



**Leadership Effectiveness of School Principals and
Institutional Development: The Overarching Role of
Leaders' National Culture in Arabic Schools in UAE.**

**الفعالية القيادية لمديري المدارس والتطوير المؤسسي: الدور الرئيسي للثقافة
الوطنية
للقادة في المدارس العربية في الإمارات العربية المتحدة**

by

INAS NASR

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

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The British University in Dubai

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ABSTRACT

School Leadership has remained a fundamental aspect of school development. This is based on the widespread assertion that quality leadership makes a good difference in school effectiveness and student outcomes. This assertion is made consideration of the national culture of school leadership; particularly, principals's culture on institutional development. This area has not gained required attention. A contextual gap also exists regarding the lack of insight on the effect of Western and Local principals' leadership with regards to their varied effect on school leadership and development, highlighting the increasing presence of Western expatriates in the sector. The main purpose of the study is to investigate the impact of the national culture of principals on leadership and institutional effectiveness in UAE local schools. The present study assumes a positivist philosophical position in a quantitative research approach; measures are installed to ensure replicability, objectiveness, reliability and other aspects of research credibility. The study focuses on UAE local or government-owned schools across all seven Emirates, collecting data with the help of an online survey questionnaire. Findings indicate that principals' culture has a significant effect on both areas of leadership effectiveness and school development. This is valid for the leadership dimensions of individualism and long-term orientation. In addition, uncertainty avoidance also makes a positive contribution to leadership effectiveness. The culture of principals also acts as a negative moderator of leadership ability to achieve institutional performance; this is valid for masculinity as a cultural dimension. In other findings, leadership has been observed as critical for school development even though vision implementation weighs down on school development. Finally, no difference exists between Western and Local principals in both areas of leadership effectiveness and institutional development. Nurturing and propagating the required cultural traits and dimensions is critical for effective leadership and institutional development in UAE schools.

Keywords: *leadership effectiveness, school culture, school management, school development.*

ملخص

لطالما كانت وستظل القيادة المدرسية جانباً أساسياً من جوانب التنمية المدرسية. يستند هذا الى التأكيد، على نطاق واسع، أن جودة القيادة لها تأثير كبير على فعالية المدرسة ونتائج الطلبة. بيد أن النظر في الثقافة الوطنية لقادة المدارس، ولا سيما المبادئ الأساسية المتعلقة بالتنمية المؤسسية، لم يحظى بالإهتمام اللازم. أضف الى ذلك، هناك ثغرة في هذا السياق فيما يتعلق بندرة الدراسات التي تسلط الضوء على الربط بين اسلوب القيادة المتبع من المدراء الغربيين والمحليين وتأثيرهم المتباين على مدى فعالية الإدارة وتطور المؤسسة التعليمية، مع الأخذ بعين الإعتبار العدد المتزايد للمدراء الأجانب في القطاع التعليمي.

الهدف الرئيسي لهذه الدراسة، هو التحقق من مدى تأثير الثقافة الوطنية لمدراء المؤسسات التعليمية على فعالية القيادة وتنمية المدارس المحلية في دولة الإمارات العربية المتحدة. هذه الدراسة هي موقف فلسفي إيجابي في نهج البحث الكمي، حيث يتم تثبيت التدابير لتأكد من تكرارها، ولضمان الثقة والموضوعية بالإضافة الى جوانب أخرى من البحث. تركز الدراسة على المدارس الحكومية أو المدارس المملوكة من الدولة في جميع الإمارات السبع وجمع المعلومات من خلال إحصائات واستبيانات عبر الإنترنت. تشير النتائج الى أن ثقافة مدراء المدارس لها تأثير كبير على مجالي فعالية القيادة وتطوير المؤسسات التعليمية. وهذا ينطبق على ابعاد القيادة الفردية والتوجه على المدى البعيد. بالإضافة الى ذلك، يؤدي تجنب عدم اليقين ايضاً الى المساهمة الإيجابية في فعالية القيادة. كمل تعمل ثقافة مديري المدارس كعامل سلبي للقدرة القيادية على تحقيق مستوى عالي من الأداء المؤسسي، وهذا ينطبق على الذكورة كبعد ثقافي. بالمقابل، وفي إستنتاجات أخرى، لوحظ أن القيادة تعتبر حاسمة بالنسبة لتطوير المدارس، على الرغم من أن تنفيذ الرؤية يؤثر على تنمية المؤسسة التعليمية. أخيراً، لا يوجد فرق بين المديرين الغربيين أو المحليين من ناحية فعالية القيادة والتنمية المؤسسية. إن رعاية ونشر السمات الثقافية المطلوبة وأبعادها أمر بالغ الأهمية لتحقيق القيادة الفعالة والتطوير المؤسسي في مدارس دولة الإمارات العربية المتحدة.

DEDICATION

This dissertation is lovingly dedicated to my parents for their support, encouragement and faith in me throughout my period of education. A special feeling of gratitude to my husband and my lovely children whose existence in my life and their love are a constant source of inspiration.

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LIST OF ABBREVIATIONS

Name	Full Meaning
CEO	Chief Executive Officer
MOE	Ministry of Education
MRG	Management Research Group
OECD	Organization for Economic Co-operation Development
TMT	Top Management Team
UAE	United Arab Emirates

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CHAPTER ONE: INTRODUCTION

1.1 Introduction and background of the study

Leadership has remained a fundamental aspect of societal development (Wallis & McLoughlin 2007). Of particular importance is the role of Institutional leaders in the ability of management to sustain progress in both public and private domains. According to OECD (2001, p. 13):

“In a diversified society than a homogenous society, [...] leaders are required to transmit new values, mediate differences and create coalitions in support of reforms [improvements] [...]”

Interest in educational leadership, in particular, has increased over the years (Bush 2007). This is based on the widespread assertions and ‘beliefs’ that quality of school leadership makes a good difference with regards to school effectiveness and student outcomes. The lack of agreement in literature is, however, alarming and has become an area of increased concern (Bush 2007). In the area of school leadership, there has been a lack of consensus on how exactly the term may be defined (Leithwood et al. 2008) even though an attempt has been made regarding the association between school leadership and overall institutional effectiveness (Leithwood et al. 2008).

Emphasizing that school leadership in the position of principals work together with other school senior management members and teams to achieve specific aims and educational outcomes (Bush 2007), the area of school leadership must be an area of concern. School leaders of a different culture may hold the potential of disrupting or enhancing school effectiveness building on effects emanating from the concept of cultural distance (Cerimagic & Smith 2013). Considering evidence in this area is not well-established, severe implications may exist on the adoption of local or foreign principals in UAE schools. Even though no exact evidence exists

in this area regarding which leaders are more effective or whether the cultural background of leaders plays any role in school effectiveness, the present study makes a bold step in this direction to establish empirical evidence.

The present study builds on available literature that addresses the relationships between the concepts of educational leadership effectiveness, school leadership culture and school effectiveness. The impact of culture on team effectiveness has been observed (Asherman & Bing 2016), and the area of school culture on school effectiveness has also gained some attention even though seldom from a leadership cultural perspective (Cheong 2010; Gaziel et al. 2012). Building on an objective and quantitative methodology, the study focuses on UAE local schools in a partially comparative assessment of western and local principals' national culture on leadership and institutional effectiveness.

1.2 Statement of the problem

Growing interest in educational leadership has been established on the premise that the quality of leadership plays an underlying role in institutional and student outcomes (Bush 2007). Even though culture background of leadership has attracted the interest in varied sectors (Emmerik et al. 2008; Lewis 1996), little or no known evidence exists regarding the educational sector. Moreover, little evidence surrounds impact of leadership culture on institutional effectiveness in general. This research gap exists despite some attention to school culture in general (Cheong 2010; Gaziel et al. 2012). The exact effect of principal national culture on leadership and institutional effectiveness is not well established (Schoen & Teddlie 2008), creating a theoretical research gap in this area.

With regards to the contextual gap, focusing on the context of UAE local schools is critical as the Arabic region is increasingly gaining the presence of Western expatriates in the educational sector. This is evident in the recent statistics published by the Ministry of Education as the presence of Western teachers and faculty continues to rise (MOE 2016). Considering the lack of a clear understanding of the impact of foreign leaders on institutional effectiveness, the present study aspires to establish key evidence and practical implications that directly benefit the Ministry of Education.

1.3 Purpose and objectives

1.3.1 Main Purpose of the Study

The main objective of the study is “*to investigate the impact of the national culture of principals on leadership and institutional effectiveness in UAE local schools*”. More specific objectives are established further below.

1.3.2 Specific Research objectives

- I. To investigate the impact of the National Culture of principals on leadership effectiveness in UAE local schools.
- II. To investigate the impact of National Culture of principals on institutional development in UAE local schools.
- III. To investigate the impact of Leadership effectiveness on institutional development in UAE local schools.
- IV. To assess the moderating role of leadership culture on leadership ability to achieve institutional development in UAE local schools
- V. To investigate the difference between Local and Western principals’ ability to achieve institutional effectiveness in UAE local schools.

1.4 Research questions

1.4.1 Main Research Question

The main research question of the study is “*what is the effect of the national culture of the school principal on leadership and institutional effectiveness in UAE local schools*”. More specific research questions are established below.

1.4.2 Specific Research Questions

- I. What is the impact of the national culture of principals on leadership effectiveness in UAE local schools?
- II. What is the impact of the National Culture of principals on institutional development in UAE local schools?
- III. What is the impact of Leadership effectiveness on institutional development in UAE local schools?
- IV. What is the moderating role of leadership culture on leadership ability to achieve institutional development in UAE local schools?
- V. What is the difference between Local and Western principals’ ability to achieve institutional effectiveness in UAE local schools?

1.5 Hypotheses

The hypotheses of the present investigation are presented as follows:

- I. National Culture of principals has a positive and strong effect on leadership effectiveness in UAE local schools.
- II. National Culture of principals has a positive and strong effect on institutional development in UAE local schools.

- III. Effective Leadership has a positive and strong effect on institutional development in UAE local schools.
- IV. Leadership culture positively and significantly moderates leadership ability to achieve institutional development in UAE local schools.
- V. A significant difference exists between Local and Western principals' ability to achieve institutional effectiveness in UAE local schools.

1.6 Rationale for the study

The rationale of the study is presented in two main areas of theoretical significance and practical significance. Theoretically, the study contributes knowledge regarding the role of leadership national culture on institutional effectiveness in educational institutions. Even though previous investigations have not exactly closed this gap, the present study seeks to build on Bush (2007), Leithwood & Riehl (2003), Lee & Dimmock (1999) and Gaziel (1997). These studies mainly focused on educational leadership whilst the present study combines the special role of leadership culture. The present study is, therefore, a significant addition to the body of knowledge surrounding educational leadership and management.

Practically, the findings of the study are of significance to the Ministry of Education and the various educational zones in ensuring that the public schools contribute effectively to the UAE's quest for knowledge-based societal development. The findings help justify and appreciate not only the expertise of Westerners on the UAE educational community but the role their national cultural background plays in the whole area of educational leadership and institutional development; this remains the unique contribution of the present study. The findings can be used by the Ministry of Education to build on the institutional development of public schools in UAE.

1.7 Structure of the dissertation

The present study is separated into five main chapters. Chapter one presents the introduction to the study. It commences with a background to the study and elaborates on the problem statement, research objectives, research questions, rationale of the study and overall organization of the study. The second chapter presents a conceptual analysis of the study, theoretical framework, review of related literature and finally an empirical review of studies with similar methodologies. Chapter three presents the research methodology of the study. Main areas presented in this chapter include the research design, population and sampling techniques, sources of data, instrumentation and other methodological considerations.

Chapter four commences after data collection and presents the main results and findings of the study. The presentation of this chapter pays attention to the main research questions presented in the initial chapter of the study. The fourth chapter of the study also discusses the main findings of the study and pays some attention to the theoretical and practical implications of the study. Chapter five is the final chapter of the study and it presents the conclusions and recommendations. Conclusions are established in line with the main objectives. Recommendations are offered to future researchers and other stakeholders in the UAE educational sector.

CHAPTER TWO: LITERATURE REVIEW

2.1. Definitions of Key Concepts

Important concepts and theories that fall into the theoretical context of the study are discussed. Important constructs inferred from the research questions and gap established earlier in the chapter include the concepts of school leadership, school culture, and educational institutional development. Key definitions of terms are presented here:

Leadership: Leadership as a concept may be defined as an ability to influence a set of followers towards a common goal (Vroom & Jago 2007). Others including Antelo et al. (2010) have defined leadership as characterized by a high level of motivation and accomplishment due to influence and common purpose in achieving organizational goals.

Culture: Culture represents the norms, values, beliefs, and attitudes that interact with organizational behavioural outcomes by simply affecting or determining behaviour (Aktas et al. 2011). Furnham & Xenikou (2013) define culture as a set of basic assumptions and values that are shared in an organization. These values and norms determine expected and acceptable behavioural outcomes.

School Culture: This may be defined as the way and manner things are done in the educational institution (Bass 2004; Hoy 2010). They may include areas of safety, school leadership, and teachers' behaviour among others (Safe Schools Inc 2001).

School Effectiveness: The definition of school effectiveness has remained complex and diverse. Some attempt to offer a definition has referred to school effectiveness as the difference between actual and predicted school scores, where scores relate to key characteristics that determine effectiveness (Cahan & Elbaz 2000). Mainly, effective schools are above average schools.

School Leadership: Leithwood et al. (2008) define school leadership based on seven main attributes. Two leading aspects of this definition are that school leadership is second to classroom teaching and directly affects or influences pupil learning and that successful school leadership possess common quality traits that lead to successful institutional development.

2.2. Theoretical Framework

Important theories, concepts, and frameworks that apply to the study are discussed in the sections that follow.

2.2.2 The Concept of Leadership

There have been a plethora of studies on the concept of leadership – from the political field to organizations and the media. The exact definition of a leader as distinct from a non-leader has remained challenging to formulate (Brouer et al. 2012). This is based on the fact that regardless of perspective from which leadership is conceptualized, whether trait or situation-based, qualities are not mutually exclusive. Qualities that are found in leaders are equally found in some non-leaders (Bass 1990; Zaccaro 2007). Despite the varying definitions of leadership, one thing is clear – a leader seeks to influence his followers. This is central to the definition of leadership offered by Vroom & Jago (2007) in the earlier section of the chapter.

Ultimately, the phenomenon of leadership has been met with some challenges due to the inability of researchers to provide a consistent definition. Two dominant perspectives to conceptualizing the concept of leadership; these include the situational nature of leadership and the use of trait personality for leadership definition and measurement (Hersey & Blanchard 1993). Leadership from the trait perspective has been defined based on the qualities possessed by the leader or type of influence (Vroom & Jago 2007). The situational perspective mainly

builds on the leadership abilities as facilitated by surrounding events (Ferris et al. 2007; Vroom & Jago 2007).

Leadership typologies that build on the level of influence include the transformational and transactional leadership (Burns 1978), charismatic leadership (Conger & Kanungo 1998), tyrannical leadership (Glad 2004) and narcissistic leadership (Kets de Viers & Miller 1985). Leadership has also been defined in the context of the effectiveness of its influence. Vroom & Jago (2007) outlined important underlying characteristics and definition of leadership. In doing this, Vroom & Jago (2007) emphasize that leadership is a process that involves a form of influence called motivation and influences followers in an attempt to direct the group towards a common goal.

It is important to add that the concept of leadership has often been used interchangeably with term “management”. Cuban (1988) provides a clear distinction between the two concepts, with leadership having more to do with change and management with maintenance activity. Leadership evolves around influencing the actions of others to achieve a desirable goal, where the transition from one point to the other can be observed. Management, on the other hand, entails "*efficiently and effectively*" maintaining affairs of the organization, without a clear need for transition (Cuban 1988). More often than not, a combination of management and leadership is required for effective organizational development.

2.2.3 Models of leadership

Given the wide range of literature on leadership, a number of authors have categorized leadership into various models or types. They include managerial leadership, transformational leadership, participative leadership, political and transactional leadership, post-modern, moral leadership, instructional leadership, innovation, passive, aggressive and contingency leadership

(Leithwood et al. 1999; Bush & Glover 2002; Bush 2003; Caldwell 1992; Bass & Avolio, 2004). This list is no doubt exhaustive as other leadership types have been proposed. Some of the main types of leadership are discussed in the sub-sections that follow.

2.2.3.1 Transformational Leadership

Transformational leadership is one of the dominant leadership types emphasized in the literature. This type of leadership stresses on the commitment of its members (Leithwood. 1999, p. 9). Ultimately, transformational leaders influence the attitudes of organizational members creating a "common mentality" to achieve a firm's goals (Bass & Avolio 2000; Yukl, 1999). According to Gracia-Morales et al (2012 p. 1040), transformational leadership increases consciousness among members and helps them achieve their goals, together achieving group objectives. A transformational leader is likely to create an environment that fosters high achievement of goals, self-actualization and personal development (Bass 1985).

Transformational leadership stipulates a high degree of relationship among leadership, innovation, and knowledge (Nonaka & Takeuchi, 1995; Senge et al., 1994). Others including Howell & Avolio (1993) agree that transformational leadership increases innovation and knowledge. Leaders who adopt this form of leadership styles share certain characteristics such as charisma, inspiration, consideration of employees (Bass, 1990; Bass & Avolio, 2000); good communication, trust, generation of knowledge (Senge 1990; Slater & Naver 1995), among others. The four dimensions of a transformational leader include charisma, inspirational motivation, intellectual stimulation and individualised consideration (Bass 1985; Burn 1978; House 1977).

2.2.3.2 Transactional leadership

Transactional leadership which is also known as 'managerial leadership' emphasizes on supervision, organization and group performance. In this style of leadership, the leader uses rewards and punishments to motivate followers (Odumeru & Ogbonna 2013). Garcia-Morales et al. (2012) argue that in a transactional leadership style, the leader is keen on promoting his own interest rather than the interest of his subordinates. This attribute remains a major difference between transactional and transformational leadership approaches.

Bushra et al (2011) and Khan et al (2014) agree, saying the relationship between the leader and his follower is one based on rewards for the attainment of a goal. Transactional leadership falls under three dimensions – contingent reward, management by exception (active) and management by exception (passive). Some qualities of a transactional leader include being extrinsic motivators, directive and action-oriented. Whereas transformational leadership fit strategic business transitions, transactional leadership ensures a high level of business continuity.

2.2.3.3 Other leadership perspectives

Other types of leadership styles that have been identified include the contingency theory of leadership (Fiedler, 1996; Fiedler & Garcia, 1987), path-goal theory (Northouse, 2013)), Hersey & Blanchard Theory (Hersey & Blanchard, 1996; Hersey & Blanchard, 1993), leader-style theory (Vroom, V. & Yetton, P. 1973), Managerial Grid of leadership (Blake & McCause 1991). There is no doubt that most of these leadership traits have key similarities and commonalities in terms of their definition and conceptual make-up. In addition, one or more of these systems have been considered in a single pool.

2.2.4 School Leadership Effectiveness

Most leaders are seen to be effective based on their personality, philosophy of management or attitude. Vroom & Jago (2007) define leadership effectiveness as the ability to influence its followers in a manner that makes them achieve their goals. Likert (1967) was developed by Rensis Likert and suggested that an effective leader is participative with a management approach centred on trust and open communication between superiors and subordinates. McGregor (1967) on the other hand came up with 'theory Y' and 'theory X' leaders. Those belonging to Theory X are said to be ineffective as they carry the notion that subordinates are less inclined to work because of their general disinterest to the job. Theory Y managers are more effective because they believe employees generally enjoy their job and are willing to contribute to the growth of the organization.

Among other factors, motivation has been argued to be a key factor to effective leadership (Duda 2001; Dweck 1991; Harwood et al. 2008). This is supported by Hersey & Blanchard (1993) who argue that leadership development as a lengthy process requires motivation in acquiring knowledge and developing skills. As observed from Likert and McGregor, leadership effectiveness has usually been tied to a unique context of how effectiveness may be defined within any context at any given time. Wallis & McLoughlin (2007) leadership effectiveness model adapted for the present investigation was generic and applicable to varied groups and countries without clear restriction to certain contexts.

Even though no clear metrics have been comprehensively established to support school leadership effectiveness, the six main areas have been identified by Wallis & McLoughlin (2007) based on which leadership effectiveness is defined. These metrics have been applied widely to both areas of public and private domains. These include the creation of a common

vision, development of followers, implementation of the vision, following through, achieving results and team playing (Wallis & McLoughlin 2007).

2.2.4.1 Creating a vision

MRG (1998) suggests five behaviours to employ in creating a vision for an organization. They include traditional (how leaders scrutinize problems to ensure predictability and minimize risks); innovative (the ability of leaders to adjust in a competitive environment although to a certain degree they hold different views regarding a particular issue.); technical (the level of understanding and in-depth knowledge leaders have about their environment); self (the degree to which a leader makes an independent decision) and strategic (the degree to which a leader adopts a wide approach to solving problems and making decisions by being objective) (MRG, 1998: 9,16).

2.2.4.2 Developing followers

According to Tichy & Devanna (1986), a key characteristic of a leader is his ability to influence followers towards achieving a common goal. This is often done through internalization (projecting of shared values) and identification (loyalty and personal identification). The four sets of behaviours for developing followers include persuasive (the ability to convince others to accept your opinion); outgoing (measures the leaders' ability to interact with different kinds of people); excitement (extent to which a leader is passionate) and restraint (the degree to which they seek to control their emotional expression and exude a calming influence under pressure). A high level of restraint is applicable to 'coping activities' (Wilson 1989).

2.2.4.3 Implementing the vision

Implementing the vision involves four sets of behaviours. The first is structuring; it applies to leaders who make use of a systematic and organized approach to procedures. The second is the

tactical set which is applicable to leaders who stress on the production of 'immediate results' with a focus on 'short-range, hands-on solution. The third set is communication which is the extent to which a leader's expectations are expressed clearly and precisely. The last set of behaviours is delegation which is the degree to which the leader gets people to help meet the objectives by providing them with autonomy (MRG 1998: 44).

2.2.4.4 Following through

Leadership effectiveness based on following through revolves around two sets of behaviours. The first set is the control behaviour. This is the extent to which a leader sets deadlines and monitors activities to ensure they are done according to schedule. The second set of behaviours is the feedback which is the degree to which a leader gives a report regarding the personality and performance of followers to ascertain whether they measured up to his expectations.

2.2.4.5 Achieving results

Achieving results is a key function of an effective leader. According to MRG (1998: 45), they are best attained by leaders who set 'challenging goals', 'stay focused' and 'build an achieving climate'. The sets of behaviours include management which is attainable by leaders who exude influence. The second is the dominant set which is the degree to which a leader adopt a forceful, competitive and assertive approach to achieve results. The third is the production set which represents the period where leaders measure performance using results and a high standard by continually pushing themselves and others.

2.2.4.6 Team playing

Due to the collective nature of organizations, team playing remains an effective function of the leader. This is supported by Carlyle (1841) and James (1880). Four behaviour sets applied to team playing include cooperation (the degree to which leaders indulge the needs of others by

putting on hold personal projects to assist others); consensual (the degree to which leaders ask for the opinion of others before making a decision); authority (the extent to which leaders esteem the value of authority figures using them as resources for information) and empathy (the degree to which leaders provide supportive relationships for those around them).

2.2.5 Leadership in education: Education Leadership and Management

Educational leadership has gained recognition since the early 21st century, mainly due to the impression that leadership is critical in effecting changes in the school. Schools are beginning to realize that to remain competitive, they must have highly skilled and trained teachers. There is, therefore, the need for effective leadership on the part of principals and school managers (Bush 2007).

The standards of the curriculum, achievement benchmark, programmatic requirements, increasing the diversity of students, the development of technologies (Leithwood & Riehl 2003), increased enrolment of high school graduates and low completion rate (Baum et al. 2013) are some of the factors that strain the educational institution. According to Leithwood & Riehl (2003), school leaders have the responsibility of providing direction and exerting influence on members to achieve the goals of the school. They must strive to become innovative, adaptive and flexible amidst challenges, while portraying efficiency, hiring and retaining qualified employees and training students to become future leaders (Baum et al. 2013).

Educational leadership is considered a pluralist phenomenon that includes different perspectives and an "*inevitable lack of agreement*" (Bolman & Deal, 1997, p. 11). Despite the difference between educational leadership and management, both are required for the efficient and effective operation of the school. Leithwood et al (1999) concluded that in their day-to-day

activities, principals are not aware whether what they are doing constitutes leadership or management.

2.2.5.1 Teacher Leadership

Harris and Lambert (2003) define teacher leadership as the type of leadership that offers teachers the opportunity to lead. The purpose of this leadership is to "improve learning with a model of leadership premised on the principles of professional collaboration, development, and growth" (Harris and Lambert 2003, p.43). Lightfoot (1983, p. 323), strong, consistent and inspired leadership are necessary for the growth of a school. Donaldson (2006, p. 8), leadership enables a school to adapt to the changing nature of the society.

Spillane (2006, p. 15), Lieberman et al (1988); Blasé and Blasé (20001) and Grant (2006) agree that leadership should not be centred on the principal alone. Since it is based on 'trust', it requires the 'letting go' of senior staff (Lieberman et al. 1988). In the words of Harris and Muijs (2005, p. 133),

"both senior managers and teachers have to function as leaders and decision makers and try to bring about fundamental changes. Essentially, school improvement requires a conceptualization of leadership whereby teachers and managers engage in shared decision-making and risk-taking."

It is imperative that certain factors be considered before a teacher assumes a leadership position. They include purposefulness (Donaldson, 2006, p. 181), the courage to take initiative (Grant, 2006), ability to take risks (Lieberman et al., 1988) and collaborating well with people (Harris & Muijs 2005, p. 24). Since the concept of teacher leadership is better understood in terms of contexts (Grant 2006), a school context and collaborative culture (Little 2000) and a collegial culture (Muijs and Harris 2003) is essential.

2.2.5.2 Curriculum Leadership

Curriculum leadership and management is often associated with Hallinger & Murphy's (1987) Instructional management and Instructional leadership (Dimmock & Wildy 1995). This form of leadership includes the setting of goals, monitoring, reviewing and developing the school's educational program and staff, inculcating the right culture and allocating resources (Lee & Dimmock 1999). Curriculum management has been defined:

"management of interpersonal relations as it is about structuring and delivering knowledge" (Morrison, 1995, p. 66).

The question of 'who should be a curriculum leader' and 'how should they be involved in curriculum leadership and management' are two important questions commonly asked. In their study, Morrison, (1995) asserts that curriculum leaders play a fundamental role as resource providers, instructional resources, and communicators. Curriculum leadership is also responsible to create a visible path for progress in the educational institution. In response to this assertion, Fullan, (1991) points the role of the principal as a curriculum leader.

Krug (1992) identified five parts of curriculum leadership – mission definition; managing curriculum and instruction; teaching supervision; monitoring of students' progress and promoting the instructional climate. Bolman & Deal (1992) argue that in America, the principal is concerned with the individual's feeling and need thus, they adopt the human resource frame of leadership. In contrast, a principal in Singapore who is overly concerned with goals, coordination, and control will adopt a structural frame of leadership.

2.2.6 The Concept of Culture

The concept of culture is quite difficult to define because of the different contexts to which it is applied. According to Apte (1994) and Apte (2001), despite rigorous efforts to define culture

disagreements still exist. Spencer-Oatey (2008, p. 3) asserts that culture is a set of basic assumptions and values, orientations to life, beliefs, and policies shared by a group of people which influences each member's behaviour. Hofstede (1991) considers culture as a collective programming of the mind of a group of people who help this group differentiate themselves from the others (Hofstede 1991).

Culture has been reported to be a common influence on leadership behaviour (Vam de Vliert 2006; Brodbeck et al. 2000; Chhokar et al. 2007; Gerstner & Day 1994; Hofstede 2001; House et al. 2004; Shaw 1990). Moreover, Culture can be manifested at different levels – observable artefacts, values and assumptions (Schein 1990, p. 111); it also affects behaviour and how behaviour is interpreted (Hofstede 1991, p. 8); it is learned and not inherited (Hofstede 1994, p. 6); influences biological processes (Ferraro 1998, p. 19-20); associated with social groups (Ferraro 1998, p.16).

2.2.7 Culture Typologies

A number of culture typologies and models have been proposed. Even though no doubt exhaustive, key typologies are discussed.

2.2.7.1 Handy's Typology

Handy (1978) identified four typologies of culture – power culture, role culture, task culture and person culture. Power culture is found in small organizations; it operates in a centralized system where power solely rests on one person; decision making is political and not bureaucratic and it is individualistic and result-oriented. Role culture is bureaucratic in nature with a simplified administrative system; it is impersonal in nature and adapts to change slowly; sectors and departments are controlled by definition of authority, procedures and formal rules of communication. Task culture is project-oriented in nature and values teamwork; it adopts a

flexible approach and adapts to change easily; person culture is more individual-oriented and values individual loyalty; power is shared among members and change is applied often.

2.2.7.2 Quin and McGrath

The Competing Value Model (CVM) was introduced in 1981 to highlight the conflict existing between stability and change in the internal and external environments (Santos 1992). This typology has four characteristics or components that portray a means and end kind of relationship. Clan culture is centred on norms and values; it adopts a participative style of leadership; consensus is important and motivation is as a result of participation and involvement shared by individuals (Santos 1992).

The second component, focus on innovation is centred on change and flexibility; factors of motivation include opportunities for growth, stimulation of diversification and creativity; leaders are characterized by vision, entrepreneurship, and idealism. Hierarchy as the third component is bureaucratic-like, formal and more stable; rules and regulations govern behaviours; risks are avoided and a conservative style of leadership is adopted. With regards to the last component, rationality is "*permeated by assumptions of achievements*", (Santos, 1992, p. 62), since individuals' value achieving organizational goals, it adopts a goal-oriented form of leadership.

2.2.7.3 Schneider's Typology

Schneider's (1996) typology of culture includes leadership, authority, decision-making, structure, relationships, staffing and performance management. He came out with collaboration culture, control culture, competence culture and cultivation culture, characterized by military, family, university, and religious organizations. Collaboration culture (family) is personal with

emphasis placed on people; motivation is based on the need for affiliation; promotes synergy and power is rooted in relationships; decision making is participative.

Control culture (military) is impersonal and places work above people; motivation rests on the individual need for power; leadership style is domineering; it is characterized by realism, objectivity, predictability, caution, and conservatism. Cultivation culture (religious organization) is personal and stresses on possibilities, personal development, and future opportunities; motivated by self-fulfillment and personal growth; emphasis is placed on values and emotions; based on commitment and mutual confidence; adopts a charismatic style of leadership. Competence culture (universities) promotes technology, innovation, intellectual capacity, excellence, and specialization; visionary leaders who encourage commitment from their followers

2.2.8 National Culture

Over the past decades, national cultural distance has gained recognition in International Business (IB). This is mostly to explain the success of multinational enterprises (Shenkar 2001). National Culture Distance is the degree to a country's cultural norms and values differ from another country (Chen & Hu 2002; Hofstede 2001; Kognut & Singh 1988). Fiol (1991) assert that national culture leads to the adoption of "country-specific routines" for the accomplishments of objectives. In view of this, Shane (1993) emphasize that employees are more inclined to perform tasks that agree with their cultural values.

Failure to find alternative methods has caused recent studies to continually rely on Hofstede's work despite its many criticisms (Schwartz 1994; Shenkar 2001; Steenkamp 2001). After carrying out a survey on more than 117,000 IBM employees in 40 different countries, Hofstede et al. (2010) identified four "statistically-independent" dimension used to ascertain the cause of

inter-country variation. The five dimensions are made up of power distance, uncertainty avoidance, individual/collectivism, masculinity/femininity and long-term orientation.

- Power distance: this has to do with the belief that power and status are not equally distributed. Hence, less powerful people must accept power is not equally distributed.
- Uncertain avoidance: how threatened people feel about uncertainty, unstructured situations or what is unknown to them and how much they tolerate what is ambiguous and uncertain.
- Individualism/Collectivism: how much emphasis society places on the individual's role as against the group's and the extent to which the self or group represent the main form of identification for the individual.
- Masculinity/femininity: how society emphasizes on traditional male competencies (achievements, ambition, assertiveness, competitiveness and high earnings) as compared to females' (nurturing, helping others, minding the quality of life)
- Long-term orientation / short-term orientation: the degree to which one promotes values and virtues geared towards the future like perseverance and thrift as against values and virtues directed towards past and present like respect for tradition, saving face and fulfilling social obligations

A major criticism of Hofstede's work was Schwartz (1994). He criticized Hofstede's cultural dimension arguing that they are not exhaustive; the sample used failed to reflect the national culture and the IBM employees Hofstede used did not constitute the general population.

Schwartz (1992) also identified seven dimensions of national culture – conservatism, intellectual autonomy, affective autonomy, hierarchy, egalitarian commitment, mastery and harmony (Schwartz 1992,1994, 1999). Upon an analysis of Hofstede and Schwartz's dimension of national culture, Brett & Okumura (1998, pp. 500-501) view Schwartz's dimension better

compared to Hofstede because "it is based on the conceptualization of values; developed using systematic sampling and measurement and with a recent normative data." Steenkamp (2001) also agrees that Schwartz's dimension is better. Nonetheless, Hofstede's CDI was considered in the present study due to a high level of validation.

2.2.9 Culture and Educational Effectiveness

Dinham et al (1995) identified the role of the principal as both "complex" and "ambiguous". Their roles do not only affect institutions considering their culture of origin, they are tasked with the very need to incorporate good cultural values into school activities. Students and teachers should be given fair treatment and immediate response to their problems (Jose-Kampfner 1994). The role of principals in developing school culture has been given massive attention even though the background of principals on institutions have not gained deserved attention.

In fostering respect among students and teachers, Lindquist & Molmar (1995) suggest that special attention is given to "*personal grooming and professional dress.*" School culture as exists at the institutional level also take into consideration how the very physical school environment is arranged (Suarez, 1999) and what individual policies institution-specific rules, regulations and routines surrounding grading, promotions, discipline, and other areas programs implementation (Purkey 1999).

Ultimately, the discussion of culture in the educational environment has taken varied perspectives. This has evolved from the safety of students and teachers to long-term relationships between the institution and its teachers (Lindquist & Molmar 1995). Other "people culture" aspect of educational institution surrounds the role of teachers, police officers and security personnel on the way things are done in the institution. Teachers and all members of

the institution must have a clear idea and knowledge regarding how to avert violence and handle problematic events (Anderman & Maehr 1994).

Gaziel (1997) observed that a difference exists between schools' abilities to achieve effectiveness considering the adoption of a positive institutional culture. As observed in the earlier sections, the area of school culture generally lacks empirical evidence as mentioned by Hargreaves (1994); moreover, a strong association has been established between schools' culture and the principal's profiles (Engels et al. 2008). The present study builds on these loose evidence to close the research gap of the study.

2.2.10 Conceptual Framework of the study

The conceptual framework of the study is presented in Figure 2.4. It may be observed that national culture is considered as the main independent variables of the study as it impacts on leadership and institutional effectiveness.

The research hypotheses of the study presented in the framework are restated below:

H1: National Culture of principals has a positive and strong effect on leadership effectiveness in UAE Arabic Schools.

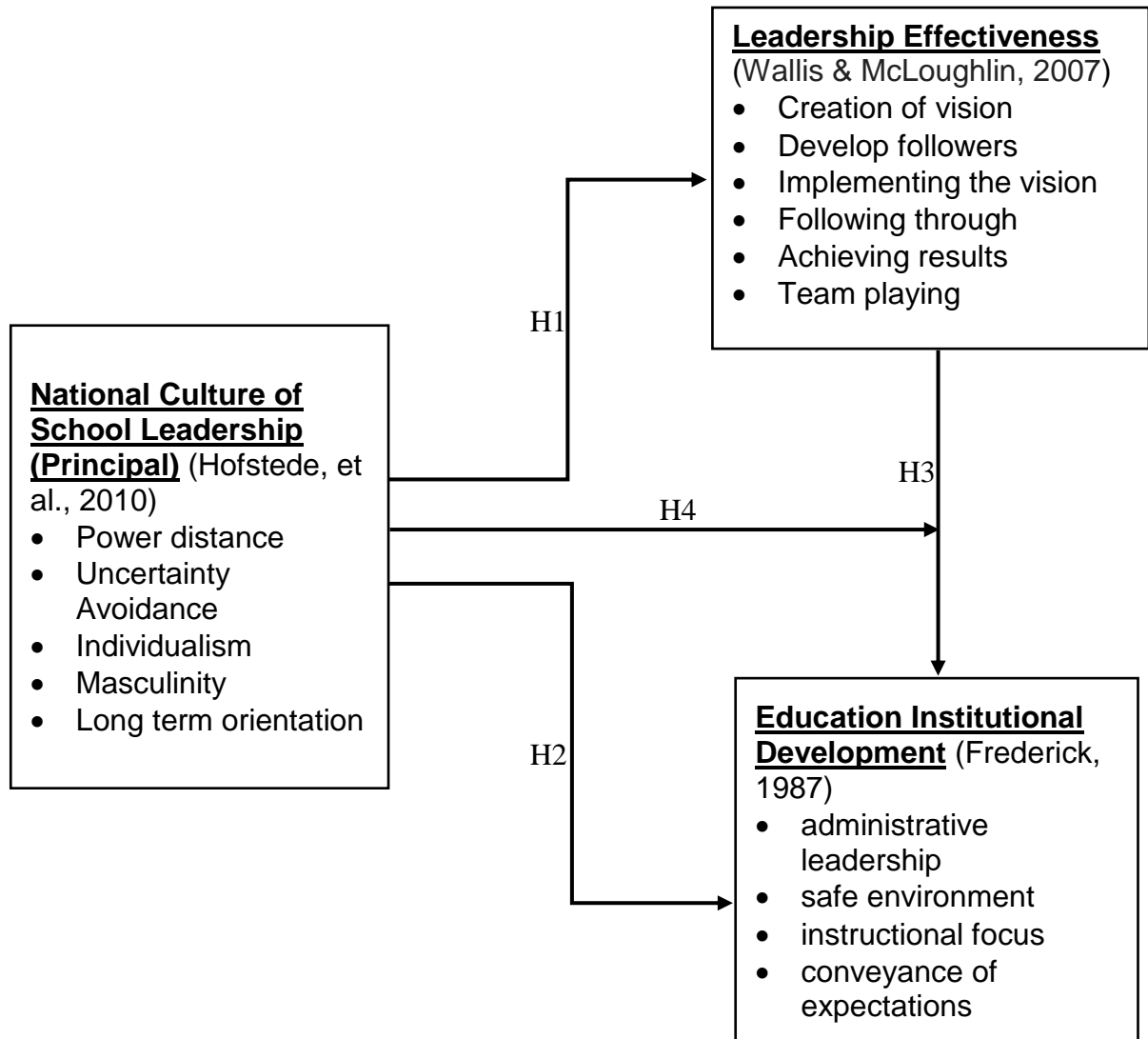
H2: National Culture of principals has a positive and strong effect on institutional development in UAE Arabic Schools.

H3: Effective Leadership has a positive and strong effect on institutional development in UAE Arabic Schools.

H4: Leadership culture positively and significantly moderates leadership ability to achieve institutional development.

H5: A significant difference exists between Local and Western principals' ability to achieve institutional effectiveness in UAE local schools

Figure 2.4 Conceptual Framework



It may also be observed that national Culture is measured with the help of Hofstede et al. (2010) Culture Distance Index. Leadership effectiveness, on the other hand, is measured with the help of Wallis & McLoughlin (2007) and institutional effectiveness is also measured with the help of Frederick (1987).

The association between some aspect or quality of leadership such as political skills and leadership effectiveness has been observed by Brouer et al. (2012). The association between leadership and culture of leaders has also been thoroughly covered by Schein (2004). Schein

(2004) argue that culture can be very abstract and sub-conscious such that members in an organization may not entirely know why they behave the way they do. This aspect of leaders cannot be controlled by the leaders themselves but has a considerable impact on all aspects of the organization.

Yahaya, et al. (2011) also argues that a strong association exists between leadership and personality. The association between leadership orientation and group performance or effectiveness have also been observed by Michaelson (1973); the type of leadership one adapts can determine effectiveness given key situational elements. Ultimately the differences between the culture of organizational members can equally determine organizational performance (Morosini et al. 1998). This holds even though Morosini et al. (1998) observed this association in the context of new mergers and acquisitions.

In the educational context, a number of attempts have been made to establish the associations between principals, culture, leadership effectiveness and institutional effectiveness (Engels et al. 2008; Hargreaves 1994; Gaziel et al. 2012). (Gaziel et al. 2012) for instance observed that school culture has an impact on school effectiveness, Hargreaves (1994) develops similar evidence in this area that culture is a significant determinant of school effectiveness. Gaziel et al. (2012) also observe that schools with a positive culture have a unique profile of leadership, particularly principals. Other studies in this area include Schoen & Teddlie (2008) and MacNeil et al. (2009). Ultimately, the relationship culture, leadership effectiveness and institutional effectiveness are established loosely on the general level and within educational institutions.

2.3 Empirical Review of related literature

An empirical review of influential studies is presented in this section. These sources were very influential to the literature review and conceptual analysis of the present investigation. These studies sought to answer various research questions and achieve objectives in line with the present investigation. These studies include Bush (2007), van Emmerik et al. (2008), OECD (2008), Peterson et al., (2003) and Gaziel (1997).

Bush (2007) conducted a study on educational leadership and management in South Africa. He sought to find out what leadership model is likely to produce favourable outcomes. He came out with seven different types of models applicable to South African schools – managerial, participative, instructional, transactional, transformational, moral and post-modern. It was observed that the commitment of teachers in playing their role depended on the effective leadership of principals and support from senior middle managers.

The review of literature revealed inequality in learning achievements. To improve learning outcomes, an approach to the instructional model of leadership should be adopted as it would help leaders focus more on teaching and learning. Also, despite the type of leadership model applied, what is important is the leader's task to manage teaching and learning.

Van Emmerik et al (2008) conducted a study to examine the role of gender and culture in impacting leadership behaviour with gender, culture and leadership as key variables. Data was taken from 64,038 subordinates from 42 different countries; 5 items were used to measure leadership behaviour. One critical limitation was language as all items were translated from English to the language of the participating countries.

Findings indicated that both female and male managers are similar in leadership behaviours. Findings also proved that gender differences were prevalent in western countries. Van Emmerik

et al (2008) recommended that future studies should be directed towards examining these differences further in order to understand factors that drive gender differences and similarities in leadership.

A thematic review of school leadership was carried out by OECD (2008). The review focused on 22 different countries to examine the policies and practices for improving school leadership. The necessity for school leadership, redefining of the concept and the development of skills for effective leadership were key areas examined. It was indicated that autonomy must be provided for school leaders especially in areas where school leadership was not fully developed.

From the review, it was observed that school leaders should possess certain leadership skills such as goal setting, supporting and developing of teacher quality and having a strong financial and human resource management. School leaders should be involved in leadership training programmes like in-service training. It is also important that an innovative systematic approach to school leadership be adopted as it will encourage and develop school leaders to work together.

A research was carried out by Peterson et al (2003) to investigate the effect of leadership personality on group dynamics of the top management team and the top management team dynamics on organizational performance. Top management team (TMT) group dynamics and CEO personality were measured. The CEO personality variables were measured using a five-factor model which includes conscientiousness, emotional instability, agreeableness, extraversion, and openness.

Indicators of the group dynamic process include rigidity-flexibility, sense of control-crisis, optimism-pessimism, weakness-dominance, factionalism-cohesion, legalism-cohesion, decentralization-centralization and risk aversion-risk taking. The q-sort method was used to

analyse data from 17 CEOs. This method was used because it quantitatively codes qualitative data. Findings indicate that result support the author's hypothesis on the relationship between CEO personality and TMT group dynamics and between TMT dynamics and organizational performance.

2.4 Theoretical consolidation and Empirical Review

An empirical review of influential studies is presented in this section. These sources were very influential to the research methodology. These studies adopted similar methodologies as the present investigation and include the following Lee & Dimmock (1999), Li (2015) and Grant et al (2008).

A study was carried out by Lee & Dimmock (1999) to examine curriculum leadership and management in Hong Kong secondary schools. The study sought to analyse curriculum decision-making in two highly effective schools. The qualitative method or approach was used. Data was administered using a set of instruments, semi-structured interviews and school documents. From both schools, data revealed that the principal had no role in curriculum monitoring. However, in one of the school, the male vice principal and the senior teachers were responsible for curriculum innovation and monitoring.

The framework for analysis identified external bodies; the principal; deputy principals; senior teachers; administrative team and pupils as major agents of curriculum decision-making in Hong Kong. A case study was used as it provides an in-depth explanation. Findings indicate that leadership and management curriculum is more of a subject based than it is generic; it also indicated that curriculum management and leadership lack a whole-school perspective.

Li (2015) studied schools in Hong Kong to examine the culture of teacher leadership for 625 kindergarten teachers of the senior management team. The Multifactor Leadership Questionnaire was used consisting of 45 items divided into 12 smaller groups. Five of these represented transformational leadership and was categorized under individualized consideration, intellectual stimulation, idealized attributes, inspirational motivation and idealized influence. The remaining represented transactional leadership and were categorized under contingent reward, management by exception, laissez-faire, extra effort, and effectiveness.

For the purpose of this study, a 5-point Likert scale was used to explore leadership approaches of early childhood educators. Data collected was coded using a Principal Component Analysis. Findings indicate no difference in the approach to leadership and the following – teachers' years of experience, size of kindergartens, the location of kindergarten and academic qualification of teachers.

A study was carried out by Grant et al (2008) to explore how teachers perceive teacher leadership and to determine the extent to which the teacher is involved in leadership. The study was seeking to explore how teacher leadership was understood and experienced by teachers in 3 schools (primary and secondary) districts. A quantitative method of approach was adopted and questionnaires were administered to 1,055 teachers using a closed questionnaire.

Grant et al (2008) adopted an interpretative paradigm. Data were analyzed using Statistical Package for Social Sciences (SPSS) and a model of teacher leadership. Findings indicate that teachers are able to lead and a lack of teacher professional development. School management team (SMT) and the teachers were the two major barriers to school leadership. Refusal to lead, resistance to leadership and a lack of understanding were reasons for the teacher barrier. It was

concluded that although the concept of teacher leadership is supported in schools, its practice is still limited.

2.5 Conclusion

The present chapter presents and elaborates on the concept of leadership and culture evident in the educational institution. Based on the literature reviewed, it is revealed that leadership and culture have been in existent for quite some time. However, the terms have been challenging to define given its usage in different contexts. Despite the different models of leadership, a clear distinction has been made between transactional and transformational leadership.

The study also discussed leadership effectiveness citing creating a common vision, development of followers, implementation of the vision, following through, achieving results and team playing as key qualities of an effective leader. In understanding the causes of inter-country variations, five dimensions were established - power distance, uncertainty avoidance, individualism/collectivism, masculinity/femininity and long-term orientation/short-term orientation.

CHAPTER THREE: METHODOLOGY

3.1 Research Philosophy and Design

The present study is of a positivist theoretical position as explained by Guba & Lincoln (1994). This position is of the belief that evidence must be objectively established (Hussey & Hussey, 1997). Hussey & Hussey (1997) add that this position ensures that data is gathered in a standard, replicable and objective manner. In addition, the study is primarily explanatory considered in accordance with Saunders et al., (2012) research purpose classification. The study principally establishes associations between key constructs as this is essential to gain insight and close the research gap. This design is justified on the need to establish authoritative findings.

3.2 Research Approach

Gill & Johnson (2002) and Saundes et al. (2012) argue that the quantitative approach is most recommended for the testing of hypotheses and the use of statistical techniques to establish empirical evidence. It has a higher inclination to the use of numbers and easily helps observe key areas of research credibility. A quantitative research approach is considered together with a survey research strategy. This is to ensure that all areas are structurally presented. The quantitative approach help establish evidence that can easily be generalized and representative to the study population. It will help achieve stronger and more authoritative conclusions in line with the positivist position mentioned earlier (Hair et al. 2003) and Creswell (2009).

3.3 Research Strategy

The research strategy elaborates on the kinds of data that is being collected and why this data will be collected. A survey research strategy is used for the present study as it permits the collection of data from a large set of participants or respondents (Yin 2003, Saunders et al. 2012). Data is collected using a structured survey research questionnaire. The structured questionnaire is used because it can collect sample from a large set of respondents, helping meet all areas of representativeness and generalizability, whilst providing results in numerical format to undertake complex statistical analysis (Saunders et al. 2012). An online data collection platform was used to ensure data is collected in an economic and timely manner. In addition, data entry errors are reduced and data entry time is eliminated as responses are automatically collated onto an online excel sheet.

3.4 Data Collection

3.4.1 Research site and Scope

The Study focuses on UAE local or government-owned schools across all seven Emirates. Focus on this area is in an attempt to observe the influence of predominantly Western principals' culture on leadership effectiveness and institutional effectiveness. Focus on local schools is justified considering this area provides a common set of institutions with a common culture. Locally owned educational institutions or schools of local origin have a common Arabic culture. This may be understood viewed from an ownership perspective. These institutions are usually led by Western principals over the years (MOE 2016). The national culture of the principals differs from the main teaching staff and students who are usually under the indirect management of the Ministry of Education in UAE.

3.4.2 Population

The population of the study constitutes all faculty members, specifically teaching staff in public schools throughout the United Arab Emirates. In order to arrive at a clear sampling frame, the latest list of schools published by the Ministry of Education was first obtained. A total of 673 public or government established schools were published by the MOE (2014-2015) as existing across UAE; a list of all teachers in these institutions served as the sampling frame. A total of 23,778 teachers exist in these schools (MOE 2016). This list was obtained from the Ministry of Education and used as the sampling frame for the present investigation.

3.4.3 Sampling Procedures

3.4.3.1 Sample Size

Main areas of sampling procedures include sampling size and sampling technique. A sample size of 383 is therefore considered in light of the main population size. According to Saunders et al. (2012) and Survey Monkey (2017), it is important that the sample size is generalizable to the population, given a specific amount of error and confidence interval. The following formula was therefore adapted (Survey Monkey, 2017):

$$\text{Sample Size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N}\right)}$$

Where:

N = population size (23,778 teachers)

e = margin of error permissible (5%)

p = equal proportions of the sample for normal distribution (50%)

z = z-score at 95% confidence interval (1.96)

Using these indicators, the sample size of 379 was obtained. This number is justified because it will help achieve generalizability of the sample to the population given a 5% error margin, according to Saunders et al., (2012). Nonetheless, an additional 20% was added to this minimum sample to give room for non-response. It is not new that non-response is considered in actual sample estimations (Nulty 2008). An actual sample of **455** was considered for main data collection.

3.4.3.2 Sampling technique

The stratified proportional sampling technique is used. This sampling technique offers all members of the sampling frame an equal chance of selection. Moreover, it is credible, objective and permits representativeness (Saunders et al. 2012). Each educational zone was considered a single stratum except for the three educational zones in Abu Dhabi (Table 3.1). Teachers in the various zones as presented in Table 3.1 were offered an equal chance of selection by employing the simple random sampling technique at the zone level.

Table 3.1 Stratified proportional sampling technique

Abu Dhabi Educational Zones	11403	47.96%	218
Dubai Educational Zone	2419	10.17%	46
Sharjah Educational Zone	3555	14.95%	68
Ajman Educational Zone	1279	5.38%	24
Umm Al Quwain Edu. Zone	565	2.38%	11
Al Fujairah Edu. Zone	1863	7.83%	36
Ras-Al-Khaimah Edu. Zone	2694	11.33%	52
Total	23778	100.00%	455

3.4.4 Source of Data and Survey Questionnaire – Instrumentation

Only the primary source of data was considered in event of answering the research questions. This is essential considering two main sources of data have been observed; primary and

secondary sources (Sekaran 2003). Ultimately, primary data was gathered with the help of the survey questionnaire. The questionnaire is separated into four main sections (A-D). Aside from section 'A', the remaining sections focused on the main variables of the study.

Section 'A' presents items in the measurement of important demographic characteristics of the respondent. This was important to measure and establish evidence that data collected is not centred on only a certain group of participants, general consideration of different participants or groups is essential for normality. The demographics recorded include gender, age, educational background, the grade assigned and Emirate of the institution. Section 'B' gathered data on the national culture of the institutional leadership, specifically the principal and general school leadership (Figure 3.1).

Section 'C' observed the leadership effectiveness of the participants' institutions, whereas section 'D' observed overall institutional effectiveness. All questions in Section 'B', 'C' and 'D' were presented using a seven-point Likert Scale for measurement. A sample of asked questions is presented in Figure 3.1.

3.4.5 Measurement of Study Variables

Main variables used in the present investigation include the following:

- National Culture (Hofstede et al. 2010).
- Leadership effectiveness (Wallis & McLoughlin 2007)
- Education Institutional Effectiveness.

The justification of these areas and why they were considered for the measurements presented on the survey questionnaire is presented in the sub-section that follow.

3.4.5.1 Indicators and Factors for measuring National Culture of Principal

In an attempt to measure the influence of national culture on other constructs presented in the model of the study, the National culture was measured from Hofstede et al., (2010). This instrument is one of the most popular with regards to the measurement of culture, especially National culture measurement of culture (Appendix 5).

Figure 3.1 Sample of Questions on National Culture of Principal

Section B – Culture		1	2	3	4	5	6	7
S/N	Statement							
1	The principal gives room for people to be able to create their own place/function							
2	The principal believes that the way to change a political system is through public debates and free elections							
3	Your principal is usually concerned about what others think about him/her							
4	Your principal believes that it is immoral for a boss to offer a job to a relative							
5	Your principal is motivated by a relaxed, friendly atmosphere							
6	Your principal seeks mutual affection in the school environment							

3.4.5.2 Indicators and Factors for measuring leadership effectiveness

To arrive at a measure of leadership effectiveness, it was important to desist from the measurement of any particular leadership type. Moreover, it was also important to adopt a generic leadership metric. The “Leadership Effectiveness Analysis” adapted by Wallis & McLoughlin (2007) has been appraised by Leslie & Feenor (1998) as one of the most standardized and competitive instruments for the measurement of leadership effectiveness.

The instrument helps arrive at valuable feedback that can be related to competences, personal and institutional development (Wallis & McLoughlin 2007). Moreover, this model of leadership has a strong theoretical and empirical backing (Leslie & Feenor 1998); it also passed

various tests for reliability and research validity (Leslie & Feenor 1998). Main indicators used for measurement in this area are presented in Appendix 6 of the present report.

Figure 3.2 Sample of Questions on Leadership Effectiveness

Section C – Leadership Effectiveness

S/N	Statement	1	2	3	4	5	6	7
1	Leadership of my school acquire and maintain in-depth knowledge in the field of expertise							
2	Principal of my school emphasizes the importance of making decisions independently							
3	My school leadership build commitment by convincing others							
4	Leadership of my school operate with energy, intensity and emotional expression							
5	My school leadership adopt systematic and organized approaches							
6	Principal of my school enlists the talents of others and allows them to exercise their judgement							

3.4.5.3 Indicators and Factors for measuring Institutional Development

Institutional development was measured from Frederick (1987). These measurements were also considered by Gaziel (1997), Bass (2004) and Bedford (1988). Frederick (1987) measure school effectiveness using four main dimensions of administrative leadership (9 items), safe environment (10 items), instructional focus (7 items) and conveyance of expectations (8 items). These items are presented in Appendix 7.

Figure 3.3 Sample of Questions on Institutional Development

Section D – Institutional Effectiveness

S/N	Statement	1	2	3	4	5	6	7
1	principal visit classrooms on a regular basis							
2	yearly achievement test results are used as a source of information for planning improvement efforts							
3	School a safe and secure place to work							
4	Responsibility for discipline shared by teachers, administrators, and parents							
5	policies and procedures designed to promote student achievement							

3.4.6 Data Collection Procedures and Methods

Data was collected with the help of the online survey questionnaire. The questionnaire was mounted onto Google Forms online data collection platform. The participant information and consent form were presented in order to gain consent prior to participation. The online questionnaire was sent to the emails of selected participants to be answered. Weekly reminders had to be sent to the participants to achieve a high response rate as recommended by Dulty (2008). A period of 3 weeks was allocated to data collection. All requests for further information were addressed as the online questionnaire was administered through the personal email of the researcher. The researcher is an employee of the Ministry and this encouraged responses.

3.4.7 Methods of Data Analyses

Data collected was downloaded in the form of Microsoft Office Excel document from Google Forms. The data was originally coded on the form with the exception of some demographics responses. The coding was completed, and the data was uploaded into IBM SPSS Statistic Version 23.

Research Questions 1-3

For the first to the third research questions, the multiple regression analyses functions was employed. Here, for any test for association, the following equation was employed:

$$Y = a_1(X_1) + a_2(X_2) + \dots + a_n(X_n)$$

Where:

Y = dependent variable of the regression model

X₁ – X_n = independent variables of the regression model, from the first to the last variable

$a_1 - a_n$ = gradient or coefficients of the independent variables, from the first to the last variable

IBM SPSS Statistic software was used for the regression analysis in a multiple linear regression modelling attempts.

Research Question 4 and 5

For the fourth research question, IBM SPSS Statistic was used. This helped model the moderating effect of culture on leadership ability to achieve institutional effectiveness using regression function where the moderator variable was entered into the second block of the modelling process. Culture was considered at the sub-construct level where power distance, individualism, uncertainty avoidance, long-term orientation and masculinity were observed for individual moderating roles. The centred variables for these moderators and the independent variables were used for the analysis.

This same program used to analyse data pertaining to the last research question using test for group differences; the independent sample t-test was used to observe the difference between local and Western principals' leadership effectiveness and institutional development.

Discussion and Interpretation

After analysing data with the help of these programs and software, the results were analysed and interpreted. Analyses focused mainly on testing the hypotheses of the study. Interpretations focused on what the results mean in the context of the hypotheses to be tested. The results were also discussed paying attention to the main findings and how these are in line with other literature findings.

3.4.8 Research Credibility, Reliability and Validity

To curb research credibility, it was essential to tackle the two main areas of validity and reliability. According to Easterby-Smith et al. (2008, p. 109), reliability involves the “*extent to which data collection techniques and analyses procedures yield consistent findings*”. To ensure reliability and research credibility, there was the need to reduce participant and observer error as argued by (Robson 2002). In addition, the reliability of the study was measured with the help of Cronbach Alpha test for internal consistency. This was performed with the help of IBM SPSS Statistic version 23. The results of reliability are presented in Appendix 5 of the present report.

Validity is defined as whether or not findings are really about what they appear to measure (Saunders et al. 2012). To ensure internal validity, all items were measured on empirically tested indicators. To ensure external validity, it was important to maintain generalizability of the sample to the population.

3.4.9 Pilot Survey

Originally all indicators presented in Appendix 4 were used in the pilot study. After the pilot study, the top two factors with high loadings in each factor under the three main constructs were maintained. In essence, 10 items were maintained for the measurement of leadership culture, two for each of the five cultural dimensions. A total of 12 items were used to measure leadership effectiveness; two items for each of the six factors or dimensions. Finally, a total of 10 items were used to measure institutional effectiveness; 2 for each area or factor of effectiveness.

Ultimately, the pilot study helped reduce the number of questions on the questionnaire from close to 60 (Appendix 3) to below 40 (Appendix 4) using only high factor loadings. This was also essential to validity as respondents would not be intimidated by the number of questions. Tests for internal consistency of these indicators are presented in Appendix 8. The pilot results

helped enhance the overall data collection instrument in order to collect findings appropriate to answer the research questions of the study.

3.5 Ethical considerations

A significant attempt was employed to ensure that all ethical flaws are dealt with accordingly. The objective position adopted by the researcher ensured that authoritative findings are established. The adoption of a clear sampling frame helped ensure representativeness of sample to the population of the study as recommended by Saunders et al. (2012). Ensuring that an adequate number of participants are selected was fundamental to generalizability which in turn supports external validity. These and other assessment of study reliability and validity added to the research credibility.

Maintaining the use of objective statistical parametric and inferential analyses was critical to reduce bias and the role of the researcher in influencing the results of the study. In addition, informed consent was obtained, and all participants were adequately informed about the objectives and purpose of the study. All queries and questions on the study were adequately answered in case any of the participants required clarifications. According to Creswell (2009) and Saunders et al, (2012), gaining the consent of respondents is an underlying ethical factor in any investigation.

3.6 Chapter Conclusion

The present chapter elaborated on the methodology of the present study. It discussed the philosophical position of the study. A quantitative approach was used and data was collected using a survey research questionnaire. Primary and secondary sources of data were observed but the only primary source was used in answering the research questions. Key variables

measured include national culture, leadership effectiveness, and educational institutional effectiveness. Data was then analysed using Microsoft Excel and IBM SPSS version 23.

CHAPTER FOUR: RESULTS, ANALYSIS AND DISCUSSION

4.1 Data Summary and Overview

The results and findings of the study are presented in this chapter. The descriptive statistics are first and foremost presented together with an analysis of key demographics of the study. All the research questions and established hypotheses are tested in this chapter by synthesizing the results and findings.

It is important to add that out of a total of 455, 447 responded. This makes a response rate of 98.2%. This response rate is very high and may be attributed to the backing or support of the researcher's position in the Ministry of Education. The researcher has a network of professionals in the sector, particularly in the Dubai and Abu Dhabi Educational Zones. This significantly encouraged responses from all participants even though a random sampling technique was adopted. Key descriptive statistics including frequencies and percentages are presented in Appendix 6 of the present report.

According to data from the study presented in Table 4.1, most of the principals in the public schools were of local origin (91.7%). A majority of them were female (51.2%) and many of them were also aged between the years of 35 and 44. It must be noted that data was collected in accordance with the sample proportions of the participants in the educational zones of UAE, considering the educational zone in Abu Dhabi under a single umbrella. A high response rate was observed for all the Emirates Educational Zones. The numbers of teachers attributable to each grade are also near-equally distributed among the grades; this ranges from 5.4% of teachers in Grade 11 to 9.8% of teachers in grade 4.

Table 4.1 Demographics of Participant

Demographics	Category	Frequency	Percent (%)
	Local	410	91.7
	Non-Local	37	8.3
Gender	Male	218	48.8
	Female	229	51.2
Age	18-24	28	6.3
	25-34	120	26.8
	35-44	246	55
	45-54	53	11.9
Education	Primary Education	47	10.5
	Junior High School	156	34.9
	Senior High School	110	24.6
	University or 1st Degree	102	22.8
	Postgraduate, PhD	32	7.2
Grade	FS or Kindergarten	27	6
	Grade 1	37	8.3
	Grade 2	33	7.4
	Grade 3	40	8.9
	Grade 4	44	9.8
	Grade 5	39	8.7
	Grade 6	32	7.2
	Grade 7	41	9.2
	Grade 8	35	7.8
	Grade 9	28	6.3
	Grade 10	38	8.5
	Grade 11	24	5.4
	Grade 12	29	6.5
	Abu Dhabi	217	48.5
	Dubai	44	9.8
	RAK	52	11.6
	Sharjah	66	14.8
	Fujairah	34	7.6
	Umm Al Quwain	11	2.5
	Ajman	23	5.1
	Total	447	100

The remaining aspect of the study considered the main variables of the study. These include areas of principal culture, leadership effectiveness and institutional development. Culture of principals was measured using the five main areas of the CDI; these include power distance, individualism, masculinity, uncertainty avoidance and Long-Term Orientation. On a seven-point Likert Scale, all the items used to measure principals' culture were above average even though principals had a higher quality of uncertainty avoidance with a mean value of 4.919. This was followed by power distance at 4.908, masculinity at 4.88, Long-term orientation at 4.77 and individualism at 4.776. Overall mean value of principal culture was 4.853.

Table 4.2 Main Descriptive Statistics

	N	Mean	St. Dev.	Skewness		Kurtosis	
	Stat.	Stat.	Stat.	Stat.	St Er	Stat	St. Er.
Power Distance	447	4.908	0.909	-.773	.115	1.361	.230
Individualism	447	4.776	1.01	-1.091	.115	1.634	.230
Masculinity	447	4.883	0.885	-1.617	.115	4.875	.230
Uncertainty Avoidance	447	4.919	0.977	-1.558	.115	4.722	.230
Long-term Orientation	447	4.777	1.094	-1.366	.115	2.446	.230
Principal Culture	447	4.853	0.520	-1.780	.115	4.670	.230
Creation of Vision	447	5.047	0.997	-1.046	.115	2.470	.230
Developing followers	447	4.743	1.142	-1.324	.115	2.228	.230
Implementing vision	447	4.902	0.968	-1.636	.115	3.875	.230
Following Through	447	4.797	1.012	-1.321	.115	1.895	.230
Achieving results	447	4.730	1.147	-1.283	.115	1.742	.230
Team Playing	447	4.723	1.018	-1.379	.115	3.107	.230
Leadership Effectiveness	447	4.849	0.519	-2.148	.115	5.915	.230
Strong Leadership	447	4.777	1.048	-.757	.115	.316	.230
Orderly and Safe Env.	447	5.006	1.066	-.857	.115	1.129	.230
Pervasive	447	5.145	1.167	-.389	.115	.269	.230
Teacher	447	4.838	1.047	-.803	.115	.921	.230
Institutional Development	447	4.942	.531	-.269	.115	.331	.230

The next main dimension observed was leadership effectiveness. This was measured using 6 main variables. Each variable was defined by two indicators each. All variables here had an

above average mean value with the creation of vision having the highest mean statistic of 5.047. The next most significant variable is the implementation of vision with a mean value of 4.902. Following through, developing of followers, achieving results and team playing had mean values of 4.797, 4.743, 4.730 and 4.723 respectively. An overall mean value of 4.949 was also realized and this may be an indication of a high level of leadership effectiveness in UAE Schools.

The last dimension or construct observed is institutional development. This was measured with the help of four main variables where each dimension had at least 2 indicators. administrative leadership, orderly and safe environment, persuasive & broadly understood instructions and teachers' behaviour that convey expectations all had high or above average mean values of 4.777, 5.006, 5.145 and 4.838 respectively. It may be observed that Persuasive & broadly understood instructions ranked highest among these variables. Strong leadership as a measure of institutional development ranked lowest among the list.

4.2 National Culture of principals and leadership effectiveness

For the first hypotheses, the effect of the national culture of principal on leadership effectiveness was observed using the linear regression function of SPSS. It was anticipated that national culture of principals will have a positive and strong effect on leadership effectiveness in UAE local schools. The default linear regression function of SPSS was considered and the results is presented in Table 4.3. The model was significant with an R squared statistic of .303. ANOVA results was also significant ($F = 38.394, p < 0.01$). A look at the table also reveals that only three culture variables predict leadership effectiveness; these include individualism ($B=.162, p < 0.01$), uncertainty avoidance ($B=.143, p < 0.01$) and long-term orientation ($B=.111, p < 0.01$).

Even though the goodness of fit or R squared statistic is moderate, the overall regression coefficients for the significant independent variables do not demonstrate a strong effect considering the unstandardized regression coefficient. The original hypothesis will, therefore, be accepted but that principal culture has a significant and positive effect on leadership effectiveness; this is particularly true for Individualism, Uncertainty Avoidance and Long-term Orientation. This effect is also not strong as originally anticipated.

Table 4.3 Regression summary: Culture and Leadership

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551	.303	.295	.43521

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.361	5	7.272	38.394	.000
Residual	83.529	441	.189		
Total	119.890	446			

Coefficients

	Unstandardized Coefficients		Standard. Coefficients		
	B	Std. Error	Beta		
(Constant)	2.895	.208		13.898	.000
Power Distance	.007	.023	.011	.283	.777
Individualism	.162	.023	.317	7.009	.000
Masculinity	-.018	.026	-.031	-.696	.486
Uncertainty Avoidance	.143	.021	.270	6.699	.000
Long-term Orientation	.111	.021	.234	5.253	.000

Dependent Variable: Leadership Effectiveness

4.3 National Culture of principals and institutional development

The second research question or hypothesis of the study observed the role of national culture in institutional or school development. Based on the regression analysis this association was observed; results indicate that the regression model is statistically significant with an R squared value of .128. Considering the R squared value represent the goodness of fit, this model is observed as with a weaker goodness of fit statistic than the effect of principal culture on leadership effectiveness.

Table 4.4 Regression Summary: Culture and Institutional Development

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.357	.128	.118	.49835	

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
Regression		16.029	5	3.206	12.908	.000
Residual		109.522	441	.248		
Total		125.551	446			

Coefficients					
	Unstandardized Coefficients		Standard. Coefficients		
	B	Std. Error	Beta		
(Constant)	3.974	.239		16.660	.000
Power Distance	-.033	.026	-.056	-1.247	.213
Individualism	.120	.027	.228	4.506	.000
Masculinity	.038	.029	.063	1.274	.203
Uncertainty Avoidance	.007	.024	.013	.290	.772
Long-term Orientation	.071	.024	.147	2.944	.003

Note: Dependent Variable: School Development

In addition, two out of five culture elements established significance; these include individualism (B=.120, $p < 0.01$) and long-term orientation (B=.071, $p < 0.01$). These

antecedents were positive and statistically significant and though they were not high or strong as originally anticipated. The second hypothesis may, therefore, be accepted especially for the principal traits of individualism and long-term orientation; these cultural traits are significant predictors of institutional development in UAE schools.

4.4 Leadership effectiveness on institutional development in UAE local schools.

The third hypothesis observed the contribution of effective leadership to the development of UAE local schools. The results on this area are presented in Table 4.5. The six main variables of leadership effectiveness were considered in a multiple regression model. A relatively low R-Squared statistic of 0.060 was observed. This is an indication that the regression model is not very strong or clean. This can also be observed in the significant predictors; even though four main predictors were statistically significant, one as a negative predictive effect on institutional development.

The third hypothesis of the study may be accepted for the school leadership traits of the creation of vision ($B=.085$, $p < 0.01$), developing followers ($B=.060$, $p < 0.05$) and achieving results ($B=.048$, $p < 0.05$), even though these effects are not strong as originally anticipated. Moreover, the hypotheses will be rejected not only for the three other school leadership traits that did not establish significance but for implementing vision ($B=-.058$, $p < 0.05$). Implementing vision as a trait of school leadership effectiveness has a negative and significant contribution to school development. Emphasizing on the results of the study in this area is fundamental to conclusions and recommendations made to key stakeholders in the sector.

Unlike the previous two regression models, the presence of positive and negative coefficients may have added to the weakness in the goodness of fit result as expressed in a weak R square statistic.

Table 4.5 Regression Summary: Leadership and Institutional Development

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.245	.060	.047	.51786

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	7.552	6	1.259	4.693	.000
	Residual	118.000	440	.268		
	Total	125.551	446			

Coefficients					
	Unstandardized Coefficients		Standard. Coefficients		
	B	Std. Error	Beta		
(Constant)	4.282	.234		18.284	.000
Creation of Vision	.085	.028	.159	3.075	.002
Developing followers	.060	.025	.130	2.444	.015
Implementing vision	-.058	.028	-.105	-2.077	.038
Following through	-.018	.027	-.035	-.686	.493
Achieving results	.048	.021	.104	2.232	.026
Team Playing	.019	.025	.036	.749	.454

Note: Dependent Variable: School Development

4.5 Moderating role culture on leadership and institutional development

With regards to the fourth hypothesis, there was the need to observe the moderating role of leadership culture on the ability of leadership effectiveness to achieve school development. The moderating effect was observed at the individual culture level considering elements of culture

based on the culture distance index is not exactly a reflective construct where the main components have high levels of correlations. In essence, little collinearity exists among the traits of culture from the culture distance perspective and all the traits need to be examined for their moderating effect on the relationship between leadership effectiveness and school development. In addition, it is important to emphasize that the centred variables for the culture distance index were used.

4.5.1 Moderating role of Power Distance

The first attempt was to observe the role of power distance on leadership ability to achieve school development. Results indicate that power distance is not a valid moderator of leadership's ability to develop schools (Table 4.6).

Table 4.6 Moderating effect of Power Distance

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.200	.040	.034	.52160	
Coefficients					
	Unstandardized Coefficients		Standard. Coefficients		
	B	Std. Error	Beta		
(Constant)	4.943	.025		200.12	.000
Leadership Effectiveness (centered)	.184	.048	.180	3.799	.000
Power Distance (Centered)	-.049	.027	-.084	-1.802	.072
Power Distance * Leadership Effectiveness Centered	.057	.048	.056	1.185	.237

Note: Dependent Variable: Institutional Development

Even though the overall regression moderating model was significant, the interaction effect was not statistically significant (Table 4.6). The original model of culture on institutional

development (Table 4.4) also established that power distance is not a valid predictor of leadership effectiveness. The significance of power distance in predicting institutional development is however increased significantly in the moderation model even though the actual interaction effect is not significant. The adjusted R squared value which indicates the predictive power of the model was very low at 0.034.

4.5.2 Moderating role of Individualism

The moderating role of individualism on the relationship between leadership effectiveness and institutional development was also observed. Here, the moderation or interaction effect again proved not statistically significant even though the R squared value and overall predictive strength were moderate but on the low side. This was true despite evidence that individualism, the moderator, was a significant predictor in the model (Table 4.7).

Table 4.7 Moderating effect of Individualism

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.326	.106	.100	.50331	
Coefficients					
	Unstandardized Coefficients		Standard. Coefficients		
	B	Std. Error	Beta		
(Constant)	4.927	.025		193.418	.000
Leadership Effectiveness (centered)	.108	.062	.106	1.752	.081
Individualism (Centered)	.161	.026	.308	6.112	.000
Individualism * Leadership Effectiveness Centered	.065	.041	.094	1.572	.117

Note: Dependent Variable: Institutional Development

4.5.3 Moderating role of Masculinity-Femininity

The moderating effect of masculinity on the relationship between leadership effectiveness and institutional development was significant, together with an overall significant moderation model with an Adjusted R square value of 0.066; this is rather low but significant. All the other independent variables in the model which include leadership effectiveness (centred) and masculinity (centred) were also significant, resulting in perfect moderation model.

Table 4.8 Moderating Effect of Masculinity-Femininity

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.269	.072	.066	.51280	
Coefficients					
	Unstandardized Coefficients		Standard. Coefficients		
	B	Std. Error	Beta		
(Constant)	4.953	.025		201.38	.000
Leadership Effectiveness (centered)	.100	.052	.098	1.933	.054
Masculinity (Centered)	.107	.028	.178	3.829	.000
Masculinity * Leadership Effectiveness Centered	-.186	.068	-.137	-2.728	.007

Note: Dependent Variable: Institutional Development

4.5.4 Moderating role of Uncertainty Avoidance

The role of uncertainty avoidance on the relationship between leadership effectiveness and school development did not establish any significance. The R-Statistic was significant but this was only predicted by the leadership effectiveness centred variable. This accounted for an overall weak predictive model even though significant at 0.01 significance level.

Table 4.9 Moderating Effect of Uncertainty Avoidance

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.176	.031	.024	.52407	
Coefficients					
	Unstandardized Coefficients		Standard. Coefficients		
	B	Std. Error	Beta		
(Constant)	4.940	.026		193.69	.000
Leadership Effectiveness (centered)	.192	.056	.187	3.430	.001
Uncertainty Avoidance (Centered)	-.006	.028	-.010	-.204	.838
Uncertainty Avoidance * Leadership Effectiveness Centered	.013	.037	.019	.343	.732

Note: Dependent Variable: Institutional (School) Development

4.5.5 Moderating role of Long-Term Orientation

The final culture trait examined was long-term orientation. The effect of these culture traits on the relationship between leadership effectiveness and school development is presented in Table 4.10. The overall model proved significant with the main independent variable of Long-term orientation. Nonetheless, the moderating centred or interaction variable did not prove statistically significant.

Table 4.10 Moderating Effect of Long-term orientation

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.279	.078	.071	.51130	
Coefficients					
	Unstandardized Coefficients		Standard. Coefficients		
	B	Std. Error	Beta		
(Constant)	4.936	.025		196.02	.000
Leadership Effectiveness (centered)	.117	.062	.114	1.876	.061
Long-term Orientation (Centered)	.115	.024	.237	4.757	.000
Long-term Orientation * Leadership Effectiveness Centered	.025	.033	.045	.742	.458

Note: Dependent Variable: Institutional (School) Development

4.6 Comparative assessment of Local and Western principals

The last hypotheses sought the comparison of western and local principals in terms of their leadership effectiveness and also with regards to their contribution to the school performance. Results are presented in the sub-sections that follow.

4.6.1 Origin of Leadership and Leadership Effectiveness

Data regarding the origin of leadership and leadership effectiveness is presented in Table 4.11 and Table 4.12. It is important to emphasize that the independent sample t-test statistic was used. This is a function of SPSS and helps assess the differences between group means with regards to a dependent variable. The group statistics presented in Table 4.11 indicate the difference in results is not very large or significant even though Western Principals have a slightly higher mean statistic (Table 4.11). The test for significance of difference reveals a

significant F value; an indication that the estimation may be based on equal variances. The overall significance (2-tailed) was however not established and the assertion that significant difference exists between local and western leaders' leadership effectiveness in UAE local schools may be rejected.

Table 4.11 Group Statistics: Leadership Origin and Effectiveness

Group Statistics					
	Origin of Principal	N	Mean	Std. Deviation	Std. Error Mean
	Local	410	4.8482	.51688	.02553
	Non-local (Western)	37	4.8625	.54293	.08926

Table 4.12 Independent test for leadership origin and effectiveness

Independent Samples Test							
	Levene's Test for Equality of Variances		t-test for Equality of Means				
Equal variances	.030	.863	-.161	445	.872	-.01435	.08910
Non-Equal variances			-.155	42.105	.878	-.01435	.09284

4.6.2 Origin of Leadership and Institutional Development

In the very last form of analyses presented in this chapter, Data regarding the original of leadership and institutional development is presented in Table 4.13 and Table 14. The independent sample t-test statistic was used to observe any existing significant difference between these two groups. Table 4.13 again indicate that slight difference exists in group mean of local and Western principals with regards to institutional development. The test for differences, however, reveals that the difference is not statistically significant.

Table 4.13 Group Statistics: Leadership Origin and Institutional Development

Group Statistics					
	Origin of Principal	N	Mean	Std. Deviation	Std. Error Mean
	Local	410	4.9399	.52991	.02617
	Non-local (Western)	37	4.9595	.54491	.08958

Table 4.14 Independent test for leadership origin and institutional development

Independent Samples Test							
	Levene's Test for Equality of Variances		t-test for Equality of Means				
Equal variances	.216	.642	-.214	445	.831	-.01952	.09117
Non-Equal variances			-.209	42.380	.835	-.01952	.09333

4.7 Chapter Conclusion

The present chapter elaborated on the results and findings of the present study. It made key inferences from these results in order to test the hypotheses or research questions of the study. Analysis were performed with the help of IBM SPSS statistics and various analytical methods were employed. Main forms of analysis include regression modelling, moderation analysis and test for differences between means. The results in this section are very important to conclusions and recommendations in the next chapter of the study.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the study

The main aim of the study was to establish that the national culture of principals and school leadership as significant determinants of leadership effectiveness and institutional development of UAE local schools. After a comprehensive review of the theoretical and empirical literature surrounding the area of study, culture was defined based on Hofstede, et al., (2010) Culture Distance Index approach to national culture conceptualization. School leadership effectiveness, on the other hand, was defined by Wallis & McLoughlin (2007) and School institutional development was defined based on Frederick (1987) reputable scale of institutional development. Of keen interest in the study was to compare Western and Local school leadership for any significant differences.

With the utmost support of literature in the area, the study adopts a resilient methodology in order to establish a high level of research credibility, representativeness and research generalizability to the study population. These areas are essential to establish more credible findings and more authoritative conclusions for the Ministry of Education in UAE. With the help of the survey questionnaire, data is gathered from carefully sampled respondents using the stratified proportional sampling approach. A sampling frame of all teachers registered with the Ministry of Education in all the educational zones is used.

Data collected from the teachers using online data collection platform, specifically Google Forms. This ensured that data is free of errors and that respondents are reached in an economical and quick manner. Nonetheless, room was offered for non-responsiveness in order to remove all forms of non-response errors that jeopardize the authenticity of the data collection attempt.

After a period of three weeks of data collection, the output of the form is downloaded and entered into IBM SPSS Statistic in the form of a Microsoft Office Excel file.

The results were analysed and synthesized to answer the various research questions. All research questions are systematically answered by testing the research hypotheses. Data validations were conducted in areas where required and reliability tested. The findings in this area are fundamental to the conclusions and recommendations of the study. As mentioned in the initial chapter, conclusions are offered in the scope of the research objectives. Recommendations also pay attention to future researchers and industry stakeholders such as the UAE Ministry of Education.

5.2 Key findings

Generally, above average responses were received for all areas of principal culture, leadership effectiveness, and institutional development. On the first to third hypotheses, results are summarized in Table 5.1. Cultural traits of principals were more significant predictors of leadership effectiveness than institutional development; this may be observed from a higher R squared value as well as a more stronger set of positive coefficients. Leadership effectiveness is also a significant predictor of institutional development even though there was a mixture of negative and positive effects (Table 5.1). On the moderating role of culture, only masculinity has a negative moderating effect on leadership ability to develop schools (Table 5.2). On the fifth hypotheses, whether local or Western does not make any significant difference in leadership effectiveness and institutional performance (Table 5.3).

Table 5.1 Summary of findings: RQ1 to HQ3

<i>Independent</i>	<i>Dependent</i>	<i>B (unstandardized)</i>	<i>t-stat</i>	<i>p-value</i>
<i>Hypothesis 1: R squared = 0.303, p < 0.01</i>				
Power Distance	Leadership Effectiveness	.007	.283	.777
Individualism	Leadership Effectiveness	.162	7.009	.000
Masculinity	Leadership Effectiveness	-.018	-.696	.486
Uncertainty Avoidance	Leadership Effectiveness	.143	6.699	.000
Long-term Orientation	Leadership Effectiveness	.111	5.253	.000
<i>Hypothesis 2: R squared = 0.128, p < 0.01</i>				
Power Distance	School Development	-.033	-1.247	.213
Individualism	School Development	.120	4.506	.000
Masculinity	School Development	.038	1.274	.203
Uncertainty Avoidance	School Development	.007	.290	.772
Long-term Orientation	School Development	.071	2.944	.003
<i>Hypothesis 3: R squared = 0.060, p < 0.01</i>				
Creation of Vision	School Development	.085	3.075	.002
Developing followers	School Development	.060	2.444	.015
Implementing vision	School Development	-.058	-2.077	.038
Following through	School Development	-.018	-.686	.493
Achieving results	School Development	.048	2.232	.026
Team Playing	School Development	.019	.749	.454

Table 5.2 Summary of findings: RQ4 (moderating effect of culture)

<i>Moderator</i>	<i>R squared</i>	<i>B (unstandardized)</i>	<i>t-stat</i>	<i>p-value</i>
Power Distance	0.040	.057	1.185	.237
Individualism	0.106	0.65	1.572	.117
Masculinity	0.072	-.186	-2.728	.007
Uncertainty Avoidance	0.031	0.013	.343	.732
Long-term	0.078	0.025	.742	.458

Table 5.3 Summary of findings: RQ5 on differences in leadership

<i>Independent</i>		<i>Dependent</i>	<i>F-Statistic</i>	<i>t-stat</i>	<i>p-value</i>
Origin of principal	of	Leadership Effectiveness	0.03	-0.161	.872
Origin of principal	of	Institutional (School) development	.216	-209	.835

5.3 Recommendations to Industry Stakeholders

Key stakeholders of the present study include the Ministry of UAE, principals in UAE public schools, teachers, and the entire UAE educational community. The Ministry of Education must hire principals who have the desire to maintain a strong reputation and will not be influenced by any external relationships in their decision making; these qualities will not only make leadership effective but will also help develop the schools to higher standards. In addition, the ministry must take interest in principals who are concerned about the implications of past decisions and present undertakings on the long-term orientation of public schools. Being long-term oriented will also improve leadership effectiveness and help develop UAE schools.

It is also recommended that leaders that are conservative, rigid but expressive in their views encouraged in UAE schools. Generally, effective school leadership practices must be encouraged in UAE local schools. This involves the setting of a clear vision, developing followers, and ensuring the achievement of results. UAE school leaders must be trained in the area of vision implementation; these include training on how to delegate and establish tactical measures including communication techniques to achieve set standards. On this note, it may be added that leaders with an excessively high ego must be avoided as this has a negative impact on institutional development.

Finally, the Ministry of Education and surrounding stakeholders in the UAE educational community must note that Local principals perform in the same or competitive standard as Western principals of UAE Schools; this is particularly true for public schools in the region as observed in the present investigation.

5.4 Discussion and Implication

Many of the principals of the investigating institutions are of a local origin (94%) even though evidence exists that overall number of Administrative, Educational Assistance, and Educational (GE) Staffs are nearly in equal proportions between locals (16,355) and non-locals (12,846), according to the MOE (2016). Most of these administrative and teaching staff are non-locals at the front teaching level whilst the principals, vice principals, lab technicians, the other academic advisors are of local origin. This translated into the findings of the study as more principals were of local origin.

Considering supporting literature in the area, it has been observed that school principals have an utmost responsibility to ensure that the right cultural environment is maintained in the school (Dinham et al. 1995; Lindquist & Molmar, 1995; Jose-Kampfner 1994). Findings from the present investigation stipulate that not only are principals involved in instituting an appropriate school culture but affect the school environment with their very individual cultural orientation. Culture orientation affects both areas of leadership capabilities and school development capabilities.

The present study builds on Bush (2007), Leithwood & Riehl (2003), Lee & Dimmock (1999) and Gaziel (1997). Ultimately, educational leadership and management is gaining increased prominence in today's world. Countries are beginning to realize the importance of skilled

workforce and the role of the educational community in ensuring that required workforce is supplied (Bush, 2007). This has drawn attention to educational leadership and its role in influencing actions of other members of the educational community to achieve desired outcomes. In an investigation of effective school leaders, several dilemmas and challenges exist, particularly in the area of management and people development (Day et al. 2001). It is important that school leadership move in hand with effective school management if institutional development will be achieved (Bush & Glover, 2002).

In addition to these assertions that support literature in the area of study, Leithwood & Riehl (2003) emphasize on key attributes of successful school leadership. Leithwood & Riehl (2003) observe that setting a clear vision, developing followers, redesigning the organization and a strong desire to achieve set objectives have all been established as key indicators of successful leadership in schools. In similar scope as the findings of the present study, Lee & Dimmock (1999) established in a study in Hong Kong that the principal is one of the main stakeholders in school leadership and management.

Practically, the findings of the study imply both Western and Local principals play an effective role in leadership and institutional effectiveness in the region. The principals' recruitment and selection criteria used by the UAE Ministry of Education is challenged on the need to consider whether or not key cultural traits that have an association with leadership and institutional effectiveness are acknowledged in the selection process. This is essential to hire required leadership and human resources that can help improve the sector as a whole towards a knowledge-based economy.

5.5 Limitations of The Study

The main limitation of the study is the time allocation for completion and how this was affected by the occupational schedule of the researcher. The study was limited to a single semester of fewer than six months. Even though this was originally enough to complete all areas of the study including data collection, occupational demands restricted strict abidance with the study timeline. This risked going beyond the main deadline set by the researcher's educational institution. To complete the study successfully, there was the need to take time off work in order to focus on completing the study in the final periods of the deadline.

All other challenges such as access to data, access to a clear sampling frame were overcome as the researcher was granted access from the Ministry of Education. This source of authority contributed to the responsiveness and co-operative behaviour from participants. The researcher is employed by an educational governmental institution and this significantly helped overcome some of the challenges of the study.

5.6 Scope for further study

Based on the findings, recommendations may be offered to future researchers interested in a similar area of study. More investigations are required, particularly in UAE educational sector in the quest to achieve a knowledge-based economy. Knowledge economy in the Arab world has been considered as of low ranking and significant addition to knowledge is required to set the right path for national development.

It is also recommended that a similar investigation is carried out in the private school domain. The presence of a large number of local principals in the public domain as conducted in the present study should be contrasted against that in the private domain where a large number of

Westerners are present. Insight in this area is essential to validate the findings of the present study. Ultimately, investigations must further add to the gap of how principals' culture contribute to leadership effectiveness and institutional development in different contexts. This will help in arriving at a validated model and trusted theory on school leadership effectiveness.

5.7 Conclusion

On the first research objective, it is concluded that the national culture of principals in UAE public schools have a significant impact on the effectiveness of the school leadership. This impact may be small but significant and true for principals with high levels of Individualism, uncertainty avoidance, and long-term orientation. Essentially, UAE public school leaders who maintain strong reputation of avoiding favouritism and nepotism have a higher tendency to achieve leadership effectiveness. In addition, public school leaders who are conservative, rigid but expressive in their views and believe the school community must follow simple rules have a higher tendency of achieving effective leadership. Finally, principals who believe in the long-term effects of past and present behaviour have a higher chance of making good decisions that spark effective leadership.

On the second research objective, the focus was on the impact of principal culture on institutional or school development. Findings indicate that the cultural dimensions of individualism and long-term orientation have a positive tendency to achieve school effectiveness. In essence, UAE public school principals who maintain strong reputation of avoiding favouritism and nepotism or are less influenced by their connections with other members of the society, have a higher chance of achieving effective school development. In

addition, principals who consider the long-term status of the school in decision making are able to develop the school better.

The third research objective sought to investigate the impact of leadership effectiveness on school development. Mixed results were observed; whilst some leadership traits have a positive effect on school development, others have a negative effect. Creation of a clear vision, developing of followers and achieving results are the main positive drivers of school development. UAE school leaders who set a clear set of school values and school mission are able to develop the schools better. Principals who develop teaching staff capabilities and remain concerned about the development of faculty members are also very likely to achieve school development. Finally, principals who prioritize the achievement of results as an integral aspect of their activities will achieve institutional development. Nonetheless, the way UAE public school leaders implement vision by structuring, establishing tactical measures, communication and delegation have a negative effect on school development in the region.

The fourth objective sought to observe the moderating effect of culture on the ability of leadership effectiveness to impact on institutional performance. Considering all five dimensions of culture in a moderating role, only Masculinity evolved as a significant moderator of leadership ability to achieve institutional development. Noting that masculinity has no direct effect on neither leadership effectiveness nor institutional development, principals who have strong egos and emphasize on achievement extensively may reduce the extent to which their leadership style achieves institutional development.

On the very last research objective, there was the need to investigate the difference between Local and Western principals' ability to achieve institutional effectiveness in UAE local schools. Based on findings, it is concluded that no significant difference exists between Local

and Western UAE public school principals with regards to their ability to achieve more effective leadership and develop schools. In essence, whether Local or Western principals, it does not matter much in the area of school leadership effectiveness and school performance.

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APPENDICES

Appendix 1: Information Sheet

Date: _____

Leadership effectiveness of school principals and institutional development: The overarching role of leaders' national culture in Arabic schools in UAE.

You are being asked to take part in a research study on leadership effectiveness of school principals and institutional development, the overarching role of leaders' national culture in Arabic schools in UAE. Before you decide, it is important for you to understand why this study is being done and what it will involve. Please take time to read the following information carefully and decide whether or not you wish to take part. Kindly reply main and ask me if there is anything that is not clear or if you would like more information.

What is the study about?

This study is looking at leadership effectiveness of school principals and institutional development, the overarching role of leaders' national culture in UAE Local schools.

Who is doing this study and why?

I am a student at British University in Dubai and am doing this study for my thesis. I am supervised by Dr Solomon Arulraj David at the University.

Why have I been chosen?

I am inviting you to take part in this study as someone who I think would be able to provide some valuable opinions about the area of investigation.

Do I have to take part?

It is up to you to decide whether or not you want to take part. You do not have to give a reason.

Participants' Rights

If you do decide to take part, you will be given this information sheet to keep. You may decide to stop being a part of the research study at any time without explanation. You have the right to ask that any data you have supplied to that point be destroyed. You have the right to omit or refuse to answer any question that is asked of you. You have the right to have your questions about the procedures answered. If you have any questions as a result of reading this information sheet, you should ask the researcher before the study begins.

What happens next if I agree to take part in this study?

You will need to complete the questionnaire online. This will not take any longer than 30 minutes to complete.

Confidentiality/anonymity

Any information you supply to me will be treated confidentially in accordance with the regulations of United Arab Emirates data protection act which is also consistent with the UK Data Protection Act 1998: your name and identifying affiliations will be anonymized in the analysis and any resulting publications, unless you give your explicit consent to identify you as a subject. Any information you provide will not be given to anyone else.

What are the benefits in taking part in this study?

There is no payment for taking part in this study.

Are there any risks in taking part in this study?

Measures have been taken to ensure that there are no risks in taking part in this study.

What happens when the study finishes?

The results of the study will be presented in my dissertation.

FOR FURTHER INFORMATION

If you have further questions about the study, you are welcome to contact me at the following

e-mail address: inasnasr@gmail.com

Appendix 2: Participants Consent Form

Date: _____

Leadership effectiveness of school principals and institutional development: The overarching role of leaders' national culture in Arabic schools in UAE.

Dear Respondent,

Thank you for agreeing to participate in this study. Before I carry out the research, I would like you to read the following statements and confirm your agreement to take part in this study.

Please tick

- I confirm that I have read and understand the Participant Information Sheet.
- All the questions that I have about the research have been satisfactorily answered
- I understand that my participation is voluntary
- I understand that I am free to withdraw from the study at any time, without giving reason
- I agree to participate.

Participant's Name: _____

Date: _____

Appendix 3: Survey Questionnaire (Pre-Pilot)

Date: _____

Leadership effectiveness of school principals and institutional development: The overarching role of leaders' national culture in Arabic schools in UAE.

Section A: Demographics

1. Origin of Principal
 - Local or Arabic
 - Western Principal

2. Gender
 - Male
 - Female

3. Age
 - 18-24
 - 25-34
 - 35-44
 - 45-54
 - 55 and above

4. Highest level of Education
 - Basic Level or Primary Education
 - 'O' Level or Junior High School
 - Senior High School
 - University or 1stDegree
 - Postgraduate, PhD

5. Grade taught in educational institution
 - FS or Kindergarten
 - Grade 1
 - Grade 2
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
 - Grade 7
 - Grade 8
 - Grade 9
 - Grade 10
 - Grade 11

[] Grade 12

6. Emirate of Institution

[] Abu Dhabi

[] Dubai

[] RAK

[] Sharjah

[] Fujairah

[] Umm Al Quwain

[] Ajman

Please indicate the number that best shows your *LEVEL OF AGREEMENT* to the statements, where:

1 = Strongly disagree

2 = Disagree

3 = Moderately Disagree

4 = Neither disagree nor agree

5 = Moderately Agree

6 = Agree

7 = Strongly Agree

(Statements in red were taken out in the post pilot)

Section B – Principal Culture

S/N	Statement	1	2	3	4	5	6	7
1	The school principal sees the opinion of the children as important as his own opinions							
2	The principal believes children should be taught to not take things for granted, in the family or other institutions							
3	The principal gives room for people to be able to create their own place/function							
4	The principal encourages other teaching staff to always question the actions of the boss.							
5	The principal believes that the way to change a political system is through public debates and free elections							
6	The principal believes that people should have a strong loyalty to the group(s) they belong to							
7	The conventions/rules of the institution influence the principal's behavior							
8	Your principal is usually concerned about what others think about him/her							
9	The principal believes in promotion and recognition based on their loyalty							
10	Your principal believes that it is immoral for a boss to offer a job to a relative							
11	Your principal has sympathy for those who do not win							

12	Your principal is motivated by a relaxed, friendly atmosphere								
13	Decisions taken by your principal at work must be based on consensus								
14	Your principal believes that a good quality of life is important for both men and women								
15	Your principal seeks mutual affection in the school environment								
16	Your principal teaches children to cope with chaos and ambiguity								
17	The principal believes that people who can move in different environments are appreciated in society								
18	The principal believes that people should always have to carry an ID								
19	The principal believes that it is improper to express feelings in public								
20	The principal believes that society has very few rules								
21	The principal believes that teachers know very clearly what is Good and what is Bad								
22	The principal believes that teachers value personal stability and continuity								
23	The principal believes that children must be taught to ask WHY								
24	The principal believes that teachers' behaviour is always influenced by their roots								
25	The principal believes that teachers want coherence in the information they are presented								

Section C – Leadership Effectiveness

S/N	Statement	1	2	3	4	5	6	7
1	My school leadership study problems in light of past practices							
2	My school leadership is willing to take risk and consider new and untested approaches							
3	Leadership of my school acquire and maintain in-depth knowledge in the field of expertise							
4	Principal of my school emphasizes the importance of making decisions independently							
5	Leadership of my school take a long-range, broad approach to problem solving							
6	My school leadership build commitment by convincing others							
7	Leadership of my school act in an extroverted, friendly or informal manner							
8	Leadership of my school operate with energy, intensity and emotional expression							
9	Principal of my school works to control emotions and maintain understated personal demeanour							

10	My school leadership adopt systematic and organized approaches								
11	My school leadership focus on short-range, hands-on practical strategies								
12	Principal of my school clarifies what is expected and maintains the flow of information								
13	Principal of my school enlists the talents of others and allows them to exercise their judgement								
14	Leadership of my school monitors progress to ensure tasks are completed on schedule								
15	Leadership of my school let others know how they have performed and whether they met expectations								
16	Leadership of my school seek to exert influence by being in positions of authority								
17	Principal of my school pushes vigorously to achieve results by being assertive and competitive								
18	My school leadership adopt a strong orientation towards achievement and setting standards								
19	My school leadership accommodate the needs and interests of others								
20	Leadership of my school value the ideas and opinions of others								
21	Leadership of my school show organizational loyalty and respect superiors								
22	Principal of my school demonstrates active concern for people and their needs								

Section D – Institutional Effectiveness

S/N	Statement	1	2	3	4	5	6	7
1	The leadership demonstrate knowledge about the process of school improvement							
2	School administrators are trained to evaluate instructions							
3	Clear procedures exist for staff evaluation							
4	Teachers recognize and respect principal's competence							
5	Constructive feedback is received by the teaching staff on a regular basis							
6	instructional issues are discussed as part of the subjects of discussion at faculty meetings?							
7	principal visit classrooms on a regular basis							
8	yearly achievement test results are used as a source of information for planning improvement efforts							
9	principal plan staff development activities							
10	Pupils are involved in the school operation (i.e., office assistants, monitors, tutors, etc.							

Appendix 4: Survey Questionnaire (Post-Pilot)

Date: _____

Leadership effectiveness of school principals and institutional development: The overarching role of leaders' national culture in Arabic schools in UAE.

Section A: Demographics

1. Gender
 - Male
 - Female

2. Age
 - 18-24
 - 25-34
 - 35-44
 - 45-54
 - 55 and above

3. Highest level of Education
 - Basic Level or Primary Education
 - 'O' Level or Junior High School
 - Senior High School
 - University or 1stDegree
 - Postgraduate, PhD

4. Grade taught in educational institution
 - FS or Kindergarten
 - Grade 1
 - Grade 2
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
 - Grade 7
 - Grade 8
 - Grade 9
 - Grade 10
 - Grade 11
 - Grade 12

5. Emirate of Institution

- Abu Dhabi
- Dubai
- RAK
- Sharjah
- Fujairah
- Umm Al Quwain
- Ajman

Please indicate the number that best shows your **LEVEL OF AGREEMENT** to the statements, where:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Moderately Disagree
- 4 = Neither disagree nor agree
- 5 = Moderately Agree
- 6 = Agree
- 7 = Strongly Agree

Section B – Culture of Principal

S/N	Statement	1	2	3	4	5	6	7
1	The principal gives room for people to be able to create their own place/function							
2	The principal believes that the way to change a political system is through public debates and free elections							
3	Your principal is usually concerned about what others think about him/her							
4	Your principal believes that it is immoral for a boss to offer a job to a relative							
5	Your principal is motivated by a relaxed, friendly atmosphere							
6	Your principal seeks mutual affection in the school environment							
7	Your principal teaches children to cope with chaos and ambiguity							
8	The principal believes that society has very few rules							
9	The principal believes that teachers know very clearly what is Good and what is Bad							
10	The principal believes that teachers' behaviour is always influenced by their roots							

Section C – Leadership Effectiveness

S/N	Statement	1	2	3	4	5	6	7
1	Leadership of my school acquire and maintain in-depth knowledge in the field of expertise							

2	Principal of my school emphasizes the importance of making decisions independently								
3	My school leadership build commitment by convincing others								
4	Leadership of my school operate with energy, intensity and emotional expression								
5	My school leadership adopt systematic and organized approaches								
6	Principal of my school enlists the talents of others and allows them to exercise their judgement								
7	Leadership of my school monitors progress to ensure tasks are completed on schedule								
8	Leadership of my school let others know how they have performed and whether they met expectations								
9	Leadership of my school seek to exert influence by being in positions of authority								
10	Principal of my school pushes vigorously to achieve results by being assertive and competitive								
11	Leadership of my school value the ideas and opinions of others								
12	Principal of my school demonstrates active concern for people and their needs								

Section D – Institutional Effectiveness

S/N	Statement	1	2	3	4	5	6	7
1	principal visit classrooms on a regular basis							
2	yearly achievement test results are used as a source of information for planning improvement efforts							
3	School a safe and secure place to work							
4	Responsibility for discipline shared by teachers, administrators, and parents							
5	policies and procedures designed to promote student achievement							
6	there is a written curriculum for each subject area							
7	grade level minimal competencies are established							
8	expectations constantly monitored, reviewed, and clarified							

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

Appendix 5: Indicators for measurement of Culture

Power Distance (PD)		
1	Children should be taught that their opinion is as important as their parents´	Hofstede et al., (2010)
2	Children should be taught to not take things for granted, in the family or other institutions	Hofstede et al., (2010)
3	In a company/organization, people must be able to create their own place/function	Hofstede et al., (2010)
4	People must not take the boss decisions for granted. Always question the actions of the boss.	Hofstede et al., (2010)
5	The most effective way to change a political system is through public debates and free elections	Hofstede et al., (2010)
Individualism (IDV)		
6	People have strong loyalty to the group(s) they belong to	Hofstede et al., (2010)
7	The conventions/rules of the group I belong to influence my behavior	Hofstede et al., (2010)
8	I am concerned with what the others think about me	Hofstede et al., (2010)
9	People are promoted/recognized based on their loyalty and age	Hofstede et al., (2010)
10	It is immoral for a boss not to offer a job to a relative	Hofstede et al., (2010)
Masculinity (MAS)		
11	I have sympathy for those who do not win and I envy others for their success	Hofstede et al., (2010)
12	At work, I am motivated by a relaxed, friendly atmosphere	Hofstede et al., (2010)
13	Decisions at work must be based on consensus	Hofstede et al., (2010)
14	A good quality of life is important for both men and women	Hofstede et al., (2010)
15	I seek love and mutual affection in a partner	Hofstede et al., (2010)
Uncertainty avoidance (UAI)		
16	Children must be taught to cope with chaos and ambiguity	Hofstede et al., (2010)
17	People who can move in different environments are appreciated in society	Hofstede et al., (2010)
18	People should always have to carry an ID	Hofstede et al., (2010)
19	It is improper to express feelings in public	Hofstede et al., (2010)
20	Society has very few rules	Hofstede et al., (2010)
Long-term orientation (LTO)		
21	People know very clearly what is Good and what is Bad	Hofstede et al., (2010)
22	People value personal stability and continuity	Hofstede et al., (2010)
23	Children must be taught to ask WHY	Hofstede et al., (2010)
24	People´s behaviour is always influenced by their roots	Hofstede et al., (2010)
25	People want coherence in the information they are presented	Hofstede et al., (2010)

Appendix 6: Indicators for measurement of Leadership effectiveness

Creation of Vision		
1	Traditional	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
2	Innovative	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
3	Technical	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
4	Self	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
5	Strategic	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
Developing followers		
6	Persuasive	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
7	Ongoing	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
8	Excitement	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
9	Restraints	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
Implementing the Vision		
10	Structuring	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
11	Tactical	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
12	Communication	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
13	Delegation	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
Following Through		
14	Control	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
15	Feedback	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
Achieving Results		
16	Management focus	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
17	Dominant	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
18	Production	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
Team Playing		
19	Co-creation	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
20	Consensual	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
21	Authority	Wallis & McLoughlin (2007); Leslie & Feenor (1998)
22	Empathy	Wallis & McLoughlin (2007); Leslie & Feenor (1998)

Appendix 7: Indicators for measurement of Institutional effectiveness

<i>Strong administrative leadership</i>		
1	The leadership demonstrate knowledge about the process of school improvement	Frederick (1987)
2	School administrators are trained to evaluate instructions	Frederick (1987)
3	Clear procedures exist for staff evaluation	Frederick (1987)
4	Teachers recognize and respect principal's competence	Frederick (1987)
5	Constructive feedback is received by the teaching staff on a regular basis	Frederick (1987)
6	instructional issues are discussed as part of the subjects of discussion at faculty meetings?	Frederick (1987)
7	principal visit classrooms on a regular basis	Frederick (1987)
8	yearly achievement test results are used as a source of information for planning improvement efforts	Frederick (1987)
9	principal plan staff development activities	Frederick (1987)
<i>Orderly and safe environment conducive to learning</i>		
10	Pupils are involved in the school operation (i.e., office assistants, monitors, tutors, etc.	Frederick (1987)
11	Pupils assume responsibility for their own belongings and supplies	Frederick (1987)
12	School a safe and secure place to work	Frederick (1987)
13	There a written code of conduct with clearly defined standards and consequences	Frederick (1987)
14	Responsibility for discipline shared by teachers, administrators, and parents	Frederick (1987)
15	The building clean and well-maintained	Frederick (1987)
16	Repairs completed within a reasonable amount of time	Frederick (1987)
17	Rewards are provided for good citizenship	Frederick (1987)
18	Models of appropriate behaviours, attitudes, and beliefs encouraged by the school climate	Frederick (1987)
19	school climate such that it fosters respect	Frederick (1987)
<i>A pervasive and broadly understood instructions</i>		
20	policies and procedures designed to promote student achievement	Frederick (1987)
21	teachers expected to teach for mastery	Frederick (1987)
22	interruptions during instructional time kept to a minimum	Frederick (1987)
23	there is a written curriculum for each subject area	Frederick (1987)
24	teachers are encouraged to keep abreast of the current developments in education	Frederick (1987)
25	There is an on-going in-service education program focusing on the needs of the teachers	Frederick (1987)
26	school have a clearly defined school mission	Frederick (1987)
<i>Teachers behavior that covey expectations</i>		
27	grade level minimal competencies are established	Frederick (1987)

28	expectations for academic performance and behaviour clearly articulated to parents and pupils	Frederick (1987)
29	pupils experience a high rate of success on academic tasks	Frederick (1987)
30	students feel that the school helps them master academic work	Frederick (1987)
31	school personnel, students, and the community take pride in their school	Frederick (1987)
32	students expected to master skills and concepts	Frederick (1987)
33	teachers believe that all students can master basic skills as a result of the instructional program	Frederick (1987)
34	expectations constantly monitored, reviewed, and clarified	Frederick (1987)

Appendix 6: Reliability Test (Pilot Study)

Culture	
Power Distance	.846
Individualism	.806
Masculinity	.802
Uncertainty Avoidance	.809
Long Term Orientation	.862
School Leadership Effectiveness	
Vision	.802
Developing Followers	.847
Implementing Vision	.805
Following Through	.732
Achieving results	.814
Team Playing	.831
School Institutional Effectiveness	
Administrative leadership	.825
Orderly and safe environment	.782
Persuasive and broadly understood instructions	.815
Teachers' behavior that convey expectations	.809

Appendix 7: Descriptive Statistics

What is your gender

	Frequency	Percent
Male	218	48.8
Female	229	51.2
Total	447	100

What is your age

	Frequency	Percent
18-24	28	6.3
25-34	120	26.8
35-44	246	55
45-54	53	11.9
Total	447	100

Highest level of education

	Frequency	Percent
Basic level or Primary Education	47	10.5
O' Level or Junior High School	156	34.9
Senior High School	110	24.6
University or 1st Degree	102	22.8
Postgraduate, PhD	32	7.2
Total	447	100

Grade taught in Educational Institution

	Frequency	Percent
FS or Kindergarten	27	6
Grade 1	37	8.3
Grade 2	33	7.4
Grade 3	40	8.9
Grade 4	44	9.8
Grade 5	39	8.7
Grade 6	32	7.2
Grade 7	41	9.2
Grade 8	35	7.8
Grade 9	28	6.3
Grade 10	38	8.5
Grade 11	24	5.4
Grade 12	29	6.5
Total	447	100

Emirate of Institution

	Frequency	Percent
Abu Dhabi	51	11.4
Dubai	62	13.9
RAK	113	25.3
Sharjah	98	21.9
Fujairah	47	10.5
Umm Al Quwain	29	6.5
Ajman	47	10.5
Total	447	100

The principal gives room for people to be able to create their own place/function

	Frequency	Percent
Strongly disagree	4	0.9
Disagree	11	2.5
Moderately disagree	27	6
Neither disagree nor agree	71	15.9
Moderately Agree	151	33.8
Agree	175	39.1
Strongly Agree	8	1.8
Total	447	100

Change a political system is through public debates and free elections

	Frequency	Percent
Strongly Disagree	3	0.7
Disagree	12	2.7
Moderately Disagree	24	5.4
Neither disagree nor agree	119	26.6
Moderately agree	181	40.5
Agree	100	22.4
Strongly Agree	8	1.8
Total	447	100

Your principal is usually concerned about what others think about him/her

	Frequency	Percent
Strongly disagree	8	1.8
Disagree	26	5.8
Moderately disagree	33	7.4
Neither disagree nor agree	62	13.9
Moderately agree	200	44.7
Agree	108	24.2
Strongly agree	10	2.2
Total	447	100

Your principal believes that it is immoral for a boss to offer a job to a relative

	Frequency	Percent
Strongly Disagree	7	1.6
Disagree	20	4.5
Moderately disagree	24	5.4
Neither disagree nor agree	81	18.1
Moderately agree	199	44.5
Agree	105	23.5
Strongly Agree	11	2.5
Total	447	100

Your principal is motivated by a relaxed, friendly atmosphere

	Frequency	Percent
Strongly Disagree	5	1.1
Disagree	9	2
Moderately disagree	25	5.6
Neither disagree nor agree	82	18.3
Moderately Agree	203	45.4
Agree	115	25.7
Strongly Agree	8	1.8
Total	447	100

Your principal seeks mutual affection in the school environment

	Frequency	Percent
Strongly Disagree	5	1.1
Disagree	8	1.8
Moderately Disagree	17	3.8
Neither Disagree nor Agree	93	20.8
Moderately Agree	216	48.3
Agree	101	22.6
Strongly Agree	7	1.6
Total	447	100

Your principal teaches children to cope with chaos and ambiguity

	Frequency	Percent
Strongly disagree	8	1.8
Disagree	10	2.2
Moderately disagree	14	3.1
Neither disagree nor agree	62	13.9
Moderately Agree	238	53.2
Agree	104	23.3
Strongly Agree	11	2.5
Total	447	100

The principal believes that society has very few rules

	Frequency	Percent
Strongly Disagree	8	1.8
Disagree	10	2.2
Moderately Disagree	14	3.1
Neither disagree nor agree	101	22.6
Moderately Agree	180	40.3
Agree	123	27.5
Strongly Agree	11	2.5
Total	447	100

The principal believes that teachers know very clearly what is Good and what is Bad

	Frequency	Percent
Strongly Disagree	8	1.8
Disagree	20	4.5
Moderately Disagree	26	5.8
Neither disagree nor agree	63	14.1
Moderately Agree	243	54.4
Agree	77	17.2
Strongly Agree	10	2.2
Total	447	100

The principal believes that teachers' behavior is always influenced by their roots

	Frequency	Percent
Strongly Disagree	8	1.8
Disagree	20	4.5
Moderately Disagree	26	5.8
Neither disagree nor agree	79	17.7
Moderately Agree	190	42.5
Agree	114	25.5
Strongly Agree	10	2.2
Total	447	100

Leadership acquire and maintain in-depth knowledge in the field of expertise

	Frequency	Percent
Strongly Disagree	4	0.9
Disagree	9	2
Moderately Disagree	17	3.8
Neither disagree nor agree	58	13
Moderately Agree	223	49.9
Agree	120	26.8
Strongly Agree	16	3.6
Total	447	100

Principal emphasizes the importance of making decisions independently

	Frequency	Percent
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Strongly Disagree	4	0.9
Disagree	9	2
Moderately Disagree	30	6.7
Neither disagree nor agree	58	13
Moderately agree	192	43
Agree	122	27.3
Strongly Agree	32	7.2
Total	447	100

My school leadership build commitment by convincing others

	Frequency	Percent
Strongly Disagree	12	2.7
Disagree	28	6.3
Moderately disagree	32	7.2
Neither disagree nor agree	49	11
Moderately Agree	220	49.2
Agree	98	21.9
Strongly Agree	8	1.8
Total	447	100

Leadership of my school operate with energy, intensity and emotional expression

	Frequency	Percent
Strongly Disagree	12	2.7
Disagree	18	4
Moderately Disagree	30	6.7
Neither disagree nor agree	68	15.2
Moderately agree	198	44.3
Agree	110	24.6
Strongly Agree	11	2.5
Total	447	100

My school leadership adopt systematic and organized approaches

	Frequency	Percent
Strongly Disagree	9	2
Disagree	10	2.2
Moderately disagree	19	4.3
Neither disagree nor agree	59	13.2
Moderately agree	227	50.8
Agree	118	26.4
Strongly Agree	5	1.1
Total	447	100

Principal enlists the talents of others and allows them to exercise their judgement

	Frequency	Percent
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Strongly Disagree	9	2
Disagree	18	4
Moderately disagree	28	6.3
Neither disagree nor agree	49	11
Moderately agree	208	46.5
Agree	127	28.4
Strongly Agree	8	1.8
Total	447	100

Leadership monitors progress to ensure tasks are completed on schedule

	Frequency	Percent
Strongly Disagree	5	1.1
Disagree	16	3.6
Moderately disagree	21	4.7
Neither disagree nor agree	109	24.4
Moderately agree	171	38.3
Agree	116	26
Strongly Agree	9	2
Total	447	100

Leadership let others know how they have performed and whether they met expectations

	Frequency	Percent
Strongly Disagree	15	3.4
Disagree	20	4.5
Moderately disagree	22	4.9
Neither disagree nor agree	72	16.1
Moderately disagree nor agree	192	43
Agree	112	25.1
Strongly Agree	14	3.1
Total	447	100

Leadership of my school seek to exert influence by being in positions of authority

	Frequency	Percent
Strongly Disagree	8	1.8
Disagree	25	5.6
Moderately disagree	32	7.2
Neither disagree nor agree	59	13.2
Moderately agree	220	49.2
Agree	92	20.6
Strongly Agree	11	2.5
Total	447	100

Principal pushes vigorously to achieve results by being assertive and competitive

	Frequency	Percent
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Strongly Disagree	8	1.8
Disagree	25	5.6
Moderately Disagree	32	7.2
Neither disagree nor agree	94	21
Moderately agree	176	39.4
Agree	84	18.8
Strongly Agree	28	6.3
Total	447	100

Leadership of my school value the ideas and opinions of others

	Frequency	Percent
Strongly Disagree	8	1.8
Disagree	25	5.6
Moderately Disagree	41	9.2
Neither disagree nor agree	87	19.5
Moderately agree	165	36.9
Agree	108	24.2
Strongly Agree	13	2.9
Total	447	100

Principal of my school demonstrates active concern for people and their needs

	Frequency	Percent
Strongly Disagree	8	1.8
Disagree	17	3.8
Moderately disagree	38	8.5
Neither Disagree nor agree	84	18.8
Moderately agree	181	40.5
Agree	101	22.6
Strongly Agree	18	4
Total	447	100

Principal visit classrooms on a regular basis

	Frequency	Percent
Strongly Disagree	8	1.8
Disagree	15	3.4
Moderately Disagree	29	6.5
Neither disagree nor agree	76	17
Moderately Agree	170	38
Agree	134	30
Strongly agree	15	3.4
Total	447	100

Yearly achievement test results are used as a source of information for planning improvement efforts

	Frequency	Percent
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Strongly Disagree	9	2
Disagree	24	5.4
Moderately Disagree	44	9.8
Neither disagree nor agree	103	23
Moderately Agree	139	31.1
Agree	109	24.4
Strongly Agree	19	4.3
Total	447	100

School a safe and secure place to work

	Frequency	Percent
Strongly Disagree	6	1.3
Disagree	21	4.7
Moderately disagree	32	7.2
Neither disagree nor agree	62	13.9
Moderately agree	200	44.7
Agree	103	23
Strongly Agree	23	5.1
Total	447	100

Responsibility for discipline shared by teachers, administrators, and parents

	Frequency	Percent
Strongly Disagree	7	1.6
Disagree	15	3.4
Moderately disagree	26	5.8
Neither disagree nor agree	58	13
Moderately agree	145	32.4
Agree	140	31.3
Strongly Agree	56	12.5
Total	447	100

Policies and procedures designed to promote student achievement

	Frequency	Percent
Strongly Disagree	4	0.9
Disagree	20	4.5
Moderately disagree	31	6.9
Neither disagree nor agree	58	13
Moderately agree	151	33.8
Agree	110	24.6
Strongly agree	73	16.3
Total	447	100

There is a written curriculum for each subject area

	Frequency	Percent
Strongly Disagree	5	1.1

Disagree	11	2.5
Moderately Disagree	28	6.3
Neither disagree nor agree	65	14.5
Moderately Agree	158	35.3
Agree	116	26
Strongly Agree	64	14.3
Total	447	100

Grade level minimal competencies are established

	Frequency	Percent
Strongly Disagree	8	1.8
Disagree	24	5.4
Moderately disagree	35	7.8
Neither disagree nor agree	78	17.4
Moderately Agree	156	34.9
Agree	137	30.6
Strongly Agree	9	2
Total	447	100

Expectations constantly monitored, reviewed, and clarified

	Frequency	Percent
Strongly disagree	6	1.3
Disagree	20	4.5
Moderately disagree	26	5.8
Neither disagree nor agree	59	13.2
Moderately Agree	198	44.3
Agree	129	28.9
Strongly Agree	9	2
Total	447	100