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# Characteristics of Leaders of Change for Principals in Al Ain Schools, the United Arab Emirates

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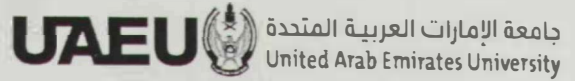
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United Arab Emirates University

Faculty of Education



**CHARACTERISTICS OF LEADERS OF CHANGE FOR PRINCIPALS IN  
AL AIN SCHOOLS, THE UNITED ARAB EMIRATES**

A Thesis in

Education (Educational leadership)

By

FATIMA MURAD ALI KHAJA AL MAZAM

Submitted in partial fulfillment

of the requirements

for the Degree of

Master of Education

May, 2011

CHARACTERISTICS OF LEADERS OF CHANGE FOR PRINCIPALS IN AL AIN,  
UNITED ARAB EMIRATES

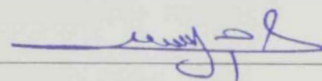
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education

(Education Leadership)

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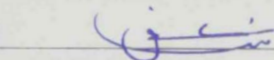
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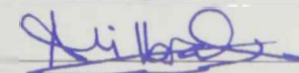
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## ABSTRACT

This study investigates the characteristics and skills of leaders of change that are exhibited by Al Ain Education Zone school principals. The research design is mainly a quantitative survey study. Data were gathered from 434 teachers in Al Ain schools. Means, standard deviations, *t* test and one-way analysis of variance were used as statistics to analyze the data. The study found out that school principals in Al Ain exhibit the characteristics of leaders of change regarding sharing vision and values, valuing human resources, fostering collaborative relationships, communicating effectively, being proactive, creating and sharing knowledge, and managing resistance to change. The study also found out that there is a significant difference in the perceptions of female and male teachers regarding school principals' characteristics as leaders of change. The statistical differences were in valuing human resources and being proactive. A significant difference in the perceptions of Emirati and non-Emirati teachers of their school principals' characteristics as leaders of change was also found. Non Emirati teachers rated their principals higher in valuing human resources, communicating effectively, being proactive, creating and sharing knowledge, and managing resistance to change. However, years of experience had no impact on the teachers' perceptions.

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## DEDICATION

To my parents for their unconditioned love, endless support and for always believing in me

## CHAPTER I

### Introduction

#### Introduction

There is nothing more constant in life than change. It is not only important for life to continue, it is life itself. If change is bound to happen, then it only makes sense to make it a permanent part of our existence. "Both research and practice offer one inescapable, insightful conclusion to those considering an improvement initiative: Change is difficult" (DuFour, & Eaker, 1998, p.49). Nevertheless, change in education is a must that cannot be avoided and responding to it is obligatory if we do not wish to be left behind. Today, organizations big and small, public and private, domestic and global, are engaged in a great experiment. They find themselves in an era of paradigm shift when a set of assumptions no longer applies and must be replaced. "They are responding by adopting new management philosophies and following new methodologies in order to bring about organizational change" (Carr, Hard, & Trahant, 1996, p.3).

However, change should not be just for the sake of change, it needs to be pursued to improve schools. School leaders should seek change to enable their schools to keep up with the latest educational trends. Moos and Dempster (1998) noted that "change in response to local community circumstances is often necessitated by movements in demography, shifts in public attitudes or social practices introduced into the school's immediate environment" (p. 105). Therefore, most change in any system occurs as a response to disturbances in the system's external or internal environment.

Change in education should occur to accommodate students' needs. Dalin (as cited in MacBeath, Moos and Riley, 1998) stated that schools should adopt innovative learning approaches and transfer into creative learning organizations if they wish to survive the future because this is the best way for their students to experience the future.

Conversely, schools cannot be transformed into such organizations unless their leaders seek to fit themselves and their schools with the essential tools of change. It is increasingly evident that change is not a process which can be simply managed. Change needs to be led and research has shown the way to make change successful (Aitken & Higgs, 2010). Successful implementation of educational change requires effective leaders who have the ability to be mentally engaged with the school's prevailing culture and to promote the idea of working as teams among the teachers (Carlson; Leithwood, Begley, & Cousins; Leithwood, Steinbach, & Ryan, and Senge as cited in Macmillan, 2000). Studies attribute certain characteristics to successful change leaders. Effective communication seems to be a common factor in all studies. Leaders should communicate and share information and data at all times and they should involve other members in all stages of change, including the early stages, which can limit resistance to the intended change process.

Successful leaders of change understand that people are the most important resource they have while implementing the intended change (Zimbalist, 2001). Successful schools use the people in their organizations to implement change and educational leaders recognize that the human resources are the most important factors in the change process. Thus, they should use them effectively as individuals and team

players. They should also make sure to include them in planning, decision making, and in creating the school vision.

Effective change leaders should help make all members stay motivated, which is best done by creating a sense of ownership and by rewarding the successes achieved. There should be a clear timeline and opportunities for sharing, and working should be created as well. It is also similarly important to evaluate the process in order to ensure success. According to Zimbalist (2001), in order to lead change successfully, leaders need to accurately assess the current conditions in their organizations, develop a sense of urgency for the areas that need to be changed, create a guiding coalition, share the vision with the stakeholders, create time for necessary planning, communicate the vision, create ownership, establish timeline, communicate the first changes, capitalize on the first success, manage resistance to change, evaluate the process, and sustain the effort.

According to Dr. Mugheer Khamis Al Khaili, the director general of Abu Dhabi Education Council (ADEC), the latest studies proved that only 5% of Abu Dhabi Emirate students join the institutions of higher education without the need to go through years of foundational education (Abu Zaid, 2010). This led educational leaders to be in a continuous quest for reforming education and improving students' performance.

So as to raise the achievement of students, ADEC was established to develop education and educational institutions in the Emirate of Abu Dhabi, implement innovative educational policies, create programs that aim to improve education, and support educational institutions and staff to achieve the objectives of national

development in accordance with the highest international standards (Badri, Mason & El Mourad, 2010).

ADEC recognizes the significant role school leaders are to play in their reform initiative. ADEC called on school principals to work together to build a knowledge-based society and take an active part in implementing the new educational model that has been developed in order to enhance the academic experience and educational quality of schools (School Leadership Handbook, 2011).

### **Statement of the Problem**

The last decade has witnessed different reform efforts in education in the UAE which covered different areas including the curricula, pedagogy, technology, leadership approaches and community involvement; nevertheless, school leaders are still struggling to lead their schools towards a successful experience. According to Macpherson, Kachelhoffer and El Nemr (2007), despite previous reform efforts in the education system in the UAE, there are eleven major problems in that system which were unsuitable curricula, ineffective teaching methods, inappropriate assessment methods, little use of ICT, poor libraries and learning support, short school days and a short school year, ineffective school culture, poor facilities, low levels of professionalism, ineffective school system, and inadequate budgets.

Recently ADEC developed a new reform agenda with launching the New School Model in 2010 which aimed at improving the educational outcome to reach an international competitive level through creating an active teaching and learning environment for the students with support of the school, their families and the

community. The focus points of the New School Model are student health and safety, well-being, individual learning, bilingual literacy, critical thinking, problem solving, creativity and cultural national identity (School Leadership Handbook, 2011).

Given the past history of not very successful reform, it is important to assess the extent to which school principals possess the characteristics of leaders of change and have the ability to lead the change initiated by ADEC. Therefore, the problem of this study can be stated in the following research questions:

- 1- To what extent do teachers in Al Ain Education Zone perceive that school leaders have the characteristics of leaders of change?
- 2- Do teachers' perceptions of their school leaders' characteristics as leaders of change differ according to gender, nationality and years of experience?

### **Purpose of the Study**

The purpose of this study is to investigate the extent to which school leaders in Al Ain Education Zone exhibit the characteristics and skills of leaders of change.

### **Significance of the Study**

The Emirate of Abu Dhabi has begun a process to transform its schools into high-achieving educational institutions. This process began with the foundation of Abu Dhabi Education Council (ADEC) in 2005 with the purpose of improving the level of education offered to students in order to prepare them for higher education in the UAE and abroad. ADEC has already started the reform with the introduction of the new school model.



Effective change leaders are needed to lead the reform process undertaken by ADEC. In the past, rare research was done on reform initiatives in the UAE. This study helps to explore the extent to which Emirati schools leaders are enjoying the features of change leaders. This will help ADEC in its attempt to carry its reform agenda.

This study is also important because it adds to the knowledge base on the issue of reform and change in the UAE.

### **Limitations of the Study**

The study was carried out in Al Ain schools during the academic year 2010-2011. Generalizations to schools in other emirates and other zones are not sought.

### **Definition of Terms**

#### **Change.**

Jones (2007) defined change as "the process by which organizations move from either present state to some desired future state to increase effectiveness" (p. 269), while Lunenburg and Irby (2006) defined it as "any modification in one or more elements of the school". Carr et al. (1996) also viewed change as "moving from an old way of doing things to a new one that will bring positive outcomes" (p.3). In this study change means the reform initiatives undertaken by ADEC in the Emirate of Abu Dhabi.

#### **Leadership.**

Jong and Hartog (2007) defined leadership in general as "the process of influencing others towards achieving some kind of a desired outcome", while Kotter (1996) defined leadership as "a set of processes that creates organizations in the first

place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite obstacles" (p. 25). This study adopts Jong and Hartog (2007)'s definition of leadership. To connect it to the characteristics of leaders of change, leadership here means the process of influencing the school community towards implementing ADEC's reforms successfully in Al Ain schools.

### **ADEC.**

Abu Dhabi Education Council which was established in 2005 to develop education and educational institutions in the Emirate of Abu Dhabi.

### **Organization of the Study**

The first chapter is the introduction which includes the statement of the problem, the purpose of the study, the significance of the study, limitations of the study and definition of terms.

The second chapter covers the theoretical background which discusses change, causes of change, types of change, the change process, the role of leaders of change and characteristics of leaders of change.

The third chapter is methodology and it includes research design, instruments, validity and reliability, population and sample, procedures and ethical considerations.

The fourth chapter includes findings and discussion.

The fifth chapter provides summary, conclusion and recommendations.



## CHAPTER II

### Theoretical Background of the Study

#### Change

"Remarkably, the history of intensive educational change is little more than half a century old" (Fullan, 2007, p.4). So, change is a permanent guest in educational institutions. Levin and Riffel (2000) stated that "Almost everyone agrees that schools today are facing a world of change. The ability of schools to remain vital and important institutions depends on their ability to understand and cope with the changing world around them" (p. 178).

Nothing remains the same but the reality remains that making people give up what they know and believe in, and what they are used to doing, is not going to be an easy task (DuFour & Eaker, 1998). Consequently, in attempting to lead change, leaders should think about how to approach carrying out the change initiative. According to Salisbury and Conner, "If you intend to introduce a change that is incompatible with the organization's culture, you have only three choices: modify the change to be more in line with the existing culture, alter the culture to be more in line with the proposed change, or prepare to fail" (as cited in DuFour & Eaker, 1998, p.132).

This chapter discusses the causes and types of change, and how they affect implementing the change process. Then it explains the role and characteristic of leaders of change.

## **Causes of Change**

Change is most certainly inevitable; nonetheless, certain factors or forces play a vital role in effectuating change. Studies about change, and educational change in particular, give different reasons for change to occur whether they are internal or external factors. There are social, political, general or technological reasons. Schools may change because of a crisis like low student enrollment or low level of achievement, or they might just change to improve or to adapt to new needs in the educational market. They might change because of the increasing level of competition or to respond to the demands of investors or stakeholders or because of community pressure (Aitken & Higgs, 2010; Fullan, 2007; Brown, 2003; Higdon, 2003; Carr et al., 1996). Teachers agree that the most motivating and successful change is change that directly benefits the students, which makes perfect sense as the students are the centre of learning and the main focus of educational institutions.

## **Types of Change**

There are different types of change. Aitken and Higgs (2010) identified three broad categories of change:

1. Developmental, which can be planned or emergent and aims at improving or correcting existing aspects of an organization.
2. Transitional, which is planned and radical, and aims at reaching an outcome that is different from the one that originally exists.

3. Transformational, which is sustainable and calls for changing the organizations existing assumptions which may lead to a completely different organization in structure, process, culture and strategy.

However, it is notable that no matter what type the change is or what the reason for the change is, self initiated change is more fruitful than change imposed by others because it addresses the affected group's specific needs and purposes. Hargreaves (2004) stated that mandated change gets repeated bad reviews from teachers who think it fails to enable them to achieve their own purposes and missions. Teachers are enthusiastic about self-initiated change and are motivated by the benefits gained by them and by their students. Teachers in high school think that positive change focuses on benefits for students while in elementary schools it is associated with the benefits of collegiality.

### **The Change Process**

When faced with change, whether internal or external, educational leaders can refer to change literature which is rich with approaches to leading change. They only need to bear in mind choosing the most effective and suitable approach to their institution's change story so as to yield the desired outcomes. According to Carr et al (1996), there are effective methods to leading change but they need to be carried out appropriately if one wants them to be successful. In order for those approaches to be successful, leading change should be practical and data driven with concrete action steps and tools that produce measurable results.

The Higgs and Rowland change model demonstrates four approaches to change: directive, self-assembly, master, and emergent change. Both directive and self-assembly

change approaches are focused on doing change to people; whereas both master and emergent change approaches focus on doing change with people (Aitken & Higgs, 2010).

Moreover, research shows that the most effective approach to leading change is the participative approach. After agreeing that there is a need for change, leaders should involve people who will be affected by it in designing and implementing the change initiative. It is important for them to understand the need for the change but that is not enough, it is also important for them to understand how to manage it as well (Contour homes in on effective change, 2010).

Aitken and Higgs (2010) also stated that, following the participative approach, leaders involve all the members who will be affected by the intended change in the process. Even though the change is driven by leaders, it is not only managed by the leaders themselves but also by individuals and groups within the organization. There is a drawback to this approach because it takes time and is more costly, yet the benefits outweigh the drawbacks because the changes made are more likely to be supported due to the involvement of all those affected.

However, Kotter (1996) pointed that in order for change to be successful, eight steps must be followed. The first step is establishing a great sense of urgency. Leaders should communicate that there is a crisis to convince people of the need for change and to motivate them to move forward with that change. The second step is forming a powerful guiding coalition through creating a team of leaders who are powerful enough to lead the change effort. This team can include representatives of all stakeholders like administrators, teachers from different teaching departments, students, parents and partner community institutions.

The third step is creating a clear vision that helps direct the change initiative. This vision should be created by a group of leaders not an individual. Without such a vision the change intended might fade in time. The fourth step is communicating the vision through using every available means of communication like emails, text messages, newsletters, meetings, workshops and through modeling deeds which are more powerful than words.

The fifth step is empowering others to act on the vision through removing obstacles, which can be organizational structure and systems, like the building or finding the time, traditional curricula and equipment, and through encouraging risk taking and using innovative ideas. The sixth step is creating short-term wins. Many people give up on the change effort if they don't see short-term wins. Leaders should search for ways to gain performance improvements through setting goals that can be accomplished in a short time and they should reward the members who were involved in those improvements.

The seventh step is consolidating the results to guarantee continuity through changing systems, structures and policies that do not support the change vision. The eighth step is planting change in the culture through communicating to people how the new practice is improving performance so when current leaders leave, the change continues to take place with the new leadership. This also can be accomplished by preparing new generations of leaders who believe in the change initiative.

### **The Role of Leaders of Change**

School leaders play a vital role in leading change in their schools. Lukhwari (2002) stated that "without leadership which is committed to change and its proper management, change cannot occur easily". The literature on school leadership and

educational change identifies the crucial role the school leaders, including the principal, and vice principal, play on whether or not the change will occur in the school (Hord, 1997). Reforming schools without having proficient principals, who actually care about their schools, can be a challenging task. Change can be initiated internally or externally but eventually the school principal is the one who is responsible for implementing and supporting that change initiative (Gertner, Semerad, Doyle and Johnston as cited in DuFour & Eaker, 1998).

Aitken & Higgs (2010) proposed that there are four critical roles in a change process:

1. Change advocates: The individual (or group of individuals) who are primarily concerned with the initiation of the change.
2. Change sponsors: The senior-level individuals within the organization who place their support behind the change and give legitimacy to the interventions required to implement the change.
3. Change agents: The individuals charged with the implantation of the change process.
4. Change targets: The individuals impacted by the change and whose practices and behaviors need to be modified in order to achieve the goals.

Each role requires certain key leadership skills. A change advocate should have the ability to exercise environmental scanning, identify the need for change, and have influencing and persuasion skills. Whereas a change sponsor needs to have networking skills, political awareness and role modeling skills, a change target should have skills relating to challenging constructively, assumption surfacing and clarifying through



inquiry are important. These skills ensure that the target is not a passive participant in the change process, but can contribute to effective implementation through skilled engagement with the change. As for a change agent, much of the literature and research associated with change leadership focuses on the role of the change Agent. Change agents are the change leaders who should exhibit certain features and characteristics that enable them to lead the change process successfully.

### **Characteristics of Leaders of Change**

According to Self and Schraeder (2009), the principals' inability to understand how to lead their schools through a change initiative can result in the failure of the intended change. Therefore, "only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement" (Fullan, 2002).

Many studies have attempted to identify and explain the main characteristics and skills of effective change leaders (Aitken & Higgs, 2010). For example, Mendez-Morse (1992) described leaders of change as those leaders who have vision which they share with others, and who value human resources. They are proactive and take the initiatives to improve their schools. They are effective communicators and listeners who believe that the purpose of schools is to meet the needs of students.

Buchanan and Boddy (as cited in Aitken & Higgs, 2010) identified more areas of competence: sensitivity to key personnel changes and their impact on goals, clarity in specifying goals and defining the achievable, flexibility in responding to change and risk-taking, team building, networking, ambiguity tolerance, communication skills,

interpersonal skills, personal enthusiasm, stimulating motivation and commitment in others, selling plans and ideas to others, negotiating with key players for resources and change, political awareness, fluency skills, and helicopter perspective.

Nonetheless, the characteristics that are associated the most with leaders of change are sharing vision and values, valuing human resources, fostering collaborative relationships, communicating effectively, being proactive, creating and sharing knowledge, and managing resistance to change.

### **Sharing vision and values.**

According to Harding (2010), experts on implementing change argue that vision, which is shared by everybody, is necessary to know how things are going to be after the change has been implemented. Kotter (1996) also stated that vision plays a key role in creating a successful change experience. It directs and motivates great numbers of people to act accordingly. Palmer, Dunford, & Akin (2009) argued that changes that are introduced by leaders without vision might be seen as random and uncalled for. That is why it is ever so crucial for those who lead change to be visionary leaders. They should start with a personal vision to forge a shared vision with others and they should communicate the vision in a way that empowers people to act (Mendez-Morse, 1992).

Having a vision is necessary when implementing change; "If a change initiative is to produce the desired results, educators must be able to describe the results they seek. A shared vision provides them with a compelling, realistic picture of the school they are trying to create" (DuFour, & Eaker, 1998, p. 86). Having such a vision that is shared by everybody in the school has its advantages. Brown (2003) argued that the absence of



shared vision most likely results in confusion among staff. When all involved members participate in creating the vision, they clearly understand the reason for the change which helps them accept and embrace it. Yet, leaders should also find a way to communicate the vision. According to Kotter (1996), if leaders want everybody else to follow the vision, the best way to communicate it is by being role models in enacting it themselves.

As having a shared vision is a crucial characteristic of leaders of change, it's similarly important to have values that are shared by all the members in the school. Mendez-Morse (1992) stated that, most of the time, a shared vision is motivated by the shared values and beliefs of the school administrators and teaching staff. In addition, DuFour and Eaker (1998) argued that "the most effective strategy for influencing and changing an organization's culture is simply to identify, articulate, model, promote, and protect shared values" (p.134).

Moreover, in periods of significant change, change leaders are required to understand their own and others' personal values to reach shared values, beginning with the potentially different personal values through diagnosing, discussing and clarifying them, which will also help them in identifying and securing the potential levels of engagements and predicting and managing potential resistance to change (Aitken & Higgs, 2010).

As student learning is the main purpose of any educational process, when leading change the main value for school leaders should be student learning (Fullan, 2002). Therefore, "believing that schools are for students' learning frequently surfaced as a common characteristic of leaders that promote change" (Mendez-Morse, 1992, p. 30).

In addition to having a shared vision and values, effective leaders of change must set clear goals for the change initiative. Kotter (1996) pointed out that successful transformation requires leaders who find out ways to improve performance through setting goals and objectives and looking for ways to achieve them.

### **Valuing human resources.**

Leaders of change recognize that human resources are the school's greatest asset (Mendez-Morse, 1992). Those leaders should understand that leading change effectively does not only mean paying attention to structure, strategies and statistics, but also paying attention to people in the school (Fullan, 2004). Consequently, effective leaders of change believe in the abilities of their staff and value their efforts and contributions to realize the school's vision and to achieve its goals (Mendez-Morse, 1992). They make use of different tactics to use people's different abilities and skills to tackle tough problems (Fullan, 2004).

Nevertheless, it is not enough to just understand that people are the most important resource in a school. Leaders need to recognize their efforts and achievements publicly. DuFour & Eaker (1998) stated that research studies indicate that people are more motivated when they feel their work is of great value, and they tend to do their best to achieve a certain task when they know that their work will be appreciated and recognized by others.

That being said, motivation should not be only directed to those who excel but those who the leaders want to excel as well; "The cultural change principal's efforts to motivate and energize disaffected teachers and forge relationships among otherwise

disconnected teachers can have a profound effect on the overall climate of the organization" (Fullan, 2002).

### **Fostering collaborative relationships**

One of the most important characteristics of leaders of change is bringing together all members in order to run their schools effectively. "Leaders must be able to build relationships with and among diverse people and groups, especially with people different from themselves" (Fullan, 2004, p. 80). According to Mendez-Moser (1992), they should possess interpersonal skills which would facilitate developing collaborative relationships with and among others. Such skills are needed to build a work environment that promotes collective efforts, while at the same time addresses the needs of both individuals and group.

Additionally, school leaders should build a culture of collaboration in their schools, starting with the teachers. DuFour and Eaker (1998), stated that in order to build a collaborative culture, school leaders should make sure that teachers meet regularly to reflect on their practices in their schools and classrooms and to discuss new ideas and trends that impact their practices.

Fostering collaborative relationships also means delegating responsibility to others like teaching teams and school committees (DuFour & Eaker, 1998). So, good leaders are also good followers who know their staff well enough and listen to them (MacBeath, 1998). In fact, Mendez-Morse (1992) indicated that the recent educational reform movements, such as restructuring and site-based management, have called for maximizing teacher participation in leading the school through involving them in

decision-making concerning different issues. Dempster and Logan (1998) stated that a strong leadership team should include students, teachers, vice principals and parents.

It is true that delegating responsibility and involving others in decision-making is something to aspire for among leaders of change but it should not be done randomly and without planning. Those leaders ought to ensure that their staff have relevant background information and provide them with research findings to help them arrive at informed opinions. They should provide their staff with training to acquire the skills needed to help them achieve the school's goals (DuFour & Eaker, 1998). In doing so, school leaders are creating other leaders in the school which will not only help in advancing the change initiative but also to sustain it even if the current school leader leaves (Fullan, 2002).

### **Communicating effectively**

Having effective communication skills is essential for a change leader because "how change gets communicated and talked about is crucial to its success" (Palmer et al., 2009, p. 291). It is stated in Contour homes, (2010) that, even when there is only little information to share, it is extremely important during the time of change to be involved in ongoing dialogues with all staff members. If there is no regular communication, people will resolve to making their own assumptions to complete the missing links. Even though E-mail and written notes can be faster at delivering a message, it's of great importance to have face-to-face communication to discuss sensitive aspects of managing change.

Thus, leaders of change should be good communicators and listeners. They should listen well to parents, teachers, and pupils (Becker, Withycombe, Doyel, Miller, Morgan, DeLoretto, Aldridge, as cited in Mendez-Morse, 1992). Listening is a



fundamental communication skill especially when the communication takes place through having a dialogue (Palmer et al., 2009).

Having good communication skills can help leaders manage conflicts they face as they implement the change initiative. Change can bring about conflict; "Under stress, people can turn on their organization and each other. The result is increasing conflict, especially among the adults" (Hord & Sommers, 2008, p. 105). However, people tend to shy from dealing with conflict even if it is simple. They do not feel comfortable dealing with conflict because they are used to running away from it (Guttman, 2008).

However, according to Guttman (2008), conflict should be addressed because, if left unsolved, it can lead to serious consequences like unproductive activity, anger and hostility, increased costs and waste, poor quality, reduced productivity and increased absenteeism and turnover. That is why leaders should learn how to manage conflict effectively which can be done through following certain steps which are: being candid and discussing the issues as they arise, being receptive and accepting disagreement, looking at the problem as business not a personal matter, being clear about the decision-making rules, staying away from enlisting a third party, learning to listen, holding members accountable and asking them to develop solutions, and recognizing and rewarding successful conflict management.

Communication skills are not only needed to communicate with staff, parents and students, but those leaders should also understand the importance of communicating with the wider community to create a positive climate and provide their staff with the opportunity to have external work contacts (Jong & Hartog, 2007).

### **Being proactive**

In order to lead change effectively, leaders should be proactive and predict the need for change thus challenging the status quo. Mendez- Morse (1992) stated that leaders of change are proactive and take the initiative. They are able to anticipate and identify changes that are needed in their schools. They recognize changes in issues like curriculum, student needs and educational policies and they begin to search for possible actions to respond to those changes. Tager (2004) also stated that change leaders do not hesitate to take the risk and adopt new approaches to improve their schools. They find new strategies based on the change initiative despite the fact that usually people prefer to stick to a certain plan when leading change.

### **Creating and sharing knowledge**

"Scholars and managers have shown an increasing interest in understanding and managing organizational knowledge" (Roth, 2003). In times of change, when people realize that what they know is not enough to get them through, they start turning to others for knowledge. According to Fullan (2007), making time for creating and sharing knowledge is exceptionally important.

Jong and Hartog (2007) stated that "one way for organizations to become more innovative is to capitalize on their employees' ability to innovate", and according to Harding (2010), effective leaders of change have a firm belief that they do not hold the answers to all questions. They understand that other people have the other pieces of the puzzle. It is important for leaders to be creative, but creative leaders influence others to

think and act creatively too because the best ideas and practices come from different individuals who share their creativity.

Fullan (2002) also argued that effective leaders recognize the significance of creating and sharing knowledge. They understand that information transforms into knowledge through a social process. Nevertheless, creating such a culture is not easy and requires great efforts. According to Roth (2003), sharing ideas about issues which the school staff considers of great value, results in creating a learning culture. However, to create such a culture, school leaders should facilitate sharing knowledge that benefits all parties engaged.

Conversely, according to Ardichvilli, Page and Wentling (2003), knowledge flows easily when the employees view knowledge as a public good for their community, but even when they understand that, they tend to feel shy and hesitate to share the knowledge they have. This can be attributed to different reasons such as being afraid of criticism or misleading the others as they feel that the information they have might not be accurate or relevant or even important. In order to solve this problem, leaders should develop various types of trust, ranging from knowledge-based to institution-based trust.

This trust can be built in different ways. "Walking the talk (practicing what you preach) has become a common phrase in the language of leadership" (Aitken & Higgs, 2010, p. 109), which means that leaders of change should act as the lead learners in their schools and they should be role models in lifelong learning by sharing what they have read lately, carrying out and encouraging others to carry out action research, and implementing inquiry groups among staff (Fullan, 2002).

Since knowledge is shared among a group of people, leaders can facilitate knowledge creating and sharing atmosphere through forming teams, supporting team efforts, fostering the development of the skills that groups and individuals need, and providing the necessary human and material resources (Mendez-Morse, 1992). In addition, change leaders should recognize the importance of sharing knowledge outside the school fences and provide their staff with opportunities to visit other schools and institutions that are using new ideas (Fullan, 2002).

As leaders who support creating and sharing knowledge, leaders of change should believe in lifelong learning. Kotter (1996) stated that developing leadership skills through lifelong learning has been a privilege to a few people. However, as efforts are being made to insure successful change initiatives, leaders as lifelong learners is gaining widespread popularity.

Leaders should also recognize the importance of giving feedback. Giving regular feedback and information regarding the change initiative is highly needed for change to succeed. There are different methods for giving feedback whether to individuals or groups. This can be done by providing work team meetings, holding informal one-on-one meetings, or having conferences and interviews (Lukhwareni, 2002).

### **Managing resistance to change**

Change can cause great confusion, anger and high degrees of uncertainty among staff (Lukhwareni, 2002). People respond to change differently. "When asked how they feel about change, people often describe anxiety, fear, danger, loss, and panic, as well as excitement, energy, exhilaration, risk-taking, and improvement" (Fullan, 2004, p. 1).



Nonetheless, Self (2007) stated that, despite the fact that not all change is bad and that there is change that is good, leaders face enormous resistance from their staff which can be an obstacle to achieving the intended goal. Atkins and Higgs (2010) also stated that "in working with practicing managers in organizations, a major common difficulty associated with implementing change is the challenge of dealing with the resistance to change which is inevitably encountered" ( p. 27). This is perfectly understandable; schools have existing cultures in which people view any change attempt as a disturbance to that culture but, if leaders want the change initiative to advance, they need to find ways to embed it in the culture itself. Moreover, according to Lawler and Worley (as cited in Barnett & Shore, 2009), current prevailing practices and designs at schools might pose a challenge to implementing change, so schools should be built around practices that facilitate change and not hinder it.

People resist change for different reasons or a combination of reasons. It can be because: 1. Many leaders jump immediately to action and, in doing so, they often fail to acknowledge the more circular and introspective process that their people must go through to get on board; 2. The leaders do not explain the reasons for change, which causes ambiguity; 3. The leaders do not consult the people affected by the change; 4. The change alters the existing working relationships; 5. The change was not communicated properly in terms of things like purpose, scope, personnel, etc, which makes people uncertain of what the future will bring; 6. The rewards and benefits that will be brought by the change are not adequate; 7. Change will result in loss of jobs, power and status (Aitken & Higgs, 2010; Self, 2007; Tager, 2004).

Palmer, et al. (2009), also noted that people resist change for the following reasons: dislike of change, discomfort with uncertainty, perceived negative effect on interests, attachment to the established organizational culture/ identity, perceived breach of psychological contract, lack of conviction that change is needed, lack of clarity as to what is expected, belief that the specific change being proposed is inappropriate, belief that the timing is wrong, excessive change, cumulative effect of other change in one's life, perceived clash with ethics, reaction to the experience of previous changes, and disagreement with the way the change is being managed.

However, Jones (2007) grouped forces of change resistance into two levels: group level and individual level. The group level forces are group norms, group cohesiveness, and group think and escalation of commitment, while individual group forces are uncertainty and insecurity, selective perception and retention and habit.

Regardless of the reasons for resistance to change, Aitken and Higgs (2010) stated that individuals experience change differently. There is the in-control change where the individuals initiate it and they tend to feel good about it, as opposed to the in-response change which is fed to the individuals and they are more likely to resist it because it is done to them not with them. It is clear that people are more likely to respond to a change initiative that involves them and views them as active members because they feel ownership of that change process.

In order to manage change effectively, it should be embedded within the school culture. "Because complex change involves a variety of organizational levels, it is important that an organization's culture and structure be set up to deal with change"

(Brown, 2003, p. 26). Fullan (2007) also suggested that school leaders should find the right balance of tightness and looseness to motivate people and minimize resistance.

According to Palmer et al (2009), Kotter and Schlesinger's situational approach for managing resistance to change is a classical approach in which the resisters are managed through education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-optation, and explicit and implicit coercion.

It is of great importance for leaders of change to communicate the intended change since ignorance can lead to resisting the change. Aitken and Higgs (2010) argued that if change is going to affect the staff's jobs, then this information should be communicated to them. When leaders keep their staff informed they tend to have higher levels of job satisfaction.

In addition, Fullan (2004) stated that effective change leaders understand that with change comes certain levels of doubt, anxiety and resistance and they help their staff to deal with them through education and communication. The first step is to communicate why the change is taking place. "Understanding the need for change is the first step to its acceptance" (Contour hones in on effective change, 2010), and according to Carr et al. (1996), when a school is carrying out a change initiative, the leader should spread the change vision and the methods for carrying it. This helps to minimize negative feelings and helps the school staff to adjust to and embrace the change which saves the school time and money.

Moreover, Jones (2007) pointed that such information can be communicated using varied means of communication such as formal group meetings, sending memos, holding one-on-one meetings, and through electronic means such as email and videoconferencing which are gaining increasing popularity.

Planning for change is another crucial element to manage resistance to change. Careful planning for the change initiative would help the school and its staff to function effectively despite the interruption taking place (Carr, et al., 1996).

Another important factor is building trust. Tager (2004) argued that trust in the school leadership is highly essential for the staff in order to be fully engaged and continue to be productive while the change is taking place, especially if this particular change is characterized by high levels of anxiety and chaos.

In order to minimize resistance to change, leaders should also involve all members, especially those who are more likely to resist it, in planning and implementing the intended change. According to Jones (2007), giving the school staff the opportunity to play a part in effectuating change is gaining increasing popularity as a successful method to deal with resistance to change. Involving them empowers them through increasing their participation in decision-making and giving them the authority to change procedures in order to improve the school. Additionally, Fullan (2004) stated that this involvement is of great importance in aiding the staff who take part in implanting those strategies to feel they are part of the change success.

Involving people in the change process by itself might not be enough because one of the reasons that causes people to resist change is their inability to deal with it because they lack the needed skills. Jones (2007) suggested that, so as to solve this problem,

school leaders ought to provide their staff with training opportunities which aim at teaching them how to perform new tasks.

## CHAPTER III

### Methodology

#### Research Design

This research is mainly a quantitative survey study which collected data using a five-level Likert scale survey. "A survey research involves collecting data to test hypotheses or to answer questions about people's opinions on some topic or issue" (Gay, Mills & Airasian, 2009, p.175).

#### Instruments

"A survey is an instrument to collect data that describes one or more characteristics of a specific population" (Gay et al., 2009, p.175). That is why a survey was constructed and used by the researcher to investigate to what extent UAE high school leaders employ the characteristics of leaders of change. The survey used a five-level Likert scale. It consisted of 2 parts. The first part asked about demographic information including gender, nationality, position, cycle, academic degree and years of experience. The second part had 45 statements organized in seven sections: Shared vision and values, valuing human resources, collaborative relationships, effective communication, proactivity, knowledge creation and sharing, and managing resistance to change.



## **Validity and Reliability**

The survey which was constructed by the researcher was given to 11 members of the teaching staff in the College of Education at UAEU for evaluation. The researcher made the following adjustments after getting their recommendations: The statement "listens well to the staff, pupils and parents" was divided into three different statements to become "listens well to the staff", "listens well to the pupils" and "listens well to parents". The statement "is open to change and lifelong learning" was divided into two different statements to become "is open to change" and "is open to lifelong learning". The statement "involves potential resisters in designing and implementing the change" was divided into two statements to become "involves potential resisters in designing the change" and "involves potential resisters in implementing the change". The statement "provides skill training and emotional support for school members" was divided into two different statements to become "provides skill training for school members" and "provides emotional support for school members".

The researcher then sent the survey to 30 teachers for feedback. The researcher used the feedback to make an adjustment which was retranslating the statement, "serves as a role model in interacting with learning resources", in the Arabic version of the survey to be more understandable.

Reliability analysis was performed on the total scales in the study using Chronbach's Alpha. Alpha Coefficient ranges in value from zero to one and is used to ensure that the survey statements measure the content in a reliable and consistent way.

The higher the degree, the more reliable the scale is (Gay et al., 2009, p. 158). The scale had a very high level of reliability score at 0.922.

### **Population and Sample**

The researcher selected Al Ain Zone to carry out the study because the number of schools and teachers belonging to the zone are enough to carry out such a research study in the light of scientific standards. In addition, it is the area where the researcher lives and this facilitates access to sources of data. The statistics were based on the ADEC 2010 statistical factbook. The total population was 4771 teachers from 114 schools in Al Ain city. There were 55 female schools divided into 18 schools belonging to cycle 1 (grades 1-5), 10 schools belonging to cycle 2 (grades 6-9), 8 schools belonging to cycle 3 (10-12) and 19 schools belonging to common cycles (schools that consist of two or three cycles). There were 59 male schools divided into 20 schools belonging to cycle 1, 15 schools belonging to cycle 2, 10 schools belonging to cycle 3 and 14 schools belonging to common cycles. There were 2823 female teachers and 1948 male teachers. 1377 of them were cycle 1 teachers, 930 were cycle 2 teachers, 825 were cycle 3 teachers and 1387 were common cycles teachers (ADEC, 2010).

The targeted sample was 750. First stratified sampling was used to select the sample according to gender; 60% female teachers which were 450 and 40% male teachers which were 300. Next stratified sampling was used to select the sample according to the school cycle which the teachers belonged to as following:



1. Female teachers:

Cycle 1: 40% which was 180 teachers.

Cycle 2: 30% which was 135 teachers.

Cycle 3: 30% which was 135 teachers.

2. Male teachers:

Cycle 1: 40% which was 120 teachers.

Cycle 2: 30% which was 90 teachers.

Cycle 3: 30% which was 90 teachers.

The sample was 434. 209 female teachers which represents 48.2% of the total respondents and 225 male teachers which represents 51.8% of the total respondents. The respondents according to cycle were 149 from cycle 1 representing 34.3%, 165 from cycle 2 representing 38.1%, and 120 from cycle 3 representing 27.6%.

Figure 1. Population, Targeted Sample and Sample According to Gender

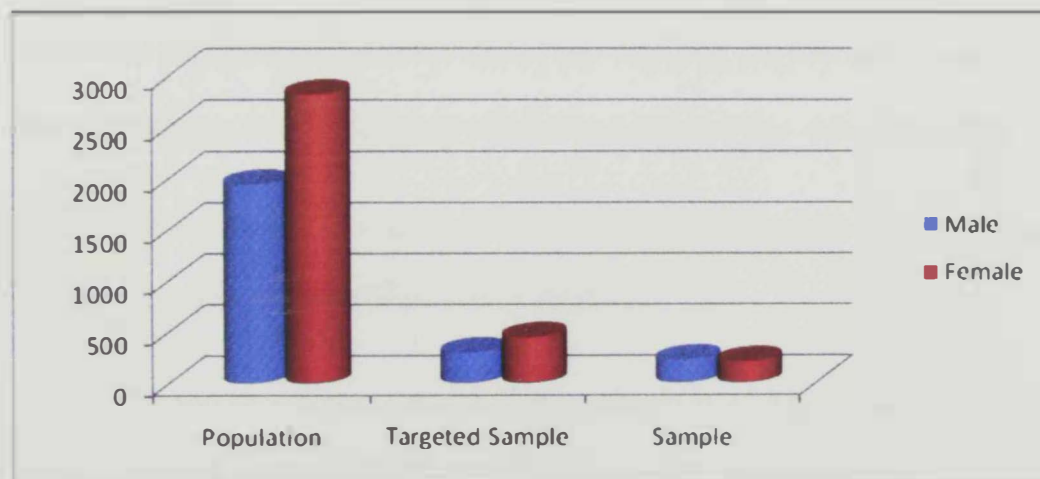
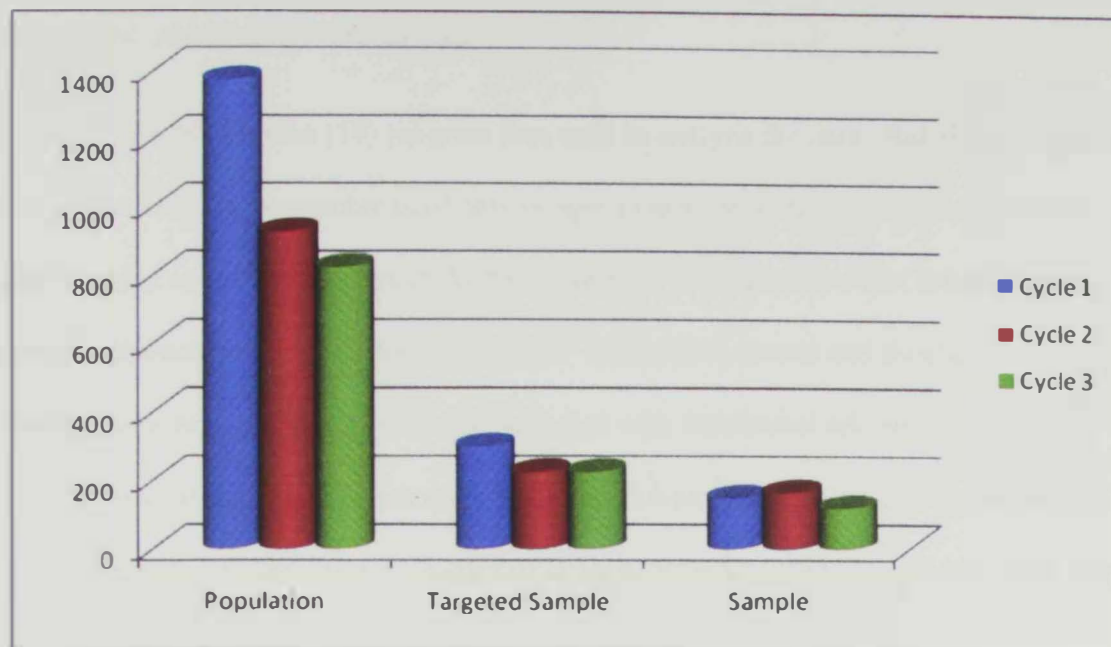


Figure 2. Population, Targeted Sample and Sample According to Cycle



## Procedures

The researcher went through different books, reports and journal articles regarding the subject area to write a theoretical framework and review previous studies.

A survey was created as a field data collection instrument. The survey was sent to 11 members of the teaching staff in the College of Education at UAEU for evaluation regarding: the structural format of the survey items, the classification of the items under the subheadings, and the degree to which the Arabic version matches the English version.

The instrument was sent to Al Ain Education Zone to get their consent to send the survey out to schools. The consent was obtained.

The survey was sent out to different schools in Al Ain Education Zone including female and male cycle 1, cycle 2 and cycle 3 schools. The surveys were distributed and

collected by the researcher and by a representative of the researcher who went to boys schools and schools that were far away.

The SPSS version (19) program was used to analyze the data. Reliability analysis was performed. The researcher used percentages to answer research question 1 which was: To what extent do teachers in Al Ain Education Zone perceive that school leaders have the characteristics of leaders of change? In addition, means and standard deviations, *t* test and one-way analysis of variance was used with Bonferroni adjustment to control type one error to answer research question 2 which was: Do teachers' perceptions of their school leaders' characteristics as leaders of change differ according to gender, nationality and years of experience?

### **Ethical Considerations**

A copy of the survey used was sent to Al Ain Education Zone for security and content checking and approval.

Participation was voluntary and the participants had the freedom to refuse to participate or to withdraw at any time. Confidentiality was assured as participants' privacy and anonymity were respected. The data collected were used by the researcher for research purposes only. The completed surveys are being kept by the researcher in a safe closet.

## CHAPTER IV

### Findings and Discussion

The researcher used means and standard deviations as descriptive statistics to answer question number 1: To what extent do teachers in Al Ain Education Zone perceive that school leaders have the characteristics of leaders of change? In addition, to answer question number 2: Do teachers' perceptions of their school leaders' characteristics as leaders of change differ according to gender, nationality and years of experience, a *t* test and one-way analysis of variance was used with Bonferroni adjustment to control Type One error. Therefore alpha was adjusted to be  $0.05 \div 7 = 0.007$ .

### Demographic Data

Table 1.

*Demographic Data*

		Number	Percentage
Gender	Male	225	51.8
	Female	209	48.2
Nationality	Emirati	214	49.3
	Non-Emirati	220	50.7
Position	Teacher	420	96.8
	Other	14	3.2
Cycle	One	149	34.3
	Two	165	38.1
	Three	120	27.6
Academic degree	Bachelor	390	89.9
	Master	34	7.8
	Ph.D	2	0.5
	Other	8	1.8
Years of experience	Less than 5	57	13.1
	5-10	134	30.9
	11-15	125	28.8
	More than 15	118	27.2

As evident in table (1), 51.8 % of the respondents were males while 48.2% were females. As for nationality 49.3 % were Emiratis and 50.7% were non-Emiratis. The majority of the respondents were teachers (96.8%). As for the school level, 34.3% were cycle 1, 38.1% cycle 2 and 27.6 were cycle 3. The majority held a bachelor degree (89.9%) while only 7.8% held a master degree and 0.5% held a PhD degree. The experience of the respondents varied; 27.2 % had experience of more than 15 years, 28.8% had experience of 11 to 15 years and 30.9 % had experience from 5 to 10 years while only 13.1% had experience less than 5 years.

### **Research Question 1**

The first research question was to study the extent to which teachers in Al Ain Education Zone perceive that school leaders have the characteristics of leaders of change. The researcher grouped the strongly agree and agree scales together, and the strongly disagree and disagree scales together when analyzing with the data. To answer the first question the researcher demonstrated the results of the survey application and cluster classification as follows:

## Cluster (I) Shared Vision and Values.

Table 2

*Teachers' Perceptions of Shared Vision and Values*

Item	Agreement				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1. The school leader is a visionary leader.	*207 %47.7	165 %38	27 %6.2	21 %4.8	14 %3.2
2. The school leader invites other school community members to share in defining the school vision.	161 %37.1	182 %41.9	57 %13.1	23 %5.3	11 %2.5
3. The school leader motivates others to enact the vision.	183 %42.2	174 %40.1	48 %11.1	20 %4.6	9 %2.1
4. The school leader places great value on students' learning.	273 %62.9	117 %27	21 %4.8	9 %2.1	14 %3.2
5. The school leader is committed to the community.	198 %45.6	153 %35.3	59 %13.6	11 %2.5	13 %3
6. The school leader sets clear and realistic goals for a change initiative.	188 %43.3	159 %36.6	53 %12.2	24 %5.5	10 %2.3

\* Represents the number of respondents

Table number (2) shows teachers' perceptions of the characteristics that the school leaders possess regarding sharing vision and values. Most teachers (89.9%) think that school leaders in Al Ain place great value on students' learning and (85.7%) see that their leaders are visionary leaders. 82.3% feel that their leaders motivate others to enact the vision and 80.9% see that their school leaders are committed to the community. 79% think that the school leaders invite other school community members to share in defining



the school vision and 79.9 % think that the school leaders set clear and realistic goals for a change initiative.

### Cluster (2) Valuing Human Resources

Table 3

#### *Teachers' Perceptions of Valuing Human Resources*

Item	Agreement				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
7. The school leader recognizes that the human resources are the school's greatest asset.	*222 %51.2	145 %33.4	35 %8.1	27 %6.2	5 %1.2
8. The school leader values the professional skills and expertise of the staff.	218 %50.2	158 %36.4	27 %6.2	21 %4.8	10 %2.3
9. The school leader values the efforts and contributions of the staff members.	217 %50	153 %35.3	30 %6.9	23 %5.3	11 %2.5
10. The school leader invests staff members' abilities effectively.	195 %44.9	163 %37.6	44 %10.1	22 %5.1	10 %2.3
11. The school leader addresses the needs of both individuals and groups.	173 %39.9	169 %38.9	54 %12.4	24 %5.5	14 %3.2

\* Represents the number of respondents

Table number (3) demonstrates teachers' perceptions of the characteristics that the school leaders possess regarding valuing human resources. The majority (86.6%) see that the school leaders value the professional skills and expertise of the staff, 85.3% think that they value the efforts and contributions of the staff members, 84.6% believe that school leaders recognize that the human resources are the school's greatest asset, 82.5 % believe

that the school leaders invest staff members' abilities effectively and 78.8% think that the school leaders address the needs of both individuals and groups.

### Cluster (3) Collaborative Relationships

Table 4

#### *Teachers' Perceptions of Collaborative Relationships*

Item	Agreement				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
12. The school leader fosters collaborative relationships among the staff.	*197 %45.4	171 %39.4	31 %7.1	26 %6	9 %2.1
13. The school leader brings together key stakeholders to establish effective learning communities.	175 40.3%	184 42.4%	44 10.1%	23 5.3%	8 1.8%
14. The school leader encourages team efforts.	207 47.7%	171 39.4%	31 7.1%	16 3.7%	9 2.1%
15. The school leader delegates responsibility.	172 %39.6	164 %37.8	56 %12.9	26 %6	16 %3.7
16. The school leader involves others in decision making.	163 %37.6	170 %39.2	53 %12.2	31 %7.1	17 %3.9
17. The school leader fosters the development of other leaders in the school.	173 %39.9	173 %39.9	52 %12	24 %5.5	14 %3.2

\* Represents the number of respondents

Table number (4) illustrates teachers' perceptions of the characteristics that the school leaders possess regarding fostering collaborative relationships. Most teachers (87.1%) think that the school leaders encourage team efforts, 84.8% feel that they foster collaborative relationships among the staff and 82.7% see that the school leaders bring together key stakeholders to establish effective learning communities. 76.8% think that the school leaders involve others in decision-making, 77.4% think that they delegate

responsibility and 79.8% believe they foster the development of other leaders in the school.

#### Cluster (4) Effective Communication

Table 5

#### *Teachers' Perceptions of Effective Communication*

Item	Agreement				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
18. can express him/herself effectively and clearly.	*214 %49.3	162 %37.3	34 %7.8	10 %2.3	14 %3.2
19. listens well to the staff.	217 50%	140 32.3%	43 9.9%	19 4.4%	15 3.5%
20. listens well to the pupils.	234 53.9%	143 32.9%	38 8.8%	9 2.1%	10 2.3%
21. listens well to parents.	247 56.9%	138 31.8%	29 6.7%	9 2.1%	11 2.5%
22. communicates one to one with all school members.	212 48.8%	160 36.9%	33 7.6%	19 4.4%	10 2.3%
23. successfully communicates the what, why, who, when and how long of a change initiative.	194 %44.7	164 %37.8	48 %11.1	18 %4.1	10 2.3%
24. has networking skills in establishing contacts with all community members.	211 %48.6	144 %33.2	49 %11.3	18 %4.1	12 %2.8
25. has negotiation skills.	183 %42.2	168 %38.7	55 %12.7	19 %4.4	9 2.1%
26. has the ability to resolve conflicts.	182 %41.9	160 %36.9	52 %12	22 %5.1	18 %4.1

\* Represents the number of respondents

Table number (5) shows teachers' perceptions of the characteristics of leaders of change regarding effective communication. The majority (88.7%) and (86.8%) feel that

school leaders listen well to parents and to pupils, respectively, compared to 82% who think that the school leaders listen well to teachers. 86.6% believe that the school leaders can express themselves effectively, 85% think that they communicate one to one with all school members and 81.8% feel that they have networking skills in establishing contacts with all community members. 80.9% see that they have negotiation skills and 78.8 % see that they have the ability to resolve conflicts.

### Cluster (5) Proactivity

Table 6

#### *Teachers' Perceptions of Proactivity*

Item	Agreement				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
27. has the ability to take the initiative.	*203 %46.8	166 %38.2	37 %8.5	10 2.3%	18 %4.1
28. recognizes changes in all educational aspects.	194 %44.7	175 %40.3	46 10.6%	11 2.5%	8 %1.8
29. constantly scans his or her school to see where change is needed.	210 %48.4	160 %36.9	40 %9.2	13 %3	11 %2.5
30. takes the initiative to respond to the changing needs of their students.	199 %45.9	163 %37.6	50 11.5%	16 %3.7	6 %1.4
31. is willing to adopt new approaches to improve his or her school	205 %47.2	164 %37.8	42 %9.7	11 %2.5	12 %2.8

\* Represents the number of respondents

Table number (6) demonstrates teachers' perceptions of the characteristics that the school leaders possess regarding proactivity. The average percentage of all statements

(84.76%) demonstrates that the school leaders have the characteristics needed to be considered proactive.

### Cluster (6) Knowledge Creating and Sharing

Table 7

#### *Teachers' Perceptions of Knowledge Creating and Sharing*

Item	Agreement				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
32. serves as a role model in interacting with learning resources.	*148 %34.1	204 %47	54 %12.4	16 %3.7	12 %2.8
33. is open to change.	199 %45.9	159 %36.6	54 %12.4	11 %2.5	11 %2.5
34. is open to lifelong learning.	205 %47.2	156 %35.9	57 %13.1	8 %1.8	8 %1.8
35. provides professional development opportunities for the staff that may help accepting change.	199 %45.9	173 %39.9	39 %9	14 %3.2	9 2.1%
36. provides opportunities for the staff to share knowledge.	195 %44.9	166 %38.2	48 %11.1	14 %3.2	11 %2.5
37. provides opportunities to visit other sites that are using new ideas.	171 %39.4	166 %38.2	62 %14.3	23 %5.3	12 %2.8
38. provides feedback to the staff members.	164 %37.8	183 %42.2	62 %14.3	12 %2.8	13 %3

\* Represents the number of respondents

Table number (7) represents teachers' perceptions of the characteristics that the school leaders possess regarding creating and sharing knowledge. 85.8 % of teachers believe that the school leaders provide professional development opportunities for the staff that may help accepting change, 83.1% think that school leaders are open to lifelong learning and provide opportunities for the staff to share knowledge, and 82.5% think that

the school leaders are open to change. 81.1% believe the school leaders serve as role models in interacting with learning resources, 80% think that they provide feedback to the staff members and 77.6% feel that they provide opportunities to visit other sites that are using new ideas.

### Cluster (7) Managing Resistance to Change

Table 8

#### *Teachers' Perceptions of Managing Resistance to Change*

Item	Agreement				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
39. communicates the desired changes and reasons for them.	*182 %41.9	191 %44	39 %9	12 %2.8	10 %2.3
40. involves potential resisters in designing the change.	144 %33.2	157 %36.2	94 %21.7	27 %6.2	12 %2.8
41. involves potential resisters in implementing the change.	137 %31.6	148 %34.1	114 %26.3	25 %5.8	10 %2.3
42. provides skill training for school members.	171 %39.4	181 %41.7	54 %12.4	17 %3.9	11 %2.5
43. provides emotional support for school members.	198 %45.6	162 %37.3	39 %9	22 %5.1	13 %3
44. offers incentives to encourage school members to adopt the change initiative.	169 %38.9	171 %39.4	55 %12.7	23 %5.3	16 %3.7
45. encourages a culture of open dialogue and constructive disagreement.	187 %43.1	160 %36.9	50 %11.5	20 %4.6	17 %3.9

\* Represents the number of respondents

Table number (8) shows teachers' perceptions of the characteristics that the school leaders possess regarding managing resistance to change. The majority (85.9%) and (82.9%) feel that the school leaders communicate the desired changes and reasons for



them, and provide emotional support for school members, respectively. 81.1% think that their leaders provide skill training for school members and 80% think they encourage a culture of open dialogue and constructive disagreement. 78.3% think they offer incentives to encourage school members, 69.4 % believe that they involve potential resisters in designing the change, and 65.7 % believe they involve them in implementing it.

In terms of the characteristics of leaders of change regarding sharing vision and values, the numbers indicate that school principals in Al Ain have those characteristics. This might be a reflection of the emphasis that has been put on creating visions for individual schools which in turn reflect ADEC's vision. Principals might have received training regarding creating shared vision that focuses on student learning, community involvement and the Emirati culture. According to the literature about leading change, leaders of change realize the importance of having vision in carrying out any change initiative and leading it in the right direction. They understand that it is of a great value to involve other members in creating the vision and communicating it to all the members of the school. This will not only make them understand the need for change and accept it, but also motivate them to carry it out as they will have a clear picture of what is going to happen and confusion will be eliminated (Harding, 2010; Brown, 2003; DuFour & Eaker, 1998; Kotter, 1996; Mendez-Morse, 1992).

With regards to valuing human resources, the results show that school leaders in Al Ain recognize that human resources are the school's greatest asset and see their staff as valuable human resources. Literature explains that leaders of change understand that people are any organization's most important resource and that investing in them is as

rewarding as investing in issues like structure and strategies. Leaders should trust the staff's and teachers' abilities, value, and reward their efforts and contributions, which will motivate them to excel (Fullan, 2004; Fullan, 2002; Dufour & Eaker, 1998; Mendez-Morse, 1992).

As for fostering collaborative relationships, the numbers indicate that Al Ain school principals facilitate collaboration among staff and encourage team efforts. They also delegate responsibility and engage other school members in decision-making. This can be connected to the changing educational trends, as schools in Al Ain have shifted in the past few years from individualism to collaborative approaches. It is noticeable that school principals run their schools through working teams which entails delegating responsibilities and involving others in decision-making.

When leading change, there is a great emphasis on collaborative relationships and building teams which engage in reflective discussions and practices to achieve collective goals. A culture of collaboration should be built not only among the staff, but also parents, community institutions and the students themselves (Fullan, 2000; DaFour & Eaker, 1998). Moreover, leaders of change should disperse power and work more on creating other leaders in the school among teachers, parents and students. True change leaders understand the fact that delegating responsibility and sharing decision-making are important parts of the process (Hord & Sommers, 2008; Fullan, 2002; DuFour & Eaker, 1998; MacBeath, 1998; Dempster & Logan, 1998; Mendez-Morse, 1992).

In reference to communicating effectively, it is noteworthy that the findings of this study point that principals of Al Ain schools can communicate effectively through

expressing themselves to others, and listening to other school members, including parents, pupils and staff, and communicating one to one with them. This can be attributed to the ever-changing educational arena. The New School Model, which ADEC started implementing in the schools, calls for better communication skills. School principals must be able to communicate effectively if they are expected to have collaborative relationships with their staff, the parents and the wider community.

As proven in literature, when leading change, communication is essential in keeping everybody informed and, for a leader of change, having communication skills is crucial because communicating the change effectively can reduce resistance to change and help people accept it. They should be able to listen to all members and express their ideas clearly. In addition to the other means of communications like emails and written notices, they must communicate one to one with others because it is the best way to convey a message (Palmer et al., 2009; Hord & Sommers, 2008). It is also important for leaders to be able to resolve conflicts because unresolved conflicts may lead to undesired results like anger, unproductively and poor quality (Guttman, 2008).

Regarding proactivity, it is evident that school principals in Al Ain are proactive and take the initiative to improve their schools. It seems that they respond well to change and scan their environment for needed change. Their proactivity could be a result of the educational reform trend that is taking place in the Emirate of Abu Dhabi to improve the educational outcome. Leaders of change take the initiative and recognize the changes in the different parts of their environment and respond to the changing needs of their students.

When considering creating and sharing knowledge, the results demonstrate that principals of Al Ain schools are open to the ideas of change and lifelong learning, and they provide opportunities for sharing knowledge among staff, as well as the needed professional development that may help them accept change. They also provide opportunities for their staff to visit other institutions. This can be attributed to the fact that there have been different changes in the educational system in the past few years and principals themselves were not involved in designing those changes which left them unclear about how to carry out those changes. Therefore, they realize the importance of lifelong learning to keep up to date with the latest trends, and the importance of sharing knowledge among the staff in the school, and with other schools, as a means of making sense of all the changes taking place and getting more creative ideas. Literature about leaders of change indicates that leaders of change recognize the importance of creating a culture in which knowledge is created and shared by all. Leaders realize that they do not have all the answers and the remaining pieces of the puzzle are with other members of their school (Harding, 2010; Fullan, 2007; Roth, 2003; Fullan, 2002).

Pertaining to managing change effectively, the numbers indicate that Al Ain school principals are doing a great job in communicating the change to the members of the school. Communicating change is vital to its success because many people resist change due to ignorance and not knowing the reasons for the change, or how the intended change is going to affect them (Aitken & Higgs, 2010; Palmer et al., 2009; Self, 2007; Tager, 2004). The school leaders also provide the community members with both emotional support and skill training which according to Palmer et al (2009) and Jones (2007), is an effective way to deal with resisters who resist change because they lack the

skills needed to carry it out. Furthermore, school principals in Al Ain involve potential resisters in designing and implementing the change.

True leaders of change must recognize that involving the resisters and giving them a role to play in the change process is one of the most successful strategies in managing resistance to change as it empowers them and makes them feel they are playing a role in making the change effort succeed (Aitken & Higgs, 2010; Jones, 2007; Fullan, 2004). A probable reason for Al Ain school principals being able to manage resistance to change effectively is that, while they can be seen as change agents who are charged with implementing change, they are, in fact, also change targets themselves since that most radical change initiatives come from the top and school principals are not involved in designing them. This might have caused school principals to be more sympathetic with their staff and they might have considered the best practices to deal with resistance to change.

## **Research Question 2**

The second research question was: Do teachers' perceptions of their school leaders' characteristics as leaders of change differ according to gender, nationality and years of experience?

The following tables represent the differences in the perceptions of female and male teachers of their school leaders' characteristics as leaders of change.

Table 9

*Means and Standard Deviations According to Gender*



No.	Groups	Gender	Mean	SD
1	Shared Vision and Values	Male	25.7333	4.60299
		Female	24.6029	5.17113
2	Valuing Human Resources	Male	21.5867	3.82109
		Female	20.4498	4.52436
3	Collaborative Relationships	Male	25.2222	4.87197
		Female	24.1914	4.88736
4	Effective Communication	Male	38.6667	7.04767
		Female	37.4354	7.34368
5	Proactivity	Male	21.7289	3.81050
		Female	20.5742	4.27600
6	Knowledge Creating and Sharing	Male	29.6533	5.34980
		Female	28.5215	5.81450
7	Managing Resistance to Change	Male	28.9867	5.48413
		Female	27.8182	6.11237

Table 10

*Differences in teachers' perceptions According to Gender (t test)*

Subscale	T	Df	Sig.
Shared Vision and Values	2.409	432	.016
Valuing Human Resources	2.835	432	.005
Collaborative Relationships	2.199	432	.028
Effective Communication	1.782	432	.075
Proactivity	2.974	432	.003
Knowledge Creating and Sharing	2.112	432	.035
Managing Resistance to Change	2.099	432	.036

$p \leq 0.007$

As evident in table 9 and 10, there is no significant difference between females' and males' perceptions of their school leaders regarding shared vision and values,



As evident in table 9 and 10, there is no significant difference between females' and males' perceptions of their school leaders regarding shared vision and values, collaborative relationships, effective communication, knowledge creating and sharing, and managing resistance to change.

However, valuing human resources for males is higher than the females. For males the mean is 21.587 (SD 3.821) and the females mean is 20.450 (SD 4.524). The differences among the means are statistically significant at the 0.007 level.

Proactivity for males is higher than the females. For males the mean is 21.729 (SD 3.811) and the females' mean is 20.574 (SD 4.276). The differences among the means are statistically significant at the 0.007 level.

Figure 3 Differences in Means According to Gender

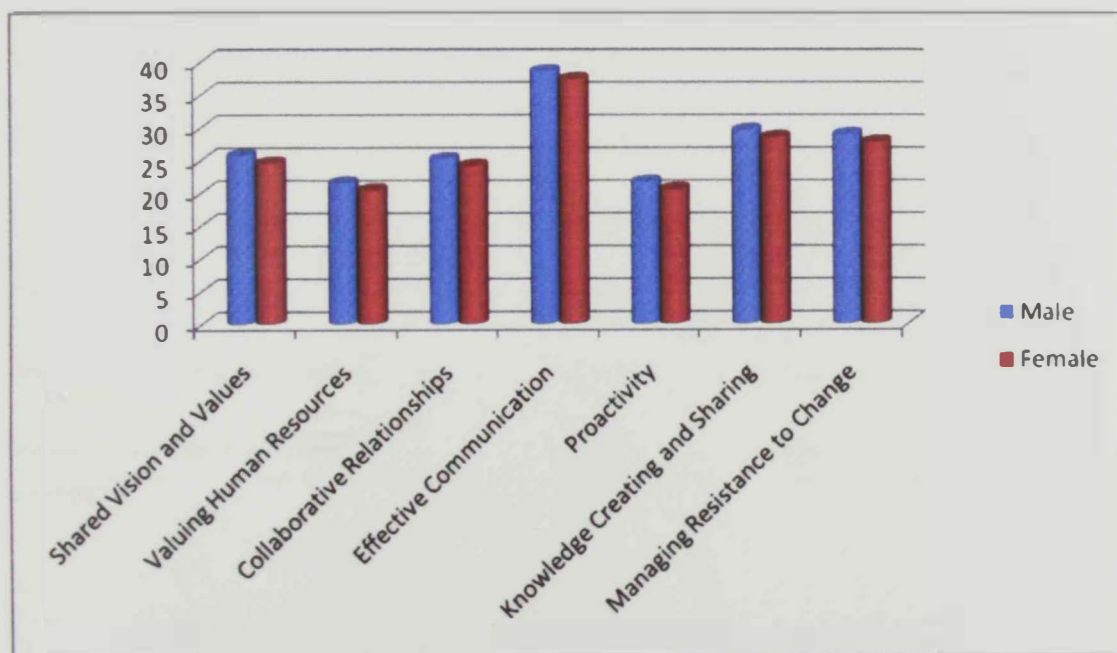


Table 11

Means and Standard Deviations According to Nationality

No.	Groups	Nationality	Mean	SD
1	Shared Vision and Values	Emirati	24.5607	5.43710
		Non-Emirati	25.8000	4.26475
2	Valuing Human Resources	Emirati	20.2243	4.71698
		Non-Emirati	21.8318	3.47777
3	Collaborative Relationships	Emirati	24.1963	5.27629
		Non-Emirati	25.2409	4.45794
4	Effective Communication	Emirati	36.9953	8.03367
		Non-Emirati	39.1227	6.14501
5	Proactivity	Emirati	20.5047	4.51783
		Non-Emirati	21.8227	3.48780
6	Knowledge Creating and Sharing	Emirati	28.2150	6.14768
		Non-Emirati	29.9773	4.87042
7	Managing Resistance to Change	Emirati	27.6636	6.40487
		Non-Emirati	29.1636	5.09011

Table 12

*Differences in Teachers' Perceptions According to Nationality (t test)*

Subscale	T	Df	Sig.
Shared Vision and Values	-2.646	432	.008
Valuing Human Resources	-4.049	432	.000
Collaborative Relationships	-2.230	432	.026
Effective Communication	-3.104	432	.002
Proactivity	-3.408	432	.001
Knowledge Creating and Sharing	-3.315	432	.001
Managing Resistance to Change	-2.697	432	.007

p ≤ 0.007

As evident in tables 11 and 12, there is no significant difference between Emirati and non-Emirati teachers' perceptions of their school leaders regarding shared vision and values, and collaborative relationships.

Conversely, valuing human resources for non-Emiratis is higher than Emiratis. For non-Emiratis the mean is 21.832 (SD 3.478) and the Emiratis' mean is 20.224 (SD 4.717). The differences among the means are statistically significant at the 0.007 level.

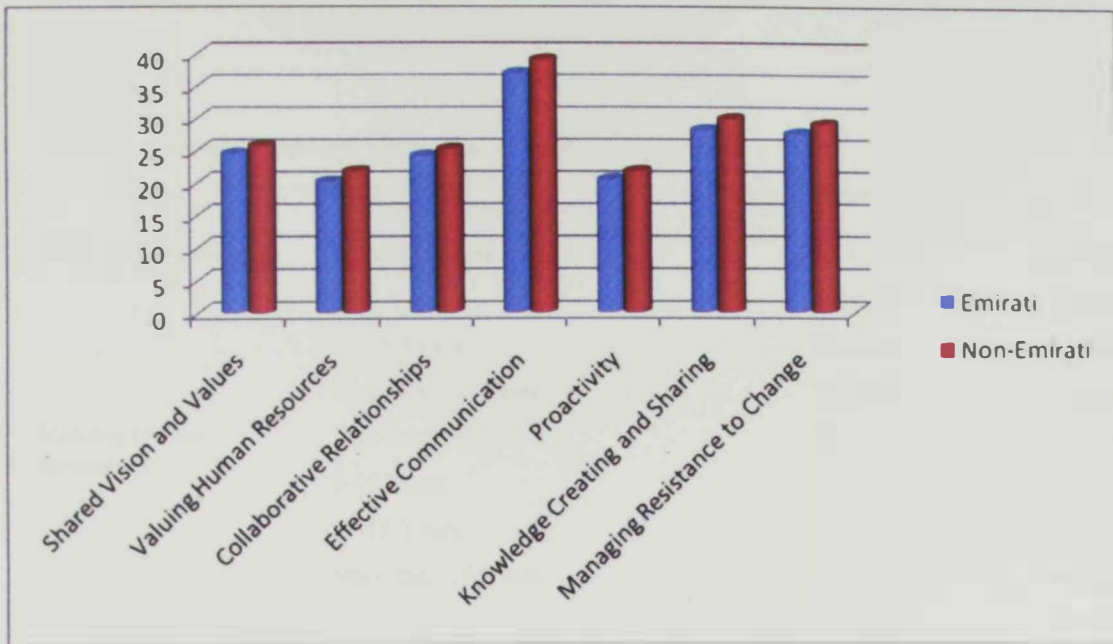
Effective communication for non-Emiratis is higher than Emiratis. For non-Emiratis the mean is 39.123 (SD 6.145) and the Emiratis' mean is 36.995 (SD 8.034). The differences among the means are statistically significant at the 0.007 level.

Proactivity for non-Emiratis is higher than Emiratis. For non-Emiratis the mean is 21.823 (SD 3.488) and the Emiratis' mean is 20.505 (SD 4.518). The differences among the means are statistically significant at the 0.007 level.

Knowledge creating and sharing for non-Emiratis is higher than Emiratis. For non-Emiratis the mean is 29.978 (SD 4.870) and the Emiratis' mean is 28.215 (SD 6.148). The differences among the means are statistically significant at the 0.007 level.

Managing resistance to change for non-Emiratis is higher than Emiratis. For non-Emiratis the mean is 29.164 (SD 5.090) and the Emiratis' mean is 27.664 (SD 6.405). The differences among the means are statistically significant at the 0.007 level.

Figure 4 Differences in Means according to Nationality



The following table represents the differences in the perceptions of teachers of their school leaders' characteristics as leaders of change according to years of experience.

Table 13

*Means and Standard Deviation According to Years of Experience*

Subscale	Years of Experience	Mean	SD
Shared Vision and	Less than 5 years	23.8596	5.37666
	5-10 Years	25.5970	4.52415
	11-15 Years	25.1760	5.08962
	More than 15 Years	25.3814	4.86206
Valuing Human Resources	Less than 5 years	20.0702	4.91666
	5-10 Years	21.2836	3.68009
	11-15 Years	21.0240	4.29077
	More than 15 Years	21.2458	4.30054
Collaborative Relationships	Less than 5 years	23.5439	5.18952
	5-10 Years	25.1269	4.30845
	11-15 Years	24.7280	5.02795
	More than 15 Years	24.8390	5.21826
Effective Communication	Less than 5 years	36.8070	8.01881
	5-10 Years	38.4552	7.00657
	11-15 Years	38.5040	7.04665
	More than 15 Years	37.7966	7.20702
Proactivity	Less than 5 years	19.9649	4.67121
	5-10 Years	21.4478	3.79665
	11-15 Years	21.2880	4.04574
	More than 15 Years	21.3220	4.06545
Knowledge Creating and Sharing	Less than 5 years	27.2807	6.14048
	5-10 Years	29.6343	5.00157
	11-15 Years	29.2800	5.61909
	More than 15 Years	29.2119	5.84391
Managing Resistance to Change	Less than 5 years	27.1754	6.23963
	5-10 Years	28.7687	5.47985
	11-15 Years	28.5600	5.71416
	More than 15 Years	28.4915	6.08030

Table 14

*One-way ANOVA According to Years of Experience*

Subscale		SS.	Df.	MS.	F	Sig.
Shared Vision and Values	Treatment	127.424	3	42.475	1.770	.152
	Error	10319.083	430	23.998		
Valuing Human Resources	Treatment	66.590	3	22.197	1.256	.289
	Error	7601.744	430	17.678		
Collaborative Relationships	Treatment	102.695	3	34.232	1.429	.234
	Error	10297.676	430	23.948		
Effective Communication	Treatment	143.165	3	47.722	.918	.432
	Error	22364.475	430	52.010		
Proactivity	Treatment	97.580	3	32.527	1.969	.118
	Error	7102.459	430	16.517		
Knowledge Creating and Sharing	Treatment	232.416	3	77.472	2.495	.059
	Error	13349.494	430	31.045		
Managing Resistance to Change	Treatment	107.625	3	35.875	1.060	.366
	Error	14548.365	430	33.833		

As evident in tables 13 and 14, there is no statistical significant difference of years of experience on shared vision and values, valuing human resources, collaborative relationships, effective communication, proactivity, knowledge creating and sharing, and managing resistance to change.

In reference to the differences in teachers' perceptions of their school leaders' characteristics as leaders of change according to gender, it is noteworthy that the teachers thought that male leaders value human resources and more proactive than female leaders. This can be attributed to stereotyping. According to Young and Grogan (2008), because of stereotypical notions, society tends to think that women are not as capable as men when it comes to leadership roles. Additionally, it might be that in Al Ain, female



teachers hold higher standards for their school principals which might lead them to be more demanding in their expectations. Another study might be needed so as to further investigate this issue.

Pertaining to the differences in teachers' perceptions of their school leaders' characteristics as leaders of change according to nationality, the results indicate that non-Emirati teachers have more positive perception of the leaders than Emirati teachers in valuing human resources, communicating effectively, taking the initiative, creating and sharing knowledge, and managing resistance to change effectively. A probable reason for such results might be that the educational system has been undergoing massive changes and so many non-Emirati teachers lost their jobs as a result. Therefore, those teachers might have exaggerated in their answers in fear of losing their jobs.

In connection with the differences in teachers' perceptions of their school leaders' characteristics as leaders of change according to years of experience, the numbers show that such differences do not exist. A probable cause for this result is that the educational field in Al Ain has witnessed so many changes in the past few years that teachers, regardless of how many years they have been teaching, feel that their principals have got a good grasp of what it takes to lead change.

**Summary, Conclusion and Recommendations**

**Summary**

Education in the UAE has been undergoing many changes for the past few decades in a persistent pursue of excellence to meet global standards. While some of those efforts resulted in achieving their goals, not all expectations were met. This led the Emirate of Abu Dhabi to found ADEC which in turn started a mission to improve education in the cities of Abu Dhabi, Al Ain and the Western region. The latest change initiative introduced by ADEC is the New School Model. The significance of this study rises from the fact that any reform process needs efficient leaders of change who are able to achieve the expected goals successfully. There has been little research on reform initiatives in the UAE and this study adds to the knowledge base of this issue.

The problem of this study was stated in the following research questions:

- 1- To what extent do teachers in Al Ain Education Zone perceive that school leaders have the characteristics of leaders of change?
- 2- Do teachers' perceptions of their school leaders' characteristics as leaders of change differ according to gender, nationality and years of experience?

The purpose of this study was to investigate the characteristics of leaders of change as exhibited by Al Ain Education Zone schools principals.

The research design was mainly a quantitative survey study which collected data using a five-level Likert scale survey that was constructed by the researcher. The survey consisted of two parts. The first part asked about demographic data while the second part consisted of 45 statements organized in seven sections: Shared vision and values, valuing human resources, collaborative relationships, effective communication, proactivity, knowledge creation and sharing, and managing resistance to change. The SPSS version (19) program was used to analyze the data.

The population of this study was 4771 female and male school teachers from 114 schools in Al Ain Education Zone including cycle 1 (grades 1-5), cycle 2 (grades 6-9) and cycle 3 (grades 10-12). Stratified sampling was first used to choose a representative sample of female and male teachers and then to choose teachers according to the schools. A total of 434 teachers participated in the study.

## **Conclusion**

The results of this study demonstrated that the leaders of Al Ain schools have the characteristics of successful leaders of change. They are visionary leaders who place great values on students' learning. They value human resources and invest staff members' abilities effectively. They realize the importance of building collaborative relationships among their staff, students, parents and the community. They have effective communication skills. They are proactive when it comes to change and they are willing to adopt new approaches to improve their schools. They are open to the ideas of change and lifelong learning and provide opportunities for their staff to create and share knowledge. They also employ effective methods to manage resistance to change.

The results also showed that male school principals are more proactive and value human resources more than female school principals. The study also found that non-Emirati teachers have more positive perceptions of their school principals than Emirati teachers.

## **Recommendations**

This study has some recommendations for ADEC to be considered in its attempt to lead the change process and the reform effort.

Since this study indicated that Al Ain school leaders have the characteristics of leaders of change, then the problem with leading reform lies somewhere else. It might be the nature of the change itself. It is proven in literature that mandated change usually fails to yield the expected results as opposed to the participative approach to leading change. Therefore, the main reason for unsuccessful reform efforts in the past might be that school principals were not involved in designing the changes that were carried out, yet they were asked to be change agents at their schools. This study recommends that, when designing any change initiative, ADEC should consult not only school principals, but also school teachers because those are the practitioners who deal with the educational process first-hand and their feedback is more insightful and context-related. Their participation can be sought through surveys, interviews or through founding formal associations to be representatives for school principals and teachers.

This study also recommends further research to be carried out to investigate why Al Ain male school teachers perceived their school principals to be more proactive, and why they perceived their principals to value human resources more than female teachers.

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**Appendix A**

**School Principals as Leaders of Change Survey**

Dear participant,

This questionnaire is a part of a study titled "Characteristics of leaders of change for principals in Al Ain schools, UAE."

The goal of this questionnaire is to detect to what extent leaders of schools in Al Ain are enjoying the features of leaders of change.

Through your participation, the study which this questionnaire is used for will be able to give recommendations to help school leaders to lead the change process in order improve education and enhance students' performance in Al Ain schools.

This questionnaire consists of seven main scales and forty five statements.

Your participation is highly appreciated, so please answer all the questions. The information collected through this questionnaire will be dealt with discreetly by the researcher and will only be used for research purposes.

In case of having any questions please contact the researcher on the following email address: [khaja26@hotmail.com](mailto:khaja26@hotmail.com)

Thank you for taking the time to complete this questionnaire.

The researcher

Fatima Al Mazam



## First: Demographic Information

Please circle your choice

<b>Gender:</b>	Male	Female		
<b>Nationality:</b>	Emirati	Non-Emirati		
<b>Position</b>	Teacher	Other		
<b>Cycle:</b>	One	Two	Three	
<b>Academic degree</b>	Bachelor	Master	Ph.D	Other
<b>Years of experience:</b>	Less than 5	5-10	11- 15	more than 15

## Second: The statements

Please check (√) to indicate your level of agreement to each statement below according to the following scale:

- 1- Strongly Disagree
- 2- Disagree
- 3- Not Sure
- 4- Agree
- 5- Strongly Agree

Shared Vision and Values	1	2	3	4	5
The school leader:					
1. is a visionary leader.					
2. invites other school community members to share in defining the school vision.					
3. motivates others to enact the vision.					
4. places great value on students' learning.					
5. is committed to the community.					
6. sets clear and realistic goals for a change initiative.					
Valuing Human Resources	1	2	3	4	5
The school leader:					
7. recognizes that the human resources are the school's greatest asset.					
8. values the professional skills and expertise of the staff.					
9. values the efforts and contributions of the staff members.					
10. invests staff members' abilities effectively.					
11. addresses the needs of both individuals and groups.					

<b>Collaborative Relationships</b>	1	2	3	4	5
The school leader:					
12. fosters collaborative relationships among the staff.					
13. brings together key stakeholders to establish effective learning communities.					
14. encourages team efforts.					
15. delegates responsibility.					
16. involves others in decision making.					
17. fosters the development of other leaders in the school.					
<b>Effective Communication</b>	1	2	3	4	5
The school leader:					
18. can express him/herself effectively and clearly.					
19. listens well to the staff.					
20. listens well to the pupils.					
21. listens well to parents.					
22. communicates one to one with all school members.					
23. successfully communicates the what, why, who, when and how long of a change initiative.					
24. has networking skills in establishing contacts with all community members.					
25. has negotiation skills.					
26. has the ability to resolve conflicts.					
<b>Proactivity</b>	1	2	3	4	5
The school leader:					
27. has the ability to take the initiative.					
28. recognizes changes in all educational aspects.					
29. constantly scans his or her school to see where change is needed.					
30. takes the initiative to respond to the changing needs of his or her students.					
31. is willing to adopt new approaches to improve his or her school					
<b>Knowledge creation and Sharing</b>	1	2	3	4	5
The school leader:					
32. serves as a role model in interacting with learning resources.					
33. is open to change.					
34. is open to lifelong learning.					
35. provides professional development opportunities for the staff that may help accepting change.					
36. provides opportunities for the staff to share knowledge.					
37. provides opportunities to visit other sites that are using new ideas.					
38. provides feedback to the staff members.					

Managing Resistance to Change	1	2	3	4	5
The school leader:					
39. communicates the desired changes and reasons for them.					
40. involves potential resisters in designing the change.					
41. involves potential resisters in implementing the change.					
42. provides skill training for school members.					
43. provides emotional support for school members.					
44. offers incentives to encourage school members to adopt the change initiative.					
45. encourages a culture of open dialogue and constructive disagreement.					

Comments

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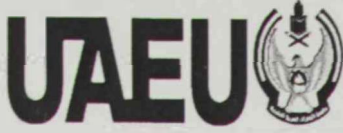
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**Appendix B**  
**School Principals as Leaders of Change Survey**  
**Arabic Version**



جامعة الإمارات العربية المتحدة  
United Arab Emirates University

كلية التربية

قسم أصول التربية

برنامج الماجستير في القيادة التربوية

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هذه الاستبانة جزء من دراسة بعنوان "خصائص قيادات التغيير لمديري مدارس العين بدولة الإمارات العربية المتحدة".

تهدف هذه الاستبانة إلى معرفة مدى تمتع مديري مدارس العين بخصائص قيادة التغيير.

إذ تتمن الباحثة مشاركتكم في هذه الدراسة من خلال الإجابة عن بنود هذه الاستبانة، تتوقع

الباحثة أن تخرج هذه الدراسة ببعض التوصيات التي قد تسهم في مساعدة مديري المدارس على اكتساب بعض المهارات القيادية لقيادة التغيير بهدف تحسين التعليم والتعلم في مدارس العين.

تتكون الاستبانة من سبع محاور تشتمل على خمس و أربعين عبارة. الرجاء الإجابة عن جميع الأسئلة مع خالص التقدير لمشاركتكم، وسوف يتم التعامل مع المعلومات التي سيتم جمعها من خلال هذا الاستبانة بسرية تامة و التي سوف تستخدم لأغراض البحث العلمي فقط.

في حالة وجود أية استفسارات الرجاء التواصل مع الباحثة عن طريق البريد الإلكتروني:

Khaja26@hotmail.com

شاكرين لكم تكرمكم بالإجابة عن أسئلة الاستبانة.

الباحثة:

فاطمة المازم



أولاً: المعلومات العامة:

		أنثى	ذكر	الجنس
		غير مواطن	مواطن	الجنسية
		أخرى	معلم	الوظيفة
	الثالثة	الثانية	الأولى	الحلقة
أخرى	دكتوراه	ماجستير	بكالوريوس	الدرجة العلمية
أكثر من 15	15-11	10-5	أقل من 5	سنوات الخبرة

ثانياً: البنود

يرجى وضع علامة (√) أمام الرقم الذي يمثل مدى موافقتك مع كل عبارة أدناه وفقاً للمقياس التالي:

- 1- غير موافق بشدة
- 2- غير موافق
- 3- غير متأكد
- 4- موافق
- 5- موافق بشدة

الرؤية والقيم المشتركة				
5	4	3	2	1
إن مدير المدرسة:				
				1. قائد ذو رؤية.
				2. يدعو أعضاء المجتمع المحلي للمشاركة في تحديد رؤية المدرسة.
				3. يحفز الآخرين لتطبيق الرؤية.
				4. يعتبر تعلم الطلاب قضية ذات أهمية كبرى.
				5. يعترف بقيمة الشراكة مع المجتمع المحلي.
				6. يضع أهداف واضحة وواقعية لإحداث عمليات التغيير.



5 4 3 2 1

الإعلاء من شأن الموارد البشرية

إن مدير المدرسة:

7. يعتبر أن الموارد البشرية هي أهم الأسس التي تقوم عليها المدرسة
8. يقدر مهارات وخبرات العاملين في المدرسة.
9. يقدر جهود و اسهامات العاملين في المدرسة.
10. يوظف قدرات العاملين في المدرسة بفعالية.
11. يلبى احتياجات الأفراد و الجماعات.

5 4 3 2 1

تعزيز العلاقات التعاونية

إن مدير المدرسة:

12. يبرز العلاقات التعاونية بين العاملين في المدرسة.
13. يوفق بين جميع الأطراف المعنية من أجل تأسيس مجتمع تعليمي فعال.
14. يشجع الجهود الجماعية.
15. يفوض المسؤولية للآخرين.
16. يشارك الآخرين في صنع القرار.
17. يعزز تطوير المهارات القيادية لدى القيادات الأخرى في المدرسة.

5 4 3 2 1

التواصل الفعال

إن مدير المدرسة:

18. يستطيع التعبير عن نفسه بفعالية ووضوح.
19. يستمع جيدا إلى العاملين في المدرسة.
20. يستمع جيدا إلى الطلاب.
21. يستمع جيدا إلى أولياء الأمور.
22. يتواصل بشكل مباشر مع جميع أفراد المجتمع المدرسي.
23. يتفاعل بنجاح ووعي وحماس مع كل قضايا التغيير.

					24. لديه المهارة في تكوين علاقات مع جميع أعضاء المجتمع المدرسي.
					25. لديه مهارات التفاوض.
					26. لديه المقدرة على حل الصراعات.
5	4	3	2	1	<b>التمتع بروح المبادرة</b>
					إن مدير المدرسة:
					27. لديه القدرة على الأخذ بزمام المبادرة.
					28. يعترف بحتمية التغيير في كل جوانب العملية التعليمية.
					29. يتابع الحركة التعليمية في المدرسة لتحديد مواطن التغيير.
					30. يستجيب دائماً لحاجات الطلاب المتغيرة.
					31. يقوم بتجربة ما هو جديد في سبيل تطوير المدرسة.
5	4	3	2	1	<b>المشاركة في صناعة المعرفة</b>
					إن مدير المدرسة:
					32. يعطي النموذج في التفاعل مع مصادر التعلم.
					33. يتقبل فكرة التغيير المستمر.
					34. يتقبل فكرة التعلم مدى الحياة.
					35. يوفر فرصاً للتنمية المهنية للعاملين في المدرسة مما يساعد على تقبل التغيير والتغير.
					36. يوفر فرصاً للعاملين في المدرسة لتبادل المعرفة.
					37. يوفر فرصاً لزيارة أماكن تطبيق أفكاراً جديدة.
					38. يعطي تغذية راجعة للعاملين في المدرسة.
5	4	3	2	1	<b>إدارة تحديات التغيير</b>
					إن مدير المدرسة:
					39. يشرح التغييرات المطلوبة والأسباب التي أدت إليها.
					40. يشرك الأفراد المتوقع معارضتهم للتغيير في التخطيط له.

					41. يشرك الأفراد المتوقع معارضتهم للتغيير في تنفيذه.
					42. يوفر التدريب المهاري لأعضاء المجتمع المدرسي.
					43. يوفر الدعم المعنوي لأعضاء المجتمع المدرسي.
					44. يقدم حوافز لتشجيع أعضاء المجتمع المدرسي على تبني مبادرات التغيير.
					45. يشجع الحوار المفتوح وتقبل اختلاف الرأي.

### تعليقات:

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**Appendix C**  
**Consent Letter**





2010/1/30

تعميم رقم ( 889 ) لسنة 2010 م

المستلمين

السادة/مديري ومديرات المدارس الحكومية

تحية طيبة... وبعد،،

م/ توزيع استبانة

في إطار التعاون القائم بين منطقة العين التعليمية ومؤسسات المجتمع المحلي، تقوم الأستاذة/ فاطمة المازم-كلية التربية، بإعداد رسالة ماجستير عنونها:

**«خصائص قيادات التغيير لمديري مدارس العين بدولة الإمارات العربية**

**المتحدة»** ويتطلب إعداد الرسالة توزيع استبيان على معلمي ومعلمات المدرسة، يرجى

التكرم بتسهيل مهمة الباحث.

شاكرين لكم حسن تعاونكم معنا،،،»

وتفضلوا بقبول فائق التقدير والاحترام

عائشة راشد الشويهي  
رئيس قسم المناهج والبرامج





تاريخ: ٢٠١٥/١٢/٢٥  
الوقت: ١٥:٠٠  
المكان: قاعة ١٠١  
المستقر: ١٠١

عنوان الرسالة:  
المستقر: ١٠١

جامعة الإمارات العربية المتحدة

عنوان الرسالة:

جامعة الإمارات العربية المتحدة  
كلية التربية  
برنامج الماجستير في التربية



جامعة الإمارات العربية المتحدة  
United Arab Emirates University

UAEU  
Faculty of  
Education

