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AHMED MOHAMMED KHAMIS MOHAMMED AL-KAABI

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United Arab Emirates University  
College of Education  
Foundations of Education Department  
Master of Education Program

**THE PRINCIPAL AS AN INSTRUCTIONAL LEADER IN AL AIN  
SCHOOLS IN THE UNITED ARAB EMIRATES: A CASE STUDY**

By

AHMED MOHAMMED KHAMIS MOHAMMED AL-KAABI

A Thesis Submitted to

United Arab Emirates University

In Partial Fulfillment of the Requirements

For the Degree of

Master of Education

Educational Leadership

Supervised by

Dr. Hasan Essa AlKhamiri

June 2013

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Thesis Submitted in Partial Fulfillment of the Requirements

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(Educational Leadership)

Thesis Approved by:

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## ABSTRACT

This study aimed at identifying the extent of instructional leadership practices in Al Ain government schools as perceived by teachers. The practices that this study investigated are related to five domains: school goals, supervision, curriculum, student performance, and professional development.

This study was guided by three research questions and used both quantitative and qualitative analysis in identifying the extent of instructional leadership. Data for this study were collected through a survey using a likert scale. It was sent to 644 teachers in Al Ain public schools who taught in different grade levels. Teachers selected were males and females, from different age group, years of experience and qualifications; and they were UAE nationals and foreign teachers.

Statistical tests included means, percentages, and standard deviations. One-way ANOVA test was used to analyze the quantitative part of the questionnaire. The answers to the open-ended questions in the last part of the questionnaire were analyzed qualitatively. Only four principals of different genders, ages, years of experience, and educational backgrounds were interviewed. The aim of interviews was to know their perceptions about the extent of instructional leadership according to five domains.

The results of this study showed opposite views from both sides. Teachers in Al Ain schools perceive their principal's instructional leadership behaviors as highly existent whereas the views of teachers in the interviews as positive. Further, the results also revealed that female principals tend to manage schools far better than the male principals do.

Finally, what the school principals need was motivation to adopt leadership practices, training by professionals who can understand their situation better, colleagues who can share experiences and follow up with them and show them how and when to apply the leadership practices effectively.

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## Dedication

This thesis is dedicated to my loving parents who believed in me, and gave me the heart and confidence to succeed.

To my wife, Suhair, who has given me a sense of tenacity, and whose words of encouragement ring in my ears.

To my brother and sister, Sultan & Fatima, who have been an endless source of hope and information for me.

To my purest and sincerest friend SA, who has served as a beacon during the stormiest of times, made many sacrifices for my advancement in life, helped me whenever I needed it, and shouldered along with me some of my heaviest burdens. I will be forever grateful to him for the person he is, and for the person he has inspired me to be.

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## CHAPTER ONE

### GENERAL FRAMEWORK

#### **Introduction**

One of the most critical concerns in the operation of today's educational institutions is the quest for effective leadership and organizational success. Thus, it is essential for the management to ensure the presence of highly effective and efficient people who will help pursue the organization's most important goals (Huber, 2010). In recent years, important shifts have emerged in the core of leadership which focus mainly on the relationships, roles, and responsibilities. For instance, traditional forms of relationships have changed, authority has become less hierarchical than before, role definitions have become more general and flexible, and finally leadership has been linked to competence. Simply put, the function of leaders has changed from being "classical managers" to that of "change agents" (Murphy & Shipman, 1999). Consequently, these shifts affect how educators see themselves as educational leaders today. With regard to this, Bennis and Goldsmith (1997) asserted that, in order to transform ourselves as leaders, we must recognize and shift the paradigm through which we view leadership itself.

In educational institutions, the principals play a critical role in the achievement of the highest level of efficiency and effectiveness of the performance of the respective institutions they lead. As school leaders, the principals assume different functions such as visionaries, curriculum and instructional leaders, disciplinarians, community builders, and overseers of the general operations of the school, among other things. In addition, principals play a vital role in ensuring that the school maintains and promotes a healthy and productive learning environment for the benefit of the teachers and students (Davis, Darling-Hammond, LaPointe & Meyerson, 2005). Principals also function in terms of ensuring that students receive the best and most effective educational experience possible (Hoerr, 2010). Murphy & Shipman (1999) stressed that signs of

an effective leadership on the part of both the principals and the teachers are based on teaching rather than on informing, on learning than on knowing, and on modeling and clarifying beliefs and values than on telling what to do. Basically, this entails demonstrating actions that support student learning in the school, and all resources should be used effectively to support the important core of classroom instruction.

In an era which demands change and accountability, principals, as managers, can no longer rely on simply having charismatic personalities to improve academic achievement. Accordingly, educational leaders of the 21<sup>st</sup> century are going to be required to engage in their work differently if they are to put their schools on the list of the most successful (NAESP, 2001). All these efforts are intended to fulfil improved quality education which is a top priority in all countries over the world (UNESCO, 2003, 2005). One reason for this demand on higher quality education is the fact that it creates a strong impact on the economic growth of countries (Hanushek & Kimko, 2000).

Most studies of school effectiveness have found leadership offered by the principals to be an important factor in effective schools. Exhibiting instructional leadership was an essential requirement found by various studies, such as the ones conducted by Rutter (1983), Levine and Lezotte (1990) and Teddlie and Stringfield (1993) as cited by Teddlie and Reynolds (2000). In a different study conducted by Huffman (2003), it was found out that teachers directly impact students, and principals directly impact the teachers. Thus, effective leadership, indispensable yet demanding, requires leaders to approach their work in a different manner if they aspire to improve academic achievement for all students (NAESP, 2001; Quinn, 2002). Certainly, the position of principals is currently being recognized as an imperative component of effective schools (Cotton, 2003; Goodwin, Cunningham, & Childress, 2003; Hallinger & Heck, 1996).

In the United States, the role of principals has traditionally been molded into a management-focused position rather than one that centers on student learning (Quinn, 2002). In this case, the favourable outcome of any school would not be gained unless the principals become instructional leaders themselves, capable of linking leadership and learning towards achieving the primary goal of effective student learning. In an effort to change the role of principals from being “managers” to becoming “instructional leaders,” the Council of Chief State School Officials (CCSSO) created new standards for school leaders with the aim of promoting excellence and equity in education (NAESP, 2001). Therefore, the Interstate School Leaders Licensure Consortium (ISLLC) was formed. Based on existing research pertaining to the field of educational leadership, this committee developed the ISLLC standards with the expectations that these standards would bolster the educational environment and thereby improve student learning through developing school principals as instructional leaders (NAESP, 2001).

Similarly, in the UK, national standards for principals were presented through the Teachers Training Agency (TTA). These standards, which are still in the process of development and consultation, have been developed by the National College for School Leadership (NCSL) to address aspiring principals and stakeholders who work with them and capture the primary challenging roles of headship. Six key areas regarding the function and roles of principals were identified: (1) shaping the future; (2) leading, learning, and teaching; (3) developing self and working with others; (4) managing the organization; (5) securing accountability; and (6) strengthening community. Within each key area, the standards explained what a principal needs to know (knowledge), to be devoted to (personal qualities), and to be able to do (actions) in order to achieve the core purpose of the head teacher. This aim is to provide professional leadership for a school and promote a helpful foundation from which to achieve high standards in all areas of the school’s work (Department for Education & Skills, 2004).

In like manner, in Australia, leadership is seen as fundamental and crucial in delivering the changes, improvement and performance that society expects from school organizations. Therefore, the Australian Institute for Teaching and School Leadership (AITSL) worked towards the development of the National Professional Standard for Principals in 2010. Based on these professional standards, vision and values, knowledge and understanding, personal qualities and social and interpersonal skills were among the top leadership requirements expected from all school leaders and principals. In addition, these standards are endorsed through the following five key professional practices: leading teaching and learning, developing self and others, leading improvement, bringing innovation and change, leading the management of the school, and engaging and working with the community (AITSL, 2011).

In the United Arab Emirates, the Abu Dhabi Education Council (ADEC) has unveiled a transformational reform for public schools in all three regions of Abu Dhabi, Al Ain and AlGharbia. This is in order to advance student performance and education quality according to international standards. By identifying education as a key to a progressive, competent, and dynamic society, ADEC has adopted professional standards to be applied by school leaders in these regions focusing on five essential domains: (1) leading strategically; (2) leading teaching and learning; (3) leading the organization; (4) leading people; and (5) leading the community (Peters, 2010). Additionally, each standard determines knowledge indicators and performance indicators which can be used to enlighten the practices of school leaders (ADEC, n.d.). Concurrently, ADEC has launched 'Qiyada' professional development in all three regions: Abu Dhabi, Al Ain, and Al Gharbia, presenting the key elements of ADEC's New School Model through monthly meetings and workshops to provide professional leadership preparation for principals and vice-principals of kindergarten and three cycles: Cycle 1 (Grades 1-5); Cycle 2 (Grades 6-9); and Cycle 3 (Grades 10-12). This is to provide the necessary skills and



competencies of the principals, as they are assumed to have a critical impact on the operations of educational institutions (Peters, 2010). Unquestionably, the current trend among educational institutions all over the world is leading towards making the principal a true instructional leader.

### **Problem Statement**

In developing countries, most of the principals are usually former teachers nominated to occupy higher positions primarily based on their seniority as opposed to their personal traits and competencies. Also, the reality is that principals often function under major limitations, having only scanty material supplies, operating funds, and staff development resources, which make instructional improvement difficult to achieve. In addition to these, principals are often overloaded with administrative tasks and accordingly, find it difficult to make time for instructional improvement (Bennis & Goldsmith, 1997; Cotton, 2003). Principals fulfilling instructional leadership roles are expected to create an environment geared towards teaching and learning, improving student performance, supervising teachers' work in instruction, supporting the use of the curriculum to ensure its relevance to the school, and ensuring that professional development programs help teachers improve their competence (Fullan, 2005; Goodwin et al., 2003).

In Abu Dhabi, the government has expressed its commitment to the development of school leadership in several areas. One of them is fostering opportunities and expectations to improve teaching and learning, which is challenging as it is a relatively new phenomenon in the UAE (Peters, 2010; Reddy, 2007). According to the Abu Dhabi Education Council (2010), public schools have been given the privilege to acquire benefits from a high quality and comprehensive improvement in the existing educational system. This is in line with the fact that the majority of the existing public schools in Abu Dhabi have expressed their aims to achieve a world-class standard of education and enhance the various educational opportunities made available to all

students and graduates. Nevertheless, amid all these efforts, there remains a need to explore whether Al Ain school principals acknowledge the need to transform the existing roles of principals to that of instructional leaders.

### **Research Questions**

In order to achieve the objectives which have been specified in the previous section, the following are the specific questions which the researcher wishes to answer through the data gathering and analysis which will be used upon the completion of the research:

1. To what extent do school principals in Al Ain practice instructional leadership?
2. Is there a statistical main effect of participants' gender on their views regarding the implementation of principals as instructional leaders in Al Ain schools?
3. How can the practice of instructional leadership of Al Ain principals be improved?

### **Objectives of the Study**

The main aim of the study is to identify the extent of instructional leadership practices in Al Ain government schools as perceived by teachers. In line with this primary objective, the following objectives that are expected to be achieved by the researcher at the end of this study will be as follows:

- Assess the current implementation of the instructional leadership for principals in Al Ain schools.
- Identify whether or not school principals differ in their practices of instructional leadership in term of gender.
- Provide recommendations for Al Ain school principals to develop their practices as instructional leaders.



### **Scope of Study**

The study was carried out within Al Ain government schools only under the auspices of the ADEC. The reason why teachers have been selected is primarily because they are the ones who are exposed to the practices of the principals, particularly the principals' roles in supervising, coordinating curriculum and driving professional development for teachers. Along with the questionnaire, interviews with Al Ain school principals from both genders took place to get a deeper understanding of what instructional practices exist and how principals bring these practices into action. The field study took place in Spring 2012/2013, and the results were based on the information gathered from the field.

### **Significance of the Study**

The significance of this study lies in the fact that Abu Dhabi is in need of excellent educational standards in order to provide effective support to its continuously growing economy. To achieve further success and be able to sustain such growth in the country, Abu Dhabi must train and equip its students and future leaders effectively through high quality education, which only the school leaders, such as teachers and principals, may provide (Abu Dhabi Education Council, 2010). Needless to say, the quality and excellence of future leaders of Abu Dhabi rests upon the existing educational leaders of various school institutions across the region. Therefore, to achieve this aim, it is necessary for the different educational institutions to help their school heads and principals shift to a new paradigm of leadership that embraces the principles of instructional leadership. In addition to improving the educational standards in Abu Dhabi, this study would also help raise awareness to all educational institutions in the country to follow the guideline and standards for school leadership set by ADEC. The guiding principles and standards enumerated in this study would certainly help various educational institutions in Abu Dhabi push for instructional leadership in their respective organizations.

## **Main Terminology**

**Leadership:** Leadership is defined as practice wherein one acts to influence others, and this in turn leads to a complete (Yukl, 2006).

**School Leadership:** Set in its social context, school leadership basically recapitulates the contemporary thinking about leadership in school settings and puts these thoughts forward in attaining institutional goals (O'Brien, Draper & Murphy, 2008).

**Instructional Leadership:** It is characterized as the actions and standards that principals or head teachers carry out in order to promote development in student learning. In practice, principals encourage educational attainment through considering instructional quality as the central point of the school (e-Lead, n. d.).

**Professional Standards:** The set of norms or codes of conduct that govern professional ethics and responsibilities (Association for Qualitative Research, n.d.).

## **Plan of Study**

The thesis comprises five chapters, which include the introduction, literature review, methodology, data analysis and conclusions.

The first section of the paper provides a background of the study, including presenting information about the problem of the study, research questions, aims and objectives of the study. It would provide additional overview on the concepts of school leadership.

Chapter two presents a comprehensive review on the concepts constituting the overall objectives of the paper. It is divided into sub-chapters which include a review on concepts of leadership, school leadership and professional standards. Then it highlights different past research and studies involving professional standards set out for principals in schools in Abu Dhabi as well as in schools from other parts in the world.

Chapter Three, Methodology, introduces details on the stages of the current research. It



presents information about the research design, data collection methodology, sources of data, sample method, reliability and validity procedures taken as well as the ethical considerations addressed during the study.

Chapter four, Data Analysis, presents the data and the evidence collected and organized, and it communicates these findings in a clear and interesting manner. It describes the methods used in analyzing the data.

Chapter five, Conclusions and Recommendations, provides a conclusion on the professional standards for principals as instructional leaders. It provides recommendations on how these professional standards are implemented in Al Ain schools.

## CHAPTER TWO

### THEORITICAL BACKGROUND

#### **Introduction**

This study aimed at identifying the extent of instructional leadership practices in Al Ain government schools as perceived by teachers. The purpose of the chapter is to introduce the reader to the changing role of the principal, as it examines the historical development of the principal's role, and the training of principals. It also defines the instructional leadership as well as principals as instructional leaders. The last part presents information about framing the school goals, supervising instruction, coordinating curriculum, principals monitoring student progress, and promoting professionalism in the United States and Abu Dhabi.

#### **The Changing Role of the Principal**

The role of the principal has been made more challenging over the years by the reality of constant change. In fact, the International Confederation of Principals (2013) regards change as something for which all principals must prepared. Change is embedded in any society and its institutions. Academic institutions take into consideration the issues that are relative to the shifts in the economy and the diversity in culture. These are deemed as the complexities that impact the educational institutions and the leaders as well. Hence, it has been suggested that these academic leaders must create access to a wide range of diverse information for the creation of efficient decisions. These decisions are deemed to foster quality education.

More importantly, these realizations require academic leaders, especially principals, to understand the possible changes that would affect their roles. This may pertain to both the internal and external factors that influence the changing role of the principal (Noe, 1998). These factors are often known to be politically, socially, economically, technologically and environmentally oriented. On a more important note, Noe's research has as well found out the

characteristics of an effective principal, which are assertive, dynamic, energetic, forceful, intelligent, people-oriented, predictable, and strong.

Research and studies underscore the reality that the principal's role is ever-changing. The main thrust of this section is to show the historical developments which have led to changes in this role.

### **Historical Development of the Principal's Role**

Hannigan (2008) has provided important details with regards to the history of the principal's role as undertaken from the material of Sebright-Smith (2004). As stated, it was from 1800 to 1850 that the duties and responsibilities of the principal were merely about keeping records and reports. This was primarily because of the school's small structure, and teachers during this era were not fully accommodated. The principal's function was to be the head teacher. From 1850 to 1900, the term "principal" was introduced for usage in the following years, although his or her roles kept evolving. It is undeniable that the educational setting and even the general society associated the principal with leadership.

Eventually, the principal's function became that of a school manager due to the growing population of students. In comparison with previous years, the period from 1900 to 1950 marked an increase in the principal's responsibilities. The managerial and school organization roles were retained though, and this was probably based on the assumption that there was a continued need for such responsibilities. Additionally, the principal was tasked to supervise instruction and staff development. He or she also became accountable for the school as well as community relations. The supervision of the instructional staff became the principal's duty because superintendents didn't have time for this (Hannigan, 2008 cited in Sebright-Smith, 2004).

Meanwhile, the principal's roles from 1950 to 1970 remained the same as those in the 1900's, although planning and establishing new schools was added. This increase in roles was the

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Meanwhile, the principal's roles from 1950 to 1970 remained the same as those in the 1900's, although planning and establishing new schools was added. This increase in roles was the



result of a huge Baby Boomer population. More and more classrooms were needed to accommodate this growing population.

Consequently, neither the principals nor the superintendents had sufficient time to concentrate on the development of the staff and instructional leadership. Then, the roles of the principal were again transformed next decade, from 1970 to 1980, with the implementation of several laws and to address some other legal issues. With landmark court cases such as *Brown v. Board of Education* and others, principals were increasingly tasked with looking after special education (Hannigan, 2008 cited in Sebright-Smith, 2004).

The last period recorded in Sebright-Smith's study (2004) was the 1980s, and it has been relevant up to the present time. The roles of the principal have changed significantly throughout the last eight decades; from school manager to overseer of the organization to community relations manager. Moreover, every decade has been ushered in with additional tasks, which has ultimately led to the role of principal as instructional leader. As instructional leaders, principals must also be ever-vigilant of regulatory and accountability issues.

### **Training of Principals**

Indeed, the roles of the principal are inevitably affected by change, and this has several implications for training and development. Thus, principals are still subjected to the tasks covered by the national education department's human resources programs. Moreover, these training modules represent the roles that school principals must carry out, and an exploration of its evolution further supports the historical development of their roles.

Hannigan's study (2008) has acquired several details from Murphy (1998) in tracing the evolution of the educational administrator's training and training programs, particularly in the 20<sup>th</sup> century. There are four time periods underscored in the principal's preparatory procedures for leadership, namely: the Ideological Era (1820-1899), the Prescriptive Era (1900-1946), the



Scientific Era (1900-1946), and the Dialectic Era (around 1986). As noted, the Ideological Era illustrated simplicity with the minimal existence of formal administrative training, which was said to be brought about by the view that "schools are simple organizations." Having such a perspective was based on the assumption that managing and organizing a school is not a difficult or challenging task. In addition, most of the school principals also believed in the idea that being a teacher is sufficient enough to handle the administrative office; they further believe that most of the school administrative responsibilities are learned on the job. Adding to this, Murphy (2008) has also emphasized that administrative training has concentrated on curriculum or instruction if formal education training has not been received. Furthermore, there is the claim that these administrators' informal education and training has centered on the aspects of character, ideology and philosophy, as developed by its association with the roles of the religious leaders.

Meanwhile, the Prescriptive Era introduced the requisition of formal education and training in the administrative position, which was then created in 125 schools that offered such programs. This occurred as the result of a need to train students to understand administrative functions and become future principals. However, the contents of the said course offering were mainly about the personal success stories of the administrators, experiences of the practicing and future administrators, speculations of the instructors and even folklore. But later on, the social sciences were used as depicted in the Scientific Era, specifically between 1947 and 1985. Murphy (2008) has further emphasized that this period was molded by the development of four events that changed the preparatory programs of educational administration: the National Conference of Professors of Educational Administration, the Cooperative Project in Educational Administration, the Committee for the Advancement of School Administration and the University Council for Educational Administration. Lastly, the Dialectic Era in 1986 came under severe criticism and attack, particularly for its preparatory programs. This resulted in the creation of new training

forms, accompanied by high expectations and increased study. Hence, demand on principals has fostered positive effects on the achievement of the students, which as cited from Lashway (2003), challenged the theories, practice and organization of the principal's leadership preparatory programs.

### **Instructional Leadership**

The evolving roles of the principal have emerged in the concept of instructional leadership. Phillips (1996) has provided good material that talked about the concepts of the shifting role of the principal, from manager-administrator to instructional leader. Phillips defined instructional leadership in its several distinct forms, one of which is the school manager or administrator, involving strict administrative duties. Phillips identified instructional leadership in its core roles, such as the set-up of clear objectives, allocation of instructional resources, management of curriculum, monitoring of lesson plans, and assessment of teachers. According to Flath (1989), instructional leadership is summarized in these actions or those that the principal actually undertakes, and at the same time those that are delegated to others. This even includes the promotion of student growth. Moreover, the instructional leader is said to regard the school's "instructional quality" as the topmost priority, which indeed leads to strongly making such vision into reality.

Along those same lines, Phillips (1996) has as well noted the shifts in the definition of instructional leader, especially in terms of teaching and learning, is concerned. Cited by DuFour (2002), Phillips also agrees with the attention that instruction has acquired particularly in terms of proposing the term "learning leader" over "instructional leader." For further support, the National Association of Elementary School Principals (2001) also provided a definition of instructional leadership in the role of "leading the learning communities." Having raised the subject of "learning communities" brings an explanation of the concept, which Phillips has presented

through staff development that works regularly. They decide on and solve the challenges that concern them and take time to contemplate their roles. This network also places high regard on becoming agents to solve the identified problems and undertake several tasks in order to do so. These include making adult learning a priority and at the same time, creating a continuous learning culture for them. Expectations on quality performance are also set that can aid in the acquisition of community support for the success of the learning institution.

### **Principals as Instructional Leaders**

The principal as an instructional leader is a challenging role. Bouchard et al. (2002) has identified several important facts and information with regards to the principal as an instructional leader, as presented through the Principals' Leadership Network (PLN) report. Using the Knowledge Loom website, data and information about the principal's role were described. The credibility of this data is based on the online tool's purpose and structure in facilitating the collaborative activities of the academic professionals and will consequently serve as a guide for improving teaching and learning.

Bouchard et al.'s findings (2002) have actually implied several important details about the instructional role of the principal. The acquired information indicated an agreement that the contemporary principal has several roles to play, which as well includes varying definitions; some were poor, while some have flourished with politics. Several principals were also stated to have perceived themselves as instructional leaders, although they acknowledge that an array of factors, such as accountability, legislation, staff training issues, union concerns, as well as budget and time constraints, are a constant challenge for them. Initially as well, the report has found that most of the instructional leader's roles have become very complex, while at the same acknowledging that most of them are actually classroom teachers. Also noteworthy is that the report materials highlighted that the majority of the principals seek to be perceived by the

community as "curriculum facilitators." This would also imply the need to work with the teachers and students, the state requirements and the community, in order to guarantee the "best educational opportunity for all" (Bouchard et al., 2002).

Looking at these concepts has indeed justified the challenges that principals have to face upon assuming the identity of an "instructional leader." Indeed, these challenges are somehow interlinked with its evolution, considering that their duties and responsibilities are becoming perplexing. According to Aste (2009), five basic, all-encompassing factors should be executed by an instructional leader as follows:

- **Define mission:** a mission is the purpose being communicated by the instructional leader to all the relevant stakeholders involved.
- **Supervise teaching:** The instructional leader must properly perform the "supervisory role" as well as provide enough opportunities for the teachers to hone or develop their necessary skills to further enhance student learning.
- **Manage instruction and curriculum:** The instructional leaders must be able to provide proper direction and accurate information to the teachers with regard to the right instructional methods to apply. These leaders must also be actively involved as well as become increasingly supportive of the development of the curriculum.
- **Monitor the progress of students:** The instructional leader must clarify that the interpretation and testing process as well as the productive responses expected from are carefully monitored.
- **Promote instructional climate:** The instructional leader must also be able to create an atmosphere of educational excitement that channels the positive energies of both teachers and students when it comes to learning.

The above mentioned are some of the most important activities that needed to be adopted and executed by an instructional leader; however, merely engaging in these behaviors is not enough if the instructional leader fails to influence the teachers and students' behaviors. As such, it is critical for the instructional leader to execute these activities in a manner that leads to student achievement as well as a more effective manner of instruction among teachers (Aste, 2009; Glanz, Shulman & Sullivan, 2007).

### **The Principal as Instructional Leader: Framing the School Goals**

One of the important activities that a principal must undertake is planning or framing the goals of the school. This is even noted in the required skills of the instructional leader, as showcased in Phillips' (1996) material, wherein the planning skills are noted to begin with the identification of the clear objectives and vision. This is also accompanied by the principal's deep understanding of the concepts of human learning. Enueme and Egwunyenga (2008) also emphasized that learning is the ultimate goal of schooling, although the teachers' performance plays a huge factor in the things that they will learn. At one point, this performance is noted to be dependent or attributed to several factors that the instructional leader, who is the principal, must look into, when establishing goals for the school.

Based on a study conducted in 1996, which concerned the most important mediating factors in instructional leadership, establishing school goals is the top priority of most principals. It appears from various studies of instructional leadership that the clear establishment of school goals is critical in achieving successful instructional leadership. It was noted in the same study that maintaining an effective and clearly stated school-wide purpose and mission is important based on various empirical sources. For one thing, such findings were directly supported by a 2007 research study conducted on the comparison between instructional and transformational leadership. This particular study identified the different leadership dimensions that created the

greatest impact on the students. It basically included the following: establishing expectations and goals, strategic resourcing and planning; evaluating and coordinating teaching curriculum; participating and promoting teacher learning and development; and lastly, and ensuring a supportive and orderly environment (Lyons, 2010).

The same study defined the concept of 'establishing goals' as that which involves the act of setting, communicating and monitoring the different learning goals, expectations and standards. It also includes the involvement of staff and other people in the process in order to ensure that there is consensus and clarity about the goals. It was also identified in the same study that there are two basic objectives in achieving organizational effectiveness. The first one is helping the organization establish a defensible set of objectives that leads to one direction as well as influencing the different members to move in that particular direction. The same summary also points out that all leadership practices anchored in achieving one specific direction accounts for the greatest proportion in a leader's impact. Thus, according to Lyons (2010), these leadership practices include articulating and identifying a vision, encouraging the group's acceptance on set goals as well as creating expectations on high performances.

In 2003, the authors Brown and Anfara conducted a specific qualitative case study which involved 98 mid-level principals, 44 of which have been interviewed. Basically, this study aimed at exploring the significance of visionary leadership, particularly, the strategies applied by principals when it comes to the implementation of reforms school-wide. Thus, the primary focus of the study was that of forming vision and transforming them into reality (Lyons, 2010).

In the same study, the concept of visionary leadership was defined as "the capacity to communicate and create a specific view concerning the desired state of affairs which clarifies the present situation and encourages commitment to a better future." It was concluded that ultimately, it is important for an organization to have a vision of what tools it must use, and how



it must use such tools in order to ensure school success. It was further emphasized in the study that the act of sharing vision should be included as one of the most important practices in exemplary leadership.

In addition, the Center for Comprehensive School Reform and Improvement (2013) has presented a recommendation that the principal as an instructional leader must be able to set clear directions, together with his or her staff, in order to create the greatest impact. Hence, a shared understanding about the organization is said to give essential grounds for the "sense of vision or purpose," which would as well enable the staff members to recognize their identity in their profession. It has also been suggested that school improvement plans can serve as a means of setting direction. This is indeed an important aspect as schools could not actually progress or move forward without goals or a focus to set upon. Thus, the goals that principals must frame play an important role in the future undertaking of the school.

### **The Principal as Instructional Leader: Supervising Instruction**

The principal as an instructional leader also focuses on the quality of the school instruction, as emphasized by Mendels (2012). The author has additionally presented the words that are worth quoting from the Wallace Foundation, the research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone (56).

This would mean that principals as instructional leaders actually make time to be in classrooms and not just in their offices, in a desire to evaluate instruction. This is said to be highly applicable in the case of secondary and primary education, wherein principals are not deemed to be experts in all academic subjects, but they become tasked with ensuring that qualified teachers are hired. Principals as instructional leaders also work thoroughly in observing

the dynamics of classroom instruction, and they discuss them with the teachers. This would indeed be of great value in supervising and improving instruction (Mendels, 2012).

According to the definition provided by Okafor (n.d.) with regard to the Clinical Supervision Model, the model itself is actually based on the willing and vision-directed participation of two fundamentally equal people in which they move forward to share and achieve a common call and purpose. These two people are the supervisor and the teacher who, despite being different in terms of functionality, are aiming for the same vision, goals and direction. Both the teacher and the supervisor are responsible for performing specific functions in school administration.

The Clinical Supervision Model is comprised of four progressive phases, which may be modified to fit the unique needs and situations of the teachers and supervisors. According to Okafor (n. d.), these stages include the following:

- 1. Pre-observation conference:** This phase is basically concerned with the type of data or information that will be gathered or recorded. It essentially questions the movement patterns and behaviors of the teachers and students. In this phase, the task of the clinical supervisor is to learn, understand and jot down the teachers' lesson for the day by means of probing, asking questions, and clarifying information. This is not intended to embarrass the teacher, but rather to clarify certain concepts presented in the lesson which might be ambiguous to students. Meanwhile, the task of the teacher during this phase is to rehearse the lessons and orally deliver them, specifying clearly the main content and purpose of the lesson, including what the students must do to meet the expectations of the teachers.
- 2. Classroom observation:** During this phase, the primary purpose is to observe and capture accurately the so-called "realities" of the lesson being delivered by the teacher as they happen. This observation must be done in a manner that is comprehensive, objective, and that



best fits the students. In this phase, the task of the teacher, on the other hand, is to teach the lesson well. In executing the observation process, it is important to take note of the means and methods by which the record-taking process is being conducted. It can be through any of the following:

- *Verbatim recording*: This involves recording everything in detail in a precise and accurate manner
- *Specific (selective) verbatim*: This involves the process of selecting and recording only specific areas deemed important by the supervisor
- *General observation*: This involves the process of selecting areas that the supervisor will be focusing on during the observation
- *Video-taping*: This involves the technique of videotaping either an entire lesson or specific parts of the lesson
- *Audio-taping*: This basically involves the responses of both students and teachers who are being recorded by the supervisor as agreed upon prior to the start of the lesson.

**3. Analysis and strategy session:** During this phase, the task of the teacher is to figure out what the data mean and help the supervisor make sense of it. In comparison, the task of the clinical supervisor is to make sense of the data as well as develop the main strategic plan for the conference. Among the questions to be considered at this phase are the following: which patterns are evident from the data? Are there any turning points or critical incidents that are evident? What specific strengths did the teacher(s) show? Were there any successful techniques applied by the teacher? Were there any lesson concerns? What patterns, events, and concerns are very important to address? What patterns, events, and concerns may be addressed within the given time? How must the conference begin or end? (Okafor, n. d.).

4. **Conference stage:** This stage is among the most important stages in the entire Clinical Supervision Model. In this phase, the task of the teacher is to examine and evaluate his or her own teaching methods and view them with an open mind, as well as plan for the succeeding lessons he or she will conduct. The task of the clinical supervisor is to build upon and clarify the initial understanding of the teacher concerning the events and behaviors which occurred within the classroom setting. Among the questions to be considered in this stage are the following: What specific critical incidents and patterns must be seen as evident from the data? What should be the relationship between the events as well as student learning? Were there any clearly seen unintended or unanticipated outcomes? What must the teacher do differently, at least for the successive class meetings?

The supposed final stage in the Clinical Supervision Model is the post-conference observation. This phase is considered as the most judgmental stage of the previously mentioned four stages. This is also the phase wherein both the supervisor and the teacher meet together and discuss the observations as well as the data analysis in relation to the objectives of the teacher. If the data will be collected as well as presented in this manner, then there is a greater possibility that the teacher will utilize the data to evaluate his or her own classroom performance and teaching methods.

Hence, this stage includes the act of furnishing the teachers with the necessary feedback based on the observation conducted. Based on empirical studies, it appears that the teachers who receive the most feedback are the ones who are most likely to make the necessary adjustments and achieve satisfaction when it comes to teaching. Receiving feedback derived from trustworthy data also drives teachers to improve their current teaching performance and techniques, especially when the one giving feedback is someone with whom the teacher has established a sense of trust (Okafor, n. d.).

In a different study conducted by Glanz, Shulman and Sullivan (2007), the focus was on reporting the findings of the three-part study conducted with regard to the instructional supervision status in selected public schools in New York. The researchers made use of interviews and survey questionnaires to conduct the study. They found out that educational reform has some serious consequences for instructional supervision. The results basically revealed that the principals in these schools failed to undertake meaningful and continuous supervision since they were pre-occupied with their many non-instructional duties.

The findings revealed that supervision as a role is often relegated to other people, particularly the so-called "instructional coaches," who are unfortunately not trained in performing supervision. As a result, when supervisory roles are given to coaches who do not possess organizational authority, this will lead to ineffectiveness in ensuring quality teaching. Moreover, the researchers arrived at the conclusion that the teachers considered supervision as evaluative and perfunctory. The study also highlighted that the centralized system of schooling with the prescribed curricula actually added more responsibilities for the supervisors and at the same time, instituted new definitions of accountability. This definition of accountability essentially holds the principals responsible for increasing student achievement as well as transforming instructional supervision in monitoring function (Glanz et al., 2007).

This study went on to include summaries of important findings derived from in-depth methodologies aimed at uncovering the relationship between student achievement and supervisory practice. Among the research questions that this study answered are: What does "supervision" look like in an effective school? How do the supervisors work to effectively influence the behavior of teachers and promote student learning? What impact does successful supervision have on student achievement? What may be learned from the case studies, which might inform about the practice of supervision in other schools?

In summary, the findings of the study indicated that supervision is central in promoting a school-wide instructional program that effectively reinforces student achievement. Supervision must be targeted and purposeful in order for it to be effective, and it is necessary for a principal's leadership to encompass supervision and ensure that student achievement is always a priority of the school. Moreover, the leadership of principals must also establish a culture of teacher collaboration and empowerment. The study proposed that continued investigation must be conducted by future researchers with a focus on the connection between student achievement and supervision (Glanz et al., 2007).

Moreover, the concept of a principal as an instructional leader also implies a huge need for students who are categorized as "at risk." This refers to the instructional method support that principals offer teachers, as well as the revisions of these instructional materials and approaches. Alongside this, principals are in charge of resource and material allocation, while at the same time, giving feedback on the best-used instructional methods and techniques. Lastly, principals use any data and feedback acquired to serve as input for staff development activities and reinforcing the instructional skills of teachers (SEDL, 2013).

### **The Principal as Instructional Leader: Coordinating Curriculum**

Assigning the role of instructional leader to principals gives high priority to several aspects where curriculum is concerned. Most of these are initially presented by Bottoms (2001), wherein school leaders are expected to understand the big ideas that will be included in the curriculum for teaching. Principals do not necessarily need to be experts, although they must be sufficiently knowledgeable of the curriculum in order to assess the lessons that are taught to students. Adding to this as well is the need to understand the skills that students must be equipped with and whether or not they are learning these. Principals must also look into the national and state standards of the academic courses, which include elective fields, in order to assist teachers

with identifying the most essential standards. Moreover, they must help teachers in determining the concepts and material that students should learn in great depth.

In a study of curriculum, Hopkins (2000) emphasized that part of the critical roles of an instructional leader, along with defining school mission and promoting a positive school climate, is that of managing the overall instructional program of the school. There is an abundance of empirical evidence which proves that the role of the principal is crucial when it comes to managing the overall instructional program of the school, specifically the curriculum of the school which is strongly related to the student outcomes (Hopkins, 2000).

Along these lines, it was concluded in the study that curriculum and teaching programs of schools, if they are effectively managed and administered by school principals, may have significant impact on the student outcomes and the level of student learning. This assertion was proven by numerous studies pointing to the fact that well-developed models of curriculum and teaching generate high levels of student learning. Another assertion is the empirical support from various studies which concludes that the most effective curriculum and teaching patterns encourage students to effectively drive and construct new knowledge, ultimately resulting in a significant increase in the students' capacity to work smarter and learn more. It was likewise shown in the study that the true models of teaching are the "models of learning." As students are able to successfully acquire ideas, information, values, skills and new ways of thinking, they also learn (Hopkins, 2000).

Further review of the literature shows that curriculum has been regarded as one of the three areas of educational knowledge, together with instruction and assessment. This is underscored by Phillips (1996), wherein principals, in terms of curriculum, are required to know its changing concepts, conflicts, curriculum improvement and assessment, curricular sources, fragmentation, knowledge specialization, beliefs and educational philosophies. More than these,

the principals as the instructional leaders must seek the best curriculum for teaching.

### **The Principal as Instructional Leader: Monitoring Student Progress**

One of the important goals of any academic institution is the success of its students in any of their present and future undertakings. Indeed, monitoring the progress of students becomes an important task, which is not only the main concern of teachers in the classrooms, but also of principals in their instructional role. Lunenberg (2010) concludes that the "principal's primary responsibility is to promote the learning and success of all students" (p.5). This assumption adds to the instructional role of the principal as being crucial in the overall effectiveness of the school, prior to the formation of initiatives and improvement reforms. Lunenberg has similarly suggested that this function is attainable through the principal's focus on collaboration, encouragement and learning of the students through the use of data. Fundamentally, the information is composed of interconnected details that seek to improve learning, align curriculum, evaluation, and instruction, and provide support.

According to Chappellear (2012), the research studies carried out on school leadership have revealed some interesting and consistent patterns which include the following: careful, frequent monitoring of student progress, the monitoring of behaviors of principals, and the degree by which principals ensure student progress.

A study done by Hallinger & Murphy (1985) specified that there are six principal behaviors that are in line with monitoring student progress. Among these key behaviors of principal are the following (Chappellear, 2012):

#### **1. Meet individually with teachers to discuss student progress:**

Many pieces of literature point to the assertion that the most effective schools are the ones which have teachers and principals monitoring the progress of their students. This was supported by the studies conducted by Cotton (2003), Blasé and Blasé (1999)



and Edmonds (1979), which concluded that essential in school leadership is the teachers' act of tracking their students' learning and discussing it with them (Chappelear, 2012). The same study revealed that the practices of high-impact and low-impact schools all boil down to five key factors: the school support, academic core, support for the teachers and students, and organizing instruction.

**2. Discuss academic performance results with the faculty to identify curricular strengths and weakness:**

According to Chappelear (2012), discussing academic results with the students may take on many forms which include examining lesson plans, looking at student work, and conducting walk-throughs. In a study conducted by Robinson (2007), the author emphasized that a crucial part of school leadership is the principal's act of taking a direct role in coordinating the curriculum of the school. In addition, principals must lead the progressive development of the teachers' objectives across various grade levels. Examining school curricula should be at the forefront of the primary responsibilities and roles of school principals as this forms part of an effective school leadership.

**3. Use tests and other performance measures to assess progress toward school goals:**

Whether it is the use of student test data, assessment information analysis, or utilizing other performance measures, it is important to emphasize that academically effective schools apply these techniques in order to ensure the high outcomes in the academic performance of their students Chappelear (2012). This was attested to in various research studies carried out by Leithwood, et al. (2004), Robinson (2007) and the Education Trust (2005) ( as cited in Chappelear, 2012).

**4. Inform teachers of the school's performance results in written form:**

In the study of Hallinger and Murphy (1985), it was shown that effective instructional leadership must include the presentation of written reports containing student assessment in a timely manner. According to Robinson (2007), examining data school-wide and led by principals is linked with student achievement. Also, communicating data about test scores is linked with student performance (Chappelear, 2012).

**5. Inform students of the school's academic progress:**

Studies revealed that the principals who are able to maintain a student-centered approach when it comes to school leadership are the ones perceived by supervisors and teachers alike as the strongest leaders. In addition, in a study undertaken by Hamilton (2009), it was observed that providing specific instructions to students with regard to how they can utilize achievement data may lead to positive academic motivation (Chappelear, 2012).

**6. Importance of data utilization by the school principal:**

A large body of literature suggests that the role of the school principal is to establish the means and methods by which educators can interpret their data, and how they can respond to such data. Part of the instructional leadership role of the principals is to inform and make educators understand the data they have been given and make the necessary adjustments in their teaching methodologies and techniques, accordingly. In Mason's research (2002), it was determined that strong leadership must be able to support data use and must enable the creation of a school environment which accepts the importance of using data as a means to build knowledge and solve problems. It was further argued by other studies that data use must also be utilized for the purpose of establishing teacher leadership and building collaborative conversations (Chappelear,



2012).

### **The Principal as Instructional Leader: Promoting Professional Development**

The principal as an instructional leader also has important responsibilities towards the development of professional development. Enueme and Egwunyenga (2008) have concluded that, based on the results of their research, the job performance of teachers is positively interconnected with the instructional role of principals. Prior to this, it has been definitively stated that principals "promote the professional development of teachers" (Enueme & Egwunyenga, 2008, p.16). These conclusions imply that there's a need for teachers to take part in various staff development programs in order to update their knowledge constantly. There are as well important frameworks and standards in every state that need to be considered by the principals.

In the article written by Harwell (2003), it was emphasized that the problem with teachers today is that they continue doing what they have always done. Needless to say, they always get the same result as before, and there are no improvements at all in terms of their performance and professional development. In order to address this concern, the author suggested implementing the so-called "high-quality teacher professional development". When teachers have been given the opportunity to learn new strategies as a result of their immersion in high quality professional development, then chances are that their teaching methods will meet the rigorous standards expected in every classroom (Harwell, 2003).

Nevertheless, if reforming education has the goal of improving the level of student performance by means of adopting significant changes in teaching practices, then such changes may only happen through high-quality professional development. But the question is: What is high-quality professional development? What are its characteristics? And how does professional development happen within the context of improving teaching methods and practices? According to Harwell (2003), the first characteristic of high-quality professional development is that it only

thrives on contexts and settings which support it.

Secondly, high-quality professional development may only be made possible when the context in which it happens is conducive to the possible changes that the professional development may bring about. This means that the teachers must be willing to embrace the possible changes that may occur through professional development, regardless of whether or not these contradict their personal beliefs as teachers. The third characteristic of effective high-quality professional development is that it has a strong content. This strong content must be well-planned and focused on a long-term strategy (Harwell, 2003).

In order for professional development to be effective, it should be based on instructional and curricular strategies that may significantly affect student learning and influence the students' ability to learn. The key characteristics of professional development include the following: it deepens the knowledge of teachers on the subjects, it sharpens the teaching skills of teachers, it enables teachers to keep up with the developments in the field, it generates and contributes additional knowledge to the profession, and it increases the ability of students to monitor their work (Harwell, 2003).

There was one recent study by Blank and de las Alas (2009) which provided evidence of the effects of professional development on improving student learning and enhancing the teaching performance of Math and Science teachers. This meta-analysis study revealed that the teachers' professional development had positive effects on the teaching outcomes of the teachers involved in the study as manifested in the academic performance of their K-12 students in Mathematics and Science. The study showed strongly that indeed, teacher professional development in Science and Math does create significant positive effects in the level of student achievement.

## **Framing the School Goals in the United States and Abu Dhabi**

Education has always played an integral part of society in the United States; nonetheless, when it comes to the process of establishing the system of education, there are important aspects to consider. The United States has been very concerned about education, and so the country has related its school system with other significant factors. As a matter of fact, education has become the central focus of the "culture wars." In connection with this, education in United States has always been very much influenced by these factors since they create a huge impact on the educational system of the country. One of these influences is society, which has been very much interconnected with education. It influences and engenders the way students and school personnel perform in strengthening the system in the country (Waite, 2007).

The American educational system is comprised of overlying frames that do not just primarily center on the improvement of the system itself. These frames also involve other major stakeholders that in one way or another have a strong impact. Among these frames include youth development and employment; youth development is directed toward the students while employment is directed toward the employees of the schools, namely the teachers (Ark, 2011).

In comparison with American education, the Abu Dhabi Educational Council (ADEC) has provided other ways of framing the schools in the city. With the leadership of the principal, ADEC believes that any particular school will be able to wholly attain a high-quality standard of education. More than that, the school will be able to achieve its goals and objectives. Undoubtedly, the principal must be able to channel all people involved in the process of developing the entire school, such as the teachers, given that the principal is the leader of the institution. Through the effective leadership style of the principal, excellence and competence will be bolstered. Furthermore, the principal has several roles and responsibilities, and if he or she is able to do them successfully, then the process of framing the school will be a success as

well (ADEC, 2010).

### **Supervising Instruction in the United States and Abu Dhabi**

Supervision has been a vital aspect in the field of education. In line with this, the primary purpose of having a "school supervision system" is to supervise *"the quality of education."* The process of supervising schools involves a close monitoring of the teachers as well. It is already an assumption that this monitoring will result in positive outcomes to the schools. For instance, an improvement in their quality and at the same time, an improvement on the work performance of their teachers and other school personnel are some of these positive outcomes. In the past, supervision had a negative implication, most particularly in the 1970s. Nevertheless, there has been a renewed interest in the re-emergence of school supervision due to several reasons. One reason is the perception that the quality of education has become weak. In the present time, it is strongly suggested to regain the adherence of school supervision to materialize the quality of education in its entirety (UNESCO, 2007).

Indeed, supervision is an essential element to promote quality monitoring. UNESCO (2007) defined monitoring as "an internal management process of continuous control of inputs, processes and outputs in order to identify the strengths and weaknesses, formulate practical proposals for action to be taken, and take the necessary steps to reach the expected results," (8). In addition, it can be assessed how important it is for the schools to encourage constant and consistent supervision and monitoring. Indeed, monitoring is the next phase after supervision. This process involves three significant activities: collection of information, information analysis, and action. In collecting information, there must be a step-by-step procedure in order to ensure an organized way of doing information analysis. The latter involves two significant reference bases; indicators and standards. Indicators are basically the products of the observation conducted while standards are the bases of making judgments with regards to the indicators. The last activity,

action, involves the necessary measure in order to either correct or maintain any certain methods of the educational system of the school (UNESCO, 2007).

ADEC has also identified that one of the key roles and responsibilities of a principal is to conduct supervision in order to ensure that the policies of the school as well as its mission, vision, and goals are rightfully adhered to by the students and the teachers. In order for the school to attain due success, there must be regular monitoring in order to ensure that all the necessary actions and rules are upheld. However, this process must be done collaboratively so that at the end, the results will be fair and positive (ADEC, 2010).

### **Coordinating Curriculum in the United States and Abu Dhabi**

The educational curriculum in United States is of varied forms, depending on the state. This means that each state has its own individual curriculum, which basically addresses certain education processes and directs an overall improvement on the quality of education. Lately, however, there have been reports of some attempts to promote a national curriculum. In fact, the Department of Education has already undertaken the initiative to establish a "National Curriculum and National Assessments Based on National Standards" (National Curriculum, 2013).

Similarly, in the United Arab Emirates, specifically in Abu Dhabi, they are now preparing a new curriculum. The new educational curriculum entails only seven mandatory subjects, out of the original 13. It will also provide a vocational stream for those students in grades 10, 11 and 12 who are not academically inclined. The new curriculum being established in the country will eliminate the old curriculum, which entailed a "two-stream approach" (Ahmed, 2011). Nevertheless, there have been various reports that the new curriculum has not been able to bring about changes in some children. Although the reforms included in the curriculum have cost up to 400 million dirham, the students still perform poorly in school, most especially in the areas of

math, science and reading and writing (Ahmed, Education conference raises UAE national curriculum 'concerns', 2011).

If we compare the roles of the principal in United States with that in Abu Dhabi, there are hardly any differences at all. In both places, principals are considered the top leaders of the schools, and their responsibilities are bigger and more extensive. In Abu Dhabi, the principal assumes a variety of responsibilities. Apart from upholding the school's policies and ensuring the success of the students, the principal also needs to carefully evaluate the employees of the schools, including teachers and other personnel. ADEC has clearly emphasized that collaboration is very much needed in the school, and that it is not realistic for the principal alone to do all the work. It is also important that the teachers as well as the students do their jobs. The success of the whole institution does not just depend on how well the principal leads his or her school. The teachers and students must also contribute to the betterment of the school (ADEC, 2010).

### **Principals Monitoring Student Progress in the United States and Abu Dhabi**

Without question, principals have numerous responsibilities. One of these is to take part in the process of monitoring the progress of the students in school, their performance as well as their achievements. Although the role of the principals is broad, it can also involve responsibilities as specific as this. As a matter of fact, the Interstate School Leaders Licensure Consortium (ISLLC) has classified the role of the principals to monitor student progress "*as a key function of school leaders.*" It is a very important aspect that will help enhance the school's educational system (Sulzberger, 2008).

One of the few things the principal can do to monitor the progress of the students is to construct an "*instructional decision-making*" that entails a consistent development of the school as a whole. The principal can also establish a data team that would be responsible for collecting and organizing data. Moreover, the principal can also engender collaborative structures. Indeed,



the principal should play a huge part in supervising the performance of the students, considering that he or she is the leader of the institution. In that way, the principal will be able to assess whether or not to undertake an action that is deemed to be helpful to the school (Sulzberger, 2008).

In connection with this, ADEC has also mentioned the role of the principal in monitoring the progress of the students. The principal should be sensitive to the needs of the students as well as those of the teachers in order to promote better teaching. Furthermore, the principal also needs to encourage the students to participate in various activities, both academic and non-academic. Recognition of the students' achievements has been shown to be one of the best ways to motivate the students to pursue academic excellence. Furthermore, the principal must also learn to inculcate this culture of excellence to the students so that they will become well-rounded individuals (ADEC, 2010).

### **Promoting Professionalism in the United States and Abu Dhabi**

School institutions must empower the spirit of professionalism within. They must give due consideration to school employees as well as the school teachers and other personnel. Some reports have shown that those who work with children, namely teachers, tend to face certain challenges with regards to professional development, so professionalism must be strengthened in schools. Still other accounts underscore the connection between performance and professional development in students. This is to say that, in order to further improve the performance of the pupils, the school must first build a strong relation with the teachers. As a matter of fact, a strong professional development of the staff will then result in the overall development of the students and at the same time, of the school. To reinforce this, there must be a strong support from the institution itself, most especially from the principal. Furthermore, there must be continuous staff education, training and certification. In that way, the entire school workforce will be empowered,

thus sustaining the development of the school as a whole (Weiss, 2005).

Professionalism is of great importance in Abu Dhabi. ADEC has placed great importance on the comprehensive development of teachers. This development is a means of instilling professionalism within the institution. It is very important that the school has a high regard for its employees since they form part of the school's best assets. Without the employees, the school would not be able to achieve success. All in all, the school is an environment in which employees can and should flourish (ADEC, 2010).

## CHAPTER THREE

### RESEARCH METHODOLOGY

The assessment of teachers, supervision of lesson plans, curriculum management, and allocation of instructional resources are what defines instructional leadership, according to (Philipps, 1996). As mentioned in the previous chapter, the growth in terms of knowledge and expertise in teaching can be improved by the various styles of instructional leadership that will help teachers be promoted. Principal must possess expertise in leadership. They must act as ideal instructional leaders, for they have a huge impact on student and teacher achievement. If the role of principals as instructional leaders is considered to be a critical factor for ensuring a school's success, then this necessitates reflecting on how this role is carried out in their practices. This study aims to investigate the following:

- To what extent school principals in Al Ain practice instructional leadership.
- Whether or not principals in Al Ain schools differ in their practices of instructional leadership in terms of gender.
- The improvement of instructional leadership practice in Al Ain schools.

In this chapter, research design, the target population, sampling, instrument, validity and reliability, procedure, ethical considerations, and the limitations of the study will be discussed.

#### Research Design

In this research, a mixed method research design was used to investigate the research questions. This study employs two basic types of research methods: the quantitative and qualitative research. These methods are deemed to be helpful in the process of having a clear and in-depth understanding of the practices of instructional leadership of principals in Al Ain schools.

##### a. Quantitative

Quantitative Analysis refers to an empirical study of the whole research. This includes

different methods in sampling techniques, and the data gathered can be expressed in numbers. In this research, a questionnaire was developed in order to quantify the responses of the sample. The sample is the teachers who are, more than anyone else, able to judge principals' behaviors since they are involved in most activities in the school, particularly the ones associated with instructional leadership roles. In this case, they are asked to assess the extent to which the principals are implementing the instructional leadership roles.

The data collected from the survey is represented in numbers using base mathematical methods, and it will then be analyzed. There are different types of quantitative research, including survey research, correlational research, experimental research, and causal-comparative research. These types are different from each, with each one having its own distinct characteristics. In this research, the Likert scale will be employed.

Quantitative Research has its own unique significance, for it yields more reliable data to support the objectives and conclusions. Moreover, since it is quantitative, the use of statistics can be used in order to generalize the findings. Quite often, it reduces complex problems to a limited number of variables and looks at relationships between numbers to establish an effect in highly controlled circumstances. Furthermore, quantitative research assumes that the sample represents the population. Lastly, as compared to qualitative data, quantitative research is less detailed.

#### **b. Qualitative**

Key (1997) defined qualitative research as a generic term in investigating methodologies described as naturalistic, anthropological, field or participant observer research. Open-ended questions are employed, which elicit detailed data and direct quotations. Interviews play a crucial role in this type of research, and this is what makes it different from quantitative research. The key goal of qualitative analysis is that it seeks to interpret people's responses. Qualitative Analysis is holistic, and it attempts to paint a complete picture. The validity of the data comes

from the depth and detail with which things are described. To sum up, the strength of qualitative analysis lies in the fact that it provides comprehensive information about the research and understanding of the whole situation. In this study, the researcher had the opportunity to do a face-to-face interview with four principals.

### Target Population and Sampling

The target population of this study was teachers from Al Ain public schools in the United Arab Emirates (UAE). Those teachers were under their school principal's instructional leadership, and their principals were experienced in these roles. The total number of teachers was 2972 that included 1062 male teachers and 1910 female teachers. Additionally, those teachers differ in terms of age, nationality, years of experience, grade level, and qualifications.

*Table 1 Distribution of Al Ain Schools*

	All male schools	All female schools	All male teachers	All female teachers	Sample selected by 25% M	Sample selected by 20% F
Cycle 1	4	25	138	925	34	185
Cycle 2	8	10	359	390	89	78
Cycle 3	5	6	273	380	67	76
Cycle 1, 2, 3	6	3	292	215	72	43
Total	23	44	1062	1910	262	382

In cycle one as shown in the above table, for example, the selected male participants were 25% of the total number of the male teachers whereas 20% were selected for female teachers since the latter predominated the position except for cycle 1, 2, 3. The researcher used this method with all cycles in order to get the representative number. It was found that 644 teachers would be an appropriate sample for this study. The researcher also selected the whole cycle of schools inside the city, from one, two, three, and so forth, excluding 2 schools, which did not have

permanent, established principals this year. Then, more than 35 questionnaires were distributed to each school because perhaps not all who were targeted would complete them. Whichever teachers were able and willing to participate were included in the research. Again, for the purposes of this study, the researcher used convenience sampling due to its advantage – based on whoever is available or whoever volunteers to participate in the study. As Gay pointed out, research is sometimes limited by the process of including whoever happens to be available at the time (Gay et al., 2009).

### **Instrument**

In this quantitative analysis research, the questionnaire was designed by the researcher based on themes generated from literature review. It was used in the data collection, as were the interviews for the qualitative part.

#### **a. The Questionnaire**

The questionnaire was divided into three parts: demographic information, questionnaire items, and open-ended questions. Part one included: (a) gender (male, female), (b) degree (diploma, bachelor's, higher studies), (c) years of experience (1-5, 6-10, more than 10), (d) gender of the principal (male, female) (e) school cycle, (f) primary subjects teaching (Arabic, Islamic Studies, English, Science, Social Studies, Art, Special Education, and others.)

In the second section, the researcher used (37) thirty-seven structured items on a 5-point Likert scale, ranging from “0” = Almost Never, “1” = Seldom, “2” = Sometimes, “3” = Frequently, and “4” = Almost Always. The statements were derived from literature reviewed in chapter two that dealt with framing the school goals, supervision and evaluation, coordinating the curriculum, monitoring students' progress and supporting professional development.

The third section contains the open-ended questions, which are: (1) what other roles performed by the school principal as instructional leader are not mentioned in the questionnaire?



(2) What most important suggestions that help to improve the performance of the principal as an instructional leader?

**b. Validity**

The questionnaire items were derived and developed from the literature review as the first step to ensure validity. One Arabic teacher revised the Arabic version and one American professor of English revised the English version. For the content validity, four professors from the College of Education revised and checked the content validity to make sure each item was relevant to each practice. The questionnaire was modified according to their feedback. Five teachers from the targeted sample were invited to participate in the questionnaire to check and review whether the items were clear to them. Some minor changes were made based on their feedback.

**c. Reliability**

Fifty participants were involved in the pilot tests, which were conducted to gauge the reliability of the questionnaire before distributing it to all the participants involved in the study. Reliability determines the degree to which a test constantly measures whatever it measures. A reliable questionnaire is one, which would yield the same responses, even if administered by a different person or at a different time. The more reliable a questionnaire, the more assurance there is that answers would remain consistent (Gay et al., 2009). Cronbach's alpha for the pilot test questionnaire was 0.93, and the Cronbach's alpha for the overall questionnaire was 0.90, both of which are indicative of strong reliability.

**d. Interview**

Many principals refused to be interviewed since almost all schools had already been scrutinized by ADEC's inspectors. Therefore, only four principals of different genders, ages, years of experience, and educational backgrounds were interviewed. Each interview was divided

into two parts: an introduction and then the follow-up questions. These interviews revealed whether or not the principals are aware of their own instructional practices, pinpointed the existing roles of principals with regard to their instruction, and determined if there are differences in the implementation among the principals gender (see the interview questions in Appendix 6).

The overview of the participants is presented on the table below:

*Table 2 Overview of the Interviewees*

	Gender	Nationality	Qualification	Cycle	Experience as a Principal	Aspiration
P1	Male	Emirati	Bachelor	1, 2, 3	14	Retirement
P2	Male	Emirati	Bachelor	1	12	Cluster Manager
P3	Female	Emirati	MA	1	15	Cluster Manager
P4	Female	Emirati	MA	1	13	PhD & Cluster Manager

The first column shows the order of the principals. For instance, P1 refers to the principal number 1. All the participants involved in this interview have undeniably and actively participated in order to provide the researcher with the adequate and appropriate information and data.

**e. Trustworthiness**

A few of the interviewed principals seemed to think that their participation in the interviews might be to their own peril. The researcher worked hard to earn their trust through a number of strategies: using clear and unbiased open-ended questions; (2) avoiding leading questions; (3) listening more than talking so as to maintain a smooth flow of the interview; (4) not interrupting the participant; (5) taking careful notes. Initially, the participants were

intimidated. They exhibited some self-consciousness, a feeling that they were being observed, but as the above strategies were applied, the participants' trust was gained.

In consequence, the principal participants were interviewed face-to-face. The validity of the research was maintained by considering the characteristics of being a good qualitative researcher. In this study, the subjects of the qualitative research provided the majority of the research input. Being a good listener and interpreter makes the research more accurate. Moreover, the quality of the interviews was essential. The researcher used written notes and electronic recordings to document the details of the interviews. In addition to this, all of the data were included in the final report to make it more reliable.

Inasmuch as all of the data were gathered, a more accurate conclusion could be rendered. During various stages of this qualitative study, the researcher solicited feedback and critiques from professional colleagues and academic advisors. Seeking such feedback allowed the researcher to improve the research in terms of the writing quality. Besides this, written accuracy was frequently checked during the recording and gathering of data. It was felt that incorrect grammar and inconsistencies in statements might compromise the validity of the study.

### **Distribution and Data Collection**

The researcher took approval from ADEC as well as individual school principals to distribute the survey in schools. The questionnaire was given to all schools in Al Ain except for those with no principals. Three days was the maximum amount of time allotted for participants at each school to complete the questionnaire. In some cases, the researcher collected the questionnaire before the three-day deadline; however, many schools delayed handing in their questionnaire because they were busy preparing for upcoming inspections. Moreover, the researcher had the opportunity to do a face-to-face interview with four principals.

## **Data Entry**

For the Quantitative Analysis, the data gathered were from the questionnaire responses. In this research, the Statistical Package for the Social Sciences (SPSS) was used in analyzing the Likert scale of the research. SPSS is a software package which is used for statistical analysis.

The features of the SPSS include descriptive statistics, prediction for numerical outcomes, bivariate statistics, and prediction for group identification. Cross tabulation, frequencies, descriptive, and descriptive ratio statistics belong to the descriptive statistics. In this particular research, however, the 5-point range Likert scale was used to compare the responses of the teachers with respect to their research and also find out the means, standard deviations, frequencies, and One-way ANOVA test.

## **Ethical Considerations**

Before conducting the study, approval was obtained from Abu Dhabi Education Council. Then, a letter outlining the purpose of the study and a soft copy of the research proposal with the questionnaire were sent to get permission for carrying out the survey. All participants were informed before the commencement of data gathering. In addition, they were informed of their right to withdraw from participating at any time and, assured that doing so would not be used against them. The purpose of the research was communicated in advance, and their consent to participate was requested in writing.

## **Limitations**

The research only focused on government schools in the city of Al Ain. Moreover, the teachers involved and participated in the research were only from the Al Ain government schools. Furthermore, the research focused on the quantitative and qualitative analysis, and the analysis would only be based on the data gathered. The research did not include private schools in Al Ain and other rural government schools. Moreover, some of the questionnaire sets were discarded, for

various reasons. For one thing, a few principals distributed the questionnaires only to certain, hand-picked teachers who strongly favored them; needless to say, the teachers marked all items about their principal accordingly. Secondly, another principal asked all the participating teachers to return the questionnaire to him as soon as they finished it. To sum up, unreliable data were thrown out of the study to avoid inaccuracy and inconsistency of the results. Besides, after conducting the interviews, one participant withdrew from the study for personal reasons.

### **Summary of the Chapter**

Chapter Three shows both the qualitative and quantitative methods that were used to carry out this research. In this chapter, the target population, sampling, instrument, validity and reliability, procedure, ethical considerations, and the limitations of the study were discussed in detail. For the test population sample, teachers from Al Ain public schools in UAE were surveyed. 1,062 male teachers and 1,910 female teachers participated in this study. Al Ain public schools were chosen for their proximity and convenience.

## CHAPTER FOUR

### DATA ANALYSIS AND FINDINGS

#### Introduction

This chapter presents the findings and analysis of data obtained from participants in the study by using both a questionnaire, which was developed primarily for this study, and a series of interviews, the responses to which supported the study. The objectives were to give an accurate portrayal of the extent to which Al Ain school principals are implementing the practices of the instructional leadership, whether or not they differ in their practices of instructional leadership in terms of gender, and also how they can improve their instructional leadership. This section discusses the descriptive statistics and the collected data analysis. First, it presents general demographic information about the survey participants. Then, it presents information addressing the research questions.

#### Demographic Information of the Participants:

The study considered certain personal information about the participants, their gender, academic qualifications, years of experience, and school cycle.

*Table 3 Frequency and Percentage of the Participants' Gender*

		Frequency	Percent
Valid	Male	262	41
	Female	382	59
Total		644	100.0

Table 3 shows the gender distributions of the participants. It is clear that the highest percentage of participants were female 59%, with males comprising the remaining 41%.

Furthermore, the ratio of females to males was 3:2, which showed a clear predominance of females.



*Table 4 Frequency and Percentage of the Participants' Qualification*

		Frequency	Percent
Valid	Diploma	14	2.2
	Bachelor	388	59.6
Missing	Graduate	242	37.2
	Total	644	98.9
System	System	7	1.1
	Total	651	100.0

Table 4 displays the participants' qualifications. As shown, 2.2% of the participants have a diploma, 59.6%, the majority, have a Bachelor's degree, and 37.2% have done graduate-level coursework.

*Table 5 Frequency and Percentage of the Participants' Year of Experience*

		Frequency	Percent
Valid	1-5	32	4.9
	6-10	183	28.1
	more than 10	429	65.9
	Total	644	98.9
Missing	System	7	1.1
Total		651	100.0

As indicated in table 5 the highest percentage of the participants were those with more than 10 years of experience, who represented 65.9% of the total. In contrast, 28.1% of the participants have 6 to 10 years or more of experience, whereas only 4.9% of the participants have between 1 to 5 years' experience.

*Table 6 Frequency and Percentage of the Participants in cycle 1, cycle 2, cycle3, cycle1,2,3*

		Frequency	Percent
Valid	Cycle 1	196	30.4
	Cycle 2	126	19.6
	Cycle 3	130	20.2
	Cycle 1, 2, 3	192	29.8
	Total	644	100.0

Table 6 shows the participants who teach in different cycles. The results indicate that the majority were in the Cycle 1 category, which represented 30.4% of the total number of respondents. There were 19.6% and 20.2% in Cycles 2 and 3 respectively. 29.8% was the combined total of participants in Cycles 1, 2, and 3.

*Table 7 Frequency and Percentage of the Subjects being taught*

	Frequency	Percent
Arabic	150	23.3
Islamic Studies	78	12.1
English	160	24.8
Science, Math, Biology, Chemistry, Geology, Physics	78	12.1
Valid Social Study, Geography, History, Psychology, Sociology	80	12.4
Art	47	7.3
Special Education	15	2.3
Other	36	5.6
Total	644	100.0

As displayed in table 7, 23.3% of the participants teach Arabic, followed by 12.1% in Islamic Studies, and 24.8% are English teachers, which was the majority. Furthermore, 12.1% of the participants were those from the Physical Sciences, 12.4% are in the Social Sciences and Humanities, 7.3% in Art, and from Special Education, 2.3%

Having introduced the participants' backgrounds, the researcher will now consider the results of the specific objectives.

### **The First Question**

The first research question was aimed at uncovering the extent to which principals are implementing instructional leadership. This question was answered using both quantitative and qualitative methods. Quantitatively, the participants' responses to the items in the questionnaire were applied to answer this question. These items are representative of the five practices which should be executed by an instructional leader: framing the school goals, supervising instruction,

coordinating curriculum, monitoring student progress, and promoting professional standards.

In order to explore the actual implementation of instructional leadership practices being carried out by Al Ain school principals, the mean and the standard deviation for all items were tested and then ranked based on the mean value from highest to lowest according to each practice. By doing so, the researcher determined which practices currently exist and which ones need to be improved. For the purpose of investigating each item, the scale range of responses showing the degree to which the practice exists in schools have been described: *almost always* = 4.00-3.2, *frequently* = 3.19-2.4, *sometimes* = 2.39-1.6, *seldom* = 1.59-0.8, and *almost never* = 0.79-0. On the other hand, the qualitative part shed light on answering the first research question by using both open-ended questions and the responses from the interviews.

### **Quantitative Part: The Mean and the Standard Deviation of the Five Practices**

To find the degree to which the principals are implementing the practices of instructional leaders, the researcher used the mean and the standard deviation for each item to rank the activities within each practice.

#### **1. Results of the First Practice: Framing the School Goals**

Table 8 shows the mean of all framing the school goal practices of the instructional leaders, which consists of six statements. As indicated, the total mean is (3.3675), and the standard deviation is (.59434).

Table 8 shows the following:

- Item number 3, which is, "Uses a variety of ways to find out the needs of teachers in order to meet with the school's development goals," comes in first place as the sample shows that this practice is highly existent with a mean of (3.4286).
- Item number 2, which is, "Benefits from student performance data when developing the educational objectives of the school," is second with a mean of (3.3975).

- Item number 4, which is, "Engages teachers in aspects that will be the focus of improvement in developmental goals," is third with a mean of (3.3789).
- Item number 6, which is "Encourages parents to participate in the implementation of the school's educational goals," is last on the list having the lowest mean (3.3121).

Table 8 Framing School Goals

No.	N	Mean	Std. Deviation	Rank
3: Uses a variety of ways to find out the needs of teachers in order to meet with the school's development goals	644	3.4286	.55452	1
2: Benefits from student performance data when developing the educational objectives of the school	644	3.3975	.59578	2
4: Engages teachers in aspects that will be the focus of improvement in developmental goals	644	3.3789	.59489	3
5: Provides a learning environment that is consistent with the objectives of the school	644	3.3494	.59074	4
1: Sets educational goals which can be applied by the teachers in the school	644	3.3385	.61627	5
6: Encourages parents to participate in the implementation of the school's educational goals	644	3.3121	.61382	6
Total		3.3675	.59434	

## 2. Results of the Second Practice: Supervision and Evaluation

Table 9 highlights the mean and standard deviation for supervision and evaluation. As shown in the table, most of the teachers marked "frequently" and "almost always" for this category as indicated by the average mean, which is (3.5302), and also the standard deviation, (.58711), which illustrates that this number did not vary a lot for this category. Therefore, from the above table confirms that supervision and evaluation are the most-implemented practices in the schools.

*Table 9 Supervision and Evaluation*

	N	Mean	Std. Deviation	Rank
<b>10:</b> After the classroom visit, gives written communication to the teacher regarding any weakness in teaching methods	644	3.5373	.66583	1
<b>13:</b> Checks students' work in the classroom as one of the assessment criteria	644	3.5994	.65829	2
<b>14:</b> Encourages the use of interactive teaching methods	644	3.5497	.57611	3
<b>9:</b> Gives suggestions for improving teaching through dialogue held after the classroom visit.	644	3.6242	.57704	4
<b>8:</b> Gives prior suggestions for improvement before he/she does the final teacher evaluation.	644	3.5248	.57771	5
<b>15:</b> Gives the teacher the freedom of choice on how to implement his/her proposals for improving teaching.	644	3.5000	.57825	6
<b>12:</b> Asks the teacher about the reasons for his/her choice of the teaching methods that were used.	644	3.4829	.54475	7
<b>11:</b> Asks the teacher about the extent to which the objectives of the lessons have been achieved.	644	3.4814	.55320	8
<b>7:</b> Visits classrooms regularly	644	3.4720	.55281	9
Total	644	3.5302	.58711	

From the table, we find the following:

- Item number 10, which is "After the classroom visit, gives written communication to the teacher regarding any weakness in teaching methods," is in first place as the sample confirms that this practice is highly existent with a mean of (3.5373).
- Item number 13, which is "Checks students' work in the classroom as one of the assessment criteria," is second with a mean of (3.5994).
- Item number 14, which is "Encourages the use of interactive teaching methods," is third with a mean of (3.5497).

- Item number 7, which is "Visits classrooms regularly," is last on the list having a mean of (3.4720). The table below affirms that that supervision and evaluation are the most-implemented practices in the schools.

### 3. Results of the Third Practice: Coordinating the Curriculum

The table displays that most of the teachers marked "*sometimes*" and "*frequently*" for this category as shown by the average mean which is (2.9324). Also the standard deviation is (.70564), which signifies that this number did not vary a lot for this category. This is the only category in this analysis, which has the lowest mean.

The results show that:

- Item number 17, which is "Ensures the commitment of teachers in achieving the objectives of the curriculum," comes in first place as the sample agreed that this practice is highly existent with a mean of (3.1972).
- Item number 18, which is "Provides the means to meet the educational materials for the implementation of activities and curriculum," is second with a mean of (3.1040).
- Item number 16, which is "Benefits from the results of test scores in the decision-making for the implementation of the curriculum," is third with a mean of (2.8339).
- Item number 20, which is "Is aware of the link between the curricular objectives and student achievement on tests," comes last on the list having the lowest mean (2.8090).



*Table 10 Coordinating the Curriculum*

	N	Mean	Std. Deviation	Rank
17: Ensures the commitment of teachers in achieving the objectives of the curriculum.	644	3.1972	.59541	1
18: Provides the means to meet the educational materials for the implementation of activities and curriculum.	644	3.1040	.60587	2
16: Benefits from the results of test scores in the decision-making for the implementation of the curriculum.	644	2.8339	.76390	3
21: Provides a description of the appropriate environment for the application of the curriculum.	644	2.8261	.75086	4
19: Participates in collaborative planning meetings for teachers when developing plans for the curriculum.	644	2.8245	.75977	5
20: Is aware of the link between the curricular objectives and student achievement on tests	644	2.8090	.75806	6
Total		2.9324	.70564	

#### 4. Results of the Fourth Practice: Tracking Student Performance

Table 11 reveals that the participants agree that the principals monitor students' progress as instructional leaders since the total mean of their responses is (3.4689).

- Item number 23, which is "Directs teachers to take into account the individual differences among students," is in first place because the sample, with a mean of (3.6242), indicates that this practice is strongly present.
- Item number 29, which is "Regularly rewards excellent students with motivating incentives performance," is second with a mean of (3.5978).
- Item number 25, which is "Continuously informs teachers in writing about the results of the school's performance," is third with a mean of (3.4612).

- Item number 28, which is "Holds meeting with some students to discuss their educational concerns," comes last on the list, having the lowest mean of (3.3882).

*Table 11 Tracking Student Performance*

No.	N	Mean	Std. Deviation	Rank
23: Directs teachers to take into account the individual differences among students	644	3.6242	.66583	1
29: Regularly Rewards excellent students with motivating incentives performance	644	3.5978	.61707	2
25: Continuously informs teachers in writing about the results of the school's performance	644	3.4612	.73146	3
22: Interacts positively with students in the school	644	3.4394	.77944	4
26: Continuously informs parents about the school's academic progress.	644	3.4363	.80278	5
24: Individually meets with teachers to discuss the progress of the students	644	3.4099	.80219	6
27: Discusses the results of student performance to identify strengths and weaknesses in the educational process of the school	644	3.3944	.80029	7
28: Holds meeting with some students to discuss their educational concerns	644	3.3882	.83745	8
Total	644	3.4689	.75456	

## 5. Results of the Fifth Practice: Supporting Professional Development

Table 12 shows that the total mean of professional development practice in schools is 3.4783, which indicates that the degree of the implementation is high in Al Ain schools. From the table, we find the following:

- Item number 36, which is "Gives teachers the opportunity to choose the professional development activities suitable for them," is in first place as the sample illustrates that this practice is highly existent, with a mean of (3.6304).

- Item number 33, which is "Allots time for teacher meetings to exchange ideas or information relating to the activities of professional development," is second with a mean of (3.6242).
- Item number 37, which is "Encourages teachers to share teaching experiences by observing each other resources," is third with a mean of (3.6087).
- Item number 35, which is "Discusses with the teachers educational articles relevant to teaching," is last on the list, having a mean of (3.3121).

It is noteworthy that the mean of all items is not less than 3 out of 4. This indicates that the roles and responsibilities of professional development reflected in the instructional leaders' practices are strongly existent in Al Ain schools.

*Table 12 Supporting Professional Development*

	N	Mean	Std. Deviation	Rank
<b>36:</b> Gives teachers the opportunity to choose the professional development activities suitable for them	644	3.6304	.59028	1
<b>33:</b> Allots time for teacher meetings to exchange ideas or information relating to the activities of professional development	644	3.6242	.66583	2
<b>37:</b> Encourages teachers to share teaching experiences by observing each other	644	3.6087	.61524	3
<b>32:</b> Conducts a group of professional development activities related to teaching	644	3.6087	.61524	4
<b>34:</b> Makes sure the teachers benefit from / feel positively towards the professional development	644	3.3789	.59489	5
<b>31:</b> Makes sure that teachers benefit from professional development courses and are applying what they have learned in the classroom.	644	3.3385	.73377	6
<b>30:</b> Ensures the compatibility of professional development activities for teachers in the school with the objectives of the school	644	3.3245	.73055	7

	N	Mean	Std. Deviation	Rank
35: Discusses with the teachers educational articles relevant to teaching	644	3.3121	.61382	8
Total	644	3.4783	.64495	

### The Mean and the Standard Deviation of the Five Principals of the Practices

To find out which practices are highly present in schools, and which others need to be developed, the researcher used the total mean and the standard deviation of the practices.

*Table 13 The Total Mean of Practices of School Principals*

No.	Practices of School Principals	Total Mean	Std. Deviation	Degree	Rank
2	Supervision and Evaluation	3.5302	.58711	High	1
5	Supporting Professional Development	3.4783	.64495	High	2
4	Tracking Student Performance	3.4689	.75456	High	3
1	Framing school goals	3.3675	.59434	High	4
3	Coordinating the Curriculum	2.9324	.70564	High	5

From table 13, it is clear that all the five practices investigated are highly existent in leadership practices in Al Ain schools. The second practice, supervision and evaluation in the school, acquired the highest mean of (3.5302), followed by the fifth practice, supporting professional development, which had a mean of (3.4783). Tracking student performance was ranked third with a mean of 3.4689. Then, the first practice, framing the school goals, was scored a mean of (3.3675). The third practice of coordinating the curriculum was last in the list with the lowest mean of (2.9324).

### Qualitative Part: Open-Ended Question and Interviews

The open-ended question posed to the participants was: "In your opinion, what other roles performed by the school principal as instructional leader are not mentioned in the questionnaire?"

Sixty participants answered the open-ended question, with half of them stating that their

principals did an adequate job of performing the roles mentioned in the questionnaire. Twelve respondents highly praised their principals with regard to every aspect of the questionnaire. In comparison, the remaining eighteen participants reported that their principals carried out general roles like leading strategies, individuals and community in response to the question asking about the specific roles performed by the principal as an instructional leader.

According to the interviews, principals 1, 2, and 4 noted that they are very focused on student learning, and most of these practices have been developed more since ADEC has taken the lead. The other interviewee for principal 3 paused for a while and mentioned general practices such as “leading strategy, leading individuals, leading community,” but when asked about focusing on instructional practice, he was satisfied with what other principals mentioned.

### **The Second Question**

Another question asked of participants was: “Is there a statistical main effect of participants' gender on their views regarding the implementation of principals as instructional leaders in Al Ain schools?”

Both qualitative and quantitative data obtained an answer to this question. A one-way ANOVA analysis was used to test the effects of the gender on the participants' views towards executing the instructional practice in the Al Ain schools where the interviews were held.

#### **1. Quantitative Part: Testing the “Gender Factor”**

Table 14 shows the descriptive statistics regarding this.

Table 14 Instructional Leadership Practices Descriptive Statistics, Independent Variable:

Gender

Instructional Leadership Practices	Gender	Mean	Std. Deviation
1 Framing the School Goals	Male	3.3836	.46472
	Female	3.3565	.51272
2 Supervision and Evaluation	Male	3.7362	.31347
	Female	3.3889	.45672
3 Coordinating the Curriculum	Male	2.7162	.62962
	Female	3.0807	.52228
4 Tracking Student Performance	Male	3.7376	.54511
	Female	3.2847	.59823
5 Supporting Professional Development	Male	3.6894	.34650
	Female	3.3334	.39574

Table 15 One-way ANOVA test by Gender

Instructional Leadership Practices		Sum of Squares	df	Mean Square	F	Sig.
Principle 1	Between Groups	19.169	10	1.917	8.906	.000
	Within Groups	136.241	633	.215		
	Total	155.410	643			
Principle 2	Between Groups	49.633	20	2.482	14.616	.000
	Within Groups	105.777	623	.170		
	Total	155.410	643			
Principle 3	Between Groups	69.207	17	4.071	29.563	.000
	Within Groups	86.203	626	.138		
	Total	155.410	643			
Principle 4	Between Groups	49.373	22	2.244	13.143	.000
	Within Groups	106.037	621	.171		
	Total	155.410	643			
Principle 5	Between Groups	47.596	18	2.644	15.329	.000
	Within Groups	107.813	625	.173		
	Total	155.410	643			

Table 15 shows the sum of squares, between groups and within groups, degree of freedom (df), and the mean square for each practice. 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 (Abu Zaid, 2010). The table shows that for all principles,



the Sig. value is lower than 0.05, which means that there is a statistical main effect of participants' gender on their views regarding the practice of instructional leaders in Al Ain schools.

*Table 16 Descriptive: Overall Mean*

	N	Mean	Std. Deviation
Male	262	3.4526	.45999
Female	382	3.2888	.49710
Total	644	3.3707	.47854

Table 16 shows the mean and standard deviation for each gender. From the table it can be determined that the mean of the males is higher than that of the females. Therefore, the views differed and that males see male principals as practicing more instructional leadership than females. The average mean for both is (3.3707), which is on the higher side of the scale. The total standard deviation for both the genders is (.47854), which shows that the range of scores within the data set is quite low.

## **2. Qualitative Part: Differences between the Genders**

The questions used to find the differences between the principals' genders are divided into five sections: framing school goals, supervision and evaluation, curriculum, student progress, and professional development. In each section, there are a varied number of questions.

### **Section 1: Framing School Goals**

Principal 1's main role was on the collection of data, such as the attendance of both the teachers and the students. This participant firmly believes that in order to create goals for the school, it is important to have the appropriate data that you need.

He said, "There are five committees that have taken part in the process of achieving their goals and motivating the teachers to put in their best effort and commitment." Principal 1 has reinforced the full participation of the teachers in those five committees. Although the school

does not have its own individual vision, principal 1 knows the importance of having one since the school's vision serves as the best guideline for teachers and students. Principal 1 is focused on raising the performance of the school, and he knows that students and teachers must strictly abide by the pre-established values and practices.

Principal 2 is very different from the rest of the participants. He does not see the significance of having new goals every year. He deems it to be a routine process. He thinks that it is the teachers, with the assistance of the vice-principal, who will have to establish the goals in the end since he has just started leading the school after coming back from leave after a few years.

Principal 3, on the other hand, takes the role of establishing a firm relationship with the teachers in forming the goals of the schools. Apart from that, this specific participant also facilitates in making sound decisions, which in one way or another, benefits the stakeholders of the academic institution. The goals of the school are also in line with the policies imposed by ADEC. And as the facilitator, it is also her role to guide the teachers in the right direction in order to make sure that all expectations are met. "Having that notion, teachers are then empowered to show their potential as well as responsibility as individuals who do their work well," she said.

The teachers are also encouraged to be involved in the various decision-making processes. Moreover, principal 3 believes that the school vision must be well-regarded by all people, the teachers and the students. Needless to say, this vision will be deemed as well-imposed if the teachers and students act according to the set of values and principles established by the school. The grades and behaviors of the students also serve as the best measuring tool for allowing principal 3 to know whether or not the vision of the school is being upheld and observed.

Principal 4 has another way of establishing and attaining the goals of the school. This participant places immense value on the idea of bringing together all of the stakeholders involved

to partake in the goal-setting process. Furthermore, at his school, the welfare of the students is regarded as equally as their academic performance. The school's initial plan was to improve the reading and writing skills of the students by at least 15%, despite the fact that this is not something, which is easily achievable. Nonetheless, cooperation is evident in the school, and the English and Arabic faculty and staff have all helped. Just as with principals 1 and 3, principal 4 has seen the impact of having committees. For this reason, there are committees established which concentrate on various aspects, such as facilitating students who have difficulty in their academics, skill improvement and many more. Indeed, this specific participant has seen that having a shared vision guides the school towards excellence and top performance.

## **Section 2: Supervision and Evaluation**

Principal 1 as well is very much involved in supervision and evaluation, and he uses two methods of observation: formal evaluations and walk-throughs. Principal 2 is equally committed to supervising the teachers, most especially those who are newly hired. He trusts his staff well enough, and the reason why he focuses on the new teachers is that qualified and experienced teachers don't need much supervision. Both principal 3 and 4 employ formal and informal supervision methods and have even designed a schedule for carrying these out during the year. With the exception of principal 4, none of the participants believe that they can supervise their whole staff by themselves. They ask their vice-principals and head of faculties (HOF) to take some supervisory roles.

All participants have mentioned that ADEC is helping them a lot in their aim to improve themselves, for it provides several training sessions and programs which help improve their abilities and skills as supervisors. "Apart from the help of ADEC, we have also learned many things from just reading books and magazines that empower self-help," principal 4 stated.

Principals 1, 3, and 4 mentioned the importance of clinical supervision and its stages, but

often run out of time because they are busy with ADEC requirements. ADEC gives them flexibility on how to proceed with supervision, but this comes with some minimum requirements, such as choosing the supervisory form, negotiating with the teacher after the classroom visit, and following certain criteria while supervising. In addition, the vice-principal can help them through this supervisory process.

### **Section 3: Curriculum**

The participants have stressed that principals do not have any power whatsoever to change the curriculum. ADEC is the only regulating body, which establishes the objectives, rules, and regulations of the educational curriculum. From the interviews with the various principals, it appears that the individual appointed as the HOF often becomes the center of it all. Principals believe that the HOF is the one who should be largely responsible when it comes to issues concerning the curriculum. Principals have adapted a sort of "hands off" approach with regard to curriculum, and they empower the HOF to manage these matters.

In connection with this, principal 3 talked of an impending problem as she only has one HOF for the three subject areas of English, Math and Science. In addition to this, Arabic subjects are not well-managed, and this will likely lead to a myriad of even more problems. Principals 1 and 2 experience similar problems as they have multi-cultural groups of teachers, and conflicts are starting to arise among them. Furthermore, teachers are even more dependent on ADEC with regards to school budget and many other items related to the school's finances. It was noted that requests sent to ADEC often take a long time to be fulfilled, and so resources which are badly needed are not easily obtained. However, principal 4 is in a totally different situation. She can assume the position of HOF if needed, and she can serve as a guide to help teachers with their curriculum if the HOF is not there. She remarked that, "She should promote a strong staff development program to allow teachers the opportunity to successfully incorporate the

curriculum with ADEC requirements.”

#### **Section 4: Student Progress**

Concerning the issue of student progress, some principals do not seem to place much importance on holding meetings about monitoring student progress. For example, principal 1 admitted that he seldom holds meetings with his teachers; however, standardized tests are given to students such as EMSA and PAPS, and this helps him to track the students’ progress. In contrast, principal 2 conducts meetings at the end of every term, and he solicits input from his HIOF as well. Principal 3 holds regularly scheduled meetings every term as well as periodic, informal discussions about students’ overall progress. It’s interesting to note that only principal 4 spoke of systematic procedures for monitoring student progress at both the school-wide and classroom levels. She emphasized the importance of responding with a change in instruction if necessary. In addition, she uses data from the ADEC-provided exams to make instructional decisions and establish collaborative structures that allow teachers to talk about the impact of instruction on student learning. She further added, “I help to ensure that the school is using effective strategies to meet student needs.”

When tracking student progress, not all of the principals apply all of the practices related to this. One exception to this is principal 4, who shows affection for her students and has an open-door policy, whereby they can come and discuss with her problems they are facing.

All the principals, including 1, 2, 3, and 4 focused on the differentiation among the students, and they ask the teachers to make their lesson plans according to the students’ needs. Teachers are likewise requested to make plans tailored to the special needs of weak students as well as for those who are talented and high-achieving. All the principals interviewed talked of their reliance on the ESIS Electronic Student System, which can track students’ progress academically, to make their analyses of the exams and attendance. Social workers are responsible

for dealing with any other affairs of the students, such as those of a personal or non-academic nature. There are also parent-teacher meetings held twice yearly to discuss the students' progress and any other problems the student is facing in the school.

Principals 3 and 4 are the only ones who mentioned allowing parental visitation to classrooms, where they can observe the teaching methods and teacher-student interactions.

### **Section 5: Professional Development**

When it comes to providing sessions for professional development, principal 1 delegates this responsibility to others, such as the PD team and the HOF, to conduct training sessions for the teachers. Though he himself rarely leads any such sessions, he does conduct surveys and look at areas where teachers need to improve. Principal 2 as well is unable to conduct any training sessions for teachers due to his busy schedule; however, he does sometimes give repeat sessions of earlier-presented professional development.

Principals 3 and 4 have an approach to professional development that is somewhat unique. Both of them believe that professional development must be carried out by focusing on a particular critical question, a question that should be related to the practice of teaching and learning. They have established this program based on several factors. For example, they use the classroom visit records and students data to check the weaknesses of teachers. They distribute surveys to teachers which give them the opportunity to express what things concern them or need improving. Besides this, they usually give training sessions for the staff.

One way in which every principal interview (1, 2, 3, and 4) is similar lies in the fact that, after each professional development session, they ask the teachers to give them feedback on whether or not the session was useful. Principal 4 especially follows up and asks the teacher what he or she has learned from the session and asks this teacher to implement it in his or her professional routine.



### **The Third Question**

The third question looked at **how** the practice of instructional leadership by Al Ain principals can be improved in Al Ain schools. This question was answered primarily by synthesizing the responses of the teachers in the open-ended questions with the commentary from the face-to-face interviews with the principals. The key question asked was: "What are the most important suggestions for improving the performance of the principal as an instructional leader?"

Only 83 out of 644 participants (in this case, the teachers) answered this question in the survey, representing 13% of the total sample. Nevertheless, I also interviewed 4 principals and came up with a variety of opinions about how to improve the performance of the principal as an instructional leader. I have integrated these proposals with principals' responses into the following topics:

#### **1. Evaluating Principals**

Some teachers complained that they are not satisfied with the performance of their principal. They suggested that a good leader always leads by example, and the principal is the primary leader in the school. A principal should be positive, enthusiastic, knowledgeable of the day-to-day activities of the school, and aware of what his or her staff is saying.

Furthermore, as principal 4 related, "Principals should put the needs of the school before themselves, and an effective leader should be available to teachers, staff members, parents, students, and community members whenever and wherever they want them to fill in holes as needed, even if it isn't a part of their daily routine."

The participants believe that the principal should have sound experience and be highly qualified; moreover, there should be routine evaluations, which would be indicative of the principal's level of competence. Principal 3's comment: "ADEC should take the principal's evaluation seriously if they look for improvement," mirrors the conviction of the other

participants that a principal's performance must be periodically scrutinized.

## 2. Professional Development

A number of teachers said that, in their opinion, just because a person is knowledgeable about subject, it doesn't mean that he or she can skillfully teach this to others. The implication here is that staff training must be carried out only by those are knowledgeable *and* have good presentation skills. Five teachers pointed out that training staff should be dealt with sensitively, keeping in mind teachers' genuine needs and requirements. They complained that much of the current professional development is repetitive. They suggested that many principals probably provide the same training each year to save time and materials. Another proposal was to invite the teachers to participate in making school developmental plans and other programs, albeit with some supervision.

Along these lines, principal 4 believes that the administrators must be fully aware of teacher needs, and that they have to bridge the gap among the whole staff. She highlighted the critical need for training personal not only in teaching but also other skills such as communication, which are not commonly seen in the field.

Moreover, six respondents highlighted the requirement for collaboration in working with all employees and taking into account their circumstances in order to raise their performance level. Three others indicated the importance of collective action to benefit all by sharing their valuable experience. A similar number of participants recommended courses where teachers would work cooperatively, in teams, in order to achieve public benefit. Additionally, eight respondents emphasized the value of constant cooperation and participation, especially among the teaching faculty and the administrative staff.

Many teachers talked of the importance of establishing an environment in which teachers feel supported and secure, in which they can express themselves in an atmosphere of

confidentiality, without fear of reprove. Doing such things, they say, would go a long way in lifting the spirits of the teachers.

The statements of principals 1 and 4, who asserted the importance of chartering collective work projects as well as focusing on human relationships between the teachers and the administration, seem to echo the same sentiments of the teachers. The principals are of the opinion that there must be a good understanding between them and the teachers, and that forming strong social relationships will aid in achieving quality work between the principals, teaching staff and students.

Principal 4 went on to say, "I always call for continuous and better communication among teachers and stimulating possible communication channels to keep in regular contact with them and the principal should be visible to the teachers in their rooms, so that they are treated in a family setting and not dependent only on the HOF as medium to send and receive messages. The principal should show respect to them, and not to threaten or shout on them. At the same time, he or she should set them a good example in their dedication to work."

### **3. Decision-Making Process**

Sixteen respondents emphasized the need to consult teachers and request their input to improve the educational process. Consultation, dialogues and participation would give teachers an opportunity to express their opinions and be involved in making decisions, particularly the ones related to students. In addition, the opinions of teachers with vast experience in the classroom should be integrated with the views of new staff members.

Others emphasized that teachers should participate in leading their schools. Moreover, some people suggested appointing a day where a teacher plays the role of the school principal in order to interchange experiences. There was another idea to create opportunities for teachers to occupy administrative and technical functions in their school to improve their abilities. Two

others proposed giving teachers the opportunity to manage the school as a way of improving performance.

Principal 4 concurs that decisions should not be made by one side only. Principals cannot succeed alone, she thinks, and instead need assistants who have reliable capabilities in carrying out the administrative tasks and leadership practices assigned to them. In this way, principals can give their time and attention to other areas.

#### **4. The Physical Environment**

Most teachers complained that the environment in which they work is very tense and doesn't allow room for any extra-curricular activities. As a result, the standard of quality is not up to the mark. Three respondents suggested decreasing the workload on teachers and releasing them from requirements that do not add anything to student achievement levels. Others proposed reducing the number of hours in the school day and increasing the number of teachers in each school.

Principal 1 remarked that, "There should be a break for teachers of one class after every two or three classes, so that the teachers are fresh and concentrate on what they are teaching. Moreover, there are enough teachers for subjects but the only problem is with subject teachers like English and Science and Math who don't get enough free time to relax because they have tough schedule."

Principal 4 added, "The necessity for creating a positive environment equipped with all essential tools to achieve a high standard of quality, providing all of these things should be accompanied with constant motivation and stimulation. ADEC built new schools and they provided luxurious ambience from them, but this is not provided for all the schools which were built, hopefully they will provide these majestic learning environment to all the rest of the schools in the near future."

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This study aimed at identifying the extent of instructional leadership practices in Al Ain government schools as perceived by teachers. In this chapter, I will cover each question separately and present the research questions and interviews with a comprehensive picture of the study and its finding, which will lead to a conclusion.

#### Question One:

I will begin by discussing question one which asks: "To what extent do school principals in Al Ain practice instructional leadership?"

All the five practices investigated are highly existent in leadership practices in Al Ain schools. The overall mean of the degree to which school principals are implementing instructional leadership through their practices is (3.36).

"Supervision and Evaluation" achieved the highest mean of (3.53). The interpretation of this result is that school principals encourage the use of interactive teaching methods in the school. This result also reflects that the principals do regular classroom visits and monitor the methods of each teacher. The principals not only do classroom visits but also give the teachers feedback through dialogue held after the classroom visit. In addition, the principals ask the teacher about the reasons for his or her choice of the teaching methods that were used. During the classroom visits the principal to check students' work in the classroom as one of the assessment criteria and asks the teacher the extent to which the objectives of the lessons have been achieved.

In stark contrast to all of this, however, when I interviewed the principals and asked them about supervision, they described a totally different scenario. Most of the principals I interviewed said that they could not do it all by themselves mainly because some of them only know one language, Arabic, and can't understand English, so they ask their vice-principal or head of faculty

to supervise those classes. Furthermore, if they do happen to observe an English language teacher, they look for some objective criteria, such as using interactive teaching, or at the interaction between the teacher and students. Although they admitted that some critical features, such as whether the teachers are meeting the lesson objectives or teaching the required material and concepts, is not something on which they can focus. They also contend that while that supervision is indeed their responsibility, they have so many other obligations and important tasks. Some of the principals stated that due to time constraints, they can only visit those classrooms in which there are extreme problems, namely with a new or weak teacher. This goes along with the results found by Glanz et al. (2007) that the principals in schools failed to undertake meaningful and continuous supervision since they were pre-occupied with their many non-instructional duties. Meanwhile, two of the other participating principals maintained that they promote and place great emphasis on supervising teachers.

"Supporting Professional Development" was second in rank, with a mean of (3.48). This result signifies that principals are keen to meet the expectations of the students and parents. Thus, they allot time for teacher meetings to exchange ideas or information related to professional development. The principals themselves also conduct a variety of professional development activities related to teaching which help teachers sustain their professional development. Moreover, the principals lead discussions among the teachers on educational articles relevant to teaching, which they promote by providing them with weekly articles. Teachers are further encouraged to share teaching experiences by observing each other. Principals give teachers opportunities to choose their own professional development activities which they deem to be most suitable; he or she also makes sure that teachers benefit from their chosen professional development courses and are applying what they have learned in the classroom.

The principal also ensures that all professional development activities are compatible with



the school objectives in a matter which best benefits the students. But during the actual interviews, it became clear that not all principals conduct training sessions; in fact, only two female principals reported conducting them. They told me that ADEC brings in professionals to help schools with professional development. Two of the male principals conduct the same training sessions multiple times and expect the teachers to participate enthusiastically every time, which is another area in which principals are lagging behind. The principals related that they use certain tools to determine teachers' needs - and fulfill them accordingly. One of the principals I interviewed, principal 2, was on suspension and not up-to-date as well. While interviewing him, I felt that he was not very motivated, that he was just waiting for his retirement. I also observed that when a principal is pessimistic, his or her hopelessness can become contagious among the teachers, who in turn also become negative.

It is also evident that the practice of discussing educational articles is not implemented at all. Two female principals recommend this practice but admit not doing it. In contrast, the other male principals suggest this role should be practiced by the teachers as a routine part of their job. ADEC provides principals with each and every resource that they require, but it is up to the principals to use them honestly and effectively. Though principals do practice professional development, whether or not this is effective is unclear.

"Tracking Student Performance" came in third place of importance, with a mean of (3.47). This result shows that principals continuously inform parents about their child's academic progress and discusses the results of student performance to identify strengths and weaknesses in the educational process of the school. In this way, if the parents have any concerns regarding their child's performance, these issues can be discussed with the teachers and solved. The principal directs teachers to take into account the individual differences among students and to treat each student in a different manner according to his or her individual differences. In addition

to this, some schools a policy of regularly rewarding excellent students with motivating incentives so that they set an example to other students. All those interviewed promote this practice.

"Framing School Goals" was ranked fourth with a mean of (3.37). The interpretation of this result is that the principal sets educational goals which can be applied by the teachers in the school and provides a learning environment that is consistent with the objectives of the school. This result is on the higher side in the school survey through questions, but a contradiction that I found when I interviewed the principals was that some of them don't have a vision about running the school and are new to the system. They defend this by saying that it will take them time to create one, so in the meantime, it's easier to stick to the past one. Due to the fact that they are not aware of the school vision, the teachers and parents don't know what the school's educational compass is. The principal doesn't have any way to find out the needs of teachers in order to meet the school's development goals. However, other principals adhere to the core of the vision which meets the ADEC future goals. These principals show a high understanding of framing school goals and know how important it is to involve stakeholders in this process.

"Coordinating the Curriculum" is ranked the lowest among all the practices mentioned in the questionnaire, at (2.93). This was likewise reflected in the interviews; the principals didn't have anything to say when it came to coordination with the curriculum, for a number of reasons. First, principals and teachers lack experience and need training in managing curriculum, and secondly, teachers are not included in the process of developing plans for the curriculum. Therefore, teachers tend not to take an interest in advising the plan of curriculum for each particular class. Moreover, the principals depend on HOF when it comes to this matter. Another other issue is that some of the HOFs were once teachers, and this requires them to have rigorous training in coordinating curriculum to meet ADEC objectives.

If principals would involve qualified staff members in devising plans and give them an opportunity to participate, this would make them feel valued and more confident in their abilities. Then, they might be more willing to achieve these plans. Only one principal scrutinizes the teachers' lesson plans. She is able to examine and correct her English language teachers' lessons since she scored a 7.00 on IELTS, and she is a member of 'ERTEQA', from which she has a lot of experience.

### **Question Two**

There is a statistical main of effect of the gender in leadership practices' in the Al Ain schools. The statistical mean for the males is (3.45) and (3.29) for the females. The interpretation of this result could have a host of explanations. One possibility is that teachers believe male principals are implementing leadership practices in schools more than the females. Another case might be that male principals are better at establishing and maintaining a safe environment, involving their staff more in decision-making, creating professional development opportunities and improving their schools. There's also the chance that, because none of the male teachers are Emirati, they are afraid of being transferred or fired, so they tend to mark the questionnaire more favorable numbers. Conversely, local female teachers represent a high percentage of the total and are tenured, thus making them much more unafraid of any perceived consequences.

The outcomes of the interviews are opposite to those of the questionnaires in that the female principals show more knowledge and understanding of instructional leadership skills and are more effective than male principals. In education, female principals are more inclined to be competitive than are males. The male principals encourage their staff by dealing with them in a more non-invasive manner; for example, they don't check on them or involve them in each and every decision. In comparison, the female principals involve the teachers in each and every aspect of the school from which the principals might benefit, and this bothers the female teachers.

This conclusion was drawn from interviews, in which the two male principals had neither vision in running the school, nor did they supervise teachers regularly. They conducted no new training sessions but instead simply gave repeat presentations of any sessions from which they thought teachers might benefit.

Furthermore, one male principal has faced problems since he started leading the school with regard to teachers' and students' attendance, and this issue has interfered with the school's development. Another male principal I interviewed was on suspension and very unenthusiastic. From him, I could only deduce that he was simply awaiting his retirement and just trying to appease ADEC. It seems that male principals have been granted the same powers over the years, which makes them familiar to staff; it's almost as if the field of education they have been produced from the same templates.

On the other hand, the female principals are highly passionate about their work. They try to fulfill each and every requirement of ADEC. They conduct innovative training courses for the teachers and get feedback from them regarding their benefits. Attendance is also monitored in the school by the female principals. They practice most of the instructional leadership roles, but they accept that, due to many other important engagements, they can't fulfill all of the roles. However, they do agree that practicing all of the roles can enhance the performance of the whole system. They show not only a high-level of understanding of instructional leadership practice but also give off an air of self-confidence in applying these practices in reality.

### **Question Three**

How can the practice of instructional leadership by Al Ain principals be improved?

Learning to become an instructional leader is a complex, multi-dimensional task. If principals believe that growth in student learning is the primary goal of schooling, then it is a task worth learning. In today's rapidly changing world that means becoming a leader of leaders by

learning and working with teachers, students, and parents to improve instructional quality. Goal-setting and problem-solving become site-based, collective, and collaborative activities. The leadership of the principal is pivotal in ensuring that the process is informed of all school issues, especially those which relate to student instruction. "The role of the principal has become dramatically more complex, overloaded, and unclear over the past decade," (Fullan, 1991). Indeed, the role of the principal has been in a state of transition, progressing from the principal as an instructional leader or master teacher, to the principal as a transactional leader and, most recently, to the role of transformational leader. Only 30% of participants gave their opinion on how to improve the performance of principals asked in the questioners. Some were intended for policy makers, some for the principals themselves, and others were not related to improving principals' performance. On the other hand, three principals from the sample of interviewees gave sensible suggestions pertaining to the effective and influential leader.

Participants recognize the significant role policy makers play in improving principals' performance through the right selection, good preparation and ongoing training. The conventional standards used for selecting principals should be revised and replaced with quality standards. Comprehensive training courses seem necessary, but they should be based on areas in which the principals are lacking. This may reflect the intensive need for training programs, and it could reflect an inadequacy of current programs provided. The studies of Pereg (2011) and Hill (2008) proved that the lack of training of employees is one of the major obstacles that induced a sense of powerlessness and stress, and the study of Talbert (2009) found that professional development activities for principals have had a positive impact in helping schools meet their goals. The interviewed principals mentioned the same thing. Despite the training provided by ADEC to the school principals, not all of them work at the same pace. ADEC should take this matter seriously and act accordingly.



Policy makers should create rules to ensure the rights and rewards for committed staff members so others are also motivated. Giving the principals freedom yet also support may increase their confidence and motivate them to be more productive and creative at work. This issue is coming to the forefront of education in the region; the principals have no interest in working diligently if they perceive that whether one works hard or slacks off makes no difference to ADEC. The interviewees also said that ADEC should hire new principals - "new blood" - to replace the current principals who are unable to meet the capacity of instructional leader and successfully bring prosperity to a school. Additionally, some cluster managers are unwilling to help principals develop further, for reasons which are unclear. They just come to chat and make small talk with the principals.

The study of Pereg (2011) recommended adopting a school-based management (SBM) reform, in which the principals are given some authority in handling the schools. Participants of the current study think that if principals share the space given to them by their employees, this would improve productivity. They are correct, as this may be reflected in their understanding of their roles, their commitment, and motivation. Consulting employees enlightens principals with new ideas and gives them the value of employee input. Giving teachers the chance to play the role of a school principal may let principals learn new ways of leading, as the study of DeLucia (2011) has recommended. Simultaneously, teachers may try out the strategies they desire to see enacted by their principals. Involving parents in the educational process will also be of great benefit as well as letting principals exercise their communication skills.

Principals themselves must realize that they have a great deal of influence within their buildings, so they should serve as models and inspire others to do the same. Setting a personal example of what principals expect of others is one of the most effective behaviors, as shown in a number of studies (DeLucia, 2011; Hart, 2010; and Hill, 2009).



Participants believe in the value of cooperation among employees themselves and with administration, too. The study of Hill (2009) recommended that principals develop cooperative relationships with people they work with. Respondents of the current study acknowledge the role of principals in creating a positive climate for employees in order to improve work quality. Establishing work-teams, having collective projects and organize the work among employees is a useful way. Principals are required to be able to organize and direct groups, and have good communication skills. The importance of the instructional leadership responsibilities of the principal cannot be ignored, nor can the reality that good leadership skills are seldom practiced.

Principals require information and skills in order to support practices of instructional leadership in their schools. They need to know what effective instructional leadership is and how to become an effective instructional leader (Anderson & Pigford, 1987). The decision a principal makes concerning the issue of instructional leadership and the extent to which that principal develops the skills needed to exercise appropriate instructional leadership will influence what does or does not happen in classrooms throughout the country.

If a principal wants to improve himself as an instructional leader, there are three major areas where learning is required: a knowledge base, task understandings, and appropriate skills. The knowledge base includes the research on effective schools and teaching, on instructional administration, and familiarity with the processes of change. Also, one should understand educational philosophies and beliefs and, ultimately, be able to determine the strengths and weaknesses of one's own philosophy. Instructional leadership tasks relate to the knowledge base and are varied. They include supervision and evaluation of instruction, staff development activities, curriculum development knowledge and activities, group development knowledge and activities, action research, development of a positive school climate, and the creation of links between school and community.

To carry out these tasks, the principal must possess critical interpersonal and technical skills. Interpersonal skills include those of communication, motivation, decision making, problem solving, and conflict management. Technical skills include ways to approach goal setting, assessment and planning (to implement goals), instructional observation (to provide feedback to teachers) and research and evaluation (to determine the success of instructional progress). If a principal possesses this background, he or she will likely become an effective leader of leaders - sharing, facilitating, and guiding decisions about instructional improvement for the betterment of children's education.

Instructional improvement is an important goal, a goal worth seeking, and a goal, when implemented, that allows both students and teachers to control their own destiny in making a more meaningful learning environment.

### **Summary and Conclusions**

The important findings are:

1. Instructional leadership is highly practiced among the principals in schools in Al Ain. Interviews with principals reveal that not all principals work at the same pace.
2. Supervision and evaluation are well-managed by principals at schools, but coordinating of the curriculum is lacking, which was concluded from both the questionnaires and interviews.
3. Instructional leadership is practiced more by female principals as compared to males, according to the interviews; accordingly, the questionnaires show that male principals do more than the females.
4. There are host of concerns raised by the participants and the interviewed principals with regard to the development of instructional leadership skills. ADEC is taking extreme steps to improve these skills by hiring professionals. The training is offered in

a pleasant environment by head of faculty and cluster managers, who facilitate their trainees in every possible way. They have also increased the budget for the progress of this department.

### **Recommendations:**

According to teachers' responses to the questionnaires, teachers in Al Ain schools assess their principal's instructional leadership behaviors as highly existent. This assessment of leadership was not ultimately contingent on the interview responses. Principal's leadership behaviors in Al Ain schools appear to be a good skill set for those who wish to be principals. These findings may enhance efforts to evaluate and prepare principals as instructional leaders.

- Enhance staff participation: through the involvement and the empowerment of all staff in making educational-decisions, and through identifying their needs and perspectives during the decision-making to increase their level of support, enthusiasm and commitment for the implementation of the school plan.
- Organize professional development programs based on the weaknesses of principals and, in light of the study findings, enhance their ability to influence their staff, gain their cooperation, convince them to achieve the objectives of the educational institution, and to overcome the challenges and difficulties they may encounter in the future.
- Examine the ways in which principals can achieve the optimal use of human resources and possibilities for education to improve the learning environment and increase performance efficiency.

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**APPENDIXES**

APPENDIX

(1)

The Main Study Questionnaire (English)





### First: Framing the School Goals

No.	Items related to the practices of the school principal	Degree for Practice				
		0	1	2	3	4
		Almost never	Seldom	Sometimes	Frequently	Almost always
1	Sets educational goals which can be applied by the teachers in the school.					
2	Benefits from student performance data when developing the educational objectives of the school.					
3	Uses a variety of ways to find out the needs of teachers in order to meet with the school's development goals.					
4	Engages teachers in aspects that will be the focus of improvement in developmental goals.					
5	Provides a learning environment that is consistent with the objectives of the school					
6	Encourages parents to participate in the implementation of the school's educational goals					

### The Second: Supervision and Evaluation

No	Items related to the practices of the school principal	Degree for Practice				
		0	1	2	3	4
		Almost never	Seldom	Sometimes	Frequently	Almost always
7	Visits classrooms regularly					
8	Gives prior suggestions for improvement before he/she does the final teacher evaluation.					
9	Gives suggestions for improving teaching through dialogue held after the classroom visit.					
10	After the classroom visit, gives written communication to the teacher regarding any weakness in teaching methods.					
11	Asks the teacher about the extent to which the objectives of the lessons have been achieved.					
12	Asks the teacher about the reasons for his/her choice of the teaching methods that were used.					
13	Checks students' work in the classroom as one of the assessment criteria.					
14	Encourages the use of interactive teaching methods.					

No	Items related to the practices of the school principal	Degree for Practice				
		0	1	2	3	4
		Almost never	Seldom	Sometimes	Frequently	Almost always
15	Gives the teacher the freedom of choice on how to implement his/her proposals for improving teaching.					

### Third: Coordinating the Curriculum

No	The Items related to the practices of the school principal	Degree for Practice				
		0	1	2	3	4
		Almost never	Seldom	Sometimes	Frequently	Almost always
16	Benefits from the results of test scores in the decision-making for the implementation of the curriculum.					
17	Ensures the commitment of teachers in achieving the objectives of the curriculum.					
18	Provides the means to meet the educational materials for the implementation of activities and curriculum.					
19	Participates in collaborative planning meetings for teachers when developing plans for the curriculum.					
20	Is aware of the link between the curricular objectives and student achievement on tests.					
21	Provides a description of the appropriate environment for the application of the curriculum.					

### Fourth: Tracking Student Performance

No	The Items related to the practices of the school principal	Degree for Practice				
		0	1	2	3	4
		Almost never	Seldom	Sometimes	Frequently	Almost always
22	Interacts positively with students in the school.					
23	Directs teachers to take into account the individual differences among students					
24	Individually meets with teachers to discuss the progress of the students.					
25	Continuously informs teachers in writing about the results of the school's performance.					
26	Continuously informs parents about the school's academic progress.					

No	The Items related to the practices of the school principal	Degree for Practice				
		0	1	2	3	4
		Almost never	Seldom	Sometimes	Frequently	Almost always
27	Discusses the results of student performance to identify strengths and weaknesses in the educational process of the school.					
28	Holds meeting with some students to discuss their educational concerns.					
29	Regularly Rewards excellent students with motivating incentives performance					

### Fifth: Supporting Professional Development

No	The Items related to the practices of the school principal	Degree for Practice				
		0	1	2	3	4
		Almost never	Seldom	Sometimes	Frequently	Almost always
30	Ensures the compatibility of professional development activities for teachers in the school with the objectives of the school.					
31	Makes sure that teachers benefit from professional development courses and are applying what they have learned in the classroom.					
32	Conducts a group of professional development activities related to teaching.					
33	Allots time for teacher meetings to exchange ideas or information relating to the activities of professional development.					
34	Makes sure the teachers benefit from / feel positively towards the professional development.					
35	Discusses with the teachers educational articles relevant to teaching					
36	Gives teachers the opportunity to choose the professional development activities suitable for them.					
37	Encourages teachers to share teaching experiences by observing each other.					

**Part Three: The Open Ended Question:**

1. What other roles performed by the school principal as instructional leader are not mentioned in the questionnaire?

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2. What most important suggestions that help to improve the performance of the principal as instructional leader?

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Thank you for your time and effort

APPENDIX

(2)

The Main Study Questionnaire (Arabic)



الفاضل الأستاذ الدكتور / \_\_\_\_\_ المحترم، السلام عليكم ورحمة الله وبركاته

يقوم الباحث بإجراء دراسة ميدانية تحت عنوان:

“المدير كقائد تعليمي: دراسة حالة على مدارس العين بدولة الإمارات العربية المتحدة”

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية تخصص القيادة التربوية. وتهدف هذه الدراسة إلى التعرف على واقع ممارسات القيادة التعليمية لدى مديري مدارس التعليم العام بمدينة العين في دولة الإمارات، وسيتم تطبيق هذه الاستبانة على عينة من الهيئة التدريسية من مختلف المراحل الدراسية، وتحقيقاً لهذا الهدف فقد تم بناء وتطوير استبانة مكونة من 37 بنداً مدرجة ضمن خمسة محاور، وقد قسمت الاستبانة إلى ثلاثة أقسام: الأول يشتمل على بيانات شخصية عن المستجيب، والثاني يتكون من بنود الاستبانة، والثالث يشتمل على الأسئلة المقترحة علماً بأن هذه الاستبانة تستخدم مقياس ليكرت الخماسي (دائماً – أبداً).

وبحكم خبرتكم الكبيرة في هذا المجال نرجو منكم تحكيم هذه الاستبانة من جهة:

1. سلامة الصياغة اللغوية، والدلالات اللفظية، ومدى تعبيرها عن المفاهيم المطلوبة.
2. مدى صلة بنود الاستبانة بالمحاور المختلفة التي تشتمل عليها.
3. إضافة أو حذف أية بنود أو محاور أخرى للاستبانة.

شاكراً لكم حسن تعاونكم وإيادكم للباحث.

الباحث: أحمد محمد خميس الكعبي

بسم الله الرحمن الرحيم

المحترمون

الأفاضل أعضاء الهيئة التدريسية بمدارس العين

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بإجراء دراسة ميدانية تحت عنوان:

**"المدير كقائد تعليمي : دراسة حالة على مدارس العين بدولة الإمارات العربية المتحدة "**

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية تخصص القيادة التربوية. وتهدف هذه الدراسة إلى التعرف على واقع ممارسات القيادة التعليمية لدى مديري مدارس التعليم العام بمدينة العين في دولة الإمارات، وسيتم تطبيق هذه الاستبانة على عينة من الهيئة التدريسية من مختلف المراحل الدراسية، وتحقيقاً لهذا الهدف فقد تم بناء وتطوير استبانة مكونة من 37 بلداً مترجمة ضمن خمسة محاور، وقد قسمت الاستبانة إلى ثلاثة أقسام: الأول يشمل على بيانات شخصية عن المستجيب، والثاني يتكون من بنود الاستبانة والثالث يشمل على الأسئلة المفتوحة.

ورغبة في الاستفادة من خبراتكم، وسعياً نحو الارتقاء بمستوى الإدارة المدرسية في الدولة نحو الأفضل، يرجو الباحث الإجابة عن 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.

وتفضلوا بقبول وافر الشكر والتقدير.

الباحث: أحمد محمد خميس الكعبي

## استبانة جمع البيانات

### الجزء الأول: البيانات العامة

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

الجنس: ( ) ذكر ( ) أنثى

المؤهل العلمي: ( ) دبلوم ( ) بكالوريوس ( ) دراسات عليا

عدد سنوات الخبرة الكلية: ( ) 1 - 5 سنوات ( ) 6 - 10 سنوات ( ) أكثر من 10 سنوات

جنس المدير: ( ) ذكر ( ) أنثى

المرحلة الدراسية:

( ) حلقة أولى ( ) حلقة ثانية ( ) حلقة ثالثة ( ) حلقة مشتركة

المادة الأساسية التي أقوم بتدريسها:

( ) اللغة العربية

( ) التربية الإسلامية

( ) اللغة الإنجليزية

( ) الدراسات الاجتماعية - تاريخ - جغرافيا - علم النفس والاجتماع - تربية وطنية

( ) علوم - رياضيات - أحياء - كيمياء - فيزياء

( ) تربية رياضية - موسيقى - تربية فنية

( ) تربية خاصة

### الجزء الثاني: بنود الاستبانة

يرجى قراءة البنود الآتية المتعلقة بممارسات المدير في مجال التعليم والتعلم (القيادة التعليمية)، وتحديد موقفكم من كل بند من حيث درجة تطبيق المدير لها في مدرستكم، وذلك بوضع علامة ( √ ) حسب التدرج المقابل له، مع ملاحظة أن درجة الموافقة على كل بند من البنود كالاتي:

0- أبدا

1- نادرا

2- أحيانا

3- غالبا

4- دائما

### المحور الأول: أهداف المدرسة

م	البنود المتعلقة بممارسات مدير المدرسة	درجة التطبيق				
		أبدا 0	نادرا 1	أحيانا 2	غالبا 3	دائما 4
1	يضع أهدافا تعليمية يمكن تطبيقها من قبل المعلمين في المدرسة.					
2	يستفيد من بيانات أداء الطلبة عند وضع الأهداف التعليمية للمدرسة.					
3	يستخدم طرقا متنوعة لمعرفة احتياجات المعلمين التدريسية ويربطها بأهداف المدرسة.					
4	يشرك المعلمين في تحديد جوانب التحسين في الأهداف التطويرية.					
5	يوفر بيئة تعليمية تتسجم مع أهداف المدرسة.					
6	يشجع أولياء الأمور على المشاركة في تنفيذ الأهداف التعليمية للمدرسة.					

### المحور الثاني: الإشراف والتقييم

م	البنود المتعلقة بممارسات مدير المدرسة	درجة التطبيق				
		أبدا 0	نادرا 1	أحيانا 2	غالبا 3	دائما 4
7	يزور المعلمين في الفصول الدراسية بشكل منتظم.					
8	يعطي اقتراحات مسبقة للتحسين قبل أن يقوم بإجراء الزيارة الصفية التقييمية.					
9	يعطي اقتراحات لتحسين التدريس من خلال حوار يجرى بعد الزيارة الصفية.					
10	يشير إلى نقاط الضعف في طرق تدريس المعلم بعد الزيارة الصفية بشكل كتابي.					
11	يسأل المعلم عن مدى تحقق الأهداف المرجوة للدروس.					
12	يسأل المعلم حول أسباب اختياره لطرق التدريس التي يتبعها.					
13	يتابع منتجات أعمال الطلبة في الفصل لكونها أحد بنود التقييم.					
14	يشجع على استخدام أساليب التدريس التفاعلية.					
15	يُعطي المعلم حرية الاختيار حول كيفية تنفيذ مقترحاته الخاصة بتحسين التدريس.					

### المحور الثالث: المناهج الدراسية

درجة التطبيق					البنود المتعلقة بممارسات مدير المدرسة	م
أبدا 0	نادرا 1	أحيانا 2	غالبا 3	دائما 4		
					يستفيد من نتائج اختبارات الطلاب في اتخاذ القرارات الخاصة بألية تنفيذ المناهج الدراسية.	16
					يتأكد من التزام المعلمين في تحقيق أهداف المنهج الدراسي.	17
					يوفر الوسائل التعليمية لتلبية متطلبات تنفيذ الأنشطة و المناهج الدراسية.	18
					يشارك في اجتماعات التخطيط التعاوني للمعلمين عند وضع الخطط للمناهج الدراسية.	19
					يدرك الصلة بين أهداف المناهج الدراسية والاختبارات التحصيلية للطلبة.	20
					يوفر بيئة صافية ملائمة لتطبيق المناهج الدراسية.	21

### المحور الرابع: متابعة أداء الطلاب

درجة التطبيق					البنود المتعلقة بممارسات مدير المدرسة	م
أبدا 0	نادرا 1	أحيانا 2	غالبا 3	دائما 4		
					يتفاعل بشكل إيجابي مع الطلبة في فترة الدوام المدرسي.	22
					يوجه المعلمين إلى ضرورة مراعاة الفروق الفردية بين الطلبة	23
					يجتمع مع المعلمين بشكل فردي لمناقشة التقدم الذي يحرزه الطلبة.	24
					يُعلم المعلمين باستمرار بنتائج أداء المدرسة بشكل مكتوب.	25
					يُعلم أولياء أمور الطلبة باستمرار عن تقدم المدرسة الأكاديمي.	26
					يناقش نتائج أداء الطلبة لتحديد نقاط القوة والضعف في العملية التعليمية في المدرسة.	27
					يعقد اجتماعات مع بعض الطلاب لمناقشة قضاياهم التعليمية.	28
					يحرص على تحفيز الطلاب من خلال رصد الجوائز للمتفوقين منهم.	29

المحور الخامس: دعم التنمية المهنية

م	البيانات المتعلقة بممارسات مدير المدرسة	درجة التطبيق			
		دائما 4	غالبا 3	أحيانا 2	نادرا 1
30	يتأكد من توافق أنشطة التنمية المهنية للمعلمين في المدرسة مع أهداف المدرسة.				
31	يتأكد من استفادة المعلمين من دورات التنمية المهنية من خلال متابعة تطبيق ما تعلموه في الحصص الدراسية.				
32	يقود بنفسه مجموعة من أنشطة التنمية المهنية ذات الصلة بالتدريس.				
33	يخصص وقتا لاجتماعات المعلمين لتبادل الأفكار أو المعلومات المتعلقة بأنشطة التنمية المهنية.				
34	يتأكد من تفاعل المعلمين الإيجابي في دورات التنمية المهنية.				
35	يناقش مع المعلمين المقالات التربوية ذات الصلة بالتدريس				
36	يعطي المعلمين الفرص في اختيار فعاليات التنمية المهنية المناسبة لهم				
37	يشجع المعلمين على تبادل الخبرات التدريسية بالزيارات الصفية لمختلف التخصصات				

الجزء الثالث : الأسئلة المفتوحة

ما الأدوار الأخرى التي يقوم بها مدير المدرسة كقائد تعليمي ولم يرد ذكرها في الاستبانة؟

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ما أهم المقرحات التي تساعد على الارتقاء بأداء مدير المدرسة كقائد تعليمي ؟

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انتهت الاستبانة مع الشكر



APPENDIX

(3)

The List of Questionnaire Reviewers

The List of Questionnaire Reviewers

No.	Name	College	Department
1	Prof. Mohamed Abdel-Dayem	College of Education, UAE	Foundation and Education Department
2	Dr. Hasan Alkhamiri	College of Education, UAE	Foundation and Education Department
3	Dr. Ali Ibrahim	College of Education, UAE	Foundation and Education Department
4	Dr. Shaikhah Altenaiji	College of Education, UAE	Foundation and Education Department
5	Dr. Ali Khalfan Al-Anqbi	College of Education, UAE	Curriculum and Instructions Department
6	Dr. Najem Aldeen Alshaikh	College of Education, UAE	Curriculum and Instructions Department

APPENDIX

(4)

The Request of Consent Letter

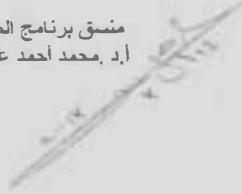
التاريخ: 2013/03/14

المحترم  
الأستاذ الفاضل /مدير مكتب العين التعليمي /مجلس ابوظبي للتعليم  
تحية طيبة، وبعد...

بإذنه يطيب لنا أن نلقمكم بأغلب تميزنا متمنين لكم كل التوفيق والنجاح في الإلقاء والعملية التعليمية ذاتها،  
هذا وفي إطار التعاون بين مجلس أبوظبي للتعليم وكلية التربية بجامعة الإمارات العربية المتحدة، نود إعلامكم بأننا  
بأن الثالث /أحمد خميس القعي، مسؤول في برنامج الماجستير تخصص "القيادة التربوية"، يقوم بإعداد بحث  
بعنوان: "المدير كالتدريس: دراسة حالة على مزارع مدارس العين بالإمارات العربية المتحدة" من ضمن  
مطلوبات الماجستير، لذا نرجو التكرم بالموافقة على تسهيل مهمته البحثية.

شاكرين ومقدرين حسن تعاونكم.  
هذا وتفضلوا بقبول فائق التحية والتقدير .

منسق برنامج الماجستير  
أ.د. محمد أحمد عبد الدايم



نسخة الى:  
قسم أصول التربية

APPENDIX

(5)

The Consent Letter

**From:** School Operation  
**Sent:** Thursday, April 25, 2013 1:33 PM  
**To:** Al Ain Education Zone Principals  
**Cc:** ADEC Research  
**Subject:** تسهيل مهمة الباحث: أحمد محمد الكعبي

الأفاضل

السادة/ مدراء ومديرات المدارس الحكومية - العين

يطيب لنا أن نهدىكم أطيب التحيات.

في إطار دعم مجلس أبو ظبي للتعليم للبحث والباحثين، فإنه يسعدنا إعلامكم بموافقة المجلس على موضوع الدراسة المقدمة من الباحث/ أحمد محمد خميس محمد الكعبي، في إطار دراسة الماجستير بجامعة الإمارات، بعنوان:

**المدير كقائد تعليمي: دراسة حالة على مدراء مدارس العين بدولة الإمارات العربية المتحدة**

لذا، يرجى تسهيل مهمة الباحث ومساعدته في الحصول على المعلومات المطلوبة للدراسة المشار إليها.

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APPENDIX

(6)

The Interview Questions

الأفاضل مديرى مدارس مدينة العين

المحترمون

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بإجراء دراسة ميدانية تحت عنوان:

" المدير كقائد تعليمي : دراسة حالة على مدارس العين بدولة الإمارات العربية المتحدة "

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية تخصص القيادة التربوية. وتهدف هذه الدراسة إلى التعرف على واقع ممارسات القيادة التعليمية لدى مديرى مدارس التعليم العام بمدينة العين في دولة الإمارات، ورغبة في الاستفادة من خبراتكم، وسعياً نحو الارتقاء بمستوى الإدارة المدرسية في الدولة نحو الأفضل، يقوم الباحث بإجراء مقابلة استطلاعية، من أجل إثراء موضوع الدراسة والوصول إلى النتائج المرجوة منها، علماً بأن إجاباتكم لن تستخدم إلا لأغراض البحث العلمي فقط.

وتفضلوا بقبول وافر الشكر والتقدير.

الباحث: أحمد محمد خميس الكعبي

## أسئلة المقابلة

### 1. أهداف المدرسة:

- ما الدور الذي تقوم به في وضع أهداف المدرسة؟
- ما الطرق والوسائل التي تستخدمها لتحديد أهداف خطة المدرسة؟
- كيف تساعد المعلمين في تحقيق أهداف المدرسة؟
- هل هناك رؤيا خاصة للمدرسة؟ وكيف تكون أليه تصميم الرؤيا؟

### 2. الإشراف والتقييم:

- كيف تقوم بالإشراف على المعلمين؟ عدد الزيارات / إجراءات قبل وبعد الملاحظة الصفية؟
- ما أهم النقاط التي تركز عليها أثناء الملاحظة الصفية؟
- هل تقوم بالإشراف بمفردك؟ (لا) من يعاونك؟

### 3. المناهج الدراسية:

- هل تقوم بإعادة النظر في المناهج المقررة بناء على نتائج الطلاب؟ (لا) لماذا؟ (نعم) كيف؟
- كيف تتأكد من التزام المعلم في تحقيق أهداف المنهج الدراسي؟
- كيف يتم توفير الوسائل التعليمية لتلبية متطلبات المنهج الدراسي؟

### 4. متابعة الطلاب:

- كيف يتم توظيف نتائج الطلاب في اتخاذ القرارات لتحسين تعلم الطلاب؟
- هل تجري لقاءات مع المعلمين لمناقشة نتائج الطلاب؟
- متى تقوم بهذه المقابلات؟ ما النقاط التي تركز عليها؟
- هل هناك مشاركة واهتمام لأولياء الأمور بتحصيل أبنائهم؟ (لا) لماذا؟ (نعم) كيف؟

### 5. التنمية المهنية:

- ما خطة المدرسة في إعداد برامج التنمية المهنية؟ وما دورك في هذا الجانب؟
- كيف تتأكد أن المعلمين استفادوا من برامج التنمية المهنية المقدمة لهم؟
- هل تقوم بعمل دورات تدريبية للمعلمين؟

### 6. أسئلة عامة:

- ما الأدوار الأخرى التي يقوم بها كقائد تعليمي ولم يرد ذكرها في المقابلة؟
- ما أهم المقترحات التي تساعد على الارتقاء بأداء مدير المدرسة كقائد تعليمي؟

## "المدير كقائد تعليمي: دراسة حالة على مدارس العين بدولة الإمارات العربية المتحدة"

### ملخص البحث

هدفت هذه الدراسة إلى التعرف على مدى ممارسة القيادة التعليمية في المدارس الحكومية في مدينة العين من وجهة نظر كلا من المعلمين والمدراء. وقد ركزت هذه الدراسة على الممارسات التالية: أهداف المدرسة، والإشراف، والمناهج الدراسية، وإداء الطلاب، والتطوير المهني.

واستهدفت هذه الدراسة بثلاثة أسئلة، وقد تم استخدام كل من التحليل الكمي والنوعي في تحديد النتيجة النهائية. وقد تم جمع البيانات لهذه الدراسة من خلال دراسة استقصائية باستخدام مقياس ليكرت. واستهدفت الدراسة 644 معلم ومعلمة يعملون في مدارس العين الحكومية، وشملت جميع المراحل الدراسية عدا الروضة، وتم تصنيف المعلمين على أساس الجنس من ذكور وإناث، من مختلف الفئات العمرية، وسنوات الخبرة والمؤهلات، وكانوا من مواطني دولة الإمارات بالإضافة إلى المدرسين الأجانب.

وشملت الاختبارات الإحصائية الوسائل، والنسب المئوية، والانحرافات المعيارية. وتم تطبيق اختبار ANOVA في اتجاه واحد لتحليل الجزء الكمي من الاستبيان. وتم تفسير الإجابات على الأسئلة المفتوحة في الجزء الأخير من الاستبيان نوعياً. وقد أجرى الباحث مقابلات مع أربعة فقط من مديري ومديرات المدارس من كلا الجنسين، يختلفون في أعمارهم وسنوات الخبرة، والتعليم، وذلك للحصول على المزيد من البيانات للإجابة على أسئلة البحث.

وأظهرت نتائج هذه الدراسة وجهات نظر متضاربة من كلا الجنسين، أن المعلمين في مدارس منطقة العين يعانون السلوكيات القيادية التعليمية الرئيسية الخاصة بمديريهم بنسبة عالية، في حين أشارت بعض المقابلات مع المدراء إلى أن هناك نقص في بعض الممارسات أو سوء استخدامها. ومع ذلك، فإن مجلس أبوظبي للتعليم يتخذ خطوات ثابتة من خلال منح مديري المدارس الورش التدريبية المختلفة. علاوة على ذلك، أظهرت نتائج الدراسة أيضاً أن مديري مدارس الذكور تميل إلى إدارة المدارس بشكل أفضل بكثير من مديرات مدارس الإناث. وتتناقض هذه النتيجة مع استجابات المدراء في المقابلات والتي أظهرت نتيجة عكسية.

وأخيراً، فقد أوصت الدراسة بتعزيز الدافعية لدى مديري المدارس لتبني ممارسات القيادة، من خلال توفير التدريب من قبل الخبراء المهنيين الذين يمكن تفهم الوضع بشكل أفضل، كما أوصت بتبادل الخبرات ومتابعتهم وتوضيح الأوقات والموافق الأنسب لكي يتمكنوا من تطبيق الممارسات القيادية بشكل فعال.



جامعة الإمارات العربية المتحدة  
كلية التربية  
قسم أصول التربية  
برنامج الماجستير في التربية

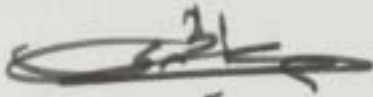
عنوان الرسالة:

المدير كقائد تعليمي: دراسة حالة على مدارس العين بدولة الإمارات العربية المتحدة

اسم الطالب:

أحمد محمد خميس محمد الكعبي

لجنة المناقشة:



(مشرفاً ورئيساً)

د. حسن عيسى الخميري



(عضواً)

د. علي سعيد إبراهيم



(عضواً)

د. شبيخة عبيد الطنجي





جامعة الإمارات العربية المتحدة  
كلية التربية  
قسم أصول التربية  
برنامج الماجستير في التربية

المدير كقائد تعليمي: دراسة حالة على مدارس العين بدولة الإمارات العربية المتحدة

رسالة مقدمة من الطالب

أحمد محمد خميس محمد الكعبي

إلى

جامعة الإمارات العربية المتحدة

استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية

تخصص "القيادة التربوية"

يونيو 2013

