The Impact of Leadership Styles on Teachers' Professional Development

A Study of a Private School in Dubai

تأثير أساليب القيادة على التنمية المهنية للمعلمين

دراسة في مدرسة خاصة بدبي

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ABSTRACT

No one can deny that leaders play the main role in the educational system's success. The aim of the current dissertation is to investigate the different leadership styles of educational leaders in one private school in Dubai. To achieve this mission, the researcher consulted several leadership theories such as Maxwell theory, the transformational leadership theory and the implicit theory in an attempt to thoroughly understand the various leadership styles and their impact on teachers' performance and hence on the students' level of achievements. The sample population comprised of 75 participants, 62 of which were teachers and the rest were educational leaders including the principal and the deputy headmaster in Al Salam private school in Dubai. The study depended on mixed methods to analyse and interpret the data. The key findings of the study revealed that most of leaders' perspectives about their leadership styles were democratic in the sense of valuing their team, flexible in the way that teachers are given freedom in using their own strategies and sharing in decision-making. This finding matches Maxwell's five levels of leadership as the school reached level five which is the level of great leaders. In addition, most teachers agreed that the transformational leadership style leads to enhanced performance and stressed the importance of the implicit theory that was consulted in this research.

ملخص البحث

تحتل القيادة المدرسية الفاعلة الدور الأساسي في نجاح العملية التعليمية بكل نواحيها، ولا يمكن لأحد أن ينكر أن دورها الرئيسي في نجاح النظام التعليمي. ان الهدف من هذه الدراسة التعرف على أساليب القيادة المختلفة الخاصة بالقيادات التعليمية في مدرسة خاصة بدبي. ولتحقيق هذه المهمة، قامت الباحثة باستشارة عدة نظريات للقيادة الفاعلة مثل نظرية ماكسويل، نظرية القيادة التحويلية ونظرية القيادة الضمنية في محاولة لتحقيق فهم شامل لمختلف أساليب القيادة وتأثيرها على أداء المعلمين وبالتالي على مستوى إنجازات الطلاب، وتمثل الدراسة عينة من 75 مشاركا، 62 منها هم المعلمون وتكونت باقي العينة من عدة قيادات التعليمية بما في ذلك مديرة المدرسة ونائب مدير المدرسة بمدرسة السلام الخاصة في دبي. واعتمدت الدراسة على أساليب متباينة لتحليل وتفسير البيانات. وكشفت النتائج الرئيسية للدراسة أن معظم القادة يتبنون الأنماط القيادية الديمقراطية بمعنى تقييم فريقهم، والمرونة في اعطاء المعلمون الحرية لاستخدام الاستراتيجيات الخاصة بهم والمشاركة في صنع القرار. وتتطابق نتائج هذه الدراسة مع مستويات ماكسويل الخمسة للقيادة حيث وصل مستوى الادارة بالمدرسة الى المستوى الخامس وهو مستوى عظماء القادة. بالإضافة إلى ذلك، فقد وافق معظم المعلمين على أن أسلوب القيادة التحويلية يؤدي إلى تحسين الأداء، وشددت نتائج الدراسة على أهمية النظرية الضمنية وهي واحدة من النظريات التي تمت استشارتها في هذا البحث.

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DEDICATION

*I dedicate this work to my lovely daughter **Dana**, the apple of my eye. Your patience and your support was the energy that led me to reach this stage today, **Dana** I am so proud of you, without you I would never have achieved my goal and would have never completed my master's degree. You are the reason of my happiness today. I will never forget the hours you have spent waiting for your mom to finish her work and studies, thank you **Dana**. I wish you all the best in your life and I wish you have such an intelligent and beautiful daughter like you in the future.*

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CHAPTER 1 GENERAL INTRODUCTION

1.1 Background of the study

Leadership styles in schools today play the major role of achieving the growth of the pedagogical system, in particular in regards to the leadership of the teachers and the focus on their continuous professional development, as teachers are considered to be the most important element in the educational process. Proficient teachers need to be supported by qualified leaders and qualified principals that appreciate the value of teachers and which provide them with all ways to success (Li, 2015).

This dissertation studies the leadership styles which are reflected on teachers' performance and development and that lead to achieve the goal of the educational system which is students' achievements. The pedagogical system in Dubai run according to international standards and ruled by the ministry of education under supervision of the Knowledge and Human Development Authority (KHDA) which in turn is providing the schools with certain standards to implement their tasks and the development of quality education in line with international standards (Badri & AL Khaili, 2014). Badri and AL Khaili (2014) added that linking with international standards today is a vital in order to shift to the second step which is contributing to the educational system with the global economy to accomplish the effective advance and improvement.

Successful and effective leadership styles represent a new challenge in the educational system in Dubai. The country and the ministry of education in cooperation with knowledge and human development authority (KHDA) announced a new goal for creation and innovation in all aspects of the educational process especially in the field of leadership styles in order to improve the quality of educational services and to encourage all educational staff and students on innovation and creativity and give them a real chance to express themselves and achieve their dreams (Lope Pihie, Bagheri, & Asimiran, 2014).

Day (2011) claims that successful school structure depends on qualified leadership and qualified teachers together to ensure quality education for students and to achieve set goals and objectives. Schools effectiveness today are very different from each other, it is noticed that there are thousands

of applications on waiting lists for those schools that achieved a good level and an outstanding level. In addition, it is worth mentioning that some schools barely reached the acceptable level. The secrete key here is the innovative leadership, especially the innovative principals who believe in teachers' development and for that reason; they offer all the support and resources and capabilities that ensure teachers' development. Boyle, Haller and Hunt, (2016) believe that innovative leadership has a direct impact on improving students' achievement because quality leadership is the real and effective way to achieve any reform.

Starr, (2014) states that schools' principals today have big challenges; leadership capacity, distributing responsibilities, teachers' development and motivation, teacher's satisfaction, accomplish standards, implementation and supervision of all polices and strategies, student's achievements, parent's satisfaction, presenting detailed data about employee and students, international exams and standards…. etc. Successful leadership depends on creating a strong constructive relationship with teachers which will affect their attitude and performance towards their students in specific and to their role in general.

Effective principals who believe in freedom of creativity and innovation contribute to the success of the educational system and to their schools accordingly. A strong relationship exist between the principal's character, the leadership style and the high level of performance of teachers, as it is believed that effective leadership styles to guide teachers are the strongest factor in the school and that it leads to improving the students' achievements. This important and vital role that leadership styles play is drawing and directing the future of the students today, which keep all the workers in the educational field in front of a lot of responsibilities and challenges that require high cooperation and coordination to ensure the provision of all the ways that enable them to build a fruitful future (Nakpodia, 2010).

Effective leadership styles consider that teachers are the one who run the educational process with the students to achieve the outcomes of the teaching process and the curriculum (Buethe, 1972). Thus, Meuwissen and Choppin, (2015) argue that strong leaders share and discuss the goals and the objectives with their teachers because they are involved in the application of different methods and strategies and because they are familiar with the realistic targets in identifying the right time through their experience over the years and through their daily interaction with students. Teachers

alone can determine their resources and their goals and they can decide the appropriate time for the implementation process.

On the other hand, no one can deny the effect of a school's leadership on the performance of the teachers and thus the students' achievements. In a paper by Robinson, et al. (2008) the authors summed up more than 5000 studies that investigated the impact of leadership styles on students' achievement, and the results proved that there is a direct and a substantial relationship between them. The paper also contains a listing of 21 specific leadership responsibilities significantly correlated with students' achievement. Furthermore, a paper written by Waters, Marzano and McNulty (2003) discussed the results of 30 years research that tell about the Effect of Leadership on student achievement.

1.2 Statement of the problem

Many schools today are in strong need of understanding the purpose of the effective and the importance of leadership styles and to understand the new modern strategies to achieve success in the educational process. Teachers' development is the main reason for enhancing the students' level and their future, providing teachers with all modern teaching strategies and with updated modern curricula in order to comply with the 21st century culture and requirements (Dicicco, 2016).

Many schools today ignore this aspect and demand teachers to achieve goals without updating their knowledge with the latest methods and technologies.

1.3 The objectives of the study

The objective of this dissertation is to investigate the leadership styles in one private school in Dubai and to study the effect of the leadership styles found on the performance of the teachers and on students' achievements. Another objective is to find out the characteristics of distinguished principals who lead the schools with an advanced style that adapts the 21st century skills and to be a role model for the teacher and to other principals in different schools. Moreover, another objective is to explore the link between the leadership styles that exist among qualified principals and the teachers' professional development. In other words, if the management of the school focuses on providing a healthy environment for its teachers as well as cater for their professional development in their specific filed and in the education field in general, this will eventually lead

to a better educational experience and the students' performance will be improved and enhanced. This is considered the main target of any educational organization, to provide a good environment for its students to develop and improve. The United Arab Emirates is relatively a new country, however, in its short history, the state achieved a lot. In the field of education, the state is following up with the latest technologies and paradigm shift in all fields especially in the field of education. The leadership of the state pay special attention to education as they want to have powerful and enlightened citizens and this is done through providing quality education.

The current study is relative and important to the specific context of Dubai, as it will lead the school to focus on the importance of the leadership styles which lead to pay more attention to the teachers' professional development activities and thus to the improvement of the students. The study is very specific to the context of the school in which the researcher worked for many years hoping to investigate the reasons behind its success as a professional educational institution and to bridge gaps in any.

1.4 Research questions

The study's objective is to explore the following general research question:1 "How does educational leaders' impact teachers' professional development?" To find answers to this question, it was necessary to break it down into three specific questions to get the full picture.
Therefore, the study aims at answering the following questions:

1- What are the main significant criteria of effective leadership styles and how do they affect the schools' evaluation and performance?

2- What are the characteristics of a qualified principal who has a significant impact on the teachers?

3- What is the impact of the leadership styles of a school's management (specifically the principal) on the teachers' performance and what is the effect of those styles on students' achievements?

1.5 The significance and motivation of the study

First, the importance of this study is to shed light on the main strategies and methods that the leaders follow to enhance the educational process in the city of Dubai through focusing on teachers' professional development. Secondly, this study aims at identifying with the most important criteria to lead schools that target effective leadership and record good results. Moreover, this dissertation is expected to be a guide to schools to help in identifying effective leadership styles that impact the quality of teaching and learning and for students', to achieve the goals of education in general and to consider what is being counted as a significant factor for the effectiveness of leadership through the various levels of leadership inside the schools (Kirkham, 2005).

1.6 The structure of the study

This study is comprised of five chapters: Chapter one starts with an introduction and details to clarify the research objectives as it identifies the statements problem followed by the significance of the study, the research questions, and the objectives/limitation of the study. This chapter is concluded with a general explanation for the main terms mentioned in this study. Chapter two is a presentation of broader views and concepts of many authors which are related to the same topic of this research in order to strengthen the findings and the point of view of the overall study. Chapter three explains the deep analysis and methods that are used to reach the conclusion of this study. Chapter four presents and analyses the information and the data that were collected through the various instruments used in this study. Chapter five sheds light on the result and the conclusion of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter explores different theories about leadership styles through different dimensions, and through many researches. This study discusses the definition of effective leadership in the past and in our current time, and illustrates various leadership styles and its evaluation by the ministry of education and KHDA, after that, teachers' professional development and motivation will be discussed as a result of effective leadership, followed by its effect on students' learning and achievements.

2.2 Conceptual analysis

Several key issues are important to constitute the concept frame work of the study: **Effective leadership, Effective principal ships, Professional teacher development and Students achievement**.

Effective leadership represents the success of the school that can keep regular change in order to be updated with all instructions in the education field in today's changing environment and that establish an effective learning culture, effective leadership believes in continuous improvement in order to be familiar with the latest methods and technology. Xaba and Nhlapo (2014) state that innovative leadership has a direct influence on developing students' achievement as quality leadership is the real and true way to make any reform. Innovative leadership believes in democratic governance which is based on sharing, consulting, trust and cooperating in the school environment on equal basis. Xaba and Nhlapo (2014) add that democratic leadership is based on human rights which believe that stakeholders have the right to participate in the school's decisions-making process.

Bagheri, & Asimiran, (2014) emphasize the important of the **effective principal ship** that provide new opportunities and create new responsibilities for the teachers and the school's staff as well as the students in order to enhance their performance. Principals who spread and apply the culture of change to their schools, that leads to implementing new innovative techniques, guide the teachers'

practice towards achieving new innovative educational goals and students' achievement (Yoon,2016).

Yoo (2016) investigated the impact of continuous **professional teacher development** that is organized and rolled by the school's leaders leading to a great change in teachers' academic performance. Yoo (2016) adds that it has been noticed that teachers' efficacy is one of the most important factors that impact the students' achievements and behaviour. It was also noticed that many teachers today are seeking to enhance their efficacy by going through continuous learning programs or by getting diplomas and master's degrees in order to reach higher professional levels and to reflect on the educational attainment for students. Hanegan, Friden and Nelson (2009) claim that teachers need to get higher professional programs after they graduate from university as they need practical experience to help them to implement the know-how of the daily practice in their classrooms and to help them in strengthening their deep knowledge about their subjects and students. Hanegan, Friden and Nelson (2009) added that teachers will have the chance to meet with specialists and professors to improve their knowledge and practices.

Students' achievement today is not measured easily within the scientific revolution in the twenty first century, what is considered as an achievement is different by far from the previous thoughts and expectations. Especially in the age of technology, high expectations and achievements are required and expected from todays' generation as they are getting a real chance to move forward, and an effective leader works behind to develop and introduce more professional and inspiring teachers to guide them towards more achievements and success (Jemal et al., 2015).

Measure principals' capacity and Art Levine's' program
In the last 20 years, academic training took part to measure principal's capacity in how to improve teachers' development and students' achievements and in this subject many researches refer to Art Levine and his programs in 2005, which depended on certain criteria that focus on preparing school leaders (Anderson& Reynolds, 2015). In the following, the main concepts of Art Levine program are explained:

The purpose Concentrating on the instruction of school leader's objectives reflect the requirements of today's leaders, schools, and students and the meaning of achievement is fixing students learning in the schools controlled by the project graduates. (Levine 2005).

Curricular coherence The educational programs mirror program purposes and objectives. The educational modules are thorough, sound, and composed to instruct the aptitudes and learning required by leaders at particular sorts of schools and at the different phases of their professions.

Curricular Balance The educational modules incorporate the hypothesis and routine of schools, adjusting study in classrooms.

Training workshops The workshops include scholastics and specialists who are specialists in school administration and leadership, with latest updates in their field, mentally profitable, and immovably established in both the foundation and the schools. Taken all in all, the workforce's size and fields of aptitude are adjusted to the educational programs and student enlistment.

Admission Confirmation criteria are intended to select students with the limit and inspiration to end up as effective school leaders. This means that it is essential to be very accurate in the selection process of candidates to choose those who have potential to succeed in this role. A leader is born as a leader and he/she needs to learn certain skills to care for their talents and natural gifts.

Degrees Graduation benchmarks are high and the degrees honored are suitable to the calling. Therefore, in the process of selecting and prepare the educational leader in the workplace, it is essential to have high achievers because the role that they will play in the future is very crucial.

Research completed in the project is of high standard, driven by practice, and helpful to professionals and/or strategy creators. In other words, leaders who contribute to research or at least maintain an up-to-date status perform better in their work and become more effective.

Finance Assets are satisfactory to bolster the system. Such leaders should maintain a stable financial status to be able to become more creative in their work and stay as high achievers. In this case, the educational institution guarantees efficiency and efficacy.

Assessment The project takes part in proceeding with self-appraisal and change of its execution. Levine (2005) developed this program which is concerned with educating leaders and teachers in schools, that teachers have the largest influence on our students learning. From this concept Arthur Levine launched this program that focus on enhancing the quantity and the quality of todays' teachers in order to achieve the main goal of the educational system which is improving students'

achievements. The program addresses both skills and knowledge that teachers have or need in order to implement these skills in their classrooms with their students.

2.3 Theoretical Framework

This study consulted three leadership theories: Authentic leadership theory, Implicit leadership theory and rolled as well as John Maxwell's model. The following sections will explain further:

Figure:1 Theoretical Framework

Authentic Leadership theory

John Maxwell Leadership Style

Implicit leadership theory
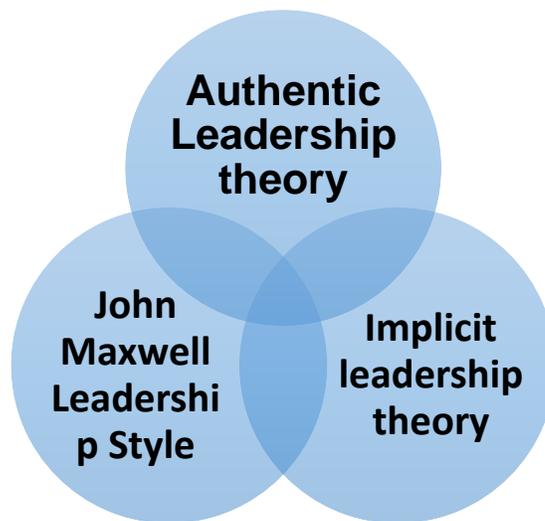
2.3.1 Authentic leadership theory

Gardner, Avolio and Walumbwa (2005) claim that authentic leadership improvement is characterized by a procedure that draws from both positive mental limits and a very created hierarchical setting to cultivate more prominent mindfulness and self-managed positive practices with respect to leaders and partners, delivering positive self-advancement in each.

Authentic leaders are pioneers who: 1- know who they are and what they have faith in; 2- show straight forwardness and consistency between their qualities, moral thinking and activities; 3- concentrate on creating positive mental states, for example, certainty, good faith, trust, and versatility inside themselves and their partners; 4- are generally known and regarded for their honesty. This study investigates the leadership and principals' traits and character that related to the authentic leadership style which show their attitude and behavior in the schools, and which reflect the teachers' point of view of their leaders.

2.3.2 Implicit leadership theory

Forsyth (2009) claims that implicit leadership theory is related to a cognitive theory that based on that people create their representative information about their leadership and then use this knowledge to interpret what happens around them and in order to manage their behaviors. According to the implicit leadership theory individual have their expectations in advance and their own assumptions about their leaders' characteristics and their traits. And for that reason an effective leader in order to be successful needs to consider and bear in mind this theory. Moreover, group member seeks and appreciate the leader who involved in the group tasks and activities, who is in control, effective, influential, caring, and who is ready to new ideas, in other words seeking for an innovative leader (Bauer, 2015). This research considers the implicit leadership theory and for that the researcher conducted a questionnaire followed by interviews with sixty-two teachers in order to reflect the teachers' perspectives on their leaders, and how they evaluate their opinion on their leaders' behavior and performance, and to what extent their leaders affect their performance and professional development. Maxwell (2014) lays the foundation of the levels of the leadership as shown in the following figure:

Figure: 2 Five levels of leadership

Level 1: Which is leader consider as: **Highly capable individual**, at this level leader have a highly level of knowledge and the talent to do the job properly. Moreover, at this level leader have many

contributions. **Level 2**: **Contributing team member**, leader at this level has the ability to transfer his knowledge to his team, as well as having the talent of interacting with the team effectively. **Level 3: Competent manager**, at this level leader could achieve certain goals effectively by organizing the team. **Level 4: Effective leader:** Leader widely could meet performance goals of the school or the organization and achieve a vision. **Level 5: Great leader:** Leader that reach this level have all the skills of the previous four levels, in addition, have a unique qualities and humility that's required to be Great and innovative leader and have a real imprint on the school and the environment. The focus of this study will be on Maxwell's model as it is the most comprehensive model which is specific and particular to the current study.

2.4 Review of related literature

2.4.1 Leadership definition

Kang, Solomon and Choi (2015) clarify that effective leadership as individual level conduct to accomplish the purposeful ideas and usage of new and helpful thoughts in schools. Kang, Solomon and Choi (2015) added that effective leadership is a multi-stage procedure of acknowledgment of thought era to use a new thought that affect the schools' staff and students. The value of innovative leadership lies in the thought that leader who believe in rewarding the employee who achieve desired goals will achieve better results because this action deeply lies in mind of the employee subconscious that if he does well, reward accordingly will follow and it will be an incentive to work and innovate.

Effective principal works hard to advance a standardizing responsibilities amongst the team leader who worked with sub leaders and subject leader towards enculturation of self-coordinated strategy for teachers' development and students' achievements, team leaders make sure of the understanding of the subject leaders for the school plans and for the general strategies and effective culture and to the implementation process in their classes and with their students. Adding that school based innovation encourages the believers of traditions values to focus on the new learning style, such as critical thinking, self-learning, innovation creativity and to believe in collaboration instead of competition. One of the new standards of 21st century skills in developing teachers' professionalism is to practice the concept of (TLLM), teach less learn more to improve and reform the quality of teaching and learning (Toh et al. 2014).

Effective Leaders have authenticity that reflects an important model who affects the conduct of schools' operations and their success in achieving desired goals. Authenticity is a self-referential condition of being. It is more than an inclination, and needs to do fundamentally with being one's true self. It is conditions of being independent not like sincerity which is just show in one's associations with others, leader is authentic because he has achieved authenticity, and this condition of being is the same whether he is separate from everyone else or in a group. At the point when connected to the authority process. However, we will grow how this intrapersonal condition of being positively influences the interpersonal follower–leader relationship (Gardner, Avolio & Walumbwa 2005).

Bualshawarib (2014) clarifies that effective leadership depends on effective skills to clarify and facilitate individual with all the process and with the implementation steps in order to understand how to achieve certain goals. An excellent leader with his inspiration to enhance the quality and the efficiency of his team, bearing in his mind that his team has certain requirements and that he has to meet considering that as a part of the department goals. Bulshawarib (2014) added that among the various leadership theories in relation to employee and organizational performance, perhaps the most prominent is the transformational- transactional theory of leadership. The team performance is a rising element with group strengthening that is created through various factors, for example, leader conduct, obligation, collaboration and different elements.

Leadership Belief

People have accepted that leadership is the basic to the achievement of any association. The idea goes back to the history; the investigation of leadership is an antiquated workmanship. Also, leadership happens all around among all individuals. Hypotheses of leadership incorporate methodologies, for example, Great man hypothesis, which suggested that leaders are portrayed with predominant qualities and ecological hypothesis which states that leaders develop as a consequence of time, spot and circumstances (Allison et al. 2009).

McGregor (1960) states a theory of leadership approaches that are affected by a leader's beliefs about the nature of human. McGregor categorized these assumptions into two categories:
Firstly, a model that try to avoid work because they do not like, this character must be directed all the time and to be forced to meet the school or the organizations' goals. Secondly, a model that try

to learn all the time and seeking responsibilities as well, they have high quality of imagination, solving problems and creativity.

The current beliefs about the importance of the principal are not far from traditional beliefs which recognized the principal as the absolute and the most effective person in school. Moreover, principal is in charge of all exercises in and out school building. Since the start of the nineteenth century, the idea of viability is begun to change. There have been various requirements for new ideal models in inquiring about innovative leadership. Meta-examination has showed up in this period. This term alludes to a variety of procedures for integrating an immeasurable measure of exploration quantitatively.

2.4.2 Ordinary and extraordinary leadership style

Two main hypotheses explain and divide the leadership styles to two categorize, first category is the ordinary leadership style which refers to the transactional leadership and second category is the extraordinary leadership style which refers to the transformational leadership as following:

- **Transactional leadership style**

Transactional leadership style is the definition of ordinary leadership has faith in correlated relationship in a clear line. In which teachers or employees have to confirm to the management strategies and requirements to accomplish the outcomes and to achieve the results in return of a specific rewards (Ugochukwu & David, 2014).

- **Transformational leadership style**

According to Ross and Blachman (2015) confirmed that different leadership styles recommended by researchers, unmistakably there are two types of initiatives each of which varies taking into account the way they rouse others. Transformational authority style changes the individual qualities and convictions of the pioneers to invigorate and spurs subordinates to accomplish more. While recognized transformational administration as a procedure where, one or more persons draw in with others in a manner that pioneers and supporters raise each other to more elevated amounts of inspiration and ethical quality.

▪ **Democratic leadership style**

This style is also described as participative **leadership**. It is a leadership style that enables employees within carnation organization to effectively take part in the organization's process of decision making and they feel free to engage in discussions and express their ideas freely to the benefit of the organization and the work environment. This definition and structure is described and identified by Gastil (1994).

2.4.3 A guide Plan for Effective Leadership

Effective leadership was well known in our history by primarily principals. But today a huge change and shift in this paradigm has been done to be more effective such as principles based leadership which is concerned with collaboration between leaders and staff rather than following same instructions. Berkey (2009) claims that principals and the school boards are concerned with how to push school leadership to be highly effective. Obviously, one of the most important parts here is the choosing of the leadership team who will change strategies, achieve goals and shape the future for the school, teachers and students and then the community.

To make change that need to accomplish new objectives, means having a plan, because without a plan no one can meet or achieve any goals. Plan needs certain vision of how to apply implementation process with clear strategies. This part will shed light on various actions to be considered to support the principals and leaders in accomplishing their missions and to achieve their goals to lead their students for more and innovative achievements. Schrum and Levin (2013) note that the 21st century skills of effective leadership involve various actions and standards to be as the path and the guider to principals and school leaders to achieve teachers' professional development and students' achievements, these actions contain six steps as follows:

- Choosing the leadership team carefully and according to the same criteria in order to build a strong team and giving a real chance of distributing responsibilities to the teams' members.
- Regarding the area of professional development, effective leadership conducts a regular observation for the process of teaching and learning and gives feedback to the teachers and recommendations (Goertz, 2000).

- Effective leadership decided the priorities that based on teachers' requirements and students' achievements and for the effectiveness of the school.

- Preparing a modeling team in order to enhance teaching and learning level and strategies with various activities of implementing effective teaching and learning style.

- Focusing on the right work and identify the proper size of work and time for implementation and execution and avoid burden work for staff. Moreover, technology today is a very important strategy in the way that improve team leaders and teachers teaching strategies and to allow them a new method of activities and innovation ideas. One study by Vlasova, Masalimova and Alamanov (2016), aimed at training team leaders and teachers on the fundamental of data streams integration. The program is concerned with many stages and beliefs as following:

  ▪ The professionalism of teachers in future as a significant ability in the conditions of data society and creative innovation development.

  ▪ The collecting of data and the interactions of environment in the proficient instruction, bearing in mind the method for professional training operated improvement and development.

  ▪ The thought of necessities for the teacher preparing content with in the needs of teachers' preparation in the states of data society advancement and innovation standards. These demands allow updating the program of teachers training as per the advancement of the region.

  ▪ The evaluation of teacher preparing content conclusion on the basis of data streams incorporation that accept the alternative of a variable projection direction.

Believing in the principle that no child left behind, inclusion today have become the focus of the countries around the world. In addition, it is a huge project and strategies focus on those students with disabilities to integrate them into normal schools, which would be a significant burden on the schools that are without qualified staff, starting from the principals to the teachers, for that reason, the United Arab Emirates embraced this huge project and many organizations are working behind to facilitates all the difficulties they could face and pave all the ways for it to function properly. It starts by training teachers on how to deal with students with disabilities and through good planning of effective school management that control operations. The schools with innovative strategies accordingly started various training programs for the development of team leaders and teachers regarding this field (Brock, & Carter, 2016).

2.5 School principal as leader

In our current time, school principals are viewed as the pioneers of the educating learning process and called instructional pioneers. They give the teachers and the management staff learning opportunities to enhance their expert development. The opportunities that principals give to teachers to engage instructors in the quest for honest to goodness inquiries, issues, and interests, after some time, in ways that leave a sign on points of view, arrangements, and practice (Reardon, 2011).

This dissertation focuses on the work of the schools' principals as pioneers. It focuses on the assignments and the obligations of pioneers, their responsibility of the accomplishment of schools regarding understudies' accomplishment and the qualities of a powerful principal.

Quality school administration is a key part in any change exertion coordinated at enhancing under study accomplishment (Styron, & LeMire, 2011). Observational proof shows that principals can make school situations helpful for educating and learning and draw in, support, and hold top notch educators. Truth be told, innovative leadership is second just to instructing among school impacts on under study success, and the effect of administration is most noteworthy in schools with the best needs.

A meta-examination revealed that expanding leadership viability by one standard deviation could prompt a 10-percentile point pick up in under study accomplishment. Another meta-examination investigating the relationship amongst leadership and under study results distinguished three initiative spaces that had moderate to solid consequences for under study results (Boyle, Haller & Hunt, 2016). Manna (2015) illustrates the significant part of the school's key as a multiplier of powerful instructing rehearse and the principals' responsibilities observed to be powerful in enhancing low-performing schools as follows:

- Setting association objectives and checking objective accomplishment utilizing all-inclusive information and a cycle of request procedure for nonstop change.
- Promoting instructors' learning by building proficient improvement frameworks that develop instructors' compelling practice learning and abilities.

- Serving specifically as instructional pioneers, by planning, assessing and educating within the educational programs. Researchers have found that quality direction all through a whole school building, as opposed to detached pockets of greatness, is uncommon without the initiative of a successful key. In a report that gave a national output of state strategies including get ready and creating school principals (Doyle & Locke 2014).

2.5.1 School principals and teachers' professional developments

This study examines and proves the influence of effective principals with experience and strategies from the perspective of how to motivate teachers to reach more innovative and more powerful teaching practices (Yoon, 2016). The outcome ought to be a new and clearer picture of more effective teachers' development. Moreover, it is expected that in view of this fact and through the discoveries that those principals will have enthusiasm for addressing the requirements of the teachers and the team leaders who need to get preparing and getting regular training in order to adopt their effective teaching process and to get all the support to improve as effective teachers and use effective teaching strategies. It is obvious that teachers have the larger direct influence on their students' achievements through implementing the directions of their principals to follow the same objectives which is expanding the achievements of students as it is the main goal of the educational system.

Likewise, teachers can impact their students' achievements by demonstrating level of duty to students' prosperity, applicable experience to a huge number of classroom situations and through real encouraging for true identity that leads them to a leadership qualification and position. There is direct impact of leadership on students' achievement intervened by teachers. Consequently, the beliefs of the teachers on their expert duty and to their professionalism are connected to the effect of the principals' innovation strategies and leadership efficiency.

Applying such methodology considers that teachers' leaders play a bigger part in the educational field and is supported by numerous leaders in the leadership community. Many of these leaders have voiced ideas due to distribution of responsibilities of the leadership instead of a top-down strategy in schools. That right of power that is given to teachers' leaders makes solving problems and responding to students' problems faster and easier because of the way that more power figures

are accessible to help teachers with classroom difficulties. In addition, this strategy implies that agreement can be framed at an extremely local level inside the school.

Research by Yoon (2016) found out that the effective leadership with high committed qualities will end up creating innovative teachers' leaders which parallel with their own particular capacities. Basically, Reardon (2011) adds that the teachers' leaders represent an impression view of their principals from many ways, accordingly to the teachers' leaders; the principal will be the one who leaves a positive impact on students' achievement. Since the change will come naturally from the effective principal, many scholars believe that the greater part of training should be done for the principals themselves with the trusts that they will develop successful teachers. It is more beneficial that teachers with principals work with each other to make to build qualified teachers leaders who help and support each other, on the one hand, this will enhance the teachers' developments and on the other hand, it will lead to more students' achievements.

Henning (2006) wrote a study about a new program for teachers' development to graduate lead teachers, the program was critical and supportive that it intended to expand students' accomplishment through developing teachers and schools as well. This positively affected schools which trust this project in order to build a new style of leadership. Today, teachers, leaders and principals have difficult work and positions fitting with endless demands with lesser resources.

Moreover, investing in teachers' development is not easy. In spite of that they have to provide professional development for teachers and leaders as well, help solving different problems they face daily such as technology, curriculum, teaching strategies, activities, funding imperatives, quality assurance, tools and services…. etc. Then they can move forward. Education is not an easy system, but it becomes more complicated with the variety of stakeholders, it is not easy to carry responsibility of each student to enable them to develop their learning to be up-to-date with the 21st century standards as it is shown below in figure 3:

Figure 3: Leadership support for teachers' professional development.
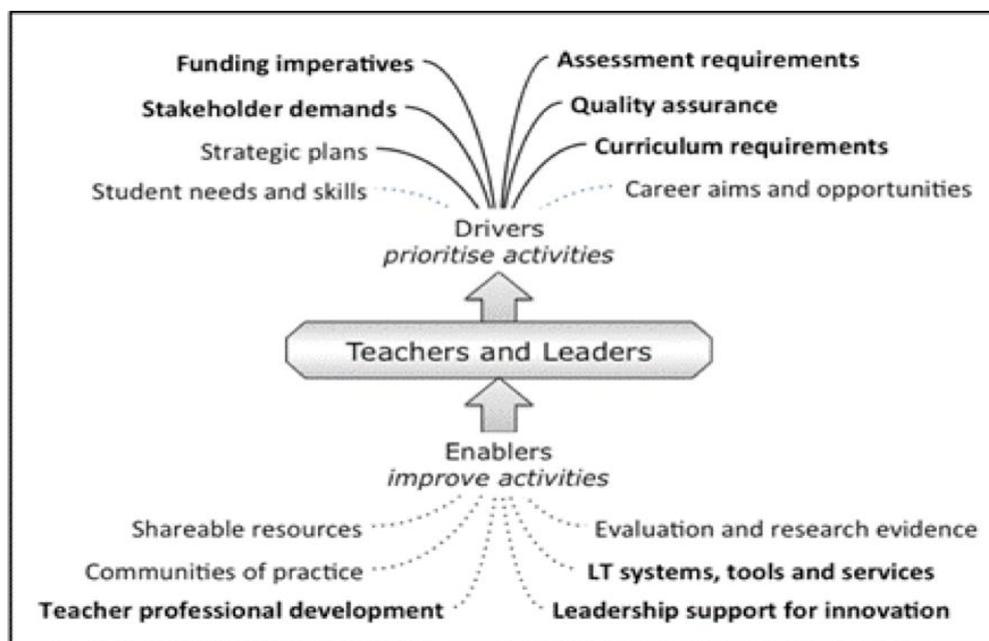
Adopted from Henning (2006)

2.5.2 School principals and students' achievement

This study supports the significance of effective school leadership in making the progress growing rapidly. It was in the relatively recent past, in any case that some scholars ignore or disagree with the effect of principals on students' accomplishment bearing in mind that different scholars have touched base to different conclusions and noted down the positive relationship between leadership and students' achievement (Leithwood & Mascall, 2008).

A reasonable conclusion can be taken from the study; more is achieved among students. In spite of the fact that it is currently acknowledged in instruction that the leadership has a huge impact, it is likewise perceived that the relationship is aberrant instead of direct. Moreover, effective principals do not influence specifically the procedures during their direction to instructors or work viably as shown below in Figure 4:

Figure 4 Relationship between principals' leadership and students' achievements.
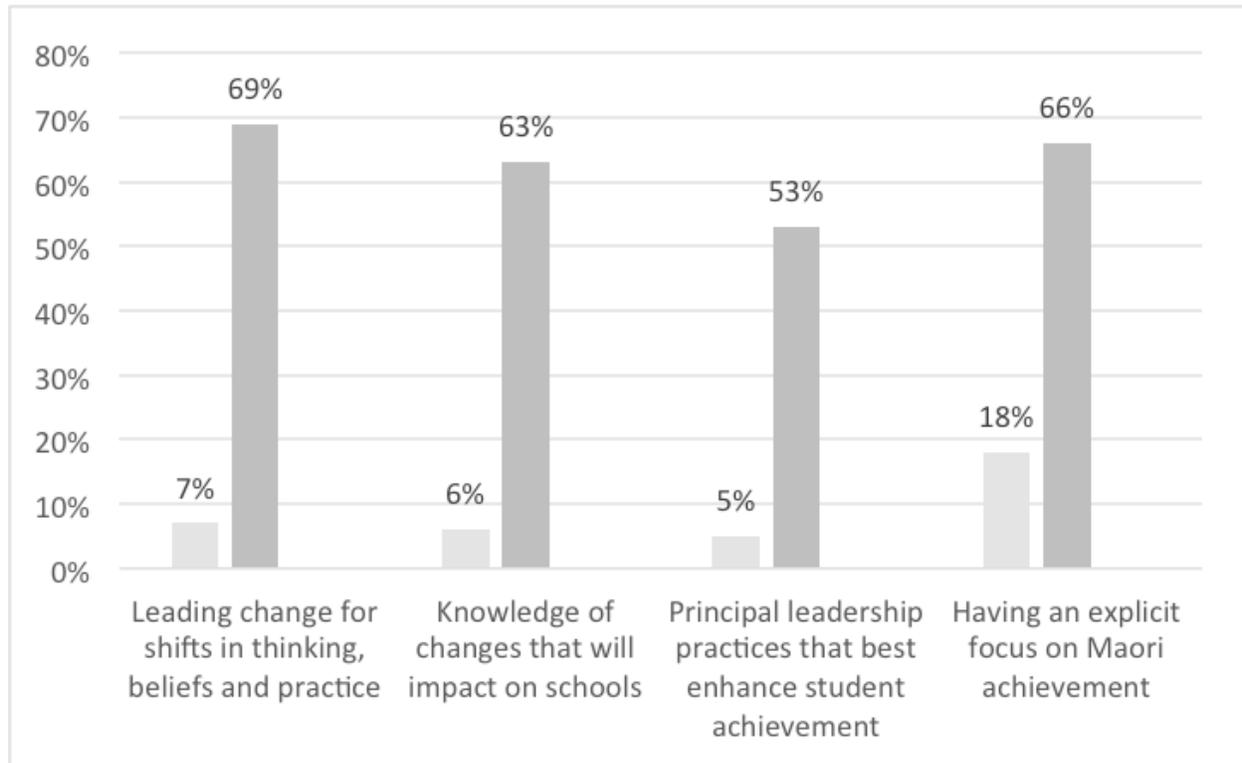
Adapted from (Leithwood & Mascall, 2008).

Figure 4 demonstrates the direct relationship between principals' leadership practices and students' achievement, as the performance is increased with the noticeable change of principals' way of thinking and their beliefs and practices that impact schools respectively.

The most important actions the lead to more achievements by students as noted by Leithwood and Marshal (2008) are:

- Providing assertion and festivity of staff exertion and accomplishment.
- Challenging existing conditions as a change specialist.
- Establishing forms for viable correspondence and exhibiting adaptability in addressing distinctive requirements in the school.
- Shaping the suppositions, convictions, desires and propensities that constitute school society.
- Participating in educational programs outline, execution and evaluation.
- Establishing clear objectives, strategies and a positive workplace.
- Providing instructors with assets and support.

▪ Being around all through the school and having positive cooperation's with staff and students.

2.5.3 Personality and Practices of Effective School Principals

What personality and characteristics should effective principal have? It is hard to find typical personalities for two principals or leaders, because each person has his own character and his own skills. Instead Stronge, Richard and Catano (2008) state that effective principals have critical main factors that affect students' achievement and the success of their school. They explain various factors to lead and help principals on how to balance the requirements and the priorities of the school and on how to enhance their leadership skills.

 The study provides principals with important elements that lead to achieve their goals successfully such as; creating a clear mind map for effective school leadership scale, positive environment for teaching and learning, developing innovative teachers, strengthening school's management and having a strong relationship between management and staff and to build high quality achievers. On a personal level, an innovative principal must have certain qualities; here are the most important character traits for principals:

    1- Outstanding leader

Principals are supposed to have high quality leadership skills, bearing in mind that whenever the school gets credit, it will add up to their credit accordingly. They have to be ready for success and for failure as well. They have to think always and work positively for change and consider that requirements of everyone in the school as a priority. Innovative Principals have to realize that success in their hands and failure as well and so they have to be willing to carry this responsibility.

    2- People person

Effective principals are active, going around the schools most of the time, always there with students and teachers, not sitting behind a disk to control the school. The more they are with their staff, students and parents, the greater the influence they will have. Principals need to be involved in all school's activities, as it is a hidden message of appreciation, they need to be involved in all the details of the educational process by visiting classes regularly, walking in the halls, checking time between periods and treating people with respect, smiling at them in order to set positive emotions to people which is part of the development process for both teachers and students' achievement.

3- Fair and Reasonable

One of the most important qualities required for innovative principals is to be fair, treats everyone in the same way, with same obligations without giving exceptions to some and refuse it from others. If they do so, they quickly discredit themselves as fair principals. For instance, two teachers in the same condition need to take their students in a fieldtrip, one get permission and the other teacher is denied of the same request because the principal care about some teachers not all. In such cases, principals need to set certain instructions for all, treat everyone equally, and avoid the human nature that finds it logical to have favourites.

4- Problem Solver

Principals need to encourage teachers and staff to be problem solvers by giving them a chance to find solutions to the issues they might face and to give them some responsibilities and powers, so they can make a difference, not to wait for the change to be done solely by the principals. Principals, who do so, create an innovative climate in the school as they cannot solve all the problems by themselves.

5- Exceptional Listener

Not all the staff will be happy all the time, they might have an issue, at certain time they need to talk, it means a lot for them to feel that their principal care of them and have time for them, and definitely, they will find solutions to their problems, being a good listener is one of the advantages to be an innovative principal.

In addition, in Florida, a yearly award is given to the effective and innovative principals of the year by the council of instructional technology leaders. The council created a program that can measure the successful results of students' achievements in the schools, and it also measures teachers' development and technology integration in classrooms. The objectives of the program are:

- Presenting a forum of perceiving effective principals in the field of educational technology.
- Sharing the best implementation practice with the council group and with other leaders and principals to extend the maximum possible beneficial of the program.
- Sharing and advancing successful uses of innovation.
- Recognizing and securing assets and resources.
- Improving teachers' professional development and impacting polices and strategies positively.

2.6 Similar Studies

Several studies were conducted on the same subject in the different parts of the world. There was the study of Witziers, Bosker and Krüger (2003) that the debate on the impact of the principal on students' achievement, the study concluded that there are direct and indirect effects. In addition, there was the study of Waters & Marzano (2006) which concluded four main findings. These findings are summarized in the following facts; school leadership matters, there must be a focus on creating goal oriented organizations, the positive leadership correlated with students' achievements and the finding of "defined autonomy" One of the prominent studies is also the study of Pounder, Ogawa and Adams (1995) that described the link between leadership styles and the students' achievement as significant. The study felt the necessity to fill the gap in the literature as studies in the GCC region are scarce. The context of Dubai in specific provides a rich context due to the importance of a city like Dubai.

2.7 Summary

This chapter shed light on the theories that were consulted by the researcher in order to reach the study's goal. The goal is to identify the impact of leadership styles on the teachers' professional development. The leadership styles do not only affect teachers' performance, but it also affects the teaching and learning environment. The educational leaders need to recognize the great impact of their attitudes and characteristics, on the educational system's progression. Great leader is expected from the teachers' point of view and the students as well. The study also sheds light upon similar studies that were used to situate the current study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter shows the methodology and the framework that is used in this study. It also presents the design of the concepts that is used to role this research.

This study was conducted to be a sign to all those interested in the educational system and to educational workers of the importance of the leadership styles in occurring an effective significant development in the learning environment, and to show the ability of leadership styles to impact sub leaders and teachers to follow certain instructions to achieve certain goals (Lewin's 1939).The purpose for this study was to clarify the effective leadership styles that adapted to the 21st century skills and investigates the impact on the teachers professional developments.

According to Chouinard et al. (2005), implementing a professional leadership style among the school environment, needs to have the power that lead to change. Leader that facilitate to people to ask questions to put on their idea's, to have the freedom to create and communicate, this leader provides a culture of transparency, which lead to more achievements and innovations. Northouse (2015) identify leadership as a "process whereby an individual influences a group of individuals to achieve a common goal".

A further great theory that had impact in this study is that creates a model of the traits of the leader and how it impacts the performance related to Zaccaro (2007), as it shown in Figure 5:

Figure 5: Leaders traits and performance.
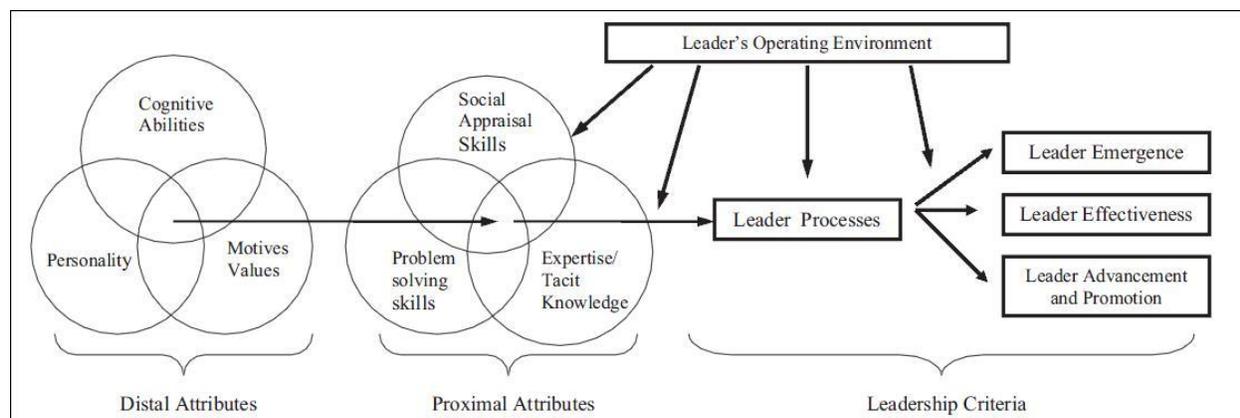
Adopted from (Zaccaro 2007)

Zaccaro (2007) depends on two factors about the traits of the leader. The first factor is that the effective leader is based on full set of cognitive knowledge and social abilities, furthermore to the way of arranging the tendencies. The second factor is that the impact on leadership is related to the personality of the leader. And this perception has many levels that are related to how a leader integrates social interactions and cognitive abilities in order to develop the leader's knowledge and social skills in addition to enhance the problem solving skills.

3.2 Research Design

This study used mixed methods of research which is quantitative and qualitative approach design. The two methods conducted in order to have a clear vision about the leadership styles and to describe the effect of the relationship between leadership and teachers and to measure the impact of the various leadership styles on the teachers' professional development. The quantitative method in this study helps to collect facts and to study the two factors relationships in order to come up with a general conclusion, using numerical information and designed questions. Qualitative methods were used too to understand the participants' perceptions as the qualitative research is more concerned with the study's progresses (Bell and waters, 2014). The study's instrument comprised of two types of questionnaires; the first questionnaire was designed for the leaders and the heads of the departments, the second questionnaire was designed for teachers.

3.2.1 Mixed method approach

Creswell (2007) points out that the data collection method is effective when the researcher chooses the proper sources. This study endorsed using quantitative and qualitative methods. There is a need to use the mixed methods approach in order to strengthen the analysis of the study and the conclusion of results. The quantitative research reflects the number of the participants of the study and asserts selected measurements that are necessary for statistical analysis of the information that is based on the selected sample. Moreover, the quantitative approach is used to collect data that covers a large number of people that participated in the study that's why the quantitative method is a generalized method (Cresswell, 2013).

This study adopts qualitative method in order to collect thorough and detailed data. Qualitative research seeks to study the human behavior and the factors that affect it and how the participants of the study analyze and clarify their own world (Ugochukwu & David, 2014).

3.2.2 Questionnaire data collection method and follow up interviews

This study conducted two types of questionnaires, one for the educational leaders and one for the teachers with different questions and different aims. This questionnaire was not meant to evaluate any of the participants but it was conducted for the purpose of this dissertation. The questionnaire was followed by interviews in order to gather more detailed data and in order to clarify any unintelligible answers of the questionnaire. Brief explanation was given to the participants about the aim of this study and how it is important for them and for their schools to identify the relationship between the leadership styles and the impact on the teachers' professional development which will have effects on the students' learning environment.

3.3 Setting and Participants of the Study

This study was conducted in AL-Salam Private School in Dubai, United Arab Emirates. The study included (75) participants, (62) teachers that represents fifty percent of the school's teachers and (13) leaders and the principal and the deputy headmaster. The researcher has prolonged experience in the educational field which lasted for twelve years, working as a teacher for more than eight years and as a leader for about four years which enhanced her qualifications and professional skills. The participants of this research were from different ages and nationalities and they came from all the departments of the school and from different subjects. The sample of the teachers has been chosen from different educational stages and departments as kindergarten and primary as well as the secondary section which found as a rich and suitable environment for this research.

School	AL-Salam Private School
Leaders	13
Teachers	62
Total Sample	75

Table 1: Sample Population

3.4 Research Instruments

This study used mixed methodology including is quantitative and qualitative instruments. The study relied on two types of questionnaires; the first one for the leaders and the second one for the teachers. The leadership questionnaire covered different areas about the leaders, personal information, leadership styles, effective leadership and leadership traits and its influence on teachers' efficacy and professional development which automatically affect teaching and learning.

The first questionnaire focuses on the leadership styles of the leaders and the principal as one of the leaders, their leading attitude towards the teachers, and their behavior in presenting their duties and the way of carrying out their responsibilities. The questionnaire was adopted from a similar study by *(*Abuaqel, 2015) and comments have been considered while distributing the questionnaire in order to improve and to achieve the goals of this research.

3.4.1   Leaders' questionnaire and teachers' questionnaire

This study adapts two questionnaires, one for the principal and the leaders, and one for the teachers who represent the majority of the sample.
Each questionnaire includes two parts: the first one is concerned with the personal data of the participants, such as: age, gender, working years of experience and educational degree.
The second part that includes various questions that covers the area of the leader's traits and behavior and the leadership styles that effect the teachers' professionalism and development, the questionnaire focused on many aspects starting with the leadership styles and attitudes, effective leadership behavior and strategies that effect teachers and the learning environment, then the second questionnaire focused on the teachers perspectives about their leaders and on the ways by which teachers get regular development through workshops, lecturers, training courses or exchanging experiences with other schools.

3.4.2 Follow up Interviews

Follow up interviews have been conducted after the questionnaire and after analyzing the collected data to clarify any refutations of the information that were given in the questionnaire.

Follow up interviews are considered as one of the most effective approaches in collecting data to investigate the participants' personal vision and beliefs. This will contribute to a deeper understanding of the study's objectives.

In this research the researcher conducted this approach to explore the teachers' views on their leadership styles and their effectiveness which affect the teachers' development. The interviews were arranged to increase the reliability of the questionnaire. Two types of the interviews were conducted, one of them was designed for the leaders (see appendices) and the other one was designed for the teachers in order to have a clear vision about the impact of leadership styles on the teachers' professional development in the school from both sides; leaderships and teachers.

3.5 Delimitation and limitations of the study

The topic of the study was the first delimitation in the study, that it is measuring the impact of the leadership styles on teachers' professional development. This study chose a questionnaire as a tool to collect quantitative information, followed by an Interview with some of the leaders and teachers. Different factors that were considered in collecting the data such as: Age, gender, position, number of working years and experience in order to give a clear vision of the study and that would strengthen the study and give firm results. This study covers one school which is Al-Salam Private School in Dubai, the school has an outstanding principal who leads the school using effective and innovative strategies and who could manage the school's departments with a unique style. This made the school as if it is one family that has the same goal, which is developing the teachers so that they can apply all innovation strategies for the students and for their educational attainment. The limitation of this study is that the questionnaires and the interviews were limited to only the school principal and leadership team and teachers because the study covers only one school. Furthermore, all participants came from one school which is al-Salam private school. Unfortunately, the study is not able to include more schools or even public schools in the United Arab Emirates.

3.6 Validity and Reliability

The validity approach is more sophisticated and is combined with the methodology. In addition, the validity concept measures how faithful are the result of the study. In qualitative method, the word validity refers to the used tools in the study as well as the process of collecting data. In case the question of the study is authentic for the expected outcomes, the selection of methodology is valid to answer the questions of the study. Furthermore, the research design is appropriate for the chosen methodology, participants and data analysis. Lastly, the result is appropriate to the case and context (Leung, 2015).

In research method the word reliability reflects the meaning of observation or dependability. But dependability shows that the measurement is valid and reliable, so that in research we need to be more specific about the definition of the term reliability. If the measure of observing the score is giving the same conclusion that show repeatability of the result; this means this research context is showing reliability (Fries, et.al. 2015). Moreover, reliability is a rate of measurement. In other words, it is a ratio that gives an accurate level on the measure. Noble and Smith (2015) defined three styles of reliability: 1- similar result for the continuous measure. 2- Stability of the measurement. 3- Similar result in a specific time. In consequence, the result that obtained from the participants in the questionnaire demonstrates high reliability of the tools that used in this research. In the methodology designed for the current study, the researcher depended on triangulation. Questionnaires and interviews were designed and conducted for the purpose of having a comprehensive picture from all parties in the school. All the above mentioned criteria and standards were taken into consideration in the process of designing the study's instruments. The researcher wanted to come up with valid and reliable data and this would not have happened without making sure of the validity of the research design and research instruments. The main objective is to fulfill the study's purpose and to answer the research questions.

3.7 Ethical Considerations

Conducting research in schools requires a lot of ethical considerations that are highly admired in the mind of the researcher. To distribute a questionnaire that involves different questions and opinions, the researcher has to be aware that it is a huge responsibility, and for this, the researcher

has to clarify these aspects and explain openly and transparently to the participants that this data is for academic purposes only and that it will be treated with confidentiality and all the responses will be erased at the end of the study (Exton, 1982). In addition, all response, opinions and suggestions will be respected and put into the consideration of the researcher because, the researcher seeks to find the impact of leadership styles on teachers' development.

3.8 Role of the Researcher

The researcher worked in the same school which is Al-Salam Private School for more than five years as a teacher and a team leader, the position of the researcher provided strong qualifications and allowed the required experience to conduct a questionnaire and manage interviews to get the required data for this research. The researcher as a teacher and as a team leader would strengthen the research as the position could give clear responses for the two main factors of this study, the leadership and the teacher's development. After analyzing the collected data, follow up interview were held to analyze any unclear responses of the participants, because the interview as a research instrument is provide specific information. Moreover, the participants freely answered the questionnaire without any pressure from the side of the researcher.

CHAPTER FOUR RESULTS AND DISCUSSION

4.1 Introduction

The results of this study were concluded through questionnaires and interviews, the questionnaires had two versions: one for the principal and leaders to identify their leadership styles that effect the teachers' development and to find out their traits and styles that effect the learning environment. The second questionnaire is designed for the teachers in order to investigate their perspective on their leader and the impact of their leadership styles on their performance and development. Follow up interviews were conducted to investigate the teachers' perspectives on their leaders and on their professional development.

4.2 Data Analysis

4.2.1 Questionnaires

The questionnaires' results were divided into two tables the first table for the principal and leaderships of the school, the second table is designed for the teachers. The designed questions of the two questionnaires tackle the research objectives of this dissertation. Both questionnaires covered the demographic information of the participants, the questions of the questionnaire were designed to illustrate the effective leadership styles and to figure out the characteristics of the distinguished leader and principal who leads his school with an advanced style that adapted to the 21st century skills from their viewpoint. The second questionnaire was designed to prove the strong relationship between the leadership styles that effect teachers' professional development from the perspectives of the teachers.

4.3 Questionnaire 2 Data for leaders

4.3.1 Demographic Information

The results indicate that the majority of participants were females with 68.8%. As for the age groups. The demographic data shows logical conclusion as educational leaders in UAE normally hold a master's degree, have more than 15 years of experience and are older than 40 years old. It is also noticed that most leaders in the educational fields are females.

The following tables and bar charts shed light upon the demographic data extracted from the questionnaires.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2	12.5	15.4	15.4
	Female	11	68.8	84.6	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		

Gender
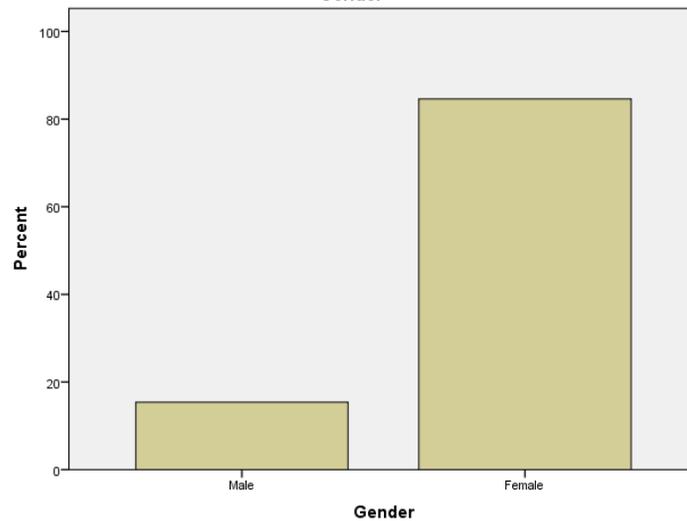
It was clear the most participants belonged to the age group 40-50 with the percentage of 50% and in the next ranking, the age group from 30-40 as follows:

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	1	6.3	7.7	7.7
	30-40	3	18.8	23.1	30.8
	40-50	8	50.0	61.5	92.3
	50-Above	1	6.3	7.7	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		

Age
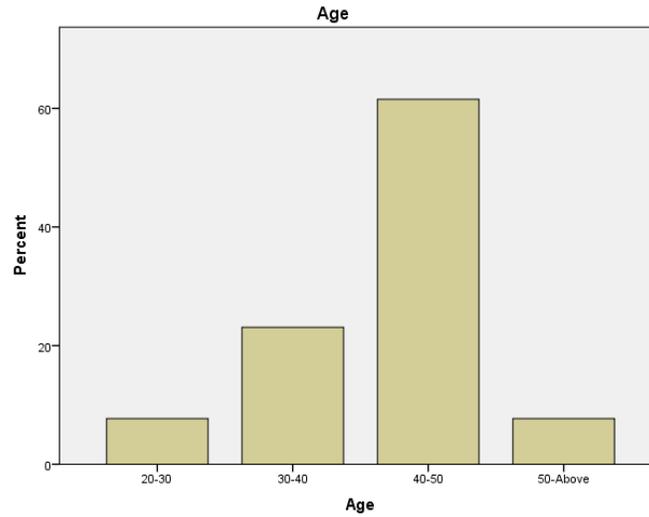
Most participants were holders of a master's degree with the percentage of 62.5% as follows:

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	3	18.8	23.1	23.1
	Master & Above	10	62.5	76.9	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
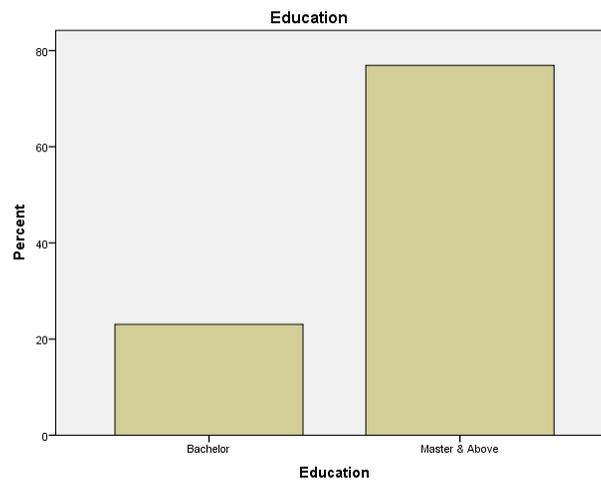
Education

The level of experience varied among participants; however, the majority of participants were having more than 16 years of experience as follows:

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	2	12.5	15.4	15.4
	6-10	1	6.3	7.7	23.1
	11-15	4	25.0	30.8	53.8
	16 & Above	6	37.5	46.2	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		

Experience
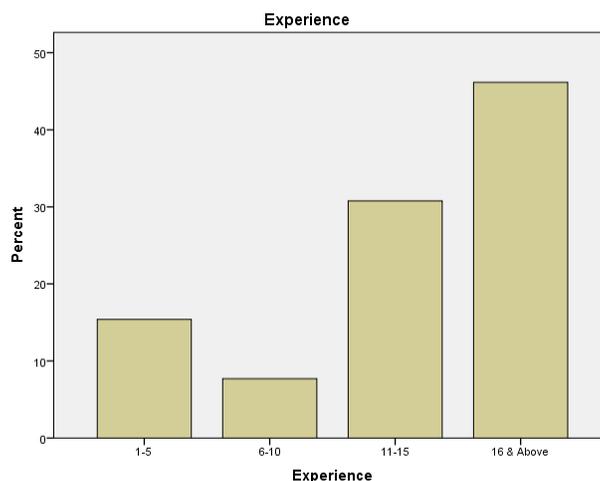
4.3.2 The questionnaire items (1-20)

The questionnaire comprised of 20 items. The following tables and bar charts reveal the numbers and the percentages extracted from the questionnaire. The first item in the questionnaire is "An Effective leader should have thorough knowledge about the curriculum." (Pajak and McAfee, 1992). The answer to this question also tells that most participants strongly agree. This questionnaire item answers research question number two as knowing the curriculum was identified as a necessity by leaders.

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	6.3	7.7	7.7
	Strongly agree	12	75.0	92.3	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
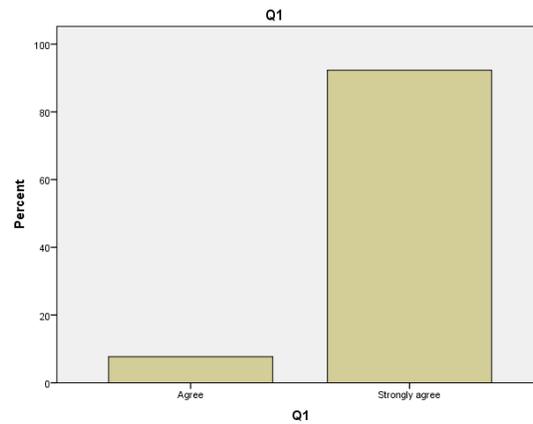
The second item in the questionnaire is "An Effective leader should have thorough knowledge about different teaching methodologies." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as knowing the teaching methodologies was identified as a necessity by leaders.

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	12.5	15.4	15.4
	Strongly agree	11	68.8	84.6	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
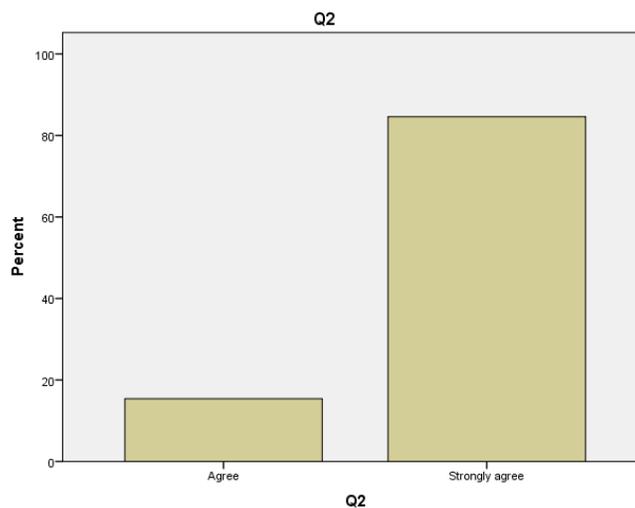
The third item in the questionnaire is "An Effective leader has operative communication skills to interact competently with teachers and students." The answer to this question also tells that all the participants strongly agree and this questionnaire item answers research question number two as having the operative communication skills was identified as a necessity by leaders.

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	81.3	100.0	100.0
Missing	System	3	18.8		
Total		16	100.0		
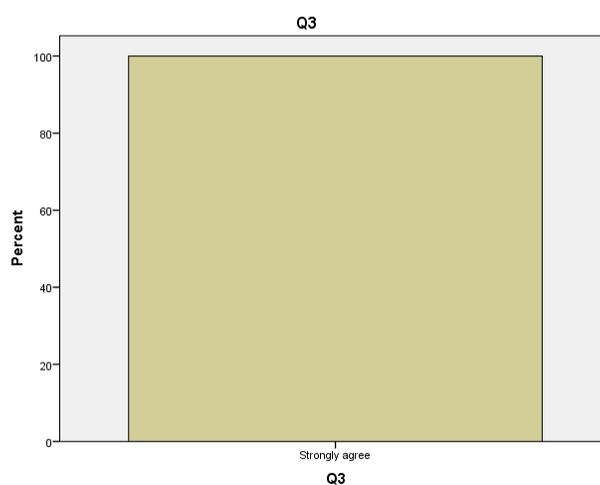
The fourth item in the questionnaire is "An Effective leader is the one who makes sure that the staff follows the regulations strictly." The answer to this question also tells that most participants

agree and the second big percentage strongly agrees and this questionnaire item answers research question number two as being strict was identified as a necessity by leaders.

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	12.5	15.4	15.4
	Agree	6	37.5	46.2	61.5
	Strongly agree	5	31.3	38.5	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
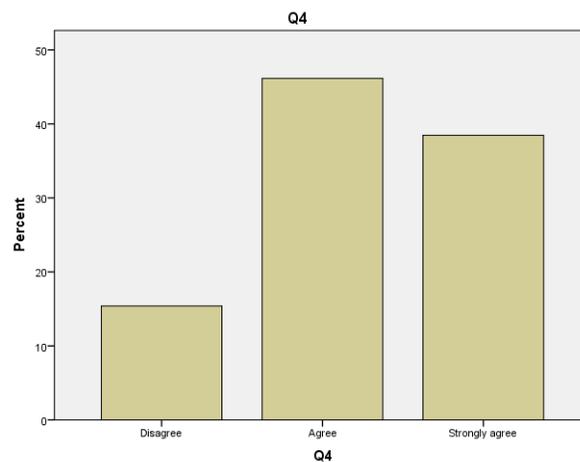
Item number 5 in the questionnaire is "An Effective leader is one who involves the staff in decision making." The answer to this question also tells that most participants strongly agree and the second big percentage agrees and this questionnaire item answers research question number two as involving staff was identified as a necessity by leaders.

Q5

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	25.0	30.8	30.8
	Strongly agree	9	56.3	69.2	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
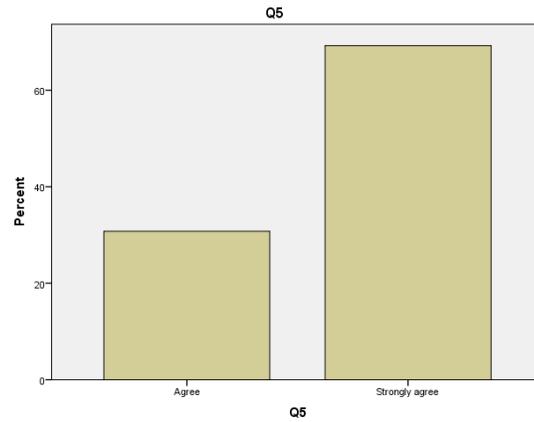
Item number 6 in the questionnaire is "An Effective leader only passes the instructions and supervises the work." The answer to this question also tells that most participants disagree while the second big percentage agrees and this questionnaire item answers research question number two as it sheds light on one of the duties among leaders.

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	6.3	7.7	7.7
	Disagree	8	50.0	61.5	69.2
	Agree	3	18.8	23.1	92.3
	Strongly agree	1	6.3	7.7	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
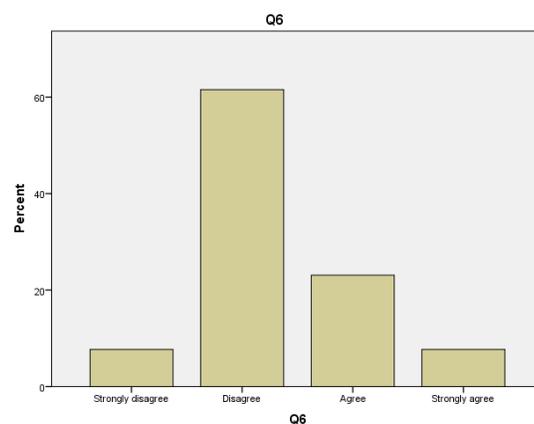
Item number 7 in the questionnaire is "An Effective leader sets clear objectives for the staff and shoulders the responsibility." The answer to this question also tells that most participants strongly

agree and the second big percentage agrees and this questionnaire item answers research question number two as setting clear objectives and shouldering responsibility were found to be one of the favorable actions among leaders.

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	18.8	23.1	23.1
	Strongly agree	10	62.5	76.9	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
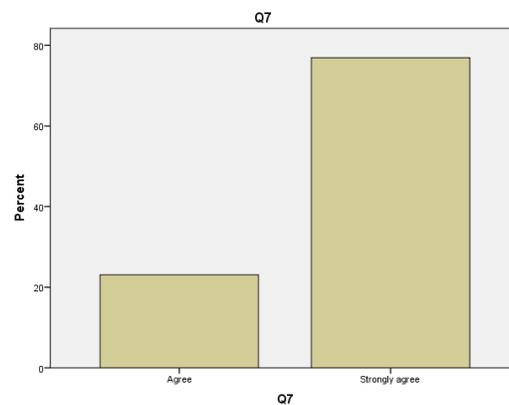
Item number 8 in the questionnaire is "An Effective leader cares about the needs of the staff and listens to their problems." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as the ability to listen to staff was identified as a necessity by leaders.

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	6.3	7.7	7.7
	Strongly agree	12	75.0	92.3	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
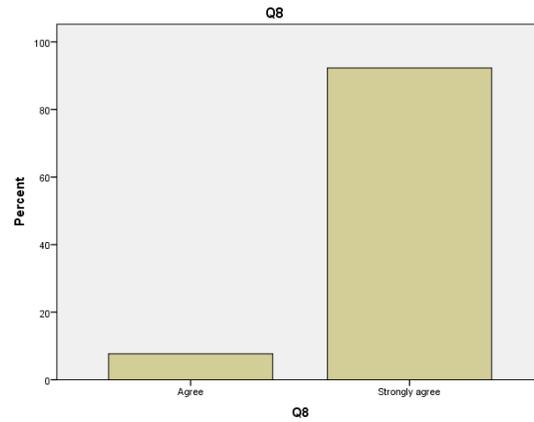
Item number 9 in the questionnaire is "An Effective leader plans well for the different situations." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as planning was identified as a necessity by leaders.

Q999

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	12.5	15.4	15.4
	Strongly agree	11	68.8	84.6	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
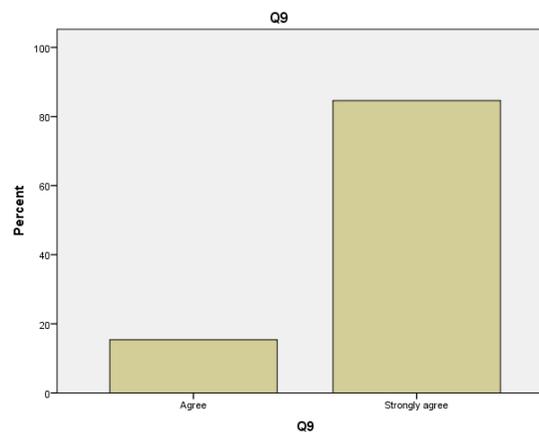
Item number 10 in the questionnaire is "An Effective leader cares mostly about the results of the work to be done." The answer to this question also tells that most participants agree and this questionnaire item answers research question number two as caring about the results was identified

as a necessity by leaders, however some teachers disagrees and this reflects that they want their leaders to be involved in all stages.

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	25.0	30.8	30.8
	Agree	6	37.5	46.2	76.9
	Strongly agree	3	18.8	23.1	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
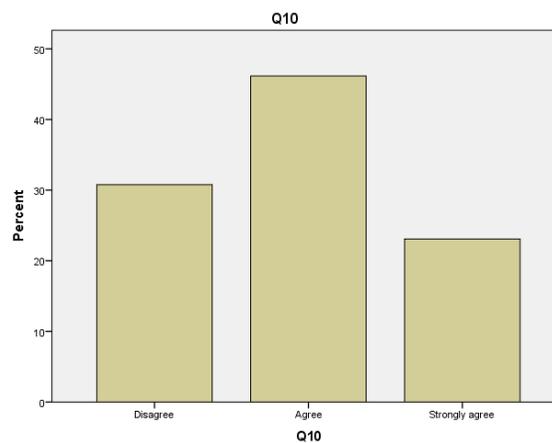
Item number 11 in the questionnaire is "An Effective leader uses the staff and the available resources to the fullest." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as using the staff's abilities and the available resources was identified as a necessity by leaders.

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	12.5	15.4	15.4
	Strongly agree	11	68.8	84.6	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		

Q11
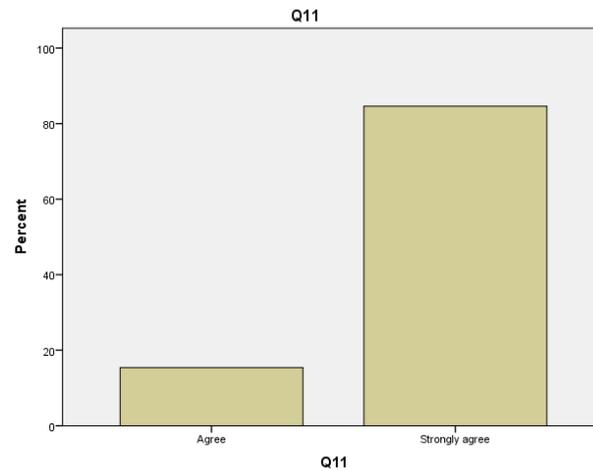
Item number 12 in the questionnaire is "An effective leader encourages new ideas." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as encouraging new ideas was identified as a necessity by leaders.

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	18.8	23.1	23.1
	Strongly agree	10	62.5	76.9	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
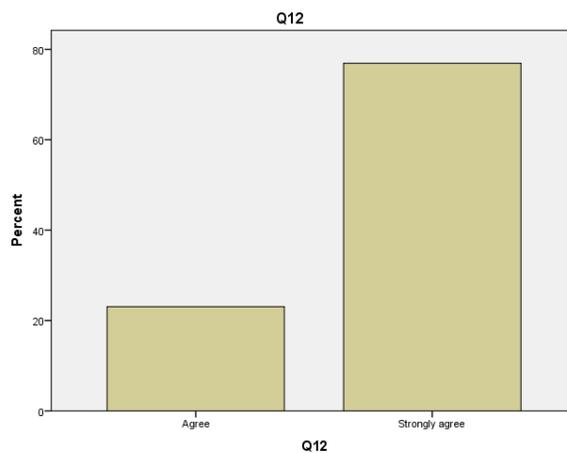
Item number 13 in the questionnaire is "An effective leader is easy to approach." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as being easily approached was identified as a necessity by leaders.

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	12.5	15.4	15.4
	Strongly agree	11	68.8	84.6	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
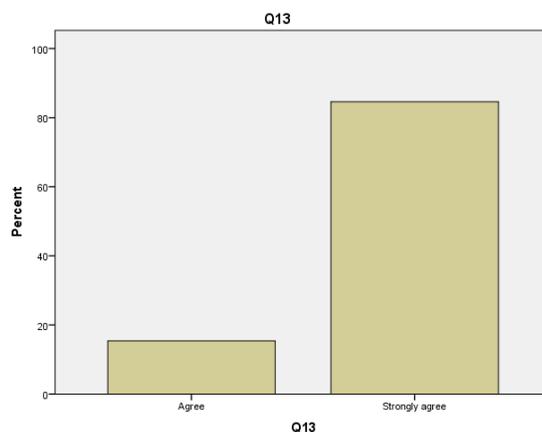
Item number 14 in the questionnaire is "An effective leader has global perspectives of teaching skills." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as having global perspectives was identified as a necessity by leaders.

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	18.8	23.1	23.1
	Strongly agree	10	62.5	76.9	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
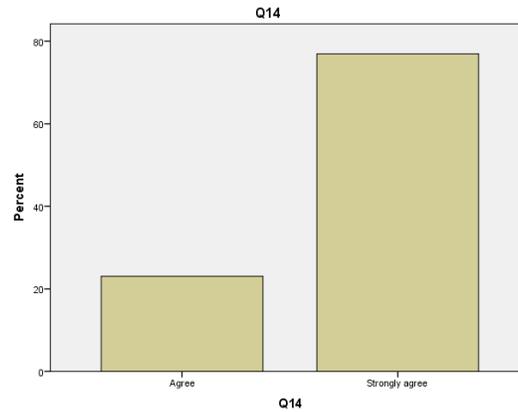
Item number 15 in the questionnaire is "An effective leader has linked his department with other departments and the school as a hole." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as linking the department to other departments was identified as a necessity by leaders.

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	25.0	30.8	30.8
	Strongly agree	9	56.3	69.2	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
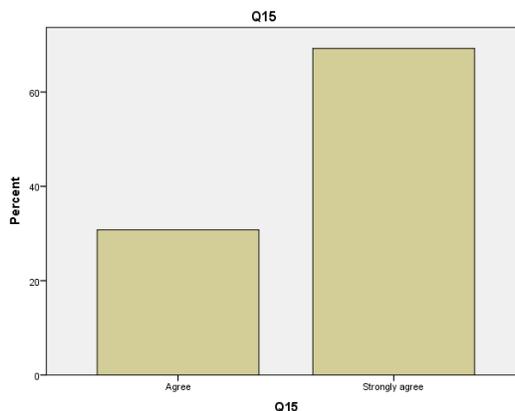
Item number 16 in the questionnaire is "An effective leader diagnosis the weaknesses of the department." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as diagnosing the weaknesses of the department was identified as a necessity by leaders.

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	25.0	30.8	30.8
	Strongly agree	9	56.3	69.2	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
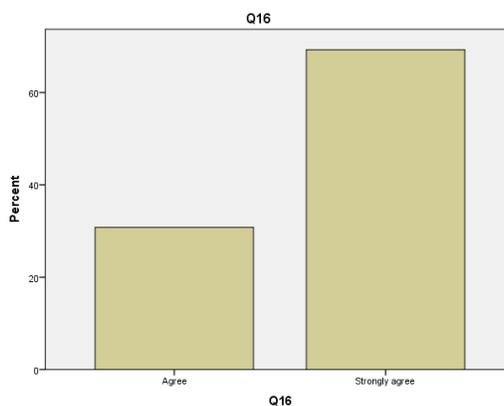
Item number 17 in the questionnaire is "An effective leader search continuously for all new teaching styles to enhance his teachers' professionalism." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as supporting teachers' professionalism was identified as a necessity by leaders.

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	25.0	30.8	30.8
	Strongly agree	9	56.3	69.2	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		

Q17
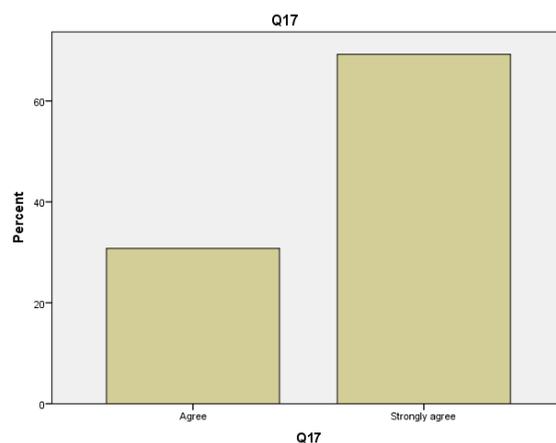
Item number 18 in the questionnaire is "An effective leader provides teachers with workshops, lectures and training courses to keep professional development." The answer to this question also tells that most participants strongly agree and this questionnaire item answers research question number two as providing workshops and training sessions was identified as a necessity by leaders.

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	18.8	23.1	23.1
	Strongly agree	10	62.5	76.9	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
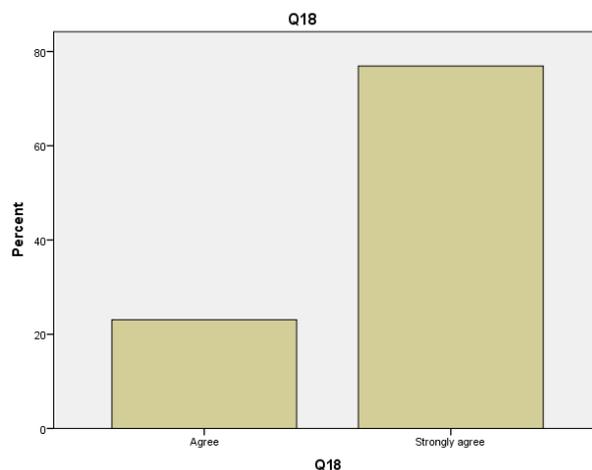
Item number 19 in the questionnaire is "An effective leader ensures that high quality teaching and learning is happening in all classes and monitor the implementation of research- based best practices." The answer to this question also tells that most participants strongly agree and the rest agree and this questionnaire item answers research question number two as ensuring high quality teaching and learning was identified as a necessity by leaders.

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	37.5	46.2	46.2
	Strongly agree	7	43.8	53.8	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
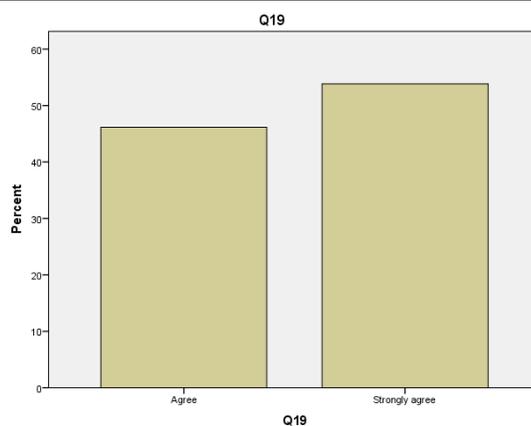
Item number 20 in the questionnaire is "An effective leader drives high standards and a positive learning culture." The answer to this question also tells that most participants strongly agree and

the rest agree and this questionnaire item answers research question number two as having high standards and a positive culture was identified as a necessity by leaders.

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	12.5	15.4	15.4
	Strongly agree	11	68.8	84.6	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		
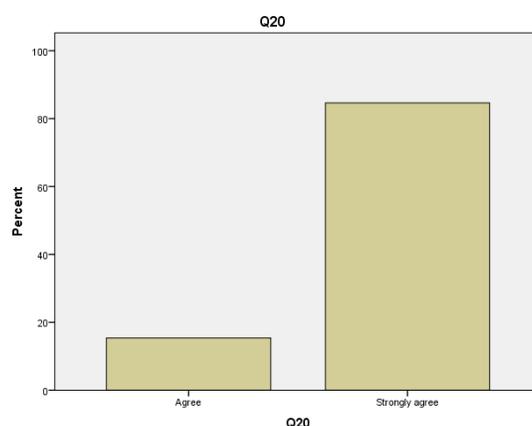
4.4 Questionnaire 3 Data for teachers

4.4.1 Demographic Information

The results indicate that the majority of participants were females with 54.8%. As for the age groups, it was clear the most participants belonged to the age group 30-40 with the percentage of 54% and in the next ranking, the age group from 30-40. Most participants were holders of a bachelor degree with the percentage of 57.1%. The level of experience varied among participants; however, the majority of participants were having 1-5 years of experience with 36.5%. The results reflect the normal distribution in UAE schools as most school teachers hold a bachelor degree with 1-5 years of experience and their age is between 30-40 years old.

The following tables and bar charts shed light upon the demographic data extracted from the questionnaires.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	3	4.8	4.8	4.8
	Female	59	93.7	95.2	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
Total		63	100.0		

Age
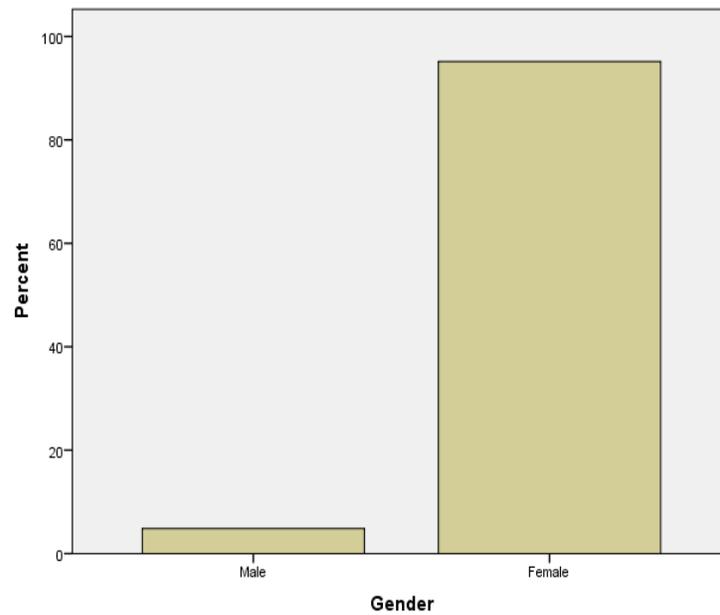
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	12	19.0	19.4	19.4
	30-40	34	54.0	54.8	74.2
	40-50	16	25.4	25.8	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
Total		63	100.0		

Age
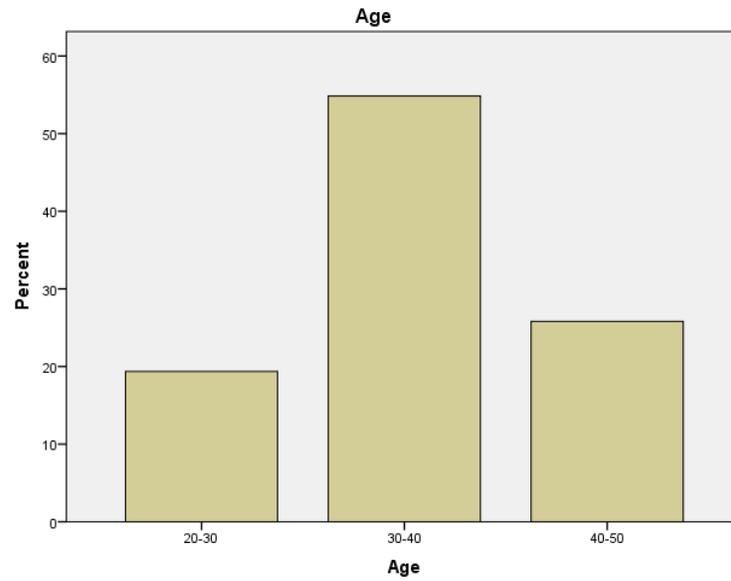
Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	36	57.1	58.1	58.1
	Diploma	8	12.7	12.9	71.0
	Master & Above	18	28.6	29.0	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Education Level
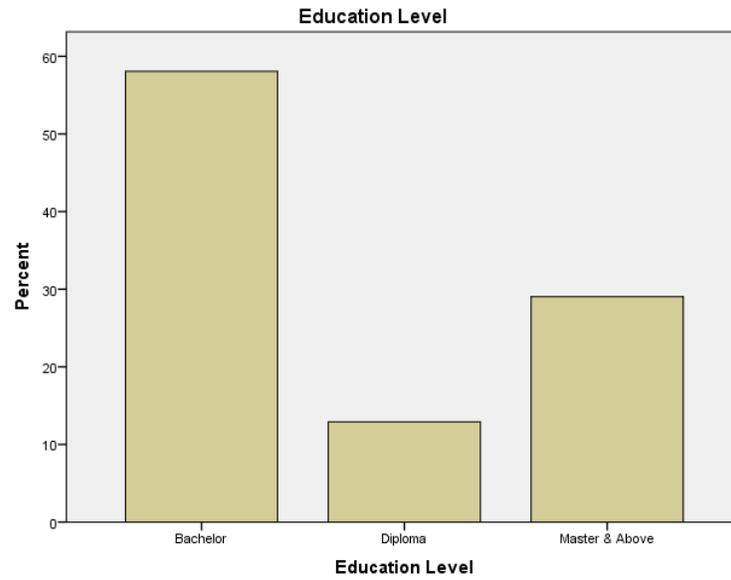
Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	23	36.5	37.1	37.1
	6-10	20	31.7	32.3	69.4
	11-15	11	17.5	17.7	87.1
	16 & Above	8	12.7	12.9	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Experience
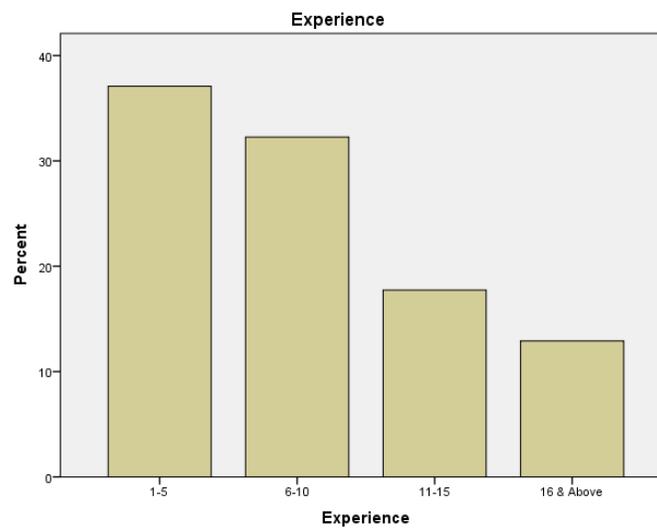
4.4.2 The questionnaire items (1-23)

The questionnaire comprised of 23 items. The following tables and bar charts reveal the numbers and the percentages extracted from the questionnaire.

The first item in the questionnaire is "My leader keeps the teachers informed of school matters that are important." The answer to this question also tells that most participants agree. This questionnaire item responds to research question one and two as being informed was found to be one of the favorable actions among teachers.

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Agree	35	55.6	56.5	59.7
	Strongly agree	25	39.7	40.3	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q1

The second item in the questionnaire is "My leader provides me with clear instructions." The answer to this question also tells that most participants agree. This questionnaire item responds to research question one and two as being clearly instructed was found to be one of the favorable actions among teachers.

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Agree	41	65.1	66.1	69.4
	Strongly agree	19	30.2	30.6	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
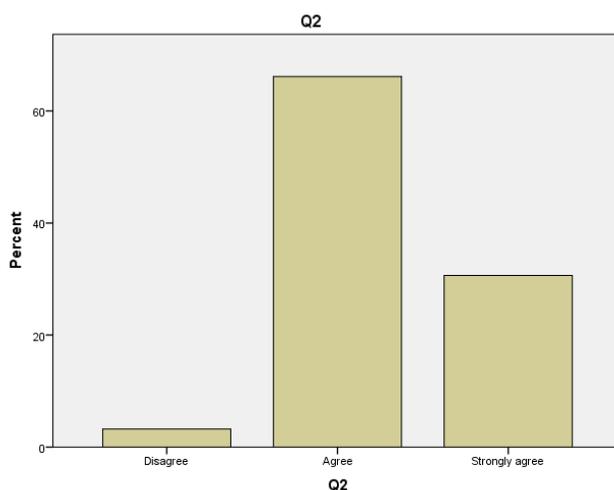
The third item in the questionnaire is "My leader maintains direct and effective communication with the teachers." The answer to this question also tells that most participants strongly agree. This questionnaire item responds to research question one and two as maintain communication was found to be one of the favorable actions among teachers.

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.6	1.6	1.6
	Agree	26	41.3	41.9	43.5
	Strongly agree	35	55.6	56.5	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
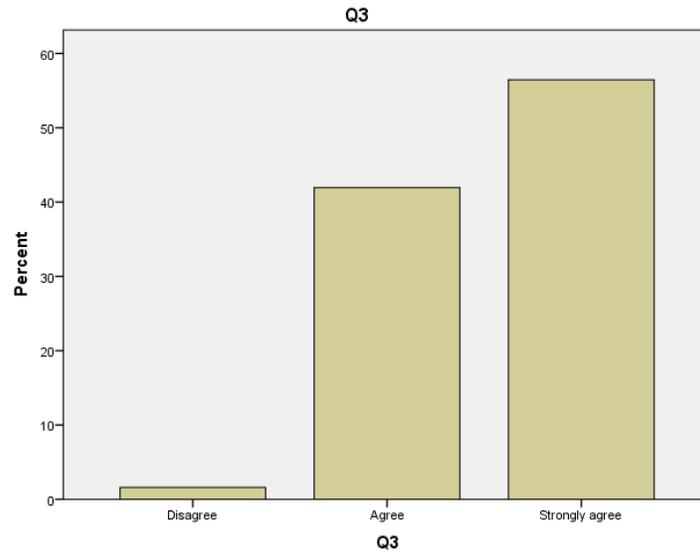
The fourth item in the questionnaire is "My leader creates chances for the teachers to share ideas and experiences." The answer to this question also tells that most participants strongly agree. This questionnaire item responds to research question one and two as being given the chance to share ideas and experiences was found to be one of the favorable actions among teachers.

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.6	1.6	1.6
	Agree	24	38.1	38.7	40.3
	Strongly agree	37	58.7	59.7	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q4
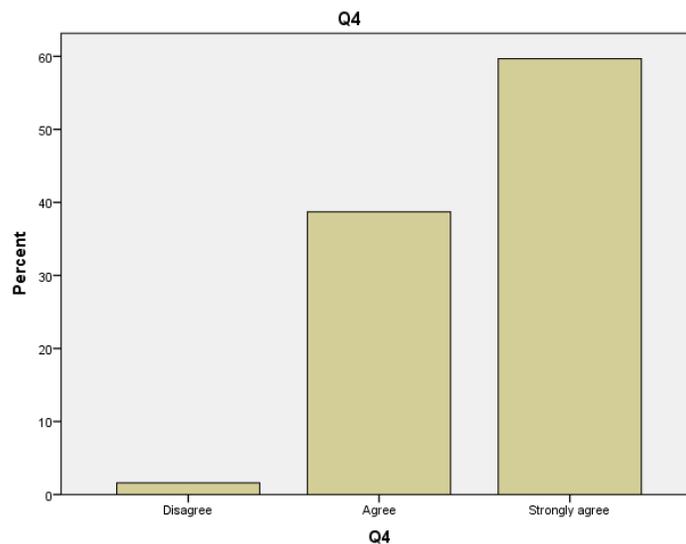
Item number 5 in the questionnaire is "My leader helps me in communicating with parents concerning achievement." The answer to this question reveals that most participants strongly agree. This questionnaire item responds to research question one and two as having access parents that is facilitated by leaders was found to be one of the favorable actions among teachers.

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.6	1.6	1.6
	Agree	34	54.0	55.7	57.4
	Strongly agree	26	41.3	42.6	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
	Total	63	100.0		
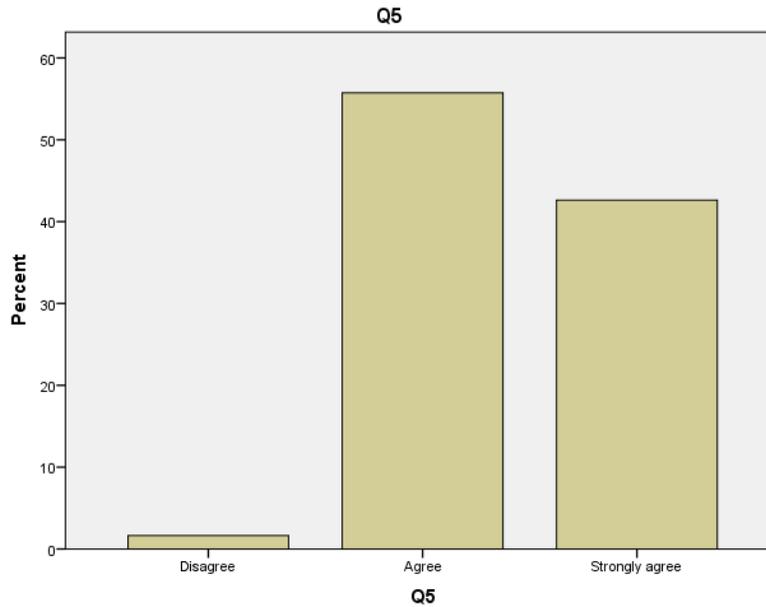
Item number 6 in the questionnaire is "My leader provides me with clear and helpful feedback about my practices." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as having feedback was found to be one of the favorable actions among teachers.

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.6	1.6	1.6
	Agree	38	60.3	61.3	62.9
	Strongly agree	23	36.5	37.1	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
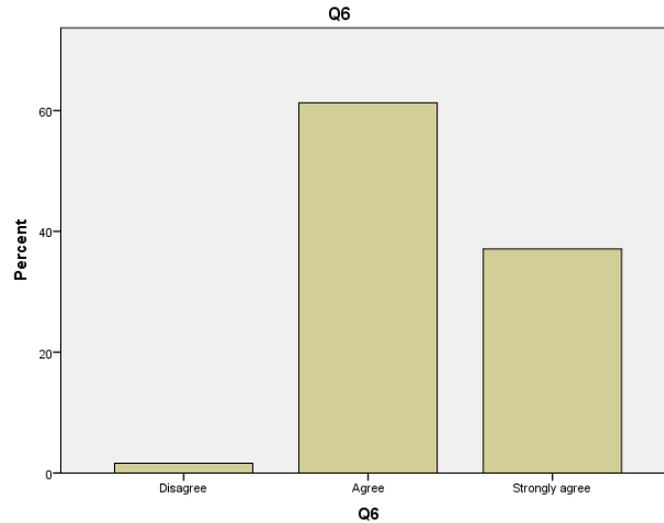
Item number 7 in the questionnaire is "My leader provides me with the information I need about the students with special needs." The answer to this question reveals that most participants strongly agree. This questionnaire item responds to research question one and two as being informed about special needs students was found to be one of the favorable actions among teachers.

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	24	38.1	38.7	38.7
	Strongly agree	38	60.3	61.3	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
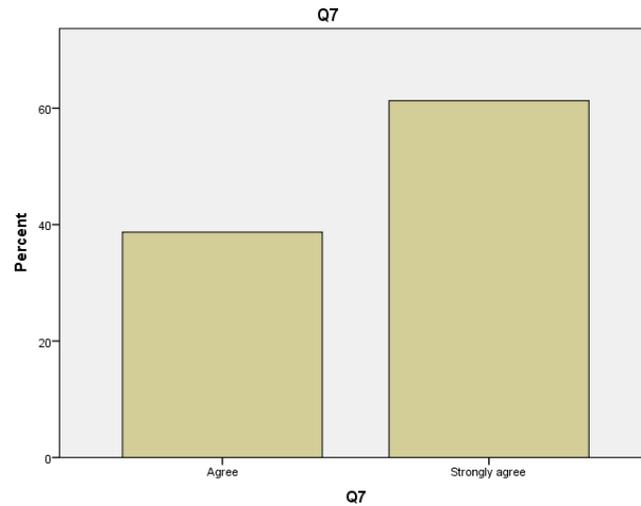
Item number 8 in the questionnaire is "My leader holds regular formal meetings with the teachers, concerning achievement." The answer to this question reveals that most participants strongly agree. This questionnaire item responds to research question one and two as having regular meetings was found to be one of the favorable actions among teachers.

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.8	4.8	4.8
	Agree	24	38.1	38.7	43.5
	Strongly agree	35	55.6	56.5	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q8
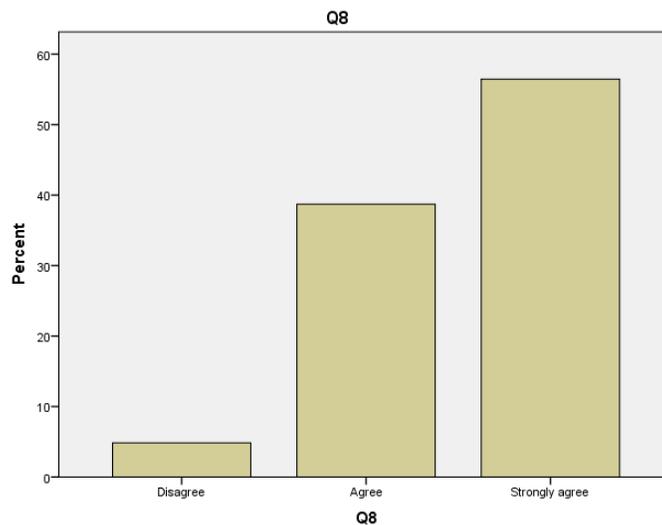
Item number 9 in the questionnaire is "My leader occasionally holds informal regular meetings with the teachers." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as having informal meetings was found to be one of the favorable actions among teachers (Casimir, 2001).

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.6	1.6	1.6
	Disagree	2	3.2	3.2	4.8
	Agree	34	54.0	54.8	59.7
	Strongly agree	25	39.7	40.3	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
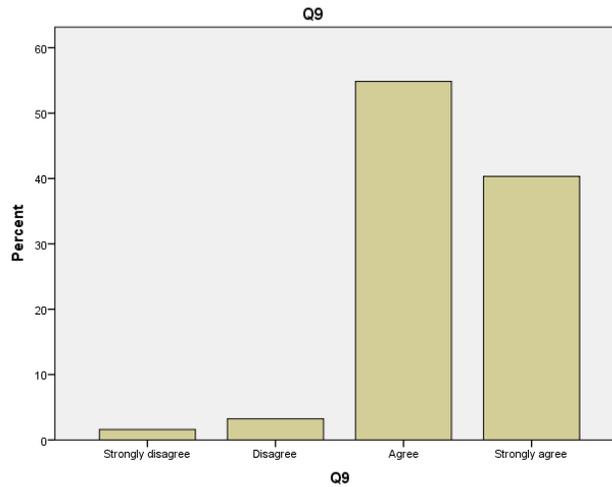
Item number 10 in the questionnaire is "My leader listens to my concerns." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as being listened to, by leaders was found to be one of the favorable actions among teachers (Antonakis, Day and Schyns, 2010).

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.8	4.8	4.8
	Agree	34	54.0	54.8	59.7
	Strongly agree	25	39.7	40.3	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
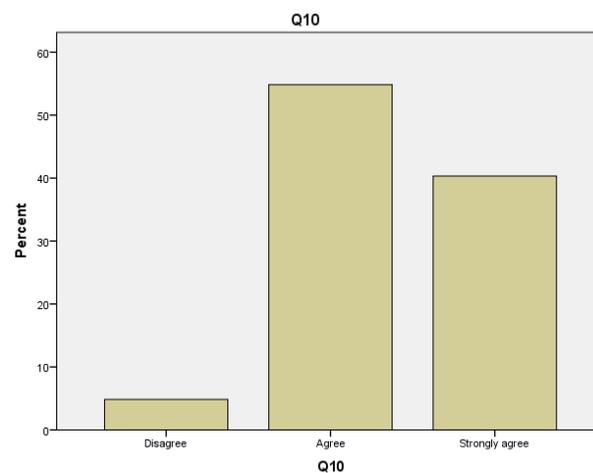
Item number 11 in the questionnaire is "My leader provides teachers with chances to grow professionally." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as being given the change to grow professionally was found to be one of the favorable actions among teachers.

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.8	4.8	4.8
	Agree	35	55.6	56.5	61.3
	Strongly agree	24	38.1	38.7	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
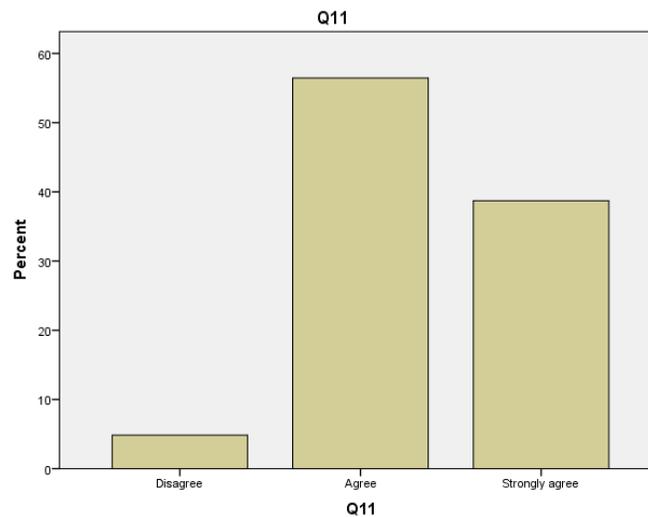
Item number 12 in the questionnaire is "My leader encourages teachers to experiment with new methods." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as being informed was found to be one of the favorable actions among teachers.

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.6	1.6	1.6
	Agree	40	63.5	64.5	66.1
	Strongly agree	21	33.3	33.9	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q12
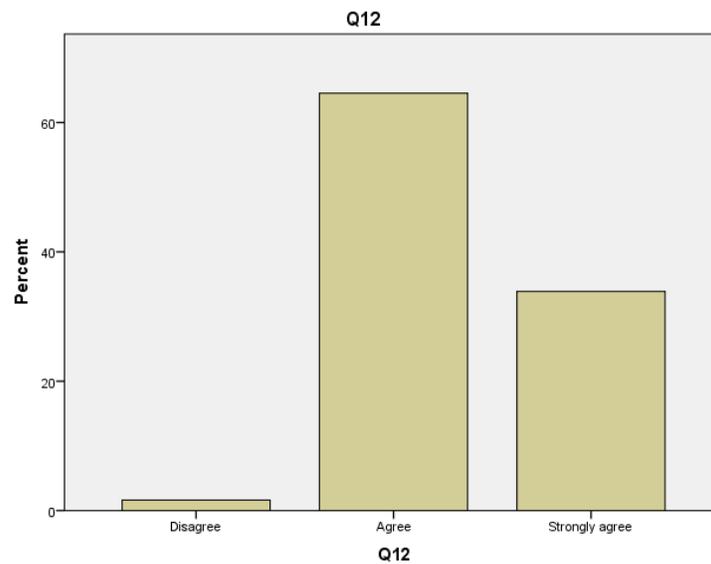
Item number 13 in the questionnaire is "My leader answers my professional questions or directs me to where I can get the answers." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as having a leader who answers professional questions was found to be one of the favorable actions among teachers.

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Agree	39	61.9	62.9	66.1
	Strongly agree	21	33.3	33.9	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q13
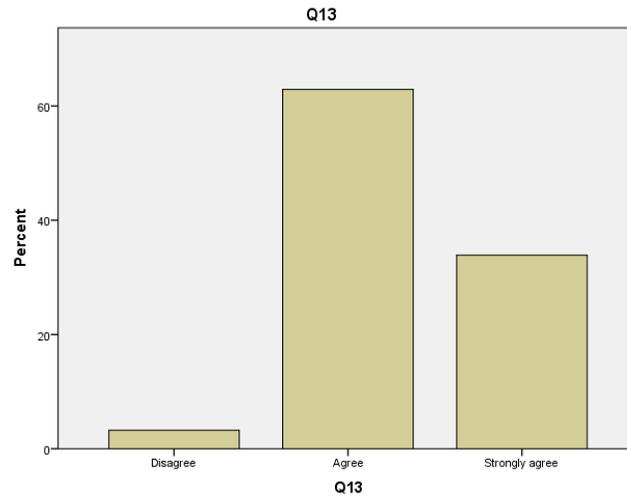
Item number 14 in the questionnaire is "My leader inquiries about the professional needs of teachers." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as being asked about their professional needs was found to be one of the favorable actions among teachers.

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Agree	35	55.6	56.5	59.7
	Strongly agree	25	39.7	40.3	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q14

Item number 15 in the questionnaire is "My leader arranges sufficient opportunities for professional growth through courses and workshops." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as having access to professional development seminars and workshops was found to be one of the favorable actions among teachers.

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.6	1.6	1.6
	Disagree	3	4.8	4.8	6.5
	Agree	39	61.9	62.9	69.4
	Strongly agree	19	30.2	30.6	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
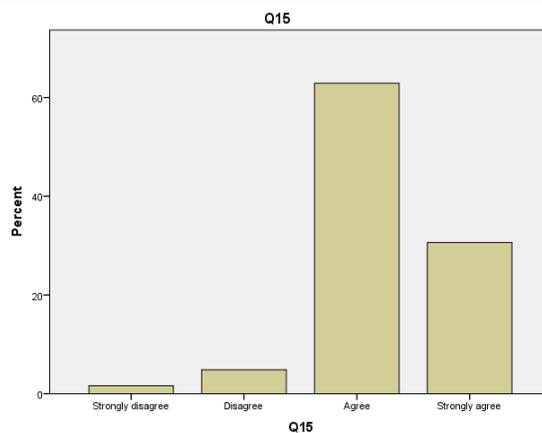
Item number 16 in the questionnaire is "My leader provides the school with magazines and other resources that help professional growth." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as being given resources was found to be one of the favorable actions among teachers.

Q16

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	4.8	4.8	4.8
	Disagree	13	20.6	21.0	25.8
	Agree	39	61.9	62.9	88.7
	Strongly agree	7	11.1	11.3	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
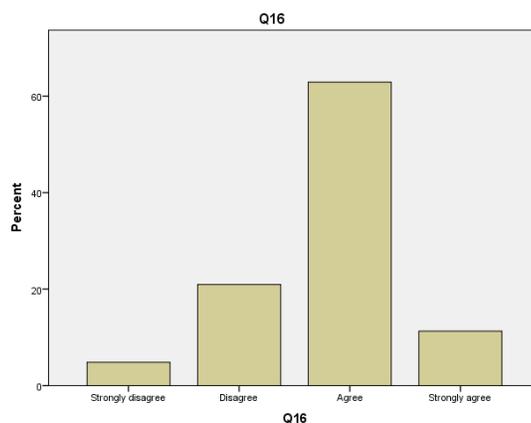
Item number 17 in the questionnaire is "My leader encourages teachers to share their experiences through the school or the social website." The answer to this question reveals that most participants strongly agree and the second big percentage agrees. This questionnaire item responds to research question one and two as allowing teachers to share their idea through social websites was found to be one of the favorable actions among teachers.

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	11.1	11.3	11.3
	Agree	27	42.9	43.5	54.8
	Strongly agree	28	44.4	45.2	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
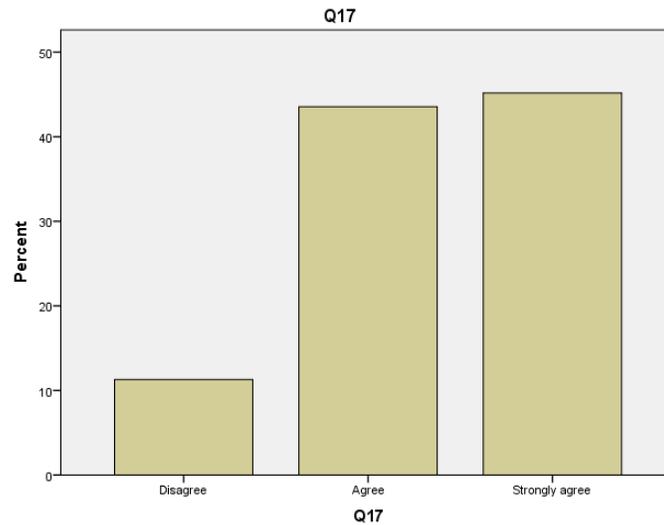
Q17

Item number 18 in the questionnaire is "My leader arranges peer visits for the teachers to benefit from each other." The answer to this question reveals that most participants strongly agree. This questionnaire item responds to research question one and two as exchanging visits among teachers and among schools was found to be one of the favorable actions among teachers.

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	23	36.5	37.1	37.1
	Strongly agree	39	61.9	62.9	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
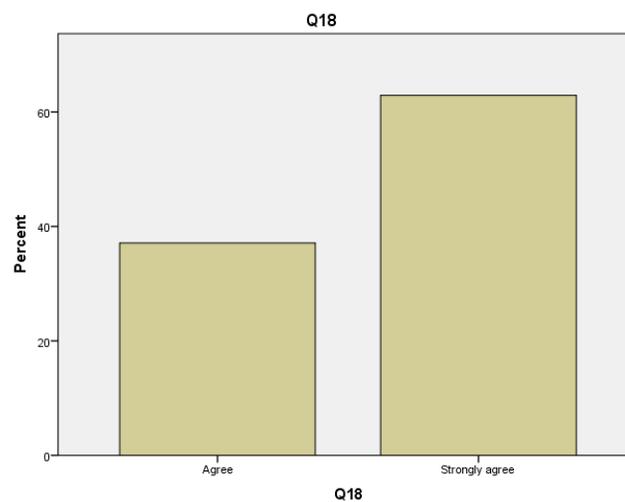
Q18

Item number 19 in the questionnaire is "My leader arranges visits for the teachers to and from other schools to benefit from their experiences." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as exchanging visits among teachers and among schools was found to be one of the favorable actions among teachers (Leutwyler, 2014).

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	9.5	9.7	9.7
	Agree	34	54.0	54.8	64.5
	Strongly agree	22	34.9	35.5	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
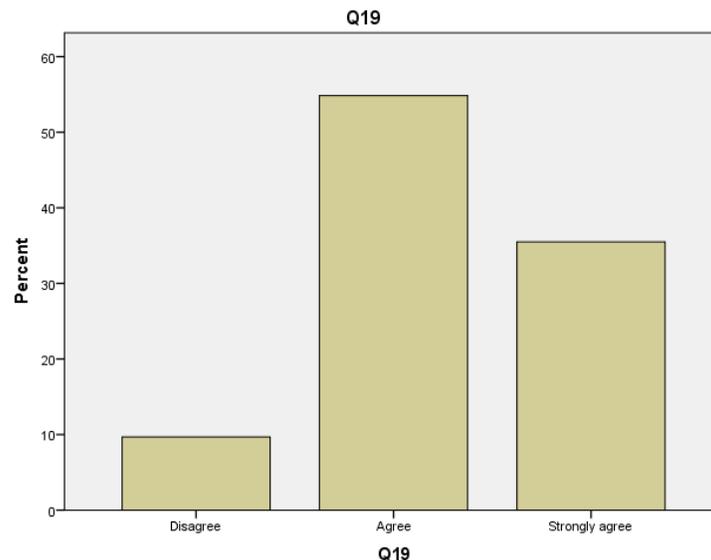
Item number 20 in the questionnaire is "My leader invites experts in education to the schools." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as meeting field experts and visits arranged by leaders was found to be one of the favorable actions among teachers (Jermier, 1991).

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.8	4.8	4.8
	Agree	33	52.4	53.2	58.1
	Strongly agree	26	41.3	41.9	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q20
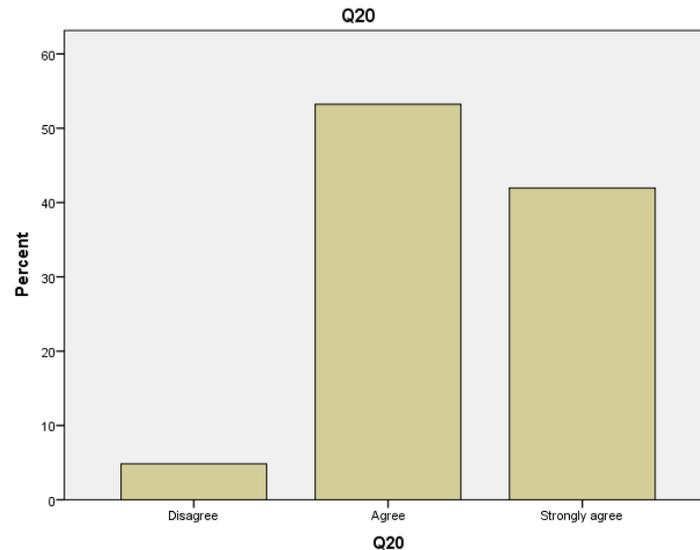
Item number 21 in the questionnaire is "My leader communicates with other educational institutions to fulfill the teachers' professional development." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as communication with other educational institutions for the sake of enhancing teachers' professional development was found to be one of the favorable actions among teachers (Burns, 1978).

Q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	7.9	8.1	8.1
	Agree	33	52.4	53.2	61.3
	Strongly agree	24	38.1	38.7	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		
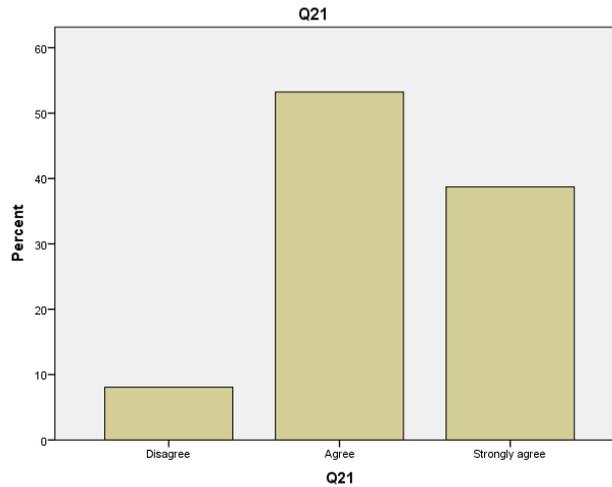
Item number 22 in the questionnaire is "My leader promotes innovation culture and gives a chance to teachers to innovate new ideas." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as having an innovative environment in schools facilitated by leaders was found to be one of the favorable actions among teachers (Howard, W. 2005).

Q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	29	46.0	46.8	46.8
	Strongly agree	33	52.4	53.2	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q22
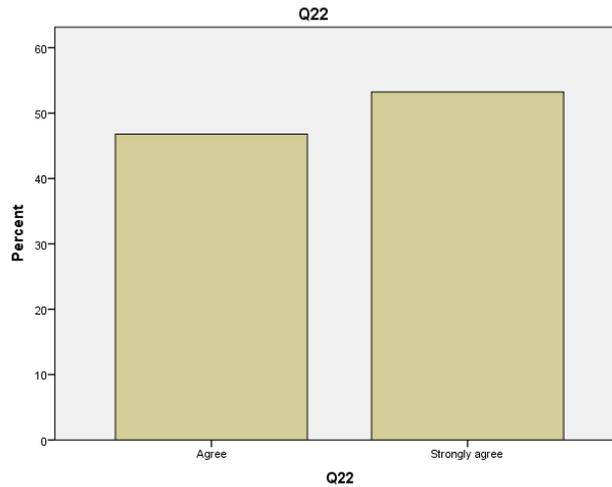
Item number 23 in the questionnaire is "My leader gives me the chance to share in setting the schools vision." The answer to this question reveals that most participants agree. This questionnaire item responds to research question one and two as being given the chance to contribute to the schools' vision was found to be one of the favorable actions among teachers (House et al., 1999).

Q23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Agree	28	44.4	45.2	48.4
	Strongly agree	32	50.8	51.6	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
	Total	63	100.0		

Q23
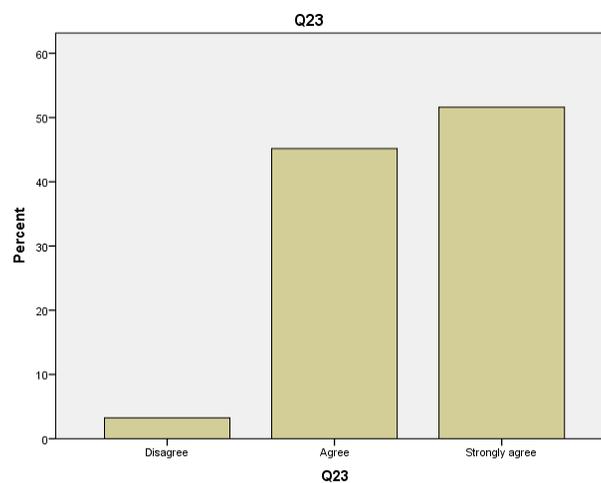
4.5 Interviews

4.5.1 Leaders' Interviews

Interviews are considered one of the most common methods of collecting data, it is a direct procedure to explore the participants' opinions, beliefs and experiences (Creswell, 2013). Moster and Kalton (1971) claim that the aim of conducting interviews is to explore inner views and information that are required to the study. Darlington and Scott (2002) add that the interviewer need to have high attributes such as: considerable skills, training and experience to be able to conduct a successful interview.

The researcher used interviews to investigate the leaders' and the principals' views about their styles of leading the school. The interviews were prepared for the teachers to explore their perspectives and opinion about their leaders and how it affects their performance. Interviews will also amplify unclear areas of the questionnaire in order to have better understanding of the case of this study. The interview's questions were designed to support the questionnaires' reliability because based on the questionnaires' questions, the researcher felt the need to conduct follow up interviews to interpret and clarify some of the questionnaires' questions and to come up with new ideas and suggestions for further investigations.

The interview questions were:

1- What is your leadership style? And to what extent your leadership style affects the school performance and environment?
2- Do you believe in distributing leadership responsibilities? And how it affects teachers' efficacy?
3- Do you have concern for teachers' professional development? And do you allow teachers to use their own strategies and techniques in teaching?
4- How can you investigate that the professional development activities for teachers are in consistent with school goals?
5- To what extend you agree that students' scores evaluate teachers' performance?

The answers to the questions came as shown in the following table:

Table2: Leaders responses of interview questions.

ID/ Questions	Question 1	Question 2	Question 3	Question 4	Question 5
Leader 1	Affiliated, team building, considers suggestions made by others while taking decisions. Creating good relationships.	Certain responsibilities should be shared. Team harmony is necessary for working effectively and to develop motivation.	Yes, sharing different skills and information through meetings and workshops. Teachers should be given freedom if it is effective in improving learning.	Regular meetings to update the teachers of the school expectations.	A great extent, teachers reflect in the results
Leader 2	Democratic. Authoritative, effects to an extent.	Yes, they feel more valued and motivated	Playing and budgeting CPD.	Try to arrange it based on needs and demands of school goals.	To score extent, but it is challenging.
Leader 3	Democratic, boosts teacher output and happiness levels.	Most definitely it is very important for a strong relationship.	To take CPD. In areas that I can contribute	By keep detailed records and evidence.	This is quite true.
Leader 4	Democratic and flexible, promotes a good working school environment.	Yes, Good relationships produce good results,	Encourages and help the teachers to use different teaching styles.	By asking the teachers for areas of concern and also through my own observation.	It is based on the students 'abilities. Teachers help to improve students.
Leader 5	Democratic, cooperative and understanding, work as a team.	For sure, it impacts in a very positive way.	It is an important factor of the school growth by finding the weaknesses and overcome them	School goals are mostly the departments' goals.	I agree but not always.
Leader 6	Democratic and emotional and always consider the personal side of my team.	Completely strong relationship with teachers affect their efficacy and performance.	Yes, by making sure teachers attend relevant workshops, and of course I allow teachers to use their own teaching strategies.	The workshops selected are based on the school's goals.	70%. A teachers' initiative and encouragement can definitely impact students' scores.

The responses of the leaders revealed that they have the following traits:

First, the Democratic leadership style: Leaders in the democratic leadership style value the teamwork and the members of the team. Leaders in this style support the teachers and invite them to take part in decision making and to accept changes easily. The democratic leadership style contributes to the teachers' efficacy and this finding agrees with the findings of Foels, et al. (2000) who stated that this kind of leadership enhances the staff's performance. Furthermore, this finding concurs to the findings of Bhatti, et al. (2012) who mentioned that the democratic leadership style leads to more job satisfaction and it is logical if the teachers are satisfied with their jobs, they will

automatically perform better. Harris and Chapman (2004) added that the democratic leadership style is essential for schools improvement.

Second, The Transformational leadership style: the sample showed that the some of the leaders adopted the transformational leadership style. Leaders in this style have high communicational talents and have great qualities of visibility that allow them to communicate with teachers effectively and have a great impact on motivating teachers and enhancing their professional development as well as allowing the teachers to take responsibilities to accomplish the goals. The automatic result of such progress is to impact the students' level, therefore, it is concluded that the transformational leadership impacts the students' levels. This finding agrees with Koh et al. (1995) in their study about the same subject. The authors stated that transformational leadership had an indirect impact on the students' level of achievement. In addition, through the interview questions, Maxwell's model and his five levels of leadership were shown in the leaders' responses. Being in level five, the leaders of this school are considered great leaders. This corresponds to Sergiovanni (1992) who concluded that this kind of moral leadership leads to schools' improvements.

4.5.2 Teachers' Interviews

Based on the questionnaires' questions, the researcher felt the need to conduct follow up interviews to interpret and clarify some of the questionnaires' questions and to come up with new ideas and suggestions for further investigations.

For the teachers, the interview questions were:

1- What is effective leader? Do you consider your leader as an effective leader? in what way?

2- Does your leader provide you and the department with professional development workshops or training courses?

3- Does your leader encourage you to share with new ideas? And allow you to give your opinion in a certain issue?

4- Do you prefer a leader that transparent in the status of the school? If yes, why?

5- What do you thing a leader that discuss and ask for future changes in school? If yes, why?

Table 3: Teachers' responses of interview questions

ID/ Questions	Question 1	Question 2	Question 3	Question 4	Question 5
1	Very effective leader, confident, bold decisive and courageous and have good communication skills.	We have regular workshops and training courses.	Definitely very much, the idea is put into action if they are practical.	Transparency is a good trait; it means that the leader is open and frank about issues.	Such a leader is progressive and innovative, very good qualities to promote learning.
2	Thoughtful, dedicated and takes care of her staff.	The school running professional development for teachers.	Always, encourages me all the time.	Yes, so we can have a clear picture and focused steps to improve can be formulated and implemented.	This is great as they can understand the problems that teachers face with every changing batch of the school. Based on this feedback and trends in education, future changes can be made will be effective.
3	Caring, works professionally considers humanity before works.	Yes, the school provides professional workshops and courses.	Definitely, my leader encourages me to come out with new ideas always.	Yes, as surprises are never good in work.	Leaders should share their thoughts and benefit from others people experiences.
4	Professional, caring, interested in any development ideas and always willing to reevaluate and improve.	Regular professional workshops running in the school from inside and outside the school experts.	She always encourages me to get new ideas.	Yes because it prepares me on what to expect.	Yes, more effective method of improving educational instruction.
5	Peaceful, caring able to listen and direct and tries to understand and guide me.	Always and also allow for peer teaching as a term of professional development.	It is the school culture to support all new ideas.	Yes, it helps us grow as an individual.	Sure it prepares matter for changes, tells about much needed growth.
6	Very supportive and democratic, and my views are taken on board.	Professional developing has become a wide strategy in the school.	Yes, room is also given to bring new ideas and try them out.	Absolutely, it gives me a sense of belonging.	My leader discuss the vision and mission and development plan allowing me to have a clear points to future endeavors.
7	Co-operative, a very good listener, perfect, able to	The school have continuous plan for developing teachers	Yes my leader encourages me to have new ideas and apply them	Yes, so that we understand the real	Yes, encourage us to improve and progress.

	work towards the better nest of the department, I learn to grow and feel comfortable under her leadership.	and regular workshops during the year.	to the classroom if appropriate.	situation and prepare ourselves.	
8	Proficient, well organized, joyful, easy to communicate and share ideas for a quality outcome and ready to guide.	The school has regular workshops for professional development for teachers.	Yes, always support the new ideas.	Yes, makes workplace a comfortable zone.	It is good for the progress and new ideas.
9	Dynamic, motivating, practical, fair, kind caring, cooperative and encouraging.	My leader and the school supporting teachers by providing regular workshops in and outside the schools for teachers developing.	Yes, my leader always encourages me and the team to cooperate to find new ideas and new challenges.	Yes, so that we can follow her goals at work towards achieving them.	Of course, good concept because for progress we need to learn new things and change for a better future.
10	Determined, focused, team player and a role model.	Yes, once a week.	Every teacher is required to come out with new ideas, and cooperate and discuss with the leader to implement these ideas into the class.	It gives a sense of belonging.	Certainly, it makes us take ownership and responsibilities.

The results indicate that most of the teachers have a good perspective on their leaders by describing them in a positive way and considering them as effective leaders. Teachers appreciate their leaders and believe that they are democratic and give them opportunities for sharing ideas and responsibilities (Miretzky. 2004). Teachers confirmed that regular professional development took place in the school and that their leaders' high priority is the teachers' professional developments. This finding corresponds to the findings of Bogler (2001) who related job satisfaction and professional development to better performance and proved through his study that teachers' efficacy is directly influenced by their leaders' styles, as well as the findings of Muijs and Harris (2003) who stated that for teachers to improve, they need to be empowered by their leaders, and this will eventually lead to positive results. Teachers need to spend their time in school feeling positive, in healthy atmosphere and they must feel their opinions are respected and their contributions are appreciated. At this occasion, teachers will spontaneously become more productive and responsible of their teaching and learning goals and this will eventually lead to

better results among students. The findings of the interview revealed a very positive atmosphere in the school and that their leaders are respected and appreciated.

 The results and the interpretation of the interviews results indicate that both the teachers and the leaders were satisfied and contented with their current performance and the work environment at school. There is of course always a room for improvement; however, the researcher considers the school under study a great example for a healthy work environment, in which the leaders are dynamic, active and tolerant. Moreover, the teachers were satisfied, focused and developed professionally due to the effective leaders of the school. Eventually, this leads to more students' achievement and improvement in their academic level. Follow up questionnaires or interviews may be needed to investigate for further ideas for more improvement as people within the same organization will be well aware with what is exactly needed to enhance the workplace, activities and the general performance in all areas.

CHAPTER FIVE: CONCLUSION

5.1   SUMMARY OF THE STUDY

The significance of this study lies in the fact that it sheds light on effective leaders and their vital role in motivating and empowers the school's teachers by providing them with all the success factors especially through developing their professionalism and this lead to achieving the school's goals and enhances students' achievement. Effective leaders cannot accomplish the school's objectives alone. They recognize the importance of distributing the responsibilities among teachers and they need to skillfully improve the capacity of the teachers and build better environment for both teachers and students. This study aimed at investigates the various styles of leadership and their impact on teachers' professional development.

The purpose of this chapter is to summarize the findings of this dissertation and present the conclusion. This study used quantitative and qualitative methods including questionnaires and follow up interviews. These were applied on both leaders and teachers to answer the following questions; What are the main significant criteria of effective leadership styles and how do them affect the schools' evaluation and performance; What are the characteristics of the qualified principal who has impact on the teachers; How does the principal's character with leadership capacity influence the teachers' efficiency and hence the students' achievements accordingly. The study was conducted in the period from the first week of June 2016 until the fourth week of June 2016. It involved 75 participants in Al-Salam private school.

5.2   KEY FINDINGS

The results indicate that the majority of participants of leaders were females with 68.8% and participant of teachers were female with 93.7%. And most participants belonged to the age group 40-50 with the percentage of 50% and in the next ranking, the age group from 30-40. Most participants were holders of a master's degree with the percentage of 62.5%. The level of experience varied among participants; however, the majority of participants were having more than 16 years of experience. Different findings were concluded; these findings are as follows:

- Most of leaders' perspectives about their leadership styles were democratic in the sense of valuing their team, flexible in the way that teachers are given freedom in using their own strategies and sharing in making decisions. This finding matches the teachers' responses about their leadership styles. The teachers admired the fact that their leaders are co-operative, very good listeners, perfect, dynamic, motivating, practical, fair, kind, caring, determined, focused, team players and role models. This finding matches Maxwell's five levels of leadership and it is a good sign that the leadership style in this school reached level five which is the level of great leaders.

- The leadership style found in the school focused on providing a strong system of professional development for teachers. This is done through regular workshops in and outside the school and through training courses and lecturers. This finding matches the teachers' responses about their professional development activities; most of teachers are getting regular training courses to enhance their performance. This attitude motivates the teachers and impacts their performance.

- Around 58.7% of the teachers strongly agreed that the ttransformational leadership style leads to enhanced performance; and about 38% agreed that their leaders allowed sharing ideas and implementing them into their classes which are considered a big privilege for teachers.

- The teachers' responses revealed high and this transparency can truly impact the teachers' professional development. Some participants revealed that transparency makes the workplace a comfortable zone and added that "It gives a sense of belonging so we can have a clear picture and focused steps to improve and this improvement can be formulated and implemented".

- Operative communication skills were identified as a necessity by leaders to interact competently with teachers and students, as most of the leaders by a percentage of 81.3%

strongly agreed on the idea that leaders are the one who will directly impact the teachers and their performance.

- One of the important findings is that 75% of the leaders strongly agreed that effective leaders care about the needs of their staff and listens to their problems. This concept proves the importance of the implicit theory that was consulted in this research, and it shows that caring for staff contributed to the enhancement of teachers' performance.

- The findings from the interviews revealed many details about the specific characteristics teachers find important to exist in their leaders. Most teachers stressed the importance of having effective professional development courses and activities, so they be current and up to date with their professional practice and be able to perform better. The leaders were also aware of their abilities and the characteristics that they should have or acquire to be effective leader.

- Finally, the responses of teachers rated their leaders high by indicating that they are inspiring and effective leaders who value their work and believe in their growth. The study findings show the significance of a strong relationship among leaders and teachers.

5.3   IMPLICATIONS OF THE STUDY

The Leadership styles influence the environment of teaching and learning, and strongly impact the teachers' performance. A great leader is concerned with the professional development of the teachers, and has a real impact on the school and on the teachers to achieve the goals successfully. This study shows how the leadership styles affect the professional development of teachers and how this in turn this positively affects the progress of the school. A good leader would be able to manage the school effectively and create a proper environment for professional development, when the teacher develop professionally in their specific field and in the education field in general, this will make them better teachers and create a suitable environment for them to be effective teachers who will play an important role in their students'' lives and hence enable them to have higher academic performance which will be reflected later in their professional careers and life. Eventually this will have a greater impact on the productivity of the state and on the student's performance later on should they consider pursuing their college/university degree. They will also

be good citizens based on their academic achievement and become more enlightened and understand the importance of science and the academic work. Many and different studies have investigated the relationship between leadership and professional development, but this study was concerned with the influence of leaders in a specific context which is Al-Salam private school. The focus was on the professional development of the school's teachers and its connection to the leadership style. The study gave a clear and a realistic view of the school's case. Moreover, further research is required to cover more schools, different demographic contexts and to include various theories and styles of leadership.

5.4   SCOPE FOR FURTHER RESEARCH

Further research is required to include a bigger sample size of private schools in Dubai, and to balance the sample between males and females. Governmental schools can be included as well. Further research can be done on the leadership styles and include head teachers, coordinators and head of departments. Assistant teachers can be included in the sample as well to give a clear picture about teachers and assistant teachers and their reflections on their leaders. The aim can be to shed light on the hard work done by the assistant teachers.

Changing the leadership style as a way of investigating how that impact the teachers and students through procedural research on a sample of students in order to study the impact of changing the leadership styles on students' achievements can be a topic for further studies.

5.5   CONCLUDING NOTE

1- This study was conducted in Al-Salam private school which is located in Dubai, the school was a suitable environment for the study due to several reasons. One of which is that the school has different stages starting from kindergarten to secondary stage. Another reason was the fact that the researcher worked there and was familiar with the schools' rules and regulations and this facilitated her mission. The staff and the students came from different nationalities and from different back ground. The objectives of the study were met and the research questions posed in this study were answered in a satisfactory way. The first research question; What are the main significant criteria of effective leadership styles and how do they affect the schools' evaluation and performance? The study revealed various

leadership styles based on Maxwell's model and the outcomes revealed that leadership styles have direct impact on the school's evaluation and performance. The second research question was; what are the characteristics of a qualified principal who has a significant impact on the teachers? The data collected that the characteristics of a qualified principal ranged from being patient, open-minded, encourage participation in decision making, open to suggestions, encourage professional development and many others. If the principal possess these qualifications, he will eventually lead the school to be an effective workplace.

The third research question; what is the impact of the leadership styles of a school's management (specifically the principal) on the teachers' performance and what is the effect of those styles on students' achievements? The outcomes of the study revealed that there is a direct and a significant relationship between the leadership styles of the management (specifically the principal) and the schools' achievements including the teachers' achievements and the students' achievements which are thought to be a direct result of the effective teaching and learning process. This effective process of teaching and learning is mostly based on the idea of teachers' professional development that should be encouraged by the school's leaders. Similar studies were conducted to cover the same subject.

Many examples of empirical research can be found in the review of Leithwood, et al. (2004) and a similar study is conducted by Sammons et al.(2011) and the authors proved through their study that the leadership styles of educational leaders in schools directly impacts the pupils' outcomes. However, the current study is considered unique in nature as it covers the schools' private sector in the local context of UAE. The results and the findings of this study contribute to a broader understanding of the leadership styles in schools for educational leaders and how can the chosen style for leaders make a difference in the school's culture and environment and how this difference might lead to a better academic performance among students.

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Appendices

Appendix I: Questionnaires

Dear Leaders and teachers,

This is **NAHED HUSSAIN MAHDY**. Master of Education student at the British University of Dubai.

To complete the requirements of my master degree, I am conducting a research study for my dissertation with the title of:

"THE IMPACT OF LEADERSHIP STYLES ON TEACHERS' PROFESSIONAL DEVELOPMENT

I seek your participation in this questionnaire and I would really appreciate if you dedicate few minutes of your valuable time to fill in the questionnaire. If you are willing to participate, please fill in the questionnaire and kindly return it today.

The main objective of this questionnaire is to investigate your perspective about the following criteria:

- Leadership effectiveness
- Leadership styles impact on teachers' development
- Teachers' professional development
- Principal character and traits that impact the teaching and learning environment

The collected information is confidential and will be used only for the objective of my research.

Participant Signature: -------------------------------

Questionnaire 1:   The participant's background information, sex, age, educational level and years of experience, please fill in the following.

1- Name: ---

2- Sex: Male   ------------   Female   -------------

3- Age: 20-30   -------------

              30-40   -----------

              40-50   -----------

              50 and above   -----------

4- Educational level:

              High School   ------------
              Bachelor   ------------
              Diploma   ------------
              Master and above   ------------

5- Years of experience:

              1-5 Years of experience   -------------
              6-10 Years of experience   -------------
              11-15 Years of experience   -------------
              16 Years of experience and more ------------

Questionnaire 2: A sample of Leaders questionnaire

The aim of this questionnaire is to investigate your leadership style that effected professional development among teachers.

No	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
1	An Effective leader should have thorough knowledge about the curriculum.				
2	An Effective leader should have thorough knowledge about different teaching methodologies.				
3	An Effective leader has operative communication skills to interact competently with teachers and students				
4	An Effective leader is the one who makes sure that the staff follows the regulations strictly.				
5	An Effective leader is the one who involves the staff in decision making				
6	An Effective leader only passes instructions and supervises work.				
7	An Effective leader sets clear objectives for the staff and shoulders responsibility.				
8	An Effective leader cares about the needs of the staff and listens to their problems.				
9	An Effective leader plans well for the different situations.				
10	An Effective leader cares mostly about the results of the work to be done.				
11	An Effective leader utilizes the staff and the available resources to the fullest.				
12	An effective leader encourages new ideas.				
13	An effective leader is easy to approach				
14	An effective leader has global perspectives of teaching skills.				
15	An effective leader links his department to other departments and the school as a whole.				
16	An effective leader diagnoses the weaknesses of the department.				
17	An effective leader search continuously for all new teaching styles to enhance his teachers 'professionalism.				
18	An effective leader provides teachers with workshops; lectures and training courses to keep them developed professionally.				

19	An effective leader ensures that high quality teaching and learning is happening in all classes and monitor the implementation of research- based best practices.				
20	An effective leader drives high standards and a positive learning culture.				

Questionnaire 3: A sample of teachers' questionnaire

The aim of this questionnaire is to investigate your perspectives on your leaders and how their leading style effect your professional development and your growth.

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	My leader keeps the teachers informed of important school matters..				
2	My leader provides me with clear instructions.				
3	My leader maintains direct and effective communication with the teachers				
4	My leader creates chances for the teachers to share ideas and experiences				
5	My leader helps me in communicating with parents regarding achievement.				
6	My leader provides me with clear and helpful feedback about my practices.				
7	My leader provides me with the information I need about the students with special needs.				
8	My leader holds regular formal meetings with the teachers regarding achievement.				
9	My leader occasionally holds informal regular meetings with the teachers.				
10	My leader listens to my concerns.				
11	My leader provides teachers with chances to grow professionally.				
12	My leader encourages teachers to experiment with new methods.				
13	My leader answers my professional questions or directs me to where I can get the answers.				
14	My leader inquiries about the professional needs of teachers.				
15	My leader arranges sufficient opportunities for professional growth through courses and workshops.				
16	My leader provides the school with magazines and other resources that promote professional growth.				
17	My leader encourages teachers to share their experiences through the school or social websites.				
18	My leader arranges peer visits for the teachers to benefit from each other.				
19	My leader arranges visits for the teachers to and from other schools to benefit from their				

	experiences.				
20	My leader invites experts in education to the schools.				
21	My leader communicates with other educational institutions to fulfill the teachers' professional development.				
22	My leader promotes innovation culture and gives a chance to teachers to be creative.				
23	My leader gives me the chance to share in setting the schools vision.				

Appendix II: Interviews

Interview: A sample of leaders' interview questions

Write your opinion.

6- What is your leadership style? And to what extent your leadership style affects the school performance and environment?

7- Do you believe in distributing leadership responsibilities? And how it effects teachers' efficacy?

8- Do you have concern for teachers' professional development? And do you allow teachers to use their own strategies and techniques in teaching?

9- How can you investigate that the professional development activities for teachers are in consistent with school goals?

10- To what extend you agree that students' scores evaluate teachers' performance?

Interview: A sample of interview questions for the teachers.

6- What is effective leader? and do you consider your leader as an effective leader? in what way?

7- Does your leader provide you and the department with professional development workshops or training courses?

8- Does your leader encourage you to share with new ideas? And allow you to give your opinion in a certain issue?

9- Do you prefer a leader that transparent in the status of the school? If yes, why?

10- What do you thing a leader that discuss and ask for future changes in school? If yes, why?

A sample of leader's questionnaire:

Appendices

Appendix I: Questionnaires

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- Leadership styles impact on teachers' development
- Teachers' professional development
- Principal character and traits that impact the teaching and learning environment

The collected information is confidential and will be used only for the objective of my research.

Participant Signature: ------------------------------

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Questionnaire 1:   The participant's background information, sex, age, educational level and years of experience, please fill in the following.

1- Name: Sunita Varghese

2- Sex: Male   ------------   Female   --✓--------

3- Age: 20-30   ------------
               30-40   ------------
               40-50   ---✓------
               50 and above   ------------

4- Educational level:
               High School   ------------
               Bachelor   ------------
               Diploma   ------------
               Master and above   -----✓-----

5- Years of experience:
               1-5 Years of experience   ------------
               6-10 Years of experience   ------------
               11-15 Years of experience   ------------
               16 Years of experience and more ----✓-----

Questionnaire 2: A sample of Leaders questionnaire

The aim of this questionnaire is to investigate your leadership style that effected professional development among teachers.

No	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
1	An Effective leader should have thorough knowledge about the curriculum.	✓			
2	An Effective leader should have thorough knowledge about different teaching methodologies.	✓			
3	An Effective leader has operative communication skills to interact competently with teachers and students	✓			
4	An Effective leader is the one who makes sure that the staff follows the regulations strictly.	✓			
5	An Effective leader is the one who involves the staff in decision making		✓		
6	An Effective leader only passes instructions and supervises work.			✓	
7	An Effective leader sets clear objectives for the staff and shoulders responsibility.		✓		
8	An Effective leader cares about the needs of the staff and listens to their problems.	✓			
9	An Effective leader plans well for the different situations.	✓			
10	An Effective leader cares mostly about the results of the work to be done.			✓	
11	An Effective leader utilizes the staff and the available resources to the fullest.	✓			
12	An effective leader encourages new ideas.	✓			
13	An effective leader is easy to approach	✓			
14	An effective leader has global perspectives of teaching skills.	✓			
15	An effective leader links his department to other departments and the school as a whole.	✓			

16	An effective leader diagnoses the weaknesses of the department.	✓				
17	An effective leader search continuously for all new teaching styles to enhance his teachers 'professionalism.	✓				
18	An effective leader provides teachers with workshops; lectures and training courses to keep them developed professionally.	✓				
19	An effective leader ensures that high quality teaching and learning is happening in all classes and monitor the implementation of research- based best practices.	✓				
20	An effective leader drives high standards and a positive learning culture.	✓				

A sample of leader's interview

Appendix II: Interviews

Interview: A sample of leaders' interview questions

Write your opinion.

1- What is your leadership style? And to what extent your leadership style affects the school performance and environment? *Affiliated, team building, considers suggestions made by others while taking decisions. Creating good relationship.*

2- Do you believe in distributing leadership responsibilities? And how it effects teachers' efficacy?

Certain responsibilities should be shared team harmony is necessary to develop motivation

3- Do you have concern for teachers' professional development? And do you allow teachers to use their own strategies and techniques in teaching? *Yes, sharing different skills and information through meetings and workshops, teachers should be given freedom if it is effective bar imparting*

4- How can you investigate that the professional development activities for teachers are in consistent with school goals?

Regular meetings to update the teachers of the school expectation

5- To what extend you agree that students' scores evaluate teachers' performance?

A great extent teachers reflect in the results.

A sample of teacher's questionnaire:

Appendices

Appendix I: Questionnaires

Dear Leaders and teachers,

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- Leadership effectiveness
- Leadership styles impact on teachers' development
- Teachers' professional development
- Principal character and traits that impact the teaching and learning environment

The collected information is confidential and will be used only for the objective of my research.

Participant Signature: ---------------------------------------

Questionnaire 1: The participant's background information, sex, age, educational level and years of experience, please fill in the following.

1- Name: Joan D. Alcorza

2- Sex: Male   -----------   Female   --✓--------

3- Age: 20-30   -------------
            30-40   --✓--------
            40-50   -----------
            50 and above   -----------

4- Educational level:
            High School   -------------
            Bachelor   --✓--------
            Diploma   -----------
            Master and above   -------------

5- Years of experience:
            1-5 Years of experience   -------------
            6-10 Years of experience   -------------
            11-15 Years of experience   ----✓--------
            16 Years of experience and more -------------

Questionnaire 3: A sample of teachers' questionnaire

The aim of this questionnaire is to investigate your perspectives on your leaders and how their leading style effect your professional development and your growth.

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	My leader keeps the teachers informed of important school matters..	✓			
2	My leader provides me with clear instructions.	✓			
3	My leader maintains direct and effective communication with the teachers	✓			
4	My leader creates chances for the teachers to share ideas and experiences	✓			
5	My leader helps me in communicating with parents regarding achievement.	✓			
6	My leader provides me with clear and helpful feedback about my practices.	✓			
7	My leader provides me with the information I need about the students with special needs.	✓			
8	My leader holds regular formal meetings with the teachers regarding achievement.	✓			
9	My leader occasionally holds informal regular meetings with the teachers.	✓			
10	My leader listens to my concerns.	✓			
11	My leader provides teachers with chances to grow professionally.	✓			
12	My leader encourages teachers to experiment with new methods.	✓			
13	My leader answers my professional questions or directs me to where I can get the answers.	✓			
14	My leader inquiries about the professional needs of teachers.	✓			
15	My leader arranges sufficient opportunities for professional growth through courses and workshops.	✓			

16	My leader provides the school with magazines and other resources that promote professional growth.		✓		
17	My leader encourages teachers to share their experiences through the school or social websites.	✓			
18	My leader arranges peer visits for the teachers to benefit from each other.	✓			
19	My leader arranges visits for the teachers to and from other schools to benefit from their experiences.		✓		
20	My leader invites experts in education to the schools.		✓		
21	My leader communicates with other educational institutions to fulfill the teachers' professional development.		✓		
22	My leader promotes innovation culture and gives a chance to teachers to be creative.	✓			
23	My leader gives me the chance to share in setting the schools vision.	✓			

A sample of teacher's interview:

Interview: A sample of interview questions for the teachers.

Write your opinion

1- What is effective leader? and do you consider your leader as an effective leader? in what way? Co-operative, a very good Listener, perfect. able to work towards the better of the department. I learn to grow and feel Comfortable under her leadership.

2- Does your leader provide you and the department with professional development workshops or training courses? The school have Continuous plan for developing teachers and regular workshops during the year.

3- Does your leader encourage you to share with new ideas? And allow you to give your opinion in a certain issue? Yes my leader encourages me to have new ideas and apply them to the classroom.

4- Do you prefer a leader that transparent in the status of the school? If yes, why? Yes So that we understand the real situation and prepare ourselves.

5- What do you thing a leader that discuss and ask for future changes in school? If yes, why? Sure, encourage us to improve and progress.