognitive and affective responses upon school inspection feedback acceptance', *Educational assessment, evaluation and accountability*, 30(4), pp. 399–431. doi: 10.1007/s11092-018-9286-4. (Journal article)
- Ridge, N., Kippels, S., and Farah, S., 2017. Curriculum Development in the United Arab Emirates. The policy paper, 18(1), pp.1-17. (Journal article)
- Richardson, P.M., 2004. Possible influences of Arabic-Islamic culture on the reflective practices proposed for an Education degree at the Higher Colleges of Technology in the United Arab Emirates. *International Journal of Educational Development*, 24(4), pp.429-444[Online]Available at: <https://www.sciencedirect.com/science/article/pii/S0738059304000288>[Accessed Jan 04 2021] (Online journal article)
- Roopa, S. and Rani, M., 2012. Questionnaire Designing for a Survey. *Journal of Indian Orthodontic Society*, vol. 46(4), pp. 273-277. (Journal article)
- Rosenthal, L., 2004. Do school inspections improve school quality? Ofsted inspections and school examination results in the UK. *Economics of Education Review*, 23(2), pp.143-151. (Journal article)
- Ross , J. A., and Gray, P., 2006. School leadership and student achievement: The mediating effects of teacher beliefs. *Canadian Journal of Education*, 29(3), 798-822. [Online]Available at: <https://www.jstor.org/stable/20054196>[Accessed Jul 06 2021] (Online journal article)
- Ross, M., Iguchi, M. and Panicker, S., 2018. Ethical aspects of data sharing and research participant protections. *American Psychologist*, 73(2), pp.138-145. (Journal article)

- Sengupta, E., Blessinger, P. and Mahoney, C. eds., 2020. Leadership Strategies for Promoting Social Responsibility in Higher Education. Emerald Publishing Limited. [Online]Available at: <https://www.emerald.com/insight/content/doi/10.1108/S2055-364120200000024001/full/html>[Accessed Jun 08 2021].(e-Book)
- Sergon, V., 2021. Education in the UAE.Expatica.com.<https://www.expatica.com/ae/Education/children-Education/Education-system-in-the-united-arab-emirates-71237/>[Accessed Jan 04 2022]. (Online article)
- Shatzer, R. H., Caldarella, P., Hallam, P. R., and Brown, B. L. 2014. Comparing the effects of instructional and transformational leadership on student achievement: Implications for practice. *Educational Management and Administration & Leadership*, 42(4), 445-459. doi:10.1177/1741143213502192. (Journal article)
- Simpson, K., 2014. Three Things Every Parent Should Know About American Curriculum Schools in Dubai. Retrieved from: <http://www.kdslusa.com/2014%2004%2025%20KDSL%20White%20Paper.pdf>[Accessed May 04 2021]. (Online document)
- Soomro, T.R., and Ahmad, 2012. Quality in Higher Education: United Arab Emirates perspective. *Higher Education Studies*, 2(4), pp.148-152. (Journal article)
- Stuckey, H., 2013. Three Types of Interviews: Qualitative Research methods in Social Health. *Journal of Social Health and Diabetes*, 1(2):56-59. (Journal article)
- Tamim, R.M., and Colburn, L.K., 2019. In Quest of Educational Quality in the UAE. In *Education in the United Arab Emirates*. Singapore: Springer. (Book chapter)

- Tashakkori, A. and Teddlie, C., 2021. Sage handbook of mixed methods in social & behavioral research. SAGE publications. (Book)
- Taska, L., 2017. Scientific management. The Oxford Handbook of Management. Oxford: Oxford University Press. (Book chapter)
- Timans, R., Wouters, P. and Heilbron, J., 2019. Mixed methods research: what it is and what it could be. Theory and Society, 48(2), pp.193-216. (Journal article)
- UAE Economic and Social Development Economics Essay, 2018. [online]. Available from: <https://www.ukessays.com/essays/economics/uae-economic-and-social-development-economics-essay.php?vref=1> [Accessed 12 February 2021]. (Online document)
- UAE School Inspection Framework. Moe.gov.ae. (2020). Retrieved 8 February 2021, from <https://www.moe.gov.ae/ar/importantlinks/inspection/publishingimages/framew> [Accessed 1 February 2021] (Online document)
- Van Bruggen, J.C., 2010. Inspectorates of Education in Europe: some comparative remarks about their tasks and work. Brussels: SICI. (Print book-more than one author)
- Warner, R.S. and Burton, G.J.S., 2017. The current state of Education in the UAE. Mohammed Bin Rashid School of Government, 12(7), p.18. (Report)
- Whitby, K., 2010. School inspections: recent experiences in high performing Education systems. England: CFBT Education Trust. (Print book-one author)
- Zangirolami-Raimundo, J., Echeimberg, J.D.O. and Leone, C., 2018. Research methodology topics: Cross-sectional studies. Journal of Human Growth and Development, 28(3), pp.356-360. (Journal article)

Zeineddine, C., 2017. Employing nation branding in the middle East-United Arab Emirates (UAE) and Qatar. *Management & Marketing. Challenges for the knowledge society*, 12(2), 208-221. (Journal article)

APPENDICES

Appendix A: Interview Questions

Research questions

Firstly, I would like to look at a couple of questions that I want you to relate to **Standard 3**.

RQ1: Are variations in teaching and assessment strategies significant in determining the outcomes and performances of schools as measured by the inspection system?

RQ2: How does assessment influence perceptions on school outcomes and performance during an inspection?

Secondly, I would like to look at a couple of questions that I want you to relate to **Standard 5**.

RQ3: Are there common practices in top-performing schools that are conspicuously lacking in poorly performing schools regarding protection, care, guidance, and support for students? If so, are there significant financial implications that hinder poorly performing schools?

RQ4: How do school leadership practices impact guidance and support for schools to influence performance?

Thirdly, I would like to look at a couple of questions that I want you to relate to **Standard 6**.

RQ5: How does effective leadership influence governmental school inspection outcomes?

RQ6: Are self-evaluation and improvement planning more effective in improving school inspection outcomes compared to third party audits?

Mandate for third-party audits and continuous performance monitoring?

Appendix B: Consent Form

CONSENT FORM

Course name and number: Research Design and Planning -

Assignment name and number: Thesis Proposal

I, _____ (participant's name), understand that I am being asked to participate in a survey/questionnaire activity that forms part of Samah Mohamed Al Thehli required coursework in the above-noted British University in Dubai **Research Design and Planning** course. It is my understanding that this survey/questionnaire has been designed to gather information to **determine the impact of school leadership practices on governmental school inspection outcome and student performance. And it focuses on the 3 standards in the inspection framework which are: Standard 3, Standard 5 and Standard 6.**

I have been given some general information about this project and the types of questions I can expect to answer. I understand that the survey/questionnaire will be conducted in person/by phone/by email/on the internet and that it will take few of my time to complete.

I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity. I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

The raw data will be offered to me within four months of the completion of the course assignment. If I decline it, it will be destroyed by the researcher. I will also be provided with a copy of the student assignment at my request.

I understand that the results of this activity will be used exclusively in the below-named student's University course assignment.

I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this survey/questionnaire project as designed by the below named British University in Dubai student.

Participant name: _____

Signature: _____

Date: _____

Please keep a copy of this consent form for your records. If you have other questions concerning your participation in this project, please contact me at:

Student name:

Telephone number: =

Email address:

Or my University in Dubai Module Coordinator at:

Course instructor/tutor name:

Email address:

Thank you for agreeing to participate in my project.