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

**PRINCIPALS' COMMUNICATION STYLES AND PROCESSES AND THEIR RELATIONSHIP
TO SCHOOL PERFORMANCE**

By

Shercen Mahmoud Saeed

A Thesis Submitted to
United Arab Emirates University
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**PRINCIPALS' COMMUNICATION STYLES AND PROCESSES AND
THEIR RELATIONSHIP TO SCHOOL PERFORMANCE**

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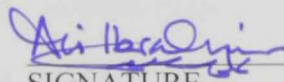
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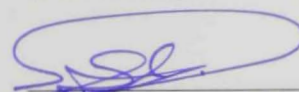


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ABSTRACT

This study aimed to describe principals' communication styles and processes and their relationships to school performance in Al Ain city in the UAE as perceived by school staff. The study was guided by three research questions and used the mixed research method. Data for this study were collected through a questionnaire and semi-structured phone interviews. The questionnaire was divided into four sections. The first section included demographic information of participants. The second part included 26 statements that were used to identify the communication processes at school. The third part was comprised of 25 statements that were used to describe the communication styles of the school principals. The last section consisted of 25 statements used to measure school performance. There were also four open-ended questions in the questionnaire that were used with the interview to probe and clarify the participants' responses. The questionnaire was applied in 40 schools in Al Ain, and it was completed by 667 male and female school staff. The means, cumulative means, standard deviations, Kruskal Wallis test, Mann-Whitney test and qualitative data analysis were used to describe communication processes and styles. Pearson r and qualitative data analysis were used to answer the second question about the relationship between communication processes and principals' communication styles and school performance. The third question was answered by analyzing the open-ended questions and interviews. The results of the study showed that school principals use a variety of communication processes and communication styles to communicate with different stakeholders. The study found that communication processes and styles correlated with school performance in different degrees and directions. Finally, school staff perceived that there were relationships between the principals' communication styles and processes and school performance.

DEDICATION

This thesis is lovingly dedicated

To the sun of my life, my dear parents, who introduced me to the joy of the journey of searching
for knowledge

To my beloved husband, who encouraged me to achieve my goal and supported me
in each step of the way

To my soul, my children, who fill my life with happiness and delight

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A warm thank you is extended to all my friends and colleagues in Dar Zayed for Family Care, who

Finally, I thank my family. My father always treats me as his special daughter and encouraged me to have and achieve special goals. My mother stayed nights next to me while I entered data, which helped me to finish such a hard and long phase of this thesis. My husband carried many of my responsibilities at home just to help me to find enough time to complete my work.

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CHAPTER ONE

INTRODUCTION

Background

Effective leaders recognize the importance of communication as they conduct most of their work via different types of communications with various stakeholders (Lunenburg & Irby, 2006). In an era of continuous change, educational organization in general and schools in particular seek effective leaders who can lead change. One essential feature of this ability to affect change is effective communication. This feature was stressed in the Educational Leadership Constituent Council standards (ELCC). A close analysis of the ELCC standards indicates that communication is considered as the vehicle that enables leaders to improve their schools. The standards require that principals be responsible for articulating the vision, providing the active instructional program, managing all aspects in the schools ethically, working in partnership with the communities including students' families, and understanding and influencing the larger society. None of these responsibilities can be done without effective communication.

Contemporary views on leadership theories also support the importance of communication for leaders. According to Robbins and Coulter (2007), transactional leaders use rewards to motivate employees who achieve the established goals. Transformational leaders go beyond rewards and punishment to inspire followers to accomplish astonishing outcomes. This transformational leadership necessitates paying attention to the needs of the followers and helping them to think about the old issues in new ways. That process happens through

communication. Charismatic-visionary leaders, in addition to having transformational roles, have a vision which they work hard to articulate. Team leaders are responsible for managing conflict, coaching, troubleshooting and interacting with external constituencies. It is clear that leaders cannot carry out their different roles without having effective communication skills and clear communication processes. Transactional leaders must articulate and build the acceptance of their goals and rewards. Inspired followers are necessary in transformational leadership, a well-articulated vision is needed in charismatic-visionary leadership, and responsibilities of teams must be fulfilled. In addition, Cotton (2003) argues that instructional leaders actively communicate their instructional views, pedagogical knowledge and skills, and high expectations.

In the context of the United Arab Emirates, communication is also stressed as an essential skill for school principals. The framework of leaders in the New School Model (NSM) that Abu Dhabi Education Council (ADEC) established to reform education in the Abu Dhabi emirate explains five key areas that form the roles of the principals. In each of the five areas, communication represents a required leadership competency or a means to achieve other competencies. For instance, leading strategically requires building a collaborative school vision that is communicated and modeled through words and actions to all stakeholders. ADEC considers understanding the importance of communication inside and outside the school as one of the professional knowledge competencies (Abu Dhabi Education Council, n.d.).

To lead teaching and learning, principals in the NSM are expected to build a culture where all people are learners. Therefore, principals should be involved in training teachers on the curriculum and pedagogical issues, visit teachers in class, and provide constructive feedback. In addition, they must communicate with parents and consider their feedback. Furthermore, leading an organization, according to the NSM, requires that a principal build a culture that promotes

self-motivation, shared leadership, and decision-making. It necessitates that school principals become knowledgeable about ADEC's organizational structure in order to use the correct channels to communicate in an effective way and to respond to different messages. Two-way communication should be active and principals should seek information from students, teachers, and parents. Maintaining an open-door policy, giving regular opportunities for professional dialogues, supporting positive relationships, and offering opportunities for continuous professional development are considered essential to leading and motivating people in the New School Model. In addition, principals should lead the community by making strong relationships with parents and by forming various partnerships with civil organizations (ADEC, n.d.). The above discussion signifies the importance of communication for implementing the NSM. Principals at those schools should have advanced communication skills, appreciate different communication processes with various stakeholders, and build a school culture that encourages communication about all issues. The use of communication in such a skillful way will positively affect school development and create an environment that enables students, teachers, parents and other stakeholders to be continuous learners or to be involved in learning through their feedback.

In the emirate of Dubai, the Knowledge and Human Development Authority (KHDA) and the Dubai School Inspection Bureau (DSIB) uses seven indicators to assess school performance. One of these indicators is the quality of school leadership and management. This is seen in terms of the ability of school leadership to manage resources for the benefit of students, to improve the school, to create relationships with parents, and to have an effective role in the community (KHDA, 2011). All of these qualities depend on the principals' communication styles and communication processes.

It should be noted that different communication styles are associated with different leadership styles and vice versa. For example, a human-oriented leadership style is strongly connected to an open communication style which respects people and their viewpoints. A charismatic leadership style is connected with a communication style which inspires followers and always encourages them. On the other hand, a task-oriented leadership style is less related to an open and receptive communication styles and more related to a communication style that is directive and controlling (De Vries, Bakker-Pieper & Oostenveld, 2009). Needless to say, each of these leadership styles has different effects on the performance of schools. The argument here does not mean that one particular leadership style with its associated communication style is necessarily superior to the others or that it will bring better performance than the others because school performance depends on so many variables. However, it is important to investigate whether relationships exist between communication style and processes on one hand and school performance on the other hand.

The communication processes are composed of the sender who starts the communication, the message itself, the medium that carries the message, and finally the receiver. All of these components affect the quality of communication. There are different media to send the message. Messages can be sent in written, verbal, or nonverbal forms. In addition, the messages can flow in different directions, including downward, upward, or horizontal (Lunenburg & Irby, 2006). Investigating communication in schools requires a concentrated understanding of the dominant culture at the schools under inspection because culture is a fundamental aspect of communication processes (Arlesig, 2007). Furthermore, how people communicate within the school depends on the principal's ability to create a certain culture for the school in general and for the communication processes in particular (Lunenburg & Irby, 2006).

The Problem

ADEC conducted a survey of Abu Dhabi government school teachers (ADEC, 2010) which revealed, overall, that teachers think they are not encouraged by the administration to participate in school decision-making or in influencing the school activities. The report explained that some teachers still believe that principals did not clarify school visions and expectations for meeting instructional goals. In spite of the high percentage of teachers who feel that they can discuss different issues with their principals, they did not feel in a similar degree that principals care for their welfare or that they trust principals' speech.

Regardless of a high percentage of communication with parents, most of the teachers who participated in the survey think that parents neither support teaching efforts nor do their best to support their children's learning. Similarly, principals mentioned the carelessness of parents with their children's education as one obstacle to school improvement. The results of this survey highlight other obstacles such as the lack of support from external organizations, staff tendency to resist change, and scarcity of time for teacher planning and professional development (ADEC, 2009). While these problems are not necessarily caused by ineffective communication alone, they clearly indicate a need for solutions that can only be found by using highly effective communication strategies.

Although ADEC evaluated public and private schools' performance during the last four years, it did not share the results with the public to give these schools opportunities to improve their performance. KHDA and DSIB reported that only six government schools were considered outstanding, and a third of their leaders are only at an acceptable level. Thus an improvement in principals' leadership effectiveness (KHDA, 2011) is called for. One important element of

principals' effective leadership of schools is how they communicate and what style of communication they use.

Principals have different styles and processes that enable them to communicate with teachers, staff, parents, and other stakeholders. Communication consumes most of the principals' time and effort. This has been supported by scholarly literature and also by local government projects for school reform in the UAE. Education leaders at all levels need to know which communication styles lead to increased performance of schools, and the extent to which these communication styles and communication processes are related to becoming a high or low performing school.

The problem of this study is based upon a) the significance of communication as one of the fundamental roles of principals and b) the lack of attention to such a role especially in connection to school performance. In spite of the importance of principals' communication styles and processes, there is a scarcity in studies on this particular issue in education. In addition, according to the researcher's knowledge, the issue has not been investigated yet in the context of the United Arab Emirates. Therefore, it is obvious that investigating aspects of school principals' communication styles and processes with different stakeholders and their relationship with school performance is essential for implementing successful school development initiatives.

Conceptual Framework

The conceptual framework of this study is based on the research related to leaders and principals' roles and communication styles, organizational and school communication processes, and organizational and school performance.

To clarify, understanding communication in schools can be viewed in light of the principal's communication as described by seven distinct styles (i.e., preciseness, reflectiveness, expressiveness, supportiveness, emotionality, niceness, and threateningness) (De Vries et al., 2009). It can also be viewed according to five different processes of communication: a) communication with all people, b) with all staff at school; c) with teachers' teams and individual teachers; d) with parents, and e) with school partners. In each of these processes, it is imperative to study four sub-dimensions: a) the flow of information; b) the medium of communication; c) the content of the message; and d) the resulting developments, (how the communication affects school operations and performance). This study utilized this framework to investigate the communication style and processes of school principals in Al Ain schools and their relationship to school performance.

Purpose of the Study

This study had three purposes:

First, to describe school principals' communications styles and processes using the framework set forth previously.

Second, to investigate the relationship between communication styles and processes and school performance as it is perceived by participants.

Third, to identify the most effective and ineffective communication practices for school principals in high performing and low performing schools.

Research Questions

Three questions were addressed in this study:

1. What are the characteristics of communication styles and communication processes for school principals in Al Ain schools?
2. What relationships exist between principals' communication styles and processes on the one hand and school performance on the other hand?
3. What are the most effective and ineffective communication practices for school principals in high performing and low performing schools?

Significance of the Study

The study is significant because it examines leaders' communication styles and processes—thus assisting in investigating one of the most important roles of a school principal and its relationship with school performance or mal-performance. In addition, it provides an analysis of school principals' communication styles and processes in high- and low-performing schools. Such a description of what communication practices impact school performance positively or negatively provides a road map for school principals and leaders to reshape their communication styles and processes in ways that could lead to improved school performance.

In light of the lack of studies in this field internationally and particularly in the United Arab Emirates, this study hopes to add a needed addition to research about education in the context of UAE. This study may support the efforts of ADEC and KHDA in their pursuit of excellence in education in the UAE by clarifying the relationship between communication and school performance. Knowledge of this relationship, it is anticipated, will guide the efforts of these two organizations and others in reforming education in this country. In addition, the results

of this study can be expected to enhance the programs of principals' preparation and professional development in the UAE.

Scope of the Study

This study was limited to Al Ain government schools. It was further limited to schools that have one cycle only (primary, elementary, and secondary). That meant that all schools under investigation in this study were located in the urban areas of Al Ain. These schools are under the supervision and jurisdiction of ADEC. Participants in this study were male and female staff who worked in these schools during the spring semester of 2012. This study was also limited to the issues of communication processes that happen in school, principals' communication styles, and school performance.

Assumptions of the study

- Participants were truthful and honest in responding to questions on the survey and interviews.
- There is a lack of research about communication and its relationship to school performance, especially in the UAE.
- The mixed approach to research, the one that is adopted by this study, was the best approach to handle the problem of the study.

Definition of Terms and Acronyms

- *Communication style* is the method by which we negotiate situations involving others, express our ideas and emotions (Somers III, 2008) and share knowledge with others. In this study, communication styles were investigated using De Vries et al.'s (2009) lexical

definition of seven styles for communication: preciseness, reflectiveness, expressiveness, supportiveness, emotionality, niceness, and threateningness.

- *Communication process* is the exchange of the message between two or more people. The process is composed of the sender, receiver, message, and the medium (Lunenburg & Irby, 2006). The communication process is considered effective if and only if the message is understood by the receiver. The communication process was investigated in this study through five dimensions: a) communication with all people; b) with all staff; c) with teacher teams and individual teachers; d) with parents; and e) with school partners. In each of these dimensions, four sub-dimensions were investigated: a) the flow of information; b) the environment of communication; c) the content of the message; and d) the resulting developments, or how the communication affects the school's operation/performance.
- *School performance* is a measurement of school position based on pre-identified standards. In this study, school performance is measured through the statements in the questionnaire derived from the DSIB annual report (KHDA, 2011) and the NSM policy manual (ADEC, 2010).
- ADEC: Abu Dhabi Education Council.
- DSIB: The Dubai School Inspection Bureau.
- ELCC: Educational Leadership Constituents Council standards.
- KHDA: Knowledge and Human Development Authority.
- NSM: New School Model.
- UAE: United Arab Emirates.

Organization of the Study

This study was divided into five chapters. Chapter one introduces communication in education and its importance as a role in the work of a school principal; states the problem and the questions addressed in the study; and identifies the purpose, significance, scope, assumptions; and definitions of terms and acronyms of the study.

Chapter two contains six sections that present a review of literature and relevant research associated with the questions addressed in this study. The sections are: (1) communication; (2) communication styles; (3) communication and leadership; (4) communication and leadership styles; (5) school performance; and (6) communication and performance.

Chapter three presents the research design, instrumentation, validity and reliability, data collection procedures, data analysis procedures, population and sample, ethical considerations, and limitation and delimitation.

Chapter four presented the findings of the study and provided an analysis of those findings.

Chapter five offered summary, conclusions and implications, and recommendations for policy and practice.

CHAPTER TWO

LITERATURE REVIEW

“The major problem with communication is the illusion that it has occurred”.

George Bernard Shaw

In order to understand the relationship between principals' communication styles and communication processes on the one hand and school performance on the other hand, literature relevant to those three variables was reviewed in this chapter. This includes defining communication, clarifying its importance for individuals and organizations, identifying the communication processes, and discussing different communication styles. Then, the chapter covers communication in relation to leadership in two sections: the importance of communication for leaders in general and for principals in particular, and the communication and leadership styles. School performance and how it can be assessed comes next. The chapter concludes with a discussion on the relationship between communication and performance. Therefore, the chapter contains six sections: communication, communication styles, communication and leadership, communication and leadership styles, school performance, and finally communication and school performance.

Communication

This section covered the definition of communication, its importance for individuals and organizations and the communication processes.

Communication Definition.

Communication is derived from the Latin word *communis* which means “common” because it leads to common understanding among communicating people. It includes transmission of facts, ideas, opinions, attitudes and feelings which enable humans to develop learning, being aware of themselves and adapt to their environment (Rayudu, 2010). Intrapersonal communication means self-talk while group communication stands for communication among groups (Richard, 1998). Interpersonal communication refers to face-to-face communication (Hartley, 1999; Richard, 1998). Mass communication happens when a message is sent to a large number of receivers at the same time (Bharti, 2008). Effective communication works as a bridge among people to share and feel knowledge, overcome misunderstanding, and join into meaningful relations (Pradhan & Chopra, 2008).

Jian, Schmisser and Fairhurst (2008) found that communication is used in research with three different meanings. First, it is used to mean the transmission of information and intention, with a focus on channels, amount, and directions of the message. In this case, a communication problem happens as a result of too little, overwhelming, or incorrect information, using inappropriate communication channels, or using channels unsuccessfully. The second meaning of communication includes a sense of construction. In such a case, communication through interaction and interpretation negotiates and brings social realities into existence. An example of this is informing an external audience about an organization and in a way to reproduce its identity. In addition, construction of meaning includes the creation of power relations and dominant ideology. Third, communication is used as human interaction. In this case, communication includes sequenced interconnected actions, the situations, and the meanings formed from interactive and content levels. This happens in both verbal and nonverbal forms.

Therefore, elements like silence and listening are considered parts of communication if they are part of sequenced interaction.

Importance of Communication.

Communication is a basic requirement for human beings and they cannot live without it. Without communication, families and society collapse (Bharti, 2008). It is fundamental for organizations and without it, organizations cannot exist (Pradhan & Chopra, 2008). The coordination of all activities at any organization requires a system of communication (Barnard, 1938). Pradhan and Chopra (2008) stressed that effective communication is central to the basic management functions like planning, organizing, and controlling. It helps employees to understand their roles and other employees' roles in the organization. Effective communication leads to achieving goals, resolving challenges, and creating a feeling of responsibility among all employees. Overall, "communication tends to encourage better performance and job satisfaction" (Pradhan & Chopra, 2008, p. 5.). For these reasons, many organizations provide their employees with different types of professional development about communication (Pradhan & Chopra, 2008).

Ray and Ray (2009) found that people communicate for two main objectives: information and persuasion. These two objectives include all other sub-objectives. A message for information should contain data that help people to be certain of an issue or know new information about it. It flows in all directions inside the organization and between it and the surrounding context. Information can be expressed verbally, in text, or otherwise. A persuasive message contains information that is used to influence or changes others' opinions, attitudes, or behaviors. The persuasion or persuasive message contains not only verbal words but also nonverbal communication elements that help the persuader to convince others. Ray and Ray (2009)

explained in detail the objectives of communication according to various variables. The first is the direction of the message flow. In one case, downward communication aims to transform instructions, orders, training, motivation, appreciation, advice, counseling, and warning. The second is upward communication, which is used for requests, suggestions, and complaints. Finally, horizontal communication aims to exchange information mainly for coordination. Richard (1998) summarized the objectives of communication. He argued that we communicate to survive, cooperate, satisfy personal and social needs, create relationships, persuade others, gain power, understand the world, express ourselves, and gain information.

The Communication Processes.

The communication processes includes three elements: the transmitter, the message, and the receiver. The sender uses speaking, writing, acting, drawing, or any other medium to encode the message. The message can be words, actions, numbers, pictures, etc. The receiver receives the message by observing, listening, reading, etc. (Rayudu, 2010). According to Ray and Ray (2009) communication has four qualities. First, communication can be intentional or unintentional. Second, the communication processes are dynamic and affected by people's experiences. Third, every element in a communication process affects other elements. Therefore, communication is systematic. Finally, communication includes interactions and transactions that help the sender and receiver exchange ideas to reach common understanding.

Communication in an organization has three variables: flow, content, and impact. Flow means the way information transfers through the organization to its listeners. Content means the information communicated and how it is communicated to a specific audience. Impact means the results of communication. For instance, organizational goals are communicated to employees.

Then, employees try to achieve those objectives. Finally, their actions align and support organization goals (Corrado, Reider, & Mapson, 1994).

Information flows in different ways: downward, upward, horizontal, and diagonal. In downward communication, information flows from people in the higher levels to employees in the lower levels as a channel for instructions, procedures, and information. Upward communication refers to communication starting from staff members to administrative levels to give feedback about downward communication, suggesting, complaining or reporting. Horizontal communication refers to communicating between employees at the same level to coordinate between different departments in the organization. Diagonal communication refers to conveying information among different levels in the organization. In addition, there is grapevine communication which is an informal way to communicate among employees throughout the organization (Rayudu, 2010).

Communication networks are used to transform information in different directions. There are five common communication networks. A chain network is one in which information can move upward or downward only. A Y form means that information flows from two employees to one who can transmit it to another at higher or lower levels. Wheel shaped communication enables many employees to communicate with the administrator but without interaction with other employees. The circle shaped communication enables employees to interact with adjoining members only. Finally, all channel communication enables all employees to interact and communicate with all employees (Zalabak, 2002 as cited in Lunenburg & Irby, 2006).

Richard (1998) clarifies three models of communication processes. The linear model means sending messages in one direction from a sender to end with a receiver. It is rarely

considered a communication since there is no response but it can be used to start the processes. In exchange models, communication contains at least two-way processes. Each person in this model is a sender and a receiver at the same time. He/she needs to understand the received message so he/she acts also as interpreter. Contextualized models add the effect of the context on the communication process.

Mehbarian (1971 as cited in Oswalt, 2011) found that the receiver constructs only seven percent of the meaning from the verbal message. The tone of the voice when saying the words gives thirty eight percent of the meaning. The body language comprises fifty five percent. Each type of communication has its advantages and disadvantages when used formally. Oral communication is faster and is supported by body language and tone. Written communication, on the other hand, can be more accurate, precise, and recorded. Nonverbal communication includes a message that we receive through feelings. It can be accompanied by both oral and written messages. Nonverbal communication can be also visual symbols like colors, pictures, pictorial representation, posters, graphs, charts, maps, signs, and signals. It also can include auditory symbols like sound signals and tunes. Finally, it can be body language which includes voice, silence, facial expression, eye contact, clothing, appearance, gesture, posture, space, time, and energy.

Shukla (2010) discussed the idea that communication among people in any organization has barriers that lead to misunderstanding. These barriers were classified into three categories: interpersonal, intrapersonal, and organizational. Intrapersonal barriers derive from having different backgrounds which cause wrong assumptions, different perceptions, and inflexible opinions. Interpersonal barriers include having limited vocabulary and opinions, misunderstanding of words, attitudes and opinions of the receiver, emotional outburst of the

sender, variation in cultures between communicating people, noise and having poor listening skills. Finally, organizational barriers are caused by having too many transfer stations, fear of superiors, information overload, or the wrong choice of medium. Figure 1 summarizes communication process elements and describes the relationships among them.

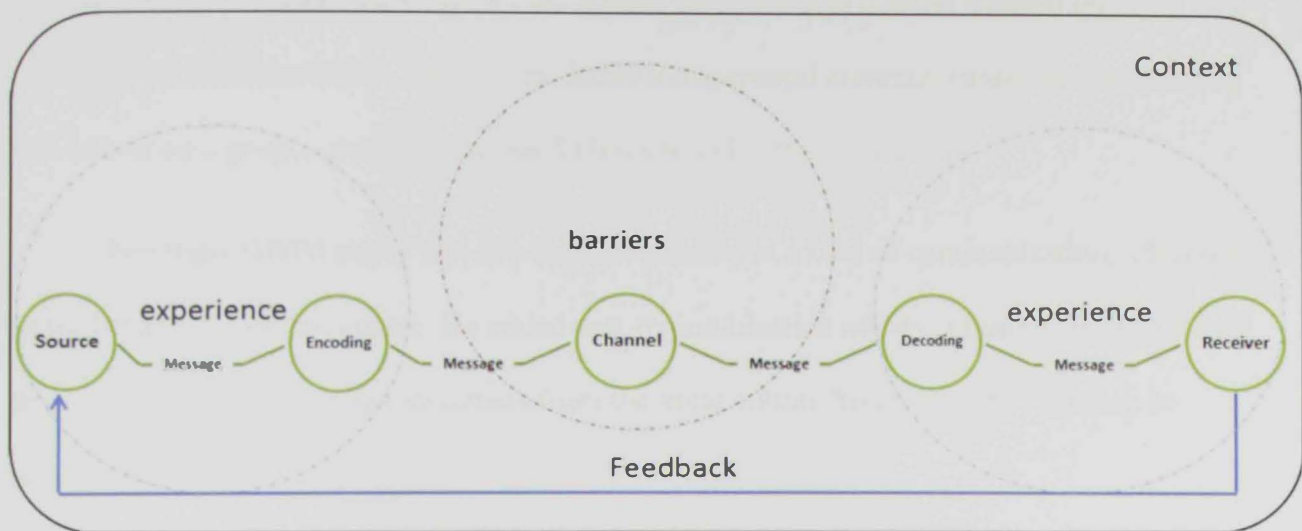


Figure 1. Communication process elements.

Communication Styles

In this section, communication styles are defined based on three different perspectives. Then these three definitions are explained in detail through personality, culture, and the lexical view of communication styles. Finally, the differences among generations in their communication styles are explained.

Communication Style Definitions.

Norton (1978) defined a communication style as the way a person uses verbal and nonverbal communicative behaviors to indicate how literally others should interpret a message (as cited in Downs, Archer, McGrath & Stafford, 1988). De Vries, Bakker-Pieper, Siberg,

Gameren and Vlug (2009) considered Norton's definition very narrow so they added other dimensions. They defined a communication style as a distinguishing way an individual transmits verbal, paraverbal, and nonverbal indicators in social interactions to present the identity he or she has or wants to (or appear to) have, the way he or she relates with people, and the way his or her messages should be understood. In this definition, De Vries et al. (2009) focused on interpersonal communication and they excluded intrapersonal communication which, refers to self-talk or how people use their internal feelings to guide their behaviors.

Novinger (2001) stated that any human behavior is a kind of communication. Therefore, as we behave, we communicate. He added that communication across cultures is more difficult than communication among individuals from the same culture because of the variation in people's behaviors.

It appears that there is no consensus on the definition of communication style. This variation also extends to the scales used to measure styles of communication. The inconsistency comes from the different perspectives each team has for communication styles. Some researchers understand communication as part of personality, others are more concerned with the context, and still a third group of researchers have a tendency to depend on the language itself (i.e., the lexical side of the communication style). The following sections present those three views in some detail.

Personal Communication Styles.

Norton (1983, as cited in Oswalt, 2011; Norton & Pettegrew, 1977) defined ten variable features of communication styles. Norton divided these variables into two clusters: passive and active. The passive cluster includes the attentive, friendly, and relaxed styles while the active

cluster consists of dominant, dramatic, animated, contentious, open, impression-leaving, and precise styles. People are considered friendly if they are described as kind, caring and considerate of others. They tend to encourage, express admiration and acknowledge others' contributions. Impression-leaving people concentrate on making their communication unforgettable even if the meeting was the first. Relaxed individuals do not easily become nervous. They are usually calm and at ease when interacting and communicating with others. Contentious communicators like to debate and may look aggressive, so some people do not feel comfortable when dealing with them. Attentive individuals listen carefully to others and intentionally show people that they are interested in listening to and understanding them. Precise communicators try to be exactly accurate, using strict definition and evidence when arguing with others and insisting that others do the same. Animated communicators tend to use clear nonverbal language like eye contact, facial expressions, gestures, body movement, and posture. Dramatic communicators use verbal exaggerations, rhythm, stories, jokes and anecdotes to make the speech content attractive. Open individuals easily communicate about their thoughts or emotions even if the issues are personal. Dominant people tend to show that they are strong, and they take charge by talking longer, louder and more frequently than others. Norton also found that the same person may use different styles on different occasions, so these styles depend on the context, situation, and time of communication.

Culture and Communication Styles.

People learn how to communicate and interact with others based on their cultures. Therefore, communication styles are affected by cultural values. They vary within and across cultures (Gudykunst, Matsumoto, Ting-Toomey, Nishida, Kim & Heyman, 1996). Novinger (2001) explained that cultural variation in communication styles happens because some cultures

rely more on nonverbal communication and behaviors. These are considered high-context cultures. The high-context message depends more on the context and also on the person who receives it. Cultures that rely more on speech and verbal communication are considered to have low-context communication style. The low-context message contains more words. He added that this variation causes a lot of misunderstanding when people from different cultural backgrounds communicate because the high-context people could give meanings to some behaviors that low-context people did not mean. Conversely, the low-context people cannot understand the paraverbal messages that high-context people think are clear enough.

Hall and Hall (1990) detailed factors that affect intercultural communication. They clarify that different cultures deal differently with factors like personal space, fast and slow messages, and monochronic and polychronic time. They explain that understanding how people in different cultures deal with such factors are important to interpreting and responding to them correctly.

Gudykunst, Ting-Toomey and Chue (1988) argued that individualistic cultures, where individuals concentrate on themselves as unique entities, use low-context communication styles and collectivistic cultures, where individuals concentrate on themselves as members of a group, use high-context communication.

In their study on the influence of cultural individualism-collectivism, self-construals, and individual values on communication styles across cultures, Gudykunst et al. (1996) found that self-construals and individual values are better forecasters of and can explain more variance in low-context communication style and high-context communication style than cultural individualism-collectivism can.

Language and Communication Styles.

De Vries et al. (2009) conducted a three-phase lexical study where they selected adjectives and verbs that describe communication styles in the first two phases and respondents were asked to rate them at the third phase. The results led to seven dimensions for communication styles represented by the acronym PRESENT which stands for preciseness, reflectiveness, expressiveness, supportiveness, emotionality, niceness, and threateningness. Preciseness consists of adjectives and refers to clarity, conciseness, efficiency, and composure. Reflectiveness consists of both verbs and adjectives and refers to engagement, analytical reflectiveness, and philosophical or poetic communication behaviors. Expressiveness consists of verbs and adjectives and it means talkativeness, certainty, energy, and eloquence. Supportiveness consists of verbs of a relational response which reflect actual response behaviors to someone else. It includes accommodation, supportiveness, stimulation, and admiration. Emotionality consists mainly of adjectives that reflect feelings like sadness, irritability, anger, and tension. Niceness consists of adjectives and verbs that reflect general communication attitude and its meaning can be seen through friendliness, uncriticalness, modesty, and cheerfulness. Finally, threateningness consists mainly of verbs and refers to abuse, threateningness, and deceptiveness.

Generations and Communication Styles.

There are four generations that have different qualities and they differ in their communication styles. These four generations are: (1) the 'Silent Generation' or 'The Traditionals' born between 1922 and 1943; (2) 'Baby Boomers' born between 1943 and 1964; (3) 'Generation X' born between 1964 and 1981; and (4) 'The Millennials' or 'Generation Y' born between 1980 and 2008.

Traditionals prefer formal, professional, grammatically correct, respectful and classical language. The communication tools they like are memos, letters and personal notes. Many of them are not comfortable with technology, but most are willing to learn. Baby Boomers value personal interaction and telephone conversation. They can learn technology but they are worried it will affect human interaction. The X Generation are straightforward and they like to use voice mail and email. They use technological gadgets easily. The Y Generation like to use any technology in communication. They easily communicate by using visual media and face difficulty with written documents (Scheid, 2010; Jordan, n.d; Birkman, n.d; Olson & Brescher, 2011).

Communication in Leadership Roles

This section focuses on communication as an important role and a competency for leaders in organizations in general and for school principals in particular. It will be presented from different perspectives.

Communication in Organizations.

Communication represents an essential part in leaders' roles in their organizations. Being competent in communication is essential for each manager regardless of the type or the size of the organization he/she leads (Ray & Ray, 2009). Matha, Boehm and Silverman (2008) state that leaders need to understand that being smart and having a top position do not guarantee that they have good communication skills. They add, good communication becomes very difficult especially for top leaders where egos and feelings that they are experts prevent most of them from considering that they have any communication problems. They stressed that leaders' communication must be clear, simple, concise, and focused on what employees need in order to act. Otherwise, it will be a kind of babble (i.e., the tendency to talk about important issues in

sophisticated ways so most employees do not get the ideas) that confuses employees and wastes their time and efforts.

Mai and Akerson (2003) consider leadership communication as a critical competency for leaders who lead their organizations at times of instability or change. Leadership communication necessitates creating an organizational environment where communication flows in all directions with minimum distortion and time lag. To build such an environment, leaders must create a relationship of trust between employees and themselves and among the employees as well. The different roles of leaders entail building leadership communication strategies to accomplish the act of communication. According to Mai and Akerson (2003), leaders work as community builders, navigators, and renewal champions. To build a community, leaders are advised to align employees' goals along with the organization's goals by continuously communicating about the future of the organization, building social trust, and through being a model (i.e., "walking the talk"). At times of change, leaders are required to communicate to help employees become focused, avoid confusion, see the opportunities behind change rather than concentrating on risks, and to do the right things in the right ways. Leaders have to continue evaluating the organization's situation by asking for feedback from all stakeholders. Leaders also need to have strategies to use in situations of conflict and tension to refresh the organization. This cannot be fostered without effective communication throughout the organization. In addition, renewal and continuous improvement entail creating a climate where the creation of new knowledge is supported and innovation is encouraged (Mai & Akerson, 2003).

According to Bennis (1982, as cited in Vilsteren, 1999), leaders should have a clear vision for their organization's future, articulate their vision to their followers, create a climate of

motivation that encourages followers to act in the best way, and see mistakes as opportunities for learning. None of these tasks can be achieved without effective communication.

Communication in Schools.

Research on school principals has stressed the importance of communication in most of the roles and tasks they carry out. Leadership includes affecting stakeholders to achieve the shared purpose of creating a successful learning environment for all students (Matthews & Crow, 2003). Matthews and Crow (2003) conceptualized seven roles for the school principals. They perceive a principal as a learner. This requires communicating with a wider community of educators, seeking and creating knowledge, being a model for continuous learning, and facilitating professional development for staff. The second role is being a leader of learning which entails steering the change in the school toward improving students' learning. This requires working hard to create and articulate a vision, build culture, make decisions, and develop teamwork.

Matthews and Crow (2003) saw schools as open organizations where the principals need to communicate with the audience both inside and outside the school. Therefore, they divided the remaining five roles into internal and external roles. Internal roles include mentoring, supervising, and managing. External roles include politicizing and advocating. As a mentor, the principal is responsible for helping teachers learn the best ways to support student learning. As a supervisor, the principal becomes an instructional leader. He/she is not only responsible for evaluating teachers but also for helping them to improve their instruction. Therefore, they should be involved with them in planning, developing, supervising, and assessing instruction and curriculum. As a manager, the principal is required to help teachers understand the relationships among different parts of the school (programs, finance, resources, etc.). He/she also plays a

critical role in maintaining an environment that supports shared decision-making and site-based management.

The principal as a politician builds relationships with outside audiences such as parents and helps them to understand the mission of the school. This collaboration can positively affect students' learning. Finally, the principal as an advocator works hard to promote the rights of all children to have equal opportunities to learn by supporting new programs, assisting educators to do their work equitably, and helping them to become agents of social justice in the school.

Effective communication enables school principals to create human relations, which are essential in helping them to deliver the message they intend to deliver (Lovely, 2004).

Communication and creating human relations are considered two of the most crucial steps that principals need to possess (Robbins & Alvy 2004).

To communicate, principals can use traditional communication methods like memos, newsletters, magazines, formal meetings, or bulletin boards. In addition, they can use modern technologies like computer messages, email, voice memos, video messages, weekly tip sheets, or interactive computer programs (Corrado, Reider, & Mapson 1994). Principals are supposed to encourage an open-door policy. To encourage feedback, they can use attitude surveys, an ombudsperson, or a suggestion box to collect complaints. To improve communication in schools, principals need to establish clear ideas before attempting to communicate them. They can consult others about communication, follow up with communication, and become good listeners who are themselves skillful in giving feedback (Lunenbur g & Irby, 2006).

To sum up, every day principals communicate with students, teachers, parents, and the larger community. They communicate to support teacher instruction, enhance student

achievement, create positive school-parent relationships, and market their schools.

Communication helps the principals to achieve the school mission (Richard & Catano, 2008).

Communication and Leadership Styles

Different studies examined the relationships between communication and leadership styles. At this section, the results of some of these studies are presented. This includes, first, the result of a study that investigated if leadership styles coincide with or relate to specific communication styles. The section, then, moves to the results of studies that examined relationships between leadership styles and communication media. Finally, it includes the results of studies that highlighted the differences in perceived leader communication styles based on gender.

Communication Styles and Leadership Styles.

According to de Vries and Bekker-Pieper (2009), the charismatic leadership style, task-oriented leadership style, and human-oriented leadership style have different communication styles. Charismatic leadership style is characterized by preciseness, argumentativeness, supportiveness, assuredness, and verbally nonaggressive. Assuredness, preciseness and availability of some verbal aggressiveness are styles that are used more by leaders who have task-oriented leadership style. Supportiveness and expressiveness communication styles are more dominant with human-oriented leadership style. Threateningness is rarely used by human-oriented leaders. Table 1 summarizes leadership styles in relation to communication styles.

The study clarified that charismatic and human-oriented leadership are primarily communicative while task-oriented leadership is considerably less communicative because

charismatic and human-oriented leadership were more correlated to communication styles than task-oriented leadership with the exception of preciseness (de Vries & Bekker-Pieper, 2009).

Table I

Leadership Styles and Communication Styles

Leadership Styles	Communication Styles
Charismatic Leadership Style	Supportiveness
	Assuredness (versus emotional)
	Verbal nonaggressiveness
	Preciseness
	Argumentativeness (versus niceness)
Task-oriented Leadership Style	Assuredness (versus emotionality)
	Preciseness
	Verbal aggressiveness (threateningness style)
	Supportiveness
Human-oriented Leadership Style	Supportiveness
	Verbal nonaggressiveness
	Expressiveness

Communication Processes and Leadership Styles.

In their study of the effects of leadership styles and communication media on team interaction styles and outcomes, Hambley, O'Neill and Kline (2007) found that there was no significant interaction between communication media and leadership style on constructive team

interaction, performance, or team cohesion. Their study examined transactional leadership and transformational leadership depending on three communication media (face-to-face, video conference, and chat) in short tasks. Contrary to this finding, a previous study by Kahai, Sosik and Avolio (2004) found that even when using the same communication media, the type of task (or the problem to be solved) necessitates choosing a certain type of leadership style if performance is to be improved. Their study found that semi-structured problems are better solved by a participative leadership style. This style enhances self-efficacy and overcomes the problem of lack of structure. On the other hand, dealing with structured problems requires a directive leadership style because directions from the leader help participants to concentrate on limited interpretations of the structured problem. In addition, it was found that increasing staff satisfaction required a participative leadership style regardless of the type of problem to be solved.

Communication, Leadership and Gender.

Sherwood (n.d.) found ten differences in the ways that males and females communicate. Males and females diverge in their uses of nonverbal signs and body orientation. In addition, they are different in arguing, perceiving apologies, using compliments, solving problem, and negotiating. They have different goals behind chatting, interrupting and using emails. Generally speaking, women communicate to build relations and show concern while men communicate to control and gather information.

The general differences between men and women in their communication patterns are reflected in the ways they act as leaders. According to Appelbaum, Audet and Miller (2003), masculine leadership styles can be characterized as being structured, transactional, dependent on giving instruction, autocratic and business oriented, while feminine leadership styles depend,

overall, on consideration and can be described as transformational, participative, socio-expressive and people oriented. They found that both genders have leadership characteristics in general and communication styles in particular that can form a successful leadership, and they suggested that skills more often found in one gender can be learned by members of the other. . . In such cases, gender differences in leadership will fade and both women and men will develop leadership styles that are needed to improve their organizations (Moran, 1992; Lorentzen, 2009).

In contrast to this study, Eblen (1983) found that in specific organizations, the managers' communication styles were not affected significantly by their gender, and the similarities in their managing styles were more than their differences. She explained that the manager job requirements qualified them to acquire their positions and they have to work according to those requirements regardless of their gender.

As explained above, the feminine leadership styles are more preferable for both task-oriented and relation-oriented situations, as Violanti and Jurczak (2011) concluded. In addition, gender was found to be a significant factor affecting how leaders' communication styles are perceived by their followers. De Vries and Bekker-Pieper (2009), for example, found that female followers graded their leader slightly higher on expressiveness than male followers did. Furthermore, females stated that they collect more knowledge from leaders than male followers did.

School Performance

This section focuses on school performance. It will include a review of literature on international and local policies in an attempt to probe the meaning of school performance and indicators that are used to measure school performance.

School Performance Definitions.

According to Maslowski (2001), school performance means the effectiveness and efficiency of accomplishing school goals. Effectiveness includes completing school objectives. Efficiency refers to achieving objectives on time using adequate cost.

International Indicators of School Performance.

In order to understand the most important indicators that are used internationally to measure school effectiveness, three international school effectiveness frameworks were reviewed. It should be noted that school effectiveness is part of the definition of performance as Maslowski (2001) clarified above.

The first framework is the Welsh School Effectiveness Framework as shown in Figure 2. It concentrates on the following elements: leadership, working with others, networks of professional practice, intervention and support, improvement and accountability, and curriculum and teaching (Welsh Assembly Government, 2008).

The second framework is Columbia District School Effectiveness Framework (See Figure 3). The core elements of this framewrok are teaching and learning, leadership, job-embedded professional development, resources allocation, and family and community engagement (DCPS, 2009).

According to the Onatrio Ministry of Education K–12 School Effectiveness Framework (Figure 4), six components must be checked: assessment for and of learning, school and classroom leadership, student voice, curriculum teaching and learning, programs and pathways, and home, school and community partnerships (Ontario Ministry of Education, 2010).

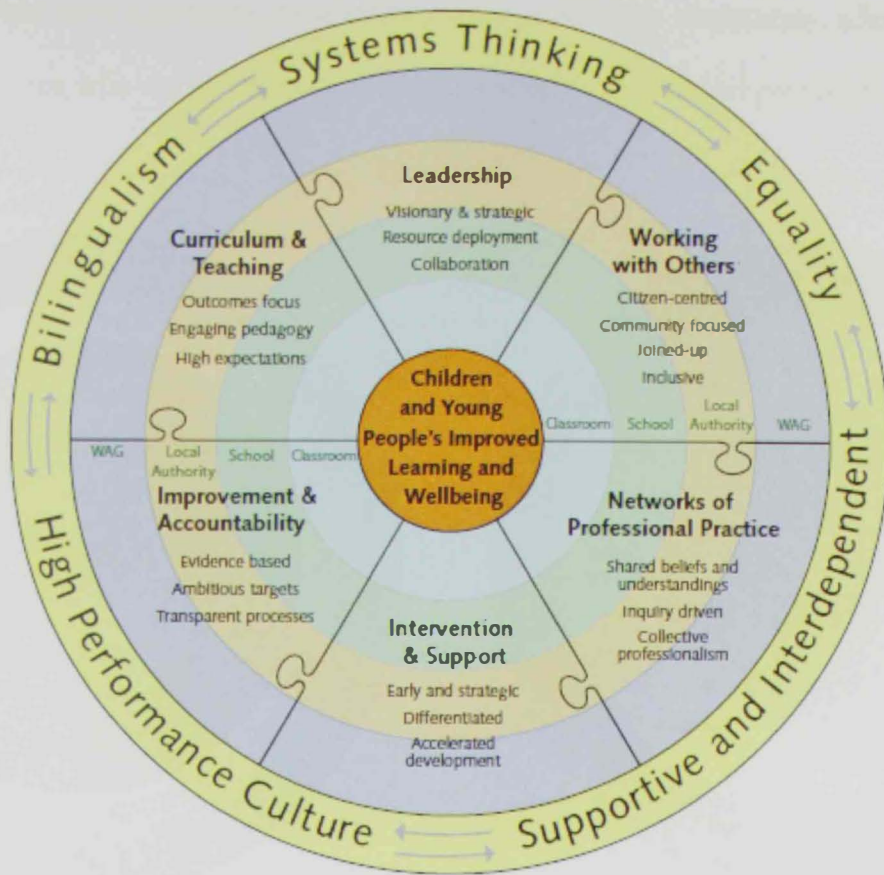


Figure 2. Welsh School Effectiveness Framework. Adapted from Effectiveness Framework: Building effective learning communities together, by Welsh assembly government, 2008.

The fourth framework is the Governor Support Team Framework (n.d.) which suggested specific indicators that can be used by governor bodies to evaluate schools. These indicators include assessing school vision, aims and culture through collecting documents like school improvement plans and school bulletins. In addition, the procedures which keep students and staff safe and satisfied should be assessed to see if they are reviewed, updated, and easily accessible. Examples of these procedures include employment procedures, child protection procedures, health and safety procedures, and complaints procedures. Other indicators to be checked include students' performance, students' attendance and exclusions,

accreditations/designations, extended services provided to community, after school support for children who are parented by the local authority, and budget procedures.

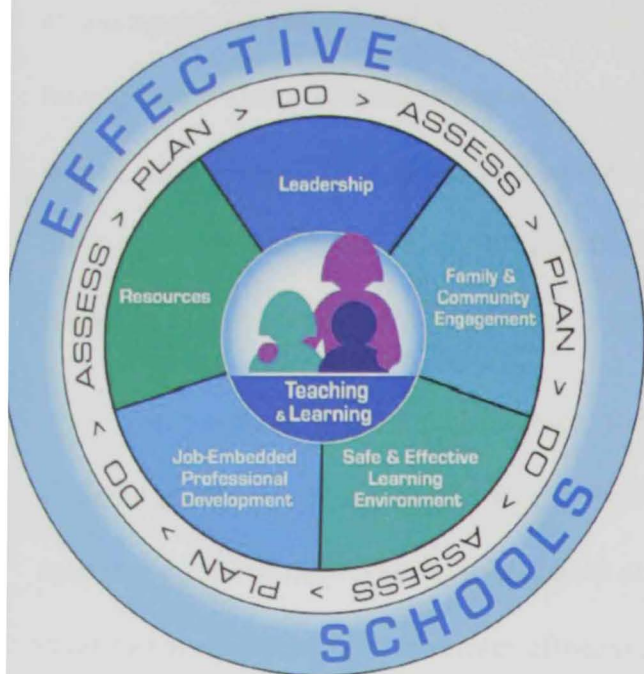


Figure 3. DCPS Effective Schools Framework. Adapted from DCPS effective schools framework, by District of Columbia Public Schools, 2009.



Figure 4. Ontario K-12 School Effectiveness Framework. Adapted from School effectiveness framework 2010 a support for school improvement and student success, Ontario, 2010.

In the case of high schools, the administration is often interested in measuring performance in terms of readiness for college, career, and life after school. This is done using multiple indicators such as graduation rates, attendance, course success, and credit accumulation, in addition to exams that measure readiness and academic ability.

School climate is another indicator to be used when assessing school performance. This indicator is composed of four dimensions. The first one is school safety, which is measured

through having clear rules about physical and social harm, the feeling of being safe from physical harm at school, and the feeling that all members at school are safe from being verbally abused. The second element is school support for learning knowledge and skills through encouraging and providing rich opportunities to learn in school and society. The third element is having healthy interpersonal relationships such as respect for diversity, collaboration between adults, adult support for students, and collaboration among students. The final element is institutional environment, which includes the feeling of belonging to the school, participating in school life for students and families, and keeping the school clean and tidy (Pinkus, 2009).

Self-evaluation is another indicator for measuring the quality of education provided to students and the performance of a school. Self-evaluating can take place if the staff is engaged in systematic reflection, works towards shared objectives, uses shared leadership as a means of creating involvement, communicates effectively, seeks to create supportive relationships and collaboration, integrates the self-evaluation processes into existing school policy, and responds to internal and external expectations concerning the self-evaluation processes (Vanhoof & Petegem, 2011).

Local Indicators of School Performance.

To improve schools in the United Arab Emirates, the Dubai Schools Inspection Bureau (DSIB) clarified the quality indicators that the government and private schools in Dubai are required to work to achieve for the purposes of inspection. According to the DSIB Handbook (KHDA, 2011), the main goals from schooling are achieving high academic or cognitive outcomes and improving personal and interpersonal skills. The seven quality indicators used in the inspection are: (1) students' attainment and progress; (2) students' personal and social development; (3) teaching, learning and assessment; (4) the extent to which the curriculum meets

the educational needs of all students; (5) student protection and support; (6) leadership and management; and (7) school overall performance.

Student attainment would be measured against curriculum expectations and external and appropriate international standards. It is also measured by identifying knowledge, skills and understandings, especially in key subjects (Islamic education--for Muslim students--, Arabic as a first language or Arabic as an additional language, English language, the language used for teaching and learning if it is not Arabic or English, Mathematics, and Science). The trends in attainment over time also would be measured. For example, progress would be measured from starting points and over time, and in lessons according to their learning objectives.

Students' personal and social development are measured by observing students' behavior with each other and with adults, the nature of students' relationships with others, students' attitudes toward personal responsibility, toward healthy lifestyles, and their attendance percentages. Understanding and respect for Islam, appreciation of local traditions and culture, awareness of the multi-cultural societies in Dubai and the wider world, civic responsibility and community involvement, and knowledge of local and global environmental issues are also considered as indicators that clarify students' personal and social development.

To evaluate teaching, learning and assessment in schools under inspection, teaching for effective learning is measured by classifying teachers' knowledge of their subjects, their effectiveness in lesson planning, managing time and use of resources in lessons, and the way teachers and students use to interact. In addition, evaluating teaching involves measuring the ability of teaching strategies to meet the needs of all students and the extent to which teaching promotes critical thinking and independent learning. Quality of students' learning is checked by

observing students' engagement in and responsibility for their own learning, students' interactions and collaboration, students' ability to apply what they learn in the real world, and their ability to make connections between areas of learning. Furthermore, student skills like enquiry, research and critical thinking are considered.

Evaluation of assessment is performed by investigating assessment systems and processes, the quality and accuracy of assessment data, the level of teachers' knowledge of strengths and weaknesses of their students, the quality and effectiveness of verbal and transcribed feedback to students, and the impact of assessment results on teaching, curriculum and support for students.

Curriculum is checked against breadth and balance, continuity and progression, review and development, provision for all the different groups of students and enrichment to find if the curricula meet the educational needs of all students.

Measuring school protection and support of students is done by checking arrangements to ensure health, safe and security of all parts of the school and in all facilities, and school transportation. Additionally, quality of maintenance and record keeping is checked. The quality of support would be measured by observing the relationship between students and school staff and providing support for special needs students. Giving advice around future studies and career opportunities would also be taken into consideration as a type of student support.

The quality of leadership and management are assessed through evaluating the availability of vision, direction, and delegation. Moreover, the nature of relationships and communication and the ability to improve and innovate are to be considered. In addition, having

self-evaluation and improvement plans, involvement of parents and the community, providing advice, guidance and ensuring accountability, responding to the school community and stakeholders' views, and checking for daily management practices and use of resources should be investigated.

In addition to what the Dubai Inspection Bureau provided as guidelines and indicators for school performance, the Abu Dhabi Education Council (ADEC) also has performance indicators. These are included in what is called the IRTIQA'A Program. This program came as an effort to improve education quality through measuring school performance in the Emirate of Abu Dhabi. The program trains groups of candidates to form inspection teams and to measure school performance based on eight standards: (1) student achievement and progress, (2) personal development of students, (3) quality of teaching, (4) meeting student needs through the curriculum, (5) the protection, care, guidance and support of students, (6) quality of school facilities, (7) availability of resources that would help a school achieve its objectives and (8) efficiency of school leadership and management (ADEC, n.d.).

The above discussion focused on international and local frameworks for assessing school performance. The final section of this literature review chapter will focus on the relationship between communication and performance in general, and between communication as a skill of the school principal and performance of the school in particular.

Communication and School Performance

De Vries and Bekker-Pieper (2009) found that the *supportiveness* style had the strongest positive relationship with outcomes like sharing knowledge with leaders, satisfaction with the leader, and gaining team commitment. In addition, the supportiveness style gained the second strongest relationship, just after preciseness, with perceived leader performance. Further,

assuredness was related positively to the perceived leader performance, satisfaction with the leader, and gaining team commitment. *Preciseness* was also important and has a direct relationship with leader performance, satisfaction with the leader, and collecting knowledge. Verbal *non-aggressiveness* and *argumentativeness* positively correlated with perceived leader performance and satisfaction with the leader. Finally, *expressiveness* was only correlated with sharing knowledge with the leaders (when the leaders collect knowledge and share it). Table 2 summarizes the above findings of De Vries and Bekker-Pieper (2009).

Table 2
Communication Styles and Related Outcome

Communication Styles	Related Outcomes
Supportiveness	Sharing knowledge with leaders (denoting and collecting)
	Perceived leader's performance
	Satisfaction with the leader
	Gaining team commitment
Assuredness (versus emotional)	Perceived leader's performance
	Satisfaction with the leader
	Gaining team commitment
Preciseness	Sharing knowledge (collecting knowledge)
	Perceived leader's performance
	Satisfaction with the leader

Table 2 (Cont.)

Communication Styles	Related Outcomes
Verbally nonaggressive	Perceived leader's performance
	Satisfaction with the leader
Argumentativeness (versus niceness)	Perceived leader's performance
	Satisfaction with the leader
Expressiveness	Sharing knowledge (collecting knowledge)

Garnett, Marlowe and Pandey (2008) found that communication processes in the shape of mechanisms like upward feedback and task instructions processes mediate the relationship between mission-oriented culture and performance. Improving the use of these communication processes will affect performance positively in mission-oriented cultures. On the other hand, communication is considered as a moderator between rule-oriented culture and performance where rule-oriented culture's impact on performance is influenced by communication processes. Communication processes here can maximize or minimize the effect of the culture on performance.

In a third study about the effects of leadership styles and communication mediums on team interaction styles and outcomes, Hambley, O'Neill and Kline (2007) found that using richer communication media like face-to-face communication did not affect team performance in short tasks compared with less rich communication media such as video conference and chat. This finding means that some less rich communication media can be used effectively to perform short missions without decreasing the performance significantly. On the other hand, the study found

that face-to-face communication, as a rich communication media, results in higher constructive team interaction in the long run than video conference and chat rooms. Finally, the study found that face-to-face communication media and video conference have a greater effect on team cohesion than chat (which is considered a less rich communication media).

According Gana, Bukar and Kadai (2011) teachers' job satisfaction directly affected their performance which, in turn, reflects on school performance. Another study by De Nobile & McCormick (2008) found positive and strong association between teachers' job satisfaction and communication processes per se. Examples of those communication processes include supportive downward, upward and horizontal communication in the shape of verbal and nonverbal messages of praise; democratic communication in the form of teams and committees that make and take decisions about policies; and open-door communication policies which enable teachers and other staff to discuss different issues with the principal.

The study by Salazar (2008) mentioned that much research indicates leadership behaviors as the second most important factor after teacher instruction to influence students' performance, and that high performing schools are led by principals who positively and effectively affect school success. He added that those successful leaders concentrate on five areas of actions. One of them is that they establish processes that enhance two-way communication rather than one way communication. Therefore, according to Salazar (2008), democratic communication is considered an important factor in effective leadership of schools.

Moving from international literature to local writings on communication and leadership, we can find two important resources. The first one is the KHDA and DSIB Handbook (2011). This handbook clarifies that communication is at the core of leadership and management

performance indicators. In fact the handbook clearly states that performance is all about creating a shared vision and direction that all staff, parents and stakeholders share. The clarity of roles for all individuals and the distributed leadership and decision-making that increase innovation in schools can be achieved only through effective communication.

The second resource is the NSM Policy Manual published by ADEC to inform all Abu Dhabi schools about the changes that the NSM should carry out in order to improve the quality of education. This manual provides clear evidence that changing performance depends mainly on changing communication styles and processes in schools. The first section of the manual about employee conduct contains four standards which directly organize the relationships among all stakeholders in education. Communication with students, parents, community and colleagues are at the core of this section. The dress code standard is also considered as nonverbal communication.

In the second section, the manual contains standards of how to deal with cultural diversity, tolerance to others, sensitivity issues, and local cultural issues. These communication issues are provided in the manual to reflect respect and avoid misunderstanding. The third section of the manual, relating to policies about management and support of teachers, pinpoints the principal as the person responsible for informing teachers of any changes (e.g., a transfer or assignment change) and for involving teachers in creating performance plans in coordination with the head faculty. Those processes require effective communication on the part of the three parties involved. Section four of the policy manual is about student and family engagement, which mainly depends on effective communication among schools, students and families on issues such as students' attendance, behavior and achievement. In the fifth section of the manual, relating to classroom instruction, the policy is that Information and Communication Technology

(ICT) is a critical part at the NSM curriculum and should be embedded in all subjects for students to gain the skills of using these technologies to enhance their achievement. Teachers are required to use them as a means of transferring knowledge (ADEC, 2012). The overdependence of the manual on communication leads directly to one point: communication is the soul of change in the NSM schools in their journey toward excellence in education. This reality, of course, speaks also to the connection between communication and school performance.

CHAPTER THREE

METHODOLOGY

The purpose of this study was to investigate the relationship between principals' communication styles and processes and school performance in Al Ain Schools District. This was done by answering three questions about (1) the characteristics of communication styles and communication processes of school principals in Al Ain schools; (2) the relationships that exist between principals' communication styles and processes on the one hand and school performance on the other hand; and (3) the most effective and ineffective communication practices for school principals .

This chapter covers the research design, instruments, validity and reliability, data collection procedures, data analysis, population and sample, and ethical considerations.

Research Design

A mixed methods research design was used to investigate the research questions. Mixed methods research designs include both quantitative and qualitative approaches and use both qualitative and quantitative data in the same study, which support a more thorough understanding of the research problem (Creswell & Plano Clark, 2007; Gay, Mills, & Airasian, 2009). This approach is considered the best design to understand and collect data about principals' communication styles and processes and their relationship to school performance. The study is considered as "Quan-qual" model (explanatory mixed method design) because quantitative data were collected and analyzed first. The results identified the type of qualitative data that were collected in the second phase. Then analysis of qualitative data was used to explain quantitative results (Gay, Mills, & Airasian, 2009).

Instrumentation

The Questionnaire.

A questionnaire developed by the researcher was one data collection instrument. It was divided into four major sections: (a) demographic information, (b) communication processes in the school, (c) principal's communication styles, and (d) school performance. The first section included demographic data of the respondent, such as age, gender, country of origin, and position at the school.

In the second section, the researcher used twenty-six structured items on a 5-point Likert scale ranging from "0" = "Strongly disagree" to "4" = "Strongly agree" to find the available communication processes in school. The statements were derived from literature reviewed in the sections of communication and school performance in Chapter Two. In addition, one open-ended question was used to enable respondents to write any unmentioned communication processes available at his/her school.

In the third section, data to identify a principal's communication styles were collected by using twenty-five structured items on a 5-point Likert scale ranging from "0" = "Never" to "4" = "Always". The statements were derived from De Vries et al.'s (2009) lexical study (mentioned in detail in Chapter Two: Literature Review). The seven styles investigated are preciseness, reflectiveness, expressiveness, supportiveness, emotionality, niceness, and threateningness. Each style was measured by three to four statements. In addition, one open-ended question was used to enable respondents to write any unmentioned characteristics of their principal's communication styles.

The final section included twenty-five structured items that assessed respondents' opinions about their school performance on a 5-point Likert scale ranging from "0" = "Strongly disagree" to "4" = "Strongly agree". The statements were derived from KHDA annual report (KHDA, 2011), NSM policy manual (ADEC, 2010) and school effectiveness frameworks that were explained in the school performance section of Chapter Two. One open-ended question was used to enable respondents to write about his or her school performance. Finally, the questionnaire ended with an open-ended question that asked the respondent to write about the relation between communication styles and processes and school performance at his/her school. All open-ended questions were optional. Also, the questionnaire asked for volunteers who would accept to participate later in a telephone interview. The questionnaire could be completed in fifteen (15) to twenty (20) minutes.

Validity.

The statements of the questionnaire were written based on the review of the literature and therefore were cross-referenced with literature as the first step to ensure validity. Then, a teacher of Arabic revised the Arabic version of the questionnaire and one professor at the Faculty of Education at the UAE University revised the content of the questionnaire to achieve the face validity. Third, the questionnaire was shared with five College of Education professors who reviewed items and checked their content validity—whether the statements would clearly describe and measure school communication processes, principals' communication styles, and school performance. The questionnaire was then modified according to their feedback. Then, four schoolteachers who were considered to be among the projected participants checked the questionnaire and reviewed its language to make sure that all items were clear to them. The statements were rearranged and some minor changes were made based on their feedback.

Reliability.

Twenty-seven participants participated in a pilot test that was conducted to test the reliability of the questionnaire before distributing it to all participants. The Cronbach Alpha coefficient was calculated in order to assess the reliability of the questionnaire on the sample in the pilot test and in the sample of the whole study. It was calculated for each of the three scales separately and also for all statements together in the questionnaire. Tables 3 and 4 summarize the results.

Table 3
Cronbach Alpha Coefficients in Pilot Testing

Questionnaire section	Number of items	Cronbach's Alpha
Communication processes in school	26	.935
Principals' communication styles	25	.917
School performance	25	.844
All Items	76	.960

Table 4
Cronbach Alpha Coefficients with Real Sample

Questionnaire section	Number of items	Cronbach's Alpha
Communication processes in schools,	26	.938
Principals' communication styles	25	.929
School performance	25	.951
All items	76	.970

As the tables show, all coefficients for both test results are above 0.8 for both the subsections and the whole questionnaire, which indicates a high reliability.

The Interview.

Semi-structured phone interviews were the second instrument used to collect data in this study. After analyzing the data collected through the questionnaire, the researcher wrote preliminary questions that can help in answering the research questions and explaining the quantitative results thoroughly. The interview protocol was divided into two parts. The first part was an introduction. The second part contained open-ended questions. Follow-up questions were used to probe for more information and to clarify vague answers.

Trustworthiness.

The small number of participants who volunteered to be interviewed was considered a threat to the interview trustworthiness. The researcher tried to maximize the trustworthiness of the interviews by employing different techniques. First, the researcher tried to use clear and unbiased open-ended questions. In addition, leading questions were avoided. Interviewing skills like listening more than talking, and not interrupting, judging or debating were utilized. Writing the interviewee responses directly and accurately was another technique that was used.

Data Collection Procedures

An official letter from the United Arab Emirates University was sent to ADEC by email to facilitate collecting data by the researcher. The researcher used the "School Finder" tool which is available on ADEC website to find schools that matched the characteristic population. Using SPSS, fifty percent of schools were chosen. To find school locations, the researcher used School Finder again. The researcher delivered an ADEC approval letter to each school principal to

facilitate data collection. The approximate number of total school staff was collected by asking each principal or vice principal at the selected schools. The administration of each school distributed the questionnaires after the researcher clarified that any staff member in the school could participate. Three days were allowed to complete the survey. In case all questionnaires were completed before that due date, the administration was asked to call the researcher. The response rate was low in some schools and high in others, so the researcher distributed the questionnaire in more schools.

Participants who agreed to participate in a phone interview were counted, and the researcher called them. More than half of the volunteers did not answer the calls. The interviewer wrote notes during and after each telephone interviews. The researcher was keen to assure the participants that their identities and workplaces would be confidential and not recognizable in any way.

Data Analysis Procedures

After distributing the survey, completed questionnaires were numbered sequentially. An SPSS file was created and the collected data were entered. Before analysis, the researcher handled the missing data.

Scheffer (2002) clarified that missing data affect most surveys even if the survey was well-designed or the researcher was keen to get responses to each item in the survey. Dealing with missing data was the first step in the analysis because the SPSS program automatically makes a list-wise deletion of any record with missing data. This in fact may cause bias in the results against participants who fully completed the survey. Different techniques were used to deal with this problem.

Each piece of missing demographic data was replaced by a variable called 'undefined'. SPSS was used to find the percentage of the missing data for each participant. Surprisingly, one third of the cases had missing values. It was decided that only participants who responded to less than ninety percent of the items in the survey would be deleted, using the list-wise deletion method. This meant that eighteen (18) cases were deleted altogether. The analysis of missing data demonstrated that (217) cases had missing data, and the percentage of incomplete data ranged from 1.18% to 3.5 %. According to Widaman (2006), when item nonresponses are relatively minor, single imputation or mean substitution can be used to handle missing data. Thus, other missing data were substituted using individual mean substitution.

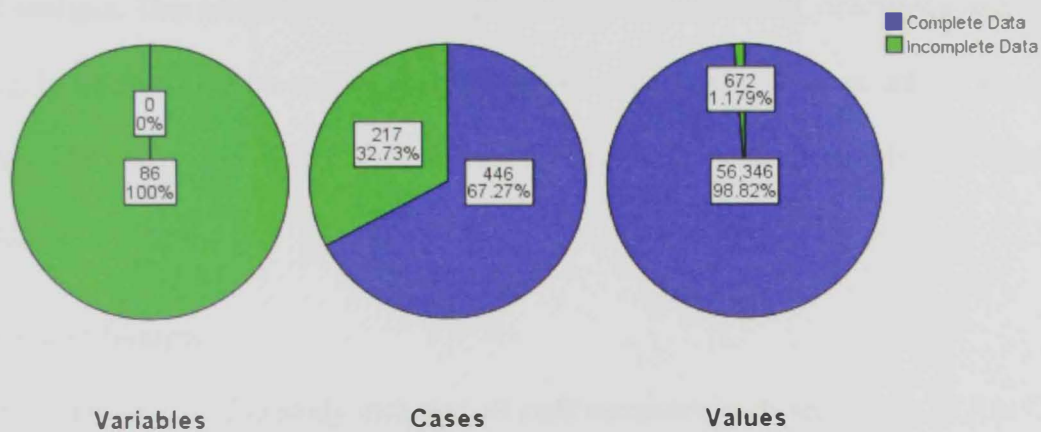


Figure 5. Overall Summary of Missing Data

The second step was to deal with results from the negative statements. Negative statements were statement number (23) on the communication processes scale, statement numbers (6) and (20) on the principal communication style scale, and statement number (13) at the school performance scale. The researcher used the equation $(-n+4)$ to get the opposite values.

Negative statements were used in the questionnaire to make sure that the participants read the statements carefully. In the data analysis process, these statements were all rewritten positively.

In order to describe communication processes and principal communication styles, descriptive analysis was done for all items in the first and the second parts of the questionnaire. This included calculating means, cumulative means, standard deviations and frequencies. To investigate the relationship between communication processes and styles and school performance, Pearson r correlation analysis was conducted.

As for as qualitative data, all answers collected from open-ended questions were transcribed into one MS Word file. Qualitative analysis was performed in addition to some statistical analysis. This included reorganizing data, reading, memoing, describing and classifying. In addition, the process of analysis included identifying themes, asking key questions and coding. The above procedures were also followed to analyze the data collected through phone interviews.

Population and Sample

The population of this study included all staff members in all schools in Al Ain City in schools that have one cycle only (first, second or third cycle). This population included principals, vice principals, secretaries, social workers, teachers and others. The researcher selected Al Ain urban schools because of their proximity and accessibility to the researcher.

The Al Ain Education Office/School District has fifty eight (58) schools that have one cycle only. These are divided in the following manner: twenty nine (29) schools for male and twenty nine (29) schools for female, at the time data were gathered.

Stratified random technique was used first to choose around fifty percent (50%) of the schools at Al Ain as clarified in Table 5. That was done by using SPSS. The researcher listed all schools in Al Ain then sorted them according to level and gender. Then, the researcher identified 50 % by using select cases (See Figure 6). If the number of random cases from each strata is less than the required one, the researcher repeated the previous step and picked the first schools that were not chosen in the previous random selection until each strata contains the number of schools that can be considered as a representative percentage of population.

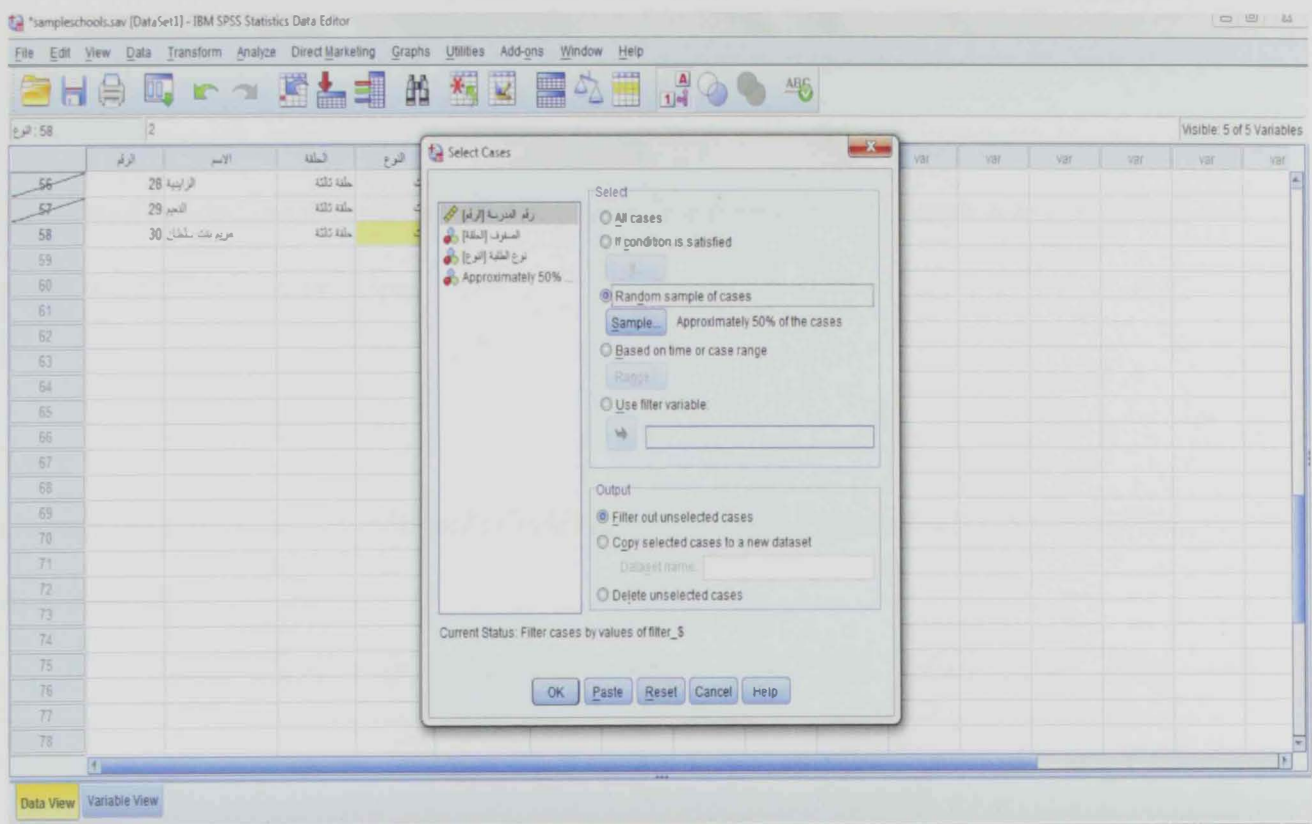


Figure 6. Choosing School Randomly using SPSS

Due to low response rate at some selected schools, the researcher was forced to add more schools. The questionnaire was distributed in 40 schools which represent around 70% of Al Ain urban schools. The number of staff at these schools is 2240 according to data gathered from school administration in the 40 the schools. At schools, the questionnaire was distributed to available staff by school administration. Therefore, the sample is considered a convenient sample. The number of participants was 667, which represents 30% of school staff in the 40 schools. Table 6 summarizes demographic information of the sample.

Of the original group, 305 participants answered some or all of the open-ended questions. Only 22 participants indicated an interest in participating in interviews and wrote their mobile numbers. However, only eleven were interviewed since some did not answer the phone calls at the time of conducting the interviews. They were five males and six females: nine teachers, one social worker, and one principal.

Table 5

Demographic Information of Schools Cycles (C1, C2, C3) in Population(P), Stratified(S), and Real Sample(R)

	C1(P)	C2(P)	C3(P)	total	C1(S)	C2(S)	C3(S)	total	C1(R)	C2(R)	C3(R)	total
Male students	16	8	5	29	8	4	3	15	10	5	4	19
Female students	13	10	6	29	7	5	3	15	10	6	5	21
Total	29	18	11	58	15	9	6	30	20	11	9	40

Table 6

Demographic Information of Participants

	Participants	First cycle	Second cycle	Third cycle	Total
Gender	Male	30	133	58	221
	Female	257	111	78	446
Position	Administrator	31	28	9	68
	Teacher	208	197	115	520
	Technician	30	8	5	43
	Undefined	18	11	7	36
Nationality	Emirati	236	130	80	446
	Arab	43	104	51	198
	Foreigner	1	0	0	1
	Undefined	7	10	5	22
Age	Less than 25	20	11	9	40
	25-34	8	0	2	10
	35-44	121	97	52	270
	45-54	124	97	55	276
	Undefined	21	37	21	79

Ethical Considerations

The purpose of the study was stated in the cover letter attached to the questionnaire. In addition, the researcher described the purpose at the time of distributing the questionnaire before

commencement of data collection. The details were also stated at the beginning of the phone interviews. All participants were informed that participation in this study is voluntary and their completion of the questionnaire and answering interviews questions indicated their consent to participate freely in this study. Moreover, anonymity was protected for all participants in the questionnaire except for those who agreed to be interviewed through writing their mobile numbers. In addition, all participants were informed that declining to participate or withdrawing from the study at any time would have no impact on their status in any way. Furthermore, participants were assured that their responses would be kept confidential and no identifying information would appear in case the results were to be published..

The researcher provided the participants with her contact information to answer any question about the study, clarify any item in the questionnaire, respond to any inquiry about the research results, or ask for a copy of the research findings.

Limitation and Delimitation

This study was limited to Al Ain government schools. Therefore, the findings may not be relevant to private schools in Al Ain or in other emirates. The study was also limited to schools that contain only one cycle, so the findings may not be relevant to schools that have more than one cycle. A self-administered, paper and pencil questionnaire was used, so it is possible that some respondents might not have taken the full time to fill out the questionnaire properly.

Because the questionnaire was distributed and collected by school administration, respondents may have felt some motive to not give the actual image of their schools. The questionnaire as a self-reported instrument can be affected by the perceptions, feelings, personal judgments, and biases of the respondents or the immediate situations they were in.

With regard to the topic of the questionnaire itself, communication, Norton and Miller (1975) found that respondents' communication styles might affect their perceptions of others' communication styles. In other words, they might judge the communication styles of their school principals based on their own communication styles or what they think is the best communication style to be used.

These points are typical of perception studies, especially in Arab countries. Nonetheless, their effects are rectified by the large percentage of the sample representing the population, by the fact that the questionnaire itself is a mix of positive and negative statements, by having open-ended questions following each set of items, and finally, by the interviews that were conducted to ascertain and explain the results.

Phone interviews were limited to those participants who volunteered to participate, so the results may be affected by their personal characteristics. Another limitation to the interviews was the fact that the interviewer could not control the ambience of the phone interviews and could not see the nonverbal signs and the body language of the interviewees as another source of information (Opdenakker, 2006).

Finally, this study helped in identifying communication styles and processes in Al Ain schools that can lead to improving school performance. While the findings are generally beneficial, they should not be generalized or assumed to help in gaining high performance in other schools or regions of the UAE.

CHAPTER FOUR

FINDINGS OF THE STUDY

The purpose of this research was to investigate principals' communication styles and processes and the relationships among them and school performance in the Al Ain School District. This was done by answering three questions:

1. What are the characteristics of communication styles and communication processes for school principals in Al Ain schools?
2. What relationships exist between principals' communication styles and processes on the one hand and school performance on the other hand?
3. What are the most effective and ineffective communication practices for school principals in high performing and low performing schools?

The following are the findings of analyzing data which were collected through the questionnaires and interviews conducted during the field study. Each question is addressed separately.

First Question

The first question was about the characteristics of communication styles and communication processes for school principals in Al Ain schools. To answer this question, descriptive statistical analysis was done for all items in the first and the second parts of the questionnaire. This included calculating means, cumulative means, standard deviation, median, mode, and frequencies. Inferential statistics (Mann-Whitney test and Kruskal Wallis test) were used to discover any significant differences in responding to the questionnaire items based on the variables of position, gender, age, nationality and school cycle. In addition, the answers of the

first open-ended question were analyzed and the findings were used in describing communication processes in schools.

The Communication Processes in Al Ain Schools.

The communication processes were measured through twenty-six items in the questionnaire. See Table 1 in Appendix A to find the means, mode, median and standard deviations of these items where the items ranked by ascending means. The mode and median were demonstrated because testing for normality failed. The mean will be used to describe the result except if mode and median demonstrated that the mean is not representing the result effectively. The means of twenty four statements were above 2.4 which is the measure for "agree" on the Likert scale. This means that many of the communication processes are practiced at Al Ain schools. Only the two statements about grapevine communication and flow of informal messages (such as rumors and gossip) were in the range of "neutral".

To overcome the problem that not all schools in the sample were represented by the same number of participants, accumulated means for all the statements in the first part of the questionnaire for each participant were calculated. Then, the mean for all participants in each school in the sample were calculated to figure out the number of schools that practiced most of these communication processes. Thirteen schools were rated higher than 3.2, which represents "strongly agree" on the Likert scale. Twenty six schools got a degree between 3.19 and 2.65 which represents "agree", and only one school get a degree of 2.19, which is considered "neutral". The previous results explain that approximately all schools in this sample use most of the communication processes measured by the scale. Furthermore, the participants in the open-ended questions added additional tools that were used in the communication processes at their specific schools.

In light of the framework of the study and from the previous results, the description of the principal communication processes as perceived by school staff can be summarized as follows:

Most principals in Al Ain schools communicate with all stakeholders (school staff, students, parents and partners) using a) traditional communication methods like memos, newsletters, magazines, formal meetings, and bulletin boards; and b) modern communication technologies like mobile messages and calls, smart phone groups, computer messages, emails, and the ADEC web site. The results revealed that they prefer modern communication technologies. They use verbal and nonverbal language effectively but they use oral and written messages more often. In addition, they organize public events where all stakeholders meet and discuss freely. These meetings encourage the flow of messages in all directions. The principals articulate or discuss the school vision, mission, objectives, policies, procedures and circulate information about new changes through different communication methods and directions.

In their communication with staff, most principals allow formal messages to flow in all directions at school by sending messages to all employees at the schools at the same time (circulars) using both traditional and modern communication technologies. They present new changes by showing opportunities behind the change, and they encourage a high level of participation in decision-making. The previous processes may explain the low occurrence of grapevine communication reported among employees, as the results show. Different communication methods are used in professional development. Interpersonal communication (face-to-face communication) is widespread in schools, making communication among the staff webbed and continuous, especially with formal tasks.

Communicating with teachers, the principals use an open-door policy of communication so any teacher can stop by the office at any time and communicate with the principal. Teacher suggestions and ideas are accepted and respected by principals. In addition, principals visit teachers in their classrooms regularly. The principals encourage teachers' team meetings and attend those meeting. Some participants mentioned that principals send messages through the subject coordinators to the rest of the teachers.

Communicating with the parents, the principals use modern communication methods like email and traditional communication methods like regular meetings. All teachers in the interviews and some respondents to the open-ended questions talked about the eSIS program eSIS that is used now by most of the school staff to communicate directly with parents and to inform them of their children's status (especially for absenteeism).

In addition to the previous results, it was found that the traditional meetings are still practiced more by principals than using modern communication technologies. In open-ended questions, some participants clarified that they visited parents to share special occasions like weddings, illness, and so on. Other participants added that parents were invited to attend classes.

The principals communicated with other institutions in the society to establish partnerships and followed up with partners to enhance learning at their schools. Some participants mentioned that they visited some institutions in the local community. Nevertheless, from the results and in comparison with communication with other stakeholders, it seems that communication of principals with partners and civil society institutions occupied the least percentage of the communication processes.

Communication Styles of Principals in Al Ain Schools.

Principals' communication styles were measured by twenty-five items in the second part of questionnaire. Each style was measured by three to four statements that described the behaviors that related to that style. Tables 7 – 13 show the means, medians, mode and standard deviation for statements of each style as perceived by the staff at the schools.

Table 7

Expressiveness Style

Item #	Statements	Mean	SD	Median	Mode
1	The principal talks with all people freely.	3.16	.964	3.00	4.00
2	The principal can clarify his/her ideas fluently.	3.42	.807	4.00	4.00
3	I feel that the principal is certain about what he/she is saying.	3.30	.921	4.00	4.00
4	The principal is spirited.	3.21	.974	3.00	4.00

Statements 2, 3, and 4 had means higher than 3.2 and SD less than 1 which is the measure for "almost always" on the Likert scale. Statement 1 had the lowest mean 3.16 which is the measure of "usually" on the Likert scale. It seems from the results that almost all the principals in the sample have the "expressiveness" communication style.

Table 8

Preciseness Style

Item #	Statements	Mean	SD	Median	Mode
5	The principal's messages are concise.	2.76	1.11	3.00	3.00
6	The principal's messages are clear.	2.93	1.15	3.00	4.00
7	The Principal acts efficiently like a businessman.	2.77	1.11	3.00	3.00

All statements had means in the "usually" range on the Likert scale. This indicates that the "preciseness" style is "usually" practiced by school principals.

Table 9

Niceness Style

Item #	Statements	Mean	SD	Median	Mode
8	The principal is able to build friendly rapport with other people.	2.90	1.15	3.00	4.00
9	The principal avoids criticizing teachers' performance.	2.15	1.23	2.00	2.00
10	The presence of the principal broadcasts cheerful feelings among teachers and staff.	2.73	1.17	3.00	4.00
11	The principal is humble in his/her interaction with people.	3.21	.99	4.00	4.00

Statements 8 and 9 in this style had means in the "usually" range on the Likert scale. Statement 1 about "being humble in interaction with people" had a mean of 3.21 (above 3.2) which indicates that it is "almost always" a behavior of most of school principals. The result did not clarify if participants agreed or disagreed with the statement related to avoiding criticizing teachers' performance.

Table 10

Supportiveness Style

Item #	Statements	Mean	SD	Median	Mode
12	The principal supports people who need help.	3.16	1.02	3.00	4.00
13	The principal tries his/her best to make the school environment comfortable for all.	3.13	1.06	3.00	4.00
14	The principal shows his/her admiration or gratitude for teachers' work.	3.04	1.07	3.00	4.00
15	The principal motivates people positively.	2.86	1.18	3.00	4.00

All the statements in this style located the principals in the "usually" range, which indicates that the "supportiveness" style usually appears in the principals' communication.

Table 11

Reflectiveness Style

Item #	Statements	Mean	SD	Median	Mode
16	The principal engages with people.	2.98	1.12	3.00	4.00
17	The principal acts as a philosopher.	1.51	1.42	1.00	0.00

Table 11 (Cont.)

Item #	Statements	Mean	SD	Median	Mode
18	The principal analytically reflects on what happens at school.	2.79	1.07	3.00	3.00

Two statements in the "reflectiveness" style had means in the "usually" range. The "Acting as a philosopher" statement had the lowest mean 1.51 which is located in "rarely" range.

Table 12

Threateningness Style

Item #	statements	Mean	SD	Median	Mode
19	The principal uses threats to motivate teachers to achieve goals.	1.40	1.37	1.00	0.00
20	The principal uses deceptiveness to achieve goals.	1.67	1.63	1.00	0.00
21	The principal uses obscene language.	.90	1.17	0.00	0.00
22	The principal behaves aggressively.	.50	.916	0.00	0.00

Statement 21 is located in the "rarely" range on the scale. The "aggressiveness" behavior had the lowest mean of 0.5 and the lowest standard deviation, which indicates that such a behavior is almost never used by principals in the sample. On the other hand, participants found that sometimes principals use "deceptiveness" and "threat" to achieve goals.

Table 13

Emotionality Style

Item #	statements	Mean	SD	Median	Mode
23	The principal does not control his/her anger.	.98	1.16	1.00	0
24	The principal's bad feelings affect his work.	1.09	1.24	1.00	0
25	The principal can be affected by tensions easily.	1.34	1.24	1.00	0

All the statements in this style had means located in the "rarely" range, which indicates that principals in the sample rarely show the "emotionality" style of communication.

By ranking all the statements at second parts (see Appendix A, Table 3), principals in Al Ain schools can be profiled according to their communication styles in the following manner. Principals are almost always fluent, certain, spirited (i.e., expressive) and humble (i.e., nice). Participants reported that principals are usually expressive, supportive, precise, nice and reflective communicators. Sometimes the principals avoid criticizing others' performance, but they may use deception (or cunningness) to achieve their goals. Principals in Al Ain schools rarely act as philosophers (or use reflectiveness), neither do they show emotionality or threateningness. They almost never act aggressively.

To further describe the principals' communication styles in light of the most and the least styles practiced, accumulative means, median and mode averages for each style were calculated. The expressiveness style had the highest mean and the lowest standard deviation. As indicated above, this style seems to be the style that almost all principals practice almost all the time. Principals usually practice the styles of supportiveness, preciseness, and niceness. The results

reflect that most of the principals rarely show emotionality and threateningness styles in their communication with others. Table 14 summarizes these results.

Table 14

Ranked Principal Communication Styles

Communication style	Mean	SD	Median	Mode
Expressiveness style	3.26	.781	3.5	4
Supportiveness style	3.03	.989	3	4
Preciseness style	2.79	.818	3	3.3
Niceness style	2.71	.902	3	3.5
Reflectiveness style	2.40	.747	2.3	2.3
Emotionality style	1.13	1.08	1	0
Threateningness style	1.11	.845	0.5	0

It is known that individuals practice more than one communication style. In order to draw a clearer image of how many communication styles each principal has, as perceived by participants, each communication style for each participant which had a cumulative mean equal to or greater than 2 was counted to find the numbers of styles principals practiced.

The results indicated that 60% of participants perceived principals to have five communication styles. Table 15 demonstrates the results.

To check for which combination of styles the principals were perceived to have, another analysis was done, giving each style an accumulative mean equal to or greater than 2 a code. For

example, expressiveness style was given 1, preciseness 2, niceness 3, supportiveness 4, reflectiveness 5, emotionality 6, and threateningness 7. The results indicated that approximately 53% of the participants perceived that their principals have five styles: (expressiveness, preciseness, niceness, supportiveness, reflectiveness). See Table 2 in Appendix A for more details.

Table 15

Styles Combination Percentages

Number of combined styles	Percentages	mean	median	mode
0	.3	4.7249	5.0	5.0
1	.5			
2	2.9			
3	6.6			
4	17.3			
5	60.1			
6	9.1			
7	3.1			

Note. Expressiveness style = 1, Preciseness style = 2, Niceness style = 3, Supportiveness style = 4, Reflectiveness style = 5 Threateningness style = 6, Emotionality style = 7

Finally, to figure out the combination of styles as seen by school staff as a whole, calculation for cumulative means for all staff at each school was done. Those means were analyzed by coding each mean that was greater than 2 in order to find out how staff perceived the principal at each school. Thirty principals were perceived to have five communication styles

(expressiveness, preciseness, niceness, supportiveness, reflectiveness). The results are clarified in Table 16.

Table 16

Principal Communication Styles

Combined styles	Frequencies	Combined styles	Frequencies
12	1	1245	2
124	2	1257	1
167	1	12345	30
1234	2	134567	1

Note. Expressiveness style = 1, Preciseness style = 2, Niceness style = 3, Supportiveness style = 4, Reflectiveness style = 5 Threateningness style = 6 , Emotionality style = 7

Finding Differences.

To check for differences in the responses of participants due to gender, age, position, cycles and nationality, Kruskal Wallis Test and Mann-Whitney tests were performed.

The Kruskal Wallis test showed that the position affected how the participants perceived the communication processes and four of the communication styles (expressiveness, supportiveness, threateningness, and emotionality) significantly ($P < 0.05$). Multiple comparisons were performed using the Mann-Whitney test to identify which perceptions differed significantly due to the position. The results indicated that teachers' perceptions differed significantly in comparison to those of the administration and other technical staff. While the administration and technical staff viewed that the communication processes and the expressiveness style and the supportiveness style of principals were higher than what the

teachers viewed, they saw that the threateningness style and the emotionality style were lower than what the teacher perceived. The results are summarized in Table 17.

Table 17

Kruskal Wallis Test^a

	mean1	mean21	mean22	mean23	mean24	mean25	mean26	mean27
Chi-Square	21.364	24.046	7.755	6.065	22.167	2.084	7.855	19.339
Df	3	3	3	3	3	3	3	3
Asymp. Sig.	.000	.000	.051	.108	.000	.555	.049	.000

Note. mean1 = Communication processes cumulative means, mean21 = expressiveness style cumulative means, mean22 = preciseness style cumulative means, mean23 = niceness style cumulative means, mean24 =supportiveness style cumulative means, mean25 = reflectiveness style cumulative means, mean26 = threateningness style cumulative means, mean27= emotionality style cumulative means.

^a Grouping variable is position

Applying the Mann-Whitney test for differences according to gender showed that both males and females in the sample did not have significant differences in their views about communication processes, but they differed in their views about the degree of the availability of principal communication styles. Female participants reported higher availability for the expressiveness, niceness, supportiveness, and reflectiveness styles. The results are clarified in Table 18.

Using the Kruskal Wallis ($P>0.05$), no significant differences were found based on how different age groups of participants perceived the communication processes and styles.

Table 18

Mann-Whitney Test^a

	mean1	mean21	mean22	mean23	mean24	mean25	mean26	mean27
Mann-Whitney U	44270.5	40362.0	46495.0	40813.0	39118.0	42000.5	42896.5	46332.5
Asymp. Sig. (2-tailed)	.230	.003	.828	.006	.000	.026	.083	.884

Note. mean1 = Communication processes cumulative means, mean21 = expressiveness style cumulative means, mean22 = preciseness style cumulative means, mean23 = niceness style cumulative means, mean24 = supportiveness style cumulative means, mean25 = reflectiveness style cumulative means, mean26 = threateningness style cumulative means, mean27 = emotionality style cumulative means.

^a Grouping variable is Gender

Investigating differences between Emirati and Arab teachers (because they form most of the participants), Mann-Whitney test was used. The results showed that they significantly differ in their views about the degree of availability of expressiveness style ($U = 36637.5$, $p = 0.005$) and supportiveness ($U = 37331.5$, $p = 0.014$) style. Emirati teachers reported higher results for both.

Finally, investigating differences among cycles, the Kruskal Wallis test showed significant differences among cycles in the perceptions of participants of the communication processes and communication styles of principals. The results are clarified in Table 19.

Multiple comparisons using Mann-Whitney test were done to determine where differences lie. Results of the first and second cycles were significantly different in all variables except for the "emotionality style". Participants who belong to cycle one reported higher results for all variables except for the threateningness style. The results are clarified in Table 20.

Table 19

Kruskal Wallis Test^a

	mean1	mean21	mean22	mean23	mean24	mean25	mean26	mean27
Chi-Square	27.605	33.341	22.363	54.987	51.124	7.228	13.252	22.241
Df	2	2	2	2	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000	.000	.027	.001	.000

Note. mean1 = Communication processes cumulative means, mean21 = expressiveness style cumulative means, mean22 = preciseness style cumulative means, mean23 = niceness style cumulative means, mean24 = supportiveness style cumulative means, mean25 = reflectiveness style cumulative means, mean26 = threateningness style cumulative means, mean27 = emotionality style cumulative means.

^a Grouping variable is cycle

Table 20

Mann-Whitney Test^a

	mean1	mean21	mean22	mean23	mean24	mean25	mean26	mean27
Mann-Whitney U	24683.5	24003.5	25652.5	21985.5	22339.0	29132.5	30728.0	25436.5
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.000	.010	.118	.000

Note. mean1 = Communication processes cumulative means, mean21 = expressiveness style cumulative means, mean22 = preciseness style cumulative means, mean23 = niceness style cumulative means, mean24 = supportiveness style cumulative means, mean25 = reflectiveness style cumulative means, mean26 = threateningness style cumulative means, mean27 = emotionality style cumulative means.

^a Grouping variable is cycle(1,2)

Cycle one participants differed significantly with cycle three participants in their perspectives of the "expressiveness style" ($U = 15919.0$, $p = .036$) and "emotionality style" ($U = 15507.5$, $p = .014$), where they reported higher results for both styles than the other group.

Finally results of second and third cycles were significantly different in all styles except for the "reflectiveness style". The cycle two group reported lower results for all variables except for the "emotionality" and "threateningness" styles. The results are clarified in Table 21.

Table 21

Mann-Whitney Test^a

	mean1	mean21	mean22	mean23	mean24	mean25	mean26	mean27
Mann-Whitney U	13113.5	12911.5	13129.5	10224.5	10690.5	14100.0	12170.0	13052.0
Asymp. Sig. (2-tailed)	.007	.003	.007	.000	.000	.085	.000	.007

Note. mean1 = Communication processes cumulative means, mean21 = expressiveness style cumulative means, mean22 = preciseness style cumulative means, mean23 = niceness style cumulative means, mean24 = supportiveness style cumulative means, mean25 = reflectiveness style cumulative means, mean26 = threateningness style cumulative means, mean27 = emotionality style cumulative means.

^a Grouping variable is cycle(2,3)

To summarize, participants differed in their views of the communication processes and communication styles of principals due to position, gender, nationality, and school cycle.

Second Question

The second question was: what relationships exist between principals' communication styles and processes on the one hand and school performance on the other hand? Answering this question required first identifying school performance statistically using means and cumulative means of statements from the school performance scale. Then, Pearson r analyses were performed to identify correlation coefficients between the means of different communication processes and the means of school performance on the one hand, and the means of principals' styles of communication and the means of school performance. In addition, the answers to the

fourth open-ended question in the questionnaire and the responses given in the interviews were analyzed and the findings were used in describing the relationship between communication styles and processes.

All communication processes correlated significantly ($p = < .001$) with school performance in different degrees. Only the statement about the flow of informal messages did not correlate significantly. All correlation coefficients were positive and fell between moderate and low values. The strongest correlation coefficient ($r = .624$) was for the statement "The principal encourages a high level of participation in decision-making". This was followed by "The principal accepts suggestions and ideas from teachers" ($r = .619$) and then by "The principal persuades employees at school about the new changes by showing them opportunities behind the change" ($r = .605$). These results indicate that principals who encourage the teachers to voice their opinions in a two way communication process and their goals of the message is persuading not controlling have better school performance than principals who do not use those processes.

Oral and written communication had the largest correlation coefficient as a communication tool of principals ($r=0.558$). Regarding communicating with teachers, the correlation coefficient for the practice of encouraging teachers' team meetings was higher than for attending those meetings by the principal ($r = 0.550$ & $r = .542$). With respect to communicating with parents, the process of holding one public event had the highest correlation coefficient, and using modern communication had a higher correlation coefficient than traditional communication. In regard to communicating with partners, even though the correlation coefficients for both establishing partnerships and following up on them were moderate, the statement "The principal follows up with partners to enhance learning at school" had a higher correlation coefficient than that of the statement "The principal communicates to

establish partnerships with other institutions in the society". This indicates that following up and consolidating a partnership is more related to school performance than just establishing that partnership. For more details see Table 4 in Appendix A.

To find whether correlation exists between the communication processes as a whole and school performance, based on individual answers of the questionnaire and on all staff perceptions, a Pearson r correlation between the cumulative means of communication processes and those of school performance was calculated. There was a positive and strong correlation between the two variables for individual respondents ($r = .761, p < .001$) and for all staff as a whole ($r=0.843, p < .001$).

The cumulative processes had a strong positive correlation with performance, which indicates that the existence of rich and varied communication processes at schools leads to higher performance as measured by the performance scale.

Moving to the correlation between communication styles and school performance, Pearson r was calculated for this relationship from the individual views of participants. Table 22 summarizes the results.

As perceived from the individual views of participants, all communication styles were significantly correlated to school performance in different degrees and directions. The supportiveness style had the highest correlation with school performance followed by the preciseness style. Threateningness and emotionality styles had moderate negative correlations with school performance.

Table 22

Correlation Coefficient between Principal Styles and School Performance

Item#	Principal Communication styles	Pearson Correlation (School performance)	Sig. (2- tailed)
4	Supportiveness style	.609	.000
2	Preciseness style	.579	.000
1	Expressiveness style	.554	.000
3	Niceness style	.512	.000
5	Reflectiveness style	.327	.000
6	Threateningness style	-.405	.000
7	Emotionality style	-.520	.000

To draw the views of all staff in each school about the relationship between communication styles and performance, Pearson r was calculated for the cumulative means of processes, styles, and performance at each school. In contrast to the views of individuals, the results of testing correlation coefficients for all staff indicated that preciseness and expressiveness styles preceded the supportiveness style in their relationship to performance. The results are summarized in Table 23.

Qualitative findings of the fourth question in the questionnaire and interviewees support quantitative results. In fact, most participants indicated in their responses that there is a direct relationship between communication and school performance.

Table 23

Correlation Coefficient between, Principal Styles and School Performance

Item#	Styles	Pearson Correlation (School performance)	Sig. (2- tailed)
2	Preciseness style	.742	.000
1	Expressiveness style	.730	.000
4	Supportiveness style	.672	.000
3	Niceness style	.538	.000
5	Reflectiveness style	.433	.000
6	Threateningness style	-.509	.000
7	Emotionality style	-.688	.000

The answer to question two is now clear. The richer and more diverse the communication processes are, as measured by contents, tools, and directions, the better school performance is found to be. This finding is based on individual participant views and cumulative views of all staff in the sample. The supportiveness style had the highest correlation coefficient from the view of individuals, but the preciseness style had the highest correlation coefficient with performance from the view of all of the staff. This is followed by the expressiveness style, which indicates that individuals related high performance more to the principal's being supportive, while groups related high performance more to the principal's being precise and expressive. On the other hand, both individuals and staff as a whole perceived emotionality and then threateningness as the styles that could affect school performance negatively.

Third Question

The third question was: what are the most effective and ineffective communication practices for school principals in high performing and low performing schools? To answer this question, all open-ended questions, interview findings, and quantitative results were synthesized.

Communication Processes.

According to interviewees, communication between principals and school staff can be done via different channels, tools and applications. Each strategy has advantages and drawbacks. For most of the interviewees, face-to-face interaction (regular meetings, team meetings, professional development workshops and external activities for staff) is considered "the best way to communicate", "to demand our [needs] directly", "to acknowledge feelings and listen to others' opinions", "to exchange experiences" and "to increase collaborative work". Nevertheless, it was also observed that "face-to-face communication is not [always] easy to do due to principals' workload". In such cases, "principals can send messages via subject coordinators or head faculties" which are considered by one of the participants as "the worst practice" since the message can be distorted "due to lack of efficiency".

Phones, cell phones and smart phones were other tools that respondents mentioned. One participant said "internal phones are useful especially for urgent issues". Using SMS by the principals to communicate with the staff is often mentioned by the participants. It is used for "thanks, coordinating teamwork, reprimanding and warning" and for "informing about meetings and professional development sessions." Participants mentioned that "SMS is used effectively to inform staff about urgent and important matters," but "utilizing SMS to inform staff about unscheduled professional development sessions urgently is a bad practice because training

require readiness", "sometimes the staff had other tasks", and "it causes disturbance to them".

"Urgent SMS messages cannot be accepted with good feeling... unless they are used exceptionally".

Participants talked about using smart phone applications (Blackberry group, WhatsApp and Instagram) to "discuss about professional things related to schools", "personal things" and to exchange school activities and events' pictures. One participant explained that these applications have spread because "they are available, cheap and fast". From interviews, it was clear that using smartphone applications and social networks is common among teachers, students and teams.

Some participants stressed the usefulness of using ADEC portal and email service. They said "using email is the easiest way to communicate with all staff", that "the best communication processes happen through email because it is a cheap and fast way to send and get information", and "communicating through email protects employees' rights." Only one participant claimed that "with emails, I feel they just send orders and confuse us because they lack details".

All participants talked about the circular. They all agreed that it is important because "it reaches all staff even if they are busy", "it can be used as evidence when applying for rewards", "the administration uses circulars to inform and coordinate," and "in the NSM, ADEC advised principals to inform staff about any new circulars from ADEC, and this [policy] was reflected positively in teachers' morale". To achieve the previously mentioned benefits of circulars, "they must be written carefully to inform staff about the goals and the required tasks, signed by all required staff" and "delivered on time to prevent misunderstanding and delay".

The interviewees had different views about communicating with parents. Some of them claimed that face-to-face communication through a meeting is the best method. Others argued that short message service (SMS) is the best way because it is fast, accessible and overcomes the

problem of losing or not delivering administration written letters to parents by students. A third group mentioned that telephone calls are another helpful way to communicate with parents. Most of the participants talked about the application provided by ADEC, called student information system (eSIS). They said that this application is useful as a tool for monitoring students' absenteeism and records. Several participants mentioned that "the administration used the program to send SMS messages to parents about their children", "about students' absenteeism", and "to follow entering students grade by teachers". On the other hand, one participant claimed that "the program is not complete yet and it would be excellent to activate it". Another participant said "the teachers with a lot of experience felt tired of using it."

Participants said that using technology to communicate between principals and staff became a very common practice because it is easy, fast, available all times, and assures more privacy. However, at the same time, they said that it cannot replace face-to-face communication. As one participant said, "if communication processes become totally electronic, it will be inefficient, unsupportive and imply that principals deal arrogantly". Another participant stated, "Those principals who adopt only electronic communication just send directions and do not listen to others". Both called it "the failed electronic style". In addition, according to other participants, "school culture has not matured enough to support such total communication processes". One participant found that using SMS is better than email. Another participant claimed that a paper circular is better, faster and more secure for delivering information than emailed circulars.

According to participants, face-to-face communication "is consistent with human nature", "has spiritual effects", "demonstrates empathy", and "supports interaction" and "discussion".

"Circulars are important but cannot cancel the need for face-to-face communication". In addition "meetings are better than telephone calls".

Most participants clarified that isolated, weak or fuzzy principals lead to spreading gossip and rumors because their actions "create a blurring environment where the views of principals are unclear". In addition, "principals who criticize teachers in front of other school staff while those teachers are not available", "principals who preferred some of the staff to the rest of the staff " or "who encourage individuality and refuse dissemination of good practices because of evaluation [requirements]" are other causes of rumors and gossip. Moreover, "ignoring rumors causes negative and undisciplined environments".

Analysis of the third open-ended question revealed other ineffective practices of principals which might affect the performance of schools. These are "unclear ways for evaluating teachers by principals", "stereotyping people as a result of the first impression" and "stubbornness".

Most participants mentioned that even if some communication processes are more preferable than others, diversity in using communication processes helps to reach all stakeholders who differ in their ages, nationality, experience, and personality. Diversity in communication is considered the best way to guarantee schools success in different situations. Face-to-face communication is the best as most participants argued. Using emails, circulars, call phones and SMS messages are important to overcoming the problems of workload and being busy, but they cannot replace face-to-face communication with both staff and parents. Clarity of the message and insuring that it is received in time by the concerned people are other factors that affect the achievement of the communication goals.

Isolation or the existence of a communication gap between principals and staff encourages the spread of rumors and gossip. Ignoring rumors is considered as the worst practice that principals can do because it creates disorder and a negative environment for all. On the other hand, "transparency [where everything is clear for all staff] is one factor that contributes to school success".

Communication Styles.

Most participants mentioned that being supportive is the best communication style because "it is consistent with the human nature and provides examples to staff to achieve goals and perform tasks which create a positive environment". Participants explained that being expressive, precise and nice are also considered important as they enhance school performance. Furthermore "being wise enough to choose the best style according to people and conditions is required from principals".

On the other hand, all participants stressed that the threateningness style affects school performance negatively because "even if it can succeed with a few people, it fails with the rest". Other comments asserted that "using threats may succeed but for a limited time", "it contributes to creating an uncomfortable school environment" and "[with threatening.] staff complete the required tasks, but without trying to introduce new initiatives to avoid being criticized". Only one teacher argued that "sometimes principals should be tough because of non-disciplined behaviors of some staff". Interviewees indicated that "emotionality" is the worst style.

To summarize, interviewees found that supportiveness, expressiveness, preciseness, reflectiveness (i.e. being a wise principal), and niceness styles complete each other and enhance school performance. Principals need to be wise and flexible in using them.

The interview results support statistical results in identifying the best communication practices that can lead to high performance and success of schools. Both quantitative and qualitative results confirm that the more rich and diverse the communication processes in schools are, the more successful the schools themselves are.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATION

The purpose of this study was to investigate the relationship between principals' communication styles and processes and school performance in the Al Ain School District or Education Office. This was done through describing the characteristics of principals' communication styles and communication processes in those schools, and the relationships that exist between principals' communication styles and processes on the one hand and school performance on the other hand. Finally, the most effective and ineffective communication practices for school principals in high-performing and low-performing schools were also identified.

This chapter includes a discussion of the results of the study according to each of the three questions, as well as recommendations for research and practice based on the findings of the study.

Discussion of Question One

This study revealed that principals in Al Ain government schools use rich processes to communicate with all stakeholders. Moreover, most principals were classified by participants to have communication styles such as expressiveness, supportiveness, preciseness, niceness and reflectiveness. The study found also that the communication styles of threateningness and emotionality were the least practiced by school principals in Al Ain government schools.

The previous findings can be justified by the fact that ADEC emphasizes the importance of communication as a required leadership skill, so that principals can work with all stakeholders (students, parents, school staff and partners) using different communication channels (ADEC,

n.d.). Despite the fact that two interviewees said that the findings were not accurate and that participants were flattering their principals, the rest of them (nine interviewees) confirmed that the findings were reasonable. One of them clarified that "the extensive professional development courses that ADEC conducted for principals contributed to the creation of similar communication styles that most of them already have by now". Another participant claimed that "the time of the dictatorial leadership has decayed and school principals now work within the school team". A third one explained that "most principals are above 35 years old and have at least ten years of administrative experience which make them more rational, less emotional and [able to] deal with almost all issues patiently". At the same point another interviewee added that "principals' long experience in working with many people helped them to understand that people are different and need multiple styles and different communication processes to interact with them".

Another reason for the development in principals' communication styles and processes is the fact that principals are evaluated yearly. Principal evaluation in the last three years, participants claimed, was an important factor that leading to improvements in leaders' communication processes and styles because "evaluation encouraged leaders to identify their weaknesses and work to overcome them through professional development sessions", "sharing with community and parents is required by evaluation" and "ADEC strategy is behind having those positive findings".

The extensive professional development, that the principals have undergone regarding modern leadership theories can explain the findings because most leadership theories emphasize the importance of communication in organization generally (Bennis, 1982 as cited in Vilsteren, 1999; Mai & Akerson, 2003; Matha, Boehm & Silverman, 2008; Ray & Ray, 2009) and in

schools particularly (Corrado, Reider, & Mapson 1994; Lunenburg & Irby, 2006; Robbins & Alvy, 2004; Matthews & Crow, 2003; Richard & Catano, 2008).

Furthermore, different tasks require different communication processes to increase performance (Hambley, O'Neill & Kline, 2007) and different leadership styles were correlated with communication styles (de Vries & Bekker-Pieper, 2009).

The findings show that participants significantly differ in their perceptions of the variables under investigation with regard to position, gender, nationality and cycle.

Differences in the perceptions of the communication processes and communication styles based on position (administrative, technicians, and teachers) may be justified by the reality that the administrative team is more involved in communication processes with different stakeholders than teachers are. This might have led one team or team member to overestimate or underestimate the availability of communication processes or communication styles. In addition, the communication styles of respondents themselves might have affected their perceptions of others' communication styles. This is typical in self-reported data (Norton & Miller, 1975).

Gender variation in communication styles is supported by literature review. The findings of this study support that females are more expressive, nice, supportive and reflective than males. This finding is in agreement with other research findings about general differences between women and men (Sherwood, n.d.) and in agreement with leadership differences that clarified that women adopt human-oriented leadership styles more than men, who prefer task-oriented leadership styles (Appelbaum, Audet & Miller, 2003). In addition, the results support De Vries and Bekker-Pieper (2009) findings that females graded their leaders highly in expressiveness style.

No differences were found between males and females in their communication processes. This is also consistent with research findings that argued that communication differences based on gender will be disappearing due to job requirements that assure the similarity in qualifications regardless of gender (Eblen; 1983; Lorentzen, 2009; Moran, 1992).

The differences according to nationalities can be understood in light of previous research which found that the cultural background influences the perceptions of communication styles (Novinger, 2001; Gudykunst, Matsumoto, Ting-Toomey, Nishida, Kim & Heyman, 1996).

Applying the New School Model in cycle one, and providing the third cycle with the best and newest buildings and technologies can explain the differences in the results of this study where cycle one and three results differed significantly from cycle two results regarding the perceptions of communication processes and styles.

The ages did not affect the results and that can be understood in the light of two facts. First, most participants are considered to be from Generation X. In addition, all staff in Al Ain schools share similar educational backgrounds and attend the same professional development sessions about using technology, which might have helped in reducing the a generational gap that might otherwise be expected regarding the use of technology communication processes.

Discussion of Question Two

The study found a strong positive relationship between the existence of rich communication processes at schools with all stakeholders on the one hand and school performance on the other hand. This is particularly true when communication processes are used to encourage participation in decision-making, accept suggestions from staff and persuade staff to accept new changes relevant to improving school performance. Interviewees confirmed that "the contents of the messages that communication carry is the important part". Involving people

in the decision-making process and accepting their suggestions reflect the respect and appreciation that encourage people to be more responsible and "more collaborative," as other participants added. Moreover, one interviewee said, "involving people in planning encourages commitment to work. This is easier than leading blind people".

The findings support the existence of a positive relationship between communication styles of supportiveness, preciseness, expressiveness, and niceness on the one hand and performance on the other hand. The findings are in agreement with those of previous research. For example, De Vries and Bekker-Pieper (2009) concluded that these communication styles positively correlate to different leadership outcomes. The findings of the current study also support a moderately negative relationship between threateningness and emotionality styles on the one hand and performance on the other hand. This can be understood from the words of most participants who explained the fact that in the UAE, almost all teachers work hard to get high evaluation marks regardless of their principals' communication styles. Those efforts can contribute to moderate school performance but they cannot alone achieve outstanding performance.

The study found that the supportiveness style is seen by all participants as the best communication style to raise performance. On the other hand, preciseness style is considered by all staff in each school as the best style in relation to performance. It seems that participants individually are more interested in communication styles that initiate from human-oriented leadership styles while staff as a whole support communication styles that associate more with task-oriented leadership styles. This finding is in alignment with what De Vries and Bekker-Pieper (2009) found.

Discussion of Question Three

The study highlighted different successful communication practices that principals are advised to master and unsuccessful communication practices that principals are advised to avoid. Most participants stressed two important practices of principals as successful communicators: first, the balance and wisdom in selecting appropriate communication tools that ensure the achievement of goals, and second, being flexible in choosing a proper communication style in different situations with different stakeholders. Qualitative and quantitative findings of this study support each other. The findings are reasonable because different leadership theories about leadership roles and styles explained that principals have several roles and communicate with different stakeholders which necessitate the mastering of various communication skills.

All participants stressed the importance of using technology in communication but they expressed that it cannot replace the traditional ways, such as face-to-face communication. This finding contradicts the fact that most participants in this study belong to the Generations X and Y who are supposed to use technology easily. However, this can be justified by the fact that the culture in the UAE is considered a high-context culture. This means that people in this culture depend more on nonverbal communication and the context to send, receive and interpret messages and to understand each other. Modern communication technology may rely more on verbal language, which might differ from the usual ways in which people in the UAE communicate. Therefore, most participants would be reluctant to lose the human connection that comes with face-to-face communication or that they may be afraid of misinterpreting the verbal messages of technological devices. Furthermore, the findings showed that Arab staff (those who come from different Arab countries other than the UAE) perceived the Emirati principals as less expressive than Emirati staff did. This should be seen as a normal finding in light of the

differences among cultures and that communication relies in part on a shared cultural context in sending and receiving messages. This was also found in other studies such as those of Gudykunst et al. (1996) and Novinger (2001).

Recommendations

Recommendations for Practice.

Abu Dhabi Education Council (ADEC) makes every effort to achieve its vision to have its education "recognized as a world-class education system that supports all learners in reaching their full potential to compete in the global market" (ADEC, 2012). This ambitious mission highlights the need for improving principals' skills and knowledge that can contribute to increasing school performance. To reach this goal, the following recommendations are shared to support the continual improvement of principals' practices:

First, the results of this study need to be shared with principals. The findings are essential for them to realize how they may be seen by their staff.

Second, principals need to be aware of the advantages and disadvantages of various communication tools available at schools and try their best to be balanced in using them. They need to be wise in selecting communication tools in accordance with its content and the nature of its intended audience.

Third, ADEC needs to emphasize the value of transparency in schools because being transparency is the best remedy for gossip and rumors which can affect school performance negatively.

Fourth, in accordance with the Survey of Abu Dhabi Government School Teachers (2009-2010) which revealed that teachers felt they were not involved enough in decision-making or influencing schools and that involving teachers in decision-making correlates highly to school

performance, ADEC needs to stress the importance of involving teachers in decision-making and influencing schools.

Fifth, principals need to focus more on initiating and following up partnerships with civil organizations to enhance school performance.

Sixth, additional professional development sessions should be presented to improve principals' knowledge about the communication relation to school performance, and to develop their communication skills to help them in using the best combination of communication styles for enhancing their schools' performance.

Finally, sharing experiences about the best communication styles and processes among principals through regular meetings can help improve their communication practices.

Recommendations for Further Studies.

Further research should be conducted using in-depth qualitative methods to consider how school principal communication styles can positively or negatively affect school performance.

A more in-depth study on a limited number of male and female schools from different cycles may help in discovering differences in the communication styles and processes that best improve schools' performance.

The current study can be replicated with a focus on views of students, parents and partners toward which principals' communication styles and processes can improve school performance.

A more in-depth study in cycle two schools could be conducted to explain the reasons behind the significant differences between them and the other cycles (cycle one and three) in the perceptions of their school principals' communication styles and processes.

A study can be conducted to examine if participants' communication styles and their experiences influence their judgment on principals' communication styles and school communication processes. This will provide more accurate results in any future study about this topic.

The current study can be replicated in Al Ain with a focus on views of foreign teachers and staff who do not speak Arabic to know their perceptions of their principals' communication styles. This can provide other aspects that were not covered by the current study.

The current study can be replicated one more time in Al Ain if the results of school performance evaluations are published by ADEC. This can provide more accurate results about the relationship between principals' communication styles and school performance.

Finally, the current study can be replicated in other emirates in order to establish the generalizability of the results.

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APPENDIX A

Statistic tables

Table 1

Communication Processes at Schools

Item	statements	Mean	SD	Median	Mode
23	Grapevine communication is not wide spread among employees.	2.03	1.33	2.0000	2.00
25	Informal messages flows in all directions at school.	2.11	1.03	2.00	2.00
13	The principal communicates to establish partnerships with other institutions in the society.	2.66	.935	3.00	2.00
1	My school uses traditional communication method like (memos, newsletters, magazines, formal meetings, and bulletin boards).	2.71	1.12	3.00	3.00
24	Formal messages flow in all directions at school.	2.73	.942	3.00	3.00
14	The principal follows up with partners to enhance learning at school.	2.83	.919	3.00	3.00
12	The principal uses modern communication methods (like Email) with parents.	2.88	1.08	3.00	4.00
20	The principal uses nonverbal messages effectively (tone of voice, body language, colors posters, graph, charts, maps, signs, and signals).	2.90	.948	3.00	3.00
21	The principal encourages a high level of participation in decision-making.	2.97	1.02	3.00	3.00
16	The principal attends teachers' team meetings regularly.	3.00	1.02	3.00	3.00
22	The principal visits teachers at class room regularly.	3.04	1.00	3.00	3.00
10	The principal persuade employees at school about the new changes by showing them opportunities behind the change.	3.06	.847	3.00	3.00
26	Different communication methods are used in professional development.	3.10	.813	3.00	3.00
11	The principal uses traditional communication methods (like meetings) with parents.	3.12	.937	3.00	3.00
18	The principal accepts suggestions and ideas from teachers.	3.16	.938	3.00	3.00
8	The principal uses different communication methods (traditional, modern) to articulate or discuss school objectives, policies and procedures.	3.26	.748	3.00	3.00
9	The principal uses different communication methods technologies in communicating about new changes.	3.27	.755	3.00	3.00
6	Communication among the teachers at school is webbed and continuous.	3.29	.846	3.00	4.00
2	My school uses modern communication technologies like (computer messages, Emails, voice memos, video messages, and interactive computer programs, school web site).	3.32	.894	3.00	4.00
19	The principal clearly use Oral or written communication method with all employee and parents.	3.33	.803	3.00	4.00
3	Interpersonal communication (face-to-face communication) is widespread in my school.	3.38	.753	3.00	4.00
17	The principal is keen to hold at least one public event per year where all teachers, students and parents meet and communicate freely.	3.38	.851	4.00	4.00
5	The principal uses an open door policy of communication; any teacher can stop by the office at any time and communicate with the principal.	3.41	.880	4.00	4.00
15	The principal encourages teachers' team meetings regularly.	3.43	.735	4.00	4.00
4	The principal or a designated person sends circulars to all employees at school at the same time.	3.44	.757	4.00	4.00
7	The principal uses meetings to articulate school vision and mission.	3.50	.722	4.00	4.00

Table 2

Combined Styles (Frequencies and Percentages)

Combined styles	Frequencies	Percentages	Combined styles	Frequencies	Percentages
0	2	.3	1246	1	.2
6	1	.2	1247	2	.3
7	2	.3	1256	2	.3
12	1	.2	1257	3	.5
14	1	.2	1267	2	.3
24	1	.2	1345	9	1.4
25	2	.3	1347	1	.2
27	2	.3	1357	3	.5
57	1	.2	1367	1	.2
67	11	1.7	1456	2	.3
123	6	.9	1457	3	.5
124	3	.5	1467	2	.3
125	2	.3	1567	10	1.5
126	1	.2	12345	350	53.8
127	5	.8	12346	3	.5
134	5	.8	12347	6	.9
135	1	.2	12356	2	.3
137	1	.2	12357	3	.5
145	2	.3	12367	1	.2
147	1	.2	12456	1	.2
157	2	.3	12457	3	.5
167	1	.2	12467	1	.2
234	3	.5	12567	10	1.5
237	1	.2	13457	6	.9
246	1	.2	14567	1	.2
247	1	.2	23457	2	.3
267	3	.5	24567	1	.2
357	1	.2	123456	18	2.8
467	1	.2	123457	28	4.3
567	4	.6	123458	1	.2
1234	54	8.3	123467	1	.2
1235	2	.3	123567	2	.3
1236	2	.3	124567	7	1.1
1237	1	.2	134567	3	.5
1245	11	1.7	1234567	20	3.1

Note. Expressiveness style = 1, Preciseness style = 2, Niceness style = 3, Supportiveness style = 4, Reflectiveness style = 5 Threateningness style = 6, Emotionality style = 7

Table 3

Descriptive Statistics of Principals Communication Styles

Item #	statements	Mean	SD	Median	Mode
22	The principal behaves aggressively.	.50	.916	0.00	0.00
21	The principal uses obscene language.	.90	1.17	0.00	0.00
23	The principal does not control his/her anger.	.98	1.16	1.00	0
24	The principal's bad feelings affect his work. He/she is moody.	1.09	1.24	1.00	0
25	The principal can be affected by tensions easily.	1.34	1.24	1.00	0
19	The principal uses threats to motivate teachers to achieve goals.	1.40	1.37	1.00	0.00
17	The principal act as a philosopher.	1.51	1.42	1.00	0.00
20	The principal uses deceptiveness to achieve goals.	1.67	1.63	1.00	0.00
9	The principal avoids criticizing teachers' performance.	2.15	1.23	2.00	2.00
10	The presence of the principal broadcasts cheerful feelings among teachers and staff.	2.73	1.17	3.00	4.00
5	The principal's messages are concise.	2.76	1.11	3.00	3.00
7	The principal acts efficiently, like a businessman.	2.77	1.11	3.00	3.00
18	The principal analytically reflects on what happens at school.	2.79	1.07	3.00	3.00
15	The principal motivates people positively.	2.86	1.18	3.00	4.00
8	The principal is able to build friendly rapport with other people.	2.90	1.15	3.00	4.00
6	The principal's messages are clear.	2.93	1.15	3.00	4.00
16	The principal engages with people.	2.98	1.12	3.00	4.00
14	The principal shows his/her admiration or gratitude for teachers' work.	3.04	1.07	3.00	4.00
13	The principal tries his/her best to make the school environment comfortable for all.	3.13	1.06	3.00	4.00
1	The principal talks with all people freely.	3.16	.964	3.00	4.00
12	The principal supports people who need help.	3.16	1.02	3.00	4.00
4	The principal is spirited.	3.21	.974	3.00	4.00
11	The principal is humble in his/her interactions with people.	3.21	.99	4.00	4.00
3	I feel that the principal is certain about what he/she is saying.	3.30	.921	4.00	4.00
2	The principal can clarify his/her ideas fluently.	3.42	.807	4.00	4.00

Note. Horizontal lines used to separate each group of items which have the same interpreting in the Likert scales.

Table 4

Correlation between Communication Processes and School Performance

Item#	Communication processes	Pearson Correlation (School performance)	Sig. (2-tailed)
21	The principal encourages a high level of participation in decision-making.	.624	.000
18	The principal accepts suggestions and ideas from teachers.	.619	.000
10	The principal persuades employees at school about changes by showing them opportunities behind the change.	.605	.000
19	The principal clearly uses oral or written communication methods with all employees and parents.	.558	.000
15	The principal encourages teachers' team meetings regularly.	.550	.000
14	The principal follows up with partners to enhance learning at school.	.542	.000
16	The principal attends teachers' team meetings regularly.	.542	.000
22	The principal visits teachers in classrooms regularly.	.542	.000
9	The principal uses different communication methods and technologies in communicating about changes.	.540	.000
26	Different communication methods are used in professional development.	.528	.000
7	The principal uses meetings to articulate the school's vision and mission.	.524	.000
6	Communication among teachers at the school is webbed and continuous.	.517	.000
8	The principal uses different communication methods (traditional, modern) to articulate or discuss school objectives, policies and procedures.	.505	.000
5	The principal uses an open-door policy of communication; any teacher can stop by the office at any time and communicate with the principal.	.488	.000
17	The principal is keen to hold at least one public event per year where all teachers, students and parents meet and communicate freely.	.469	.000
13	The principal communicates to establish partnerships with other institutions in the society.	.462	.000

Table 4 (Cont.)

Item#	Communication processes	Pearson Correlation (School performance)	Sig. (2-tailed)
4	The principal or a designated person sends messages to all employees in the school at the same time.	.430	.000
3	Interpersonal communication (face-to-face communication) is widespread in my school.	.382	.000
23	Grapevine communication is not widespread among employees.	.370	.000
12	The principal uses modern communication methods (like email) with parents.	.366	.000
20	The principal uses nonverbal messages effectively (voice, body language, colors posters, graph, charts, maps, signs, and signals).	.364	.000
2	My school uses modern communication technologies (computer messages, email, voice memos, video messages, interactive computer programs, school web site).	.357	.000
11	The principal uses traditional communication methods (like meetings) with parents.	.259	.000
24	Formal messages flow in all directions at school.	.217	.000
25	Informal messages flow in all directions at school.	-.015	.707

APPENDIX B

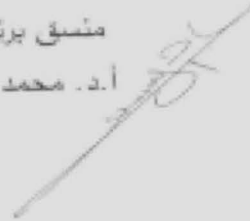
التاريخ: 2012/6/24

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

بداية يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم كل التوفيق والنجاح في الارتفاع بالعملية التعليمية
التعليمية، هذا وفي إطار التعاون بين مجلس أبوظبي للتعليم وكلية التربية بجامعة الإمارات العربية المتحدة،
نود إقانتكم علماً بأن الطالبة/ شيرين محمود سعيد أبو شمعون، مسجلة في برنامج الماجستير تخصص
"القيادة التربوية"، وتقوم بإعداد بحث بعنوان:
"عشوات وأنماط التواصل في المدارس وعلاقتها بمستوى الأداء" من ضمن متطلبات الماجستير.
لذا نرجو التكرم بالموافقة على تسهيل مهمتها البحثية.
شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقدير.

منسق برنامج الماجستير
أ.د. محمد أحمد عبد الدايم



APPENDIX C



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First

التاريخ: 2012/7/2

الأفاضل

السادة/ مدراء المدارس الحكومية في العين

الموضوع: تسهيل مهمة باحث

يطيب لنا أن نهدىكم أطيب التحيات.

ونود إعلامكم بموافقة مجلس أبوظبي للتعليم على موضوع الدراسة التي ستجريها الباحثة الطالبة/ شيرين محمود سعيد أبو شمعون، الطالبة بجامعة الإمارات العربية المتحدة بعنوان: " عمليات و أنماط التواصل في المدارس وعلاقتها بمستوى الأداء".

لذا، يرجى التكرم بتسهيل مهمة الباحثة ومساعدتها على إجراء الدراسة المشار إليها.

شاكرين لكم حسن تعاونكم

محمد سالم محمد الظاهري

المدير التنفيذي لقطاع العمليات المدرسية



APPENDIX D

Questionnaire



هذا الاستبيان يهدف إلى تقييم المعرفة والمواقف تجاه فيروس كورونا المستجد (COVID-19) لدى أفراد المجتمع الفلسطيني. تم إعداد هذا الاستبيان بالتعاون مع منظمة الصحة العالمية (WHO) والوزارة الفلسطينية للصحة العامة. يرجى الإجابة بصدق على أسئلة الاستبيان.

1. هل تعلم ما هو فيروس كورونا (COVID-19)؟
أ. نعم
ب. لا
ج. ربما

2. هل تعلم كيف ينتشر فيروس كورونا؟
أ. من شخص إلى شخص عن طريق الرذاذ
ب. عن طريق المياه الملوثة
ج. عن طريق الحشرات
د. عن طريق الطعام

3. هل تعلم ما هي أعراض فيروس كورونا؟
أ. الحمى والسعال
ب. الصداع والتهمة
ج. فقدان حاسة التذوق والشم
د. جميع ما سبق

4. هل تعلم ما هي طرق الوقاية من فيروس كورونا؟
أ. ارتداء الكمامات
ب. تجنب التجمعات
ج. غسل اليدين بالماء والصابون
د. تجنب السفر إلى مناطق الانتشار

5. هل تعلم ما هي طرق العلاج لفيروس كورونا؟
أ. لا يوجد علاج محدد
ب. العلاج بالبروتينات
ج. العلاج باللقاحات
د. العلاج بالأدوية المضادة للفيروسات

6. هل تعلم ما هي طرق التخلص من النفايات الناتجة عن فيروس كورونا؟
أ. التخلص منها في حاويات خاصة
ب. التخلص منها في حاويات النفايات العادية
ج. التخلص منها في حاويات النفايات الخطرة
د. التخلص منها في حاويات النفايات الطبية

7. هل تعلم ما هي طرق التخلص من النفايات الناتجة عن فيروس كورونا؟
أ. التخلص منها في حاويات خاصة
ب. التخلص منها في حاويات النفايات العادية
ج. التخلص منها في حاويات النفايات الخطرة
د. التخلص منها في حاويات النفايات الطبية



جامعة الإمارات العربية المتحدة

كلية التربية

قسم أصول التربية

ماجستير التربية

٢٠١٢/٥/٢٨

الربويون / الربويات الكرام

هذه الاستبانة جزء من دراسة تحت عنوان "عمليات و أنماط التواصل في المدارس وعلاقتها بمستوى الأداء" و تسعى للإسهام في تطوير السياسات و الممارسات المتعلقة بالتواصل وعملياته وأنماطه في المدرسة لتوفير توصيات تسهم في التطوير في هذا المجال.

و الباحثة إذ تضع بين أيديكم هذه الاستبانة فإنها تقدر مساهمتكم الفعالة بالإجابة عن فقرات الاستبانة بدقة وموضوعية لما له من أثر في الحصول على نتائج دقيقة، علماً بأن تعبئة الاستبانة تستغرق من ١٥ - ٢٠ دقيقة. كل ما يرد في الإجابات سيكون موضع احترام ويعامل بسرية تامة ولن يستخدم إلا لأغراض البحث العلمي فقط ، وعليه لا داعي لكتابة الاسم أو أي معلومات تدل على شخصكم الكريم إلا في حالة الرغبة في المشاركة في المقابلة الهاتفية التي ستجرها الباحثة مع من يرغب فقط من المشاركين مع الحفاظ على سرية رقم الهاتف.

للاستفسار عن الدراسة بإمكانكم التواصل مع الباحثة على الرقم ٠٥٠٥١٣٧٢٦٥ أو عبر البريد

الإلكتروني 200950017@uaeu.ac.ae

شاكرون لكم حسن تعاونكم

الباحثة / شيرين محمود

معلومات عامة

الوظيفة	<input type="checkbox"/> مدير المدرسة، وكيل ، أخصائي اجتماعي.			<input type="checkbox"/> معلم ، رئيس قسم مادة.	<input type="checkbox"/> أخرى
الجنس	<input type="checkbox"/> ذكر		<input type="checkbox"/> أنثى		
العمر	<input type="checkbox"/> أقل من ٢٥	<input type="checkbox"/> ٢٥ - ٣٤	<input type="checkbox"/> ٣٥ - ٤٤	<input type="checkbox"/> ٤٥ - ٥٤	
الجنسية	<input type="checkbox"/> إماراتي		<input type="checkbox"/> وافد عربي	<input type="checkbox"/> وافد أجنبي	
المرحلة	<input type="checkbox"/> حلقة أولى	<input type="checkbox"/> حلقة ثانية	<input type="checkbox"/> حلقة ثالثة		

١. عمليات التواصل في مدرستك

من فضلك قم بتحديد درجة وجود أي من العناصر المذكورة أدناه في مدرستك باستخدام المقياس التالي:

أرفض بشدة = (٠) ، أرفض = (١) ، لا أدري = (٢) ، أوافق = (٣) ، أوافق بشدة = (٤)

م	العناصر	أرفض بشدة (٠)	أرفض (١)	لا أدري (٢)	أوافق (٣)	أوافق بشدة (٤)
١	تستخدم طرق التواصل التقليدية في مدرستي مثل (المذكرات، جريدة ومجلة المدرسة، الاجتماعات الرسمية، لوحة الإعلانات).					
٢	تستخدم طرق التواصل الحديثة في مدرستي مثل (الرسائل الالكترونية، البريد الالكتروني، المذكرات الصوتية، الفيديوهات، برامج الكمبيوتر التفاعلية ، موقع المدرسة على الانترنت، مواقع التواصل الاجتماعي).					
٣	التواصل الشخصي (وجهاً لوجه) بين العاملين في المدرسة منتشر في مدرستي.					
٤	يرسل المدير أو من ينوب عنه تعاميم لكل المعلمين والعاملين في المدرسة في نفس الوقت.					
٥	يستخدم المدير سياسة الباب المفتوح حيث يستطيع المعلمون والعاملون في المدرسة دخول مكتبه و التحدث إليه في أي وقت.					

١	يتواصل المعلمون داخل المدرسة بشكل مستمر.					
٧	يستخدم المدير الاجتماعات لبيان وتوضيح رؤية ورسالة المدرسة كما احتاج الأمر لذلك.					
٨	يستخدم المدير مختلف وسائل الاتصال (التقليدية والحديثة) لبيان أو مناقشة أهداف المدرسة والسياسات والإجراءات.					
٩	يحيط المدير المعلمين والعاملين بالمدرسة بالتغييرات الجديدة باستخدام وسائل اتصال مختلفة.					
١٠	يقع المدير المعلمين والعاملين بالتغييرات وذلك ببيان الفرص و المكاسب التي توفرها.					
١١	يستخدم المدير وسائل الاتصال التقليدية (الاجتماعات مثلا) للتواصل مع أولياء الأمور.					
١٢	يستخدم المدير وسائل الاتصال الحديثة (الإيميل الإلكتروني مثلا) للتواصل مع أولياء الأمور.					
١٣	يتواصل المدير مع المؤسسات المختلفة في المجتمع لعقد شراكات معها.					
١٤	يتابع المدير الشراكات مع مؤسسات المجتمع لتطوير التعلم في المدرسة.					
١٥	يشجع المدير الاجتماعات الثورية بين فرق العمل من المعلمين والعاملين في المدرسة.					
١٦	يحضر المدير اجتماعات فرق العمل من المعلمين والعاملين بشكل منتظم.					
١٧	ينظم مدير المدرسة لقاء سنوياً يجتمع فيه المعلمون والعاملون في المدرسة مع أولياء الأمور والطلاب ويتواصلوا بحرية.					
١٨	يطرح المدير اقتراحات وأفكار المعلمين والعاملين بالمدرسة للنقاش.					
١٩	يتواصل المدير بشكل واضح شفويًا و كتابيًا مع جميع المعلمين بالعملية التعليمية.					
٢٠	يستخدم المدير التواصل غير اللفظي (نبرة الصوت، لغة الجسد، الألوان، الصور).					
٢١	يشجع المدير المعلمين والعاملين على المشاركة بشكل فعال في اتخاذ القرارات.					

أوافق بشدة
(٤)

أوافق
(٣)

لا ادرى
(٢)

ارفض
(١)

ارفض بشدة
(٠)

العناصر

٢٢	يقوم المدير بزيارة المعلمين في انصف بشكل منتظم.				
٢٣	ينتشر القيل والقال في مدرستي.				
٢٤	تتدفق الرسائل الرسمية في كل الاتجاهات في المدرسة.				
٢٥	تتدفق الرسائل غير الرسمية في جميع الاتجاهات في المدرسة.				
٢٦	يتم استخدام وسائل الاتصال المختلفة في التنمية المهنية للعاملين والمعلمين.				

ما هي عمليات التواصل الموجودة في مدرستك وخصوصاً تلك التي لم يتم ذكرها أعلاه؟

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٢. نمط تواصل مدير المدرسة

وضح إلى أي مدى تشير كل من العناصر التالية إلى ممارسات مدير المدرسة أو وكيلها. يرجى استخدام المقياس التالي:

أبداً = (٠) ، نادراً = (١) ، أحياناً = (٢) ، غالباً = (٣) ، دائماً = (٤)

م	العناصر	أبداً (٠)	نادراً (١)	أحياناً (٢)	غالباً (٣)	دائماً (٤)
١	يتحدث المدير مع الجميع بحرية. (بدون تحفظ)					
٢	يعبر المدير عن أفكاره بطلاقة.					
٣	أشعر أن المدير واثق مما يقول.					
٤	المدير مفعم بالحيوية.					
٥	رسائل المدير مختصرة.					
٦	رسائل المدير غامضة.					
٧	ينظم المدير شؤون المدرسة بمهنية عالية مثل رجال الأعمال.					
٨	المدير يتصادق مع الجميع.					
٩	يتجنب المدير انتقاد مستويات أداء المعلمين و العاملين.					
١٠	يشجع حضور المدير جواً من البهجة.					
١١	المدير متواضع في تعامله مع الجميع.					
١٢	يدعم المدير من يحتاج للمساعدة.					
١٣	يبذل المدير قصارى جهده ليجعل بيئة المدرسة مريحة للجميع.					

أوافق بشدة (٤)	أوافق (٣)	لا أدرى (٢)	أرفض (١)	أرفض بشدة (٠)	
					مدرستي مجهزة بمعدات حديثة تدعم التعليم والتعلم.
					يتطور التعليم بشكل منتظم في مدرستي.
					يتلاءم المنهاج مع الاحتياجات التعليمية لجميع الطلاب في مدرستي.
					تتحسن مهارات الطلاب الإجتماعية عاماً بعد عام.
					يتحسن تحصيل الطلاب باستمرار في مدرستي.
					تدعم الشراكات التي تعقدتها مدرستي مع مؤسسات المجتمع المختلفة عملياتي التعليم والتعلم.
					العناصر
					١١ تتجز مدرستي أهدافها في الوقت المحدد.
					١٢ تتجز مدرستي أهدافها باستخدام موارد معقولة.
					١٣ معدل غياب الطلاب في مدرستي مرتفع.
					١٤ معدل غياب المعلمين في مدرستي منخفض.
					١٥ أشعر بالرضا الوظيفي في مدرستي.
					١٦ يتعاون المعلمون والعاملون لتحسين تعلم الطلاب في مدرستي.
					١٧ العلاقة مع أولياء الأمور إيجابية في مدرستي.
					١٨ تتكيف الإدارة في مدرستي بشكل ملائم مع التغييرات الجديدة.
					١٩ تستخدم إدارة مدرستي نظام متابعة وتقييم عادل.
					٢٠ تتواصل المدرسة مع المكتب أو المنطقة التعليمية بشكل متبادل لفهم المستجدات و تنفيذها.
					٢١ لدى مدرستي خطة تطويرية لمعالجة نقاط الضعف فيها.
					٢٢ يتم مناقشة الخطة التطويرية لمدرستي مع جميع المعلمين من معلمين وعاملين وأولياء أمور وشركاء وطلاب.
					٢٣ المسؤولية القيادية في مدرستي موزعة على كثير من العاملين والمعلمين في المدرسة.
					٢٤ يتواصل المعلمون والعاملون في المدرسة بفعالية.
					٢٥ تحرى مدرستي عمليات التقويم الذاتي بشكل مستمر.

كيف تقيم أداء مدرستك؟

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.....
.....
ما العلاقة بين عمليات وأنماط التواصل في مدرستك و أداء المدرسة؟
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المشاركة في المقابلة

إذا كان عندك الرغبة في المشاركة في مقابلة هاتفية مدتها (١٥) دقيقة مع الباحثة أرجو توفير البيانات التالية علما بأن هذه البيانات ستكون سرية .

..... الاسم المفضل:

..... رقم الهاتف:

و(Mann Whitney Test) وذلك لإجراء المقارنات بين مختلف فئات العينة وبيان ما إذا كان هناك فروق دالة إحصائياً بينهم.

وقد أظهرت النتائج أن مديري والمدارات المدراس يستخدمون عمليات و أنماط تواصل متنوعة مع مختلف الشركاء إلا أن النمط الأكثر استخداماً كان النمط التعبيري والنمط الأقل استخداماً هو النمط العدواني وقد بينت نتائج (Kruskal Wallis) و (Mann-Whitney Test) وجود فروق دالة إحصائياً فيما يتعلق بالوظيفة والمرحلة الدراسية في المدرسة والجنس والجنسية ولم توجد فروق بسبب العمر، وأظهرت الدراسة أن أفراد عينة الدراسة يرون أن النمط الداعم هو الأكثر ارتباطاً بشكل إيجابي مع أداء المدرسة، أما من وجهة نظر أعضاء الهيئة التدريسية والإدارية في كل مدرسة فقد كان النمط الدقيق هو الأكثر ارتباطاً بشكل إيجابي بالأداء المدرسي، واتفق الجميع على أن النمط الانفعالي هو الأكثر تأثيراً بشكل سلبي على الأداء المدرسي، وقد دعم التحليل النوعي للمقابلات نتائج التحليل الإحصائي حيث أسهم في شرح النتائج الإحصائية ومناقشتها و الإضافة لها.

و من أهم التطبيقات التي ستنهم الدراسة فيها إظهار أنماط وعمليات التواصل لدى مديري المدارس من وجهة نظر أعضاء الهيئتين التدريسية والإدارية و أثرها في الأداء المدرسي الأمر الذي سينعكس إيجاباً على الأداء المدرسي و هو ماتسعى إليه الهيئات التعليمية في دولة الإمارات العربية المتحدة الرامية نحو التميز وعالمية الأداء، كما ستنهم الدراسة في الإضافة إلى الدراسات التي تم إجراؤها في منطقة الخليج على أنماط وعمليات التواصل الإداري و أثرها في الأداء المدرسي ، و قد أوصت الدراسة بإجراء بحوث ودراسات في أماكن أخرى بالدولة للإسهام في توفير فهم أعمق وأشمل لهذا الموضوع .

و الله ولي التوفيق،،،

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability.

2. The second part of the document outlines the procedures for handling discrepancies. It states that any variance between the recorded amounts and the actual amounts should be investigated immediately. The responsible parties should be identified, and the reasons for the discrepancy should be documented.

3. The third part of the document discusses the role of the audit committee. It states that the committee is responsible for reviewing the financial statements and ensuring that they are accurate and complete. The committee should also be responsible for identifying any areas of weakness and recommending corrective actions.

4. The fourth part of the document discusses the importance of internal controls. It states that internal controls are essential for preventing fraud and ensuring the accuracy of financial reporting. The document provides a list of key internal controls that should be implemented in all departments.

5. The fifth part of the document discusses the importance of communication. It states that clear and concise communication is essential for ensuring that all employees understand their roles and responsibilities. The document provides a list of key communication objectives that should be achieved in all departments.

أنماط وعمليات التواصل لدى مديري و مديرات المدارس وعلاقتها بالأداء المدرسي

(ملخص)

يهدف هذا البحث إلى التعرف على عمليات وأنماط التواصل المختلفة المستخدمة من قبل مديري ومديرات المدارس من وجهة نظر الهيئتين الإدارية والتدريسية في هذه المدارس ، وإيجاد العلاقة بينها وبين الأداء المدرسي بهدف تحديد عمليات وأنماط التواصل التي تؤثر إيجاباً أو سلباً في الأداء المدرسي، وذلك من خلال الإجابة على أسئلة الدراسة الثلاث و هي : ما أهم صفات أنماط وعمليات التواصل لدى مديري ومديرات المدارس في مدينة العين؟ ما العلاقة بين أنماط وعمليات التواصل لدى مديري ومديرات المدارس و الأداء المدرسي؟ و أخيراً، ما عمليات و أنماط التواصل الأكثر تأثيراً في المدارس ذات الأداء العالي والمدارس ذات الأداء المنخفض؟

وقد تم استخدام أداتي الاستبانة و المقابلة لجمع البيانات في هذا البحث، حيث تكونت الاستبانة من أربع أقسام و استخدم القسم الأول لجمع البيانات الديموغرافية و احتوى القسم الثاني على ٢٦ عبارة يجيب فيها المستهدفون على مقياس خماسي التدرج من نوع ليكرت لتحديد عمليات التواصل المستخدمة في المدرسة ، و احتوى القسم الثالث على ٢٥ عبارة يجيب فيها المستهدفون على مقياس خماسي التدرج من نوع ليكرت لتحديد أنماط التواصل لدى مديري ومديرات المدارس، و احتوى القسم الرابع على ٢٥ عبارة يجيب فيها المستهدفون على مقياس خماسي التدرج من نوع ليكرت لتقييم أداء المدرسة، و قد تم تحديد صدق المحتوى وثبات المقياس باستخدام معامل الفا كرونباخ.

واشتملت عينة الدراسة على ٦٦٧ عضواً في الهيئتين الإدارية و التدريسية في ٤٠ مدرسة من مدارس مدينة العين، و قد تم جمع البيانات في الفصل الدراسي الثالث للعام الدراسي ٢٠١١-٢٠١٢ كما تم تنفيذ المقابلات مع ١١ متطوعاً من العينة السابقة.

ولتحليل النتائج ، استخدمت الباحثة الإحصاء الوصفي ممثلاً في المتوسطات والانحرافات المعيارية، والإحصاء الاستنتاجي ممثلاً في (Pearson r) وذلك لتحديد درجة الارتباط بين أنماط و عمليات التواصل من جهة والأداء المدرسي من جهة أخرى، كما استخدمت الباحثة الاختبارات (Kruskal Wallis)

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جامعة الإمارات العربية المتحدة

كلية التربية

قسم أصول التربية

برنامج الماجستير في التربية

أنماط وعمليات التواصل لدى مديري و مديرات المدارس وعلاقتها بالأداء المدرسي

رسالة مُقدمة من الطالبة

شيرين محمود سعيد

إلى

جامعة الإمارات العربية المتحدة

استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية

أصول التربية – القيادة التربوية

يناير ٢٠١٣

Special Issue: Aging and Health

Editorial

Editorial Introduction

Editorial Introduction: Aging and Health in the 21st Century

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يناير ٢٠١٣

