

5-2011

Features of Effective Educational Leadership from the Perspectives of Teachers.

Aysha Saeed Rashed Saeed Al Nuaimi

Follow this and additional works at: https://scholarworks.uaeu.ac.ae/all_theses

Part of the [Educational Leadership Commons](#)

Recommended Citation

Saeed Al Nuaimi, Aysha Saeed Rashed, "Features of Effective Educational Leadership from the Perspectives of Teachers." (2011). *Theses*. 154.

https://scholarworks.uaeu.ac.ae/all_theses/154

This Thesis is brought to you for free and open access by the Electronic Theses and Dissertations at Scholarworks@UAEU. It has been accepted for inclusion in Theses by an authorized administrator of Scholarworks@UAEU. For more information, please contact fadl.musa@uaeu.ac.ae.

**FEATURES OF EFFECTIVE EDUCATIONAL LEADERSHIP FROM THE
PERSPECTIVES OF TEACHERS**

by

Aysha S. Al-Nuaimi

Bachelor in English Linguistic and Literature, 1997

**Submitted to the Faculty of Education in partial fulfillment of the requirements for the
degree of ~~Master of Education / Educational Leadership~~**

United Arab Emirates University

2011

United Arab Emirates University

This thesis was presented

By

Aysha S. Al-Nuaimi

It was defended on May,19, 2011.

And approved by

Dr. Ali Ibrahim

Dr. Hassan Al-Khumairy

And supervised by

Dr. Ali S. Al-Kaabi

United Arab Emirates University

Faculty of Education

This thesis was presented

By

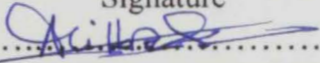
Aysha S. Al-Nuaimi

It was defended on

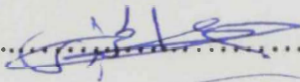
May 19, 2011

and approved by

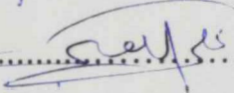
Dr. Ali Ibrahim

Signature

.....

Dr. Hassan Alkhamiri


.....

Dr. Ali Al Kaabi (Advisor)


.....

ACKNOWLEDGMENT

Thanks are due to: First and foremost to Allah, the creator of all things, for giving me the strength and the ability to conduct this study.

I would like to acknowledge with sincere gratitude the roles played by those people who assisted in making this thesis a worthwhile experience. My profound thanks and appreciation to my academic advisor and chairman of my defense committee, Dr. Ali S. Al-Kaabi for his deep patience, guidance, efficient supervision, valuable advice, suggestions and encouragement. His distinguished effort and support will be always remembered.

I would like also to express my gratitude to other committee members for their beneficial comments and valuable suggestions. Great thanks are due to Dr. Hassan Al-Khumairy for his valuable comments and suggestions. Special thanks also go to Dr. Ali Ibrahim for his willingness to help me and answer my questions. He will by always remembered for his great suggestions and helpful comments.

Great thanks are due to the administrative and teaching staff in my school for their support and help.

Special great thanks to my family members for their encouragement, love and support.

Features of Effective Educational Leadership from the Perspectives of Teachers

Aysha S. Al-Nuaimi

United Arab Emirates University

Abstract

The purpose of this study was to investigate the important characteristics and features influencing effective educational leadership from the perspectives of teachers. There were six main features that were investigated in this study. These are: model the way, inspire a shared vision, challenge the process, enables others to act, encourage the heart, and have a global mind set. The study was guided by one research question. Data for this study were collected through a survey questionnaire. It contains 36 close ended- questions and one open-ended question. The instrument rated responses on a five level Likert Scale questionnaire which is rated from strongly agree to strongly disagree. The participants were 414 teachers from public schools of Al-Ain Educational Zone. After collecting the questionnaires, data were analyzed using the analytical software the SPSS. For the open-ended question, the suggested features were computed to find out the percentage and the frequency. The result of the study indicated that there are eight important features of effective educational leadership. Three of these features were ordered to be the most three important features of effective educational leadership. These three most important features are: treating people with dignity and respect, encouraging and praising people for their jobs, and setting a personal model of what is expected.

DEDICATION

I dedicate this thesis to my mother and my family members. Without their patience, understanding, support, and most of all love, the completion of this work would not have been possible.

TABLE OF CONTENTS

PREFACE.....	iii
1. Chapter 1: Introduction.....	1
1.1.1. Statement of the problem.....	2
1.1.2. Research question.....	3.
1.1.3. Significance of the study.....	4.
1.1.4. Definition of terms.....	4
2. Chapter 2: Literature Review.....	6.
2.1. Section 1: Theoretical Background.....	6
2.1.1. Effective leadership.....	6
2.1.2. Factors of effective leadership.....	8
2.1.3. Features of effective leadership.....	9.
2.2. Section 2: Leadership theories.....	13
2.3. Section 3: Previous studies.....	15
3. Chapter 3: Methodology.....	25
3.1. Research method.....	25
3.2. Research design.....	25
3.3. The instrument.....	26.
3.4. Validity and reliability.....	26
3.5. Population.....	27
3.6. Participants.....	28.
3.7. Procedures.....	28
3.8. Limitation and delimitation.....	29
3.9. Ethical consideration.....	29
4. Chapter 4: Data Analysis.....	30

4.1.Introduction.....	30.
4.2.Participant Demographics.....	31.
4.3. <i>Educational Leadership Survey Data</i>	33
4.3.1. Category 1.....	34
4.3.2. Category 2.....	35.
4.3.3. Category 3.....	36
4.3.4. Category 4.....	37
4.3.5. Category 5.....	37.
4.3.6. Category 6.....	38
4.4.Open-ended questions.....	39
5. Chapter 5: Discussion and Conclusion	43
5.1.Summary of the study.....	43
5.2. Discussion and conclusion.....	44
5.2.1. Model the way.....	44
5.2.2. Inspire others to act.....	45
5.2.3. Challenge the process.....	46
5.2.4. Enables others to act.....	47
5.2.5. Encourage the heart.....	48
5.2.6. Have a global mind-set.....	49
5.2.7. Open- ended questions.....	50
5.3. Recommendation.....	51
5.4. Conclusion.....	53
BIBLIGRAPHY.....	56
APPENDIX.....	60
APPENDIX A.....	61

APPENDIX B.....	70
APPENDIX C.....	72

Chapter 1

Introduction

Educational leadership is essential for ensuring that every child gets the education he/she needs to succeed. It has been called the "bridge" that brings together the many different reform efforts in ways that practically no other approach can.

Leadership is exercised not through individual charisma or heroic action, but by creating an organization that will survive (Ogawa and Bossert, 1997). Effective leadership means more than simply knowing what to do, how and why to do it. Effective leaders should know how to balance pushing for change while at the same time protecting aspects of culture (Waters and Marzano, 2003).

Effective educational leadership (EEL) consistently emerges as a variable that is critical to creating effective schools. Many research studies and books have discussed effective educational leadership. Some have shed light on the differences between effective and ineffective educational organizations. While each research has generated a set of descriptors that characterize effective or excellent schools, one variable has emerged as critically important, namely, the leadership abilities of the principal.

The whole idea of educational leadership is based on the influence of the principal on teachers. So it seems natural to measure educational leadership by examining the perceptions teachers have of principals. If teachers do not experience what principals do, what they do cannot be very influential in educational outcomes (Grift, 1999).

Historically, people have regarded leadership as a gift granted to the rare and the few, but today it is widely accepted that leadership skills can be taught and

developed and become more effective (Puccio, 2007). Wald et al. (2000) mentioned that over the years many schools have functioned under the hierarchical, command-and-control model of leadership that evolved during the Industrial Revolution. This era valued efficiency and uniform mass production of goods, all of which also became the earmarks of a successful organization and its leadership.

Many researchers have found it far more constructive today to study what leaders actually do than to focus on specific leadership traits, such as creativity or intelligence. This difference may be because of the different beliefs of whether leadership is skills and talents that leaders were born with or is something that could be acquired.

As we move on further in the 21st century, our schools continued to prepare our children to be productive citizens in a democratic society. Living in a technologically sophisticated age, knowledge, not goods, is the prize product today, and the future is created not predicted. So creating educated, well-qualified generations who really are committed to their culture and society and aiming at creating distinguished learning community should be the most important goal that has to be achieved.

Statement of the Problem

Regarding to the UAE community, the majority of the general public believe schools have stayed the same or gotten worse during the past five years which is considered a real issue that can be directly affected by the leadership style. Another issue is that raising the general level of quality in education has become a significant future challenge in the UAE and as it is known one of the most important roles of the school principal is raising the level of education.

Another reason was that the Public- Private Partnership (PPP) projects that were designed to transform schools into learning communities with an emphasis on developing a range of important skills. Creating a learning community where everyone can learn is one of the school leader's responsibilities that should not be assigned to someone else. School leaders should be well- prepared to reach this level.

The purpose of this study is to investigate the factors and characteristics that affect educational leadership in the UAE.

Charles A. Walker (2005) defined an effective leader as that one who inspires others to give maximum effort to achieve a worthwhile goal. Effective Educational Leadership (EEL) in educational organization is thus characterized by:

1. Creating, articulating and implementing a shared vision
2. Promoting a positive learning culture ,and providing and applying best practices to student learning,
3. Promoting a safe, efficient, legal, and effective learning environment,
4. Inspiring trust and collaborating with the community and stakeholders to meet diverse community interest and needs,
5. Implementing and integrating technological tools to achieve a better learning community. and
6. Acting with integrity, fairness, and honesty in an ethical manner.

Research Question

This study seeks the answer to the following research question:

What are the most effective features that influence effective educational leadership from the perspective of a teacher in Al-Ain Education Zone?

Significance of the Study

Many people acknowledge the importance and the influence of effective leadership on individuals, institutions, and communities. Effective leadership can be influential in assisting these entities to thrive and achieve their goals. Ineffective leadership can hamper individuals and their collective growth and development and lead teachers to leave teaching. Identifying these factors may help school leaders to create an environment where learning opportunities are provided to everyone equitably and meaningfully. Moreover, such clear effective factors will develop those capacities, standards, and actions related to effective leadership. Realizing the factors of EEL will help and improve the kind and quality of our education system and help provide the society with better learning over generations.

The result of this study will help Abu Dhabi Educational Council (ADEC) to take suitable decisions for specialized training courses for school leaders. Moreover, the results of this study may help learners upgrade their personal and professional development and thus obtain the characteristics of effective leaders.

Definition of Terms

- EFL: Effective Educational Leadership enhances student outcomes through the creation of an environment where learning permeates the organizational culture. The educational leader is able to promote a shared community vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice (Woods et al, 2004).
- LPI: Leadership Practices Inventory is a leadership assessment instrument that was created by James S, Kouses and Barry Z. Posner.

- ADEC: Abu Dhabi Educational Council that was found in 2005. It aims at supporting all learners in the emirate of Abu Dhabi in reaching their full potential to compete in the global market.
- MOE: Ministry Of Education in the UAE.
- Abu Dhabi: Is the capital and the second largest city in the UAE.
- Al-Ain: Is the second largest city in the Abu Dhabi Emirate and the fourth largest city in the United Arab Emirates.

Chapter 2

Literature Review

This chapter contains three sections. The first addresses the theoretical background on effective leadership and the features of effective leadership. The second part offers some leadership theories, and the third reviews the literature and previous studies already completed on effective educational leadership.

Section 1: Theoretical Background

Effective leadership

Since the mid-1990s Leadership has become the key concept at work concerning the developing of policy and its practice in educational systems and organizations.

Leadership is a contested concept. Historically, it has been defined through different perceptions of what counts as "good" leadership and what should be involved in leadership preparation. Those who focus on leadership discuss it in terms of a function within the organizational setting that may be performed by a particular individual or, more typically, be provided by individuals in appropriate situations or for appropriate issues. Leadership, therefore, can be seen as a fluid conception of an organizational characteristic or a quality that rests as much upon particular individual expertise as it does on a person's formal position or status within an organization (Woods et al, 2004).

At the core of most definitions of leadership are two functions: providing direction and instructions and exercising influence. Each of these functions can be carried out in different ways, and such differences indeed distinguish the many models of leadership from one another. As Yukl (2001) notes, leadership influences the interpretation of events for followers, the choice of objectives for the group or

organization, the organization of work activities to accomplish those objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and finally the enlistment of support and cooperation from people outside the group or organization (Yukle, 2001).

Leadership is exercised not through individual charisma or heroic action, but by creating an organization that will survive and flourish (Ogawa & Bossert, 2006). Ogawa and Bossert also mention that effective school leaders are good leaders, distinguished by their vision and passion and by their capacity to bring a critical spirit into the complex and demanding job of headship, while at the same time focus on staff and pupil performance and classroom pedagogy.

Effective leadership means more than simply knowing what to do, how to do it, and why to do it. Effective leaders understand and know how to balance pushing for change while at the same time protecting aspects of culture, values, and norms deemed worth preserving. They have to know which policies, practices, incentives, and resources to align and how to align them while applying organization priorities. It is important to understand and value the people in the organization and know when, how, and why to create supportive learning environments that connect people with each other and provide the knowledge, skills, and resources they need to succeed. This combination of knowledge and skills is the essence of balanced leadership. (Waters, Marzano & McNulty, 2003).

Al-Gahdani (2002), stated that the Muslim administrative leader has a character which is distinguished it from others. This character is Islam which looked as leadership as an important part of human nature. Leadership constitutes a system that based upon human life and its interaction with other human beings.

Factors of Effective Educational Leadership

Deal and Peterson (1999) suggest that there are symbolic roles that educational leaders must play in order to be effective. These symbolic roles are:

- Historian: Probe the past to give meaning to the present and direction to the future.
- Anthropological sleuth: Look for present rituals and values
- Visionary: Draw a picture of a positive future
- Potter: Shape school culture
- Poet : Communicate clearly with language
- Healer: Heal wounds during transition.

Leaders play critical roles in identifying and supporting learning, structuring the social setting, and mediating its external demands. According to Edmonds, (1982) the characteristics of an effective school are: (1) the principal's leadership and attention to the quality of instruction; (2) a pervasive and broadly understood instructional focus; (3) an orderly safe climate conducive to teaching and learning; (4) Teacher behaviors that convey the expected knowledge to those who need to obtain at least a minimum mastery; and (5) the use of workable and clear measures of pupil achievement for program evaluation.

Regardless of where the leader is located at home, in early childhood programs, at kindergartens or high schools, or in colleges and universities, the effective leader exhibits behaviors that influence the learning environment in a positive and constructive manner over time.

Leithwood , et al (2004), found that leadership, second to classroom instruction, is the most influential characteristic in schools for student learning.

Senge (2002) mention five disciplines and five competencies for educational leaders. The disciplines are: personal mastery, shared vision, mental models, team learning and systems thinking.

The competencies necessary for educational leaders are 1) engagement i.e.; mobilize to tackle tough problems; 2) systems thinking which means recognize systems and find their leverage to lead learning; and 3) self-awareness where leaders have an impact on people and systems.

Features of Effective Educational Leadership

Ten essential elements for achieving schools success were mentioned in *Leading American's Schools: The Critical Role of the Principal* (1999). This book focused on the critical role of the principal. These elements indicate what was expected from the building principal to achieve the goals. High expectation, clear vision, leadership, teamwork, staff development, a strong appropriate curriculum, safe, clean and orderly environment for learning, genuine accountability, recognition and rewards for excellence, and a strong community and parental support were the most important elements expected from the school principal. The book also describes how the role of the principal has changed from that of a manager to now that of a leader in recent decades.

In a book developed by the National Association for Excellence and the Northwest Regional Educational Lab (Research and Improvement, 1999) eight key points of action for reaching international standards are clarified. The first key point of action was to develop partnerships between schools and businesses. Another point was that the school must be structured in a way that permits teachers to teach appropriate curricula. As the building leader, the principal's responsibility is to raise the awareness of the school community. The school principal is also responsible for

spreading the efforts toward implementing an integrated curriculum that includes basic skills.

Another key point was that learning assessment should include a wide variety of techniques. Parent involvement should be expanded to utilize parent support. A principal is also responsible for enhancing student self-esteem by delivering successful learning coupled with appropriate rewards. Teacher training should also be supported by the school principal.

Burgess (2001) presented four keys a successful principal should have. First, she/he should understand motivation. If the leader understands what really motivates people to change and do their best in this regard, he or she has a much better chance of achieving the goals of the school. The second key was maximizing communication skills. Burgess mentioned that by trying to truly understand someone and their points of view, a principal is sending the message to the person that "you are important". Managing self-directed teams was an important principal key to success. School leaders should give people a precise structure within which they can work to achieve their maximum potential. The fourth and last key to success as a principal is to create a continuous learning environment as a way to improve education .

The Maryland Task Force on Principalship who was the author of (Maryland Task Force on the Principalship: Recommendations for Redefining the Role of the Principal; Recruiting , Retaining, and Reward Principals, 2000) stated that the context of the principal's job has changed dramatically over the past 20 years. Bess Keller (1998) found that the best principals must have certain specific features. They should: a) recognize teaching and learning as the main business of the school, b) communicate the school's mission clearly and consistently, c) foster high standards for teaching and learning, d) provide clear goals and monitor the progress of students to meet them, e)

promote an atmosphere of trust and sharing, f) build an adept staff and make professional development a top concern and do not tolerate bad teachers.

During the past decade the National Council of Accreditation of Teacher Education (NCATE) and the Interstate School Leadership Licensure Consortium (ISLLC) have both been working to develop joint standards for the preparation and development of school leaders. These new standards, known as the Educational Leadership Constituent Council Standards, seek to develop educational leaders who promote the success of all students by meeting the following specific standards:

Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.

Standard 2: Nurturing and sustaining a school culture and instructional program that is conducive to student learning and staff professional growth.

Standard 3: Ensuring precise and positive management of the organization, its operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Acting with integrity, fairness, and in an ethical manner.

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context of learning.

Standard 7: Undertake substantial, sustained, standards-based experiences in real settings planned and guided cooperatively by the institution and school district personnel for graduate credit.

These seven standards are essential to prepare future school leaders to be effective leaders and exceptional ones (Wilmore, 2001). They are used recently to prepare school leaders in a number of countries such as UAE.

In the coming decades, principals will need to play an ever larger role in the work of convincing the public to support public schools (Pierce, 2003). Pierce mentions in his book that being a principal means being part of the decision-making process for how to handle the big challenges ahead of us. Our communities are in need of leaders with foresight who can plan five to ten years ahead. They need excellence and equity. They need collaboration and cooperation. They need a structure in the education system that will attract excellence. They need to develop a greater connection between social policy and educational policy. These 21st century principals must do more and more. They have to be skilled at creating strong committed teams, which means that they need to be strong instructional leaders with the ability to develop teacher leaders who can help them run the schools.

Gorge (2007) indicated in his study that social justice leadership is indeed what good leadership should be all about. A social justice leader was described in this article as one who: a) places significant value on diversity and extends cultural respect, b) ends segregated and pull-up programs that prohibit the emotional and academic success of marginalized children, c) strengthens core teaching and core curricula, d) embeds professional development in collaborative structures and a context that accesses that core, e) knows that school cannot be great until the students with the greatest struggles are given the same rich opportunities academically and socially, f) collaboratively addresses the problem for how to achieve success, h) sees all data through a lens of equity, i) knows that building community and differentiation

are tools that will ensure that all students achieve success together, and j) becomes intertwined with the life, community, and soul of the school.

At the same time, he describes as a good leader as a person who: 1. works with sub-publics to connect with the community, 2. speaks of success for all children, 3. supports a variety of programs for diverse learners, 4. facilitates professional development and best practices, 5. builds a collective vision of a great school, 6. empowers staff and works collaboratively with them, 7. networks and builds coalitions, 8. uses data to understand the day-to-day reality of the school, and 9. understands that all children have individual needs.

In 2005, Stanford University published a study on school leadership on how to develop successful principals. The study mentioned that the role of the principal has swelled in recent years to include a staggering array of responsibilities. Principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives.

Section 2: Leadership Theories

There are many leadership theories that discuss the different types of leadership. An attempt will be made here to highlight on the details of these theories.

A review of the leadership literature reveals an evolving series of 'schools of thought' that range from the "Great Man" and "Trait" theories to "Transformational" leadership. While the early theories tend to focus on the characteristics and behaviors of successful leaders, later theories began to consider the role of followers and the contextual nature of leadership.

The great man theories were based on the belief that leaders are exceptional people, born with innate qualities and destined to lead. The use of the term "man" was intentional since until the latter part of the twentieth century, as leadership was thought of as a concept that was primarily male, military and Western (Bolden et al 2003) .

Trait theory which assumes that human beings are born with inherited traits and the right combination of those traits makes a person a leader. He mentions that leadership is a matter of traits whether inherited or acquired(Stogdill,1974). Some of these traits were adaptability, social awareness, achievement oriented, decisive, dominant, energetic, cooperative, assertive, self-confident, persistent, responsible, and having a capacity to tolerate stress.

Another theory is the behavioral theory. An important appeal of the behavioral theory is that if we know what leaders do, then it is possible to teach people the skills of leadership. So in theory, everyone is capable of becoming a leader if that individual learns leadership properly. The theory is based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders, not on inherited mental qualities or internal states. According to this theory, people can learn how to become leaders through teaching , observation, and practice (Bolden, 2007).

Bass (1990) defined transformational leadership theory in terms of how the leader affects followers. He identified three ways in which leaders can transform followers. The first is to increase their awareness of task importance and value. The second is to get followers to focus first on team or organizational goals, rather than their own interests, and the last goal is to activate their higher-order needs. While transactional leadership involves motivating and directing followers primarily through appealing to

their own self-interest, the power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is always to obey the instructions of the leader.

Situational theory is another leadership theory. Graff (1983) mentions that in Situational Leadership theory, leaders analyze the needs of a situation and then use the most appropriate leadership style. Depending on the employees' competences in their task areas and commitment to their tasks, leadership style should vary from one person to another. It may even lead the same person one way sometimes and another way at other times.

Although there is not enough studies in the types of educational leadership in the UAE, it seems that there is a combination of leadership theories. The common theories that are adopted by leaders in the UAE are the transactional and the situational leadership (Wahbi, 1991).

Section 3: Previous Studies

Effective educational leadership is essential in any learning community. Realizing the features of educational leadership will help produce success for that education system. This literature review aimed to locate the national and international research and documentary evidence relating to leadership of schools. A wide-ranging search was undertaken, including an examination of electronic databases and search engines, such as ERIC, Google Scholar, a range of websites for research associations and government sites, and of printed and electronic journals on leadership in education. The following is a summary of previous studies on educational leadership.

Hughes, Jonnson, and Madjidi (1999) conducted a study on the efficacy of administrator preparation programs. The purpose of the study was to investigate the differences in the views that exist among administrators based on their demographic characteristics, (e.g., age, gender, and years of experience) and how these differences affected the design of curricula for this group. The chief administrators in 3,881 private schools in California were the population for this study. Then 700 chief administrators were selected randomly to be the sample. They included African Americans, Hispanics, Asians, and Native Americans. Their ages ranged from 41-60 and had experience that ranged between 4-15 years. The researchers used a survey instrument with a 5-point Likert scale to obtain the perceptions of these private school administrators. They also conducted a series of Chi-square analyses and reported the results using the p-value. After analyzing the data the researchers found that the majority of private school administrators held either doctorate or master's degrees which meant they were well educated. The results of this study indicated that there are no statistically significant differences for whether or not an administrator has completed his or her education and an administrator's gender, ethnicity, years of experience and age.

Sten (2006) conducted a qualitative study of the aspects influencing the implementation of invitational education (a theory of practice; that is it is about putting perceptions to work) in schools in the US. The purpose of this study was to examine the aspects that can affect the effective implementation of invitational education in the schools. Purposeful sampling was selected from Kentucky and New Mexico. Of these, four schools were from Kentucky; two were elementary, one was a 9th grade school, and one was a high school. Of the group, five schools were in New

Mexico; two were early childhood centers, and three were elementary schools. All schools had a diverse population of students in terms of income and national heritage.

The researcher used the interviews as the tool for collecting data. He interviewed the principals, individual teachers, and the consultants from the selected schools. The interviews determined by timetable and particular circumstances of the school lasted from 60 to 90 minutes. All the interviews were transcribed into the computer.

Significant group comments were grouped into categories while analyzing the data. The finding of this study indicated that all the educational institutions selected in the study agreed that there are major aspects required for effective implementation, such as a PhD program, the role of leadership and the teachers, and in-school and out-of school conditions.

In addition, a study was done by Bathrolomay, Wallace & Mason (2001) on the leadership factors. The purpose of this study was to examine how curriculum, instruction, leadership and other factors contribute to exemplary and ideal results for all high school students. The sample was selected from a population of 114 schools nominated for the project due to their success. Four secondary schools were chosen by the National Advisory Panel as part of the Beacons of Excellent project.

The selected schools had high rates of inclusion of students with individual Education Plans within the general education program and high rates of graduation for all students, including students with disabilities. However, the schools varied in terms of per pupil resource allocation, number of students enrolled, and the percentage of students' receiving services for limited English proficiency. The researchers conducted a variety of data collection strategies. They collected documents on student achievement. They also conducted classrooms observation using a computerized data collection system. They conducted teacher surveys and interviews. After two years of

study, the researchers identified seven themes found to be essential to the success of inclusive high schools. These themes were: 1. challenging all students and their teachers to high standards 2. building an inclusive collaborative community for learning. 3. fostering a school culture of innovation and creativity. 4. Engaging stakeholders in school leadership. 5. hiring staff that will reinforce school values and vision. 7. using data for decision- making and school improvement planning. The relationships among these themes are important, and the study found that one theme alone would not work. The existence of the others was needed.

Shriberg (2002) studied the organizational factors influencing campus environmental performance and leadership. The purpose of this study was to examine the organizational factors that help determine why and how some campuses do emerge as sustainability leaders while most campuses lag behind in that same capacity. The target population for research was at both the institutional and the individual level. The institutional sample was purposive and non-random because the researcher implied that randomly- selected group of institutions would display little variability in environmental leadership because most institutions would exhibit no leadership. So, the study looked at 59 colleges and universities in the U.S. with 249 individuals. The researcher then conducted three different instruments to collect the data, which were composed of surveys, a comparative case study, and participant observations. This offered six conclusions.

Conclusion 1: Image- seeking behavior, collaborative decision-making structures, collegial atmosphere, and progressive or liberal political orientation are all strong positive non-environmental conditions for success in campus sustainability efforts. They are beneficial to a campus only when strongly linked to environment and social issues by change agents.

Conclusion 2: A diverse core of stakeholders with the support of the leaders can drive campus sustainability by acting in a coordinated manner and taking advantage of conducive organizational conditions as well as providing or capitalizing on a spark or catalyst.

Conclusion 3: Campus sustainability efforts are stronger when advocates appeal to institutional strategic positioning interests of high-level decision-makers and the personal ethics of those lower in the organizational hierarchy.

Conclusion 4: The low priority of environmental and interrelated social issues on the campus agenda greatly impedes movement toward sustainability.

Conclusion 5: Movement toward campus sustainability will occur when change agents convert disparate efforts into comprehensive efforts that are well integrated across departments and functional areas by convincing institutional leaders and other stakeholders about the criticality of sustainability at the institutional level.

Conclusion 6: The use of the term and concept of sustainability in campus environmentalism implies an effective, long-term, systemic and systematic approach to environmental and interrelated social and economic issues. A focus on sustainability represents a more advanced stage of campus environmentalism.

Regarding to these conclusions, image-seeking behavior, and collaborative decision-making and collegial atmosphere can be considered important factors in the success of any organization. Thus, effective leadership should make sure that these factors are from his/ her priorities.

Further, Andre (2005) conducted a study on the changing nature of leadership. The purpose of this study was to explore the current field of leadership and forecast future trends. The researcher aimed to discover the challenges that leaders currently face and find out how the definition of leadership had changed over the last ten years.

The researcher relied on several independent streams of research, including survey research, interaction classroom research, archival research, and comparative benchmarking. The sample was 305 volunteers who had graduated from the Centre of Creative leadership development program (LDP). They were situated at different organizational levels of which 51% were in upper middle-level management and 30.5% were at the top management level; 16.9% were in the middle first level, and 1.7% had no relevant position .

Because the researcher was interested in the differences in leadership across geographic cultures, he took 33.3% of the sample from the global population and European countries, including the UK, Germany, Belgium, Ireland, Canada, France, and five other countries. The rest of the sample came from the US. 50% of the data were collected from participants who were between 36-40 while 14.5% of the data were collect from leaders age is 50 or above. The majority of the participants were males (at 67.2%) and the rest were female. The researcher used an Internet survey and two forms of interactive data collection as part of the experiences of the participants to collect data.

The findings of this research indicate that there is a significant difference between global population leadership and U.S. leadership. The global population made a greater jump from individual to more collective approaches from the past to the present, while there was a resistance toward such leadership approaches from US participants. The researcher offered three major findings: 1. The result of many of the leadership approaches seen in 1994 has appeared in more recent years. 2. Non-traditional views of leadership were often associated with studies of leadership in less hierarchical settings. 3. There was leadership when (a) leader and follower work

collaboratively ; (b) the active role of followers was seen in the leadership process and (c) the role of culture was seen as a shaping aspect.

The best practices of women leadership were mentioned in a study conducted by Kates (2004). The purpose of this study was to investigate the perceptions of women superintendents regarding their own leadership practices. The researcher developed a list of five leadership practices which included challenging the process, inspiring a shared vision , enabling others to act, modeling the way, and encouraging the heart. The questions that the researcher then raised related to the differences in how women perceive their leadership practices based on age, years of administrative experience, size and structure of their districts, and how they describe effective leadership practices in general and their own enactment of those practices in particular.

The participants included 148 women drawn from a group of 196 women who were contacted to participate. The women were from different size districts; large, mid and small. The women were from different states that included Indiana, Illinois, Wisconsin, and Michigan. Of that group, 60% of the participants were between 50 and 60, and 66% held doctorates. Of the group 95% of the participants were European- American, and 85.1% were married.

The researcher used Inventory- self (LPI-Self) to measure the perceptions. He conducted a survey, interviews, and acquired a demographic questionnaire. The survey consisted of fifteen questions that asked for both personal and professional information. A post hoc analysis using Tamhane's T2 for unequal variance was also conducted. The analysis of variance showed that there was a statistically significant difference in the size of the district and perceived leadership practices. Women superintendents in the largest school districts perceived themselves to be using or challenging the process and inspiring a shared vision more than did women in mid –

size and small school districts. No other significant differences or findings were found.

Neimann & Koze (2008) conducted a study about the relationship between leadership practices and organizational culture. The purpose of this study was to investigate the relationship between leadership practices for the principal and the school culture. A sample of 30 schools participated in this research. The researchers used two measurement instruments. The first was the leadership practices inventory (LPI) which measures leadership practices, and the second was Goffee and Jones's organizational culture questionnaire, which consists of 14 items rated as low, medium, or high. The STATA data processing program was used to compute the correlations between the variables. The researchers also used Linear regressions and regression fit graphs to analyze the collected data. The result of the study showed that there is a positive relationship between a principal's leadership practices and the sociability and solidarity dimensions of their school cultures.

Olayele (2008) conducted a study on principal leadership behavior and school learning culture. The purpose of this study was to investigate the relationship between principal leadership behavior and school learning culture. A group of 65 secondary schools were randomly selected in Ekiti State from 161 secondary schools. The researcher selected purposive sampling, which was to acquire 650 teachers from the selected 65 schools. The selection of the researcher was based on the experience of 2-5 years with the current principal to effectively assess the leadership of that principal. The researcher used two instruments for the study, a survey and a questionnaire with two sections. Section A related to the talent constructs of leadership, and Section B dealt with the construct of a school learning culture. He then used a one-way ANOVA and Spearman's correlation to determine the strength of the relationship between the

variables. After analyzing the data, the researcher concluded that there is a significant relationship between leadership style and school learning culture.

Another study on transformational leadership was conducted by Leithwood and Jantzi (1990). The purpose was to examine the practices of administrators in each of 12 schools that had developed highly collaborative professional relationships over a three-year period in the context of a school improvement initiative. Of the 12 schools selected for the study, 6 were from a larger project on school improvement, and the rest were not related to this project. The researchers raised three carefully-guided questions. The first question concerned the extent to which the schools had achieved collaborative cultures and the reasons for variation in the degrees to which these cultures had been achieved. The second question inquired about the significance of the larger set of improvement processes in which people engaged to developed collaborative cultures. The third question addressed the strategies used by school administrators to develop more collaborative school cultures.

The data were collected using semi-structured interviews during a two- day visit and a principal's questionnaire. The data were analyzed using a method adapted from the work of Miles and Huberman (1984) for qualitative analysis. The results of the study suggested the feasibility of developing more collaborative school cultures within a relatively brief period of time and clarified the role played by the larger context of school improvement to foster collaboration. The researchers described specific strategies used by the administrators. These strategies were associated with a concept of leadership termed as “transformational”.

Social justice education leaders and resistance was another study conducted by Theoharis (2007). This study sought to develop a theory of social justice educational

leadership. Purposive sampling was selected. Seven public school leaders out of eighteen were selected based on the selection criteria. The researcher used interviews to collect the data. After analyzing that data, the researcher developed a description for (a) how the principals enacted social justice; (b) the resistance they faced and the toll that resistance had on them and (c) the strategies they developed to sustain their social justice work despite the resistance. The researcher also indicated the implications of administrator preparation. Some of the features the researcher mentioned as positive for a good social justice leader to acquire were the following: a) places significant value on diversity, b) strengthens core teaching and the core curriculum, c) embeds professional development in collaboration structures and contexts, d) sees all data through the lens of equity, and e) is intertwined with the life, community, and soul of the school.

Chapter 3

Methodology

Research Method

This chapter presents the methodology of the current research. As shall be seen, that methodology is influenced by the purpose of this study, which is to investigate the most important features that can affect effective educational leadership in government schools in the Emirates of Abu Dhabi. The chapter discusses the research design, research instrument, the sample, and the procedures followed for the research.

Research Design

This study is a descriptive survey research. It aims at collecting data about the features of effective educational leadership from teachers' and "describes the way things are and concerns with the assessment of attitudes and opinions" (Gay & Airasian, 2000, p 138).

In this research, the samples were collected from the population randomly. A questionnaire was designed to collect data as that method requires less time, is less expensive, and permits the collection of data from a much larger sample. Questionnaires can be individually administered to each respondent, but for efficiency, they are usually mailed (Gay & Airasian, 2000). The designed questionnaire, consisting of 36 closed-ended questions was handed to the participants in their schools.

The Instrument

The study utilizes a survey that was completed by school teachers. A questionnaire was distributed to teachers in the Al-Ain schools. It used a five levels Likert scale questionnaire, rated responses from strongly agree to strongly disagree. The questionnaire included 36 close-ended questions with six main categories and one open-ended question. The questionnaire sheet was short to ensure it would not take more than 15-20 minutes to complete and therefore encourage the participants' to cooperate. The sheet was accompanied by a short cover letter that explained the purpose of the study. Demographic data were used as the first part of the survey and contained age, gender, level of education, years of experience, and the current held position. Arabic copies of the questionnaire were handed out to the teachers.

The researcher had the permission of using a designed LPI questionnaire. The researcher conducted some modifications on this questionnaire. A copy of the permission is presented in Appendix B.

The final version of the instrument is presented in Appendix A

Validity and Reliability

Expert opinions were gathered and reviewed to test the content validity of the survey. Content validity was established using a jury of five doctors and professors who specialize in educational leadership. This jury judged the relevance of the instrument to the study, the belonging of each item to its subscale, and the wording of the items therefore, the final draft of the questionnaire was tested by giving it to 10 respondents to gain their valuable feedback to improve the instrument before implementing it. " Pretesting a questionnaire provides information about deficiencies

and suggestions for improvement. Even a small –scale pilot study based on a small number of participants can help in refining procedures, such as instrument, scoring routine and analysis techniques" (Gay & Airasian, 2000, p 154). The content of the instrument was designed by conferring with a master certified coach in educational leadership.

The reliability of the final instrument was assessed using the Cronbach's alpha .963 which was a very high reliability. "Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the "underlying construct. The construct is the hypothetical variable being measured. An Alpha coefficient ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous and/or multi-point formatted questionnaires or scales. The higher the score, the more reliable the generated scale is" (Santos, 1999, p.297-299).

Population

The participants in this study were selected randomly from Al-Ain Educational schools. In the Al-Ain Educational Zone there are 128 governmental schools (secondary, preparatory, elementary and models) with about 4771 teachers of which 60% of them were females and the others were male. Of the full group 40% of the teachers were national citizens of the UAE. Nearly all the national teachers held the Bachelor's degree and some held Master's degrees (6%). The remainder were from Egypt, Sudan, Syria, and Tunisia and other Arab countries and some were from the UK, the US, and South Africa (*ADEC Statistical Factbook, 2010*)

Participants

A stratified sampling of schools was completed according to the type of school. According to table 4.2 that was mentioned by Gay and Airasian (2000) to determine the sample size, it is found that the appropriate sample in Al-Ain Educational Zone was 380 teachers. So, 414 questionnaires were handed out the teachers. Teachers were selected randomly. 18 schools were selected with nine male schools and nine female schools. From the male schools 2 high schools, 2 preparatory and 2 elementary schools were selected randomly. The only three modal schools from each level were purposively selected. The same process was done with the female schools and 414 teachers with 207 males and the 207 females selected randomly from the 18 schools. Then 23 teachers from each school were selected randomly. Their ages varied from 20 to more than 40 with their experience ranging from 3 years to more than 15 years in teaching.

Procedures

After constructed the questionnaire, it was tested on 10 respondents and then slightly changed according to their comments and feedback. After that, the questionnaire was handed out to the teachers in their schools. It took about two weeks to distribute and collect the questionnaires. Of the 414 questionnaires distributed, 70% of the questionnaires were returned. (267) valid questionnaires were completed and the other 13 were not. After collecting the questionnaire, the data were inserted into an SPSS file and then analyzed. The data were analyzed in the UAE University Lab using the analytical software SPSS.

Limitations and Delimitation

There were certain limitations that pertained to this study. First, the sample did not address all the educational zones in the Emirates. The private schools in Al-Ain were excluded from this study as the purpose of this study was to investigate the perceptions of local teachers who can be more available in governmental schools.

The questionnaires were handed only to the teachers because the purpose of this study was to get their perceptions on effective leadership practices. They are the only group that are mostly involved in schools communities and live the real situations of leadership practice. Moreover, the study utilized mainly close-ended questions because they are easy to answer by teachers and less time-consuming as well, so respondents would not get bored.

Ethical Considerations

All participants were informed before the commencement of data gathering and were guaranteed that they were free to agree or disagree to participate in the study. Their refusal would not in any way affect their professional evaluations. The participants were free to withdraw from participation at any stage, and doing so would not in any way be used against them. The objectives of the study and the involvement of the participants were well communicated in advance and their consent to participate was sought in writing. No personal information about the teachers was collected, and thus this study did not constitute an invasion of any privacy.

Chapter 4

The Data Analysis

Introduction

This chapter presents a description and analysis of the data collected from the participants of the study through distributed questionnaires. The chapter is subdivided into three parts. The first presents an analysis of the demographic information for all the participant teachers according to gender, age, years of experience, qualifications, and nationality). The second part provides a summary and statistical analysis of the answers obtained from the teachers wherein they rated their answers from totally agree to totally disagree according to a Likert scale. The last part of the chapter offers a summary and an analysis of the teachers' opinions on the most important features of educational leadership.

The questionnaire was divided into three sections. The first section included demographic information to be completed by the teachers for their gender, age, qualifications, years of experience, and nationality. The second part of the questionnaire was divided into six categories. Each category contained six components rated according to the five level Likert scale. These six categories were the following: Modeling the way, inspiring a shared vision, challenging the process, enabling others to act, encouraging the heart, and having a global mindset. The third section of the questionnaire allowed the participants to provide their independent opinions about what they believed to be the most important features of effective educational leadership.

Participant Demographics

267 valid questionnaires were completed out of 414 questionnaires sent out to 18 male and female schools in the Al-Ain Educational Zone.

Table 4. 1
Gender

	Frequency	Percent
Valid		
Male	91	34.0
Female	104	38.8
Missing information	72	26.9
Total	267	100.0

The above table displays the gender of the participants. As shown, the highest number of participants were female. In this study there were 104 (38.8%) female teachers and 91(34%) male teachers and 27.2% were missing information.

Table 4.2
Age

	Frequency	Percent
Valid		
20-25	9	3.4
26-30	61	22.8
31-35	47	17.5
36-40	46	17.2
Above 40	65	24.3
Missing information	39	14.6
Total	267	100.0

This table displays the age of the participants. As shown, the highest percentage of the participants were those older than 40 (24%), while the lowest percentage was between 20-25 (3.4%). Those who were ages 26-30 totaled 22.8% of all participants.

Table 4.3

Qualifications

	Frequency	Percent
Valid		
PHD	3	1.1
MA	16	6.0
BA in Education.	99	36.9
BA (general?)	100	37.3
Other	14	5.2
Missing information	35	13.1
Total	267	100.0

This table summarizes the participants' qualifications. As shown, the highest percentage of participants held a Bachelor degree, but not in education. They represented 37.3% of the participants while 36.9% of the participants had a Bachelor in Education. Only 6% had a Master's degree and 1.1% held the PhD.

Table 4.4

Experience

	Frequency	Percent
Valid		
3 years and less	36	13.4
4-7	48	17.9
8-14	63	23.5
15+	87	32.5
Missing information	33	12.7
Total	267	100.0

This table displays the frequency and percentage of the participants in terms of years of experience. As shown, the highest percentage of the participants were those over 15 years of experience representing 32.5%. The lowest percentage were those with 3 years of experience or less. Additionally, 23.5% of the participants had 8-14 years of experience.

Table 4.5.

<i>Nationality</i>		
	Frequency	Percent
Valid		
Local	131	48.9
Nonlocal	108	40.3
Missing	28	10.4
information		
Total	267	100.0

This table displays the frequency and the percentage by nationality. As shown, the highest percentage of the participants were from local at 48.9%, while 40.3% were from other Gulf and Arab countries.

Educational Leadership Survey Data

To analyze the quantitative data relevant to questionnaire statements, the researcher followed several specific steps. First, the obtained data were all coded and entered into the SPSS file. Second, the SPSS program was utilized throughout for the statistical analysis. Based on the features of educational leadership, the questions were arranged into six groups or categories. Each group contained six different elements that were rated from totally agree to totally disagree.

Table 4.6.

Statistics

		Feature A	Feature B	Feature C	Feature D	Feature E	Feature F
N	Valid	217	185	183	175	173	191
	Missing	50	82	84	92	94	76

Category 1: Model the way

Table 4.7

Model the way

		Frequency	Percent
Valid	Is clear about his/her philosophy of leadership	36	13.5
	Asks for feedback on how his/ her actions affect others' performance	22	8.2
	Makes certain that people adhere to agreed-on standards	13	4.9
	Builds consensus around organization's values	22	8.2
	Sets a personal example of what is expected	62	23.2
	follows through on promises and commitments	62	23.2
Total		217	81.3
Missing	information	50	18.7
Total		267	100.0

The first category of the identified features of educational leadership was "model the way", which consisted of six sub-features. As shown in the above table, 81.3% of the participants answered this question. 46.4% of these believed that educational leadership must "set a personal example of what is expected" and " follow through on promises and commitment" each of these replies charting at 23.2%. The lowest (4.9%) rating was for the sub-feature, "making certain that people adhere to agreed –on standards" The same number of participants (8.2%) selected" asks for feedback on how his/ her actions affect people's performance" and " builds a consensus around an organization's values" in relative terms. Finally, 23.2% of the participants agreed that educational leadership has to "follow through on promises and commitments."

Category 2: Inspire a shared vision.

Table 4.8

Inspire a shared vision

		Frequency	Percent
Valid	-Shows others how their interests can be realized.	37	13.9
	-Speaks with conviction about the meaning of work.	49	18.4
	-Appeals to others to share their dream for the future.	37	13.9
	-Describes a compelling image of the future.	15	5.6
	-Paints a "big picture" of group aspirations.	8	3.0
	-Talks about future trends influencing their work.	39	14.6
Total		185	69.3
Missing	information	82	30.7
Total		267	100.0

As shown in Table 4.8, the category is about "inspiring a shared vision" which consisted of six sub-features. A total of 69.3% of the participants completed this question. According to the above table, 18.4% of these participants believed that "speaking with conviction about the meaning of work" was the most important feature of this category and thus had the highest rating, while 3% believed in the importance of "painting a "big picture" of group aspirations" as the most important aspect. Further, 14.6% of them selected "talks about the future trends influencing our work" as the most important sub-feature. Mostly, the rest of the participants selected the sub-features "appeals to others to share their dream of the future" (13.9%), and "shows others how their interests can be realized" (13.9%) as the most important aspects.

Category 3: Challenge the process

Table 4.10.

Challenge the process

		Frequency	Percent
Valid	- Searches outside organization/ school for innovative ways to improve	42	15.7
	- Seeks challenging opportunities to test skills	21	7.9
	- Asks "What can we learn?"	21	7.9
	- Makes certain that goals, plans , and milestones are set	63	23.6
	- Experiments and takes risks	24	9.0
	- Challenges people to try new approaches	12	4.5
	Total	183	68.5
Missing	information	84	31.5
Total		267	100.0

Table 4.9 summarizes the third category, which is "challenge the process". As shown, 68.5% of the participants completed this table. The highest rating was 23.6% for choosing "makes certain that goals, plans, and milestones are set" as the most important feature of this category, while the feature of "challenges people to try new approaches" was selected by but 4.5% of the participants and was the lowest rating. Two groups of participants (7.9% each) selected "asks what we can learn?" and "seeks challenging opportunities to test skills, while relatively 9.0% of the group o selected the sub-feature "experiments and takes risks".

Category 4: Enable others to act

Table 4.11
Enable others to act

		Frequency	Percent
Valid	- Actively listens to diverse points of view	60	22.5
	- Treats people with dignity and respect	62	23.2
	- Supports decisions other people make	10	3.7
	- Develops cooperative relationships	12	4.5
	- Ensures that people grow in their jobs	11	4.1
	- Gives people choices about how to do their work	20	7.5
	Total	175	65.5
Missing	information	92	34.5
Total		267	100.0

As demonstrated in Table 4.10, nearly half of the participants (45.7%) selected, respectively, "treats people with dignity and respect" and "actively listens to diverse points of view" as the most important features of this category and the highest percentage. The lowest ratings (3.7%), (4.1%) and (4.5%) were for "supports decisions other people make", "ensures that people grow in their jobs" and "develops cooperative relationships" relatively.

Category 5: Encourage the heart

Table 4.12
Encourage the heart

		Frequency	Percent
Valid	- Gives team members appreciation and support	57	21.3
	- Recognizes people for their commitment to shared values	29	10.9
	- Creatively rewards people for their contributions	17	6.4
	- Expresses confidence in people's abilities	32	12.0
	- Praises people for a job well done	22	8.2
	- Finds ways to celebrate accomplishments	16	6.0
	Total	173	64.8
Missing	information	94	35.2
Total		267	100.0

As shown in the above table, 64.8% of the participants completed this question. The highest number selected "gives team members appreciation and support" as the most important feature of leadership (21.3%), while the lowest number (6%) and (6.4%) selected "finds ways to celebrate accomplishments" and "creatively rewards people for their contributions" as their most important criteria. Further, 10.9% and 12% of the participants selected "recognize people for commitment to shared values" and "expresses confidence in people's abilities" relatively.

Category 6: Have a global mindset

Table 4.13

Have a global mindset

		Frequency	Percent
Valid	- Respects cultural differences.	42	15.7
	- Willing to adapt, learn, and cope/interact with other cultures.	56	21.0
	- Has positive attitude toward those from other cultures and regions	16	6.0
	- Builds effective alliances with other organizations.	11	4.1
	- Has the ability to manage tension between corporate requirements and local challenges.	29	10.9
	- Make decisions that reflect global consideration.	37	13.9
Total		191	71.5
Missing	information	76	28.5
Total		267	100.0

Table 4.12 represents the six features of the fifth category. As shown, the highest rating was for the feature "willing to adapt, learn, and cope with other cultures" which was 21.0%, while the lowest feature was "builds effective alliances with other organizations" at 4.1% and "has positive attitude toward those from other cultures and regions" at 6%. Also the second high percent was 15.7% where participants believed that a leader should respect cultural differences.

Open-ended Questions

To determine the most important feature of effective educational leadership from the point of view of the teachers, the researcher followed the following steps:

- At the end of each questionnaire, the researcher left three lines for the participants to put in order from their point of view the three most important features.
- The participants' answers were categorized into three categories-- the most important, important and less important. The researcher learned that eight different features were selected as the most important feature.
- These features were computed to learn their percentage and frequency.

Table 4.14

The most important features

	Frequency	Percent	Ranking. 1	Ranking 2	Ranking. 3
Valid					
- Treats people with dignity and respect.	80	44.4	43	16	21
- Encourages and praises people for their jobs.	44	24.4	8	13	23
- Plans ahead.	22	12.2	9	8	5
- Sets a personal model for what is expected.	44	24.4	35	7	2
- Actively listens to diverse point of views.	48	26.6	14	22	12
- Experiments and takes risks.	26	14.4	3	7	16
- Cooperatively supports teamwork.	38	21.1	3	11	24
- Expresses confidence in people's abilities.	27	15.0	6	9	12
Total	180	67.4	100.0		
Missing System	87	32.5			
Total	267	100.0			

As shown in the table above, 67.4% of the participants completed this part of the questionnaire. Of this group, 44.4% of them mentioned the sub-feature " treats people with dignity and respect" as the most important feature of leadership. Further, 43 of the participants ranked this feature as number (1) while 21 of them ranked it as number (3). The second sub-feature "Encourages and praises people for their jobs" was mentioned by 24.4% of the participants. Only 8 of them ranked this feature as feature number (1); however, 23 ranked it as number (3), The rest of the participants ranked it as number (2).

The next sub- feature was "Plans ahead". It was mentioned by 12.2% of the participants, and 9 and 8 of them ranked it as feature number (1) and feature number (2), respectively. Further, 35 participants out of 44 who mentioned "sets a personal model of what expected" as the most important feature, ranked it as feature number (1), while 2 participants only ordered it as number (3).

The sub-feature "actively listens to diverse point of views" was mentioned by 26.6% of the participants, and 22 of them ranked it as number (2) However, 14 and 12 of them ordered it as number (1) and (2), respectively. Further, 3 out of 26 of the participants ranked the sub-feature "experiments and takes risks" as number (1); on the other hand, 16 of them ranked the same feature as number (3).

Then 38 of the participants selected the sub-feature "cooperatively supports the team work" as their most important feature, and 24 out of 38 of those participants ranked this feature as number (3) while 3 and 11 ranked it as number (1) and (2), respectively. 15.0% of the participants mentioned the sub-feature " expresses confidence in people's abilities" as the most important feature, and 6 out of 27 ranked this quality as number (1). Then 6 and 12 of the participants ranked it as number (2) and number(3), respectively.

As demonstrated in the same table, the highest percentage of participants (44.4%) rated "treats people with dignity and respect" as the most important sub-feature while the lowest percentage (22.2%) rated "plans ahead" as the most important feature. Further, 24.4% of the participants rated relatively "encourages and praises people for their jobs" and "sets a personal model of what expected" as the most important sub-features, while 26.6% of the teachers rated "actively listens to diverse point of views" as the most important feature, and 14.4% and 15.0% of the participants rated "experiments and takes risks" and "expresses confidence in people's abilities" as their most important sub-features relatively. Finally, 21.1% of the participants rated "cooperatively supported team work" as the most important sub-feature.

As for the ranking or order of the most important features, 43 of the participants ranked "treats people with the dignity and respect" as number (1). The second highest rating for number (1) was the sub-feature "sets a personal model of what expected", and it was rated by 35 teachers. The lowest rated (3 participants) for number (1) were for "cooperatively supports teamwork" and "experiments and takes risks" respectively. Only 6 and 8 of the participants ranked "expresses confidence in people's abilities" and "encourages and praises people for their jobs" as number (1), respectively.

As for a rating for a ranking for order number (2), 22 of the participants ordered "actively listens to diverse point of views" which was the highest rating. Then 11 and 13 of the participants ranked "cooperatively supports teamwork" and "encourages and praises people for their jobs" as number (2) relatively. The lowest rating for the number (2) order or ranking were "sets a personal model of what is expected" and "experiments and takes risks", rated as number (2) (?) by 7 of the participants. Only 8

and 9 of the participants placed "plans ahead" and "expresses confidence in people's abilities" as number (2), respectively.

The highest rating for order number (3) was for (23 and 24 of participants) "encourages and praises people for their jobs" and "cooperatively supports teamwork" relatively while the lowest rating was for "sets a personal model of what is expected" mentioned by only 2 participants . Of the participants, 12 and 16 ranked the sub-features "expresses confidence in people's abilities" and "experiments and takes risks" as number (3).

By comparing the findings of both quantitative data and the open-ended question, the researcher found out that in the two types of data teachers believed that "setting a personal example of what is expected", "planning ahead", and "Giving team members appreciation and support" were the most important features of effective educational leadership. It was clear that regardless the ranking, both types of data supported each other.

On the other hand, there were some differences between the findings of both types of data. From the perspectives of teachers " following through promises and commitment", "speaking with conviction about the meaning of work", and " willing to adapt, learn and interact with other cultures" were the most important features of educational leadership that were not mentioned in the open-ended questions. While "encouraging and praising people for their work", "actively listening to diverse point of views", "experimenting and taking risks", and "expressing confidence in people's abilities" were only mentioned in the open-ended questions as the most important features of effective educational leadership from the perspectives of teachers.

CHAPTER 5

Discussion, Summary, Conclusion and Recommendations

In this Chapter, an analysis and discussion of the most important features that influence effective educational leadership will be presented. The last section of the chapter presents the recommendations.

Summary of the Study

The purpose of this study was to investigate the most important features and characteristics that influence effective educational leadership from the perspective of teachers in Al-Ain public schools.

The features investigated in this study were classified into six categories which included modeling the way, inspiring a shared vision, challenging the process, enabling others to act, encouraging the heart, and having a global mind-set. These are based on the leadership practice inventory (LPI) that was developed by Barry Zweible, a master certificated coach. Permission was taken to use these categories in the study.

This research sought to find the answer to the following question:

What are the most effective features that influencing effective educational leadership from the perspective of teachers in Al-Ain public schools?

The data for study were collected using a questionnaire wherein the queries were rated on Likert –scale from strongly agree to strongly disagree. The questionnaire contained 36 close-ended questions and a single open-ended question. Then 414 questionnaires were distributed to teachers in 18 male and female schools in the Al-Ain Educational Zone (23 questionnaires for each school). The schools were stratified and purposively selected while teachers were randomly selected. 267 completed

questionnaires were returned with a 60% reply rate. The survey was divided into three parts:

- The first part asks questions about the demographic information of the participant, including age, gender, qualification, years of experience and nationality. The second part had six categories, each with six sub-features. These categories were modeling the way, inspiring a shared vision, challenging the process, enabling others to act, encouraging the heart, and having a global mindset. For each category, the participants were to choose their most important sub-feature.
- The third part of the questionnaire had one open-ended question where the participants could rank the three most important features they had reviewed regarding effective educational leadership.

The finding of these questions were analyzed and displayed in three different kinds of tables: a) Tables that displayed the frequency and the percentage of each item in each category. b) Tables that displayed the frequency and percentage of the most important sub-feature in each category, and c) A table that displayed the frequency and percentage to provide an order for the most important feature from the teachers' perspectives.

Discussion and Conclusion

Model the way

As mentioned, six sub-features fall under this category. The largest number of teachers (46.4%) believed that effective educational leadership should set a personal example for what is expected and follow through on promises and commitments; 35% the second high percentage of teachers ranked "sets a personal model of what expected" as number one.

The related literature supported this finding of the study. Effective leadership is a phenomenon that resides in the context of positive interactions between leaders and followers and makes leadership available to everyone. As a process, leadership can be observed in leader behaviors and can be learned. When the process gets tough, a leader tells others what to do and shows that it can be done (Northouse, 2010).

There was no significant relation found between gender, age, or experience, and the most important sub-feature. However, a statistical significant relation ($p < .002$) was found between qualifications and the features of "setting a personal example for what is expected and following through on promises and commitments" in this category.

Most of the teachers who rated these two features as the most important ones had a BA, but not in education. According to the analysis of demographic information, 35.7% of the teachers had a BA not in education. This is considered the highest percentage of the sample having qualifications. This view can be justified since teachers who graduated from the College of Education must complete a practical course in school before graduation. That course is not needed for graduates of Humanitarian and Social Science College. Some of this group of teachers may have less experience in education than others, so they need a real model for what is expected from them before they are asked to do it. In contrast, no statistical significance was found between gender and the most important feature of effective educational leadership "setting a personal example for what is expected and following on promises and commitments".

Inspire a shared vision

Six sub-features can be found in this category. The largest number of participants (33.5%) believed that speaking with conviction about the meaning of work and

talking about future trends that influence that work are the most important features of effective educational leadership, as selected respectively. Of the teachers, 27.8% believed that effective leadership should appeal to others to share the dream of the future and show others how their interests can be fulfilled. This finding supports what Gardiner (2006) says about successful leaders. He mentioned that a successful leader has to have a vision and communicate it with both passion and purpose. The leader has to allow emotion to speak to others in a way that transcends the mind and speaks to the heart.

A statistical significant relationship ($p < .014$) was found between age (greater than 30) and the most important sub-feature in this category. It is noticeable that people of an older age have faced a variety of life situations, which in turn made them emotionally more intelligent and more able to express their thoughts and ideas clearly. Educational experience within this group of teachers might play a bigger role in making them more confident about participating in decision-making and expressing their ideas. In contrast, there was no statistical significance in what was found between qualifications, nationality, and experience and the most important feature of this category, namely, "speaking with conviction about the meaning of work".

Challenge the Process

The largest number of teachers (23.6%) who completed this category believed that effective leadership has to make certain that goals, plans, and milestones are set, while only 4.9% and 7.9%, respectively, believed that challenging people to try new approaches and seeking challenging opportunities to test skills were the most important features of educational leadership. These two ratings were considered the lowest in this category. Indeed the literature did not support this conclusion.

Bartholomay, Wallace & Mason (2001) mentioned seven essential themes for

successful leadership. They ranked "challenging all students and their teachers to high standards" as number one. As for the feature selected by most participants as the most important feature, the literature supported the importance of planning and goal setting to have effective leadership.

Providing clear goals and monitoring the progress of students by meeting these goals is one of the most important features that Maryland (2000) mentioned in his book. Being a good principal means being part of the decision making process for how to handle the big challenges still ahead for education. Our community is in need of leaders with foresight or visions who can plan five to ten years out (Pierce, 2003).

A statistical significant relationship ($p < .025$) was found between gender and the most important feature of this category which is "making certain that goals, plans, and milestones are set". There was a small difference in the size of the male (89) and female (93) groups who completed this category and might play a role in determining the difference. As it is known that women usually set tougher goals and care more about achieving them than men do. That assumption may justify the significant difference here. Another explanation it that is more likely to have male visualize their goals so clearly that they can literally draw a picture of them for someone else, But it is entirely possible that women face more multitasking responsibilities and more goals on their agendas which can make it more difficult to make oral goals never forgotten.

By contrast, there was no significant finding found between experience or age and "making certain that goals , plans, and milestones are set " as the most important feature of this category.

Enable Others to Act

The first two features selected, respectively, by the largest number of the participants (23.3) and (22.5) who completed this questionnaire were "treats people

with dignity and respect" and "actively listens to diverse points of view". The lowest rating for the most important feature was for "supports decisions other people make" (3.7%), "ensures that people grow in their jobs" (4.1%) and "develops cooperative relationships" (4.5%).

As for listening to diverse points of view, the literature review strongly supported this feature. David (2001) indicated there were four keys to successful leadership, and the second key was maximizing communication skills. He mentioned that by trying to understand someone and his or her point of view, you are sending the message that 'you are important'. One of the seven standards mentioned by the National Council of Accreditation of Teacher Education and the Interstate School Leadership is that leaders should act with integrity, fairness and in an ethical manner. (Wilmore, 2001). Pierce and Stapleton (2003) also mentioned that leadership needs excellence and equity and needs collaboration and cooperation to be effective.

A statistical significant relationship ($p < .004$) was found between gender and the most important feature of this category which is "Treating people with dignity and respect". The difference in group size between the male (84) and the female (90) who completed this part of the questionnaire might have affected the significant relationship. One more aspect that could relate to this significant finding is the human nature. Usually women tend to be more concerned about expressing their points of views and want to be well treated, while men feel more comfortable with a direct command and a control style of communication.

Encourage the heart

Most of the teachers (21.3%) who completed this part of the questionnaire believed that giving team members appreciation and support is the most important feature of effective leadership while (6.4%) selected "creatively rewards people for

their contributions". Only (12%) of the teachers selected "expresses confidence in people's abilities" as the most important feature of effective educational leadership. Keller (2000) mentioned that the best leaders must promote an atmosphere of trust and sharing throughout the school community. Standard 5 from the Educational Leadership Constituent Council Standards for the preparation and development of school leaders that Wilmore (2001) mentioned does address acting with integrity, fairness and in an ethical manner. To have effective leadership, leaders need to be responsible for enhancing people's self-esteem with appropriate rewards.

A statistical significant relationship ($p < 0.023$) was found between gender and the most important feature in this category which is "giving team members appreciation and support". This significant relationship can be justified by the nature of humans. Usually women like to be more appreciated and rewarded for their work even if that reward is just a positive word or two.

Have a global mindset

71.5% of the participants completed this category, and 21.0% of these teachers selected "willing to adapt and cope with other cultures" as the most important feature of effective educational leadership. Other high percentages (13.9%) and (10.9%) were for teachers who believed that effective leaders should make decisions that reflected global consideration and have the ability to manage tension between administrative requirements and local school challenges. Still, only (4.1%) of the teachers believed that building effective alliances with other organizations is really important.

Referring back to the literature, one of the seven standards of the School Leadership Licensure Consortium states that successful leaders have to understand, respond to, and influence the larger political, social, economic, legal, and cultural context. Another standard was highlighting the importance of the role of leadership in

collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources (Wilmore, 2001). Most of the teachers agreed. Theoharis (2007) indicated in his study that good leadership should place significant value on diversity and extend clear cultural respect to others.

There was no statistical significance found between gender, age, or experience and "willing to adapt and cope with other cultures" as the most important feature in this category. So, coping does not differ according to gender, age or experience.

Open-ended Questions

Overall, 67.4% of the participants completed this part of the questionnaire. The participants' answers were organized into three categories according to importance. The researcher found that eight different features were ranked as the most important features. From the perspective of teachers, 44.4% believed that treating people with dignity and respect is the most important feature and the literature strongly supported this agreement. Burgess (2001) indicated four keys to successful leadership, and his second key was maximizing communication skills. He mentioned that in trying to understand someone and that person's point of view to achieve successful leadership, the second key was maximizing communication skills and trying to understand someone else and his or her point of view.

On the questionnaire, 48.8% of the teachers equally selected two most important features of effective educational leadership with 24.4. % believing that successful leaders should encourage and praises people for their jobs. The other half highlighted the importance of setting a personal model for what is expected. In 1999, a book mentioned that to be a successful school principal, the principal should utilize recognition and rewards for excellence; a strong community was the most important

element expected from a school principal. In that respect, 21.1% of the teachers selected "cooperatively supports team work" as their most important feature. Only 12.2% of the teachers believed that planning ahead is an important feature of effective educational leadership. However, without planning, organizations will have difficulty maintaining leadership continuity or identifying appropriate leaders when change is necessary. There should be a climate of trust between the leader and the rest of the team to guarantee success (Rothwell, 2010)

Recommendations

The findings of this study clearly suggest eight most important features from the perspective of teachers who were participated in this study. From their perspective, an effective school leader is someone who:

- Treats people with dignity and respect.
- Encourages and praises people for their job effort.
- Plans ahead.
- Sets a personal model for what is expected.
- Actively listens to diverse point of views.
- Experiments and takes risks.
- Cooperatively supports teamwork.
- Expresses confidence in people's abilities.

Three of these features were ranked as the most important three features for effective educational leadership. They are:

- Treating people with dignity and respect
- Encouraging and praising people for their jobs.
- Setting a personal model for what is expected

Additionally, some specific actions should be taken to make sure that in our schools there are effective leaders who will help establish a real learning community. These actions are to:

- Upgrade and modify the evaluation criteria and method based on accepted leadership features.
- Involve members of the school community like administrative and teaching staff, students, workers, and even stakeholders in the evaluating process of the school principal with a limited percentage in principal evaluation. As these members are indicated in the features of effective educational leadership.
- Modify the process for hiring schools leaders. The Abu Dhabi Educational Council (ADEC) should plan well for the interview committee and that committee should include people who do specialize in leadership and have the eight features of highly effective leaders.
- A survey or another data collection tool can be used to evaluate whether school principals have the most important features of leadership or not.
- Design leadership preparation courses to prepare the next generation to be effective leaders for the future based on the most effective leadership features.
- Identify the types of specialized courses that work for school leaders. Policy makers in the Ministry of Education and ADEC should consider the school leaders' needs and the results of their evaluation and design a successful plan for professional development.
- Design leadership programs to help school principals have knowledge and skills of those eight most effective features of leadership.

Recently ADEC started a new program for school leadership by hiring foreign school principals in some schools in Abu Dhabi and Al-Ain. Research should be done

to determine the result of hiring these school principals and find out whether they possess the most effective features of leadership as conducted by this study. What about local leadership? Do they have leadership abilities and skills to offer? If yes, do we believe in Emirati leadership abilities? I think studies investigating these local aspects of good leadership should be conducted as well.

Conclusion

As it is now clear to everyone, ineffective leadership can hamper individuals and the collective growth and development of education delivery. Poor or ineffective leaders can also lead to teachers' deciding to leave teaching. So, identifying the most important features of effective educational leadership may help schools produce leadership that will create positive environment where learning opportunities are provided to everyone both equitably and meaningfully. Moreover, examining the clear features of good leadership from the viewpoint of teachers, students, parents, and others in the community will develop the best capacities, standards and actions related to effective leadership. Realizing the features of EEL will also help and improve the kind and quality of education that provides societies with better learning generation. Identifying these important features can help leaders upgrade their skills and attain the characteristics of strong effective leaders. Moreover, applying the features identified in this study can help create successful schools.

The selecting and hiring of school principal process has to be modified according to these new features. New ways of hiring can be suggested and implemented. It is not necessary to be a teacher to be a leader of the future. School leaders should be hired based on their qualifications, skills, personalities, professional development and experience as a leader, not just as a teacher. If we recognize the

reality of the selection process for schools principals, we will find that task to be really simple. Everyone who completes three years as a school vice-principal can apply to be a school principal. Personally, there are no deeper criteria for leadership than having the experience of real school leadership. The criterion of the selection process has to reflect the features of effective educational leadership. ADEC has launched a series of training workshops for schools principals, but most are far removed in topics from the real needs that many school principals have today. Every year there are a group of school principals who travel outside the country to participate in educational conferences and have other educational experiences in different countries. This is really a positive step. But I am not sure if there is a follow up method to make sure that these successful experiences in other countries can be transferred to our schools successfully and whether these experiences support the features we need of our school principals. We have to make sure that this kind of experience is culturally suited to our community and based on the features needed of leaders in our schools.

Regarding the open-ended question, when the teachers asked to rank the most important features of effective leadership, no one has mentioned something about the importance of establishing positive relations with parents and the stakeholders. Personally speaking, parents are very important stakeholders for the educational decision-making process. They provide additional resources for the school and assist with student achievement and enhance a sense of community pride and commitment. All these factors can be influential to the overall success of the school. So, I think engaging parents in school improvement as working members of the school community in an important feature to create the most effective educational leadership. Parent involvement with their children's educational process through attending school

functions, participating in the decision-making processes, encouraging students to manage their social and academic time wisely, and modeling desirable behavior for their children all represent a valuable resource for schools. Parents should also participate in evaluating the school principal, as they and their families are valued members of the school community. I think creating strong relationships with parents is one of the most important features of effective educational leadership.

Sharing and caring about others will enhance and strengthen the positive relationship between leaders and all the stakeholders of a school. Treating people with dignity and respect should be one of the most important features and tasks of effective educational leadership.

Teachers' perceptions of the most important feature of effective educational leadership are really important, but other perceptions of other members in the school community, such as students, parents, and other stakeholder should also be studied and then address appropriately to have the best overview of the most important characteristics of effective educational leadership and how to implement them successfully to benefit students, teachers, parents principals, and the larger community.

Bibliography

- Abu Dhabi Educational Council. (2010). *Education Statistics First 2010 Statistical Factbook Emirate of Abu Dhabi Primary and Secondary Education*. Retrieved April 15, 2010 from <http://www.adec.ac.ae/ADEC%20Shared%20Documents/attachments/RnD/factbook%20published%201%200%2004.pdf>
- Al-Gahdani S. Salem. (2002). *Administrative Leadership: The Shift Towards Global Leadership Model*. K.S.A. Security Research.
- Andre, M. (2005). The Changing Nature of Leadership. *Center for Creative Leadership*, 11, 4-16.
- Bartholomay, T., Wallace, T., & Mason, C. (2001). The leadership factor: A key to effective inclusive high schools. *Institute for Community Integration*, (68), 108-113.
- Bass, B. M. (1990). *From transactional to transformational leadership: Learning to share the vision*. Amsterdam: Elsevier Science Publishing.
- Bolden, G. R., Marturano, J. A., & Dennison, P. (2003). A review of leadership theory and competency frameworks: leadership theory and competency frameworks. *Centre for Leadership Studies*, 2(4), 4-6.
- Bolden, R. (2007). *Distributed Leadership*. UK. University of Exeter
- Burgess, D. G. (2001). *The Principal's Keys: Unlocking Leadership & Learning*.
USA: Successline.
- Deal, Terrence & Peterson, Kent D. (1999). *Educational Leadership; School Environment; Educational Change; Case Study*. San Francisco. Jossey- Bass Publisher.
- Deloria, Vine (1969). *Custer Died for Your Sins*. (1st ed). NY. Macmillan.
- Edmonds, R. R. (1982). *Programs of School Improvement: An Overview*.
USA:
Educational Leadership.
- Gay, L.R. & Airasian, Peter W. (2000). *Educational Research: Competencies for Analysis and Application*. (6th ed.). New Jersey. Merrill

Gellhaus, M., & Oyinlade, O. (2005). 7. Perceptions of effective leadership in schools for students with visual impairments: A national study. *Journal of Visual Impairments and Blindness.*, 3, 262-275.

Gerard, P. J., Mary, M. C., & Marie, M. (2007). *Creative Leadership: Skills that Drive Change*. California: Sage Publications.

Graff, C. L. (1983). The Situational leadership theory: A critical view. *Academy of Management Review*, 8(2), 285-291.

Kates, S. P. (2004). *Women school superintendents: perfections of best practices for leadership*. Chicago: Roosevelt University.

Keller, Bess. (1998). Principals' Shoes Are Hard to Fill, Study Finds. *Education Week* 17, 27.

Leithwood, K., & Jantzi, D. (1990). Transformational leadership; How principal can help reform school culture. *An International Journal of Research*, 1(4),255-261, 276-278.

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: The Wallace Foundation.

Hughes, H. Woodrow, Jonson, Ruth N. & Madjidi, Farsin. (1999). *The Efficacy of administrator preparation program; private school administrators' attitudes*. Educational Research and Improvement.

Matthew Ohlson, Ph.D.(summer, 2009). Examining Instructional Leadership: A study of school culture and teacher quality characteristics influencing student outcomes. *Florida Journal of Educational Administration and policy*. 2 (2).102-103.

Maryland State Dept. of Education. (2000). Maryland Task Force on the Principalship: Recommendations for Redefining the Role of the Principal; Recruiting, Retaining, and Rewarding Principals; and Improving Thier Preparation and Development. *Informational Resources Information Centre*, 1(4), 11-13.

McKenna, B. (2005). Study Identifies Effective Approaches for Principal Education. *Stanford Educational Leadership Institute*, 2, 2-3.

National Association for Schools and Excellence. (1999, April). Leading America's Schools: The Critical Role of the Principal. *Office of Educational Research and Improvement*, 13-19.

National Association for Schools of Excellence, & Northwest Regional Educational Research and Improvement. (1999). *Leading American's Schools: The Critical Role of*

the Principal. Washington: Office of Educational Research and Improvement.

Niemann, R., & Koze, T. (2008). The relationship between leadership practices and organizational culture: an education management perspective. *South African Journal of Education*, 26(4), 610-624.

Ogawa, R., & Bossert, S. T. (2006). Leadership as an Organizational Quality. *Education Administration Quarterly*, 31(2), 230-240

Olayele, O. F. (2008). 10. Principals' leadership behavior and school learning culture in Ekiti state secondary schools. . *The Journal of International Social Research*, 1(3), 353-362.

Pierce, M. E., & Stapleton, D. L. (2003). *The 21st-Century Principal: Current Issues in Leadership and Policy*. USA: Harvard Education Press.

Rothwell, William J. (2010). *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from within*. NY. AMACOM.

Santos, J.R.A. 1999. Cronbach's Alpha: A Tool for Assessing the Reliability of Scales. *Journal of Extension*. 37 (2), 297-299.

Senge, P. M. (2002). *The Fifth Discipline: The Art and Practice of the Learning Organization* (1st ed.).

Shriberg, M. P. (2002). *4. Sustainability in U.S. Higher Education : Organizational Factors influencing campus environmental performance and leadership*. The University of Michigan, USA.

Sten, G. M. (2006). A qualitative Study of the Aspects Influencing the Implementation of Invitational Education in Schools in the United States of America. *Journal of Invitational Theory and Practice*, 2(12), 17-33.

Stogdill, R. M. (1974). *Handbook of leadership: A survey of the literature*, . New York: Free Press.

Theoharis, G. (2007). Social Justice Educational Leaders and Resistance: Toward a Theory of Social Justice Leadership. *Educational Administration Quarterly*, 43(2), 251-252.

Van, G. W., & M., H. A. (1999). School Effectiveness and School Improvement: An International Journal of Research, policy and Practice. *Educational Leadership and pupil achievement in primary education*, 10(4), 373-374.

Wahbi, Ismaeel elsayed & Jumah, Hussain Moh. (1991). Types of Educational Leadership and Supervision in Public Schools. *College of Education*. UAEU. 6(6).

Wald, P. J., & Castleberry, M. S. (2000). *Educators As Learners: Creating a Professional Learning Community in Your School*. USA: Association for Supervision and Curriculum Development.

Waters, T., Marzon, R. J., & McNulty, B. (2003). Balanced leadership: What 30 years of research Tells us about the Effect of Leadership on student achievement, *Mid-Continent Research for Education and Learning*,

Wikipedia, the free encyclopedia. (2009, September). *Leadership* [Definition of Leadership]. Retrieved from <http://en.wikipedia.org/wiki/Leadership>.

Wilmore, E. L. (2001). Principal Leadership: Applying the New Joint ISLIC-NCATE Standards. *Educational Resource Information Centre*, 10(15), 4-7.

Wilmore, E. L. (2001). Principal Leadership: Applying the New Joint ISLIC-NCATE Standards. *Educational Resource Information Centre*, 10(15), 4-7.

Woods, P. A., Bennett, N., Harvey, J. A., & Wise, C. (2004). Variabilities and Dualities in Distributed Leadership: Findings from Systematic Literature Review. *Educational Management Administration and Leadership*, 32(4),

Yukl, G. (2001). *Leadership in Organization*. USA: National College for school Leadership.

Appendix

APPENDIX A

Teachers' Questionnaire

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



Effective Leadership Practice Questionnaire

Nationality: UAE Arab other:.....
 Gender: male Female
 Age: 20-25 26-30 31-35 36-40 41 and above
 Years of experience: 3 or less 4-7 8-14 15 and above
 Level of Education: BA BS MA MS DVM PHD Others:.....

For each of the statement below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate box.

The response scale is as follows:

1. Strongly Disagree
2. Disagree
3. Undecided or Neutral
4. Agree
5. Strongly Agree

Statement Category:	Strongly agree	Agree	Undecided or Neutral	Disagree	Strongly Disagree
A. Model the Way.					
The school principal:					
1. Is clear about his/her philosophy of leadership					
2. Asks for feedback on how his/her actions affect people's performance					

3. Makes certain that people adhere to agreed-on standards					
4. Builds consensus around organization's values					
5. Sets a personal example of what is expected					
6. Follows through on promises and commitment.					

From the above please indicate the number of the most important feature of effective educational leadership ()

B. Inspire a shared vision	Strongly agree	Agree	Undecided or Neutral	Disagree	Strongly Disagree
7. Shows others how their interests can be realized					
8. Speaks with conviction about meaning of work					
9. Appeals to others to share dream of the future					
10. Describes a compelling image of the future					
11. Paints "big picture" of group aspirations					
12. Talks about future trends influencing our work					

From the above please indicate the number of the most important feature of effective educational leadership ()

C. Challenge the Process	Strongly agree	Agree	Undecided or Neutral	Disagree	Strongly Disagree
13. Searches outside organization/ school for innovative ways to improve					
14. Seeks challenging opportunities to test skills					
15. Asks "What can we learn?"					
16. Makes certain that goals, plans , and milestones are set					
17. Experiments and takes risks					
18. Challenges people to try new approaches					

From the above please indicate the number of the most important feature of effective educational leadership ()

D. Enable others to Act	Strongly	Agree	Undecided	Disagree	Strongly
--------------------------------	-----------------	--------------	------------------	-----------------	-----------------

	agree		or Neutral		Disagree
19. Actively listens to diverse points of view					
20. Treats people with dignity and respect					
21. Supports decisions other people make					
22. Develops cooperative relationships					
23. Ensures that people grow in their jobs					
24. Gives people choices about how to do their work					

From the above please indicate the number of the most important feature of effective educational leadership ()

E. Encourage the Heart	Strongly agree	Agree	Undecided or Neutral	Disagree	Strongly Disagree
25. Gives team members appreciation and support					
26. Recognizes people for commitment to shared values					
27. Creatively rewards people for their contributions					
28. Expresses confidence in people's abilities					
29. Praises people for a job well done					
30. Finds ways to celebrate accomplishments					

From the above please indicate the number of the most important feature of effective educational leadership ()

F. Have a global mind-set	Strongly agree	Agree	Undecided or Neutral	Disagree	Strongly Disagree
31. Respects cultural differences.					
32. Willing to adapt, learn and cope with other cultures.					
33. Has positive attitude toward those from other cultures and regions,					
34. Builds effective alliances with other organizations.					
35. Has the ability to manage the tension between corporate requirements and local challenge.					

36. Make decisions that reflect global consideration.					
From the above please indicate the number of the most important feature of effective educational leadership ()					

G. The most important features of effective educational leadership:

Please ranked three features that you think they are the most important features of effective educational leadership:

1. -----
2. -----
3. -----



جامعة
الإمارات العربية المتحدة
United Arab Emirates University UAEU

عنوان البحث: خصائص وسيات المدير القائد من وجهة نظر المدرسين في منطقة العين التعليمية

نحن بصدد إجراء بحث علمي يهدف إلى التوصل إلى أفضل خصائص وسيات المدير القائد والتي بدورها ستؤدي إلى تحسين نوعية النظام التعليمي الحالي وخلق مجتمعات تتسم بأجيال متعلمة تعليماً متميزاً ، وهذه الاستبانة سوف تستخدم لجمع معلومات من أجل تحليلها لإغراض هذا البحث.

نود إعلامكم بأن أية معلومات سيتم الإدلاء بها في هذه الاستبانة سظل سرية، ولن يتم الكشف عن هوية من قام بتعبئتها ولنلك برجاء عدم كتابة الاسم على هذه الاستبانة. كما نؤكد بأن كافة المعلومات التي سوف تقدم تستخدم لأغراض البحث العلمي فقط وعليه يرجى ملء جميع الفراغات للحصول على أفضل المعلومات بحيث تتمكن من تحليلها التحليل العلمي السليم.

يتوقع أن يستغرق ملء هذه الاستبانة من وقتكم الكريم ما يقارب 15- 20 دقيقة من أجل استكمال جميع أجزائها.

نشكر لكم حسن تعاونكم معنا، وفي حالة وجود أي استفسار أو الرغبة في الحصول على نسخة من البحث بعد انجازه يرجى التواصل عن طريق:

الايمل: as.english@hotmail.com

الهاتف: 0504490469

الاسم: عائشة النعيمي

التخصص: ماجستير القيادة التربوية، كلية التربية، جامعة الإمارات العربية المتحدة.

مع وافر الشكر والتقدير على تعاونكم،،

أولاً: المعلومات العامة:

		الجنس :		العمر :	
		ذكر	أنثى	25 - 20 سنة	30 - 26 سنة
الدرجة العلمية	دكتوراه	ماجستير	بكالوريوس	بكالوريوس	فوق الأربعين سنة
سنوات الخبرة :	3 وأقل	4 - 7 سنوات	8 - 14 سنة	15 سنة فأكثر	درجة أخرى
الجنسية :	مواطن	غير مواطن:.....			
الوظيفة الحالية	معلم	موجه			

لكل عبارة من العبارات الموجودة أدناه، يرجى اختيار مدى الموافقة على صحة العبارة بوضع علامة (√) في الفراغ المناسب مدى الموافقة سيكون على النحو التالي:

1. لا أوافق ويشده
2. لا أوافق
3. محايد
4. أوافق
5. أوافق ويشده

(أ) كدوة ومثال حي

من خصائص المدير التقليدي أنه:					
غير موافق	وشدة	غير موافق	محايد	موافق	وشدة موافق
					37. يوضح فلسفته القيادية
					38. يطلب من الموظفين تغذية راجعه حول تصرفاته التي تؤثر على أداء الموظفين
					39. يتأكد من تقيد الموظفين بالمعايير المتفق عليها
					40. يعمل على بناء توافق في الآراء حول قيم المؤسسة التعليمية
					41. يجعل من نفسه مثلاً حياً لما هو مطلوب ومتوقع من الموظفين
					42. يفي بوعوده والتزاماته دائماً

أهم خاصية من خصائص المدير القائد في هذا المجال هي الخاصية رقم ()

(ب) الهام الموظفين بالرؤية المشتركة

غير موثق ونشدة	غير موثق	معايد	موثق	موثق ونشدة	من خصائص المدير القائد أنه:
					1. يبين للآخرين أن اهتماماته قابلة للتحقق
					2. يتكلم بشفافية تامة حول جدول العمل
					3. يوجه النداء للجميع بأن يتشاركوا الحلم بمسجل أفضل
					4. يصف المسجل بصورة مقنعة
					5. يرسم صور واضحة لأهمية الإلهام للمجموعة
					6. يجري محادثات حول الاتجاهات المسجلة المؤثرة على العمل

أم خاصة من خصائص المدير القائد في هذا المجال هي الخاصة رقم ()

ت) تحدي عمليات التطوير

غير موثق ونشدة	غير موثق	معايد	موثق	موثق ونشدة	من خصائص المدير القائد أنه:
					1. يبحث خارج أسوار المؤسسة عن طرق إبداعية من أجل التطوير
					2. يبحث عن فرص مما يروح التحدي يختبر الموظفين من خلالها
					3. يسأل " ماذا يمكننا أن نتعلم؟ "
					4. يتأكد بشكل جاد ودائم من تحديد الأهداف والمخطط وتنفيذ المهام.
					5. لديه تجارب وتتبع بروح المغامرة
					6. يتحدى الآخرين بأن يجربوا أشياء جديدة

أم خاصة من خصائص المدير القيادي في هذا المجال هي الخاصة رقم ()

ث) تمكين الآخرين من العمل

من خصائص المدير القائد أنه:

غير موثق ونشدة	غير موثق	معايد	موثق	موثق ونشدة	من خصائص المدير القائد أنه:
					1. يستمع لوجهات نظر الآخرين مما اختلفت مع وجهة نظره
					2. يعامل الآخرين باحترام وتقدير
					3. يدعم قرارات الآخرين
					4. يعمل على تطوير العلاقات التعاونية

					5. يتأكد من النمو المهني لموظفيه
					6. يعطي الآخرين خيارات متنوعة لطرق أداء أعمالهم

أهم خاصية من خصائص المدير القيادي في هذا المجال هي الخاصية رقم ()

ج) التشجيع الصادق

من خصائص المدير القائد أنه:

رقم ملاحظ	وصلة	رقم ملاحظ	عابد	رقم ملاحظ	وصلة
					1. يقدم الدعم اللازم و يظهر التقدير لأعضاء الفريق
					2. يلاحظ مدى التزام الآخرين بقيم ومعايير العمل
					3. يكرم الآخرين مقابل جهودهم بطرق ابتداعية
					4. يظهر إيمانه وثقته بقدرات الآخرين
					5. يكافئ الآخرين إزاء أداء محامهم على أكمل وجه
					6. يبتكر طرقاً جديدة ليحتفل بالإنجازات في العمل

أهم خاصية من خصائص المدير القيادي في هذا المجال هي الخاصية رقم ()

د) يمتلك عقلية متفتحة

من خصائص المدير القائد أنه:

رقم ملاحظ	وصلة	رقم ملاحظ	عابد	رقم ملاحظ	وصلة
					1. يحترم التنوع الثقافي والحضاري
					2. قابل للتكيف والتعلم
					3. لديه موقف إيجابي تجاه القادمين من بلدان وثقافات مختلفة
					4. يعمل على بناء شركات فعالة مع المؤسسات الأخرى
					5. لديه القدرة على الموازنة بين متطلبات العمل و التحديات المجتمعية
					6. يتخذ قرارات تعكس نظرة شمولية متفتحة

أهم خاصية من خصائص المدير القيادي في هذا المجال هي الخاصية رقم ()

هـ) أهم صفات وخصائص المدير القيادي:

من وجهة نظرك ما هي أهم ثلاث صفات للمدير القائد بالترتيب:

.....(1)

.....(2)

.....(3)

شكراً جزيلاً،،

—إتتهت أسئلة الاستبانة—

AAPENDIX B
Questionnaire Permission

RE: LPI

Fro
m: **barry zweibel** (bz@ggci.com)
Sen Tuesday, April 27, 2010 3:58:32 AM
t:
To: 'moon stone' (as.english@hotmail.com)
2 attachments | Download all attachments (12.9 KB)
image001.gif (4.6 KB), image003.png (8.3 KB)

Hi, Aysha ~ Thanks for your email. Are you referring to this categorization?

Practice #1: Model the Way

Commitment #1: Find Your Voice by clarifying your personal values

Commitment #2: Set the Example by aligning actions with shared values

Practice #2: Inspire a Shared Vision

Commitment #3: Envision the Future by imagining exciting and ennobling possibilities

Commitment #4: Enlist Others in a common vision by appealing to shared aspirations

Practice #3: Challenge the Process

Commitment #5: Search for Opportunities by seeking innovative ways to change, grow, and improve.

Commitment #6: Experiment and Take Risks by constantly generating small wins and learning from mistakes

Practice #4: Enable Others to Act

Commitment #7: Foster Collaboration by promoting cooperative goals and building trust.

Commitment #8: Strengthen Others by sharing power and discretion.

Practice #5: Encourage the Heart

Commitment #9: Recognize Contributions by showing appreciation for individual excellence.

Commitment #10: Celebrate the Values and Victories by creating a spirit of community.

That's actually from a chart I received with my LPI training. Here's the full attribution: "© 2002-2008 by John Wiley & Sons, Inc. Published by Pfeiffer, An Imprint of Wiley, San Francisco, CA. All rights reserved."

Feel free to include me in your references/resources section, if you'd like, though. Too, if you haven't looked at Justin Menkes' work on Executive Intelligence (HarperCollins Publishers, 2005) you might find that an interesting conceptualization, as well.

And, be sure to visit LeadershipHaiku (www.twitter.com/leadershiphaiku) -- a side-project of mine that's kind of clever, if I do say so myself!

- bz

Barry Zweibel, MBA, Master Certified Coach
GottaGettaCoach! , Incorporated
Executive Coaching | Leadership Development | Life Coaching | and
More!
847-291-9735 | www.ggci.com | bz@ggci.com

From: moon stone [mailto:as.english@hotmail.com]

Sent: Monday, April 26, 2010 1:23 PM

To: info@ggci.com

Subject: LPI

Good evening

I'm doing my master on educational leadership and administration and I like the way you categorize the LPI practices. So I wonder if i can have your permission to use the same way of your classification. Of sure I'll add some other categories.

I appreciate your help.

Thanks

Aysha

APPENDIX C
Questionnaire's Cover page.

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



Factors Influencing Effective Educational Leadership in High Schools in The UAE.

Dear Professor,

I would be grateful if you could proof read the attached questionnaire. I aim at gathering information about the factors that influencing effective educational leadership. Realizing the factors will help and improve the kind and the quality of the current educational system that helps in providing societies with better learning generations.

This questionnaire has been designed to collect some relevant views of both supervisors and teachers.

I would like some feedback on the choices of the questions I have used for the purpose of this investigation. I would be particularly interested to you hear your comments on appropriate questions types. Would you consider that the language and the content I have used are appropriate to this study?

I really appreciate your help.

Aysha Al-Nuaimi

Master student.



جامعة الإمارات العربية المتحدة
United Arab Emirates University

UAEU

Faculty of
Education

جامعة الإمارات العربية المتحدة
كلية التربية
برنامج الماجستير في التربية

عنوان الرسالة:

خصائص القيادة التربوية الفعالة من وجهة نظر المعلمين

اسم الطالبة:

عائشة سعيد راشد سعيد النعيمي

المشرفون:

د. علي سعيد الكعبي

د. حسن عيسى الخميري

د. علي سعيد إبراهيم

