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TEACHERS' PERCEPTION OF CHARACTERISTICS OF EFFECTIVE FEMALE SCHOOL LEADERS OF ELEMENTARY SCHOOLS IN ABU DHABI EMIRATE

Zahra Saif Malek Al Shehaimi

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United Arab Emirates University
College of Education
Department of Foundation of Education

TEACHERS' PERCEPTION OF CHARACTERISTICS OF EFFECTIVE FEMALE
SCHOOL LEADERS OF ELEMENTARY SCHOOLS IN ABU DHABI EMIRATE

Zahra Saif Malek AlShehaimi

This thesis is submitted in partial fulfilment of the requirements for the degree of Master
of Education in Educational Leadership

Under the Supervision of Dr. Ali Saeed Al Kaabi

January 2014

Declaration of Original Work

I, Zahra Saif Al Shehaimi, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled "*Teachers' Perception of Effective Female School Leaders in Elementary Schools in Abu Dhabi Emirate*", hereby, solemnly declare that this thesis is an original research work that has been done and prepared by me under the supervision of Dr. Ali Al Kaabi, in the College of Education at UAEU. This work has not been previously formed as the basis for the award of any academic degree, diploma or a similar title at this or any other university. The materials borrowed from other sources and included in my thesis have been properly cited and acknowledged.

Student's Signature: _____ Date: _____

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Approval of the Master Thesis

This Master Thesis is approved by the following Examining Committee Members:

- 1) Advisor (Committee Chair): Dr. Ali Al Kaabi

Title: Assistant Professor

Department of Foundation of Education

College of Education

Signature: _____ Date: _____

- 2) Member: Dr. Ali Ibrahim

Title: Associate Professor

Department of Foundation of Education

College of Education

Signature: _____ Date: _____

- 3) Member: Dr. Shaikah Al Taniji

Title: Associate Professor

Department of Foundation of Education

College of Education

Signature: _____ Date: _____

This Master Thesis is accepted by:

Dean, College of Education: Dr. Jamal Al Nuami

Signature _____ Date _____

Dean, College of the Graduate Studies: Professor Nagi T. Wakim

Signature _____ Date _____

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Abstract

This study aimed at identifying the characteristics of effective female school leaders' from teachers' perspectives. The objectives of this study are three as follows: a) surveying the literature on the characteristics of effective school leaders., b) examining the reality to what extend the school leaders are effective, and c) finding other characteristics in which school leaders in Al Ain and Abu Dhabi schools can develop their effectiveness at schools. The research employed a quantitative analysis to answer the research questions. The results of this study indicated that teachers' perception towards their principal is positive. Teachers in the Abu Dhabi and Al Ain regardless of their years of experience and their degrees provided positive responses towards their female cycle one leaders. This study has some recommendations for leadership practices in the school and future studies and research. It has recommendation on giving a strong voice to school leaders of cycle one schools to participate in the crucial decisions related to the schools in Abu Dhabi Emirate.

Keywords: Educational leadership characteristics, female school leader, female teachers' perspective, Abu Dhabi Emirate

Title and Abstract (in Arabic)

مواصفات القيادة التربوية الفعالة لمديرات المدارس الابتدائية بإمارة أبوظبي من وجهة

نظر المعلم

الملخص

تهدف هذه الدراسة إلى التعرف على مواصفات القيادة التربوية الفعالة لمديرات المدارس الابتدائية من وجهة نظر المعلم. أهداف هذه الدراسة على النحو التالي: أ) معرفة مواصفات القيادة التربوية الفعالة من الكتب والمصادر التعليمية، ب) دراسة واقع مدى فاعلية مديرات المدارس الابتدائية، وج) إيجاد المواصفات الأخرى التي يمكن أن تحتاج إليها مديرات المدارس في مدينة العين وأبو ظبي لتطوير فاعليتها في المدارس. تم استخدام الباحث التحليل الكمي للإجابة على أسئلة البحث. وأشارت نتائج هذه الدراسة إلى أن تصور المعلمات نحو مديرات المدارس هو تصور إيجابي، حيث أن المعلمات في مدينة أبو ظبي و العين بغض النظر عن سنوات خبرتهم وشهاداتهم التعليمية قد قدموا ردوداً إيجابية نحو مديرات المدارس. وكان لهذه الدراسة بعض التوصيات التي نخصن بالممارسات القيادية في المدرسة والدراسات المستقبلية والبحوث. إضافة إلى التوصية بشأن منح صوت قوي لقيادة المدارس للمشاركة في القرارات المصيرية المتعلقة بالمدارس في إمارة أبوظبي.

كلمات مفتاحية: مواصفات القيادة التربوية، قيادة المديرية المدرسية، آراء المعلمات، إمارة أبو ظبي

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Dedication

To my parents who encouraged me a lot, and pray for my success.

To my dearest brothers, and dearest sisters who give me the support to do my best.

To all my friends, my school colleagues who helped me and all who were there along

To every close member in my family.

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Chapter 1: Introduction

1.1 Overview

Educators as well as school leaders are concerned with a number of factors concerned with the female leadership. One of these factors involves the characteristics which are anticipated in a school leader. As a matter of fact these characteristics constitute the major part of what determines the skills and governs the type of practices these leaders carry out in their profession. These practices also in turn affect the teachers and the learners' development and these are the main responsibilities of any school leader. Another concern of the school leaders is related to how teachers and co-workers perceive their leadership abilities. Since school leadership is now thought of as being directly related to beliefs and values, it has become important for school leaders to investigate how the teachers in their school appreciate them and how they identify their abilities, skills and characteristics.

The concept of leadership dates back to ancient times. According to Marzano leadership is as an ancient art. Discussions of leadership appear in the works of Plato, Caesar, and Plutarch. Additionally, leadership is a robust concept that "occurs universally among all people regardless of culture, whether they are isolated Indian villagers, Eurasian steppe nomads, or Polynesian fisher folk" (Marzano, 2005).

It is also defined as "the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2006: 8) Alan Keith add that leadership " is ultimately about creating a way for people to contribute to making something extraordinary happen" (2009). Leadership is a process by which a person

influences others to accomplish an objective and to direct the organization in a way that makes it more cohesive and coherent. Northouse (2007) also defined leadership a process whereby an individual influences a group of individuals to achieve a common goal. Another useful definition was stated by Campbell (2011) when he claimed a real leader is the person who successfully leads our children into a world we cannot yet fully imagine, if we are to prepare them to become active, confident leaders and shapers of their own destiny.

According to the perceived importance of leadership given above, it is no wonder that an effective principal is thought to be a necessary precondition for an effective school; the principal as the single most influential person in a school. (Marzano, 2005). Effective leadership begins with the fundamental ability to believe in the individual itself. It incorporates a maturity, conviction, and expertise that translate into a purpose and direction. It is this clarity of vision that gives great leaders the confidence to adopt the role of instilling motivation, self-esteem, and teamwork. As visionaries, they are disciplined thinkers and confidently trust their intuition.

The Leaders understand fully their environment and can transform situations to attain an established vision. Leaders can combine change with growth, take prudent risks, and demonstrate considerable problem solving abilities. They believe in people, are sensitive to other's needs and appreciate a person's core values. They will actively remake a challenge to yield productive outcomes by creating an organization that develops and fosters success. Although often debated, leadership characteristics can be learned skills that with encouragement and reinforcement can produce outstanding individuals (Vojta, 2009).

Effective leaders have the ability to make a positive change in an educational organization, through challenging the different situations that they face to achieve a common goal. It is having the ability to build or construct relationships among a group of people to move from one stage to another. These previous definitions will lead us to the conclusion that good leaders are not born but made. Some of the practices principals perform include holding the responsibility of developing the students and the teachers' main task which is the learning and the teaching (Green, 2001).

The next function is creating an atmosphere that is educationally hospitable for all learners and teachers. Effective principals make sure that their schools allow and promote learning for all both young and/or adults (Bradley, 2009). This climate can be easily reached by promoting positive motivation in the school community. Leaders can influence levels of motivation by "shaping the school's instructional climate," which in turn shapes *"the attitudes of teachers, students, parents, and the community at large toward education"*.

By effectively managing this aspect of a school's culture, principals can "increase both student and teacher motivation and indirectly produce learning gains" (Klug 1989). The next task or principle for a successful leader is to cultivate leadership amongst all members of their school and this practice helps share responsibility in the school. Also improving instruction or teaching in a school context is an essential role played by a productive principal. Effective principals work hard to motivate their teachers and students in all circumstances. A final but important task a principal has is managing people, data and processes to achieve school improvements. It is necessary for a school leader to have easy access to a reliable source of data and this should aid the decision making process (Green, 2001).

As educational leaders, school principals manage, guide and evaluate the learning and teaching process in their respective schools. To bring this process into success, they carry out multiple activities, set, implement and follow up their school operational plans, evaluate their teachers' performance, monitor their students' academic achievement and ensure they are learning in a safe physical environment promoting values of responsibility, mutual respect and teamwork. Moreover, principals serve as a key liaison between the plans and directions of Abu Dhabi Education Council (ADEC) on one hand and parents, students, teachers and community on the other hand.

The need for educational reform was a motive for establishing Abu Dhabi Educational Council in UAE marking the start of a continuous revolution in the field of education. According to ADEC documents, "Abu Dhabi Education Council (ADEC) was created in 2005 by the forward-thinking leadership of Abu Dhabi who identified education as the heart of a robust, dynamic, competent and progressive society. As the Emirate of Abu Dhabi embarks on an ambitious journey to take its place in the world as a leading knowledge economy, the establishment of a strong educational framework is instrumental to meeting the development goals of the emirate.

ADEC seeks to develop education and educational institutions in the Emirate of Abu Dhabi, implement innovative educational policies, plans and programs that aim to improve education, and support educational institutions and staff to achieve the objectives of national development in accordance with the highest international standards. ADEC was given the mandate to elevate the quality of education in Abu Dhabi to the highest international standards to ensure that all residents have access to high-quality education provision. Consequently, ADEC oversees, regulates and drives

development initiatives in all education sectors, including both public and private P-12 education, and higher education.

Given the varying requirements and challenges for each sector, ADEC has developed individual research-based strategic plans tailored to meet the specific development objectives of each sector. All of these plans are guided by the Abu Dhabi Education Policy Agenda with the ultimate goal of transforming Abu Dhabi into a diversified, innovation-based, knowledge-producing society. ADEC is driven by the philosophy that ALL individuals are capable of learning and should have access to the best possible level of education. ADEC aims to develop a comprehensive and multi-layered education system that can support lifelong learning in a range of fields. ADEC encourages all students to develop their strengths, skills and passions so that they can contribute to the development of the UAE and become active participants in the world around them.

1.2 Statement of the Problem

Studying the characteristics of effective school leaders is of great significance because it correlates with the school leaders' practices and responsibilities in schools. Research on characteristics of effective school leaders is abundant in the Western Literature (Campbell, 2011; Hawthorne, 2009; McCann, 2011; Smith, 2009; Lempeis, 2009; Drukpa, 2009; Manders, 2008; Longloy, 2006), however, very few studies give interest to this issue in the Arab Countries especially in the UAE. There are relatively few empirical studies of principals in action over time which attempt to map their own development phases and few also which examine their practices from the viewpoints of their

teachers, students, and stakeholders. (Harris, Day, Hopkins, Hadfield, Hargreaves & Champan, 2003).

At the national level of United Arab Emirates, there has been a survey conducted by Abu Dhabi Education Council (ADEC) in 2011-2012. One important part of this survey was investigating effective school leadership through some aspects such as principal instructional leadership. Although having high percentage of the teachers who perceive their principal as instructional leaders, (30%) of teachers perceived that they are not. (ADEC, 2012, p.9). The results on the school, as a workplace also confirmed that (19.3%) "Disagree" or "strongly disagree" that teachers felt the principal respected them (ADEC, 2012). Regardless of having the high percentage of teachers who felt they were respected by their principals, ADEC advised for further research to investigate on teachers' perceptions towards their principals.

Based on the above observations and recommendations of ADEC, it is essential to identify the characteristics of effective school leaders. Such an investigation will provide an indication of the climate of schools, and how the schools are managed. This issue appears more needed to be investigated in basic education level, since it is an important stage in the students' lives. Therefore, this current study is an attempt to fill in this need for research; to investigate how the characteristics of school leaders in government Cycle one schools are perceived by the teachers in their schools.

1.3 Objective of the Study

This study aims at identifying the characteristics of effective school leader in Al-Ain and Abu Dhabi cycle one schools to develop their practices in the field. The specific objectives are:

1. Surveying the literature on the characteristics of effective school leaders.

2. Examining the reality to what extend the school leaders are effective.
3. Finding other characteristics in which school leaders in Al Ain and Abu Dhabi schools can develop their effectiveness at schools.

1.4 Research Questions

This research tries to find answers to the following four main questions:

1. What are the main characteristics of effective school leaders?
2. What are the main characteristics of effective school leaders from teachers' perspectives in Abu Dhabi and Al-Ain Schools?
3. How can the characteristics of school leadership be developed to become more effective?
4. Is there a statistical significant effect of participants' years of experience, and qualifications on their views towards effective school leaders?

1.5 Significance of the Study

This study is beneficial to the principals in all schools by enhancing their knowledge and leadership practices. It also forms a basis for subsequent research to explore other effective characteristics to develop leaders' performance that improve the effectiveness of schools. It assists policy makers to implement with informed policies on how to recruit principals.

1.6 Definition of Terms and Acronyms

For the purpose of this study the following key terms are conceptually and operationally defined according to the researcher:

- i. **Characteristic of educational leadership** is defined as a good quality or feature a school leader has and which directly relates to their practices as members of the school leadership team.
- ii. **Abu Dhabi Education Council (ADEC)** was established in accordance with law No. 24 of 2005, issued by His Highness Sheikh Khalifa Bin Zayed Al-Nahyan, the UAE President, the Supreme Commander of the Armed Forces and the Ruler of Abu Dhabi. The Council seeks to develop education and educational institutions in the Emirate of Abu Dhabi, implement innovative educational policies, plans and programs that aim to improve education, and support educational institutions and staff to achieve the objectives of national development in accordance with the highest international standards.
- iii. **Elementary schools** are defined as Cycle One schools which cover grade 1-5 in the UAE and the Emirate of Abu Dhabi.

1.7 Organization of the Study

This study is divided into five chapters: chapter one provides an overall view of the study; it introduces the context of the study and its importance in the field of education. It also discusses the purpose of the study, and its plan. Chapter two will contain a review of literature that will discuss the main characteristics of effective female school leaders. The chapter will introduce similar studies and dissertations which focused on effective school leaders.

Chapter three discusses the methodology that the researcher uses and implements in her study, includes the participants, design of the study, the instruments used, and groups sampling. Chapter four identifies the main characteristics of effective primary school leaders from teachers' perspectives in the Al Ain and Abu Dhabi regions.

Chapter five discusses the results and concludes with offering some recommendations or suggestions by the researcher on different ways for improving educational leadership in Al Ain and Abu Dhabi primary schools.

1.8 Limitations of the study

The population of the study consisted of only female teachers in Abu Dhabi, and Al Ain. Male teachers were excluded because they represent a small percentage of the teaching population (380). Another limitation of this study is the use of a questionnaire as the only tool for collecting the data. The study is also limited to the school year 2013-2014 and cycle one government school only.

Chapter 2: Literature Review

This chapter is divided in three main parts; the first part discuss the characteristics effective school leader (personal, administrative, and instructional) found in literature and effective leaders' characteristics in the context of ADEC. The purpose of first part is to provide good knowledge of each main characteristic, and the second part is to introduce the reality of education in ADEC. The last part provides some previous studies related to the effectiveness of school leaders.

2.1 Personal Characteristics of Effective School Leaders

Successful leaders are strongly driven by sets of personal values which create a passionate conviction to build, implement and continually monitor a vision from inside and outside the organization, and are able to manage a number of tension and dilemmas which arise from the competing interest groups which represent the internal and external contexts in which they work. (Harris, Day, Hopkins, Hadfield, Hargreaves & Champan, 2003) The following part introduces the personal characteristics of effective leaders.

2.1.1 Knowledge

The ideal leader is viewed as a knowledgeable educator who works to develop his/her skills and abilities, to update his/her knowledge and to enhance his/her performance through observing other leaders and inviting them to observe him/her through his/her work in order to share experiences and to exchange ideas. He/she also attends conferences and lectures, takes courses, participates in workshops and encourages his/her staff to do likewise. An effective leader is not permanently based in his/her office but guides, directs and coaches. He/she is the person who makes his school bigger than its physical existence.

2.1.2 Commitment to work

Lambert (2003) found that teachers, who were hesitant, had had disappointments in the past. In order to engage these teachers, the administrator must be conversant to that person's goals and interests.

A leader should have the courage as well as the commitment to challenge existing systems, to change unsatisfactory situations, to improve students' outcomes and to convince the local community of the significance of change by clarifying the reasons and goals beyond that change and the expected results. A leader works to create pleasure in the hard work of change (Hord & Sommers, 2008).

2.1.3 Leading change

A leader's actions, not his/her words, make believers out of those teachers who are committed to change and development. A leader sets a good example and always strives to be a role-model for his/her team and students. A leader starts changing himself/herself in order to establish his/her credibility by modelling behaviour that is congruent with the vision, values and goals of a school (Hord, 2008).

Self and Schraeder (2009) claimed that the principal should have the ability to lead his school through the process of change. His/her inability to understand the leading process in such a situation will lead to the failure of the intended change and might hinder the change process in the future. As a result, the equipped leaders who are able to handle a complex changing context and environment, can make sustained reforms and improvement in teachers' performance and students' attainment (Fullan, 2002)

Change can be initiated internally or externally but eventually the school principal is the one who is responsible for implementing and supporting that change initiative (Dufour & Eaker, 1998).

There are four critical roles in reforming the education leading the transforms in schools. Firstly, a leader can be advocate of change who is primarily concerned with the initiation of the change and involves everyone in the process; it is recommended to engage even those stakeholders who are opposed to the change. Secondly leaders should act as sponsors of change who place their support behind the change and enable legitimacy to the interventions required to implement said change. Thirdly they can also act as agents to supervise and evaluate those charged with the implantation of the change process. Fourthly, leaders are targets of change as they play the role of the individual impacted by the change. Their practices, skills, expertise and behaviours need to be modified and improved in order to achieve the set goals. (Aitken & Higgs, 2010)

They added that each role requires certain key leadership skills. A change advocate should have the ability to exercise environmental scanning, identify the need for change, and have influencing and persuasion skills. Whereas a change sponsor needs to have networking skills, political awareness and role modelling skills, a change target should have skills relating to challenging constructively, assumption surfacing and clarifying through research and inquiry are essential. (Aitken & Higgs, 2010).

2.1.4 Shared Vision and Values

According to Kotter (1996) if leaders want everybody else to follow the vision, the best way to communicate it is by being an exemplary model in enacting it themselves. It's equally important to have core values, beliefs and a change culture that are shared by all the members in the school. Mendez- Morse (1992) stated that, most of the time, a shared vision is motivated by the shared values and beliefs of the school administrators and teaching staff. DuFour and Eaker (1998) advocated that the most

effective strategy for impacting and changing the school culture is simply to identify, articulate, model, and protect shared values.

Throughout implementing significant change, leaders need to understand their own and others' personal and diverse values to reach shared values, beginning with the potentially varied personal values through diagnosing, discussing and clarifying them, which will also help them in identifying and securing the potential levels of involvement and predicting and managing potential resistance to change (Aitken & Higgs, 2010).

In addition to having a shared vision and values, effective leaders need to set clear goals for the reforms. Kotter (1996) stated that successful educational reforms require leaders find out ways to improve performance by setting goals and objectives and seeking a mechanism to achieve them.

Harding (2010) advocated the importance of the vision, the mental image of the organization, should be shared by everybody; the vision is the road map of how things are going to be after the change. Kotter (1996) also states that vision plays a key role in creating a successful change experience. It directs and motivates great numbers of people to act accordingly.

Palmer, Dunford, and Akin (2009) argued the leader who has no clear vision that he/she is sharing with others, would be working randomly. Thus, being a visionary leader is very essential for any organization. Such a leader should start with a personal vision to forge a shared vision with others and he/she should communicate the vision in a way that empowers people to act not only in schools but also in all the organizations and establishments (Mendez-Morse, 1992).

In addition, visionary leaders can lead effectively and proactively during the process of implementing change; these leaders should have clear knowledge about the

outcomes and results they seek in order to achieve their objectives within a set timeframe. In this context the shared vision provides them with a compelling, realistic and practical image of the school or the educational organization they are trying to create. Hence, it is advantageous to have such a vision shared by everybody in the school (DuFour, &Eaker, 1998).

Brown (2003) claimed that the lack of shared vision most likely results in confusion among staff and might hinder the reforms and educational transformation. When all involved members participate in creating the vision, they clearly understand the change which helps them accept and embrace it. Hitherto, leaders should also pave the venue to communicate the vision.

2.1.5 Decision Making

Mendez-Morse (1992) clarified that the recent educational transformation and reforms have called for make best use of teacher participation in leading the school through encompassing them in decision- making concerning different issues. Leaders should spread leadership in all the schools level and view everyone as a leader including the students; this will back the leaders and hold all the people responsibility and accountability for all the schools operations and processes. In fact, a strong leadership team should include students, teachers, vice principals and parents (Dempster and Logan, 1998).

It is true that delegating responsibility and including others in decision- making and taking is something to aspire for among leaders. This should be planned very well not be done randomly. (DuFour & Eaker, 1998).

2.2 Administrative Characteristics of Effective School Leaders

Leadership can be defined from different perspectives, it is shifted towards organizational improvement, more specifically, it is all about establishing widely agreed upon and valuable directions for the school and doing whatever it takes to support teaching and administrative teams to move in those directions.

An effective leader leads from the center rather than the top. His/her role is to lead, not to state orders and commands. He/she leads through a shared vision and values rather than rules and orders. All staff must share in decision making and authority that is collaborative, as this will encourage staff responsibility, persuade them to act effectively and increase their sense of commitment towards achieving the desired goals that are the development of learners. The collaborative leader has enormous responsibilities towards creating the generation of leaders who will lead after him/her (Hord, 2008).

2.2.1 Facilitation and communication

The principal is one of the most important pillars of the school. His/her role is viewed as a facilitator. According to (Sparks) 2002 and Speck (1999) school principals have to be leaders for students learning because they facilitate learning and they should set a role model as the best learner. In addition, they develop the mindset of the school members through distributing leadership .

Prestine (1993) clarifies the principal's role as the willingness to share authority and the capacity to facilitate the work of the staff and teachers, in addition, to their ability to participate without dominating. Having effective communication skills is essential for a leader and it is very crucial to the leader's success. Even when there is only little information to share, it is really important to be involved in ongoing dialogues

with all staff members. If there is no regular communication, people will resolve to make their own assumptions to complete the missing links.

Even though, e-mail and written notes can be faster at delivering a message, it's of great importance to have face –to-face communication to discuss sensitive aspects of teaching and learning. It is very creative to have regular formal and informal meetings to have fruitful dialogues and conversations that enable ease and smoothness of exchanging ideas, expertise and experience. Thus, effective leaders should be good communicators and listeners. They should listen attentively to everyone including parents, teachers, and pupils who should have strong voices in all the decision making and taking process (Becker et al., as cited in Mendez-Morse, 1992). Listening is a fundamental communication process that usually occurs regularly and through having a dialogue or even informally (Palmer et al., 2009).

Having good communication skills can help leaders manage conflict; “Under stress, people can turn on their organization and each other. They do not feel contented dealing with conflict because they are used to running away from it (Guttman, 2008). However, conflict should be addressed because, if left unsolved, it can lead to serious consequences like unproductive activity, anger and opposition, increased costs and waste, poor quality, unproductively and carelessness.

That is why leaders should learn how to manage conflict effectively which can be done through following certain steps, which are: being open and discussing the issues as they arise, being receptive and accepting disagreement, looking at the problem as business not a personal matter, being clear about the decision-making rules, staying away from enlisting a third party, learning to listen, holding members accountable and asking them to develop solutions, and recognizing and rewarding successful conflict

management. A good leader should be solutions oriented and skilful in anticipating any problem before its occurrence and preventing it.

Communication skills are not only needed to communicate with staff, parents and students, but those leaders should also understand the importance of communicating with the local community to create a positive climate and provide their staff with the opportunity to have external work contacts. Opening channels with the local community will be very supportive to the school and leaders can convince people and local community to back the school operations and creating opportunities for teachers to deepen their understanding of the context and students will participate in serving the community and learn some things beneficial to their lives (Jong & Hartog, 2007)

2.2.2 Fostering good relationship

Collaborative work and change need coaching, which means a one-on-one relationship where a coach helps the leader take the actions necessary to reach a goal. Coaches' help others identify important goals and priorities, strategize about how to reach them, and overcome obstacles that crop up along the way. Coaching is an exciting and productive way to discover and achieve the leader's personal career goals and dreams (Hord, 2008).

2.2.3 Community and relationship

An effective leader pays attention to the external factors that influence his/her performance, he/she can demand support from the surrounding community and engage parents, state establishments and non-governmental associations in decision making and other activities. Interaction with the local community helps to improve performance and is reflected positively in our educational process (Crossley, 2007).

2.2.4 Leading personnel

Leaders should recognize that human resources are the school's greatest asset and they should be valued as the most influential factor in the teaching and learning process. Those leaders should understand that leading change effectively does not only mean paying attention to buildings, policies, strategies and statistics, but also paying attention to people in the school (Fullan, 2004). Therefore, effective leaders should trust the abilities of their staff and value their efforts and contributions to realize the school's vision and to achieve its goals (Mendez-Morse, 1992).

Building capacities in school need a lot of actions. For example, hiring the right personnel who will be able to push the learning and teaching forward. Those candidates should be carefully selected through a well-organized manners including demonstrating a lesson and they should possess the following perspectives. For instance, they should have a constructive trend of learning. Then, they should view themselves as being responsible for all the students in the school. Next, they should have a desire to participate in decision making and taking. After that, they should be highly motivated to achieve school goals. They should also own the ability to know how to implement research and inquiry in the school reforms.

2.3 Instructional Characteristics of Effective Leaders

The prime function of leadership for authentic school effectiveness is to enhance the quality of teaching and learning; instructional leadership is the approach which has been termed for creating learning opportunities for both students and teachers. (Harris, Day, Hopkins, Hadfield, Hargreaves & Champan, 2003). The following part is about the instructional characteristics of effective leaders:

2.3.1 Vision

Bennis (1990) stated that the leader manages the dream or vision as a force which melds meaning for all people at his/her school. The vision helps the leader to connect the reality of present situations to the possibilities of the future in a unique way that is proper to establishing a school (Manasse, 1986).

The leader's vision needs to be shared by those who will be involved in the realization of the vision. The smart leader cleverly communicates his vision to the micro as well as macro-community. He/she involves his/her vision in every detail of work and action in the professional learning community. His/her vision should be constantly present in his/her mind while carrying out every aspect of work but he/she should not overuse it. The leader should be wise and clever in realizing where, how and when to talk about his/her vision. Collins (2001) stated the leader has to turn vision into action. He/she has to use words as well as actions. In other words, he/she has to walk the talk by implementing his/her vision through a mission and other necessary procedures, in order to change the aspiration into reality.

Visionary leaders should continue conversations to inquire about and generate ideas together to reflect upon and make sense of work in the light of shared beliefs and new information and also create appropriate actions that grow out of these new understandings. A leader has to build a team to work together, identify and clarify values, beliefs, assumptions, and perceptions about what children need to know and be able to do, an important next step is to discover which of these values and expectations can be achieved.

McCann (2011) examined teachers' perception of the impact of only three aspects: school vision, teacher collaboration, and student academic needs for improving

student achievement during a school improvement process. The ideal leader has various roles and tasks that can be dealt with through his/her actions, behavior and managing style. An ideal image of the leader is drawn according to different perspectives and from different points of view. The role of the leader starts by stating his/her vision, determining his/her strategic long term and short term plans, identifying his/her objectives and devising a mission for carrying out and implementing the vision.

Then, he/she starts working to pave the way to create a sound environment in which to build his/her school and also to spread a collaborative culture. The leader's role starts from the vision which is the road map that guides, directs and supervises his/her actions, behavior and work. It also helps the leader to know where he/she is going. Current leadership literature describes the leader as the vision keeper and holder or the person who holds the vision of his educational organization.

2.3.2 Motivation and Encouragement

Authentic relationships are fostered by conversations and dialogues. It is the job of a leader is to create a space for his/her team members to exchange ideas, experience and expertise. An open communication system should be practiced with every team member to facilitate the fluidity of ideas including feedback .Another factor is assessing staff and school capacity for roles and responsibilities that reflect collaboration and participation. Student achievement is also of importance. Staff members have to be encouraged to work spontaneously and harmoniously without feeling blame or shame to achieve the goals and the overall vision of their educational establishment.

All the collaborative work is directed towards enhancing the performance of all the stakeholders and that is reflected positively on the achievement and development of learners. A leader's role is to instill the ideas of the importance of teamwork in students

to motivate them to work collaboratively. A leader keeps in mind the development of learners as his/her ultimate strategic goal and focuses his/her energies on achieving this goal (Crossley, 2007). Leaders are those who keep inquiring, asking questions, looking for better solutions, and are continuously learning. They are able to develop a culture which encourages collaboration, trust and shared responsibility. Furthermore, they support an atmosphere with a rich environment that enhances learning, by using resources such as new technology.

Rosenholtz (1989) finds that the teachers who feel supported by a principal in their learning and their teaching tend to be more committed and effective in their work than those who did not receive confirmation and support. He adds "support by means of a teacher network, cooperation among colleagues and expanded professional roles increased teacher efficacy in meeting student needs" (p.1). This of course encourages new teachers to become more likely to stay in the profession and be more willing to adopt new classroom strategies.

2.3.3 Use of Technology

A progressive leader implements the most modern educational aids and the recent means of educational technology to enhance the performance of the teachers and to raise the standards of learners (Crossley, 2007).

2.3.4 External Community

A school is not an island, operating in isolation. Managing the school within its environment is essential and a balancing act for the principal. In fact, a school cannot do everything and respond effectively to all external demands; principals make choices regarding the interdependencies and interrelationships, and the interactions between the school and its environmental context. (Militello, Rallis, & Goldring, 2009)

The leader pays attention to the external factors that influence his performance, he can demand support from the surrounding community and engage parents, state establishments, non-governmental associations in decision making and activities .The interaction with the local community helps a lot in improving the performance and is reflected positively in our educational process. (Crossley, 2007)

A successful leader knows how to implement all necessary means to train his staff and learners .He can create opportunities to carry out co-curricular activities and prepares students to be ready to participate in wider society. The morning assembly is very important to train students to be leaders and instil values and positive attitudes like punctuality and disciplines. It is essential to discover talents and explore student potential.

2.3.5 Promoting Collaborative Environment

Creating a cooperative and collaborative environment is conducive to support the teaching and learning process. One of the most important characteristics of leaders is bringing together all members in order to run their schools effectively. Effective leaders play a crucial role in establishing a culture with mutual respect and participatory governance. They realize that communities of professional practice require resources that are garnered and allocated by them to bring communities of professional practice to life. (Militello, Rallis, & Golding, 2009)

Leaders should be able to build strong relationships with and among diverse people and groups to complement one another in their strengths and weaknesses (Fullan, 2004, p.80). Mendez-Moser (1992) claimed that leaders should have intrapersonal and interpersonal skills that assist developing collaborative relationships with and among others. Such skills are essential to build a teamwork environment that promotes

collective efforts, while at the same time addresses the need of both individuals and group.

Furthermore, a culture of collaboration should be built and reinforced among teachers and all the staff in schools, DuFour and Eaker (1998), stated that in order to build a collaborative culture, school leaders should make sure that teachers meet regularly to reflect on their practices in their schools and classrooms and to discuss new ideas and trends that impact their practices. This is a great opportunity to exchange experience and expertise. It could be concluded that knowledge is power once it is shared.

Fostering collaborative relationships also means delegating responsibility to others like teaching teams and school committees (DuFour & Eaker, 1998). So, good leaders are also good followers who know their staff well enough and listen to them (MacBeath, 1998).

2.3.6 Building Capacity

Effective leaders devote considerable time to supporting teachers in their efforts to strengthen the quality of instruction. They help teachers build the required knowledge and skills to perform their jobs effectively. (Militello, Rallis, & Golding, 2009)

Those leaders ought to ensure that their staff have relevant background information and provide them with recent research findings to help them make use of these findings in their practices. All staff should be subjected to professional development programs to empower them with the skills needed to help them achieve the school's goals and vision (DuFour & Eaker, 1998).

Effective leaders help provide teachers with such professional development opportunities that are aligned with the schools' identified needs, and goals. The

effectiveness of professional development opportunities for teachers helps providing insight about both the content and the manner of instruction to make professional development experiences beneficial to teachers. (Militello, Rallis, & Goldring, 2009)

In doing so, school leaders should have substitute plans by creating other leaders in the school which will not only help in advancing teaching and learning but also to sustain the change and reforms even after current school leaders leave (Fullan, 2002)

A successful leader knows how to implement all necessary means to train his/her staff and learners. He/she can create opportunities to carry out co-curricular activities and prepares students in readiness for their participation in wider society. The morning assembly for example is very important to train students to be leaders and instil values and positive attitudes like punctuality and discipline and it is also essential to discover talents and explore student potential. Leaders make use of different tactics to utilize people's different abilities and skills to tackle tough problems. The best investment is to train the staff in all the levels to increase their teaching effectiveness and update skills in information and communication technology ICT (Fullan, 2004).

2.3.7 Leading, Mentoring and Recognizing Practice and Learning

Effective leaders mentoring the process of learning and teaching in classrooms as they attend; they lead and manage by walking around; they engage in curricular and pedagogical work; they share and model effective instruction for teachers; they monitor policies and standards; they are highly visible; they hear from students regarding learning; they monitor instruction; and they are attuned to the pulse and the under currents of the school. This role enacted brings the term instructional leadership to life. (Militello, Rallis, & Goldring, 2009)

Leading the learning is one of the most important and crucial issues in the process of leadership and the main purpose of any educational process, when leading change the main value for school leaders should be student learning (Fullan, 2002). Therefore, schools are mainly for students ' learning that is the main aim and target (Mendez-Morse, 1992).

School leaders play a pivotal role in leading teaching and learning, curriculum and the personnel in their schools. Lukhwareni (2002) claimed that it is impossible for change to occur easily unless the commitment of the leadership is at all the levels. Hord (1997) identified the vital role the school leadership at all times, including the principal, and deputy principal, heads of the departments and all the mid-level leaders. Thus reforming or even managing a school without having a good principal who is caring for his organization is a challenging task.

2.4 Effective leader's Characteristics in the current Context of ADEC

The United Arab Emirates has initiated a comprehensive plan for economic diversification. The educational process has been a top priority as it is one of the key elements that will enable the country to reach the standards of excellence in all the fields of the life (Al- Khaili, 2009). Abu Dhabi Education Council (ADEC) has embarked on a complete transformation of the education system through a 10 year strategic plan from 2009-2018. The aim is to create quality education based on world-class standards and expertise (ADEC, 2012).

"The New School Model (NSM) is the foundation for an improved educational system in the Emirate of Abu Dhabi. This model is based on a student-centered learning approach, where students learn in a resource and technology-rich environment, within

modern teaching facilities. A wide variety of learning activities cater to the different learning styles of each student.

Within this model, the curriculum, which is linked to student learning outcomes, and the new teaching methods enhance student learning by developing the student as a communicator, a thinker and a problem solver." (ADEC, 2012)

One of the significant aspects of the NSM is the establishment of ADEC's standards for the principals. Those Standards are classified in five main themes, and are represented the role of the principal when combined together. Those themes are leading strategically, leading teaching and learning, leading the organization, leading people and leading the community.

Through leading those themes in ADEC schools, the principal are expected to experience some of the skills, and competences which are significant as a key success of achieving those standards. The core purpose of the principal is to provide professional leadership and management for a school, and to promote a secure foundation from which to achieve high standards in all areas of the school's work. Therefore the principal is the leading professional in the school. The principal provides leadership and direction, enabling a shared vision for the school, and ensures that it is managed and organized to meet its aims and targets.

Leading strategically is the first main area where the principal is expected to define a school vision which is collaborative, guides the teaching and learning process, drives a documented strategic plan and is communicated to build stakeholder understanding and support. Also, the school leader is expected to set, achieve, challenged goals, and targeted goals for students in the learning environment and the involvement of stakeholders. Use of technology is an important part to lead the school

strategically, and providing opportunities for teachers to extend their knowledge in using it as a learning tool in classrooms. Adding to that, the reflection of self-development is an important part of strategic leading which encourages identifying areas of self-development, and seeking the appropriate learning environment.

Leading teaching and learning is the second main themes of ADEC's standards in the New School Model where principals are expected to ensure that students receive effective teaching, and learning, use valid assessment practices, meet individual learning needs, demonstrate high expectation of students learning, ensure, and provide continuous learning for all personnel. They are expected to show understanding of ADEC's curriculum, using strategies for improving achievements, develop, and motivate a culture of learning, analyze, and interpret students' data, and evaluate teacher performance.

When leading the organization, principals are expected to provide teachers and students' opportunities to lead through shared leadership, and raise their leadership capacity through providing opportunities to work in groups, communicate, and collaborate with other staff and distributing leadership roles and responsibilities which is performed by planning and participating in staff team building, and providing the appropriate feedback. Principals are also expected to provide a safe, secure and healthy school environment through creating a school Health and Safety team to oversee the school, developing policies, clear and fair so everyone understands.

Leading the personnel of people is the fourth main area related to principals' standards. Through this theme, the principal is expected to facilitate productive and positive work relationships by providing a culture that enables regular opportunities for professional dialogue. Moreover, the principal is expected to provide professional

development for the staff, and lead change in the organization through plans for improvements and creates a school development plan update.

Leading the community is the last theme related to principals' standards in which principals have an expectation to maintain effective communication with all stakeholders, to foster collaboration with community stakeholders to support student learning, to provide evidence of productive partnerships with external agencies, industry and commerce, to build a school culture which reflects the rich national heritage of the community, and to involve parents to support the school programs in classroom, libraries, career evenings. A principal must establish high quality education by effectively managing teaching and learning to realize the potential of all staff and students. Principals must establish a culture that promotes excellence, equality and high expectations of all staff and students.

Darling-Hammond (1996) claimed that the school should not only offer education, but it should also ensure learning high-quality learning at all levels. Several studies clarified that there is an increasing consensus that professional learning communities play a key role in building individuals' and school capacities for continuous and sustainable learning in a dramatically changeable world (Stoll and Louis, 2007). Sergiovanni (1996) clarifies that classrooms have to become communities of learning, caring, and inquiring. In order for that to happen, the school as a whole must become a culture where teachers are involved in a community of learning, caring, and inquiring.

2.5 Previous Studies

Campbell (2011) conducted a study entitled “*Elementary School Teachers’ Perceptions of Effective Leadership Practices of Female Principals*” The researcher’s purpose was to assess how elementary school teachers perceive the effective female

school leaders. The researcher collected the data from the teachers about their perceptions regarding the female principals from their experiences with whom they work. The methodology that the researcher uses is interviewing teachers. The researcher interviewed 8 teachers from 3 elementary schools in Northeast Tennessee.

The teachers were interviewed to understand their perceptions of effective leadership practices exhibited by female principals. The analysis shows 7 constructs which were identified after examining and coding the data for related themes as the following: (a) vision, (b) student growth, (c) staff development, (d) organization, (e) communication, (f) caring, and (g) community. The participants share their perception towards effective leadership characteristics through experiencing different educational situations with the principals.

The conclusions of the study stated that teachers demands of their principals are focusing in having clear expectations, organization, and follow through in the school environment. In fact, this could be achieved through supplying effective communication and providing clear expectations by the principals to their teachers. The researcher mentioned that most of the teachers agreed about the importance of creating a school vision that is focused on providing a productive learning environment for all the students. The importance of Campbell study (2011) shows seven identified areas or constructs that teachers experienced with their principals which made them effective.

A study entitled “*The Leadership Behaviors of Effective Elementary School Principals*” conducted by Hawthorne (2009) focused on the significance of employing effective leadership practices throughout principals’ responsibilities’ to meet these serious challenges. The purpose of this study is to test the elementary school principals in Maury County, Tennessee. It examines the professionally and personally inviting

behaviors of elementary school principals and their relationship to a) Teacher job satisfaction, b) principal effectiveness, c) student achievement, and d) overall school climate.

In terms of the methodology, the researcher asked the teachers to identify their perceptions of the principal's leadership practices as well as the openness of the climate of their school. The Instruments of measurement that Hawthorne used is including two surveys as the following: the Teacher Perceptions of Leadership Practices survey (TPLP) developed by Dr. Asbill and the Organizational Climate Descriptive Questionnaire for Elementary Schools (OCDQ-RE) develop by Dr. Wayne Hoy.

“The results revealed a positive relationship exists between the personally inviting leadership behaviors of the principal and teacher perceptions of principal effectiveness. As teachers rated the principal higher on personally inviting behaviors, they also rated them as more effective. This finding supports the research of Lunenberg & Ornstein (1992) which affirmed that effective and successful principals are "skilled in the areas of communication, human relations, and the political process. “Whitakerr's research (2003) agreed stating that the difference between more effective principals and their less effective colleagues is not what they know. It is what they do" (Hawthorne, 2009, p.105). The study has added to the base of knowledge concerning teachers' perception towards their principals. This study has supported and added to the base of knowledge concerning the perception of teachers towards the effectiveness of their principals (Hawthorne, 2009, p 99).

McCann (2011) conducted a study to examine teachers' perception of the role middle school principals played as instructional leaders in 2 rural schools in southwest Virginia. It was entitled “*A study to examine teacher perceptions of leadership*

characteristics that middle school principals should have to be an effective instructional leader". The participants of the study were only teachers in schools classified fully Accredited by the accountability standards of the No Child Left Behind for changing the academic status of their schools from Needs Improvement in 2005 to Fully Accredited for 2006 to 2009 inclusive" (McCann, 2011, p:18).

This qualitative research project examined middle school teachers' perceptions of the impact of three aspects: school vision, teacher collaboration, and student academic needs for improving student achievement during a school improvement process. The data was collected through using online surveys, interviews, and summative student achievement scores to determine teacher's perceptions of the effectiveness of their principals as instructional leaders. Results of this study suggested principals should rely on researched-based practices for maintaining and sustaining high student achievement and high teacher expectations for Instructional accountability. This study provides useful information for future instructional research on 3 leadership characteristics and their impact on instruction and student achievement.

The researcher Smith, A conducted a study on January, 2009 entitled "*Generative leadership: Profile of effective 21st century secondary school principals*". The research concerned about the combination of intelligent roles that effective principals enact to respond to the relentlessly accelerating and intensifying changes and demands that characterize their environment. The researcher collected the data through performing open-ended interviews with six effective urban secondary school principals in Ontario, Canada. The constant comparison method was used to analyze and compare participants' description of their leadership decision-making and interacting, and to generate archetypal concepts that interpret and explain their ongoing resolving behavior.

Drukpa conducted a study on (July, 2009) entitled “*The key elements of effective principal leadership in primary and lower secondary schools in Bhutan*”. The purpose of the study was to identify the different approaches to research for obtaining greater understanding of effective principal leadership. Another aim of this study is to have more information about effective principals and how they improve and transform their schools. The study is to explore the key elements of effective principal leadership attributes and practices in Bhutan.

The study tested the key elements of effective principal leadership in primary and lower secondary schools in Bhutan. The group sample of this study was 20 principals, 4 are female, and 16 were male. The study identified four main themes about effective principal leadership: roles and responsibilities, characteristics, leadership styles, and priorities for effective leadership. The data was collected through using e-mail interviews to represent the views of participants in this research. The data were analyzed inductively in three stages: open coding, axial coding, and selective coding.

Manders (August, 2008) conducted a study which identify how teacher perceive effective characteristics of leaders entitled “*Characteristics that make principals effective leaders*”. The instrument that the researcher used was a hand-written and web based open-ended survey to find out how teachers believe of the important leadership features or characteristics that provide the school success and their own success as educators.

The questions used in the survey were” ranged from having subjects describe positive leadership characteristics that influenced classroom teaching, effects of these characteristics on subject thoughts and behavior, goals connected to the characteristic, the effect of the characteristic on job performance, and personal feelings about the

instructional supervisor's characteristic". The group sample who participated in the study was between 175-200 teachers. Ultimately 145 teachers from Washington State and British Columbia completed the questionnaire consisting of seven open-ended questions and a demographic section. Results suggested that teacher language mirrored the literature about principal effectiveness, although teachers tended to emphasize support, communication, visibility, feedback, personal qualities, leadership traits and building school relationships rather than student outcomes and how principals contributed to them.

Another study conducted by Taternis (1992) aimed to identify leadership features as perceived by school principals in the state of Massachusetts entitled "*Identifying effective leadership qualities of school administrators*". The participants of the study were 248 principals from four hundred elementary and secondary schools which had been selected randomly to participate of this study. The researchers had measured Massachusetts principals and superintendents leadership attitudes and behavior through a four category questionnaire which had been suggested by the literature and tested by a jury, which was the first part of the survey. The four categories are: ethical, motivational, visionary, and managerial, which had ten subscale questions.

A Likert Scale (Not Important, somewhat Important, Doesn't Pertain, Important, and very Important) were used in the data analysis to measure subjects' responses. The second part of the survey or questionnaire was related to demographic information used to determine the relationship of the independent and dependent variables. The information was needed in this part related to the principals' experience, gender, age, degree level, and so on. The Chi-square test for two or more independent variables was used to determine if observations were significantly different from what might have

been expected by chance. The necessary F-tests and Multivariate Tests of Analysis (MANOVA) were performed to determine the researcher's decision in rejecting the null hypotheses.

The hypotheses of the study were the following: There is no significant difference between ideal and real leadership qualities as identified in current reform literature of the last ten years. There is no significant difference among principals in their ranking of perception of leadership qualities. The findings of the study indicated that perception of the principals was in close agreement with leadership qualities which presented in the literature and current documents. Also, ethical and Motivational categories were the strongest leadership properties among the rest. Another finding is that managerial attributes were perceived the least important from the principals among the four categories. Finally, the variables of experience, administrative level, gender, age, degree level, or KOC were not affected the perception of principals of leadership qualities.

Some recommendation the researcher provided in his study by the researcher suggest that additional and more professional education should be provided for teachers and principals about the visionary aspects of leadership. Also, professional development should be continuing occurring to those of the field of education from the school boards, and school committees. At last, principals should be aware of the future studies related to the field of leadership of education.

Another study by Williams (2006) entitled "*Effective leadership practices utilized by principals in high achieving schools*" identifies the effective leadership practices common among principals in high achieving schools. It also identifies the leadership practices as they appeared in the literature, as well as leadership standards

accepted by the National Policy Board for Educational Administration. Case studies of three principals of schools located within the midlands geographical area of the State of South Carolina were used to investigate the research questions.

The principals identified for these case studies were selected because they were recognized for making the greatest impact on turning their schools around while promoting student excellence and they earned high honors from the State Department of Education in South Carolina.

A survey was given to teachers in each school to determine if the principals at the selected schools exhibited the leadership behaviors outlined in the survey. Other methods of data collection included document analysis, observations, and teacher interviews. In addressing the issue of leaders' practices, the conceptual framework identified the competencies of school leadership. The competencies were extracted from the research and represented one way of describing effective school leadership. The framework identified the competencies of the principal as a visionary, a believer of student learning, a developer of teacher leadership, a facilitator of shared decision-making, and as a builder of culture and community. Findings supported the competencies identified in the conceptual framework and revealed the principals demonstrated success in their practices within each dimension.

Several conclusions were derived from this study; however the most prevalent was that the principals placed the needs of students in the center of all their decision-making. This appeared to be the prime transformational behavior that awakened intrinsic motivation among staff members. Specific recommendations were made to better prepare school leaders to be the transformational leaders that researchers believe are necessary to successfully lead schools.

Benjamin (2011) conducted a study entitled “*A case study of attitudes and perceptions of leadership characteristics as perceived by middle school teachers and the principals*”. This dissertation determined the congruence with the order of importance concerning what middle school teachers and middle school principals value regarding the behavioral characteristics of effective middle school principals and if a relationship exists between those characteristics and the 2006/2008 North Carolina Teacher Working Conditions Surveys.

The indications and suggestions of this research were based on the data collected from many different middle schools representing different geographical areas within a large school system located within the piedmont-triad central region of North Carolina. Information was obtained from different multi-question surveys from middle school teachers and principals, open-ended questions, and focus group interviews.

This component of the study identified any common behavioral characteristics that the teachers and principals, at the same school, have of themselves with an order of importance. This information was compared to the 2006 and 2008 results of the North Carolina Teacher Working Conditions Surveys information from the same middle schools to determine if a correlation existed between the total data collected. The results of this research indicated that the younger teachers with less teaching experiences wanted their principal to have the traits of a manager and an instructional leader. The older teachers with more teaching experiences wanted their principal to have the traits of one who uses people skills and one who has a vision. The principals see themselves primarily as instructional leaders.

A study conducted by Wayne (2010) entitled “*The perception of teachers and principals on leaders’ behavior informed by 13 core competencies and its relationship*”

to teacher motivation” approaches excellence in leadership by examining 13 core competencies that school leaders must possess to remain successful in 21st-century schools. The 13 core competencies that inform the behavior of leaders are visionary leadership, curriculum and instruction, assessment, reflection, unity of purpose, diversity, inquiry, collaboration, professional development, professionalism, instructional leadership, organizational management, and learning community.

The purpose of this study was to investigate: (a) the extent to which principals perceived that they valued and exhibited behaviors informed by the aforementioned core competencies, (b) the extent to which teachers perceived that principals valued and exhibited behaviors informed by the core competencies, and (c) the relationship, if any, v between teacher perceptions and teacher motivation.

The survey based on the model “*Leadership Behavior Inventory and The Attitude towards Teaching*” provided data for the research. It was hypothesized that the higher the teachers’ perceptions were regarding principal leadership behavior the stronger the teachers’ motivation would be. Data found that teachers were more likely to have higher self-efficacy, collective efficacy, and intrinsic motivation when they perceived that principals valued and implemented behaviors informed the 13 core competencies. This conclusion confirms past research, showing that the 13 core competencies are critical in creating transformational leaders within 21st-century schools.

2.4.1 Comments of previous studies

Through surveying the previous studies, it is evident that some studies have examined the characteristics, and leadership behaviors of effective school leaders as perceived by their teachers such as the study of Campbell (2011), and Hawthorne (2009). Campbell conducted interviews to examine the experience of teachers and their

perception towards their school leaders while Hawthorne used two surveys to determine the behaviors of effective school leaders. Both the findings of Hawthorne's study and Campbell's study agreed that successful principals are skilled in the areas of supplying effective communication to provide clear expectations by the principals to their teachers.

The study of Lempesis (2009) studies the relationship of leadership effectiveness and school performance. Whereas, the study of Taternis (1992) identified leadership features that perceived by school principals. Both researchers recommended additional professional development for both teachers and principals in the field of education, as well as developing the relationship between both teachers and principals.

The finding of study of Williams (2006) stated that the competencies identified in the conceptual framework which are the principal as a visionary, a believer of student learning, a developer of teacher leadership, a facilitator of shared decision-making, and as a builder of culture and community demonstrated success in their practices within each dimension, while the study of Wayne (2010) results that teachers were more likely to have higher self-efficacy, collective efficacy, and intrinsic motivation when they perceived that principals valued and implemented behaviors informed the 13 core competencies (visionary leadership, curriculum and instruction, assessment, reflection, unity of purpose, diversity, inquiry, collaboration, professional development, professionalism, instructional leadership, organizational management, and learning community). In general, these studies used different methods of research; a combination of qualitative and quantitative. The current study follows a quantitative method of research.

Chapter 3: Methodology

The purpose of this study is to find the main characteristics of effective school leaders from teachers' perspective. The researcher attempted to find out what characteristics teachers think are effective in the school leaders' personalities, administrative work, and in their instructional leadership. This will add to the body of knowledge and enable a clearer understanding of effective leadership.

3.1 Research Design

The researcher developed a questionnaire of 50 items to collect data from teachers, and one open-ended question. The researcher chose the questionnaire design as a tool to collect data for a number of reasons. First this tool is more quantitative dealing with data that are more numeric. Quantitative studies provide data that can be expressed in numbers and because the data is in a numeric form, we can apply statistical tests in making statements about the data. Other descriptive statistics like inferential statistics for example t-tests, ANOVAs, or multiple regression correlations can be included. Statistical analysis lets us derive important facts from research data such as preference trends. Multivariate statistics can be used to determine what factors we can attribute to differences between groups. Quantitative studies often employ automated means of collecting data such as surveys.

3.2 Population of the Study

There are three education zones (or districts) in the Abu Dhabi Emirate, each of which is centralized by Abu Dhabi Educational Council (ADEC); the Abu Dhabi zone, the Al-Ain zone, and the Western Region zone. The population of the study consisted of only female teachers in Abu Dhabi, and Al-Ain. Male teachers were excluded because they indicate a very small proportion of the whole population. (380) The study includes

cycle one teachers in public schools. According to educational statistics (2012), there are 2319 teachers in both Abu Dhabi and Al Ain cycle one schools.

3.3 The Sample

The researcher used a random sampling method in assigning the schools, however a convenience sampling technique was used with individual teachers in these schools as all teachers in the same school were invited to take part in the questionnaire voluntarily. The researcher identified the population of the study and as the total population of this study included (2319) female teachers; the researcher assigned about (1050) copies of the questionnaire as it was felt that increasing the number of participants would make the sample more representative. The researcher defined the educational zones with the schools chosen being from different zones of the emirate.

3.4 Procedure

The process of developing the questionnaire went through many steps. The questionnaire items were written based on the literature review and the document of professional standards for principals which used by ADEC. Next, the questionnaire was reviewed by expert professionals from the college of education and modification was applied when needed. An approval letter was requested from ADEC to distribute the questionnaire to schools. After receiving the approval, the researcher started distributing the questionnaires to schools.

The questionnaire was specifically developed to identify teachers' perception of effective school leaders' characteristics. It consisted of 50 questions and is divided into three parts as the follows:

- i. **Part one:** provides the demographic data about the participants such as educational zone, qualifications, experience, teaching loads, etc.

- ii. **Part two:** provides information on how teachers perceive the personal characteristics of effective school leaders, the instructional leadership characteristics, and the administrative characteristics.
- iii. **Part three:** is an open ended question which asks for any further characteristics that teachers believe they are not covered in the questionnaire questions.

3.5 Validity

The word validity is defined in the dictionary as "the state or quality of being valid ". The questionnaire was validated by nine professionals from the college of education in the UAE University. The questionnaire statements were developed and modified according to their valuable comments.

3.6 Reliability

The reliability of the questionnaire was measured after using it with a piloting sample with both the researcher's school teachers and her university class colleagues. The reliability of the study was achieved through including sections in the questionnaire. For example, the questionnaire used both closed statements and an open ended question to ensure more valid answers. The researcher used Cronbach's alpha scale which is the most common measure of scale reliability. It was important to state the degree of the reliability of participants' responses to judge the consistency of their answers. Cronbach's Alpha was found at (0.98) for the questionnaire as shown on the table.

Table 1: Reliability Statistics

	Cronbach's Alpha	N of Items
All	.987	50
Personal	.97	15
Admin,	.95	18
Teaching,	.95	17

3.7 Data Collection Procedures

The first step in collecting data for this study was to contact ADEC by letter stating the nature of this study and to ask for permission to gather data from the public schools. The second step was to prepare an alphabetical list of schools names in the Emirate of Abu Dhabi. Once the permission was obtained, (1050) questionnaires were distributed among 34 schools. 500 questionnaires were returned out of the total (1050). When the questionnaires were returned the responses were coded according to the Likert five scale categories to fit the answers in the SPSS (Statistical Package of Social Sciences) for the questionnaire's data analysis. The data collected through the open-ended questions were analyzed using the content analysis technique.

3.8 Data Analysis

The data obtained from the questionnaire were analyzed through descriptive statistics and the data were entered to (SPSS 20.00). The mean score, percentages, medium, standard deviation and T- test were calculated to assess differences. The maximum mean score for each item was 5 (Strongly agree), and the minimum 1(Strongly Disagree). The data were classified into three categories; personality characteristics, administrative characteristics, and instructional characteristics. The data were summarized in tables followed by a brief discussion. The data analysis of the open questions was carried out in two steps, coding and classifying.

3.9 Conclusions

This chapter has described in detail the research methodology employed to collect the necessary data. The design of questionnaire was one of the major parts of this research since it is the medium of the information and data gathering. The data analysis and findings of the survey will be discussed in the next chapter.

Chapter 4: Results and Findings

4.1 Overview

This chapter presents findings from the study about the main characteristics of effective female school leader in Abu Dhabi and Al Ain. The objective of the study was to find the main characteristics of effective female school leaders. This chapter aims to answer the three research questions mentioned previously. The chapter is divided into sections. The first section addresses the demographic information that helps to put the overview into its correct context. In section two three research questions will be tackled in detail, for each research question, data is organized and written. The third section includes a summary of the main results and discusses them in terms of other related studies to clarify the overall picture. These results are organized and displayed in tables so as to address the three research questions.

4.2 Demographic Information about the Participants

The study took into account the geographical distribution of the participants, their academic qualification and years of experience all of which were considered relevant to the study.

Table 2: Geographical Distribution

Educational Zone	Frequency	Valid Percent
AD	223	45.2
Al Ain	270	54.8
Missing	7	
Total	493	100.0

Table 2 shows the geographical distribution of the participants. The geographical frequency distribution table shows that (55%) of the participants were from Al Ain, while 45% were from Abu Dhabi schools.

Table 3: Nationalities of the teachers

Nationality	Frequency	Valid Percent
UAE	391	83.
Other	80	17.
Missing	29	
Total	500	100.

Table 3 shows participants by their nationalities. As evident in table 3, out of 500 the total numbers of respondents, 83% were from the United Arab Emirates while 17% were from other Arab countries such as Egypt, Palestine, Syria, Jordan and Iraq.

Table 4: Participants by Academic Qualification

Qualifications	Frequency	Valid Percent
Diploma	32	6.8
BA	416	88.1
Master	24	5.1
Missing	28	
Total	500	100.

Table 4 shows that the majority of teachers who responded to the survey (88%) have a Bachelor degree, (6.8 %) have a diploma and (5.1%) have Master Degree. The study noted from the above results that majority of staff in schools have BA, and those who have MA were 24 only out of the total number of respondents.

Table 5: Teachers' Years of Experience

Experience	Frequency	Valid Percent
1-5 years	69	14.2
6-10 years	178	38.3
more than 10 years	233	47.5
Missing	20	
Total	500	100.

Table 5 shows the participant's work experience at their school. The results indicate that just under a half of the respondents had more than 10 years of experience represented by (48%) of the total number of respondents. (38%) of the respondents were in 6-10 category, while 14.2% were in 1-5 category. It was realized that most of the respondents had worked for more than 10 years. Thus, they had the relevant information needed for this study as individuals who had experienced different principals' characteristics in their schools for a long period. After introducing this background about the participants, the results of the specific objectives will be reported in the following section.

4.3 First Research Question

What are the main characteristics of effective school leader?

The first research question aimed at finding the main characteristics of effective female school leaders which reflects the current literature and previous studies in chapter two.

4.4 Second Research Question

What are the main characteristics of effective female school leaders in the Abu Dhabi and Al Ain from teachers' perspectives?

The second research question was answered by the survey delivered to the teachers in Al Ain and Abu Dhabi in the United Arab Emirates to explore their perception of the characteristics of their primary school leaders. The participants' responses to the items in the questionnaire were used to answer this question. The specific items are representative of three main characteristics (personal characteristics, administrative characteristics, and instructional characteristics).

In order to investigate the characteristics of effective female school leader in Abu Dhabi and Al Ain, items for each main characteristic were done. The mean and the standard deviation for each item was found, and then items were ranked based on the mean value from highest to lowest for each category presenting the characteristics of effective school leader. This allowed the researcher to find out which characteristics were more present in schools and which areas need to be improved. The results of tables (6 – 8) show these results.

For the purpose of analyzing each characteristic, a five-scale Likert ranking scale questionnaire was used. It is represented by a range of responses indicating the degree to which the characteristic is present in schools where very high is (5.00-4.2), high (4.19-3.4), uncertain (3.39-2.6), low (2.59-1.8), and very low (1.79-1). Table 6 shows all the personal characteristics ranked from the highest to the lowest based on the mean.

4.4.1 The Mean and the Standard Deviation of the three main characteristics

To find the degree to which the principals have the characteristic of effective school leader, the researcher used the mean and the standard deviation for each cluster to rank the characteristics.

Table 6: The Mean and Standard Deviation for each cluster

Cluster	Mean	S. Deviation
Instructional Characteristics	4.5491	.60497
Personal Characteristics	4.5220	.58980
Administrative Characteristics	4.5092	.60548

Table 6 shows that the mean and standard deviation of the three main characteristics of effective school leader in Al-Ain and Abu Dhabi School ranked from the biggest to the smallest. Instructional characteristics of effective school leader comes the first with a mean of 4.54 followed by the personal characteristics with a mean of 4.52. The last characteristic is the administrative, which has the mean of 4.50. The degree of having the instructional, personal, and administrative characteristics of effective school leader is high in Abu Dhabi and Al Ain schools. To find the degree to which the principals have the characteristic of effective school leader, the researcher used the mean and the standard deviation for each item to rank the characteristics.

4.4.1.1 The results of the second main characteristic (Personal Characteristics):

Table 7: Personal Characteristics of effective school leaders

No	Statement	Agree	strongly agree	Mean	St D.	Rank
1	School principal demonstrates a high school principal responsibility towards the school environment safety.	25.4	71.8	4.68	.569	1
2	School principal makes commitment of all her jobs, and roles at school.	25.9	67.8	4.61	.631	2
3	School principal specifies the responsibilities to school principals if needed.	30.6	65.1	4.59	.640	3

4	School principal is keen to follow all the developments in the educational arena and circulated to members of the school.	28.2	65.9	4.57	.701	4
5	School principal is keen to lead the change to develop the education.	30.6	63.9	4.57	.642	5
6	School principal respects time and always invest time to support school members.	27.7	64.6	4.55	.701	6
7	School principal shows high self-confidence through various leadership situations.	25.4	65.9	4.55	.703	7
8	School principal deals with all members of the school community with justice and objectivity without any distinction between them.	26.2	66.3	4.54	.760	8
9	School principal involve all members of the school and the local community in the development of the vision and mission of the school.	32.9	62.3	4.54	.705	9
10	School principal has many skills of decision making.	30.2	61.3	4.49	.753	10
11	School principal is cooperative, and understanding with the school members.	26.8	62.5	4.48	.787	11
12	School principal involves all members of the school and the local community in the development of the vision and mission of the school.	32.3	56.3	4.39	.866	12
13	School principal deals with all members of the school family with fairness and objectivity without any distinction between them	33.2	55.1	4.38	.822	13
14	School principal is characterized by the flexibility to make her own decisions to work within the school	28.5	57.2	4.36	.904	14
15	School principal is keen to follow all the developments in the	31.6	53.7	4.36	.817	15

educational arena and circulated to members of the school family.	
Total	4.52

Table 7 shows that the total mean of personal characteristics in Al-Ain and Abu Dhabi School is (4.52) which indicates that the degree of having the personal characteristics of effective school leader is very high in Abu Dhabi and Al Ain schools. The characteristics were ranked from the highest to the lowest as follows:

- i. Item No.7: "School principal demonstrates a high school principal responsibility towards the school environment safety," is the first as the sample agreed that this practice is very common with a mean of (4.68).
- ii. Item No.14: "School principal makes commitment of all her jobs, and roles at school," is ranked second with a mean of (4.61).
- iii. Item No.15: "School principal specifies the responsibilities to school members if needed," is ranked third with a mean of (4.59).
- iv. Item No.3: "The school principal is characterized by the flexibility to make her own decisions to work within the school," comes at the end of the list having the lowest mean in the list (4.36).

4.4.1.2 The results of the second main characteristic (Administrative Characteristics)

Table 8 shows that the total mean of administrative characteristics in Al-Ain and Abu Dhabi School is (4.50) which indicates that the degree of having the administrative characteristics of effective school leader is high in Abu Dhabi and Al Ain schools. The characteristics were ranked from the highest to the lowest as the following:

- i. Item No.24: "Principal is keen to prioritize the development of school and work according to the standards of ADEC," is ranked first as the sample agreed that this practice is common with a mean of (4.66).
- ii. Item No.20: "Organize the school principal periodic meetings of the parameters and is keen to take advantage of parameters," is the second as the sample agreed that this practice is common with a mean of (4.58).
- iii. Item No.28: "Organize the school principal periodic meetings of the parameters and is keen to take advantage of parameters," is ranked third as the sample agreed that this practice is common with a mean of (4.57).
- iv. Item No.23: "Provide school principal financial support necessary to meet the needs of teachers and their professional development," comes at the end of the list having the lowest mean in the list (4.29).

Table 8: Administrative Characteristics of Effective School Leaders

No	Statement	Agree	strongly agree	Mean	St D.	Rank
16	Principal is keen to prioritize the development of school and work according to the standards of ADEC.	24.2	71.4	4.66	.580	1
17	Organize the school principal periodic meetings of the parameters and is keen to take advantage of parameters.	26.6	66.7	4.58	.695	2
18	Principal is keen to build friendly relationships between them and the faculty members.	25.6	68.0	4.57	.750	3
19	The school principal is always working on the link between school and decisions between the vision and mission of the school.	27.3	65.3	4.56	.679	4
20	Principal is keen to give appropriate	31.0	64.1	4.56	.707	5

	guidance on the provision of order and discipline in the school.					
21	School principal technology is used appropriately skilled which helps improve the educational process.	28.6	64.5	4.55	.713	6
22	Director is keen to organize the teaching curriculum.	29.3	63.2	4.54	.681	7
23	Determine the upcoming school principal aspirations of student achievement.	32.0	60.9	4.53	.658	8
24	Operate the school principal to provide a school environment that fosters relationships between teachers and parents.	31.7	61.1	4.51	.719	9
25	School principal demonstrates the ability to plan and organize effectively the facilitating of the learning process.	31.1	60.6	4.50	.731	10
26	Director aware of ensuring the use of community resources efficiently and effectively to achieve high goals and objectives of the school.	30.9	60.2	4.50	.703	11
27	Entrusted with the school principal tasks required and appropriate parameters according to their qualifications and skills.	32.2	60.7	4.49	.774	12
28	Characterized by the school principal, the ability to cope with the pressures of work at school.	30.8	60.3	4.49	.721	13
29	Director is committed to using the methods and tools for assessing valid and clear for faculty and administrative.	33.5	58.5	4.48	.713	14
30	Show the skills of high school director in connection with time management skills.	30.4	59.2	4.47	.734	15
31	Director show a clear interest in social situation concerning the lives of their employees.	24.0	61.5	4.44	.822	16
32	Provide school principal, the necessary facilities to help teachers to attend training courses both internal and external.	29.1	59.2	4.43	.812	17
33	Provide school principal financial support necessary to meet the needs of teachers and their professional development.	37.6	48.5	4.29	.840	18
	Total			4.50		

4.4.1.3 The results of the third main characteristic (Instructional Characteristics):

Table 9 shows that the total mean of instructional characteristics in Al-Ain and Abu Dhabi Schools is (4.54) which indicates that the degree of having the instructional characteristics of effective school leader is very high in Abu Dhabi and Al Ain schools. The characteristics were ranked from the highest to the lowest as the following:

- v. Item No.36: "Principal is keen to encourage the use of technology to support the educational process," is ranked first as the sample agreed that this practice is very common with a mean of (4.73).
- vi. Item No.44: "Principal believes in the importance of providing a positive learning environment and safe for students and the school community," is ranked second as the sample agreed that this practice is very common with a mean of (4.69).
- vii. Item No.37: "Principal shall endeavour to provide effective education specifications and trying to provide for the educational process at the school," is ranked third as the sample agreed that this practice is very common with a mean of (4.61).
- viii. Item No.46: "Principal estimates the achievements of teachers and motivate them to do more," and item No.48 which is "School Principal is working continuously to study the problems and find appropriate solutions to ensure the functioning of continuous improvement in the educational process.," come at the end of the list having the lowest mean (4.29).

Table 9: Instructional Characteristics of Effective Leaders

No	Statement	Agree	strongly agree	Mean	St D.	Rank
34	School principal is keen to encourage the use of technology to support the educational process.	24.8	74.1	4.73	.485	1
35	Principal believes in the importance of providing a positive learning environment and safe for students and the school community.	25.3	72.5	4.69	.577	2
36	Principal shall endeavour to provide effective education specifications and trying to provide for the educational process at the school.	29.0	66.3	4.61	.589	3
37	Principal show a clear understanding of the methods and different teaching models.	30.0	66.0	4.60	.628	4
38	Director show knowledge and broad recognition Abu Dhabi curriculum standards for education	29.5	64.6	4.58	.629	5
39	Director aware of the importance of the definition of teachers and students to the goals and vision of the school.	30.0	64.9	4.56	.711	6
40	Director attention and show great care on the participation of all members of the school family in the learning community.	31.6	63.0	4.56	.661	7
41	Director is keen to develop an annual work plan to improve the performance and the level of student achievement.	28.4	63.5	4.54	.701	8
42	Director is keen to develop effective strategies to improve the performance parameters.	28.3	63.2	4.52	.719	9
43	Director is keen to include the real needs of the students in the Strategic Plan.	31.5	60.6	4.51	.688	10
44	School director is keen on effective communication between them and the parameters in order to improve the educational	27.8	62.9	4.50	.765	11

	process.					
45	Director shall make its decisions concerning curriculum based on consensus between them and the faculty members of the school and the community.	32.1	59.8	4.48	.739	12
46	Believes the school principal levels and high expectations for the performance of students and teachers.	33.6	58.4	4.48	.736	13
47	Promote the spirit of challenge and Director rivalry between the teams in school in order to show the best educational practices	29.8	59.3	4.44	.803	14
48	Believes the school principal and exercise flexibility in teaching policies to meet the requirements of individualized instruction.	31.9	57.1	4.43	.772	15
49	Principal estimates the achievements of teachers and motivate them to do more.	35.1	56.1	4.41	.849	16
50	School Principal is working continuously to study the problems and find appropriate solutions to ensure the functioning of continuous improvement in the educational process.	29.6	57.8	4.41	.802	17
	Total			4.54		

From the previous analysis, it can be concluded that the degree of teachers' perception of main characteristics of effective school is high as the responses of the participants show the three main characteristics are very common practices among the principals of their schools.

4.5 Third Research Question

- *How can the characteristics of school leadership be developed to become more effective?*

The answer to this question was mainly shaped through the responses to the open-ended question: In your opinion, what are the most important suggestions to improve school principals' effectiveness? Responses on the question were only 28 out of 500, which is 5.6 % of the study sample. The remaining respondents did not provide any suggestions, or indicated that the practices mentioned the questionnaire was sufficient and that no supplementary suggestions were needed. The researcher thought that getting responses from 5.6% of the sample may affect the results of the question of providing suggestions that may improve the characteristics of school principals to be more effective.

A variety of suggestions were provided by the sample to improve the performance of school principals. The researcher read through all the responses, categorized them into themes as follows:

- First, devising a school improvement plan and constituting collaborative work teams is of great importance.
- Second, decentralization in taking and making decisions to facilitate the process of acting promptly and empowers the principals in the capacity of leading.
- Third, principals should pay particular attention when dealing with student data regarding behavior and progress; they have to verify this data professionally.
- Fourth, leaders should participate effectively when solving the students' problems.
- Fifth, principals will be more effective when they utilize the daily morning assembly and school media correctly.
- Sixth, the principals should create a warm climate between all the staff and students to encourage the teaching and learning effectively.

- Seventh, an effective assessment and evaluation of the teachers and students is very beneficial to determine the success and the needs of the school.
- Eighth, sharing the best successful practices, experience and expertise locally and or globally is a useful way to increase the proficiency of the school and its leadership.
- Ninth, principals should be taking into consideration the teachers' suggestions; comments and feedback, and then pass them to the authorities. It is also of great importance to include all the basic needs and requirements of the staff and students in the school improvement plan.
- Tenth, principals should always be learners and proactive figures.
- Finally, leaders should be fair and flexible in dealing with all the staff and understand their real needs and interests and they should be aware of their psychological and spiritual needs.

4.6 Fourth Research Question

- *Is there a statistical significant effect of participants' years of experience, and qualification on their views towards the characteristics of effective school leaders?*

To answer this question, Multiple Comparisons analysis was used to test the effect of each factor separately on the participants' views towards perceiving the characteristics of an effective school leader.

4.6.1 Testing 'qualification' factors

The null hypothesis was: There is no statistical main effect of participants' qualification on their views regarding the characteristics of effective female school leader in Al Ain and Abu Dhabi. Table 10 shows the Descriptive Statistics. Table 10

shows that there were no significant differences in the mean scores between the teachers holding diploma ,BA or MA in terms of their perception towards the personal, administrative and instructional characteristics of effective school leaders. The values of (F) and (Sig.) determine if there is a significant effect or not. If Sig. value is lower than 0.05, there is a significant effect of the variable on the participants' responses. All items are more than 0.05 in their significance values.

Table 10: Multiple Comparisons of the qualifications and the three clusters of Characteristics

Dependent Variable	(I) Qualification	(J) Qualifi.	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Personal	Diploma	BA	4.00187*	1.63216	.064	.0798	7.9240
		Master	4.32258	2.37943	.210	-1.3952	10.0404
	BA	Diploma	-4.00187*	1.63216	.064	-7.9240	-.0798
		Master	.32071	1.83971	1.000	-4.1001	4.7415
	Master	Diploma	-4.32258	2.37943	.210	-10.0404	1.3952
		BA	-.32071	1.83971	1.000	-4.7415	4.1001
Administrative	Diploma	BA	4.49467*	1.83726	.064	.0794	8.9099
		Master	6.52083*	2.69717	.068	.0391	13.0026
	BA	Diploma	-4.49467*	1.83726	.064	-8.9099	-.0794
		Master	2.02616	2.10114	1.000	-3.0232	7.0756
	Master	Diploma	-6.52083*	2.69717	.068	-13.0026	-.0391
		BA	-2.02616	2.10114	1.000	-7.0756	3.0232
Instructional	Diploma	BA	3.61263	1.90075	.174	-.9549	8.1802
		Master	4.39167	2.74890	.333	-2.2140	10.9974
	BA	Diploma	-3.61263	1.90075	.174	-8.1802	.9549
		Master	.77904	2.11009	1.000	-4.2916	5.8496
	Master	Diploma	-4.39167	2.74890	.333	-10.9974	2.2140
		BA	-.77904	2.11009	1.000	-5.8496	4.2916

4.6.2 Testing 'years of experience' Factor

The null hypothesis was: There is no statistical main effect of participants' years of experience on their views the characteristics of effective female school leader in Al Ain and Abu Dhabi. Table 11 shows the Descriptive Statistics.

Table 11 shows that there were no significant differences in the mean scores between the teachers whose have 1-5 years of experience, 6-10 years or more than 10 years in terms of the personal, administrative and instructional Characteristics of the principals as effective leaders.

Table 11: Multiple Comparisons of the years of experience and the three clusters of Characteristics

Dependent Variable	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Personal	1-5 years	6-10 years	-2.90028	1.25370	.063	-5.9130	.1125
		more than 10 years	-.76289	1.21738	1.000-3.6883	2.1625	
	6-10 years	1-5 years	2.90028	1.25370	.063	-.1125	5.9130
		more than 10 years	2.13738	.90121	.054	-.0283	4.3031
	more than 10 years	1-5 years	.76289	1.21738	1.000-2.1625	3.6883	
		6-10 years	-2.13738	.90121	.054	-4.3031	.0283
Administrative	1-5 years	6-10 years	-4.79835*	1.43387	.003	-8.2442	-1.3525
		more than 10 years	-2.83269	1.39488	.129	-6.1849	.5195
	6-10 years	1-5 years	4.79835*	1.43387	.003	1.3525	8.2442
		more than 10 years	1.96566	1.01824	.163	-.4814	4.4127
	more than 10 years	1-5 years	2.83269	1.39488	.129	-.5195	6.1849
		6-10 years	-1.96566	1.01824	.163	-4.4127	.4814
Instructional	1-5 years	6-10 years	-3.70727*	1.43301	.030	-7.1509	-.2636
		more than 10 years	-2.59916	1.39230	.188	-5.9450	.7467
	6-10 years	1-5 years	3.70727*	1.43301	.030	.2636	7.1509
		more than 10 years	1.10811	1.03119	.849	-1.3699	3.5862

more than 10	1-5 years	2.59916	1.39230	.188	-.7467	5.9450
years	6-10 years	-1.10811	1.03119	.849	-3.5862	1.3699

It could be concluded that the years of experience and qualifications make no significant differences on the teachers' perception of the personal, administrative and instructional characteristics of an effective female school leader. In conclusion, the teachers of Abu Dhabi and Al Ain regardless of their years of experience and the degree they are holding provided positive responses towards primary school principals who have the main characteristics of effective primary school leaders in the Emirate of Abu Dhabi.

The most important results of the study can be summarized as follows; all responses were very high for all the characteristics of the principals. The least mean scores average was (4.29), are still considered very high. The mean scores average of the personal characteristics was (4.52); the mean scores average of the administrative characteristics was (4.50) and the mean scores average of the instructional characteristics was (4.54). The average of the mean scores of all the 50 characteristics of the school principals was (4.51) which is a very positive result from all perspectives.

The highest personal characteristics demonstrate high school principal responsibility towards the school environment safety and the commitment to the principal's role and responsibility. The highest mean scores of administrative characteristics that demonstrate the ability to plan and organize effectively the facilitating of the learning process are, organizing periodic meetings, working on the link between school and decisions between the vision and mission of the school, prioritizing the development of school and working according to ADEC standards.

The highest mean scores of teaching and learning characteristics were technology integration, providing a positive and safe learning environment for students and the school community and showing a clear understanding of methodology and different teaching models.

For Research Question three the following are the characteristics that are needed to improve Cycle One school leadership, she has to be good planner, decision maker, and problem solver, a learner, visionary and proactive.

Regarding Research Question four, differences in years of experience and qualifications have no impact on teachers' perception of the principals' personal, administrative and education characteristics as effective leaders. There was no statistical significant difference between the participants' years of experience, and qualifications on their views towards effective school leaders.

Chapter 5: Discussion and Conclusion

The study aimed at investigating teachers' perceptions of the characteristics common to effective school leaders of elementary schools in the Abu Dhabi Emirate. The first part of this chapter discusses and summarizes the research findings. Part two provides recommendations for practical implementation.

5.1 Findings of the Second Research Question

Table 6 shows that the three main clusters of effective female school leader are clearly present in school leadership characteristics in Al Ain and Abu Dhabi schools. The overall mean of the degree to which school principals have personal, instructional, and administrative characteristics through their practices is high at (4.5). This finding of this study is consistent with other studies such as the study of Campbell. J 2011, Hawthorne. M. 2009, McCann, D. 2011, & Manders. D.2009.

This result reflects the efforts of ADEC in preparing principals to be leaders who manage according to the high standard required, and to ADEC's goal of fulfilling its plans of attaining quality in education by 2030. ADEC has organized many PDs, courses, seminars, conferences and workshops for principals in order to prepare successful leaders who will be the future schools managers.

- 1) The degree of the personal characteristic "demonstrates a high responsibility towards the school environment safety," was the most reported characteristic, while "demonstrates the flexibility to make her own decisions at work within the school," was the least frequently reported characteristic (as shown in table 7). This reflects the effort which ADEC has made towards fostering safe school environments. ADEC has initiated many health programs such as the Abu Dhabi

Schools for Health Challenge which encourages schools to promote a healthy school environment. ADEC has also tasked school leaders with the promotion of safe and healthy environments. School leaders' main responsibilities are related to drinking area safety, classroom furniture, and windows quality, assigned and safe exits for students and training school members for dealing with emergency situations (ADEC, 2012).

Another important interpretation is the school principal's responsibility to assign a qualified member of staff to attend PDs related to dealing with emergencies such as a fire. The appointed staff member would be responsible for organizing evacuation drills. ADEC has assigned a specific deadline for every school to evaluate their process of evacuation with the school's performance being graded according to set criteria. School principals are tasked with supporting their staff to ensure that emergency evacuation is carried out within the prescribed timeframe.

ADEC also requires that all fire safety systems at schools are checked and that fire-fighting equipment is in good working order; old fire extinguishers to have to be replaced if necessary. Although the education system in Abu Dhabi has passed through many changes with the aim raising standards of learning and teaching, it seems that there is still a lack of flexibility from some principals to change or adopt their own decisions at work. It could be argued that this may be as a result of the constant influence of the centralized school system by ADEC. "This central body (ADEC) has complete power over all resources: money, information, people, and technology. It decides the content of curriculum

controls the budget, is responsible for employment, the building of educational facilities, discipline policies, etc.” (Annick M. Brennen, 2002).

- 2) The result for the administrative characteristic “prioritize the development of school and work according to the standards of ADEC” was the highest reported amongst all other characteristics, while the characteristic of “provide financial support necessary to meet the needs of teachers and their professional development ” got the lowest figure as shown in Table 8.

This result reflects the school’s principal’s awareness, and critical thinking towards their schools needs and developments, which are in line with ADEC’s standards. School principals work hard to make it of high priority and plan for their needs through making the annual School Improvement Plan (SIP), which sets all the required objectives with assigned deadlines that are arranged according to the school priorities. Creating the SIP gives the principals the opportunity to evaluate the current school needs, and then to prioritize these needs according to their influence on learning improvement.

Despite the increasing awareness of ADEC’s supplement for professional development sessions at schools, there is still a lack of specific topics of professional development that are not supported by ADEC. Those missing PDs are required to be financially supplemented by the principals from the annual school budget provided by ADEC. The result shows that principals give the lowest priority to the provision of financial support for professional development. For some principals, this is due to their belief that PDs are often pointless.

- 3) The degree for instructional characteristic of “encourage the use of technology to support the educational process” was the highest among all other characteristics, while the characteristic of “appreciate the achievements of teachers and motivate them to do more ” and “study the problems and find appropriate solutions to ensure the functioning of continuous improvement in the educational process” got the lowest response as shown in Table 9.

These results reflect principals’ support of the culture with rich environment that enhances learning, by using other resources such as technology in classrooms. ADEC provides schools with the latest technology, and supplement to support teachers to use them effectively in classrooms. Principals have made efforts to encourage teachers to find ways of utilizing new technology effectively. Rosenholtz (1989) finds that the teachers who feel supported by a principal in their learning and their teaching tend to be more committed and effective in their work than those who did not receive confirmation and support.

In spite of the professionalism practiced by ADEC principals there is still a lack of appreciation towards teachers’ efforts, and achievements. This result implies that principals are not aware of the importance of appreciation, and its positive influence on their teachers. The profession of teaching is extremely demanding and therefore, it is important that principals support their teachers with continuous motivation and this will be reflected positively in their instruction and students’ achievements.

The result of studying problems and finding solutions for school improvement was one of two lowest instructional characteristics which are due to the changes in the educational system such as the curriculum, and teaching strategies. These

changes have provided many new obstacles for principals who often have a lack of experience in dealing with such problems.

5.2 Findings of the Third Research Question

- *How can the characteristics of school leadership be developed to become more effective?*

(5.6%) of participants provided suggestions on how to help principals to become more effective. Some were intended for policy makers, some for the principals themselves, and others were not unrelated to improving principals' performance.

5.3 Findings of the Fourth Research Question

There is no statistical main effect of participants' years of experience on their views towards the characteristics of effective female school leaders in Al Ain and Abu Dhabi as shown in table 10. This result indicates that all teachers regardless of their teaching experience have the same views towards their principals' effectiveness. This may be due to the efforts of the Ministry of Education and ADEC to support all teachers since the start of Education. They started providing professional development on all areas of teaching such as behavioral management skills, teaching strategies, lesson planning, classroom environment and others. Another interpretation could be the enthusiasm that novice teachers have towards joining ADEC.

There is no statistical main effect of participants' qualifications on their views towards the characteristics of effective female school leaders in Al Ain and Abu Dhabi as shown in table 11. All teachers regardless of level of qualification hold the same view. This may be due to the effective foundation of education that all teachers received at their respective educational institutions. The college of Education in UAE as an example provides good knowledge, and practices for both undergraduate and graduate

students. Students who have bachelor degree in education, diploma, or master degree are prepared very well in terms of receiving the knowledge of school and education, critique of current educational issues, and proving teaching training for those who have diploma or bachelor degree.

The college of education also makes effective link between the education they provide to students, and the current need of teaching in the community. They provide the required educational programs to align with the job opportunities available in UAE society.

5.4 Conclusions

This current study investigated teachers' perceptions of characteristics of effective school leaders of elementary schools in Abu Dhabi Emirate. This research study attempted to investigate how teachers perceive the most crucial characteristics that make principals perform as effective leaders. There are some features that school leaders must hold to achieve effectiveness in their profession. This research study may provide answers to the following research questions:

- *What are the main characteristics of effective school leaders in the Emirate of Abu Dhabi?*
- *What characteristics are needed to improve the effectiveness of Cycle One school leadership?*
- *Is there a statistical significant effect of participants' years of experience, and qualification on their views towards effective school leaders?*

A quantitative research design was developed to collect data to figure out teachers' perception of effective school leaders' characteristics and the demographic data about the participants; they provide information how teachers perceive the personal

characteristics of effective school leaders, the leadership characteristics, and the administrative skills. The final section is an open ended question which asks for any further characteristics that teachers believe are not covered in the questionnaire.

The findings of the study showed that most participants (above 85%) had positive responses towards the school principals who have the main characteristics of effective primary school leaders from teachers' perspectives in the Emirate of Abu Dhabi regarding personal qualities, administrative qualities and leading teaching and learning. The mean scores of all the fifteen responses were 4.29. The responses were very positive show that there is strong support for principals amongst their teachers.

The other characteristics of making leadership more effective could be summarized as follows; working collaboratively, decentralization and democracy in making and taking decisions, engendering a comfortable atmosphere for all staff and students to encourage the teaching and learning effectively; being fair and flexible, and implementing the best of successful experience and expertise locally and/or globally.

5.6 Recommendations

This study has revealed for Abu Dhabi Education Council and the Ministry of Education that the national school principals in the Emirate of Abu Dhabi are perceived by teachers as effective and as also having a great deal of potential. The study also showed that the leaders possessed very good personal, administrative and instructional qualities. Such qualities qualify them to lead the school, lead the teaching and learning, and lead the local community.

1. It is recommended that principals should be given more freedom to act and operate in their schools. This freedom will increase their self- confidence and empower their strategic leadership abilities.

2. Policy makers are invited to consider the centralization and grant principals including more authorities in recruitment and resources.
3. Principals need more intrinsic and extrinsic motivation in order to continue their journey of reforming schools
4. Principals should be given a strong voice in all the crucial decisions that are mainly related to curriculum and instruction.
5. ADEC is invited to nurture these personnel and consolidate their skills, capabilities in leadership, curriculum and instruction by ambitious and creative programs.
6. It is also recommended to hold seminars, symposiums, workshops, lectures regularly to reinforce their effectiveness and update their expertise and experience.
7. Since the principals' experience and expertise are profound and insightful, there should be a discussion and conversations between the principals to exchange ideas, experience and expertise.
8. The best practices should be circulated among these educational leaders. As these principals are highly effective, they should work to support private school principals and share their practices with others.
9. ADEC is also invited to consult these experts while carrying out educational reforms because these principals gain insightful understanding of context and they are the real practitioners who gain field experience and practical expertise.
10. This current study is limited to the academic year 2012-2013 and to a certain geographical area, Al Ain and Abu Dhabi of UAE. It is also involved only teachers at public primary schools. Further research studies are needed to

replicate this study or initiate other studies to include all schools of Abu Dhabi Emirate, and other schools in other Emirates in UAE.

11. . More research studies are needed for private schools, preparatory, and secondary students.
12. It is recommended to investigate the perceptions of the school principals themselves, students, parents and ADEC supervisors and cluster managers.

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APPENDICES

APPENDEX 1**The Main Study Questionnaire (English)**

In the Name of Allah, the Most Merciful, Most Gracious

Dear teacher,

The researcher is currently working on a field study entitled: ***“Teachers Perception of Effective Female School Leaders Characteristics of Elementary Schools in Abu Dhabi Emirate”*** as a partial fulfilment of the requirements for the degree of Master of Education in School Leadership.

The aim of this study was to find out the most effective Characteristics that are characterized by their female principals of primary schools in the Emirate of Abu Dhabi from teachers’ perspectives.

To that end, the researcher have been built a questionnaire consisting of 50 items included in the 3 domains which represent the effective Characteristics of female school leaders, which has been drawn from a ADEC’s document "professional standards for Principals of schools" as well as depending on the literature review that dealt with the effective Characteristics of school leaders. The first part of the questionnaire consists of the demographical information about the participants; the second part consists of the questionnaire items, and finally the questionnaire ends with an open-ended question for any further Characteristics that the participant thinks are effective and not mentioned before.

Your help would be greatly appreciated in completing this questionnaire accurately and objectively in order to enrich the subject of study and achieve the desired results. Note that your answers will be confidential and used only for the purposes of research study.

Yours Sincerely,
Zahra Saif ALShehaimi

Section One: Personal Information:

Please put (√) next to the appropriate option:

1. Educational Region: () Abu Dhabi () Al-Ain
2. Nationality: () UAE () Other
3. Qualification: () Diploma () Bachelor's () Master's
4. Years of Experience: () 1 to 5 () 6 to10 () more than 10
5. Teaching loads () 8 to 12 () 13to24 () 25-30
6. Teaching Subject
7. Other responsibilities adding to teaching () Yes () No

Section Two: The Questionnaire Items

The following items reflect the leadership practices of school principals. To what extent do you agree that these practices are applied in your school? Please, determine your position and put (√) in the appropriate box.

First Domain: focuses on the personality characteristics of school leaders						
N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
		1	2	3	4	5
1	Involve all members of the school and the local community in the development of the vision and mission of the school.					
2	Follow all developments in the educational arena and circulated to members of the school family.					
3	Has the flexibility to make own decisions to work within the school.					
4	Treat all members of the school family with justice and objectivity, without any distinction between them.					

5	Make the required strictness if needed at school					
6	Respect time and always utilize it to support school members.					
7	Demonstrate a high responsibility towards the school environment safety.					
8	Shows high self-confidence through various leadership situations.					
9	Involve all members and the local community in the development of the vision and mission of the school.					
10	Follow all the developments in the educational arena and circulated to members of the school family.					
11	Lead the change to develop the education.					
12	Have many skills of decision making.					
13	Cooperate, and understand while dealing with the school members.					
14	Make commitment of all her duties, and roles at school.					
15	Specify the responsibilities to school principals if needed.					

Second Domain : focuses on the administrative characteristics						
N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
		1	2	3	4	5
16	Demonstrate the ability to plan and organize effectively towards facilitating of the learning process.					
17	Entrusted with the school principal tasks required and appropriate school members according to their qualifications and skills.					

18	Provide financial support necessary to meet the needs of teachers and their professional development.					
19	Provide the necessary facilities to help teachers to attend training courses both internal and external.					
20	Organize the school principal periodic meetings of the school members and is keen to take advantage of parameters.					
21	Provide a school environment that fosters relationships between teachers and parents.					
22	Show high time management skills.					
23	Demonstrate the link between school and decisions between the vision and mission of the school.					
24	Prioritize the development of school and work according to the standards of ADEC.					
25	Ensure the use of community resources efficiently and effectively to achieve high goals and objectives of the school.					
26	Is committed to use valid assessment tools.					
27	Organize the teaching curriculum.					
28	Build friendly relationships between the faculty members.					
28	Is interested and care about the circumstances of other faculty					

	members.					
30	Have the ability to cope with the pressures of work at school.					
31	Give appropriate guidance on the provision of order and discipline in the school.					
32	Determine the upcoming school principal aspirations of student achievement.					
33	Use appropriate skills which help improve the educational process.					

Domain three: is focuses on the leadership Characteristics						
N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
		1	2	3	4	5
34	Aware of the importance of defining the goals and vision of the school to teachers and students.					
35	Make the decisions which concern curriculum based on agreement between her/him and the faculty members of the school and the community.					
36	Encourage the use of technology to support the educational process.					
37	Provide effective education specification and trying to provide for the educational process at the school.					
38	Promote the spirit of challenge between the teams in school in					

	order to show the best educational practices					
39	Believes the school principal have flexibility in teaching policies to meet the requirement so find individual instruction.					
40	Show knowledge and broad recognition Abu Dhabi curriculum standards for education					
41	Develop an annual work plan to improve the performance and the level of student achievement.					
42	Include the real needs of the students in the Strategic Plan.					
43	Develop effective strategies to improve the performance of school members.					
44	Provide a positive learning environment and safe for students and the school community.					
45	Show a clear understanding of the methods and different teaching models.					
46	Estimates the achievements of teachers and motivate them to do more.					
47	Believe of the high expectation levels for the performance of students and teachers.					
47	Work continuously to study the problems and find appropriate solutions to ensure the functioning of continuous improvement in the educational process.					

49	Ensure effective communication between them and the school members in order to improve the educational process.					
50	Show great attention and care on the participation of all members of the school family in the learning process.					

What are other school leader characteristics that are not mentioned before, and make the school leader more effective?

Thank you!

APPENDEX 2

The Main Study Questionnaire (Arabic)

جامعة الإمارات العربية المتحدة
كلية التربية - برنامج الماجستير
بسم الله الرحمن الرحيم



الأستاذة الفاضلة/.....

تقوم الباحثة بإجراء دراسة ميدانية بعنوان:

"مواصفات القيادة التربوية الفعالة لمديرات المدارس الابتدائية بإمارة أبوظبي من وجهة نظر المعلم"
وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية "تخصص القيادة التربوية"، وتهدف هذه الدراسة لمعرفة أهم المواصفات القيادية الفعالة التي تتصف بها مديرات المدارس الابتدائية في إمارة أبوظبي من وجهة نظر المعلم ، وتحقيقاً لهذا الهدف تم بناء وتطوير هذه الإستبانة المكونة من 50 بنداً مدرجة ضمن 3 محاور أساسية تمثل أهم مواصفات المدير المدرسي الفعال، والتي تم استقاؤها من وثيقة مجلس أبوظبي للتعليم " المعايير المهنية لمديري المدارس " وكذلك اعتماداً على الأدبيات التي تناولت مواصفات المدير المدرسي الفعال.

ورغبة في الاستفادة من خبراتكم، وسعياً نحو الارتقاء بمستوى الإدارة المدرسية الفعالة نحو الأفضل، ترحو الباحثة منكم الإجابة على بنود الاستبيان المرفق بكل دقة وموضوعية، من أجل إثراء موضوع الدراسة والوصول إلى النتائج المرجوة منها، علماً بأن إجاباتكم وبياناتكم سوف تكون سرية ولا تستخدم إلا لأغراض البحث العلمي فقط.

شاكرين لكم حسن تعاونكم وتفضلوا بقبول وافر الشكر والتقدير

الباحثة: زهرة سيف الشهيمي

جامعة الإمارات العربية المتحدة

200003922@uaeu.ac.ae

الجزء الأول: البيانات العامة

يرجى التأكد من ملء البيانات قبل البدء في الإجابة عن بنود الاستبانة:

المنطقة التعليمية:	() أبوظبي	() العين	() الغربية
الجنسية:	() الإمارات	() غير ذلك	
المؤهل العلمي:	() دبلوم ما قبل الجامعة	() بكالوريوس	() دراسات عليا
عدد سنوات الخبرة:	() 1 - 5 سنوات	() 6 - 10 سنوات	() أكثر من 10 سنوات
النصاب الإيسوعي:	() 8-12 حصه	() 13-24 حصه	() 25-30 حصه
المادة التي يتم تدريسها:		
تولي مسؤوليات إدارية إضافة إلى التدريس:	() نعم	() لا	

الجزء الثاني: بنود الاستبانة

الرجاء التعبير عن رأيك فيما يخص العبارات أدناه من خلال اختيار واحد من خمس خيارات.

المحور الأول: المواصفات المرتبطة بشخصية المديرية كقيادة فعالة					
يتحدث هذا المحور عن أهم المواصفات التي ترتبط بشخصية المديرية وتجعل منها شخصية قيادية فعالة					
م	العبارة	موافق بشدة	موافق	غير متأكد	غير موافق بشدة
		5	4	3	2
1	تشترك مديرة المدرسة جميع أعضاء هيئة المدرسة والمجتمع المحلي في وضع رؤية ورسالة المدرسة.				
2	تحرص مديرة المدرسة على متابعة كل المستجدات على الساحة التعليمية وتعميمها على أعضاء الأسرة المدرسية.				
3	تتسم مديرة المدرسة بالمرونة في اتخاذ القرارات الخاصة بالعمل داخل المدرسة.				
4	تعامل المديرية جميع أعضاء الأسرة المدرسية بالعدل والموضوعية دون أي تفرقة بينهم.				
5	تمارس مديرة المدرسة الحزم المطلوب عند الحاجة لذلك في إدارة المدرسة.				
6	تحترم المديرية الوقت وتستثمره دائما في إفادة الآخرين بالمدرسة.				

					تظهر مديرة المدرسة مسؤولية عالية تجاه البيئة المدرسية الآمنة.	7	
					تظهر مديرة المدرسة ثقة عالية بالنفس من خلال المواقف القيادية المختلفة.	8	
	غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة	م	
	1	2	3	4	5	العبارة	
						تقدم المديرة التوجيه السليم الذي يتضمن صناعة القيم والأهداف في المدرسة بهدف دعم العملية التعليمية.	9
						تتمتع مديرة المدرسة بإجادة مهارة تفويض السلطة.	10
						تحرص مديرة المدرسة على قيادة عملية التغيير سعياً لتحسين العملية التعليمية.	11
						تتمتع مديرة المدرسة بمهارات خاصة بعمليات صنع واتخاذ القرار.	12
						تتسم مديرة المدرسة بروح التعاون والتفهم في التعامل مع أفراد المجتمع المدرسي.	13
						تظهر مدير المدرسة التزاماً واضحاً بجميع واجباتها وأدوارها المختلفة في المدرسة.	14
						تحدد مديرة المدرسة المسؤوليات لأعضاء الأسرة المدرسية عند اللزوم.	15

المحور الثاني: المواصفات الإدارية للمديرة كقائدة فعالة

يتحدث هذا المحور عن أهم المواصفات الإدارية التي تمارسها المديرة في مجال عملها لتجعل منها نموذجاً قيادياً فعالاً.

	غير موافق بشدة	غير موافق	غير متأكد	موافق	موافق بشدة	م	العبارة	
	1	2	3	4	5			
							تظهر مديرة المدرسة القدرة على التخطيط والتنظيم بفاعلية واضحة ومؤثرة في تيسير عملية التعليم.	16
							توكل مديرة المدرسة المهام المطلوبة والمناسبة للمعلمات حسب مؤهلاتهم ومهاراتهم.	17
							توفر مديرة المدرسة الدعم المادي اللازم لتلبية احتياجات المعلمات وتنميتهم مهنيًا.	18

				19	تقدم مديرة المدرسة التسهيلات اللازمة لمساعدة المعلمين على حضور الدورات التدريبية الداخلية والخارجية.
				20	تنظم مديرة المدرسة الاجتماعات الدورية للمعلمات وتحرص على استفادة المعلمات منها.
				21	تعمل مديرة المدرسة على توفير بيئة مدرسية تعزز العلاقات بين المعلمات وأولياء الأمور.
				22	تظهر مديرة المدرسة مهارات عالية فيما يرتبط بمهارات إدارة الوقت.
				23	تعمل مديرة المدرسة دائما على الربط بين القرارات المدرسية و بين رؤية ورسالة المدرسة.
				24	تحرص المديرية على تحديد أولويات تطوير العمل بالمدرسة وفقا لمعايير مجلس أبوظبي للتعليم.
				25	تعي المديرية ضمان استخدام مصادر المجتمع المحلي بكفاءة وفاعلية عالية لتحقيق أهداف وغايات المدرسة.
				26	تلتزم المديرية باستخدام أساليب وأدوات تقييم صالحة وواضحة للهيئة التدريسية والإدارية.
				27	تحرص المديرية على تنظيم عملية تدريس المناهج.
				28	تحرص المديرية على تكوين علاقات ودية بينها وبين أعضاء الهيئة التدريسية.
				29	تظهر المديرية اهتماما واضحا بالحالة الاجتماعية المتعلقة بحياة العاملين لديها.
				30	تتميز مديرة المدرسة بالقدرة على مجارة ضغوط العمل بالمدرسة.
				31	تحرص المديرية على إعطاء التوجيهات المناسبة بخصوص توفير النظام والانضباط في المدرسة.
				32	تحدد مديرة المدرسة التطلعات المرتقبة من تحصيل الطلبة.
				33	تستخدم مديرة المدرسة التكنولوجيا بقدر مناسب من المهارة مما يساعد على تيسير وتطوير العملية التعليمية.

المحور الثالث: مواصفات المديرية كقائد فعال في قيادة العملية التعليمية					
يتعلق هذا المحور بأهم المواصفات القيادية الفعالة التي ترتبط بمشاركة مديرة المدرسة في التعليم والمناهج.					
م	العبارة	موافق بشدة	موافق	غير متأكد	غير موافق
		5	4	3	2
34	تعي المديرية أهمية تعريف المعلمين و الطلبة بأهداف ورؤية المدرسة.				
35	تتخذ المديرية قراراتها التي تخص المناهج بناءً على توافق بينها وبين أعضاء هيئة التدريس بالمدرسة والمجتمع المحلي.				
36	تحرص المديرية على تشجيع استخدام وسائل التكنولوجيا لدعم العملية التعليمية.				
37	تعمل المديرية علي توفير مواصفات التعليم الفعال وتحاول توفيرها للعملية التعليمية في المدرسة.				
38	تعزز المديرية روح التحدي والتنافس بين فرق العمل بالمدرسة سعياً لإظهار أفضل الممارسات التعليمية والأفكار الإبداعية.				
39	تؤمن مديرة المدرسة وتمارس سياسات المرونة في التدريس لتلبية متطلبات تفريد التعليم.				
40	تظهر المديرية معرفة وإدراكاً واسعاً بمعايير منهج أبوظبي للتعليم.				
41	تحرص المديرية على وضع خطة عمل سنوية لتحسين أداء ومستوى تحصيل الطلاب.				
42	تحرص المديرية على تضمين الاحتياجات الحقيقية للطلبة في الخطة الاستراتيجية.				
43	تحرص المديرية على وضع استراتيجيات فعالة لتطوير أداء المعلمات.				
44	تؤمن المديرية بأهمية توفير بيئة تعليمية إيجابية وأمنة للطلبة والمجتمع المدرسي.				
45	تظهر المديرية فهماً واضحاً بأساليب ونماذج التدريس المختلفة.				

م	العبارة	موافق بشدة 5	موافق 4	غير متأكد 3	غير موافق 2	غير موافق بشدة 1
46	تقدر المديرية إنجازات المعلمين وتحفزهم على بذل المزيد.					
47	تؤمن مديرة المدرسة بمستويات و توقعات عالية بأداء الطلبة والمعلمات.					
48	تعمل مديرة المدرسة بشكل مستمر على دراسة المشكلات وإيجاد الحلول المناسبة لها لضمان سير التحسين المستمر في العملية التعليمية.					
49	تحرص مديرة المدرسة على التواصل الفعال بينها وبين المعلمات بهدف تحسين العملية التعليمية.					
50	تظهر المديرية اهتماما وحرصا شديدا على مشاركة جميع أعضاء الأسرة المدرسية في تيسير عملية التعلم.					

الجزء الثالث: سؤال مفتوح

ما أهم المواصفات القيادية التي لم تذكر مسبقا وتودون إضافتها لتصبح مديرات المدارس أكثر فاعلية في قيادتها للعملية التعليمية بالمدرسة؟

APPENDIX 3

The List of Questionnaire Reviewers

No.	Name	College	Department
1	Prof. Mohamed Abdel-Dayem	College of Education, UAE	Foundation of Education Department
2	Dr. Hasan Alkhamiri	College of Education, UAE	Foundation of Education Department
3	Dr. Najem Aldeen Alshaikh	College of Education, UAE	Curriculum and Instructions Department
4	Prof. Abdulaziz AlSaratawi	College of Education, UAE	Special Education Department
5	Prof. Abdulmoniem Hassan	College of Education, UAE	Curriculum and Instructions Department
6	Dr. Sheikha Al Taneigi	College of Education, UAE	Foundation of Education Department
7	Dr. Ali Khalfan Al-Anqbi	College of Education, UAE	Curriculum and Instructions Department
8	Dr. Osha Al Muhairi	College of Education, UAE	Curriculum and Instructions Department
9	Dr. Sultan AlSuwaidi	College of Education, UAE	Foundation of Education Department

APPENDEX 4

The Request of Consent Letter



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First

Date: 4 th March 2013	التاريخ: 4 مارس 2013
Ref:	الرقم:
To: Public Schools Principals,	السادة/ مديري المدارس الحكومية
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher Zahra Saif Malek Al Shehaimi , to complete her research on: مواصفات القيادة التربوية الفعالة في مديريات المدارس الابتدائية بإمارة أبوظبي من وجهة نظر المعلم	ونود إعلامكم بموافقة مجلس أبوظبي للتعليم على موضوع الدراسة التي ستجريها الباحثة/ زهرة سيف مالك عمير الشهيمي بعنوان: مواصفات القيادة التربوية الفعالة في مديريات المدارس الابتدائية بإمارة أبوظبي من وجهة نظر المعلم
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحثة ومساعدتها على إجراء الدراسة المشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سعدة على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،
 محمد سالم محمد الظاهري المدير التنفيذي لقطاع العمليات المدرسية	

