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School Leadership Styles and Teachers' Perceptions of Their Relationship to Academic Achievement of Secondary School Students in Four School Districts in Northern UAE.

Abdalla Qambar Qasim Ali Loghani

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Running Head: SCHOOL LEADERSHIP STYLES AND STUDENT ACHIEVEMENT



جامعة الإمارات العربية المتحدة
United Arab Emirates University

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**United Arab Emirates University
Faculty of Education
Foundations of Education Department
Master Program**

**School Leadership Styles and Teachers' Perceptions of their Relationship to
Academic Achievement of Secondary School Students in Four School Districts
in Northern UAE**

By
Abdalla Qambar Qasim Ali Al Loghani

A Thesis Submitted to
United Arab Emirates University
In Partial Fulfillment of the Requirements
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Master of Education
Educational Leadership

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by

Abdullah Qamber Al Loghani

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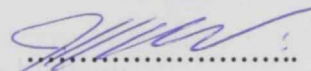
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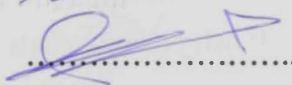
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Dr. Ali Al Kaabi, Member



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Abstract

This study aimed to identify school leadership patterns and their relationship to the academic achievement of secondary school students in four Northern Emirates in the UAE as perceived by teachers. The study was guided by four research questions and used the quantitative research method. Data for this study were collected through a questionnaire divided into four sections. The first section included demographic information of participants. The second was the Multifactor Leadership Questionnaire (MLQ) in its most recent version, which measures passive, transactional, and transformational leadership. The third consisted of ten statements that assessed instructional leadership. The last section comprised two restricted-choice questions. The questionnaire was sent to 24 secondary schools in Fujairah, Ras Al Khaimah, Sharjah, and Sharjah Office District and was completed by 552 male and female teachers. The means and standard deviations were used to describe the four styles of leadership. Then, statistical analysis was used to find out whether principal leadership style differed according to principal gender and/or school district. The means and standard deviations were used to answer the last two research questions: to identify the school principal pattern of leadership which could affect the academic achievement of students. The results of the study showed that the passive and avoidant leadership styles were not practiced in the schools of the four districts while three other leadership styles (transactional, transformational and instructional) were practiced to a high degree. The study found that the instructional leadership style appeared to be practiced extensively in Fujairah district and by female principals. The fourth conclusion reached was that teachers felt that there was a strong relationship between the leadership style or pattern and student academic achievement; they perceived that the instructional leadership style leads to higher achievement of students.

Acknowledgments

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Dedication

This thesis is lovingly dedicated to my mother who encouraged me throughout.

I also dedicate it to the members of my family for their patience when I was busy and during the time I spent to accomplish this study as well as being busy in my career.

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CHAPTER I

INTRODUCTION

Background

The leaders in the United Arab Emirates and since the formation of the Union assured the development of education and improving its outcomes at the forefront of their priorities, as it is the optimal investment in the present and future. It's also a way to keep up with the developments in the education movement in the world. This could not be attained without the development of the human element represented by the school leaders and teachers working in the field education which allows improving the students' achievement.

School principals play important and varied roles in the day-to-day operations of schools, but perceptions and definitions of leadership have developed over decades. In the first three decades of the twentieth century, leadership emphasized control and centralization of power (Rost, 1991). The emphasis was on getting the work done by imposing the will of the leader on his or her subordinates and inducing obedience, respect, loyalty, and cooperation. However, such a conception of leadership is wholly inadequate as a basis for getting results from people working in teams.

As a result, the focus of leadership transferred to building relations between the leader and other members in the organization. Leadership came to be interested in how people can be encouraged to work together for a common end effectively and happily (Teard, 1935, quoted in Rost, 1991). Stogdill (1950), cited in Bass and Bass (2008), defined leadership as "the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement" (p. 18). Seeman (1960), cited in Rost (1991), defined leadership as "acts by

persons which influence other persons in shared direction" (p. 53). Leadership has, thus, come to mean the activity of influencing people to cooperate toward a goal which they find

In the 1970s, Burns identified two types of leadership: transactional leadership and transformational leadership. Transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things while transformational leadership occurs when one or more persons engage with others in such a way that the leaders and followers raise one another to higher levels of motivation and morality (p. 19-20). According to Chemers (1997):

a definition of leadership that would be widely accepted by the majority of theorists and researchers might say that "leadership is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of common task. (p. 1)

Leadership can also be defined as creating an environment and influencing people to willingly follow a chosen direction based on a clear vision and with guidance along the way to realize this vision.

As administrative leaders, school principals set budgets, manage the school facility, and develop relationships with the broader community (Bass & Bass, 2008). As instructional leaders, they select, monitor, and support teachers; help design curricula; and manage discipline. It should be noted that these two conceptions are important for clarifying the difference between a leader and a manager. A manager is defined in literature as one who manages the affairs of an organization but does not necessarily lead the group toward a common vision or goal. Managers plan, coordinate, and monitor; however, they do not inspire, guide, and persuade. They are concerned with directing whereas leaders are concerned with influencing (Marshall, 1988). The

two concepts of management and leadership are not independent of each other, but instead are interrelated. According to Ryan (2008), the difference between the two concepts is that leadership focuses on creating a vision and strategy, keeping an eye on the horizon, while management focuses on planning and budgeting, keeping an eye on the bottom line. Leaders create shared culture and values, helping others grow and overcome boundaries, while managers organize, direct, control, and create boundaries. Leaders focus on people, inspiring and motivating them, while managers focus on task. Leaders create change, and managers maintain stability. Management is fundamentally about order or control but leadership is about making change. The conclusion here would be that leading is not the same as managing, and being a good manager does not necessarily guarantee leadership success (White, 2007).

Over time, school leadership has undergone various stages of development. Traditionally, a school principal was perceived as one who can carry out the daily work requirements. Campbell et al. (1990) indicated that the responsibilities of the early principal were primarily those associated with maintaining paper work such as attendance data. The role of the principal has since evolved, incorporating various added responsibilities (Balcerek, 1999). In the 1960s, the principal was charged with implementing programs handed down from higher levels, such as state and federal governments. According to Elaine and Wilmore (2002), in the past generation, the primary function of school principal evolved from principal teacher to master teacher, who also tended to limited duties required to keep the school organized and operating. The late 1970s and early 1980s saw the principal's role change once again to that of an instructional leader. As instructional leaders, principals monitored both teachers and students, checking if teachers were teaching and students were learning. Furthermore, principals became involved in curricular matter aimed at ensuring the success of all students (Geocaries, 2004; Lashway, 2003). Lately,

school principals have been perceived as visionaries who can create a culture of commitment and shared values that sustain student learning and development. According to Lashway (2003), in addition to traditional managerial duties, today's principals must serve as leaders for student learning, be acquainted with academic content and pedagogical techniques, work with teachers to strengthen skills, and collect, analyze and use data in ways that fuel excellence.

Research has identified a number of school leadership patterns or styles. The most commonly defined styles are authoritarian, laissez-faire, and democratic, as identified by renowned social scientist Kurt Lewin in 1939. The authoritarian leader makes all decisions, independent of members' input. The democratic leader welcomes team input and facilitates group discussion and decision making. The laissez-faire leader allows the group complete freedom for decision making, without participating himself (Weller & Weller, 2002; Mehrotra, 2005). Likert (1967) suggested another set of styles that were identified as exploitive authoritative, benevolent authoritative, consultative, and participative. In exploitive authoritative style, the leader has low concern for people and uses threats and other fear-based methods to achieve conformance; communication is almost entirely downwards and the psychological concerns of people are ignored. When the leader adds concern for people to an authoritative position, a benevolent dictatorship is formed. The leader now uses rewards to encourage appropriate performance and listens more to concerns lower down the organization, although what they hear is often limited to what their subordinates think that the boss wants to hear. In the consultative style, the upward flow of information is still cautious, although the leader is making genuine efforts to listen carefully to ideas. Nevertheless, major decisions are still largely centrally made. At the participative level, the leader engages people lower down the organization

in decision making. People across the organization are psychologically closer together and work well together at all levels.

There are other styles of leadership; Situational Leadership Theory (SLT) assumes that suitable and proper leader behavior changes from one situation to another. Thus, it focuses on identifying the vital situational factors and how they relate in order to determine the suitable behavior as a leader (Ricky & Moorhead, 2009, p. 315). Transactional leadership relies on being task-oriented and able to direct the group in a specific manner in order to achieve finite goals and objectives. To this end, different approaches are used and applied, including rewarding, punishing, appealing to the sense of altruism or rational judgment of the group members. Transformational leadership is closer to the prototype of leadership that most people think of when describing their ideal leader. Transformational leaders have a strong sense of mission and the capability to attract loyal and committed followers (Martin, 2006, p. 47). Lunenburg (2006) identified the instructional leader as someone who focused directly on learning rather than teaching by encouraging collaboration, analyzing results, providing support and aligning curriculum, instruction and assessment that can help to accomplishing sustained district wide success for all students (p. 14).

Educational leadership is considered an important factor in the success or failure of any school because it affects the attitudes of people and motivates them to carry out their work with students. According to Fullan (2001), school leadership plays a significant role in the success of any instructional initiative within school. Sergiovanni (2001) mentioned that there is substantial evidence concerning the important of leadership for creating good schools. Principals as leaders in their schools are held accountable for the success of students; they should create school conditions conducive to this success and focus on improving teaching and learning.

Wihuges (2005) states that school leaders who seek to improve student performance should focus on improving the school culture. Similarly, Connor (2009) argues that once it is agreed that improving student's achievement relies largely on the instruction that occurs in classrooms, then it follows that school improvement is completely reliant on the ability of leaders to better the practice of teachers. Findings from research on school effectiveness and student learning during the past three decades suggest that there is a relationship between school leadership style and student achievement. This relationship is mediated through factors that underscore the powerful role of the school leader in creating the conditions for effective teaching and learning (Leithwood et al., 2006 cited in Moorman, 2008). School leaders influence the motivations, capacities, and working conditions of teachers who in turn shape classroom practice and student learning. Research shows that school leadership, especially by the principal, is the second most important factor when it comes to impact on student learning. Further, Boyer (1983) found that in schools where achievement was high and there was a clear sense of community, it was the principal who made the difference.

The Problem

Research on the academic achievement of students in the secondary school cycle in the UAE has shown poor outcomes in many government schools. Students graduate from secondary schools without acquiring the required skills and knowledge that enable them to be admitted into college level education. This fact is more evident in male schools as acknowledged by the UAE Minister of Education on various occasions. In a conference organized by the Emirates Center for Strategic Studies and Research (ECSSR) held in Abu Dhabi on 5 and 6 October 2010, the Minister said that education at the secondary level suffers from substantial weaknesses which

have negative impacts on student achievement. He was critical of the performance of schools principals who did not fulfill their supposed roles (ECSSR, 2010).

Further, the 2010 Dubai Knowledge and Human Resources Authority Report by the Inspection and Control Department was not encouraging. Of 209 schools in Dubai, only 5 were in the "distinct" category. The majority (106) was classified as "satisfactory", 73 were deemed "unacceptable", and 73 were "good". They also found that some school leaders need development (Halawa, Al-Bayan Newspaper, 10, May, 2011).

In the 2011 Arab Knowledge Report which targeted four Arab countries, the UAE, Jordan, Yemen and Morocco, and investigated the knowledge and skills possessed by local students in grade 12, the weakness in the level of participating students was clear. The results were considered worrying because students at the end of the secondary cycle did not possess the minimum cognitive, reading, writing and arithmetic skills which qualify them to continue to the next level of their education. The research considered this as a defect that could threaten the security of knowledge of these countries and impede the ability of youth to engage with the knowledge society and participate effectively.

The results of the international achievement program PISA in its 2009 cycle showed the delay of Arab countries including the UAE and their inability to reach the international average. The results of Dubai in the PISA study also were not at the international average in all the skills (UNDP, 2011).

While social and economic factors lead to the inaptitude of students in secondary schools and their low achievement, one of the main reasons revealed by the Ministry of Education and Abu Dhabi Education Council (ADEC) was the ineffective leadership patterns adopted by government school principals. Poor leadership patterns have impacted the teaching and learning

processes and academic achievement of students. The general director of ADEC also revealed that a field study showed mediocre results of some school principals who were subjected to a competency educational and professional assessment program (Al-Ittihad Newspaper, 21 March 2011).

Purpose of the Study

The purpose of this research was to investigate school leadership patterns and their relationship to the academic achievement of secondary school students in four Northern Emirates in the UAE as perceived by teachers.

Research Questions

This study attempts to find answers to the following questions:

1. What is the most common school leadership style in government secondary schools in northern UAE?
2. Do school leadership styles differ according to the gender of the principal or the school district?
3. How do secondary school teachers view the school principal style of leadership in relation to the academic achievement of students?
4. Which school leadership style leads to improve student achievement according to secondary school teachers?

Significance of the Study

The current study focuses on identifying the most common school leadership styles or patterns in government secondary schools in four UAE school districts and the relationship between leadership style and student academic achievement levels. Findings from this study can help policymakers and stakeholders understand the importance of school leadership patterns and their impact on the academic achievement of students. It will also highlight teachers' perceptions on the nature of the relationship between school leadership styles and student achievement in UAE schools. These perceptions are invaluable in order to overcome the poor outcomes of the learning process in government schools. The study will also add to a growing literature that looks into the relationship of school leadership patterns or styles and academic achievement of students.

Scope of the Study

This study was carried out in four school districts or zones in northern UAE: Sharjah, Ras Al Khaimah, Al-Fujairah, and Sharjah Office. The study was conducted on government secondary schools only. These schools are under the supervision of the Ministry of Education, in contrast to schools in Abu Dhabi which are supervised by ADEC. Participants in this study were a sample of male and female teachers in the four districts. Data were collected during the Spring semester of 2012. Participants were asked to respond to a questionnaire that identified the patterns of leadership their school principal mostly use. In addition, they were asked two questions on the relationship between the style of leadership and student achievement.

Definitions of Terms and Acronyms

- School leadership is defined as "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (Hersey, Blanchard, & Johnson, 1996, p. 91).
- Leadership style: the manner and approach of providing direction, motivating people and achieving objectives (Fertman, 1999).
- Student academic achievement: a grade or mark that a student obtains at school whether it is in class, a laboratory, a library or fieldwork (Henson & Chambers, 2003)
- Transactional leadership: the ability to direct the group in a specific manner in order to achieve finite goals and objectives (Martin, 2006).
- Transformational leaders have a strong sense of mission and the capability to attract loyal and committed followers (Martin, 2006).
- Laissez-faire leadership describes the absence of leader behaviors (Avolio, Bass, & Jung, 1999).
- An instructional leader is "the leader who influences student learning by developing a clear mission that provides an instructional focus for teachers throughout the school to create a school environment that focuses on and facilitates student learning" (Beckman & Davis, 1989, p.9).

The procedural definitions of school leadership patterns in this study will be measured through the items in the questionnaire for each of the four patterns (see Chapter Three).

- ADEC: Abu Dhabi Education Council

- MoE: Ministry of Education
- ECSSR: Emirates Center for Strategic Studies and Research
- ISSLC: Interstate School Leaders Licensure Consortium
- MBEA: Management by Exception Active
- MBEP: Management by Exception Passive
- ICDL: International Computer Driving License
- IELTS: International English Language Testing System

Organization of the study

This study is organized in five chapters. The first chapter introduces the background of the study, the problem of study, the purpose and research questions, significance of the study, scope and limitation, definition of terms, and organization of the study.

The second chapter presents a literature review of school leadership, student achievement, the relationship between school leadership and student achievement in international literature, and school leadership and student achievement in the UAE.

The third chapter describes the methodology of the study. It includes the research methodology, instrument, sample, and data analysis techniques.

Chapter Four presents the findings of the study.

Chapter Five provides a summary, conclusion, and recommendations for practice and research.

CHAPTER II

LITERATURE REVIEW

In this chapter, literature related to this study is reviewed. This includes definitions of leadership, an account of leadership theories, and a discussion on the new trends in educational leadership. In the second part of the chapter, student achievement is defined and factors affecting student achievement are delineated. The chapter concludes with a discussion on the relationship of school leadership and student achievement.

Leadership

Definitions of leadership. According to Burns (1978), leadership is considered as one of the most observed but least understood phenomena in the world. Several scholars and researchers have focused on studying the topic of leadership and the essential factors and elements related to it. Thus, there exist several researches that focus on better understanding the different approaches, methods and styles applied in leadership and their influences on an organization and the entire society. According to these researches, leadership is considered the ability to influence, affect, or motivate others and manage their behaviors by using different styles, approaches, or methods to achieve organizational goals (Rosette & Tost, 2010; Caldwell & Dixon, 2010). Other studies focused on understanding what makes an effective leader (Eagly, Johannesen-Schmidt, & Van Engen, 2003; Eagly 2007; Holt, Bjorklund, & Green, 2009).

The term leadership has been described and defined by many authors and researchers in a number of ways. Gallos (2003) views leadership in general as “a complex social process, rooted in the values, skills, knowledge and ways of thinking of both leaders and followers” (p. 3). Politicians and business people viewed leadership and leaders similarly. President Harry

Truman considered leaders as those who could “get people do what they don’t want to do and like it.” Similarly, Eileen Ford, cofounder of Ford Models agency, defined leadership as “the ability to convince people that they want to do what you want them to do as if they had thought of it themselves” (Parker & Begnaud, 2004).

Bernard Bass defined leadership as “an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members” (cited in Waite, 2008, p. 1). On the other hand, Warren Bennis, a leadership expert, perceives leadership as “the energetic process of getting other people fully and willingly committed to a course of action, to meet commonly agreed objectives whilst having commonly held values”. He also believes that leadership is about “understanding people” and relating to those possible followers, and “having a unique vision, making strategic choices and designing and enabling an organization to get the job done” (cited in Parker & Begnaud, 2004). Gallos (2008, p. 3) defines leadership as “the relationship between those who aspire to lead and those willing to follow.”

Grint (2010) proposed a fourfold typology of leadership definitions:

- Leadership as *position*: it is *where* ‘leaders’ operate that makes them leaders;
- Leadership as *person*: it is *who* ‘leaders’ are that makes them leaders;
- Leadership as *result*: it is *what* ‘leaders’ achieve that makes them leaders; and
- Leadership as *process*: it is *how* ‘leaders’ get things done that make them leaders (p. 4).

Most definitions of leadership focus on autobiographical or biographical accounts, which relate leadership to the *person* who is considered as the leader. Other definitions considered leadership as a *process* or a style a leader adopts and implements, while still others focus on the different *practices* that are implemented by the leader.

It should be noted that leadership can be considered as an active and contributory part of the evolution of society, human development, and organizational progress and development (Waite, 2008, 1). The world is experiencing changes and developments in both the macro- and micro-environments. This affects how people think, interact, and relate with each other, which in turn influences how leadership is perceived and implemented. At the same time, leadership is one of the driving forces that shape changes in cultures and societies.

Definitions of school leadership. The previous section shows that leadership is not an easy concept to define. Actually, Leithwood, Jantzi and Steinbach (1999) stressed that the concept of leadership has no single universally accepted definition. This was supported by Yukl (2002) when he argued that “the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no ‘correct’ definition” (pp. 4–5). Cuban (1988) also raised the issue: “there are more than 350 definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders” (p. 190).

Despite lack of agreement on what leadership is, many experts (e.g. Halawah, 2005; Sammons, Hillman, & Mortimore, 1995; and Lacina & Hannibal, 2008) argue that leadership is significant to school effectiveness and improvement (Stoll & Fink 1996, Hallinger & Heck 1999). For this reason, the need for the establishment of at least a working definition of school leadership is evident. The definition by Chance and Chance (2002) seems important; they define school leadership as “the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims” (p. 314).

An educator has the responsibility to provide guidance to and share knowledge with students. When an educator becomes a leader, the responsibility doubles. The introduction of

clear standards of school leadership promotes the core tasks and values of school principals. One such example is the ELCC Standards for School Leadership. Based on these standards, educational leaders are seen as those people who possess six characteristics: they are visionary, promote positive school culture that focuses on teaching and learning, effectively manage different operations and school resources, collaborate with parents and society, lead with integrity and fairness, and respond to and influence the larger society (Halawah, 2005).

Leadership theories and patterns.

Great Man theory. The Great Man theory is built on the Aristotelian philosophy that some people are born to be leaders whereas others are born to follow (Marquis & Huston, 2008). This means that leadership ability can be passed genetically from generation to generation.

The Great Man theories apply to the type of leader who is considered to be born and destined to be a leader. The term 'great man' was established at that time because people believed that leadership was only for men who are viewed as heroic and mythically strong. As an example, Superman can be called a great man and a leader for he was born and destined to be "great". The Great Man theory does not explain how to determine who is a successful leader. If leaders are born, then does it mean that the son or daughter of a successful president is destined to be successful in the future? Great men are great because of acclamation, fame, rank and/or reputation, but these criteria alone are not evidential in determining that a person who gathered so much fame will be a successful leader. Therefore, the Great Man theory consists of a general assumption. An ideal theory, supposedly tests that idea based on hypotheses and relates this framework to the reality (New Oxford American Dictionary, 2007). This definition puts the Great Man theory in question for it does not offer any criteria for greatness, which makes it

difficult to prove that leaders are born. An example that further indicates the failure of the Great Man theory is the leadership of Churchill: everyone believed that he was a destined “great leader”, but he was later blamed for the British failure during the Battle of Gallipoli in World War I (McREL, 2010).

Trait theory. Very popular in the early 20th century, the Trait theory is based on the belief that leaders are those individuals who have “a natural ability to lead” (Komives, Lucas, & McMahon, 1998 cited in Outcalt, Faris, & McMahon, 2001, p. 10). A study by Bird (1940) compiled a list of 79 significant traits from 20 psychologically-oriented studies. The same were implemented by Smith and Krueger (1933) for educators and by Jenkins (1947) for military leaders (cited in Bass and Bass, 2008, p. 50). The most common traits identified in research are energy, drive, enthusiasm, ambition, aggressiveness, decisiveness, self-assurance, self-confidence, friendliness, affection, honesty, fairness, loyalty, dependability, technical mastery and teaching skills (Marriner-Tomey, 2004, p. 169). Figure 1 shows some of the common leadership traits.

The Trait theories assume that a person who possesses certain leadership qualities and traits is fit to lead the people. In other words, leadership can be exemplified by the character traits of the leaders. This leaves the impression that one should attempt to develop these ideal traits in order to be a successful leader. This means Trait theory can explain leadership in terms of the personality and character of the leader. It is also the special qualities that commonly distinguishes the leaders from their followers (Boje, 2003). However, the Trait theory has been criticized by those who say that these particular traits alone cannot produce outstanding leaders. Trait theory started as a scientific search for definite traits which can make a leader effective.

Since it is a study, generic criteria can be created based on those traits commonly found among politicians, top executives, and even generals. However, through scrutinizing the results of the research, the result is the opposite of what was expected: each leader has a unique personality and traits, as well as other possible qualities that influence their leadership (Nahavandi, 2003). This finding stresses the failure of the Great Man theory because leaders might have something in common in terms of skills and behavior, but they do not share the same combination of traits that make them a successful leader.

Behavioral theories. During the 1950s and 1960s, Behavioral or Style theories emerged from the study of management (Outcalt, Faris, & McMahon 2001). It played a vital role in the development of more realistic and more complex approaches to leadership. The theory does not focus on the attributes a leader might possess (*Trait theory*) but on what the leader actually does – *their behavior* (Griffin & Moorhead, 2009).

Behavior theory focuses on what an effective leader “does”, thus contradicting the Great Man theory. However, effective leadership is dependent on the right behavior; researchers proposed that for a leader to be effective, their behavior must vary according to the situation. This suggests, therefore, that any individual can learn how to act like a leader. Behavior theories are based on categories of behavior and leadership types. The myth in this thinking is that outward behavior is sufficient to establish leadership. In the 1970s, research found most of the Behavior theory research to be invalid (Howell & Costley, 2001; Yaverbaum & Sherman, 2008); however, leadership behavior is still frequently discussed.

While new leader behavior theories continue to be conceived without explicit comparison to or falsification of existing leader behavior theories, the behavioral paradigm of leadership is

divided into four categories derived from the Trait theory: task-oriented behaviors, relational-oriented behaviors, change-oriented behaviors, and passive leadership. Transformational-transactional leaderships can also be positioned alongside these behavioral dimensions.

First, task-oriented behaviors are related to the initiated behaviors that are namely contingent reward and management by exception-active (MBEA). This initiated structure describes behaviors such as defining task roles and role relationships among group members, coordinating group members' actions, determining standards of task performance, and ensuring group members perform to those standards. Similarly, transactional leaders also make clear what is expected in terms of task performance and the rewards for meeting those expectations (contingent rewards), anticipate task-oriented problems and take corrective action (MBEA). Both initiating structure and contingent reward describe leaders as being clear about expectations and standards for performance, and using these standards to shape follower commitment, motivation, and behavior. Moreover, initiating structure and MBEA discuss dealing with deviations from these standards through the use of structure and routines (DeRue et al., 2010).

Second are the relational-oriented behaviors that are relative to initiating structure and transactional leadership, consideration leader behaviors describe more relational-oriented behaviors. In particular, leaders high on consideration show concern and respect for individual group members, are friendly and approachable, are open to input from others, and treat all group members as equals (Bass, 1990 cited in DeRue et al., 2010). Similar relational-oriented behaviors are described in research on empowering (Srivastava, Bartol, & Locke, 2006), participative (Kahai, Sosik, & Avolio, 1997, cited in DeRue, et al., 2010), and democratic (Gastil, 1994, cited in DeRue, et al., 2010) leadership. A common theme among these relational-oriented behaviors is that the leader acts in ways that build follower respect and encourage

followers to focus on the welfare of the group. It should be noted that certain aspects of transformational leader behaviors (e.g. individualized consideration) also consist of a relational orientation, which is a point revisited later in the manuscript. However, broadly speaking, transformational leadership is conceptualized as a set of behaviors designed to create and facilitate change in organizations.

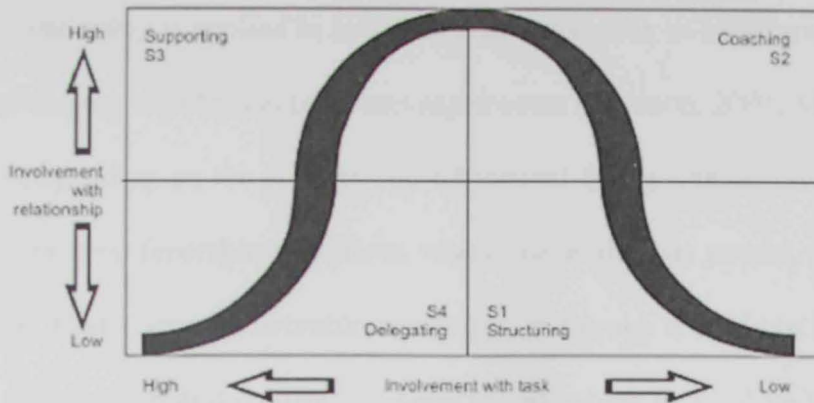
Third, change-oriented behaviors state that leader behaviors are oriented toward facilitating and driving change in groups and organizations and are conceptually distinct from task and relational-oriented behaviors (DeRue, et al., 2010). According to Yukl et al. (2002), change-oriented leader behaviors encompass actions such as developing and communicating a vision for change, encouraging innovative thinking, and risk-taking. For example, transformational leaders focus on communicating a compelling vision for the future (inspirational motivation) in addition to seeking different perspectives from group members, challenging assumptions, and taking risks (intellectual stimulation). These dimensions of transformational leadership conceptually distinguish it from task and relational-oriented leader behaviors (DeRue et al., 2010).

The fourth category is passive leadership. In addition to task, relational and change-oriented leader behaviors, many leader behavior taxonomies also include reference to leader inaction or passive leadership. For example, as part of the transactional model of leader behaviors, management by exception-passive (MBEP) refers to how leaders only engage their followers when task-related problems or challenges emerge (Bass, 1990). When a problem does not exist or is not apparent to the leader, the leader does not actively engage. Similarly, a common dimension of leader behaviors is *laissez-faire*, which describes the absence of leader behaviors (Avolio, Bass, & Jung, 1999).

The emergence of the categories of behaviors is due to the error of focusing on a single behavioral perspective. Judge and Piccolo (2004) meta-analyzed the literature on transformational and transactional leadership, and Judge, Piccolo, and Ilies (2004) did the same for initiating structure and consideration. Neither of these studies explored the interaction across leader behaviors or considered whether the effects were independent. Yet, initiating structure and transactional leadership both focus on task-oriented leader behaviors, whereas consideration and transformational leadership are both comprised of relational-oriented leader behaviors (Bass & Bass, 2008).

Situational Leadership theory. Situational Leadership theory assumes that appropriate leader behavior changes from one situation to another. Thus, it focuses on identifying vital situational factors and how they relate in order to determine the most suitable behavior as a leader (Ricky & Moorhead, 2009, p. 315). Hersey and Blanchard's Situational Leadership is based on the assumption that leaders must adapt their style to the 'maturity' level of the followers – how ready and willing they are to perform the required tasks (Mackay, 2006). The leader must respond in one of four ways: directing, coaching, supporting and delegating (Shriberg & Shriberg, 2009, p. 72).

Figure 2.1: Hersey and Blanchard's Situational Leadership



Situational leadership determines the leader's capacity to complete more tasks than their employees. This is accomplished by employing the applicable method of leadership based on the situation, even if the leader uses different leadership styles and approaches overall (Aronson, 2001). In general, Situational theory recommends that different situations call for different kinds of leadership, which in turn requires the leader to change their style according to the abilities of their followers (Penn, 2009).

The question presents itself: "what is the most appropriate and effective leadership style?" I leave it for the reader to judge. It is true that there is no one leadership style that is suited to every type of environment or situation; it depends fully on the ability of the leaders to adjust their style depending on the type of situation they face. While leadership is important in any organization, the types of leadership style do not guarantee effectiveness due to the inconsistent nature of the situations confronted. Therefore, the flexibility of the leadership should help the followers to embrace change. It reinforces the importance of the role of the leader and their behavior in the workplace, particularly among staff. If the ability to craft sound decisions depends on the situation, it is appropriate that situational leadership is utilized, particularly in the complex field of business. Situational leadership adapts to such factors as

emotion, intelligence, self-awareness, motivation, empathy, and social skills. In addition, this type of leadership is applied in health care settings, such as integrating the appropriate method to use and dealing with the decision-making process (Aronson, 2001; Mendoca & Kanungo, 2007).

Depending on the context, the Situational theory can be favorable or unfavorable to the leader. In very favorable conditions where the leader has power, subordinates are ready to be directed. Under very unfavorable conditions, the group is likely to fall apart unless the leader's active intervention and control can keep the members focused on the task. Under moderately favorable conditions, however, when the accepted leader faces an ambiguous task, a nondirective, permissive attitude may enable the group to participate more effectively and contribute a larger number of ideas, which might in turn lead to a good solution. Because of this, the leadership style can be more permissive most especially after the influence of his predecessor.

Hersey and Blanchard developed their situational leadership approach in 1969 and its strengths and shortcomings have been identified through examination. The primary strength of situational leadership is that it is directive and flexible, which can be a good model to make clear to the leader what actions he/she needs to take when facing different situations. However, because of this strength, there is a great challenge: the leader should be also knowledgeable when it comes to unexpected situations as this theory requires sound judgment and, without the knowledge and human assessment ability, the decision-making process or other managerial tasks might be unsuccessful or compromised (Costanzo, 2005).

Table 2.1: Four Leadership Styles of Hersey, Blanchard & Johnson's (2006) Situational

Leadership

Style	Level of Task and Relationship behavior	Description
Style 4 (Delegate)	Low task and low relationship behavior	Delegating – assigns responsibility for decisions and implementation.
Style 3 (Participate)	Low task and high relationship behavior	Supporting – explains decisions and provides opportunity for clarification
Style 2 (Sell)	High task and high relationship behavior	Coaching – shares ideas and facilitates decision making
Style 1 (Tell)	High task and low relationship behavior	Directing – provides specific instructions and closely supervises performance

Despite being used by companies, the military, organizations and civic groups, Hersey & Blanchard's (1969) Situational Leadership Theory has not been consistently supported by research. One work of research in situational leadership, conducted by Silverthorne (2001, cited in Thompson, 2010), sought to determine whether SLT is a valid tool for effectively predicting organizational productivity. Of key concern to the researcher was the leader's concept of adaptability, as well as his/her ability to be flexible given the particularly rapid changes that occur in high-technology business environments. This research was evaluated in different

organizational contexts, allowing for the impact of different organizational approaches and cultures. The research noted that leadership styles differ according to the business environment and that there are other variables influencing employee productivity.

Contingency theories. The term contingency denotes dependence on an external factor. Thus, this theory focuses on the notion that one thing depends on other things, and in order for a leader to be effective and efficient, there must be a suitable fit between the behavior and style of the leader, the follower and the situation (Lussier & Achua, 2009, p. 152).

The Contingency theory draws on the principle that there is no single approach in an organization that is completely suitable for its management. Therefore, the development of strategies that is based on the experience and the organizational processes of the organization at hand is enough to assist the entire management in making strategic and sound decisions (Donaldson, 2000). The Contingency theory puts forward is the type of leadership that is best suited in any particular situation and depends entirely upon a number of variables.

As an example, the Contingency approach is employed at McDonalds and allows the organization to operate in different environments. This is because the firm has different kinds of structure to control activities and responds to the changing environment (Youn, 2005). Another example is organizational learning, which is implemented at HSBC. This allows the firm to be more in touch with the customers even with the divisive influence of technology (Gladwell, 2000). According to Penn (2009), the Contingency theory in leadership approach is described to be more progressive. This is because the effectiveness of the Contingency theory is based on a combination of the leader's style and the situation, and therefore recommends "matching" the leader's style in management with the situation faced by the leader and his subordinates. It also

gives importance to involving a team of people and bring them into line with the organizational goals. There are two common approaches that are under the Contingency theory: Situational theory, which is discussed above, and the Path-Goal theory. The Path-Goal theory proposes that effective leaders help followers reach goals through motivation by involving them in fulfilling and meaningful tasks that match their ability. The leader provides coaching, direction, motivation and rewards for the followers (Penn, 2009).

There may be situational factors that moderate the impact of traits and behaviors on the various leadership effectiveness outcomes, particularly in light of how traits affect behavior in specific critical roles (Humphrey, Morgeson, & Mannor, 2009), which is evident in Contingency theories of leadership. It is worth noting though that the empirical support for existing contingency approaches has been weak (Avolio et al., 2003; Vroom & Jago, 2007) because, like in situational leadership, the skills of the leader and the present situation should match. A connection has also been found between the interaction of the leader with the situation and the leader's personality. In this case, it can overlap with the aspects of trait and behavior which are necessary in convincing subordinates and members of the organization to be part of the Contingency work. This suggests that aspects of the work context can "activate" the expression of a given trait by suggesting that behaviors associated with that trait are necessary, appropriate and desirable. Thus, the relationship between leader traits, namely personality, and leadership behaviors and effectiveness would be expected to be influenced by the structure of work (Humphrey, Nahrgang, & Morgeson, 2007), and should be strongest when the situation calls for that particular trait to be activated.

It is also expected that the leader should be a strong and effective motivator. Since, the contribution of individuals is an important part of the Contingency approach, the leader should

be able to effectively influence the followers. For example, the amount of prior experience followers have with leaders should be important for determining the relative validity of leader traits and behaviors. For relatively “new” leadership relationships, the impact of traits on outcomes will most likely be mediated by attributions and identification processes. Over time, followers will have more exposure to leader’s behavior, and thus behavior will likely become a more important factor in the effect of leader traits on subordinate effectiveness and thus, reflect the overall success of the Contingency approach. This idea is derived from Smith’s (1984) approach which stressed the rules of approach to persuasion. Smith (1984) includes the idea of cognitive schemas, expectations about the attributes that a given person or policy will have or expectations about the consequences of behaving in a particular manner. These schemata function as contingency rules that both shape the way something is viewed and structure behavior. He added that rules and schemata explain persuasion better than the traditional concept of attitude. According to Smith’s Contingency Rules theory, rules are used to create responses to persuasive messages. Self-evaluative rules are associated with an individual’s self-perception and image. Adaptive rules are those that will apply effectively in a particular situation – the rules most likely to generate a positive outcome. Behavioral contingency rules are contextual. In some situations, certain consequences are considered and certain rules are activated, which guide behavior. In other situations, other rules are activated. External threats and rewards are meaningful only if they apply to one’s personal goals.

Transactional leadership. Transactional leadership applies to being task-oriented and the ability to direct the group in a specific manner in order to achieve finite goals and objectives. In order to do this, different approaches are used and applied, including rewarding, punishing,

appealing to the sense of altruism of the group members or appealing to the rational judgment of the followers (Martin, 2006, p. 47).

The transactional leadership style can be considered as the idea of getting things done under the umbrella of the organization. Most of the ability of the leader, like decision making, is based on the rules that must be followed. Sometimes, the motivation utilized in this concept is not founded on any relationship but solely on the sense of duty. Here exists the “carrot and stick” factor or the reward and punishment. Because the focus of the leader is to get things done, he will pay whatever cost necessary and receive his reward for success. In contrast, if there is lack of performance or mistakes, a punishment will be given, such as forced leave (Winston, 2007).

In addition, Transactional theory is often referred to as Management theory because it promotes the role of the leader to deal with the tasks and responsibilities that must be accomplished. Through focusing on the wide extent of their role in management, leaders extend their capabilities in supervising and monitoring the performance of the subordinates. In order to determine and measure the performance of each employee, the reward and punishment system is crucial.

Transactional leadership, the counterpart of the transformational style, is more focused on controlling people and giving out orders. In general, the qualities of the transformational leadership style are the opposite of the transactional style of leadership. Servant leadership focuses on the leader’s role as steward of the organization’s resources, including human, finance, and others (Greenleaf, 1970). However, other leadership styles are combination of two or more styles.

Recent research in leadership has focused on developing leadership competencies in the relevant field of specialization. For example, in the area of nursing practice, training nurses to lead and to follow should be standardized. The importance of successful collaboration in nursing practice is well documented in the study conducted by Reese and Sontag (2001). The role of leadership and teamwork is also proven in the study conducted by Lanza (1997) and is especially pertinent in the field of psychiatric nursing. This approach can be also applied to the coordination of school administration and teachers in order to determine the effective approach in teaching.

Tichy and Cohen (1997) have taken the competencies discussion one step further, arguing that all leaders must be able to not only demonstrate the necessary competencies but also teach them to others in their organization as well. The concept of developing global competencies in management was been widely understood as developing one particular factor that proved significant in the success of many organizations – leadership and teamwork. The idea of teamwork and its promotion is vital in coping with some cases of emergencies occurring in high risk and vulnerable population samples (Hutchison & Quartaro, 1993). In a study conducted in Uganda, leadership and teamwork promotion was found to be important (Anvango et al., 1997). However, after the study, it has been determined that there is a need to further develop the leadership and management skills of all the members of an organization. The promotion of teamwork aims for continuous improvement through inclusive cooperation and involvement of frontline workers, systematic analysis of problems and data collection, and subsequent modification of organizational structures and processes. This is evident in the research conducted by Lebrasseur (2002) and colleagues regarding the implementation of transactional leadership. Further, in some studies, alternative structures in leadership, such as

program management (Morris et al., 1994) and client-focused care (Mang 1995), are more client-centered and teamwork-oriented, which can also be employed in other organizations, particularly within the school setting.

To be effective in its approach, transactional leadership requires that the leader and follower agree to a contract; the follower is responsible for following orders to perform a task while the leader gives rewards for following orders in completing the task. Transactional leadership suggests that people only complete tasks when there are external rewards. However, many people accomplish tasks and reach goals because of their own internal motivation (Penn, 2009).

Transformational leadership. Transformational leadership is closer to the prototype of leadership that most people think of when describing their ideal leader. Transformational leaders have a strong sense of mission and the capability to attract loyal and committed followers (Martin, 2006, 47). According to Bass, transformational leaders produce leadership behavior which helps to fulfill and attain four main functions, also known as the Four Is:

- *Idealized leadership* offers a vision and a sense of mission, inspires and encourages pride, and enables the leader to gain trust and respect;
- *Inspirational motivation* conveys high expectations through effective communication;
- *Intellectual stimulation* encourages intelligence and careful problem solving;
- *Individualized consideration* 29behavior29i giving personal attention, treats people in an individual and unique manner, and focuses on coaching and advising (Martin, 2006, p. 47).

Burns (1978) describes transformational leadership as “a process where leaders and followers raise one another to higher levels of morality and motivation” (p. 20). Thus, it can result in a relationship and connection of mutual stimulation and elevation. Which alters and transforms followers into leaders, and may convert leaders into moral agents. Consequently, leaders appeal to the higher ideals and moral values of the followers, including their freedom, justice, fairness and equality, peace, and humanitarianism, as well as negative emotions and feelings like fear, voracity, envy or hatred. According to Burns (1978, p. 19), transformational leadership assumes that leadership is undividable from the needs and objectives of the followers. Therefore, the importance of the leader-follower relationship is revealed through the relationship and connection of persons with different degrees of power possibilities, including skills in pursuing common or joint purposes (cited in Komives, Lucas, & McMahon, 2009).

Leadership and Gender

Research into leadership styles has found that women are slightly stronger in relationship-oriented supportive styles, while men score higher in instructive and controlling styles (Fennell, 2005; Kruger, 1996). Eagly, Johannesen-Schmidt, and Van Engen (2003), for example, offered a quantitative synthesis of 45 studies on transformational, transactional, and laissez-faire leadership styles, comparing women and men. They found that women scored higher than men in transformational leadership and contingent reward, whereas men scored higher than women in active and passive management by exception and on laissez-faire leadership. Moreover, women produced considerably better outcomes than men on all of the three outcome measures that the Multifactor Leadership Questionnaire investigated: the extra

effort they inspired from subordinates, the satisfaction that people expressed about their leadership, and their overall effectiveness in leading. Kythreotis and Pashiardis (2006) also found that female school principals impact student achievement more than male school principals. They argue that interpersonal relations constitute a more central point of reference of the managerial style of women and allow them to exhibit a more democratic and participative style.

New Trends in School Leadership

By the late 1970s, theories were beginning to emphasize leadership that placed instruction and learning at the core of effective education. Goodlad (1978) refers to instructional leadership as the beginning of the third era in leadership theory. He embraces this concept as a return to "first principles" (p. 324) and states that the job of those who lead in the formulation of educational policy "is to maintain, justify and articulate sound, comprehensible programs of instruction for children and for youth" (p. 326).

Research based upon Goodlad's ideas confirm that in more effective schools, principals led in the establishment of an atmosphere conducive to learning, and they were perceived to have more impact on educational decision making than principals in less effective schools. Hallinger, Beckman and Davis (1989) report that effective principals "influence student learning by developing a clear mission that provides an instructional focus for teachers throughout the school. It creates a school environment that focuses on and facilitates student learning" (p. 9).

With regards to the new trends of school leadership, understanding of principalship has become even more aligned with the concept of teacher leadership. Sergiovanni (1999) put forth the concept of moral leadership based on the perception of schools as professional learning

communities and the notion that communities are defined by their efforts toward making shared values explicit. These shared values, in turn, become sources of informal norms that govern behavior. Teachers, as community members, respond to their duties and obligations in keeping with the school community informal norm system. These connections allow principals to rely less on external control. The result is that teachers become increasingly self-managed.

Unlike leaders of the past, many of today's principals are "not lone rangers who depend on charisma and individual genius to transform schools" (Lieberman & Miller, 1999, p. 40). The principals who are engaged in real school change recognize that every teacher can be a leader in partnership with the principal and the roles of teaching, learning, and leading can be played by everyone in an organization that is described by Lieberman and Miller (1999) as "leadership dense" (p. 46). Successful principals recall the hopes, dreams, frustrations and aspirations they had when they were teacher leaders and capitalize on the teacher leadership in their schools to accomplish their goals.

Although progress has been made in recognizing that the principal's job is about creating a culture in which principals and teachers lead together, the researcher's experience is that this perspective is not widespread. The researcher has worked with principals for many years and while leadership conversations have changed, principals still expect the graduate school or professional development providers to prepare them for technical responsibilities. Often, these future leaders believe their responsibility rests only in managing the facility, building the budget or creating the master schedule. The recent approach to their development, however, is focused on a more complex form of leadership that emphasizes values and beliefs, shared vision, school culture, teacher leadership, professional learning communities, and transforming schools to focus on teaching and learning. As important as mastery of technical and managerial skills may be,

principals must reconsider how to use the technical tasks involved in schooling to their advantage by partnering with the school's teachers or leaders in transforming the teaching and learning that occurs.

New standards for school leaders support these new relationships between principals and teacher leaders. Focus is placed on both student learning and shared leadership in the recently developed multi-state performance assessment designed for the licensure of school principals. Organized by the Council of Chief State School Officers, the Interstate School Leaders Licensure Consortium (ISLLC) was formed for the purpose of raising quality in educational leadership and influencing certification through principal candidate assessment (Stolp & Smith, 1994). The first two of the six standards highlight the importance of the school administrator's work in building a school culture that promotes teacher leaders (Stolp & Smith, 1994).

Standard 1: A school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Stolp & Smith, 1994).

The proliferation of professional development schools has also impacted the expectations for principals. Direct collaboration of teachers with university personnel in action research that informs teacher practice requires new roles and shifts in power. Bolman and Heller (1995) suggest that changes in principal leadership are necessarily linked to changes in teacher leadership in the professional development school setting.

Another role for the principal is to serve as a buffer for obstacles from outside the school. These may come from district staff, parents, community members or other external forces like special interest groups. The principals of successful schools negotiate with the larger system (Sowa & De La Vega, 2008) and develop liaisons with powerful individuals to diminish these barriers for the school. Teachers may not even be aware of the efforts principals make to shield them from unpleasant information that could lessen the teachers' enthusiasm to lead.

Finally, a recent study (Mooij & Smeets, 2001) suggests that the actions of principals to provide supportive conditions is a key factor in encouraging shared leadership and nurturing teacher leadership roles within professional communities. The principal supports teacher leadership by actively listening to teachers, assuming the responsibility of knowing about teaching and learning in the school, and being consistent in follow-through on shared decisions made in the school.

School Leadership in the UAE

School leaders in government schools in the United Arab Emirates are the school principals and their assistants. They are an important element in achieving the ambitions, objectives and policies of the state and the Ministry of Education at ground level and they hold the responsibility of translating these policies and goals into reality (Al Danhany, 2008, p. 2)

The Ministry of Education (1992) defined the school principal as "an educational leader of the school and the one responsible for the school's regulatory functions, technical and administrative affairs". The school principal is also a role model for the other employees. Moreover, Al-Bishri (2006) defines the school principal as "primarily responsible for dealing

with the difficulties the school faces”, and also the one “who works to create the appropriate educational environment, a resident supervisor who tracks the course of his school.”

The Ministry of Education in the United Arab Emirates (1992) identified 33 duties for the school principal. The most notable ones include the overseeing of the development and implementation of the annual plan of the school in light of its objectives, capabilities and needs; the follow-up of the implementation of laws, rules, regulations and circulars issued by the Ministry concerning the schools; the fostering of beneficial relations in the school community based on trust, friendship, and mutual respect; the creation of appropriate motivation factors for work and activity; the strengthening of the relationship between the school and the parents; balancing the school’s active and positive interaction with the local community and its institutions, groups and individuals; the organization of follow-up programs that develop the students’ personalities; the achievement of the students’ integrated and balanced development to suit the nature of their educational levels and goals: the supervision of their programs to promote the students’ academic achievement; the supervision and organization of the gifted and talented students’ programs and the training of the teaching staff to enable them to adopt the most modern, effective and advanced teaching methods and strategies.

ADEC (2011) divided the school principal’s tasks into the following areas: strategic leadership, the leadership of teaching and learning, the leadership of the institution and the staff, individual leadership and the leadership of the community. The Ministry of Education (1992) described the school’s leadership in the UAE as headed by the school principal who is the educational leader in his school and the one responsible for the school’s regulatory functions, technical and administrative tasks. He is also the model for the other staff. The school principal’s assistant is the first helper of the school principal and the one who conducts the

school's affairs and duties in the absence of the school principal, shares some of his responsibilities, and follows-up the administrative and financial affairs of the school.

The organizational structure of the school consists of the school principal, the principal's assistant, the administrative supervisor, the teaching and technical staff and the secretary. The Ministry of Education (2011) has released the following guidelines on how to get a promotion to the post of school principal. The prospective candidate should fulfill the following essential requirements:

1. Presently holding a principal assistant or educational supervisor post;
2. Holds higher education degree;
3. Has at least three years' experience in the post he currently occupies (school principal assistant, nursery or a supervisor);
4. Achieved an 'excellent' rating in the annual performance report during the previous academic year;
5. Possesses acceptable computer knowledge; and
6. Possesses acceptable English language proficiency.

Furthermore, ADEC (2011) has also added the following conditions: the candidate

1. Holds a Master's degree from an authorized university;
2. Has an accredited degree;
3. Possesses at least five years' teaching experience. Moreover, candidates who have at least seven years' experience or more in administration are preferred;
4. Has an authorized educational leadership degree;
5. Has an academic IELTS score of at least 6.5;
6. Can speak fluently in Arabic and English.

Saif (2007) pointed out the need for able leaders in the school administration since they are the main tool for the school's development. They are tasked to invest the energies and resources of the school and employ appropriate management and educational technologies that will allow them to face the school's future challenges efficiently and effectively.

The United Arab Emirates Ministry of Education has been very keen on upgrading and promoting the level of its school leaders. This commitment is hallmarked by the opening of seven centers for the training of workers in the various educational zones in the state in order to decentralize training, and develop training for public schools' teaching and administrative staff. Ben Sufian (2003) indicated that in its Vision 2020 the Ministry of Education has also adopted a project to develop school principals' competencies through their professional diploma in school management. This is in collaboration with the Faculty of Education of the UAE University under the name Professional Diploma in School Management, in which school principals and principal assistants who meet the admission requirements enrolled. Furthermore, all public school principals attended the development session of the leadership performance of the school principals in collaboration with the UAE University. In addition, the Ministry of Education held a training course for school principals to obtain the ICDL certificate, as well as an English Language IELTS certificate. This is part of their leadership training program. The school principals who passed the IELTS exam then attended the school leadership preparation program at Zayed University in Dubai in preparation for their school leadership certificate. Also, the Ministry of Education has been encouraging the school leaders to get a Master's degree in school administration from institutions of higher education in the state (Aldanhany, 2008).

Abdel-Hamid (1995) has pointed out that, although the country has achieved remarkable gains in the educational training of its school leaders, the country's education system continues to face challenges and difficulties. The most obvious challenges are listed below.

1. The use of the traditional leadership style. It has been found that a lot of school leaders are still using traditional methods in the management of their respective schools.

This includes depending on the time-consuming papers and records and handling routine, something which does not provide any particular advantages and is a barrier to achievement;

2. Poor participation of the local community, in particular, the ineffectiveness of parents. Within the Council, parents complain to school leaders about their weak role in their children's education and the lack of cooperation between them and the school in achieving the ambitions and aspirations of their children.

3. Poor training courses and their reliance on the traditional lecture method, which is still frequently used;

4. The constant need for maintenance of school buildings and the large number of electrical faults which consumes a lot of the school's effort and efficiency;

5. Saleh (2007) has pointed out the weakness of the relationship between the principal and the teachers and its impact on work within the school;

6. The lack of inertia and professionalism, adherence to the system and inflexibility in the application of administrative rules and regulations;

7. Ben Sufian (2003) pointed out the lack of administrative supervision. Administrative supervision is a counseling and advising process for school leaders to help them direct their efforts towards in the most effective manner. There is significant shortfall in the number of the

administrative supervisors, thus depriving school leaders of the right to benefit from their experience;

8. The reluctance of pupils to participate in extra-curricular activities due to time shortage and the large number of tests;

9. The lack of classrooms for different activities;

10. The non-participation of school leaders in the development of the curriculum; and

11. The lack of professional development programs.

Student Achievement

Definition of student achievement. In the current era, student achievement is one of the crucial factors in school development. According to Henson and Chambers (2003), school achievement refers to something that a student accomplishes at school whether it is in class, a laboratory, library or fieldwork; this is normally defined as academic achievement. It also includes sports and music, which are categorized as non-academic achievements. In addition, achievements in extra-curricular activities at school can be also considered as school achievement.

When discussing student achievement, the context of student learning and performance are also tackled. Learning is vital to individual development, particularly to student achievement. Special consideration should be given to different variables to make the learning experience successful. Issues pertaining to individual differences should be considered, as well as intellectual capacity, expertise and knowledge pertaining to the profession of the learners. Thus, teachers need to be careful not only to look at teaching but also to the overall learning outcome that will affect the achievements of the students. In fact, the importance of school

leadership is evident in the notion that learning is essential in order to obtain an entry-level qualification, which opens up opportunities for paid work, while the importance of non-formal education can be observed through the social common sense that it teaches to students. Lacina and Hannibal (2008) appear to support this notion. They argued that the three major purposes of education are that it prepares a person for work, for citizenship, and it enables him to have significant school achievement that reflects on intellectual growth and independence.

Accordingly, the importance of education in assessing school achievements, such as literacy and certain procedural skills, uncovering the content of various knowledge domains, inculcating certain values, perspectives, attitudes, and beliefs, as well as developing the ability to independently learn and think effectively, is 40ehavior40i (Ruddell, 2008). This does not imply that all of these needs are often fulfill effectively or are even given the attention they deserve.

Significant school achievements help people to be more objective in their approach to life's problems, more analytical in trying to understand them and more aware of the consequences that can arise when handling them (Thompson & Serra, 2005). School achievements and learning can help lead a fuller and richer life and develop a deeper consciousness of the economic and social environment.

One job of schools is assessing student achievement and assessing the capabilities of each student. Through a monitoring process, educators can clearly tell who meets the requirements, while those students who did not reach the expected proficiency will undergo another series of practice. The students in the latter group need attention and support (Gleeson & Husbands, 2001); educators should orient their students with a simple approach that they can understand, and encourage students to develop their skills through their own effort and find the right style to enhance their learning abilities. Educators should always be ready to dedicate their time to

checking students' work and giving suggestions. They should respect students' choices and help them perform well by discussing any issues that arise. Teaching should not always go in one direction; behavior with their friends and classmates can also improve students' skills.

Some studies confirm the existence of a relationship between school leadership style and school performance. For example, Ubben and Hughes (1992) found that principals could create a school climate that improves the productivity of both teachers and students and that the leadership style of the principal can foster or restrict school effectiveness. Hallinger and Heck (1998) reviewed over 40 empirical studies conducted between 1980 and 1995 and concluded that principals exercised a measurable and statistically significant, though small, indirect impact on school effectiveness and student achievement. Similarly, Witziers, Bosker and Kruger (2003) found that school leadership does have a positive and noteworthy effect on student achievement and Waters, Marzano and McNulty (2004) reported that effective school leadership substantially increases student achievement. Using path analysis, Kruger, Witziers and Slegers (2007) discovered that school leaders indirectly influence student outcomes and school culture.

Factors affecting student achievement. The approach to teaching a diverse group of individuals is also related to student achievement. Thus, a teacher should consider various factors affecting the learning and achievements of student when choosing a teaching method. The method used should also conform to the type or level of students (Ovando & Collier, 1998). This means that the teacher should be flexible in teaching depending on what the students are aiming to learn and are able to learn in order to achieve meaningful progress. Moreover, one of the factors that the teacher should understand is the significance of being acquainted with the

different teaching methods and strategies, keeping in mind that such methods are crucial to one's achievement.

The question arises as to what would happen to student achievement if teachers ignored the need to conform to the different levels of students and their backgrounds. This statement, although shocking, reflects a condition found in many educational systems, and has a detrimental impact on students of all backgrounds (Fuchs, et al., 1997). For example, research shows that teachers who do not acknowledge learning differences tend to classify students as "teachable" or "difficult to teach". This mental schema has several negative outcomes (Alster, 1997).

Considering multiculturalism as an influential factor in student achievement, teachers who fail in the attempt to build a classroom community will in turn classify students by their ability and will often negatively influence the achievement of those students. Considering this, many students are reported to fail to make adequate, if any, progress throughout school (Fuchs, Fuchs, Mathes, & Simmons, 1997) and will develop very low self-esteem with many dropping out of school during secondary education (Ovando & Collier, 1998). Factors such as student's learning capacity, vices, time spent sleeping, stress, school teaching approach and leadership have great effect on students' academic achievements (Lacina & Hannibal, 2008).

The school environment is the broader context of the school that allows for classroom instruction and student learning (Tunney, 1996). A transformation to a community should take place throughout the school wide environment by maximizing the number of positive interactions with students and parents. Teachers are capable of producing profound and positive changes in student behaviors and learning by effectively modeling the positive processes, skills, and attitudes that parents teach (Hindle, 1996).

Bringing members of a class together for certain activities engenders the feeling of belonging to a group and in turn establishes class spirit (Bergin, 1999). With this, students who feel that they belong to a group have power in decision making and have freedom of choices (Tunney, 1996). The classroom community can be developed by a number of means. Students should develop a process of understanding, sharing, compassion and empathy. The classroom should be referred to by the teacher as "our classroom" rather than "my classroom". The development of a community is moving from doing things to students to doing things for students (Tunney, 1996). This will add to students' feeling of belonging to the class and perhaps will increase their school achievement.

School leadership and student achievement. Ensuring the effectiveness of the teaching-learning process can be cumbersome if one of the important components have not been implemented properly. The current educational trend for evaluation is to identify which part of the education system should be enhanced and which part needs replacing. School leadership and management is twice as important as the evaluation and assessment of students. The evaluation of school leadership has traditionally been considered a critical element of the teaching and learning process (Mentkowski, 2004). To make sure that the teaching-learning approach is able to attain the educational objectives, it is essential that the school leadership and management has been properly assessed, evaluated, and improved.

Theall (2002) shows that evaluation of different educational activities, programs and other educationally relevant operations involving school leadership helps attain the purpose of education. Theall (2002) points out that school leadership includes the judgment of the effectiveness of the current practices in a school. It also includes gathering information, which is

done in the assessment stage, and making decisions based on the data collected (evaluation stage) to identify how well school leadership performs. It can be said that the principal purpose of school leadership is to better current practices in order to improve the achievements of the students and other people in school. Such enhancements might involve changes to the school curriculum and/or the provision of resources for the teaching-learning process (Theall, 2002).

Student achievement in the UAE. The Commission of Education of the United Arab Emirates through its National Advisory Council (2001) has pointed out that the school achievement of UAE students has been particularly low. The clearest proof that the education system does not meet the requirements of admission to higher education institutions is the results of student placement tests: only 1% succeed in Information Technology, 20% succeed in Arabic language and 3% in English language. In meetings at the Secretariat of the National Advisory Council, the following findings have been discussed. First, UAE public schools have been relying on the old methodology of pedagogy. Second, there is a weakness in the preparation of students with the application of the automatic transmission system that was reflected on the students in the preparatory and secondary stages. Third, there is little cooperation between the family and the school. Lastly, during the fourth meeting, the committee recognized that there was no study of higher education in the country that prepared the student before joining the higher education establishments.

H.E. Sheikh Nahyan Bin Mubarak Al Nahyan, Minister of Higher Education and Scientific Research, pointed out four issues during his opening speech for the first annual Specialized Education Conference held at the Emirates Centre for Strategic Studies and Research from 5 to 6 October 2010 under the title "The Reality of Education and Future Prospects for its

Development in the United Arab Emirates". First, there is a large gap between secondary and higher education. Second, students who graduate in high school are able to continue their studies at university or college successfully by eliminating the need for preparatory programs that cause an economical, educational and even psychological burden on the educational institutions, students, parents and the society in general. Third, the outputs of education should be considered along with the need to strengthen the relationship between public school education and university studies. Finally, he addressed the need to expand higher education programs so as to accommodate the largest number of Emirati students possible and prepare them to participate successfully in public life. This is particularly important as there is a significant number of citizens who achieve low results in their secondary education and this, in turn, reduces their study chances at universities and colleges; it is therefore imperative that the Ministry of Education provide them with appropriate education programs.

At the same conference, H.E. Humid Al-Qtami, the Minister of Education, pointed out some of the challenges facing the education sector in the UAE. They included the poor secondary education system and the incompatibility between the requirements of secondary and higher education, which creates difficulties for students during their foundation year at the university.

In the UNDP research, which targeted the four Arab countries the UAE, Jordan, Yemen and Morocco, on the exploration of knowledge and skills possessed by local students in grade 12, the results showed weakness in the level of participating students. The findings were considered worrying because students at the end of the secondary cycle didn't have the minimum necessary cognitive, reading, writing and arithmetic skills to qualify them to continue to the next level of the education system. The research considered this as a defect that could threaten the security of

knowledge of these countries and impede the ability of the youth to engage in the knowledge society and participate effectively.

The results of the Program for International Student Assessment (PISA) in 2009 demonstrated the delay of the Arab countries, including the UAE and its inability to reach the international average. In addition, the results of Dubai in the PISA study were not classed in the international averages in all the skills (UNDP, 2011).

There are several related studies that have highlighted this problem. Al-Khalidi, et al. (1997) noted a decline in the achievement levels of UAE students and indicated that the results varied between educational sites. The study also indicated that some subjects showed positive success percentages and superiority. Moreover, it pointed out that the phenomenon of decline in the level of achievement of a broad base of students at different educational levels made it very important for the Ministry of Education to follow up on this problem. It was also recommended to study the effects of community-based tasks to ensure that underachievement does not become a hindrance to the development and progress of the UAE society.

Al-Khatib (1988) referred to the enlightened role of the school principal and the teaching staff, in particular, in the field of teaching methods and measurement and evaluation. Through training, teachers are given an opportunity to review the academic performance of their students, listen to their problems and discover their strengths and weaknesses. More importantly, it allows teachers to formulate and develop appropriate remedial studies that could help to raise the academic achievement of their students. Furthermore, Al-Khayal (1999) recommended a constant follow-up of students' academic achievement and the notification of parents of their children's achievement levels from the very beginning, so that all the parties can find solutions to raise poor academic performance.

PHYSICS DEPARTMENT

PHYS 441

LECTURE 10: QUANTUM MECHANICS

1. THE SCHRÖDINGER EQUATION

2. THE HAMILTONIAN OPERATOR

3. THE TIME-DEPENDENT SCHRÖDINGER EQUATION

4. THE TIME-INDEPENDENT SCHRÖDINGER EQUATION

5. THE HEISENBERG UNCERTAINTY PRINCIPLE

6. THE TUNNELING EFFECT

7. THE HYDROGEN ATOM

8. THE SPIN OF THE ELECTRON

9. THE ADDITION OF ANGULAR MOMENTUM

10. THE PAULI EXCLUSION PRINCIPLE

11. THE FERMI-DIRAC DISTRIBUTION

12. THE IDEAL FERMI GAS

13. THE IDEAL BOSE GAS

14. SUPERCONDUCTIVITY

15. SUPERFLUIDITY

16. THE BCS THEORY

17. THE QUANTUM HALL EFFECT

18. THE QUANTUM ANOMALOUS HALL EFFECT

19. THE QUANTUM SPIN HALL EFFECT

20. THE QUANTUM ANOMALOUS SPIN HALL EFFECT

21. THE QUANTUM SPIN ANOMALOUS HALL EFFECT

22. THE QUANTUM SPIN ANOMALOUS SPIN HALL EFFECT

Al-Hamili (2007) suggested that a classification of the students, according to their needs, may lead to a raise in their level of academic achievement. Shafi (2001) confirmed the importance of the roles of the educational supervisors to follow up students' levels of academic achievement and raise the efficiency of teachers, which would help improve students' academic achievement levels.

Saleh (2002) pointed that one of the reasons for the students' low level of academic achievement is the lack of family interest in organizing their children's study-time. One of the school's principals roles is to increase the parents' participation in the students' learning. Furthermore, the Journal of Education of Qatar (1991) indicated that one of the factors affecting the low academic achievement of students is poor physical health. If a student was exposed to a disease and was consequently absent from class for a long period of time, this then leads to low achievement levels. The journal also described how some students, suffering from poor hearing or vision, are struggling to perform in school.

CHAPTER III

METHODOLOGY

The purpose of this research was to investigate school leadership patterns and their relationship to the academic achievement of secondary school students in four Northern Emirates in the UAE as perceived by teachers.

Research Questions

1. What is the most common school leadership style in government secondary schools in northern UAE?
2. Do school leadership styles differ according to the gender of the principal or the school district?
3. How do secondary school teachers view the school principal style of leadership in relation to the academic achievement of students?
4. Which school leadership style leads to improved student achievement according to secondary school teachers?

Methods

This study was conducted using quantitative research methods. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena (Gay, Mills, & Airasian, 2009). This was considered the best approach to collect information regarding teachers views on school leadership patterns and their relationship to the high school student academic achievement.

Instrument. The instrument used in this study is the questionnaire. It was divided into four sections. The first included demographic information of participants, such as their school districts and principal gender. The second section is the Multifactor Leadership Questionnaire (MLQ) in its most recent version (Form 5X) by Avolio and Bass (1995), translated into Arabic by the authors. Permission from Mind Garden Inc. (see appendix) was secured to use the Multifactor Leadership Questionnaire. The questionnaire contains 45 items of which the first 36 measure different kinds of leadership style and the last 9 items measure principal effectiveness. The researcher changed the Arabic words *ma3had/koliyah* (institute/college) in statements 34 and 43 to the word *madrasah* (school) so as to fit the context of the current study. The MLQ includes 20 statements that investigate 4 components of transformational leadership: charismatic leadership or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. It also includes eight statements that investigate two components of transactional leadership: contingent reward and management by exception-active. Finally, it contains eight items regarding management by exception-passive and laissez-faire or passive/avoidant leadership behaviors. The last nine statements in the MLQ address how teachers perceive the effectiveness of their school principals. The MLQ items were assessed over a scale from 0 (never observed) to 4 (frequently observed).

The third section of the instrument consists of ten statements that evaluate instructional leadership over a five-point Likert scale that range from (0) strong disagree to (4) strongly agree. The statements were derived from a literature review on instructional leadership. The review resulted in identifying ten statements as possible descriptions of what an instructional leader should do.

The last section of the survey instrument consisted of two restricted choice questions. In the first, teachers were asked a yes-no question as follows: Do you think there is a relationship between the leadership style practiced in your school and student achievement? In the second question, teachers were provided short descriptions of three styles of leadership: transactional, transformational, and instructional. Then, they were asked to select which of these three styles they see as leading to the highest levels of student achievement.

Validity and reliability. The MLQ has been used extensively in field and laboratory research to study transformational, transactional, and passive/avoidant leadership styles. It was also used to measure school principal effectiveness. The ten statements assessing instructional leadership were shared with five Faculty of Education professors who reviewed them and checked them for face validity to judge whether the statements are clearly describing instructional leadership. Some changes were made based on their feedback and the statements were also rearranged.

In order to assess the reliability of the questionnaire on this sample, the Cronbach Alpha coefficient was calculated for each of the four styles of leadership separately and for the 46 items in the questionnaire together.

Table 3.1: Cronbach Alpha Coefficients

Leadership style	Number of items	Items	Cronbach's Alpha
Passive or avoidant	8	3, 5, 7, 12, 17, 20, 28, 33	.804
Transactional	8	1, 4, 11, 16, 22, 24, 27, 35	.737
Transformational	20	2, 6, 8, 9, 10, 13, 14, 15, 18, 19, 21, 23, 25, 26, 29, 30, 31, 32, 34, 36	.922
Instructional	10	46-55	.933
All styles	46		.909

As the table shows, all coefficients are above .7, which indicates a high reliability.

Statistical analysis. In order to describe principals' leadership styles in the four school districts, the Multifactor Leadership Questionnaire (MLQ) by Avolio and Bass (1995) was used to identify the styles of passive/avoidant, transactional, and transformational leadership. In addition, ten statements were used to identify instructional leadership. Statistical analysis (i.e., means and standard deviations) was used to describe the four styles of leadership and their subscales and to identify the most common leadership style used in the four districts. Statistical analysis was used to explore whether the principal leadership style and his or her effectiveness differed according to the principal's gender (t-test) and/or the school district (ANOVA). The frequencies and percentages were used to answer the last two questions: to identify the pattern of leadership used by school principals that could result in the highest academic achievement of

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students and the leadership pattern that is viewed by secondary school teachers as leading to improved student achievement.

Population and Sample

The population for this study was secondary school teachers in male and female schools in four emirates in northern UAE: Sharjah, Sharjah Office, Fujairah, and Ras Al Khaimah. The four districts follow Ministry of Education instructions. The researcher chose these districts because his colleague supported him in distributing the questionnaire to the schools in these districts and collecting them after completion. Letters from UAE University were taken to each of the school district superintendents to facilitate the researcher's data collection. The number of secondary schools in each district differed depending on the size of the emirate.

The population of the study was seventy nine (79) schools divided as following: Sharjah district includes about twenty eight (28) secondary schools, Ras Al Khaimah twenty four (24), Fujairah sixteen (16) and Sharjah Office eleven (11). In each of these schools, the number of teachers was between 40 and 60. 24 schools were selected as the sample of this study.

For the purpose of the study, the researcher used a purposive sampling technique. Purposive sampling is a process of selecting a sample that is believed to be representative of the given population (Gay, Mills, & Airasian, 2009). Purposive sampling technique was used in the following manner. In each of the selected schools, the instrument was distributed to at least twenty teachers. The teachers in each school were selected by the school principal, therefore, it is a convenient purposive sample. The researcher distributed and collected questionnaires with the support of the administrative colleagues in each district. The following table summarizes the school and teacher numbers in each district.

PHYSICS 201

LECTURE 10

CHAPTER 10

SECTION 10.1

10.1.1

10.1.2

10.1.3

10.1.4

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Table 3.2: Demographic Information of Schools

	<i>Number</i>	<i>of Percentage</i>
	<i>Teachers</i>	
<i>Gender</i>		
Male	280	50.7
Female	272	49.3
<i>School District</i>		
	<i>Number of Schools</i>	
Sharjah	192	8
Sharjah Office	91	4
Fujairah	129	6
Ras Al Khaimah	140	6

Ethical consideration

All participants were informed of the research purpose before commencement of data collection. They had the freedom to agree or disagree to participate in the study. If they refused to participate, they were informed that such refusal would not in any way affect their status or evaluation. The participants were also informed that they could stop participating in the study at any point and choose not to answer a question. They were also provided with the contact information of the researcher, should they need to inquire about the research results or get a copy of the research findings.

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Limitation and delimitation

This study is limited to the four geographical areas mentioned above and therefore the results can only be generalized on secondary schools in the four school districts in the Northern Emirates. The results are also limited to government schools and are not to be generalized to private schools in those school districts or in other emirates. The study sought to identify the leadership styles of school principal, which were assessed based on the responses of teachers. Since the teachers were asked to complete the questionnaire and return it to their school principal, their responses cannot be fully and honestly guaranteed to provide the actual image of school principals' styles. In addition, the responses provide their perceptions of the school principal and could be influenced by their personal judgments and biases or the immediate situations they were in.

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CHAPTER IV

FINDINGS OF THE STUDY

The purpose of this study was to investigate styles or patterns of secondary school principals' leadership in four school districts in northern UAE and the perceptions of teachers with regard to the relationship between school principals' styles and the academic achievement of students. The following are the findings of statistical analysis of data collected through the field study.

Question One

Question one was what is the most common school leadership style in government secondary schools in northern UAE? In order to answer this question, a description of styles in statistical terms (means and standard deviations) is presented for the four styles of leadership in the study: passive or avoidant leadership, transactional leadership, transformational leadership, and instructional leadership. Then, a comparison of the means of the four styles is presented. Finally, a ranking of the styles as they are practiced in the study is provided.

The passive or avoidant leadership style is measured through eight items in the questionnaire. Those items are numbers 3, 5, 7, 12, 17, 20, 28, and 33. The following is a ranking of the means and standard deviations of these items.

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Table 4.1: Passive or Avoidant Leadership

Items #	Statement	Std.	
		Mean	Deviation
3	Fails to interfere until problems become serious	2.52	1.22
12	Waits for things to go wrong before taking action	1.33	1.24
33	Delays responding to urgent questions	1.27	1.16
17	Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	1.27	1.21
20	Demonstrates that problems must become chronic before taking action	1.26	1.19
28	Avoids making decisions	1.21	1.19
7	Is absent when needed	1.17	1.29
5	Avoids getting involved when important issues arise	1.05	1.17

As can be seen from Table 4.1, the item with the highest mean is that the principal "fails to interfere until problems become serious". This could be one existing negative behavior of the principal since the mean of "2.52" is above "2.4", which is the measure for "agree" on the Likert scale. Other items have low means ranging from 1.3 to 1.05 (below 2.4) and the standard deviations are above 1, which means that in general these behaviors are not practiced very often by the principal.

The transactional leadership style is measured through eight items in the questionnaire. Those items are numbers 1, 4, 11, 16, 22, 24, 27, and 35. The following is a ranking of the means and standard deviations of these items.

Table 4.2: Transactional Leadership

Items #	Statement	Mean	Std. Deviation
1	Provides me with assistance in exchange for my efforts	3.44	.83
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	3.36	.79
11	Discusses in specific terms who is responsible for achieving performance targets	3.28	.88
16	Makes clear what one can expect to receive when performance goals are achieved	3.26	.85
22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	3.26	.87
24	Keeps track of all mistakes	3.10	.90
27	Directs my attention toward failures to meet standards	2.95	.99
35	Expresses satisfaction when I meet expectations	2.35	1.27427

Table 4.2 demonstrates that all items in this category are above 2.4, which indicates agreement on the items. Five items out of eight have a mean of over 3.2 and standard deviations of less than 1, which means that these are common behaviors of school leaders in the four school districts. In other words, respondents strongly agreed that these behaviors are exhibited by

school principals. The behavior with the highest mean is that the principal "provides me with assistance in exchange for my efforts" with a mean of 3.44. This is followed by "focuses attention on irregularities, mistakes, exceptions, and deviations from standards" with a mean of 3.36. These items are typical of transactional leadership. The least practiced behaviors are "directs my attention toward failures to meet standards" and "expresses satisfaction when I meet expectations" with means of 2.95 and 2.35 respectively.

The transformational leadership style is measured through twenty items in the questionnaire. Those items are numbers 2, 6, 8, 9, 10, 13, 14, 15, 18, 19, 21, 23, 25, 26, 29, 30, 31, 32, 34, and 36. The following is a ranking of the means and standard deviations of these items.

Table 4.3: Transformational Leadership

Items #	Statement	Mean	Std.
			Deviation
25	Displays a sense of power and confidence	3.58	.72
13	Talks enthusiastically about what needs to be accomplished	3.57	.70
9	Talks optimistically about the future	3.55	.73
14	Specifies the importance of having a strong sense of purpose	3.51	.70
36	Expresses confidence that goals will be achieved	3.49	.72
34	Emphasizes the importance of having a collective sense of mission	3.49	.77
26	Articulates a compelling vision of the future	3.43	.76

[The following text is extremely faint and largely illegible. It appears to be a list or index of items, possibly books or documents, with associated numbers or dates. The text is mirrored across the page, suggesting a bleed-through effect from the reverse side.]

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SCHOOL LEADERSHIP STYLES AND STUDENT ACHIEVEMENT

18	Goes beyond self-interest for the good of the group	3.38	.84
21	Acts in ways that build my respect	3.38	.83
2	Re-examines critical assumptions and questions whether they are appropriate	3.31	.79
10	Instills pride in me for being associated with him/her	3.30	.98
23	Considers the moral and ethical consequences of decisions	3.26	.86
32	Suggests new ways of looking at how to complete assignments	3.23	.90
31	Helps me to develop my strengths	3.17	.92
8	Seeks differing perspectives when solving problems	3.16	.92
19	Treats me as an individual rather than just as a member of a group	3.06	1.06
15	Spends time teaching and coaching	3.04	.86
30	Gets me to look at problems from many different angles	3.00	.94
29	Considers me as having different needs, abilities, and aspirations to others	2.89	1.01
6	Talks about their most important values and beliefs	2.59	1.22

As shown in Table 4.3, four behaviors are most practiced by school principals in the four school districts. These are "displays a sense of power and confidence", "talks enthusiastically about what needs to be accomplished", "talks optimistically about the future", and "specifies the importance of having a strong sense of purpose". These have means of 3.58, 3.57, 3.55, and 3.51 respectively. The means of seven items are below 3.2 indicating moderate agreement on these

items. At the same time, two items or behaviors seem to be less practiced by school principals in the four school districts of the transformational leadership style. They are "considers me as having different needs, abilities, and aspirations from others" and " talks about their most important values and beliefs". The means of these statements were 2.8 and 2.5 and the standard deviations are 1.01 and 1.22 respectively.

The last leadership style investigated in this study was the instructional leadership style, measured using ten statements, which are items 46 through 55. The following is a ranking of the means and standard deviations of these items.

Table 4.4: Instructional Leadership

Items #	Statement	Mean	Std. Deviation
46	Explains his/her expectations to achieve the goals	3.63	.61
49	Is aware of how students learn	3.58	.66
55	Uses evaluation results to give teachers feedback on their instruction	3.55	.67
47	Has a clear vision of leading the school	3.51	.71
48	Sets high standards for teaching	3.50	.68
50	Sets high standards for student learning	3.36	.84
54	Monitors closely the quality of teaching in school	3.33	.82
52	Follows the progress of students in learning	3.26	.85
51	Requires teachers to apply the skills they obtained from professional development programs	3.25	.86
53	Knows what happens in the class I am teaching	3.21	.85

Table 4.4 shows that the statements describing the instructional leadership style is widely practiced by school principals in the four districts. The means of statements are above 3.2 which indicates a very high agreement of respondents on those statements. However, some behaviors are practiced more than others. For example, a school principal "explains his/her expectations to achieve the goals" and "uses evaluation results to give teachers feedback on their instruction" more than "requires teachers to apply the skills they obtained from professional development programs" and "knows what happens in the class I am teaching".

A ranking of all items that measured the four styles of leadership shows that items 46, 25, 49, and 13 in the questionnaire have the largest means and thus they are most practiced in schools in the four districts. On the other hand, statements 20, 28, 7, and 5 have the lowest means and thus they are the least practiced by school principals. Table 4.5 summarizes this information.

Table 4.5: Highest and Lowest Practiced Behaviors

Items #	Statement	Mean	Std. Deviation
46	Explains his/her expectations to achieve the goals	3.63	.61
25	Displays a sense of power and confidence	3.58	.72
49	Is aware of how students learn	3.58	.66
13	Talks enthusiastically about what needs to be accomplished	3.57	.70
20	Demonstrates that problems must become chronic before taking action	1.26	1.19
28	Avoids making decisions	1.21	1.19
7	Is absent when needed	1.17	1.29
5	Avoids getting involved when important issues arise	1.05	1.17

Based on this analysis, the average school principal in the four districts is someone who "explains his/her expectations to achieve the goals", "displays a sense of power and confidence", "is aware of how students learn" and "talks enthusiastically about what needs to be accomplished." On the other hand, he/she does not "demonstrate that problems must become chronic before taking action", "avoid making decisions", "avoid getting involved when important issues arise" and "is [not] absent when needed".

The question "what is the most common school leadership style in government secondary schools in northern UAE?" will be answered by comparing the cumulative means of the four leadership styles measured by the questionnaire. Table 4.6 presents those means.

Table 4.6: Means and Std. Deviation of Leadership Styles

Leadership style	N	Mean	Std. Deviation
Passive or avoidant	552	1.40	.87
Transactional	552	3.13	.55
Transformational	550	3.27	.55
Instructional	552	3.42	.60

As shown from Table 4.6, instructional leadership was the style that had the highest mean, followed by the transformational leadership style, transactional leadership style, and finally the passive or avoidant leadership style. The cumulative means of the first three styles range from 3.13 to 3.42, which indicates that the styles are practiced without enormous gaps

among them. The case is different when considering the passive or avoidant leadership style. The cumulative mean for this style is 1.40, which indicates that it is barely practiced.

Question Two

The second question was do school leadership styles differ according to the gender of the principal or the school district? To answer this question, an independent t-test was conducted to compare the two genders, and a one-way ANOVA test was conducted to compare the four school districts. Table 4.7 presents the means and standard deviations of the two genders and the four school districts.

Table 4.7: Comparing Leadership Styles by Gender and School Districts

School District	N	Mean	Std. Deviation	Gender	N	Mean	Std. Deviation
Sharjah	192	2.79	.41	Males	280	2.79	.394
Ras Al Khaimah	139	2.83	.35	Females	270	2.81	.391
Fujairah	128	2.86	.40				
Sharjah Office	91	2.70	.36				

Table 4.7 reveals that the mean of leadership styles of female principals is slightly higher than that of male principals. The mean difference between the two genders was statistically significant as assessed by the independent t-test ($t(548) = -.422, P < .01$). Therefore, the leadership styles of female principals tend to be more instructional and transformational than the styles of male principals.

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The means of the four school districts indicate that there are differences in the leadership styles employed. This observation was supported by the one-way ANOVA result which was statistically significant ($F(3, 546) = 3.271, P < .021$). Principals of Fujairah, Ras Al Khaimah, Sharjah, and Sharjah Office school districts fall in this sequence on practicing more instructional, transformational, transactional, and then avoidant leadership styles.

Question Three

Question three was how do secondary school teachers view the school principal's style of leadership in relation to the academic achievement of students? In order to answer this question, teachers were asked a yes-no question: Do you see a relationship between the style of leadership of a school principal and the academic achievement of students? The following table reveals the statistical data.

Table 4.8: Teacher Perceptions of Leadership Styles and Student Achievement

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	502	90.9	90.9
	No	50	9.1	9.1
	Total	552	100.0	100.0

It evident from Table 4.8 that 90.9% of the 522 respondents perceived that a relationship exists between the leadership style of the principal and increased student achievement. Only 9.1% made no connection between the leadership style of the principal and student achievement.

Department of Chemistry

Chicago, Illinois

October 1954

Dear Mr. [Name]:

I have your letter of [Date] regarding [Subject].

The results of the experiment are as follows:

Run No.	Temp. (°C)	Pressure (mm)	Yield (%)
1	100	760	85
2	120	760	90
3	140	760	88
4	160	760	82
5	180	760	75

As you can see, the yield increases with temperature up to 140°C and then decreases.

I am sure these results will be of interest to you. Please let me know if you have any questions.

Sincerely,
[Signature]

Question Four

Question four was which school leadership style leads to improved student achievement according to secondary school teachers? To answer this question, a description of one brief paragraph of each of the three leadership styles of transactional, transformational, and instructional leadership was provided to the respondents and then they were asked to select the leadership style that they consider as leading to more achievement of students. The following table presents statistical findings.

Table 4.9: Teacher Perceptions of Which Leadership Style Leads to More Student Achievement

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Transformational leadership	156	28.3	28.3	28.3
Transactional leadership	81	14.7	14.7	42.9
Instructional leadership	315	57.1	57.1	100.0
Total	552	100.0	100.0	

As can be seen in Table 4.9, 57.1% of teachers think that instructional leadership leads to better student achievement levels. This is followed by transformational leadership, which was seen by 28.3% of teachers as leading to more student achievement. Only 14.7% of teachers perceived that transactional leadership could lead to student academic achievement superior to the other two styles.

The first part of the book deals with the early years of the Republic, from the signing of the Constitution in 1787 to the end of the War of 1812. It covers the presidencies of George Washington, John Adams, and James Madison, and the development of the federal government and the states.

The second part of the book covers the period from 1812 to 1848, including the presidencies of James Madison, James Monroe, John Quincy Adams, Andrew Jackson, and Martin Van Buren. It discusses the expansion of the United States, the Nullification Crisis, and the growing tensions between the North and the South.

The third part of the book covers the period from 1848 to 1861, including the presidencies of Zachary Taylor, Millard Fillmore, Fremont, and James Buchanan. It focuses on the issue of slavery, the Mexican-American War, and the secession of the Southern states.

The fourth part of the book covers the period from 1861 to 1877, including the presidencies of Abraham Lincoln, Andrew Johnson, and Ulysses S. Grant. It details the Civil War, Reconstruction, and the challenges of rebuilding the nation.

The fifth part of the book covers the period from 1877 to 1901, including the presidencies of Rutherford B. Hayes, James A. Garfield, Chester A. Arthur, Grover Cleveland, Benjamin Harrison, and William McKinley. It discusses the Gilded Age, the rise of big business, and the Populist movement.

The sixth part of the book covers the period from 1901 to 1917, including the presidencies of William McKinley, Theodore Roosevelt, and Woodrow Wilson. It covers the Progressive Era, the Spanish-American War, and the beginning of World War I.

The seventh part of the book covers the period from 1917 to 1945, including the presidencies of Woodrow Wilson, Warren G. Harding, Calvin Coolidge, Herbert Hoover, Franklin D. Roosevelt, and Harry S. Truman. It details World War II, the New Deal, and the Cold War.

The eighth part of the book covers the period from 1945 to the present, including the presidencies of Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Gerald R. Ford, Jimmy Carter, Ronald Reagan, and Bill Clinton. It discusses the Vietnam War, the Civil Rights Movement, and the end of the Cold War.

CHAPTER V

DISCUSSION AND RECOMMENDATION

The purpose of this study was to investigate styles or patterns of secondary school principal leadership in four school districts in northern UAE and the perceptions of teachers with regard to the relationship between school principal leadership styles and the academic achievement of students. This chapter includes a discussion of the results of the study according to each of the four questions, as well as the researcher's recommendations for research and practice based on the results of the study.

Discussion of Question One

This study found that the passive or avoidant leadership style is the least practiced pattern in the schools of the four zones. This is due to the fact that most school leaders in government schools in the four zones have participated in many programs and training courses in leadership. This is consistent with Al-Dhanhani's study (2008) which confirmed the participation of school leaders in school administration diploma programs, as well as the development of a performance leadership course for school principals in cooperation with UAE University.

In addition, most of the existing school leaders in government schools have extensive work experience, which contributes to the refinement of these leaders' attitudes and daily performance. This might also explain their negative attitudes toward the passive or avoidant leadership pattern.

Another reason might be that school administrations are monitored and evaluated regularly and continuously by various evaluators from the educational zones represented by the

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zone's superintendent and the school's administrative supervision. Therefore, school leaders are keen on having a positive approach to overcoming problems and negative practices or attitudes in their schools.

The Ministry of Education's application of the Academic Accreditation Project in schools and the requirement that all government schools undergo the assessment process and attain academic accreditation from the Ministry also helped to change the negative culture prevailing in the minds of school leaders. Many school administrators, after implementing the school accreditation system by external committees, began to pursue leadership patterns that pushed for the improvement and development of students' academic achievement.

The results can be further explained by the existence of the principle of competition among schools as reflected in the educational awards controlled at the state level, such as Hamdan Award for Distinguished Academic Performance, Khalifa Educational Award and Sharjah Award for Educational Excellence. These awards affected the performance of government schools in terms of the need to move to compete according to the criteria of these awards and to win to ensure their distinguished position among the other schools. The presence of a government vision for education (Vision 2021) may have further encouraged school leaders in government schools to work toward achieving this vision.

Perhaps the open-door policy applied by the Ministry of Education, which allows direct communication with the Minister, as well as the educational district officials, has caused school leaders to stray away from negative leadership patterns and move toward more positive roles in which they always strive for change, improvement, problem solving and overcoming obstacles. If they were not so proactive, parents could turn to the highest authorities with complaints and requests.

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Findings of the first question also show the existence of transactional, transformational and instructional leadership patterns in schools in the four educational zones. This can be justified through the existence of courses, workshops and training programs that enriched the school administrators with sufficient knowledge about leadership patterns and how to employ them appropriately in schools.

In addition, the nature of school work requires the use of a combination of leadership patterns. Transactional leadership facilitates administrative work. Transformational leadership is practiced to make changes and improvements in schoolwork. The instructional leadership enables the improvement of classroom situations and the teaching and learning process in order to better the academic achievement of students.

It could be said that the application of school accreditation standards issued by the Ministry of Education encouraged most school leaders to focus on the application of the instructional leadership pattern and to strive to improve classroom practices and the teaching and learning process, and to analyze the results of students' academic achievement. In addition, it led to the application of the concept of the varied curriculum, not only through textbooks, but through readings, activities, and programs provided to students during the school day.

Discussion of Question Two

The results of the study revealed that female school principals are more inclined to be instructional leaders than male principals are. This can be justified by the fact that females in general are much closer and more attentive to students in the classrooms and endeavor to improve their classroom environment. It is evident that female school principals show great care to communicate with teachers and students and discuss the results of academic achievement with

them. In addition, more women might be inclined to attend training and professional development programs with an aim to improve teachers' performance. Female principals also tend to participate in educational competitions and awards and pay more attention to the accomplishments that will achieve excellence for their schools. Evidence for this point might be that schoolgirls gain more distinguished awards at the national level than their male counterparts.

More generally, the discovery that female principals in the UAE are more inclined to be transformational and instructional leaders is in keeping with the findings of many studies that compared women and men with regard to leadership styles, such as Fennell (2005), Kruger (1996), Eagly, Johannesen-Schmidt and Van Engen (2003), and Kythreotis and Pashiardis (2006). These studies found that women are stronger in relationship-oriented supportive styles, while men score higher in instructive and controlling styles.

The results of question two revealed that Fujairah Education Zone is more inclined towards the instructional or educational leadership pattern. Leadership of Fujairah Educational Zone, represented by the superintendent and administrative and technical supervisors, adopt a culture based on paying particular attention to student achievement levels, and programs of teachers' professional development. School administrations are always directed to improve the academic achievement of students. The process of teaching and learning, as well as attending to the classroom environments, is considered a priority in the school strategic and operational plans.

Fujairah Educational Zone also resorts to a policy of confrontation with the school leaders as they evaluate their performance. In other words, school leaders are reprimanded if there is a low level of student academic achievement. There is also effective and constant follow up from the supervisors on school administrators and academic achievement levels.

Department of Mathematics

Let $f(x) = x^2 + 1$. We want to show that $f(x)$ is irreducible over \mathbb{Q} . Suppose $f(x) = (x-a)(x-b)$ for some $a, b \in \mathbb{Q}$. Then $x^2 + 1 = x^2 - (a+b)x + ab$. Comparing coefficients, we get $a+b = 0$ and $ab = 1$. From $a+b = 0$, we have $b = -a$. Substituting into $ab = 1$, we get $a(-a) = 1$, or $-a^2 = 1$, or $a^2 = -1$. This is impossible for $a \in \mathbb{Q}$. Therefore, $f(x)$ is irreducible over \mathbb{Q} .

Now let $f(x) = x^2 - 2$. We want to show that $f(x)$ is irreducible over \mathbb{Q} . Suppose $f(x) = (x-a)(x-b)$ for some $a, b \in \mathbb{Q}$. Then $x^2 - 2 = x^2 - (a+b)x + ab$. Comparing coefficients, we get $a+b = 0$ and $ab = -2$. From $a+b = 0$, we have $b = -a$. Substituting into $ab = -2$, we get $a(-a) = -2$, or $-a^2 = -2$, or $a^2 = 2$. This is impossible for $a \in \mathbb{Q}$. Therefore, $f(x)$ is irreducible over \mathbb{Q} .

Finally, let $f(x) = x^2 + 4$. We want to show that $f(x)$ is irreducible over \mathbb{Q} . Suppose $f(x) = (x-a)(x-b)$ for some $a, b \in \mathbb{Q}$. Then $x^2 + 4 = x^2 - (a+b)x + ab$. Comparing coefficients, we get $a+b = 0$ and $ab = 4$. From $a+b = 0$, we have $b = -a$. Substituting into $ab = 4$, we get $a(-a) = 4$, or $-a^2 = 4$, or $a^2 = -4$. This is impossible for $a \in \mathbb{Q}$. Therefore, $f(x)$ is irreducible over \mathbb{Q} .

Discussion of Question Three

The results of question three showed that 90.9% of teachers believe that there is a relationship between the leadership pattern and academic achievement. This is evident in light of the role of the teacher as a leader of the classroom, one who comprehends the material and is skilled in different teaching strategies. In order to reach this ideal, the teacher needs a school leader who supports his/her efforts. In other words, teachers see the success of the teaching and learning process in the classrooms as conditioned by the presence of a school principal who is a leader of this process. Such a principal possesses knowledge of leadership patterns and their application, has effective planning and communication skills, and is able to work with the teacher and develop his/her skills. In addition, the school leader should take into account the special needs of students and the requirements of the educational process. All this leads to the improvement of student academic achievement.

As an administrative supervisor and evaluator of the school accreditation in the MoE, I have the experience that the school administration follows up on the academic achievement of students through preparing the school environment, decorating classrooms, analyzing students' results, keeping records of students' learning progress, and providing teachers with professional development. The results of student academic achievement are mostly high for this leadership pattern, unlike at schools where the school administration is engaged in administrative routine work, such as keeping records of teachers' and students' attendance and solving the students' daily behavioral problems.

The result that most teachers believe that there is a relationship between the leadership pattern and academic achievement is in alignment with results from previous studies by Ubben and Hughes (1992), Hallinger and Heck (1998), Witziers, Bosker and Kruger (2003), Waters,

It is a pleasure to have you here today.

The first part of the lecture will be devoted to the history of the subject.

We will then turn to the current state of research.

Finally, we will discuss some of the open problems in the field.

I hope you will find this lecture interesting and informative.

Thank you very much for your attention.

Good afternoon.

Let us begin by looking at the basic definitions.

Suppose we have a set S and a binary relation R on S .

We say that R is reflexive if $(x, x) \in R$ for all $x \in S$.

We say that R is symmetric if $(x, y) \in R$ implies $(y, x) \in R$.

We say that R is transitive if $(x, y) \in R$ and $(y, z) \in R$ implies $(x, z) \in R$.

A relation that is reflexive, symmetric, and transitive is called an equivalence relation.

Equivalence relations are important because they allow us to partition a set into equivalence classes.

For example, if R is an equivalence relation on S , then the equivalence class of $x \in S$ is the set $[x] = \{y \in S \mid (x, y) \in R\}$.

The set of all equivalence classes of R is denoted by S/R .

It is easy to see that S/R is a partition of S .

Conversely, if \mathcal{P} is a partition of S , then we can define an equivalence relation R on S by $(x, y) \in R$ if and only if x and y belong to the same part of \mathcal{P} .

Thus, there is a one-to-one correspondence between partitions of S and equivalence relations on S .

This correspondence is useful in many areas of mathematics.

For example, it is used in the construction of quotient groups and quotient rings.

Marzano and McNulty (2004), and Kruger, Witziers and Slegers (2007). These studies confirmed that a relationship exists between the leadership style of the school principal and teachers' work and student achievement; principals can create a school climate that improves the productivity of both teachers and students and the leadership style of the principal can foster or restrict student achievement.

Discussion of Question Four

The findings of question four revealed that 57.1% of the teachers believe that educational leadership contributes to students' academic achievement. This can be explained by the fact that principals and teachers in government schools have been affected by the standards for school accreditation applied by the Ministry of Education to government schools in the Northern Emirates since 2009. For example, the fourth standard (classroom environment) focuses on the ability of the school principal to develop teaching methods and to measure the impact of student learning in the classroom environment. The sixth standard (students' academic achievement) highlights the need for school leadership to have the necessary skills to analyze, explain and compare the data of student academic achievement and follow up on their learning progress. Accordingly, the school leader who applies the concept and pattern of instructional/educational leadership has a strong and clear positive impact on student academic achievement.

Recommendations

Recommendations for practice. The challenges facing school leaders in UAE government schools highlight the need for school principals to have sufficient knowledge and skills to improve the outcomes of the educational process, as well as increase the achievement levels of their students. Based on the results of the study, these are recommendations for practice in order to improve the day-to-day operation of schools:

- The Ministry of Education should adopt new criteria for the selection of school leaders based on the three important leadership styles with a focus on the ability of the candidate to practice instructional leadership.
- There should be a national program to fund school administrators to carry out graduate work, such as Master's programs, to equip them with knowledge, theories and applications of effective school leadership patterns.
- The Ministry of Education or designated councils in the Northern Emirates should initiate a leadership program for the preparation and training of school leaders to apply the concepts of instructional or educational leadership. School principals should be given updated knowledge of teaching methods, supervision techniques to help teachers and the use of databases to follow the progress of student academic achievement.
- The school accreditation program should continue to be applied in schools since it has positive influence on school performance. The adoption of new standards focusing on evaluating school leaders according to modern standards that take into consideration student academic achievement should be emphasized.
- Since educational leadership is important for leading government schools, it seems that the concept of professional education communities should be fostered in schools through

- regular meetings between schools administrators in the educational zone to discuss the applied leadership patterns in each school.
- Computer programs should be provided to help school leaders analyze and compare the results of student academic achievement over a span of time. This will facilitate the work of school principals as instructional leaders.
 - It is important to consider a new structure for the school administration, one that includes the presence of one school principal and two assistants: the first assistant would be responsible for administrative tasks while the second would be in charge of the technical side or administering school. The second position includes analyzing the results of student academic achievement, conducting charts analyses, and determining the impact of learning and progress for each student in the school. In addition to these suggested positions, there should be a coordinator for study material whose job is to provide the school principal with feedback on the teaching material, educational aids, staff performance, and staff development.

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Recommendations for further studies.

- Further research should be conducted using qualitative methods to consider how school principal leadership styles can positively or negatively affect student achievement.
- The current study could be replicated in other emirates, enabling the generalization of the results.
- Experimental research could be conducted to compare two leadership styles in two schools at the same level to determine the effect of the leadership style on the student achievement.
- A more in-depth study could be conducted on instructional/educational leadership style in male and female schools and how it affects student achievement.
- The current study could be replicated with a focus on student views regarding which leadership style could improve their academic achievement.

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The first part of the book is devoted to a general introduction to the subject of the history of the United States. It begins with a discussion of the early years of the nation, from the time of the first European settlements to the end of the American Revolution. The author then discusses the period of the early republic, from the end of the Revolution to the beginning of the Jacksonian era. This is followed by a discussion of the period of the mid-republic, from the beginning of the Jacksonian era to the end of the Civil War. The final part of the book is devoted to a discussion of the period of the late republic, from the end of the Civil War to the present day.

The second part of the book is devoted to a detailed discussion of the history of the United States during the period of the early republic. This part begins with a discussion of the early years of the nation, from the time of the first European settlements to the end of the American Revolution. The author then discusses the period of the early republic, from the end of the Revolution to the beginning of the Jacksonian era. This is followed by a discussion of the period of the mid-republic, from the beginning of the Jacksonian era to the end of the Civil War. The final part of the book is devoted to a discussion of the period of the late republic, from the end of the Civil War to the present day.

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The following is a list of the names of the members of the
 Board of Trustees of the University of Chicago, as of
 the date of the meeting of the Board on the 15th day of
 June, 1910.

Name	Residence	Term Expires
John D. Rockefeller	New York City, N. Y.	1911
James H. Wood	Chicago, Ill.	1912
William W. Wood	Chicago, Ill.	1913
John C. Bennett	Chicago, Ill.	1914
John D. Rockefeller	New York City, N. Y.	1915
James H. Wood	Chicago, Ill.	1916
William W. Wood	Chicago, Ill.	1917
John C. Bennett	Chicago, Ill.	1918
John D. Rockefeller	New York City, N. Y.	1919
James H. Wood	Chicago, Ill.	1920
William W. Wood	Chicago, Ill.	1921
John C. Bennett	Chicago, Ill.	1922
John D. Rockefeller	New York City, N. Y.	1923
James H. Wood	Chicago, Ill.	1924
William W. Wood	Chicago, Ill.	1925
John C. Bennett	Chicago, Ill.	1926
John D. Rockefeller	New York City, N. Y.	1927
James H. Wood	Chicago, Ill.	1928
William W. Wood	Chicago, Ill.	1929
John C. Bennett	Chicago, Ill.	1930

The names of the members of the Board of Trustees of the University of Chicago, as of the date of the meeting of the Board on the 15th day of June, 1910, are as follows:

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RESULTS

The mean age of the subjects was 52.5 years.

The mean systolic blood pressure was 160 mm Hg.

The mean diastolic blood pressure was 95 mm Hg.

The mean cholesterol level was 240 mg/dl.

The mean triglyceride level was 180 mg/dl.

The mean HDL cholesterol level was 45 mg/dl.

The mean LDL cholesterol level was 150 mg/dl.

The mean VLDL cholesterol level was 85 mg/dl.

The mean total cholesterol level was 365 mg/dl.

The mean apolipoprotein B level was 180 mg/dl.

The mean apolipoprotein A-I level was 150 mg/dl.

The mean apolipoprotein A-II level was 35 mg/dl.

The mean apolipoprotein B-100 level was 150 mg/dl.

The mean apoB-48 level was 30 mg/dl.

The mean apoA-I level was 150 mg/dl.

The mean apoA-II level was 35 mg/dl.

The mean apoB-100 level was 150 mg/dl.

The mean apoB-48 level was 30 mg/dl.

The mean apoA-I level was 150 mg/dl.

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The second part of the book covers the period from 1812 to 1848, including the presidencies of James Monroe, James Madison, and James Monroe again. It discusses the War of 1812, the Louisiana Purchase, and the expansion of the United States into the West.

The third part of the book covers the period from 1848 to 1861, including the presidencies of James K. Polk, Zachary Taylor, and Andrew Jackson. It discusses the Mexican-American War, the Texas Annexation, and the growing tensions between the North and the South.

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Appendices



المجلس الأعلى للتعليم
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3- استبانة التحصيل الدراسي
4- استبانة المناخ المدرسي
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16- استبانة الممارسات الصحية
17- استبانة الممارسات الأخلاقية
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29- استبانة الممارسات الاجتماعية
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41- استبانة الممارسات التجارية
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The Questionnaire



جامعة الإمارات العربية المتحدة
كلية التربية
برنامج الماجستير في التربية

المعلم الفاضل:

المعلمة الفاضلة:

تحية طيبة وبعد،

يقوم الباحث حالياً بإعداد دراسة استكمالاً لمتطلبات رسالة البحث ضمن برنامج الماجستير في جامعة الإمارات العربية المتحدة و هي بعنوان "أنماط القيادة المدرسية ونظرة المعلمين حول علاقتها بالتحصيل الدراسي لدى طلاب المدارس الثانوية في بعض الإمارات الشمالية بدولة الإمارات العربية المتحدة". و إذ نضع بين أيديكم هذه الاستبانة راجين تقديم المساعدة وذلك بالإجابة عن فقرات الاستبانة بدقة و موضوعية لما له من أثر في الحصول على نتائج دقيقة، علماً بأن كل ما يرد في الإجابات سيكون موضع احترام ويعامل بسرية تامة و لن يستخدم إلا لأغراض البحث العلمي فقط.
مع خالص شكري وعظيم تقديري

الباحث : عبدالله قمبر اللوغاني

الهاتف المتحرك: 050 -6294455

البريد الإلكتروني: alsaaf66@yahoo.com

13 March 2012

أنماط القيادة المدرسية ونظرة المعلمين حول علاقتها بالتحصيل الدراسي لدى طلاب المدارس الثانوية
في بعض الإمارات الشمالية بدولة الإمارات العربية المتحدة

تلعب القيادة المدرسية ممثلة بمدير المدرسة اليوم أدواراً بالغة الأهمية فيما يتعلق بتحسين عمليتي التعليم والتعلم والتحصيل الدراسي للطلاب. فلم تعد الأنماط والأدوار القيادية التقليدية التي يمارسها مدير المدرسة اليوم قادرة على تحسين مخرجات العملية التعليمية والارتقاء بمستوى التحصيل الدراسي للطلاب بما يتناسب ومتطلبات التعليم الجامعي وسوق العمل. ولذا فقد ظهرت أنماط قيادية حديثة مثل القيادة التعليمية التي تركز على قيادة المدير للممارسات الصفية، والقيادة التحويلية التي تهتم بإشباع حاجات الأفراد بما يعمل على تحفيزهم وتشجيعهم نحو التغيير المنشود، والقيادة الإجرائية والتي تقوم على مبدأ الثواب والعقاب. وعلى ذلك برزت الحاجة إلى ضرورة البحث عن العلاقة بين هذه الأنماط القيادية لمدير المدرسة ودورها في التحصيل الدراسي للطلاب.

يرجى إعطاء هذه الاستبانة الاهتمام الكافي والإجابة على جميع الأسئلة بدقة. قد تتطلب الاستبانة ما يقرب من 15 - 20 دقيقة لإكمالها. نرجو التأكد من أنه سوف يتم التعامل مع بيانات الاستبانة بسرية تامة ولن تستخدم إلا لأغراض هذا البحث العلمي فقط.

الجزء الأول : بيانات شخصيةالرجاء وضع علامة (√) في المكان المناسب للإجابة عن السؤال1- نوع المدرسة: ذكور إناث

2- المنطقة التعليمية:

 منطقة الشارقة التعليمية منطقة رأس الخيمة التعليمية منطقة الفجيرة التعليمية مكتب الشارقة التعليميالجزء الثاني: أنماط القيادة المدرسية

هذه الاستبانة تحتوي على خمسة وخمسين عبارة تصف سلوك أو نمط مديرك أو مديرتك وفاعليته الإدارية، وعليك اختيار الإجابة التي تمثل مدى موافقة كل عبارة مع سلوك مديرك أو مديرتك، باختيار الدرجة المناسبة كالتالي:

مطلقاً	نادراً	أحياناً	غالباً	دائماً
0	1	2	3	4

م	العبارة	دائماً	غالباً	أحياناً	نادراً	مطلقاً
		4	3	2	1	0
1	يوفر لي المساعدة مقابل مجهودي.					
2	يعيد مراجعة الأفكار المهمة لكي يتأكد من مدى مناسبتها للعمل.					
3	لا يتدخل إلا عندما تصبح المشاكل كبيرة.					
4	يركز انتباهه على الأمور الخارجة عن المألوف، وعلى الأخطاء، والاستثناءات، والأمور المخالفة عن المعايير.					
5	يتجنب التدخل عند ظهور قضايا مهمة.					
6	يتكلم عن أهم قيمه ومعتقداته.					
7	يكون غانبا عند الحاجة إليه.					
8	يبحث عن وجهات نظر مختلفة حين القيام بحل المشكلات.					
9	يتكلم بتفاؤل عن المستقبل.					
10	يبعث في نفسي الفخر بأنني أعمل معه.					

م	العبارة	دائماً 4	غالباً 3	أحياناً 2	نادراً 1	مطلقاً 0
11	يناقش بدقة كل فرد مسؤول عن تحقيق أهداف العمل.					
12	ينتظر حتى تحدث الأخطاء ثم يبادر في التحرك لتصحيحها.					
13	يتكلم بحماس عما يجب تحقيقه.					
14	يوضح أهمية معرفة الأهداف التي يجب تحقيقها.					
15	يقضي وقتاً في التعليم والتدريب.					
16	يوضح المرود المتوقع الذي يحصل عليه أي فرد عند تحقيق الأهداف.					
17	يبين بأنه يؤمن بفكرة "إن لم يكون مكسوراً، لا تصلحه" أي لا تُغير أي شيء.					
18	يعطي مصلحة الجماعة أولوية على مصالحه الشخصية.					
19	يعامل كل فرد كشخص متميز وليس مجرد فرد في المجموعة.					
20	يظهر بأن المشاكل يجب أن تصبح مزمنة قبل اتخاذ أي إجراء.					
21	يتصرف بطريقة تزيد من احترامي له.					
22	يكرس كل اهتماماته للتعامل مع الأخطاء والشكاوي والإخفاقات.					
23	يفكر بالعواقب الأخلاقية والمعنوية عند اتخاذ القرارات.					
24	يتابع بدقة كل الأخطاء.					
25	يظهر أن لديه إحساساً بالقوة وثقة بالنفس.					
26	يتكلم عن تصوره للمستقبل بصورة مقنعة.					
27	يوجه انتباهه للأخطاء من أجل المحافظة على المستوى المطلوب للعمل.					
28	يتجنب اتخاذ القرارات.					
29	يأخذ بعين الاعتبار اختلاف احتياجاتي وقدراتي وطموحاتي عن الآخرين.					
30	يجعلني أنظر إلى المشاكل من زوايا كثيرة.					
31	يساعدني على تطوير نقاط قوتي.					
32	يقترح طرق جديدة للنظر في كيفية إنجاز المهام.					
33	يتأخر في الإجابة على الأسئلة العاجلة.					
34	يؤكد على أهمية وجود إحساس مشترك برسالة المدرسة وأهدافها.					
35	يعبر عن رضاه عندما أنجز ما هو مطلوب ومتوقع مني إنجازاً.					

م	العبارة	دائماً 4	غالباً 3	أحياناً 2	نادراً 1	مطلقاً 0
36	يظهر الثقة بأن الأهداف سوف تتحقق.					
37	هو فعال في تلبية احتياجات المتعلّقة بالعمل.					
38	يستخدم أساليب قيادية مرضية.					
39	يجعلني أعمل أكثر مما توقعت أن أقوم به.					
40	هو فعال عندما يمثلني أمام إدارات أعلى.					
41	يعمل معي بطريقة مرضية.					
42	يزيد من رغبتني بالنجاح.					
43	هو فعال في تحقيق متطلبات المدرسة.					
44	يزيد من استعدادي لبذل مجهود أكبر.					
45	يقود مجموعة فعالة.					

للإجابة على الأسئلة التالية سيكون المقياس كما هو موضح أدناه.

م	العبارة	موافق جداً 4	موافق 3	لا أدري 2	غير موافق 1	غير موافق جداً 0
46	لديه رؤية واضحة لقيادة المدرسة.					
47	يراقب باهتمام جودة التدريس في المدرسة.					
48	يوضح للمعلمين توقعاته لتحقيق الأهداف التعليمية.					
49	يطلب من المعلمين تطبيق ما تعلموه في لقاءات التنمية المهنية.					
50	يستخدم نتائج التقييم لإعطاء المعلمين تغذية راجعة مفيدة حول تدريسهم.					
51	يضع معايير عالية المستوى للتدريس.					
52	يضع معايير عالية لتعلم الطلاب.					
53	يعرف ما يحدث داخل الصف الذي أقوم بتدريسه.					
54	ملم بالطرق التي يتعلم بها الطلاب.					
55	يتابع باهتمام مدى تقدم الطلاب.					

الجزء الثالث: نمط القيادة والتحصيل الدراسي

1. هل ترى أن هناك ارتباط بين نمط القيادة المدرسية السائد في مدرستك والتحصيل الدراسي للطلاب؟

لا

نعم

2. هناك عدة أنماط من القيادة المدرسية منها:

- نمط القيادة التحويلية والذي يقوم على فرضية أن القائد يكون لديه رؤية لما ستكون عليه المدرسة في المستقبل ويعمل على إشباع حاجات المرووسين بما يؤدي إلى تحفيزهم وتشجيعهم لتغيير الوضع الراهن إلى الوضع المنشود.
- نمط القيادة الإجرائية والذي يقوم على مبدأ المكافأة والثواب في حال إجابة العمل مقابل الجزاء والعقاب في حال الخطأ طبقاً لعدد من الأهداف والإجراءات المعروفة سلفاً.
- نمط القيادة التعليمية وفيه يكون مدير المدرسة بالإضافة إلى أعماله الإدارية مشاركاً في وضع الأهداف التعليمية التعليمية، ومتابعاً لعمل المعلم وتعلم الطلاب عن كثب داخل الصف، ومهتماً بتطوير قدرات المعلمين لتحسين أدانهم.

في ضوء هذه العبارة اختر النمط القيادي الذي تراه يؤدي إلى رفع مستوى التحصيل الدراسي لدى الطلاب.

القيادة التعليمية

القيادة الإجرائية

القيادة التحويلية

مع خالص شكري وتقديري

عبد الله اللوغانى

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Multifactor Leadership Questionnaire
Instrument (Leader and Rater Form)
and Scoring Guide

English and Arabic versions

by Bruce Avolio and Bernard Bass

Published by Mind Garden, Inc.

info@mindgarden.com
www.mindgarden.com

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Mind Garden: Sales Receipt for Order 20718 - Yahoo! Mail

Page 1 of 2



Mind Garden: Sales Receipt for Order 20718

Tuesday, March 13, 2012 8:55 AM

From: "info@mindgarden.com" <info@mindgarden.com>
 To: alsaaf66@yahoo.com
 Cc: info@mindgarden.com, bobmost@msn.com, mindgardeninfo@gmail.com, ken@mindgarden.com

The following order was placed with Mind Garden, Inc. Your order contains at least one PDF product. Please follow the instructions below to login to your account on our Transform system and access your PDFs.

We appreciate your business. If you have any questions about your order please contact us by either replying to this e-mail or calling our office at 1-650-322-6300.

How to login to your Transform account

Transform is a web-based survey, assessment, and document-storage system by Mind Garden, Inc. You will need to establish your identity (login) in Transform (if you haven't already done so). For this process, your User ID will be your email address; you will set your own password. To begin the login process, click on the link below. You may need to copy and paste this URL into your web browser if clicking on the URL does not work.

Login: <http://www.mindgarden.com/login/138734/133662>
 Email: alsaaf66@yahoo.com

As always, we are available weekdays (US) to answer any questions you may have. Reach us by email by going to the "Contact" link on our website <http://www.mindgarden.com/contact.htm>, or call us at 650-322-6300 (US Pacific).

Sales Receipt for Order 20718

Placed on Tuesday, March 13, 2012 at 12:55 am (PST)

Ship To:

Abdallah Loghani
 alsaaf66@yahoo.com
 00971506294455

Kalba
 Sharjah N/A 11395
 AE (United Arab Emirates)

Bill To:

Abdallah Loghani
 alsaaf66@yahoo.com
 00971506294455

Kalba
 Sharjah N/A 11395
 AE (United Arab Emirates)

Product	Code	Quantity	Price/Each	Total
MLQ Reproduction License English and Arabic Licenses: 500	MLQ-License	1	\$360.00	\$360.00

Mind Garden: Sales Receipt for Order 20718 - Yahoo! Mail

Page 2 of 2

Format: downloadable PDF file

Shipping: Online Product Delivery: \$0.00
Sales Tax: \$0.00

Order Total: \$360.00

Payment method: Visa

This order has been paid in full.

Our privacy policy is available [here](#) .

Returns and Exchanges:

If a shipment is refused, the customer is responsible for the return shipping costs. This amount will be deducted from the credit.

Manuals or Workbooks which we print and ship to you may be returned within thirty days of purchase. To receive credit (minus shipping charges), products must be in resaleable condition and accompanied by a copy of the original sales receipt.

Returns must be sent to Mind Garden by certified mail or other traceable method.

Prior to returning a manual, please contact Mind Garden via phone or email for return authorization.

Letters from the UAE University

UAEU Faculty of
Educationجامعة الإمارات العربية المتحدة
United Arab Emirates University

التاريخ: 2012/03/13

المحترم الأستاذ الفاضل/ مدير منطقة الفجيرة التعليمية
تحية طيبة، وبعد....

بداية يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم ولمنطقة الفجيرة التعليمية كل التوفيق والنجاح في الارتقاء بالعملية التعليمية التعلمية، هذا وفي إطار التعاون بين منطقة الفجيرة التعليمية وكلية التربية بجامعة الإمارات العربية المتحدة، نود إفادتكم علماً بأن الطالب/ عبد الله قمير اللوغانى، مسجل في برنامج الماجستير تخصص "القيادة التربوية"، ويقوم بإعداد بحث بعنوان "تمط القيادة المدرسية والتحصيل الدراسي للطلاب للمدارس الثانوية بدولة الإمارات العربية المتحدة" من ضمن متطلبات الماجستير. لذا نرجو التكرم بالموافقة على تسهيل مهمته البحثية. شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقدير.

منسق برنامج الماجستير

أ.د. محمد أحمد عبد الدايم



أستاذة كلية التربية
جامعة الإمارات العربية المتحدة
2012/03/13



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ص.ب 17551، العين، الإمارات العربية المتحدة
2012/03/13 / 6261 / 6221 +971 3 713 6930 - ف

التاريخ: 2012/03/13

المحترم الأستاذ الفاضل/ مدير منطقة رأس الخيمة التعليمية
تحية طيبة، وبعد...

بداية يطيب لنا أن نقدم لكم بأطيب تحياتنا متمنين لكم ولمنطقة رأس الخيمة التعليمية كل التوفيق والنجاح في الارتقاء بالعملية التعليمية التعلمية، هذا وفي إطار التعاون بين منطقة رأس الخيمة التعليمية وكلية التربية بجامعة الإمارات العربية المتحدة، نود إفادتكم علماً بأن الطالب/ عبد الله قمير اللوغانى، مسجل في برنامج الماجستير تخصص "القيادة التربوية"، ويقوم بإعداد بحث بعنوان "تمط القيادة المدرسية والتحصيل الدراسي للطلاب للمدارس الثانوية بدولة الإمارات العربية المتحدة" من ضمن متطلبات الماجستير. لذا نرجو التكرم بالموافقة على تسهيل مهمته البحثية. شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقدير.

منسق برنامج الماجستير

أ.د. محمد أحمد عبد الدايم



التاريخ: 2012/03/13

المحترم الأستاذ الفاضل/ مدير مكتب الشارقة التعليمي
تحية طيبة، وبعد...

بداية يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم وللمكتب المشاركة التعليمي كل التوفيق والنجاح في الارتقاء بالعملية التعليمية التعلمية، هذا وفي إطار التعاون بين مكتب الشارقة التعليمي وكلية التربية بجامعة الإمارات العربية المتحدة، نود إفادتكم عنماً بأن الطالب/ عبد الله قمبر اللوغاني، مسجل في برنامج الماجستير تخصص "القيادة التربوية"، ويقوم بإعداد بحث بعنوان "تمط القيادة المدرسية والتحصيل الدراسي للطلاب للمدارس الثانوية بدولة الإمارات العربية المتحدة" من ضمن متطلبات الماجستير.

لذا نرجو التكرم بالموافقة على تسهيل مهمته البحثية.

شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقدير.

منسق برنامج الماجستير

أ.د. محمد أحمد عبد الدايم



ملخص

تهدف هذه الدراسة إلى التعرف على أنماط القيادة المدرسية وعلاقتها بالتحصيل الأكاديمي لطلاب المدارس الثانوية في أربع مناطق تعليمية من الإمارات الشمالية في دولة الإمارات العربية المتحدة وذلك من وجهة نظر المعلمين. وقد تناولت هذه الدراسة أربعة أسئلة بحثية، وقد اعتمدت الدراسة منهجية البحث الكمي حيث تم جمع البيانات من خلال استبيان مقسم إلى أربعة أقسام. اشتمل القسم الأول على البيانات الشخصية للمشاركين. واشتمل القسم الثاني على عوامل القيادة المتعددة في أحدث صورها والتي تقيس القيادة السلبية والاجرائية والتحويلية. اما القسم الثالث فقد اشتمل على عشرة عبارات لقياس القيادة التعليمية. والجزء الأخير اشتمل على سؤالين لخيارين محددتين. وارسل الاستبيان إلى 24 مدرسة ثانوية في الفجيرة ورأس الخيمة والشارقة ومكتب الشارقة التعليمي وشمل 552 معلما ومعلمة. وتم استخدام متوسطات الانحراف المعياري لوصف أنماط القيادة الأربعة. كما تم استخدام التحليل الإحصائي لمعرفة ما إذا كان أسلوب القيادة المدرسية يختلف تبعا لنوع الجنس أو المنطقة التعليمية. واستخدمت متوسطات الانحراف المعياري للإجابة على آخر سؤالين بحثيين للتعرف على نمط مدير المدرسة في القيادة الذي يمكن أن يؤثر على التحصيل الدراسي للطلاب. وأظهرت نتائج الدراسة ان نمط القيادة السلبية غير ممارس في مدارس المناطق الأربع في حين أن أنماط القيادة الثلاثة الأخرى كانت ممارسة بدرجة عالية. وأظهرت الدراسة ان أسلوب القيادة التعليمية يمارس على نطاق واسع في منطقة الفجيرة من قبل مديري ومديرات المدارس. والنتيجة الرابعة التي توصلت اليها الدراسة هي أن المعلمين يرون أن هناك علاقة قوية بين نمط القيادة والتحصيل الدراسي للطلاب وأن أسلوب القيادة التعليمية يؤدي إلى زيادة تحصيل للطلاب.



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

عنوان الرسالة:

أنماط القيادة المدرسية ونظرة المعلمين حول علاقتها
بالتحصيل الدراسي لدى طلاب المدارس الثانوية في أربع
مناطق تعليمية شمالية
بدولة الإمارات العربية المتحدة

اسم الطالب:

عبد الله قمبر قاسم علي اللوغاني

لجنة المناقشة:

مشرفاً ورئيساً

د. علي سعيد إبراهيم

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

أنماط القيادة المدرسية ونظرة المعلمين حول علاقتها
بالتحميل الدراسي لدى طلاب المدارس الثانوية في أربع
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رسالة مقدمة من الطالب

عبد الله قمبر قاسم علي اللوغانى

إلى

جامعة الإمارات العربية المتحدة

استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية

القيادة التربوية

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