

6-2021

**THE ROLE OF SCHOOL PRINCIPALS IN FOSTERING THE
TEAMWORK SUCCESS IN AL AIN SCHOOLS FROM TEACHERS'
PERCPECTIVE**

Afra Mohammed Al Shamsi

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



Part of the [Educational Leadership Commons](#)

United Arab Emirates University

College of Education

Department of Foundations of Education

THE ROLE OF SCHOOL PRINCIPALS IN FOSTERING THE
TEAMWORK SUCCESS IN AL AIN SCHOOLS FROM TEACHERS'
PERCPECTIVE

Afra Mohammed Al Shamsi

This thesis is submitted in partial fulfilment of the requirements for the degree of
Master of Education (Educational Leadership)

Under the Supervision of Dr. Mohamed Al Hosani

June 2021

Declaration of Original Work

I, Afra Mohammed Al Shamsi, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled “*The Role of Schools Principals in Fostering the Teamwork Success in Al Ain Schools From Teachers’ Perspective*”, hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Mohamed Alhosani, in the College of Education at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

Student’s Signature: _____



Date: 16, June 2021

Copyright © 2021 Afra Mohammed Al Shamsi
All Rights Reserved

Approval of the Master Thesis

This Master's Thesis is approved by the following Examining Committee Members:

- 1) Advisor (Committee Chair): Mohamed Al Hosani

Title: Assistant Professor

Department of Foundation of Education

College of Education

Signature



Date 15/6/2021

- 2) Member: Abdulsalam Al Zaabi

Title: Associate Professor

Department of Physical Education

College of Education

Signature



Date 15/6/2021

- 3) Member: Sultan Al Suwaidi

Title: Assistant Professor

Department of Foundation of Education

College of Education

Signature

Sultan Al Suwaidi

Date 15/6/2021

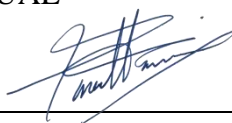
- 4) Member (External Examiner): Rana Tamim

Title: Professor

Department of Foundation of Education

Zayed University, UAE

Signature



Date 15/6/2021

This Master Thesis is accepted by:

Acting Dean of the College of Education: Dr. Najwa Alhosani

Signature:  _____ Date: 12/9/2021

Dean of the College of Graduate Studies: Professor Ali Al-Marzouqi

Signature:  _____ Date: 12/9/2021

Copy ____ of ____

Abstract

The aim of the present study is to investigate the role of principals in fostering teamwork success. This study explained the leadership practices in fostering teamwork as perceived by teachers. Notably, the teamwork and its importance are neglected most of the time. Additionally, very little work was found in context of UAE. A sample of 334 public school teachers from Al Ain completed the online survey about their satisfaction about teamwork rates, their views regarding principals fostering teamwork, as well as recommendations and suggestions that could promote teamwork among school teachers. Descriptive statistics is adopted to analyze the quantitative items of the study. The teachers' responses to the items are analyzed on a five-point Likert-scale. This study is guided by three questions. The first examines the perspectives of Al Ain school teachers about challenges and obstacles that may hinder teamwork success within the school. The second question is about how school teachers in Al Ain understand successful teamwork practices of principals, while the third question looks into the teachers' views for teamwork success regarding the role of the principals. The findings indicate that there is a strong relation between the leadership structure and performance evaluation of the teachers. Findings reveals that principals usually foster teamwork but there is still a need to take initiatives like increasing the teachers' involvement in decision-making process, providing administrative support, and collaborating with the teachers. The study enlists the working environment, lack of teachers' involvement in decision-making process as the major hindrances to teamwork. The present study derives its weight from focusing mainly Al Ain schools in the UAE since the work in this area is very scares and, consequently, it can provide some practical insights to apply by schools. The study recommend to reinfore the role of Ministry of Education to provide workshops about making-decision and the importance of teamwork between principals and teachers.

Keywords: Principals, school leadership, teamwork, teamwork success, Al Ain schools.

Title and Abstract (in Arabic)

دور مديري المدارس في تحسين نجاح العمل الجماعي في مدارس العين من منظور المعلمين

ملخص

تهدف هذه الدراسة إلى استكشاف دور مديري المدارس الحكومية في تعزيز العمل الجماعي كما يراه المعلمون. ولكن الجدير بالذكر أن العمل الجماعي وأهميته يتم إهمالهما في معظم الأوقات. بالإضافة إلى ذلك، يوجد القليل من الدراسات في هذا الإطار في الإمارات. قد شارك 334 معلماً من المدارس الحكومية في العين في دراسة مسحية عن تقييم رضاهم حول العمل الجماعي، وآرائهم بشأن دور مديري المدارس في تعزيز العمل الجماعي، وبالإضافة إلى توصياتهم ومقترحاتهم لتعزيز العمل الجماعي بين معلمي المدارس. وتسترشد الرسالة بثلاثة أسئلة رئيسية وهي السؤال الأول الذي يبحث في وجهات نظر معلمي مدارس مدينة العين عن التحديات والمعوقات التي قد تعيق نجاح العمل الجماعي في المدارس، والسؤال الثاني عن ما مدى فهم معلمو المدارس بمدينة العين الممارسات الناجحة للعمل الجماعي التي ينبغي توفرها في مديري المدارس، أما السؤال الثالث فيناقش منظور المعلمين بشأن دور المديرين في نجاح العمل الجماعي. تم اعتماد الإحصاء الوصفي لتحليل العناصر الكمية للدراسة. كما استعانت الدراسة بمقياس ليكرت ذي الخمس نقاط لتحليل. إجابات المعلمين تشير النتائج إلى وجود علاقة قوية بين هيكل القيادة وتقييم أداء المعلمين. تكشف النتائج أن المديرين عادةً ما يشجعون العمل الجماعي ولكن لا تزال هناك حاجة لاتخاذ مبادرات مثل زيادة مشاركة المعلمين في عملية صنع القرار، وتوفير الدعم الإداري، والتعاون مع المعلمين. وتُدرج الدراسة بيئة العمل ونقص مشاركة المعلمين في صنع القرار باعتبارها العوائق الرئيسية أمام العمل الجماعي. وبحثت الدراسة أيضاً في الأبحاث والدراسات الأكاديمية التي نُشرت سابقاً للتعريف بصفات القادة ومبادئ القيادة، وتستمد الرسالة أهميتها من تركيزها بشكل أساسي على مدارس مدينة العين بالإمارات حيث تندر الأبحاث في هذا الشأن مما يوفر العديد من الأفكار العملية التي تستفيد منها المدارس. وتشير النتائج إلى أن المديرين عادةً ما يشجعون العمل الجماعي ولكن لا تزال هناك حاجة لاتخاذ مبادرات لزيادة مشاركة المعلمين في عملية صناعة القرار وتقديم الدعم الإداري والتعاون مع المعلمين. توصي الدراسة بتعزيز دور وزارة التربية والتعليم لتفعيل ورش العمل عن تمكين المعلمين في صنع القرار وأهمية العمل الجماعي بين المدرء والمعلمين.

مفاهيم البحث الرئيسية: المدراء، القيادة المدرسية، العمل بروح الفريق الواحد، نجاح العمل الجماعي، مدارس العين.

Acknowledgements

Firstly, I would like to thank and express my sincere gratitude to my supervisor, Dr. Mohamed Al Hosani, who was with me from the beginning of this journey and supporting me with all circumstances that had been faced. I also want to thank Dr. Abdulsalam Al Zaabi and Dr. Sultan Al Suwaidi for their efforts with me and helping me in doing my thesis.

I am grateful to all faculty members at the College of Education for their support and encouragement through all these years.

Special thanks to my mother who encourages me to have my master and I also would like to thank my father who always believes on me. I also would like to thank my friend Mariam who was a great supporter in this journey. Finally, I am grateful to Mrs. Samia Akram who helps me a lot in my study.

Dedication

*To my piece of heart, my mother and father. Without you, I wouldn't have continued
in this hard journey.*

To my beloved husband. Thank you for making my life more beautiful.

To my family and friends. I cannot express my grateful to you in few words.

Table of Contents

Title	i
Declaration of Original Work	ii
Copyright	iii
Approval of the Master Thesis	iv
Abstract	vi
Title and Abstract (in Arabic)	vii
Acknowledgements	ix
Dedication	x
Table of Contents	xi
List of Tables.....	xiv
List of Figures	xv
List of Abbreviations.....	xvi
Chapter 1: Introduction	1
1.1 Overview.....	1
1.2 Statement of Problem	5
1.3 Research Objectives.....	6
1.4 Research Questions	8
1.5 Assumptions of the Study.....	8
1.6 Significance of the Study.....	9
1.7 Limitations of the Study	9
1.8 Definition of Terms	10
1.9 Theoretical Framework.....	11
Chapter 2: Literature Review	14
2.1 The Role of School Leadership in Teamwork.....	14
2.2 Relationship between Teamwork and Leadership.....	17
2.3 The Nature of Team Performance	19
2.4 Need for Performance Increment in Team	21
2.5 Teamwork.....	23
2.6 Types of the Teams	24
2.7 Models of Team Effectiveness	26
2.8 Elements of Teamwork	29

2.9 Teamwork Benefits.....	31
2.10 Teamwork Process.....	32
2.11 Team Goals.....	33
2.12 A Successful Team	33
2.13 Successful Team and Proper Utilization of Effective Teamwork.....	34
2.14 The Best Practice in Balancing Leadership and Teamwork.....	36
2.15 Dynamic Group	38
2.16 Education and Teams.....	38
Chapter 3: Methodology	43
3.1 Introduction.....	43
3.2 Research Questions.....	43
3.3 Research Design and Procedures.....	44
3.4 The Instrument	44
3.5 Validity	46
3.6 Reliability	46
3.7 Sample and Population	47
3.8 Data Collection	48
3.9 Data Analysis.....	49
3.9.1 Research Question 1	49
3.9.2 Research Question 2	49
3.9.3 Research Question 3	50
3.10 Limitations of the Study	50
Chapter 4: Results	51
4.1 Introduction.....	51
4.2 Sample Demographics.....	52
4.3 Result of Research Question Part 2 Section 1	53
4.4 Result of Research Question Part 2 Section 2	55
4.4.1 Result of Question 1 Section 2.....	55
4.4.2 Result of Question 2 Section 2.....	57
4.4.3 Result of Question 3 Section 2.....	60
4.4.4 Result of Question 4 Section 2.....	62
4.5 Result of Section 3 Open-Ended Questions	64
4.5.1 Activities that Required Teamwork in School.....	64
4.5.2 Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Principal).....	66

4.5.3 Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Teachers).....	67
4.6 Summary.....	68
Chapter 5: Discussion and Recommendations.....	69
5.1 Introduction.....	69
5.2 Discussion-Demographics	70
5.3 Discussion of Part 2 Section 1	71
5.4 Discussion of Part 2 Section 2.....	73
5.4.1 Discussion of Question 1	73
5.4.2 Discussion of Question 2	75
5.4.3 Discussion of Question 3	77
5.4.4 Discussion of Question 4	78
5.5 Discussion of Activities that Require Teamwork in the School	79
5.6 Discussion of Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Principal)	80
5.7 Discussion of Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Teachers)	80
5.8 Conclusion	81
5.9 Recommendation for Practice.....	82
5.10 Recommendation for Future Studies	83
References	84
Appendices.....	95
Appendix A.....	95
Appendix B.....	96

List of Tables

Table 1: Survey Reliability-Cronbach's Alpha Values.....	47
Table 2: Accessible Population.....	48
Table 3: Data Analysis-Demographic Variables.....	53
Table 4: Descriptive Statistics-Satisfaction Level	54
Table 5: Data Analysis-Satisfaction Level.....	55
Table 6: Descriptive Statistics-School Principal on Fostering Teamwork	56
Table 7: Data Analysis-School Principal on Fostering Teamwork.....	57
Table 8: Descriptive Statistics-Does the Principal Facilitate Sharing Knowledge with Team Members.....	58
Table 9: Data Analysis-Does the Principal Facilitate Sharing Knowledge with Team Members	59
Table 10: Descriptive Statistics-Does the Principal Contribute to Facilitating the Decision-Making on the Team?	60
Table 11: Data Analysis-Does the Principal Contribute to Facilitating the Decision-Making on the Team?	61
Table 12: Descriptive Statistics-Does the Principal Provide Effective Feedback to the Team?.....	62
Table 13: Data Analysis-Does the Principal Provide Effective Feedback to the Team?	63
Table 14: Activities that Required Teamwork in School.....	66
Table 15: Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Principal)	67
Table 16: Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Teachers)	68

List of Figures

Figure 1: Tuckman's Team Development Model	12
Figure 2: Percentage Score of Satisfaction Level	54

List of Abbreviations

ADEK	Abu Dhabi Education and Knowledge
GRPI	Goals, Roles, Processes and Interpersonal Relationships
HSD	Honestly Significant Difference
M	Mean
MOE	Ministry of Education
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
UAE	United Arab Emirates
UAEU	United Arab Emirates University

Chapter 1: Introduction

1.1 Overview

Education is an ultimate progression. Since early times, education, like water and air, has been considered an essential element of life. Education is a lifetime companion as it continues from cradle to the grave. Throughout the entire life, education is sought. It takes many forms depending on the society. Education equips the human with proper tools to fight all the hurdles in life (Janks, 2014). There are numerous benefits of education. It makes them a better version of themselves. Today, countries are engaged in a vicious race of advancement where education is the only means that can help countries to excel the others. Correspondingly, almost all countries in the world are in quest to enhance the quality of their education system, as high standards of education tend to prepare great individuals armed with knowledge and skills that are needed to create positive change in the world (Martin et al., 2011).

In particular, the ability of an education system to support all members of the society appears crucial to improving the society and be able to elevate it. Certain vital elements, including creativeness, self-esteem development, critical thinking, communication, and collaboration, make any education system stronger. Reforms and development in the education system over time are necessary (Kumar, 2015). Improving education systems depend upon various experts in this field, in particular, the principals and teachers. They are the prime means for implementing educational reforms (Naik, 2018).

It is well-known that the UAE is one of the most developed countries, but to maintain the pace of its growth and development, improvement of education system

should be at the heart of policies, since the UAE doesn't only have one of the largest oil reserves, but it also has managed to diversify its economy in all aspects. People from all over the world live in UAE which make improvements in the education sector a sine qua non and, consequently, a major source of concern for the UAE government. Therefore, education has become a top priority for the UAE. The educational system in UAE has grown at a rapid pace today. To uplift the development, the UAE government put great effort into the education system. Many education reforms are undertaking in the education system of UAE, particularly Al Ain. The fundamental objective is to improve the quality and convenient accessibility of education (Hijazi et al., 2008). Compared to private schools, education in public schools is cost-effective but, interestingly, most families choose to send their children to private schools (O'Sullivan, 2015). The education sector in different emirates of the UAE is much more vibrant and active. Al Ain is the most densely part of and the fourth largest city in UAE. Schools in Al Ain are known for providing premium and quality education. The main aim of the UAE Ministry of Education and Knowledge is to provide quality education and to introduce reforms and innovations in schools. Schools today are considered as an appropriate place that reflects the roles of school leaders, professional development of the learning process, and the conditions of teachers' working environment. Such roles and conditions are influenced by leadership and administration provided by principals of schools (OECD, 2002).

The most important determinant in an organization's success is school management. A lot of emphasis nowadays is on school management. The accomplishment of organizational goals depends mainly on the leading style. The role of school principals is fundamental to the success of schools. Their role is critical to the successful execution of educational improvements (Sebastian & Allensworth,

2012). Principals face many challenges while undertaking certain steps to improve the output of their organizations. Those leaders (such as principals) play great roles to achieve the effectiveness of schools and learning process; a goal that can only be achieved through the successful cooperation between principals and teachers. The foremost key point in providing quality learning to all students is to provide them with an environment where they can learn. School principals have the exclusive right to lead their schools to provide a healthy learning environment with high qualities. Principals should create an appropriate effective school community and involve staff and students in school programs.

Different theories explain different approaches to lead, which advocate for the efficacy of the educational organization. Cooperation between principals and teachers should not infringe on the level of respect among them since mutual respect counts as a key element of relationship in promoting students learning (Price, 2012). To have a successful school community, the principals should refine the communication and collaboration skills among all school members and apply effective leadership styles that can help foster the effectiveness of such communication and cooperation.

Successful schools' culture should be based upon certain elements like values and communication and collaboration among its members i.e., teachers, students, and principals. An example of communication and collaboration is the teamwork between teachers and principals. Principals who are more concerned about their organizational goals facilitate teamwork among their staff members. Teamwork has become an essential element that current schools cannot afford to be without (Al Mansouri, 2014). In a team, members interact with each so they can reap shared benefits. A team enables all members to offer their maximum output and to have greater productivity. Besides,

teamwork has become a requirement that a school community depends upon. There are various facets of teamwork in the school that can be found between administration members, principal and teachers, teachers themselves, and even in the classroom among the students. Teamwork relies upon members working together in a collaborative environment to achieve common team goals through sharing knowledge and skills (Tarricone & Luca, 2002). Furthermore, teamwork is a part of the organization unit that contributes to enhancing the school community and offers an appropriate learning environment for students. Tarricone and Luca (2002) go on further to explain that successful teamwork is contingent upon synergism between all team members, creating an environment where they are all willing to contribute and participate to promote and nurture a positive, effective team environment.

The teamwork reinforces the communication between teachers and principals and strengthens the relationship between them (Conneely et al., 2013). Successful leaders should encourage a strong line of collaboration among teachers that would maintain a focus on accomplishing goals. In addition to that, effective teamwork creates a comfortable school climate that contributes to fostering the spirit of the team to give more. Based on such understanding, the role of management in maximizing team effectiveness is central and decisive. Furthermore, a team focus is to separate team management representations from outdated leadership models because the emphasis is mainly on the team as an element (Morgeson et al., 2010).

The view of team leadership to understand the leadership team models is essential to understanding the team's needs. As mentioned, teamwork is considered an important element of organization units. Administration members, teachers, and students should work as groups to realize the same goals and purposes. However,

group members should respect each other through participation, making-decision, discussing, listening to different points of view, and make effective cooperation. All members in the group must feel comfortable and satisfied with being in the team.

1.2 Statement of Problem

The success of an educational establishment relies upon the role of the principal to develop an environment where staff members collaborate. This collaboration is necessary for the quality of output. The base of this environment depends upon how leaders of the establishment structure the environment. One of the grave problems is a collaboration among teachers (Killion, 2015). According to several educationalists and researchers, teacher collaboration has always been an indispensable component of schools since the very beginning and will continue even in the 21st century (Balyer et al., 2015). This study aimed at shedding light on the importance of roles of principals and how such roles define the organization's success. The principal's involvement is the obvious factor in flourishing teamwork among teachers. Nevertheless, otherwise had been demonstrated by different studies. Yet, there was a lack of proper study that analyses this problem in detail. Evidently, very limited work had been done on the barriers to teacher collaboration. Specifically speaking, the lack of administration's support is one of pressing needs that should be addressed on an urgent basis to produce the desired outcome (Buttram & Farley-Ripple, 2016). Considering the position of the principal's influence in a school, the problem is how principals respond to barriers to teacher's teamwork and boost cooperative associations. Removing these barriers and examining this relationship among teachers and principals is an absolute necessity. This is the core point upon which the professional educational culture is built.

The lack of administrative support in the organizations presents a challenge for the teachers. Many researches of different methodologies have demonstrated that the institute's failure was led by the poor collaborative environment provided by the administration (Hallam et al., 2015). Moreover, a positive outcome has also been reported where principals support teamwork. The organization that overcomes the barrier of providing a collaborative environment for the teachers is reported to overcome all other challenges.

As UAE has become one of the most influential hubs for globalization, the need for education has increased. However, for uplifting the development efforts in the UAE, various reforms are taking place. The problem of private and public schools worsens as more families are reluctant to send their children to public schools. Developing cultural values in schools is a problem of certain elements that need proper consideration. As a result, the drivers of change like teamwork, leadership, and other factors in the school need proper balance between the role of principals and the successful cooperation among teachers as well as students (Stephenson et al., 2012). This study examines the controlling role exercised by principals in introducing, evolving, and ongoing teamwork among teachers for the drive of cultivating education and fostering Teamwork Success.

1.3 Research Objectives

Immense significance is attached to teamwork by all institutions in today's world where problems and dilemmas are solved by exploring multiple shared ideas to maximize the output. In educational institutions, the role of principals in creating a collaborative environment for teachers cannot be overestimated. A good principal provides such an environment for their team to achieve the organization's desired

goals. But teachers' perception of teamwork does also count and it contributes to the success of schools. Some teams are more successful than others. There are many reasons behind successful and failed teams, as some members cannot communicate effectively, prefer to work in silos, misunderstand the principal's demands, and lack in collaborative skills (Buchanan et al., 2013). Many schools and institutes suffer from a lack of cooperation among team members or between team members and principals which adversely impacts schools' performance (Volkov & Volkov, 2007). Some principals don't have the characteristics to lead their groups and some teachers refuse to collaborate and some may even misunderstand their leaders. Furthermore, some principals do not bother to enhance teamwork and guide the members in the right way (Bensimon & Neumann, 1992). However, many school leaders are seeking to have effective teamwork to achieve high quality education and provide a healthy learning environment.

The role of principals is critical to developing a culture of teamwork in UAE schools, Al Ain Schools in particular. To have successful teamwork, principals and teachers should have good communication between them. For successful teamwork in the school, particularly speaking about UAE, a lot of emphasis has been placed upon the perspectives of principals or heads of schools (Stephenson et al., 2012). However, the perspective of teachers on teamwork has not been addressed. It is needed to reconsider the approach to the role of principals in fostering teamwork and the role of teachers within teamwork. This would help schools achieve the desired shared goals. It is further a point of concern how teachers of a school, in their capacity as important stakeholders, see the role of principals in bringing about teamwork at the workplace (Blaik et al., 2020). The gathered information and data in this work will both principals

and teachers with materials about creating effective teamwork for the success of the schools.

This research aimed to understand the perception of teachers concerning success in schools and to identify the teamwork benefits that enable an effective collaborative environment in schools. This study also analyzes the principal's role in enhancing the effectiveness of teamwork and the environment required for successful educational development in the UAE, additionally, this study provides details regarding positive outcomes in the education system through teamwork and effective leadership roles.

1.4 Research Questions

To address the problem discussed above, the research questions are as follows:

1. What are the perspectives of Al Ain school teachers regarding challenges that may hinder teamwork success?
2. How do school teachers in Al Ain understand successful teamwork practices of principals?
3. What are the teachers' recommendations and suggestions for teamwork success regarding the role of the principals?

1.5 Assumptions of the Study

- The study assumes that teamwork enhances the productivity of teachers and motivates them to raise the quality of teaching.
- Teachers' perceptions are important for attaining success in school.
- Principals' support have the strongest influence on the quality of teacher teamwork.

1.6 Significance of the Study

This study contributed towards understanding the root causes of teamwork failure and provides recommendations on how to foster teamwork and strengthen the relationship between schools' leaders and team members, mainly teachers (Pronovost, 2013). This study also helped the principals to be aware of their pivotal roles to enhance the teamwork and reinforce the team spirit, based on the feedback provided by the teachers, as principals are directly responsible for creating the environment that paves the road for a successful educational establishment (Wiyono, 2018). Furthermore, the study provided data to both teachers and principals to develop a group of values and an environment so they can work for achieving shared goals. As well, it introduces teachers to the significance of teamwork practices and how fundamental their roles are in increasing the quality of education and building the character of new generation. Teachers are an integral part of schools (Cope & Ward, 2002). Principals should provide them with a collaborative and unified environment so that teachers give their maximum output. Most departments today depend on teamwork and collaboration, especially the education department where every single unit has to cooperate and collaborate so that a healthy learning environment could be created (Park et al., 2005). So, this study can be applied in the UAE countrywide, not just in the context of Al Ain schools.

1.7 Limitations of the Study

Inadequate studies have reported teachers' teamwork and principals' standpoint. This study is a footstep toward a methodical investigation of the importance of the role of principals, the supposed problems, and the steps that should be taken to foster teamwork in schools. While the exploratory nature and the type of

analysis, it would be unfeasible to generalize this study as it is limited to Al Ain schools only and will have models of some associates of schools. The authenticity of this study depends upon the honesty of the data collected as lack of reliable data limits the validity of the analysis. The study only investigates the role of principals in inducing teamwork among teachers but cannot cover other variables including all other policies and different decisions made by principals. The involvement of teachers is either not been investigated. There is no surety that the respondents are honest regarding their answers. As this is self-reported data, it is not sure either the respondents are open enough to answer honestly. The sample size is also small. The research was conducted over a specific period, and there is no follow-up to ensure the authenticity of the data.

There were also a lack of quantitative data about the training and roles of principals. Future studies can also involve the perspectives of principals about different steps taken at different known levels for a better understanding of teamwork success. Similarly, future studies could also include detailed investigation on problems faced by principals in fostering teamwork. Besides, while investigating the study, no information about the style of leadership was conducted and no variables were analyzed regarding the culture of the school. Hence, some findings of this study will also be later compared based on gender, that is, gender-based findings can be discussed separately as a part of this research.

1.8 Definition of Terms

- Ministry of Education (UAE):

The Ministry of Education (MOE) is a government ministry of the United Arab Emirates. It has its main offices in Abu Dhabi and Dubai.

- Teamwork:

Teamwork can be defined as the ability of team members to work together, communicate effectively, anticipate, and meet each other's demands, and inspire confidence, resulting in a coordinated collective action (Salas & Cannon-Bowers, 2001).

- Leadership:

The term of leadership can also be defined as an activity or the ability to lead people towards the achievement of a common goal (Thorpe et al., 2010).

- Successful team:

Defined by Professor Leigh Thompson of the Kellogg School of Management, a "team is a group of people who are interdependent concerning information, resources, knowledge, and skills and who seek to combine their efforts to achieve a common goal" (Thompson & Choi, 2006).

1.9 Theoretical Framework

Different people from academic organizations work as a team to attain organizational goals. The success of schools depends upon how teachers, students, and principals work as a team. Good leadership is the one whose effects are visible in the form of creativity displayed by different members of the team (Natvig & Stark, 2016). Many different theories have been proposed regarding the success of teamwork in the schools and the role of principals as leaders to foster teamwork success. The framework used in the present study is the well-established team development model of Tuckman (Bonebright, 2010). Bruce Tuckman's model has 4 phases that all are foreseeable to build a team, counter challenges, handle problems, and find their

solutions. These 5 phases include forming–storming–norming–performing–adjourning (Tuckman & Jensen, 1977; Tuckman, 1965). Figure 1 presents the process of the model and it shows what the team and team leader should focus upon.

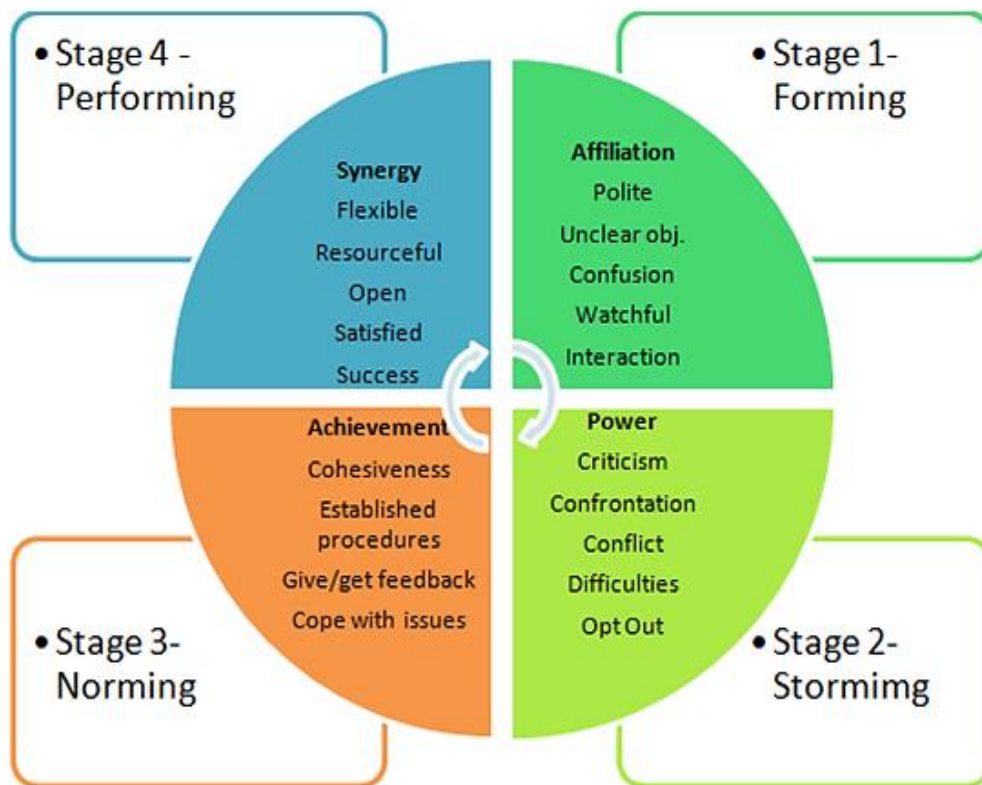


Figure 1: Tuckman's Team Development Model

The model starts with forming stage during which the team interacts and learns about the chances and tasks, and then agrees on goals. The objectives at this stage are quite unclear. During the second stage which is storming, criticism, doubts and difficulties may happen. Additionally, team members are resistant to achieve productive teamwork. Conflicts that were experienced in the storming stage are reduced in the norming stage. Established procedures and cohesiveness are generated

among members and they begin to accept team members as a group. The fourth stage is the performing stage during which members understand and perform their roles efficiently. These phases are compared to the perception of teachers regarding the success of teamwork and this comparison between the development of team and teacher's perception determines the success of school (Bjørnsrud & Engh, 2012). Tuckman's model matters in this study, as it can reveal the important stages to develop small groups (Huczynski & Buchanan, 2001).

Chapter 2: Literature Review

Teamwork has become a critical skill in the twenty-first century. Currently, teamwork considers as a significant tool for the exercising of leadership, and the need for successful teamwork is not confined to schools solely (Hunziker et al., 2011). However, the success of organizations becomes certified on having strongly connected teamwork. No one works alone without the needs of others and the organization cannot reach the top, depending on one person. Communication, collaboration, and cooperation are significant elements of successful teamwork (Tsay & Brady, 2010). To understand the significant roles of leadership and principals in strong teamwork and effective leadership in improving teamwork, this literature will contribute to reviewing the nature of the team performance, the types of team, the definition of teamwork, team dynamic, models of the team, and teamwork process. This literature review can be adding to other kinds of literature on the same topic.

Various organizations have started paving the way to develop the education system in the UAE. The cooperation of faculty members, as well as students, is playing a vital role in achieving a successful education system. The various factors of teamwork, leadership traits, and perception of global mindset have been playing a vital role in this context (O'Daniel & Rosenstein, 2008). However, there have been several limitations that often lead to inaccurate principal usage in the schools that reflect the performance in the environment.

2.1 The Role of School Leadership in Teamwork

Sauer (2011) investigates how a newly assigned team leader's status moderates to different leadership styles to influence the assessment of the leader's self-confidence

and effectiveness and how this affects team performance. The study implements 2 experimental studies and the researcher finds that low-status individuals can improve their level of personal power by drawing on whatever positional power they hold while high-status members are better off relying solely on their power to affect others.

Chin (2015) notes in his study about teamwork and leadership in the areas of supervision, leadership, and management. The purpose of the study was to provide a methodical review of papers in journals to examine the roles of leadership in teams and then, recognize which models of teamwork and leadership had been most studied by researchers. The researchers used around 80 journals and found that 60% of the papers considered a team of the worker whose teamwork was anticipated to be lasting.

Leadership plays a key role in supporting and fostering the success of teamwork. School leadership has a symbiotic relationship with principals and teachers. Cooke and Hilton (2015) notes that organizations require leaders to motivate, encourage, direct and drive teachers as well as administrative personnel to develop and move the schools forward (Pitsoe & Isingoma, 2014). Leaders can impact other team members' behavior by encouraging, motivating, and facilitating competencies (Bennis & Biederman, 1998).

Chrislip (1995) outlines the different principles of leadership collaboration. The first principle is to inspire commitment and action which is the power and influence help, but they are not the distinguishing aspects of collaborative leaders. These leaders should start with a process that brings people together when nothing else is working. Moreover, they are action-oriented, however, the action involves convincing members which something can be done, not just telling them what they must do or not doing the work instead of them. The second principle is leading as peer

problem solver which leaders are collaborative and they should help their groups to create visions and solve problems. They have to be aware that they are not responsible to solve the problems for the group or engage in command-and-control behavior. The third aspect is to build broad-based involvement and that means collaborative leaders should take the responsibility for the diversity of their group and make a conscious and disciplined effort to identify and bring together all the relevant stakeholders. The fourth feature is sustaining hope and participation which is collaborative leaders should convince their participants that they are all valued, help set incremental and achievable goals and should encourage celebrations along the way. The fifth feature is servant leadership which is collaborative leaders are servants of the group, helping stakeholders do their work and seeking to make sure those others' needs are met and that they grow as members. The last aspect is leadership as a process which aware of motivation and inspiration that happens through the belief in the credibility of the collaborative process and good working relationships with many people (Ambrose-Miller & Ashcroft, 2016).

Leadership could be based on the locus of leadership and the formality of leadership. Locus leadership can be either internal when the leader considers as a part of the team or external when the leader is not part of the team's everyday task. However, formal leadership producers give the leader direct responsibilities for the team's performance while informal leadership processes lead to no direct responsibilities for the team's performance (Chin, 2015). Darling and Leffel (2010) creates a framework for leadership styles and divide the framework into four styles based on the leader's assertiveness and responsiveness which are analyzer, director, creator, and connector. However, Chin (2015) defines assertiveness as when the leader has direct and indirect communication with the team while defines responsiveness as

how the leader can express him/herself emotionally in leading the team. In the leadership that gets results study, Goleman (2001) indicates around six distinct styles of leadership lead to an effective team atmosphere. The six leadership styles are coaching, pacesetter, democratic, affiliative, authoritative, and coercive. Firstly, the coaching style helps team members in the future and could assist team members in their performance. Secondly, the pacesetter style expects high performance and raises high standards for the team and the style considers the most effective method in case the need to receive quick results. Thirdly, the democratic style allows the leader to achieve consensus in the team through direct participation, and this style is used to gather input from team members. The fourth style is facilitative, and this style promotes harmony in the work environment and decreases stress. Fifthly, the authoritative style leads the team members toward a similar vision and this style could be helpful when the need for a clear direction. Finally, the coercive style requires immediate compliance and works more in a hard situation with team members.

2.2 Relationship between Teamwork and Leadership

Teamwork taps into the certain hidden potential that any organization members have. It is one of the most important group works that can develop or even destroy the functioning of a work from its focus. Teamwork helps maximize the output of the community. In the context of the UAE, and especially for the Al Ain region, there is a shortage of studies in this domain, and very little work has been done in this area (Jalinus et al., 2020). So, this study is very significant and can be useful to apply in UAE's schools and institutes to improve teamwork. Goals for team performance often cohabit and adapt with goals of individual performance. From the different scholarly articles related to teamwork and leadership roles in teamwork, it is best observed that

leadership is significantly related to teamwork. Along with the help of effective leadership and morale increment, the teamwork of the company or particular workgroup is easily mended by a reliable leader. Based on this context, various theories have been developed to support leaders in developing effective teamwork (Druskat & Pescosolido, 2002). It is mainly done by following certain models and rules. As a result, these frameworks depend on the success factor of leaders and their capabilities to support the employees and team members in creating sound as well as effective teamwork for future goal achievement.

Now based on the term teamwork and leadership, in the education system, the ulterior leader is the principal and their job is to responsibly keep the activities of education and supporting students as well as faculty members in the institution. As a result, the principal needs to follow certain roles to build a team of responsible teachers or enablers who will guide students with particular subjects or tasks for future development. Thus, the counter challenges, performance of adjourning with solutions, and many more problems need to be solved under the surveillance of the leadership of the principal (Jurdi & Rasheed, 2019). In addition to this, principals must provide them with a collaborative as well as a unified environment so that teachers give their maximum output. The majority of the sectors today depend on teamwork and collaboration, especially the education sector where every single unit has to indulge and collaborate so that a healthy learning environment could be created. Therefore, the need or evaluation of effective leadership in teamwork with the help of principals in the education system is necessary (Day et al., 2014). It enables maximum support to the faculty members and students to become reliable and sufficient in achieving future goals.

The warp and woofs of the complex fabric of organizations are leadership and teamwork. In an organizational system triggered by a constellation of teams, one cannot operate without the other. These groups are make-shift organizations with defined goals, funding, and deadlines. This is because the organization's operational and strategic goals are primarily achieved by teamwork something that cannot happen by chance (Salas et al., 2015). Essential soft skills are required for both leadership and teamwork, and they must be used wisely and in a balanced manner. This symbiotic relationship between leadership and collaboration is essential to ensure that both are carried out not just in tandemas two sides of the same coin, but often in symbiosis, as they derive inspiration for success from each other. Bad leadership will not be able to lead a motivated team to success, and good leadership will not be able to lead an inexperienced and unmotivated team to success (Gilley et al., 2009). In this study, both leadership and teamwork are examined as a balanced undertaking. A structure is created for best practices to achieve harmony, sagacity, and achievement in the two complementary phenomena.

2.3 The Nature of Team Performance

High performance teams need to have a clear eligible leadership. McMillan and Schumacher (2010) noted that team performance demand accepted leadership able to call out the levels of initiative, commitment, and creativity that encourage exceptional levels of collective and individual performance (Phalane, 2011). Faraj and Sproull (2000) define team performance as “the extent to which a team can reach the predictable goal or completely reach the expected quality of a task” (Gu et al., 2014).

In a functional approach to understanding leadership structures and processes study, to understand the effectiveness of leadership in fostering the team, it is required

to have a full understanding of the nature of the team performance. According to Morgeson et al. (2010), “the team focus separates the team leadership models from traditional leadership models because of the central focus on the team as a unit”. Kozlowski et al. (2001) mentions teamwork has been characterized by recurring cycles of mutually dependent interaction. Marks et al. (2001) indicate that “these temporal cycles of goal-directed activity can be divided into two distinctive phases”. In the transition phase, teams engage in evaluation or planning activities designed to foster goal attainment while in the action phase, teams perform work activities that directly contribute to goal accomplishment. Too late, teams repeatedly cycle through these two phases' transition and action. It is through these performance cycles that collective team action becomes occurs (Morgeson et al., 2010).

According to Peterson and Behfar (2005), different challenges face in transition and action phases can be raised from the team, environmental contexts, and organization. These kinds of challenges could threaten the validity of the team and make some difficulties to achieve their goals (Morgeson et al., 2010). Some needs can be raised to affect these challenges that face the team in transition which are “objectives are outlined, setting goals, developing positive team norms, deciding on a task performance strategy, developing a shared understanding within the team, and becoming clear on the distribution of knowledge within the team” (Marks et al., 2001). However, the needs that raising in the action phase are monitoring output as the team makes progress toward goals, monitoring systems inside and outside the team, such as people, resources, key stakeholders, and changing conditions; coordinating team actions; engaging in high-quality communication; monitoring team behavior and coaching to team members; and maintaining boundaries so that teams effectively interface with groups outside the team (Marks et al., 2001).

Schaubroeck et al. (2007) indicates that some teams have confusion in productivity with performance. Sometimes, working hard or doing more with less does not lead to having superior sustained results. The team could face fewer resources and raise requirements than other teams but thrives where others deliver mediocre results. Thus, to have a high-performance team requires some official training and organizational support (Phalane, 2011).

2.4 Need for Performance Increment in Team

In a particular team, performance plays a vital role in increasing the activities and overall outcomes in the future. As a result, the performance of a team, as well as its nature, is very essential in developing teamwork and its outcomes. According to various studies, it is observed that the nature of team performance in the education system and other industries is the sole feature in determining the success factors. As a result, it means that performance plays a vital role in increasing teamwork and the nature of team performance helps in increasing creativity as well as commitment towards the particular task (Litz & Scott, 2017). However, it is also observed that the performance and its nature in a team are directly related to leadership. Therefore, effective leadership and relevant models often help in increasing the positive nature of performance in a team. As per past researches, the temporal cycle, as well as recurring cycles of dependent interaction that evaluates better communication among the leader and its team members, often helps in elevating the active nature of the team and makes it more friendly and enjoyable.

In addition to this concept, it helps the principals to be aware of their great roles to enhance the teamwork and reinforce the team soul, based on the feedback which will be provided by the teachers, as principals are directly responsible for providing

the environment that will successfully develop the road to success of educational institutes (Alekhina et al., 2020). On the other hand, there are various challenges as well as limitations that hinder the active nature of team performance in various fields. Most of the hindrance is observed in the education sector as there are different kinds of students from various backgrounds and there is the necessity of molding their perspective with relevant choices. As a result, the crucial and relevant conditions in team actions will enable high quality of communication and monitoring systems that will indulge in the positive nature of performance in the team. Furthermore, the monitoring system as mentioned in the above parts indicates that the team with both insides as well as outside sources for example the features of resources, employees, and students with active utilization helps to increase the clear and transparent objective of performing to achieve future-oriented goals. Based on this context, various relevant theories have been produced to support the nature of performance in teams for developing effective teamwork. It is mainly done by following certain models and rules.

Employee performance has been a subject of recent interest and scholarly concern in attempts to enhance organizational effectiveness (Yukl, 2008). Many management principles and practices, such as management styles, total quality management, employee empowerment, work satisfaction, and job efficiency, have been related to employee involvement.

Employee participation, according to Brief et al. (2000) study, is a prerequisite for organizational engagement. Employees with a high level of involvement are naturally expected to function harder than those with a low level of involvement. An employee with a high degree of involvement finds his or her work to be the center of

his or her life. As a result, several researchers have speculated that employees with a high degree of commitment would devote significant effort to achieving organizational goals and would be less likely to leave. Employees with a high degree of performance seem to be happy with their employment, to be in good spirits at work, and to be very loyal to their employers and careers (Markos & Sridevi, 2010).

Many studies have shown that managers must recognize the significance of employee involvement by their employers because it is a major indicator of employee behavior (Morgan & Zeffane, 2003). Organizations often rely on teamwork for continuous improvement of their products and services, and also of all other organizational functions. For example, some estimates claim 80% of companies with 100 or more employees rely on teams and groups for their everyday work (May et al., 2002).

The productivity of a team is crucial because it is one of the most significant factors in a company's performance. According to Drucker (2011), effectiveness is characterized as "the degree to which the desired result is realized." Effective teams are those that can meet high task performance expectations while also providing high levels of satisfaction to their participants.

2.5 Teamwork

Teamwork is considered as one of the 21-century skills. There are numerous different definitions of teamwork based on the field of study. Most researchers like Cardona and Wilkinson (2006), Knobbs and Grayson (2012), Phalane (2011) and Ponton et al. (2019), define the team as a group of individuals who work together cooperatively on a task to achieve the same goal, while teamwork refers to the

activities of a group of individuals, which include interaction and effective communication among the team members to promote knowledge sharing, understand each other, to help others to achieve the goals, and build a strong sense of unity in the team (Pitsoe & Isingoma, 2014).

Teamwork is considered an important unit among cross-disciplinary groups to produce efficient and effective work (Ricketts et al., 2008). Besides, teamwork is the process of working collaboratively as a group to achieve the same goals. Another definition of teamwork is the work that had been done by a group of people and each one should have a part while still subordinating personal interest for the success of the whole members. Each person should understand and aware of the responsibility to support to get to a hard goal accomplished (Al Mansouri, 2014). A term team could be defined as a group of members united in pursuit of common goals and a clear mission. Thus, the team could have the number of characteristics: a common goal, diverse individuals, a sense of community, concerted effort, and sharing knowledge. However, the best teams are those composed of individuals such as indefatigable problem-solvers, keen opportunity-seekers, and incorrigible optimists (Sohmen, 2013).

2.6 Types of the Teams

A team is analyzed by the outcome provided by its members. The outcome and the common task achieved are basically what define a team's success. Many theories suggest that the participation of all team members is necessary for the accomplishment of the team goal. Many typologies are used to define several types of teams. According to Dunphy and Bryant (1996), these typologies were using criteria like self-management, the complexity of the skills required, task characteristics, and others. Chin (2015) indicates that several categories classified the teams and each team with

different propose, roles, and performance. According to Halfhill et al. (2005), there are around six different types of groups: management teams, production groups, project teams, service groups, advisory groups, and action and performing groups. Management teams coordinate employees, track the budget, make policies, and work on logistics while production teams are responsible for consistent output and project teams are set-up for a specific task and disband when they complete it; advisory groups solve problems. Also, service groups focus on customer transactions and action and performing groups work in time-limited complex situations (Chin, 2015).

According to Katzenbach and Smith (2015), type of team depends on the goal and outcome of any organization wants to achieve. To achieve certain goals, there is a specific team must to be followed. If a team want more organization-oriented and more collective performance, then it is ought to go for a self-managed team. But one drawback of the self-managed, team reduces the growth of team members due to increased cost for training. One other type of team is the problem-solving team. The basic aim of this type of team is to think like stress management and to work innovatively for the problems that an organization may encounter. Flexibility and open communication among members of the team are usually greater in this type of team. Due to development of the technology, a new type of team is created that aims at working virtually. In a virtual team, physical contact is not necessary one may contact via any communication source like messaging emailing, or through various video conferencing to achieve the aims and goals of the team. If any organization wants to achieve professional excellence and timely management of any task, then this comes under the cross-functional team. In cross-functional teams, members are from different departments and they serve to achieve the common goal. As discussed by Sheard et al. (2009), leadership team is the type of team that overcomes impediments created by

other teams and looks at overall performances. Conflicts may occur in this type of team.

According to Wellins (1991), self-directed teams are among those teams that can make small decisions themselves. They are not bound to tell the higher authority small decisions and involve them. This type of team is not just about the accomplishment of the tasks but also manages them on their own. They have authority over making any sort of decisions and execute themselves using any information.

Wildman presented taxonomy of teams that consist of task distribution. But the disadvantage of this type of team taxonomy based on task limits the team effectiveness. They can be distinct to a greater extent beyond the type of the task. Cohen and Bailey (1997) suggest there are teams like traditional work team, project team, management team, and parallel teams. Hollenbeck et al. (2012) describes team by differentiation e.g. skill differentiation, and temporal stability. Features beyond the task and the evolution of these features impact the team type. These should be further studied, and it should design a taxonomy based on the approaches that are more suitable for the team.

2.7 Models of Team Effectiveness

A team is crucial to the success of an institution. A successful team learns and adapts with time. Certain key points should be adopted by the team for success. Researchers over the years have been looking for an answer to this question. Presently, there are different models and methods for team effectiveness. In factors contributing to research team effectiveness: testing a model of team effectiveness in an academic setting study, there are some theoretical models of work team effectiveness: model of

work team effectiveness (Gladstein, 1984), model of self-regulating workgroup performance (Pearce III & Ravlin, 1987), and model of work team performance (Tannenbaum et al., 1992). These models suggest the number of input factors like task characteristics, organizational and situational characteristics, leadership factors, individual characteristics, team cohesiveness, and team climate (Ahmad & Omar, 2014).

The Goals, Roles, Processes and Interpersonal Relationships (GRPI) model of team development by Rubin and Beckhard (1972), suggested as a method for better understanding teams. The four foundations of the model are referred to as the GRPI acronym. These include goals, roles, processes, and interactions (Raue et al., 2013). The T7 Model of team effectiveness was developed using data from the previous M6 pilot project. The overall goal was to improve service to the company's own CSCs, Improved delivery accuracy, and a shorter lead time (De Meuse, 2009). The M6 chain model has been updated, improved, and expanded. Since the beginning of 2012, the general stainless business area has been in charge of sheet service centre operations. This sparked an idea for how to strengthen the supply chain to achieve substantial cost savings. The T7 is part of the P250 cost-cutting scheme.

The Katzenbach and Smith Team Effectiveness Model was presented by Jon Katzenbach and Douglas Smith in 1993. Each point on the Katzenbach and Smith model represents the team's priorities or objectives. These are focused on aspects of collaboration, such as collaborative work goods, success outcomes, and personal development. The three points include commitment, skills, and accountability (Katzenbach & Smith, 1993). The LaFasto and Larson model were created by Frank LaFasto and Carl Larson. They created the 'Five Dynamics of Team Work and

Collaboration' team effectiveness model in 2001. They developed a concept of what an effective team looks like based on 600 teams in different organizations, which consisted of five elements for team effectiveness: team members, team relationships, team problem solving, team leadership, and team organization environment (Larson et al., 1989). Patrick Lencioni's book "The Five Dysfunctions of a Team" was released in 2005. This book proposed the Lencioni model, a novel team effectiveness model that examines the root causes of team dysfunction. Five dysfunctions of a team are: absence of trust, fear of conflicts, lack of commitment, avoidance of accountability, and inattention.

In the book, 'Leading Teams: Setting the Stage for Great Performances', Hackman (2002) proposed a new team effectiveness model. Hackman (2002) described five reasons that he believes make it more likely for a team to work well together. These conditions are real team, compelling direction, enabling structure, supportive context, and expert coaching. Salas and his team suggested a modified version of Hackman's earlier 1983 model in 1992. This new model emphasized the importance of organizational background and group design, as well as their impact on a team's success. This model includes Organizational context, Team design, Team synergy, Process effectiveness, Material resources, and Group effectiveness. Tuckman (1965) developed around the 4 stages model of team development that becomes an acceptable part of cognition about how teams could be developed. The stages are forming, storming, performing, and norming. The first stage is forming, and this stage involves an introduction of team members either as members are introduced subsequently or at the initiation. Members are more likely to be influenced by the desires and expectations that they bring with the team and they will be keen to

understand how the team will work. Thus, team members will understand how the leadership would work and operate in terms of styles and characters.

Secondly, the storming stage leads team members to grow more confident and at the same time, the team members will have several opinions as to how the team should work. The best team will be able to understand the conflict, listen to each other actively, find situations, and navigate an agreed way forward. The third phase is norming, and in this phase, team members have to sign up for a common operating method and team members are usually willing to share through this. Furthermore, team members will be able to reconcile their opinions with the greater team's needs. However, collaboration, cooperation, and strong communication contribute to replacing the conflict. Finally, the performing stage emphasizes leading the team to reach the common goals rather than working on the team process. Hence, the team members will be able to build a strong loyalty towards each other. The team will be able to manage and control complex tasks and adapt to greater changes (Tuckman & Jensen, 1977).

2.8 Elements of Teamwork

There are some basic elements of teamwork. The need for the initial ratio between team members and opening up a path towards the development. The relationship between members leads to major changes in the achievement of consolidation, apparently achieving stability. The need of a group where the individual feels safe wanted, and needed, where the team members can be accepted, the loyalty and motivations of the team members. It is different between the attraction of a group and what is called cohesion (Castka et al., 2003). The attraction of a group refers to those factors that identify a group, set it apart from others, and make it desirable for

members of a given community. McGregor (1960) defines cohesion as the result of all the forces acting on the members of a group to remain as members of it. These forces are: Incentive properties of the group are manifested through the goals, and motivational basis of attraction (Driskell et al., 2018).

Several authorities have stated that members of a single team must share a common philosophy about their collaborative work. Recognition of the need to share discipline-referenced models, willingness to follow processes or norms that govern the interaction between team members, and successful integration of parents as full participants in all facets of teamwork are some of the values that underpin active involvement in transdisciplinary team models (Hanaysha & Tahir, 2016).

Another aspect of teamwork that has been studied in the literature is the set of frameworks that shape adults' ability to collaborate (Fawcett & Garton, 2005). Interpersonal and communication skills growth, as well as an awareness of the stages of professional development that can affect team members individually, as well as how those stages can be influenced when change or advancement is implemented into the educational environment, sensitivity to how one another's responsibilities are established, and some typical leadership styles, are some of the structures.

Service provision, or the collective completion of a variety of team tasks or operations, is another component of teamwork that has been discussed by several authorities. These activities usually begin with an assessment and continue through the development, implementation, and evaluation of an Individualized Education Program (IEP) (Milsom et al., 2007). These tasks can be thought of as group projects. Despite the technical literature's substantial emphasis on teamwork and coordination, the

knowledge base of successful teamwork elements remains largely uninformed by the voices of those who are involved in the project.

2.9 Teamwork Benefits

Teamwork as defined in the research plays a very crucial role in cross-disciplinary groups in case to develop effectively as well as sufficient work based on the department or sector needs. As a result, the teamwork in the education system can be mentioned priorly to be the faculty members and the leader or principal's gathering and activity in assessing tasks and teaching techniques for enabling students with more rectified learning methods (Tezcan-Unal et al., 2019). The proper meaning of teamwork is still not transparent in many education sectors. Most of the faculty or leaders like principals believe that teamwork is not necessary and students alone need to indulge in their course work and assignments without copying from each other. As a result, the accurate definition of teamwork needs clarification. Based on this context, many institutions including Al Ain schools have been following the accurate teamwork and establishment of team performance as well as its nature through group formation and assignment allocation (Mahdawi, 2019). It helps to communicate and understand each other in group work. Moreover, with teamwork, people can plot down and come to a solution more quickly. As the study is solemnly based on the regions of UAE and Al Ain, the perspective of teamwork in these areas is more evolving. It is due to the increasing population of expatriates and their management with the Emirates. The education sectors in this context need to combine their activities in a team to develop more strong bonding as well as performance appraisal through diversified perspective and coming to a solution.

On the other hand, the different types of teamwork, as well as the effectiveness of the team through relevant models, have been providing effective solutions to the academic setting. In addition to this, the features of teamwork are providing stability in performance and consolidation of the safety and requirement of more enhanced learning in the particular field of education (Harold & Stephenson, 2019). As a result, the loyal and motivational activities are enhanced in the team with effective utilization of relevant models of team management. However, it is also observed that teamwork and its nature in a team are directly related to leadership. Therefore, the models of team enhancement, as well as leadership strategies, are both need to applied in effective outcomes for the future.

2.10 Teamwork Process

In Hackman and Morris (1975), Hackman and Wageman (2005) studies, team performance effectiveness could joint in the function of the level of effort team members collectively expend on carrying out the task work, group strategies that used in the work, and verity of skills and knowledge that team members bring to bear on the task. Any team that expends sufficient effort on its task spreads a performance strategy that is well-aligned with task requirements and brings spacious talent to afford on the work is quite likely to perform well.

Nevertheless, teams could work in ways that flexible to their standing on these three performance processes are likely to reduce the use of their collective resources and turn in suboptimal performances. If the leader able to facilitate team effectiveness, so this will contribute to helping members work together to improve some aspects such as their level of effort, the appropriateness of their task performance strategies, and members' knowledge and skill use. This assistance can involve minimizing a group's

vulnerability to what Steiner (1972) has called "process losses," or assisting the team to create positive process gains or even both. Furthermore, the leader can help the group to avoid the patterns of interaction that the use of inappropriate performance strategies, invite social loafing, and using member talent. Besides, the leader can promote interactions that improve collective effort, generate strategies uniquely appropriate to task requirements, and improve member knowledge and skills. Nevertheless, the amount of help a leader can give a team in enhancing its performance processes could be limited because one or more of those three processes could be controlled by outside factors in case the leader has indirect control. If there is nothing a leader can do to help members develop how they manage their effort and their performance strategies, this will lead to little constructive difference in team performance (Hackman & Wageman, 2005).

2.11 Team Goals

In Team in Organization: Recent Research on Performance and Effectiveness study, group's goals can take several forms such as speed, quantity, accuracy, service to others ...etc. However, the absence of goals will lead the problems. According to Weldon and Weingart (1993), difficult goals for teams could raise team performance and this could reflect the content of the goal. Hence, goals for speed will lead to raising speed, goals for quantity tend to raise quantity (Guzzo & Dickson, 1996). However, when there is harmony between team goals and individual goals, this will lead to a high level of performance rather than goal type exists alone (Guzzo & Dickson, 1996).

2.12 A Successful Team

In Tarricone and Luca (2002) study, it was a review of previous pieces of literature about identifying a framework that educators can use to help promote

effective teamwork. This study used to investigate two final year multimedia students' teams completing a project-based unit. The results showed that the successful team was highly successful in developing a quality product, as well as being highly collaborative with each other. Several things lead to success which is: commitment to team success and shared goals, interdependence, interpersonal skills, appropriate team composition, and commitment to team processes, leadership, and accountability. Being motivated to out-perform and shared a common goal leads to success. Additionally, a feeling of responsibility towards other members of the team leads to having a successful team. Awareness of the importance of everyone's role within the team is another aspect that leads to success.

According to Sohmen (2013), there are two main skills associated with a successful team which is: playing advantageous roles and providing feedback to others. Firstly, advantageous roles like task-facilitating to improve performance of a team through direction-giving, urging, and summarizing. These advantages will lead to influence team members' behaviors to facilitate task accomplishment and group cohesion. However, providing feedback to the team can help to move forward with accomplishing tasks while building strong relationships with each other. Secondly, focus on giving feedback on the behavior of team members rather than on the person. This way will encourage team members to provide effective feedback to build positive relationships, rather than destroy team unity.

2.13 Successful Team and Proper Utilization of Effective Teamwork

As per the statement of Al Ahabbi et al. (2019), team success is naturally depending on various features as specified in the above paragraphs. Goals for team performance often cohabit and adapt with goals of individual performance. Along with

the help of effective leadership and morale increment, the teamwork of the company or particular workgroup is easily mended by a reliable leader. However, it is also observed that the performance and its nature in a team are directly related to leadership. Based on this context, the accurate definition of teamwork needs the clarification. Based on this context, many institutions including Al Ain schools have been following the accurate teamwork and establishment of team performance as well as its nature through group formation and assignment allocation. Therefore, effective leadership and relevant models often help in increasing the positive nature of performance in a team. Moreover, the feedback observed from the team also helps in clarification and helps in moving forward with more effective as well as limited mistakes for future growth.

On the other hand, people or students in the education system mainly form teams to carry out their tasks in a simpler and less complex manner. As a result, more involvement of minds with different perspectives helps to achieve the goal in less time and an effective manner. As a result, to become a part of an effective team the benefits or limitations from the perspective of an individual or team can be determined (Metwally Ibrahim & Elghabbour, 2020). The benefits are observed to be the safe as well as a secure feeling of belongingness to a group where acceptance of team members is done. It helps to communicate and understand each other in group work. Moreover, with teamwork, people can plot down and come to a solution more quickly. On the other hand, they support each other and help to learn new things. Whereas in case of limitations, the strained relationship, and lack of cross-culture nature often develop as conflicts among the teammates. As a result, without proper training and perspective of diversified nature, the balance in team and nature of performance often gets hindered with the limitations of conflicts and different evaluation ideas.

2.14 The Best Practice in Balancing Leadership and Teamwork

Team leaders need to understand the prestige of being in a productive team may lead to enough motivation. Sometimes, team members could be self-motivated and seek new challenges. Being motivated could come in different ways such as self-interest, exposure, or from the learning experience itself. Moreover, leaders must provide the growth of opportunities to team members by placing them on teams that can improve and expand their leadership skills (Wallace, 2001). Additionally, the leader should be an effective communicator to motivate, mentor, inspire, and build a cohesive team, and in the same, the leader should be aware of the individuality and unique aspirations of each team member. Furthermore, leaders should be actualizing the need for balancing. Effective leadership and team dynamics consider as the best practices in balancing the two integral phenomena that are mooted. Leading the leader to have effective communication for motivation, inspiring, and building a cohesive team, while respecting the unique skills, drivers, and aspirations of each team member (Sohmen, 2013).

The project framework is not like traditional day-to-day activities or a normal team that executes similar tasks regularly. The fact that a project is temporary has a significant effect on the project's employees' morale, dedication to the task at hand, and loyalty to the project. Highly organized task masters (who juggle tangible project tools, budget, and time) have historically been synonymous with effective project leadership. This viewpoint resulted in the development of critical project management methods as well as the development of reputation.

Organizations have created a formal model of project management by documenting procedures and practices that have been studied and replicated. As

project management has advanced, it has become clear that various cultures and viewpoints, as well as a variety of external influences, are constantly exerting forces against a static structure for project management. As a result, resources alone are insufficient: moving forward through the project life cycle requires flexibility and balance. As a result, successful project management requires more than just scheduling task hours, costs, and commitment (Feldman & Khademian, 2000). Leadership now generally requires a greater understanding of the human aspect and the complexity that comes with project execution. Indeed, it necessitates a combination of technical and behavioral skills, as well as hard and soft skills, project management, and teamwork.

Members of project teams are inspired in a variety of ways. Team leaders must understand that the prestige of becoming part of a successful team can be a necessary incentive for others. Members of your team will simply be self-motivated and eager to take on new challenges. Cash, self-interest, attention, or the learning experience itself can serve as motivation for others. Leaders must also be able to provide resources for team members to improve their leadership skills by bringing them on teams that will help them do so (Seers et al., 2003). To motivate, mentor, encourage and create a cohesive team, an effective communicator with charisma is needed, as is awareness of each team member's uniqueness and specific ambitions. A strategic structure can be designed to align project leadership and teamwork incorporating a keen understanding of human behavior for realistic project leaders to actualize the need for this balance. This basic model of best practices in managing the two integral phenomena is proposed based on the above discussion on project leadership styles and project team dynamics. To empower, inspire, and create a cohesive team, the project manager must use constructive communication while respecting each team member's specific motivations, skills, and ambitions (Day et al., 2004). This basic structure is comprised

of eight tenets that include critical soft skills that connect project leadership and project teamwork in a symbiotic relationship.

2.15 Dynamic Group

Group dynamics are defined as the interactions between people who have a dialogue in a group setting. At any time, around three or more persons are interacting or talking together, there are group dynamics. For example, if one sits back quietly in a group, there is one who will begin to see certain behavioral patterns to engage. It obvious there will be at least one person who tries to lead in conversation, offering thoughts and opinions freely. Sometimes, there is one person who keeps quiet and not interested in the conversation. Additionally, there is a person who is concerned about peoples' feelings and may tend to make everyone feel equally welcome. These are some of the roles that people assume without even thinking about it when they are in a group setting. Group roles are determined by a combination of a person's personality and experience with group settings (Nazzaro & Strazzabosco, 2009).

2.16 Education and Teams

Some researches show educational institutions can have benefits through the involvement of teams. These particular advantages are more information and knowledge oriented. It approaches the problem and multilaterally provides a better understanding of decisions as well as the participation of students through the effective leadership of the principal (Al Ahbabi et al., 2019). Various researches support the fact that a team makes the decision and team members feel the responsibility of realizing the need for taking an active part in the problem-solving situation. As a result, with more improved utilization of human resources and supports, the education sector can limit the costs of the aims in providing the ultimate solution to improve education and

globalization ideas among students from the very beginning. As a result, for successful realization of teamwork in the education system, the elements apart from emotional intelligence that provides a direct impact on the successful outcomes through team development are as follows: participation through effective management, concentration on future goals, responsibility-sharing, aims that are properly defined, creativity, quick reply, effective communication, and effective leadership through group roles (Peterson & Behfar, 2005).

As a result, these features are the most effective elements in assessing effective teamwork in education as well as other systems. Moreover, with teamwork, people can plot down and come to a solution more quickly. Also, the correction of team management becomes more effective with the cultural background checking and utilization of members in the team from different backgrounds and cultures if possible. On the other hand, the effective interaction among different students with a different perspective and proper guidance of leader helps in swapping of information as well as knowledge into proper action (Tezcan-Unal et al., 2019). Thus, it means that the use of knowledge and experiences of each other in a team helps to dwell upon the limitations and overcome them with proper experiential activities. The most important experiences of studying, coaching as well as mentoring along with proper informal nets need proper communication and helps in enhancing performance as a whole. As a result, the monitoring system as mentioned in the above parts indicates that the team with both insides as well as outside sources.

Based on this context, for common aims of improvement in teamwork, the need for proper communication and its requirement of knowledge sharing often arises along with the individual information lifting at a group level. On the other hand, the various

cultures very often need to work together to achieve success in a significant manner. Thus, it means teamwork works with the need for knowledge as well as experiences from each other. On the other hand, as per the report of Environment and development world committee, it turns out that government all across the world including UAE has included organizations of education as well as institutions to organize a team for students to communicate directly with the teachers to make them understand the basic principles of the future (Litz & Scott, 2017). On the other hand, the features in the team management and education system of UAE are highly dependent on the cultural and psychological aspects of both leaders as well as students in the education system. As a result, a social system of the process enables better increment of effectiveness through the social system and categorization of cross-culture implementation in the field. As the study is solemnly based on the regions of UAE and Al Ain, the perspective of teamwork in these areas is more evolving. It is due to the increasing population of expatriates and their management with the Emirates.

Similarly, from the topic, the various models in teamwork improvement help in understanding the conflict arising from various opinions. On the other hand, the various phases of active participation from principals as well as faculty members in assessing better team formation to evaluate the performance of students are very considerable in the regions. As a result, it enables team members to manage the loyalty program in team and perspective acquisition in complex tasks by adopting the changes and ability to control active problem solving (Litz & Scott, 2017). Therefore, effective leadership and relevant models often help in increasing the positive nature of performance in a team.

On the other side, the best practice of effective leadership and teamwork depends on the leader's activities as well as capabilities based on interest and exposure. Besides, the awareness of motivation and mentorship through effective leader's consideration in teamwork is better in managing the balance in the future goal achievements. As a result, leading the leader often enables effective communication for motivation, inspiring, and building a competent team along concerning the special skills, drivers, and aspirations of each team member in the education system.

Teamwork is often cited as a required graduate attribute by Australian universities. Universities encourage teamwork as part of a collection of versatile and transferable skills that can be used in the workplace, and it is intended to provide students with the ability to learn topics in depth. These notions of teamwork and deep learning as industry-required skills are undoubtedly a primary (but not the only) factor driving the growth of teamwork-based evaluation in university education (Zaccaro et al., 2001). In today's educational climate, students are no longer merely passive participants. They add value to and take value away from, the current tertiary teaching and learning experience, going beyond simple participation to a complex, co-creational experience, and ensuring that their views and experiences are considered in the educational context. Consequently, regardless of how important teamwork is in the eyes of academia and industry, student expectations must be viewed as an integral part of the co-creational climate that exists in tertiary education.

Overall views of the role of the team can be sorted in two types when they are allocated to teams to accomplish a task: in the first category, the team is seen as a means to complete the assigned task as effectively as possible, while in the second category, the team is considered as a means to advance their individual and collective

knowledge. Type of team styles, of course, have a major effect on the outcomes and are therefore inextricably related to the development of individual and collective knowledge (Metwally Ibrahim & Elghabbour, 2020). In an educational environment, good teamwork is exemplified by the team's engagement and cooperation, as well as the growth of interpersonal skills needed in daily and professional lives.

Chapter 3: Methodology

3.1 Introduction

As it was described earlier, the main goal of this study was to determine the role of principals in fostering teamwork and to examine the challenges that leaders may face to make teamwork successful. Besides, the study sought if there is any link between successful teamwork among teachers and principals and the role of principals in fostering teamwork. Moreover, the study aimed to find out what makes some teams more effective than others and what kind of leadership styles serves the team. In other words, this study provided detailed insight into what kind of leadership style one can adopt to make teamwork more effective.

After a broad literature review on the effectiveness of teamwork, this chapter described the details of the methodological approach used in the study. The way the sample was selected and the reasons behind selecting the participants. This chapter also described how the data was collected from the participants; the instrument that was used and described the kinds of questions that are used in the questionnaire. The design and process of the study was analyzed in detail. Finally, this chapter presented how the data was analyzed and concluded.

3.2 Research Questions

As mentioned in the initial pages of this study, this study aimed to explore the effectiveness of teamwork concerning the role of leaders. Belonging to this purpose, the main research question of this study is:

1. What are the perspectives of Al Ain school teachers regarding challenges that may hinder teamwork success?

2. How do school teachers in Al Ain understand successful teamwork practices of principals?
3. What are the teachers' recommendations and suggestions for teamwork success regarding the role of the principals?

3.3 Research Design and Procedures

The study executed a quantitative design that described in detail teamwork criteria by using quantifiable descriptors. These descriptors include mean, median, mode, etc. A descriptive type of research was used in this study. The basic aim of using descriptive analysis is to use the statistical method to measure the level and degree of the factors that are involved (Kaur et al., 2018). The study used simple random sampling that all could have the same chance to participate in this study. The study used exploratory design. This study described the role of principals to improve teamwork and gives some recommendations and suggestions given by the teachers.

Teachers in Al Ain School were used as the substantial informant of teamwork and selected as samples. Sending an email via the internet was chosen as a medium for conducting the survey. Firstly, a formal letter was sent to the ministry of education in Al Ain to request approval to distribute the questionnaire among teachers. After approval from the Ministry of Education, the email was sent to principals for their approval. The schools were selected randomly. Finally, the questionnaires of the survey study were sent to the teachers of the selected schools.

3.4 The Instrument

In this study, a questionnaire-based survey method is implemented. The researcher maximized the reliability of the questionnaires by applying different

techniques. The survey was checked using the Cronbach alpha reliability coefficient. After calculations, all forms of questionnaires are found to be reliable. The researcher made sure that the questionnaire is valid and is up to the purpose and followed all ethical guidelines. Using English and the Arabic language made the questions clear and easy to understand. The researcher presented the questionnaire to all 5 Professors in the United Arab Emirates University for approval.

To determine the relation of principals' role in fostering teamwork, descriptive analysis was used to analyze the questions. The questionnaires designed were based on a deep study of research and literature review. The questionnaire measured teachers' opinions and factual information toward the teamwork between them and their principals. Additionally, the questions measure their experiences as a collaborative team, their thoughts, and their beliefs of the high standards of successful teamwork.

The questionnaire was designed to be a quantitative type. The questionnaire started with a transitory explanation of the study. In the first part of the questionnaire, teachers were asked to answer 5 demographic variables questions. These demographic variables include teacher's gender, nationality, city, experience, and principal's gender. In the second part of the questionnaire, 37 items are aligned in 3 sections. Firstly, the researcher provided the participants with a numerical rating scale to measure teachers' satisfaction working in teamwork. Secondly, teachers were asked some questions about the role of the principal in fostering teamwork. Furthermore, there were three open-ended questions to elaborate on teachers' recommendations and suggestions to enhance the teamwork used in the school. The researcher used effective tests like Likert-type as an attitude scale. All items of the survey were recorded using

the Likert-type scale that depicts responder's level of agreement to a statement in five points: Strongly Disagree=1, Disagree=2, Neither Agree nor Disagree=3, Agree=4 and Strongly Agree=5.

3.5 Validity

Validity is one of the most important and fundamental features in the evaluation of any measurement instrument or tool for research. To make sure the instrument is measuring what it intends to the survey was subjected to validity. According to Blumberg et al. (2005), validity is the extent to which an instrument measures what it intends to. In a quantitative study, validity is defined as the extent to which a concept is accurately measured (Heale & Twycross, 2015).

The questionnaire was presented to 5 professors in United Arab Emirates University (UAEU) at the College of Education. This was to confirm that each item on the survey instrument measured the observations as expected. It was approved in September 2019. Also, the questionnaire was sent to the Ministry of Education (MOE) in UAE and it was approved in December 2020. After approval, it was distributed to Al Ain Schools in February 2021. The questionnaire was written in both languages (Arabic and English).

3.6 Reliability

To examine the probability of an approach that is intended to be used in a larger scale study, the researcher first conducted the pilot study. The aim of conducting the pilot study is to check the reliability of the data. It is one of the crucial phases of the study. According to Heale and Twycross (2015), reliability is defined as the consistency in the measures. According to this study, reliability has three attributes

e.g. homogeneity, stability, and equivalence. The questionnaire was distributed experimental sample which around 30 teachers who are not included in the study to check the reliability. The survey was checked using the Cronbach alpha reliability coefficient. Furthermore, consistency was measured by using Cronbach- α coefficient analysis as shown in Table 1.

Table 1: Survey Reliability-Cronbach's Alpha Values

Domain	Cronbach's Alpha	Number of Items
Support level provided by the principals to the team	0.93	9
Principals sharing knowledge with team members.	0.93	8
Principal's contribution to the decision-making on the team.	0.871	8
Principals providing effective feedback to the team?	0.90	8

3.7 Sample and Population

The study was conducted among the teachers of randomly selected schools in Al Ain. Both male and female teachers of selected schools served as the population of the study. The letter from College of Education (UAEU) was sent to the Ministry of Education to have the approval to send the questionnaire to Al Ain Schools. After receiving permission from the Ministry of Education (MOE), the survey was distributed to all schools in Emirates of Abu Dhabi. Stakeholders were identified as participants in the research study. Some of the teachers are local while others were from Arab, Asian, and Westren countries. Most of the females were local because the percentage of Emirati teachers in public schools is higher than nonlocal while in male

schools, the nonlocal were more than local teachers. There were around 334 participants in this study from Al Ain and Al Dhafrah (Table 2).

Table 2: Accessible Population

Nationality	Number of participants
Emirati Participants	214
Non-Emirati participants	120

3.8 Data Collection

Firstly, the researcher sought approval from the Ministry of Education (MOE) in the UAE. After the approval from the Ministry, an electronic questionnaire was created by the Ministry of Education in UAE. After the generation of the questionnaire from the Ministry of Education, an email was sent to the teachers of all the public schools in Emirates of Abu Dhabi to seek their approval to conduct the research. The survey was designed to allow only one survey to be filled in one device. This was done to ensure that each participant attempted the survey only once.

After their approval, all teachers in Emirates of Abu Dhabi received an email from the Ministry of Education to fill the questionnaire (Al Ain teachers should only fill it). The researcher provided all the guidelines to fulfill the questionnaires. Before any data collection, it was made sure to all the participants understand that the data will be solely used for education and research purpose. It was acknowledged that participants' identities will be anonymous. As per research ethical guidelines provided by UAEU, a consent letter was presented to the participants before filling the surveys. It was mentioned that no personal information will be asked. After completion of the

survey, it was sent back to the researcher and then analyzed for various items included in the survey using software Statistical Package for Social Sciences (SPSS).

3.9 Data Analysis

After the collection of the data, the data was finally analyzed using the software SPSS. Before any analysis, the data was first entered and merged into one excel sheet. The single datasheet was sorted according to different sections of the questionnaires. Then final data was transferred into SPSS software and analyzed. Additionally, the descriptive statistics was used to analyze the data. Specifically, the parameters like standard deviations were analyzed using descriptive statistics.

3.9.1 Research Question 1

To analyze the first question of the questionnaire i.e. demographics (teacher gender, years of experience, and nationality) was used descriptive analysis. Descriptive analysis for each item of the section was performed. Frequencies are calculated for demographic data. The purpose of analysis was to determine if the participants of both genders were included and how many years of experience they have. These information provided us with any limitations in the sample of the research.

3.9.2 Research Question 2

In analyzing Sections 1 and 2 of research Question 2, the data was investigated using descriptive statistics, which included the mean, median, and Standard Deviation (SD) for each item. The mean scores of the teachers' perceptions of Section 1 were sorted according to the following specific scale: Very Unsatisfied=1, Unsatisfied=2, Neutral=3, Satisfied=4 and Very Satisfied=5 (Appendix B).

3.9.3 Research Question 3

Out of 37 questions that were asked 3 questions were open-ended. The questions were:

- What are the activities that required teamwork in your school?
- What are your recommendations and suggestions to enhance teamwork regarding principals?
- What are your recommendations and suggestions to enhance teamwork regarding teachers?

To analyze these questions, they were first designed by a thorough and conceptual understanding of the participants' responses. Then, those questions were analyzed based on answers that were given. This analysis is subjective, so themes could be different from sample themes.

3.10 Limitations of the Study

This study contained sample size of 334 and there were around 321 teachers from Al Ain and 13 teachers from Al Dhafrah who should not be part of the study, but they were included because they answered the questionnaire. Due to such a low rate of response, this study cannot be generalized to all Emirates. There was a difference of opinion between the quantitative numbers and open-ended questions. This considered one major factor which limits this study as some teachers' responses were biased and some participants who had different opinions chose to not complete the survey. Due to the Covid-19 pandemic, it was not possible to collect data from a large sample and it was hard to collect these data in specified time.

Chapter 4: Results

4.1 Introduction

This chapter described in detail the results of all the research questions. To make sense of all the data collected, the result was finally analyzed and assessed. The data were collected from randomly selected participants of Al Ain schools. The survey was done to analyze the teachers' responses related to the teamwork. Out of 37 questions, 34 questions were rated using a 5-points Likert scale. As stated earlier, SPSS software is used to analyze the data. The researcher performed the analysis of frequencies and descriptive statistics analysis of all the Likert scale questions. The survey was in the form of an electronic questionnaire.

Analysis of the data was performed for the following research questions:

1. On a scale of 0-5, how satisfied are you with the spirit of teamwork with your principal?
2. Does the principal support your team?
3. Does the principal facilitate sharing knowledge with team members?
4. Does the principal contribute to facilitating the decision-making on the team?
5. Does the principal provide effective feedback to the team?

Open-ended questions:

1. What are the activities that required teamwork in your school?
2. What are your recommendations and suggestions to enhance teamwork in the school? (Regarding principal)

3. What are your recommendations and suggestions to enhance teamwork in the school? (Regarding teachers)

4.2 Sample Demographics

The over-all number of teachers that participated in the present research was 334 from random public schools. Though Emails were sent to all the schools of Al Ain including Emirates of Abu Dhabi schools, the participation of only 334 teachers shows the limitations of the study. There were 321 responses from Al Ain teachers and 13 responses Al Dhafrah teachers who should not be part of the study. Some of the teachers did not respond to open-ended questions. And some may have refrained from responding honestly. This was one of major drawback of the study.

One of the major drawbacks to collect data this year was the Covid-19 pandemic situation. However, this type of data should be collected, and surveys should be made every year. To check the credibility of the survey pilot-scale study was performed with the teachers of the university.

The first part of the questionnaire was about the demographics. The demographic part includes the teacher's gender, nationality, city, years of experience, and principal's gender. Out of the total 334 participants, 82% (N=274) participants were female and 18% (N=60) were male. Analysis of nationality shows that 64.1% (N=214) participants were Emirati, and 35.9% (N=120) were non-Emirati. 96.1% (N=321) of participants were from Al Ain and 3.9% (N=13) were from Al Dhafrah. 36.2% (N=121) participants had experience of 0-2 years while 63.8% (N=213) had experience of more than 10 years. 21.3% (N=71) were male principals and 78.7%

(N=263) were female principals (Appendix A). Summary of the demographic variable was given in Table 3.

Table 3: Data Analysis-Demographic Variables

Demographic variable	Response	Percentage (%)	N
Teacher Gender	Male	18	60
	Female	82	274
Nationality	Emirati	64.1	214
	Non-Emirati	35.9	120
City	Al Ain	96.1	321
	Al Dhafrah	3.9	13
Experience	0-2 years	36.2	121
	More than 10 years	63.8	213
Principal's Gender	Male	21.3	71
	Female	78.7	263

4.3 Result of Research Question Part 2 Section 1

As mentioned earlier, Section 2 consists of the question related to the satisfaction of the teachers for their principals fostering teamwork. Likert-scale was used to assess the data. 5-point Likert-scale options were given from neutral, satisfied, very satisfied, unsatisfied to very unsatisfied.

Descriptive statistics is performed and find out the frequencies of mean median and mode. The value of the mean is 2.92 and the median is 3.00. These values depict that majority of the teachers are satisfied with their principals fostering teamwork. Table 4 is showing the descriptive statistics of satisfaction level.

Table 4: Descriptive Statistics-Satisfaction Level

Satisfaction	Mean	Median	Mode	Std. deviation
334 participants	2.92	3.00	4	1.162

Data analysis for survey item of research Question 1 Section 1 can be found in Table 4. Specifically, speaking 39.8% (N=133) participants are very satisfied, 39.2% (N=131) participants are satisfied, 9.3% (N=31) participants showed neutral response to the satisfaction level while 6.9% (N=23) were unsatisfied and 4.8% (N=16) participants showed the response very unsatisfied. Overall mean score and frequencies show that majority of the participants are very satisfied with the principal role in fostering teamwork. The average percent scores for part 2 Section 1 can be found in Figure 2. Data analysis for part 2 Section 1 can be found in Table 5.

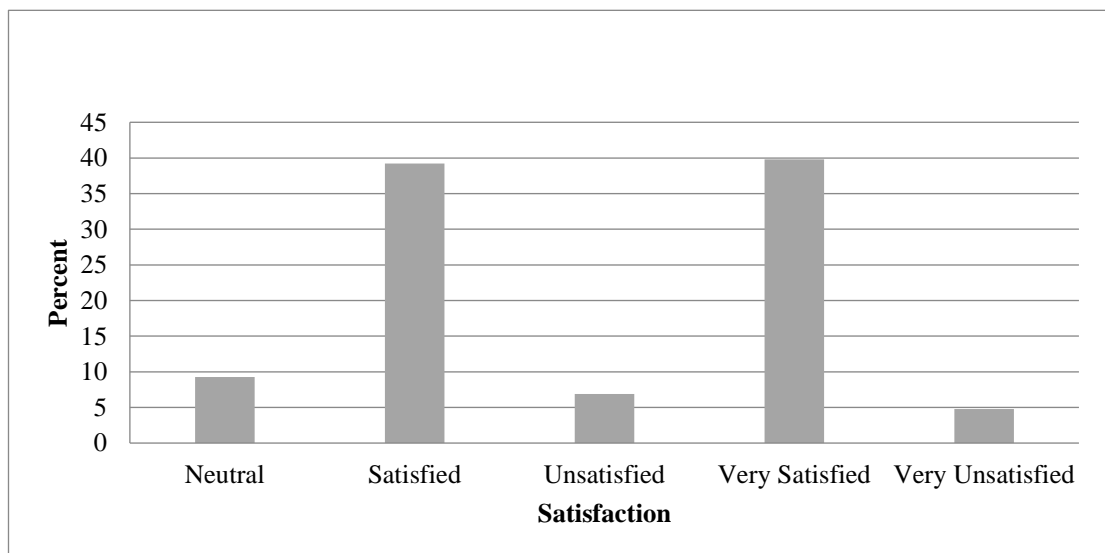


Figure 2: Percentage Score of Satisfaction Level

Table 5: Data Analysis-Satisfaction Level

Satisfaction level	N	Percentage (%)
Neutral	31	9.3
Satisfied	131	39.2
Unsatisfied	23	6.9
Very Satisfied	133	39.8
Very Unsatisfied	16	4.8

4.4 Result of Research Question Part 2 Section 2

Section 2 consists of 4 questions consisting of a Likert-scale of 5 points. All of these are analyzed using descriptive statistics and their frequencies are calculated. The result of all these questions is explained in detail below.

4.4.1 Result of Question 1 Section 2

Question 1 of Section 2 consists of the support level provided by the principals to the team. It consists of 9 items on the Likert-scale. All survey questions were designed after deep study and research. Descriptive statistics were performed mean, and the median was calculated. The mean was found to be in the range of 3.09-3.25 and the median is 4.00. The overall result showed that the majority of the participants showed a positive response in the perspective of principals' support to the team. Table 6 is showing the descriptive statistics of Section 2 Question 1.

Table 6: Descriptive Statistics-School Principal on Fostering Teamwork

Survey items	Mean	Median	Mode	Std. Deviation
My principal encourages the team.	3.18	4.00	4	1.01
My principal is supportive of others team's roles.	3.09	4.00	4	1.158
My principal relies on team members to do their jobs well	3.14	4.00	4	1.137
My principal makes working teams stressful.	3.22	3.00	5	1.454
We feel proud to be part of our team with our principal.	3.19	4.00	4	1.165
My principal feel that everyone values what each member contributes to the team	3.13	4.00	4	1.161
My principal trusts in team members' work	3.17	4.00	4	1.136
My principal has established trusting and supportive relationships with team members.	3.15	4.00	4	1.145
My principal makes sure that our work helps the organization achieve its goals.	3.25	4.00	4	1.121

To be more specific 53.6% (N=179) strongly agreed that the principal encourages their team while 31.1% (N=104) somewhat agreed. Similarly, 53.9% (N=180) strongly agreed that the principal relies on the team members to do their job well while 29% (N=97) somewhat agreed to it. 54.5% (N=182) responded strongly agree that they feel proud to be in the team with principals. 53.6% (N=179) strongly agreed that principals established trusting and supportive relations with team members. While when asked about principals making the workplace stressful only 12.9% (N=42)

respondents strongly agreed to that while 29.9% (N=100) strongly disagreed and 23.7% (N=79) somewhat disagreed (Table 7).

Table 7: Data Analysis-School Principal on Fostering Teamwork

Survey items		Neutral	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Disagree
My principal encourages the team.	N	20	104	18	179	13
	%	6.0	31.1	5.4	53.6	3.9
My principal is supportive for others team's roles.	N	31	105	14	172	12
	%	9.3	31.4	4.2	51.5	3.6
My principal relies on team members to do their jobs well	N	29	97	17	180	11
	%	8.7	29.0	5.1	53.9	3.3
My principal makes working team stressful.	N	55	58	79	42	100
	%	16.5	17.4	23.7	12.6	29.9
We feel proud to be part of our team with our principal.	N	31	90	14	182	17
	%	9.3	26.9	4.2	54.5	5.1
My principal feel that everyone values what each member contributes to the team	N	36	87	17	184	10
	%	10.8	26.0	5.1	55.1	3.0
My principal trusts on team members' work	N	33	83	20	189	9
	%	9.9	24.9	6.0	56.6	2.7
My principal has established trusting and supportive relationships with team members.	N	32	89	22	179	12
	%	9.6	26.6	6.6	53.6	3.6
My principal makes sure that our work helps the organization achieve its goals.	N	25	91	6	200	12
	%	7.5	27.2	1.8	59.9	3.6

4.4.2 Result of Question 2 Section 2

Question 2 of Section 2 consists of "Does the principal facilitate sharing knowledge with team members?". It consists of 8 items on the Likert-scale. It ranges

from neutral, somewhat agree, somewhat disagree, strongly agrees, and strongly disagree. The five points were ranging from 1-5 respectively. A thorough literature review was done to construct the items of the surveys.

First of all, descriptive statistics were performed to calculate mean, median, and mode respectively. In this case, the mean was found to be in the range of 2.85-3.17, and the median is 4.00. The overall result showed that the majority of the participants strongly agreed that principals facilitate the sharing of knowledge. Table 8 is showing the descriptive statistics of Section 2 Question 2.

Table 8: Descriptive Statistics-Does the Principal Facilitate Sharing Knowledge with Team Members

Survey items	Mean	Median	Mode	Std. Deviation
Enough effort is made to get opinions and ideas of principal	3.09	4.00	4	1.167
Able to work through different opinions without damaging relationships between principal and team members	2.96	4.00	4	1.250
My principal communicates with team member effectively	2.99	4.00	4	1.180
The principal uses an effective mechanism with the team in case there is any conflict	2.85	3.00	4	1.228
Our collaborations with other teams are productive, worthwhile, and yield good results and fit with the principal's directions.	3.09	4.00	4	1.161
The principal always encourages and support us to participate in enhancing our organization	3.17	4.00	4	1.108
The principal involves us to be a part of setting the organization's mission and vision.	3.00	4.00	4	1.209
My principal encourages everyone to share ideas	3.09	4.00	4	1.162

To be more specific 50.6% (N=169) strongly agreed that enough effort is made to get the opinions and ideas of principals while 30.8% (N=103) somewhat agreed. Similarly, 46.7% (N=156) of participants strongly agreed that they can work through different opinions without damaging relationships between principals and team members while 27.8% (N=93) somewhat agreed to it. When asked about the effective communication between the principal and team members 49.1% (N=164) responded strongly agree that there is effective communication between the principal and team members and 31.1% (N=104) somewhat agreed. When asked about encouragement from the principal in enhancing the participation 56.9% (N=190) strongly agreed. My principal encourages everyone to share ideas ranked strongly agreed by 52.7% (N=176) participants. Detail overview of scores in principals facilitating sharing of knowledge on the Likert-scale shows that the highest percentage of the score falls under the category of strongly agreed (Table 9).

Table 9: Data Analysis-Does the Principal Facilitate Sharing Knowledge with Team Members

Survey items		Neutral	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Disagree
Enough effort is made to get opinions and ideas of principal	N	32	103	16	169	14
	%	9.6	30.8	4.8	50.6	4.2
Able to work through different opinions without damaging relationships between principal and team members	N	53	93	17	156	15
	%	15.9	27.8	5.1	46.7	4.5
My principal communicates with team member effectively	N	40	104	17	164	9
	%	12	31.1	5.1	49.1	2.7
The principal uses an effective mechanism with the team in case there is any conflict	N	52	111	19	139	13
	%	15.6	33.2	5.7	41.6	3.9
Our collaborations with other teams are productive, worthwhile, and yield good results and fit with the principal's directions.	N	33	114	11	167	9
	%	9.9	34.1	3.3	50.0	2.7
The principal always encourages and support us to participate in enhancing our organization	N	26	96	15	190	7
	%	7.8	28.7	4.5	56.9	2.1

The principal involves us to be a part of setting the organization's mission and vision.	N	44	101	12	166	11
	%	13.2	30.2	3.6	49.7	3.3
My principal encourages everyone to share ideas	N	32	104	11	176	11
	%	9.6	31.1	3.3	52.7	3.3

4.4.3 Result of Question 3 Section 2

As previously mentioned, Question 3 of Section 2 was “Does the principal contribute to facilitating the decision-making on the team?”. All the survey items of this question were carefully constructed and were assessed using Likert 5 points scale that ranges from neutral, somewhat agree, somewhat disagree, strongly agree, and strongly disagree. Value for Neutral=1, Somewhat Agree=2, Somewhat Disagree=3, Strongly Agree=4 and Strongly Disagree=5.

Results of descriptive statistics showed the mean value of this question ranging between 2.51 and 3.98. The median was found to be 2.00 for a few items and 3.00 for other items. There are multiple values for a mode which is shown in Table 10. The result signifies that the majority of the teachers ‘strongly agree’ that their principals do not contribute to facilitating the decision-making on the team. Table 10 is showing the descriptive statistics of Section 2 Question 3.

Table 10: Descriptive Statistics-Does the Principal Contribute to Facilitating the Decision-Making on the Team?

Survey items	Mean	Median	Mode	Std. Deviation
Team members are held accountable for the decisions that the principal makes	2.82	2.00	4	1.215
My principal discusses errors effectively that happen in the team.	2.81	2.00	4	1.206
When people in the team experience a problem, my principal makes a serious effort to figure out what's going on.	2.92	3.00	4	1.217
The principal involves the team to be a part of decision-making.	2.96	3.00	5	1.181

Team members take initiative to resolve issues between themselves without involving principal	2.73	2.00	2	1.247
The principal spends a short time resolving the problems that we cannot control.	2.51	2.00	2	1.254
Everyone in the team accepts the decisions made by the principal without an interception.	2.61	2.00	2	1.175
The principal makes decisions without getting attention to our opinions	3.98	2.00	6	1.470

Out of the 8 survey questions, the item making the highest mean value was that ‘Principal makes decisions without getting attention to our opinions’. 39.8% (N=133) ranked strongly agree and 38.3% (N=128) ranked somewhat agree towards their principals discussing errors more effectively that happens in the team. Likewise, 43.7% (N=146) strongly agreed that when people in the team experience a problem, principals make a serious effort to figure out what’s going on. Principals involved in the team to be part of decision-making scored 44.9% (N=150) strongly agree and 34.4% (N=115) somewhat agree. A detailed overview of this question and its statistics is shown in Table 11.

Table 11: Data Analysis-Does the Principal Contribute to Facilitating the Decision-Making on the Team?

Survey items		Neutral	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Disagree
Team members are held accountable for the decisions that the principal makes	N	50	118	21	132	13
	%	15	35.3	6.3	39.5	3.9
My principal discusses errors effectively that happen in the team.	N	47	128	14	133	12
	%	14.1	38.3	4.2	39.8	3.6
When people in the team experience a problem, my principal makes a serious effort to figure out what’s going on.	N	46	109	19	146	14
	%	13.8	32.6	5.7	43.7	4.2
The principal involves the team to be a part of decision-making.	N	37	115	19	150	13
	%	11.1	34.4	5.7	44.9	3.9
Team members take initiative to resolve issues between themselves without involving principal	N	55	124	40	87	28
	%	16.5	37.1	12	26	8.4
	N	84	112	40	79	19

The principal spends a short time resolving the problems that we cannot control.	%	25.1	33.5	12	23.7	5.7
Everyone in the team accepts the decisions made by the principal without an interception.	N	54	143	31	91	15
	%	16.2	42.8	9.3	27.2	4.5
The principal makes decisions without getting attention to our opinions	N	69	69	75	38	83
	%	20.7	20.7	22.5	11.4	24.6

4.4.4 Result of Question 4 Section 2

The last question of Section 2 consists of “Does the principals provide effective feedback to the team?”. It also consisted of 8 items of 5 points Likert-scale which ranges from neutral, somewhat agree, somewhat disagree, strongly agree, and strongly disagree.

The data were analyzed using descriptive statistics. Descriptive statistics related to this question indicated the mean value between 2.65 and 2.94. The first item has a median value of 3 while all other items have a value of 2.00. The result of this question indicated that the majority of the participants strongly agreed that their principals give timely feedback to the team members. Table 12 is showing the descriptive statistics of Section 2 Question 1.

Table 12: Descriptive Statistics-Does the Principal Provide Effective Feedback to the Team?

Survey items	Mean	Median	Mode	Std. Deviation
My principal gives timely feedback to team members	2.94	3.00	4	1.188
People receive frequent and helpful feedback about their work.	2.87	2.00	4	1.194
Team members accept the criticism from the principal	2.65	2.00	2	1.162

There is frequent and good communication throughout the team and principal about how the different change initiatives are going	2.82	2.00	4	1.225
Team members clearly understand the principal's feedback	2.78	2.00	4	1.182
Team members resolve issues quickly based on the principal feedback.	2.72	2.00	2	1.200
Once the team implements a change in any situation, the principal accepts that change without giving feedback	2.68	2.00	4	1.661
My team feels happy with the principal's feedback	2.71	2.00	2	1.221

To be more specific 45.8% (N=153) strongly agreed that the principal gives timely feedback to team members while 35.3% (N=118) somewhat agreed. Similarly, 42.8% (N=143) strongly agreed that people in the team receive frequent and helpful feedback about their work while 37.7% (N=126) somewhat agreed to it. Frequent and good communication throughout the team and principal about how the different change initiatives scored strongly agree by 41.3% (N=138) participants. Another item 'my team feels happy with the principal's feedback' scored strongly agree by 35.9% (N=120) participants and somewhat agree by 39.8% (N=133) participants (Table 13).

Table 13: Data Analysis-Does the Principal Provide Effective Feedback to the Team?

Survey items		Neutral	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Disagree
My principal gives timely feedback to team members	N	39	118	13	153	11
	%	11.7	35.3	3.9	45.8	3.3
People receive frequent and helpful feedback about their work.	N	42	126	12	143	11
	%	12.6	37.7	3.6	42.8	3.3
Team members accept the criticism from the principal	N	49	148	17	111	9
	%	14.7	44.3	5.1	33.2	2.7
There is frequent and good communication throughout the team and principal	N	51	121	12	138	12
	%	15.3	36.2	3.6	41.3	3.6

about how the different change initiatives are going						
Team members clearly understand the principal's feedback	N	48	127	17	135	7
	%	14.4	38	5.1	40.4	2.1
Team members resolve issues quickly based on the principal feedback.	N	52	135	11	127	9
	%	15.6	40.4	3.3	38	2.7
Once the team implements a change in any situation, the principal accepts that change without giving feedback	N	99	98	60	46	31
	%	29.9	29.3	18	13.8	9.3
My team feels happy with the principal's feedback	N	55	133	13	120	13
	%	16.5	39.8	3.9	35.9	3.9

4.5 Result of Section 3 Open-Ended Questions

Participants were asked 3 open-ended questions as described at the start of this chapter. These open-ended questions are as follows:

1. What are the activities that required teamwork in your school?
2. What are your recommendations and suggestions to enhance teamwork in the school? (Regarding principal)
3. What are your recommendations and suggestions to enhance teamwork in the school? (Regarding teachers)

Some participants have responded with irrelevant answers to these questions. Assessment of these questions is done as follows of each of the questions.

4.5.1 Activities that Required Teamwork in School

Participants were asked to list the activities that required teamwork in school. The list presented in Table 14 indicates the activities teachers mentioned. Out of 334 participants, 33 participants do not respond to this question.

Table 14: Activities that Required Teamwork in School

Activities	Participants (N)	Percentage (%)
Physical Education	4	1.2
School Planning	198	59.28
School Assessments and learning initiatives	34	10.17
Open discussions	5	1.5
Extra-Curricular activities	17	5.08
Activities related to community	6	1.8
Local and international tours	2	0.6
Lesson Planning	25	7.48
Religious events	5	1.5
Cultural events	2	0.6
Management teams	3	0.9
Not responded	33	9.8

4.5.2 Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Principal)

Participants were also asked to list up the recommendations and suggestions to enhance teamwork in the school regarding the principal. The list presented in Table 15 indicates some of the suggestions teachers mentioned. Out of 334 participants, 45 participants do not respond to this question.

Table 15: Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Principal)

Recommendations	Participants (N)	Percentage (%)
Exchange opinions and Ideas	67	20.05
Encourage teachers	12	3.59
Effective management strategies	15	4.49
Open discussions	17	5.08
Flexibility	3	0.9
Feedback	2	0.6
Disciplinary issues	2	0.6
Know the strengths and weakness of teams	7	2.09
Thoughtful task distribution	58	17.36
Reduce pressure	9	2.69
No discrimination	91	27.25
Give Rewards	6	1.8
Not responded	45	13.47

4.5.3 Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Teachers)

Finally, participants were asked to list up the recommendations and suggestions to enhance teamwork in the school regarding teachers. The recommendations are presented in Table 16 indicates the suggestions teachers mentioned. Out of 334 participants, 37 participants do not respond to this question.

Table 16: Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Teachers)

Recommendations	Participants (N)	Percentage (%)
Communication	67	20.05
Appreciation	62	18.56
Trust and participate	8	2.39
Avoid conflict	9	2.69
Interact on a social level	5	1.5
Work as team	38	11.37
Training courses	5	1.5
Psychological comfort	2	0.6
Collaboration	88	26.34
Respect	9	2.39
unity and loyalty	4	1.2
Not responded	37	11.07

4.6 Summary

Overall, in summary this chapter showed the outcomes of the Principals fostering teamwork in schools in the UAE, namely in Al Ain. Out of the 180 respondents, there was a total of 334 participants completed this survey. The descriptive statistics of the findings showed that most of these partakers strongly agreed to principals fostering teamwork. There were 5 questions on 5 points Likert-scale. These findings were further analyzed to show the importance of teamwork among schoolteachers and principals. Finally, the chapter concluded with three open-ended questions about teachers' recommendations and suggestions that could facilitate teamwork in school.

Chapter 5: Discussion and Recommendations

5.1 Introduction

There were data limitation on the role of principals in fostering teamwork among school teachers especially in context of Al Ain. Therefore, there was a need for flexibility in approaching problem that's why this research was based on incredible inquisitive and it was exploratory in nature. The primary purpose for using exploratory research was to predict the role of principals in fostering team work as the relationship among both variables are being studied. This study defined clearly the role of principals in fostering teamwork. Both of these variables being discussed are quantitatively analysed.

This exploratory study had the main objective to identify the importance of teamwork in educational institutes and to investigate how principals foster teamwork according to the teachers in schools. According to Price (2012), the relationship of the principal as a school leader greatly affect the perception and altitude of teachers. The present study examined mainly the teacher's perception of teamwork, their satisfaction level, and how they experienced teamwork in their respective schools and in the same time, it was more important to what they were suggested and recommended for enhancing the teamwork in their organizations.

This chapter discussed in detail the results of the data obtained through the survey. The data consisted quantitative items. This chapter discussed recommendations for further research and practice.

5.2 Discussion-Demographics

As mentioned in the previous chapter, the demographics asked by the participants were teachers' gender, principals' gender, nationality, experience, and city. The study found that about 78.7% of participants were female, and 21.3% of participants were male. The reason for such percentage provided an adequate representation for the study because most of the teachers in public schools in Al Ain are female. The study intended to collect samples from both the gender and then compare them, but due to Covid-19 pandemic, it was not possible to collect the samples, but this could be done in future research. However, there is a reluctance of male to work in educational field for many reasons either for low salary or workload. Talking about perception, there was no difference between male and female teachers in their observation of teamwork practices (Burns & Martin, 2010). It depicted that teamwork practices are effective and more productive regardless of the gender

Speaking of ethnicity Emirati participants were 64.1% and non-Emirati were 35.9%. The number of participants were from different ethnicity which represents the diversity in the teachers in Al Ain public schools. UAE is a diverse country and there is around 200 nationalities. UAE is among the top of the country with diversity in their schools and their people (Goby et al., 2015). UAE always seeks to hire experts with high experiences in important field like education for many reasons. Firstly, to exchange experiences and implement new methods of learning. Additionally, give a chance to Emirati teachers to train under professional experts.

Data analysis of the experience showed that 63% of the participants who have more than 10 years of work experience and participants who have 0-2 years represent 21.3% of the total population. More representation from the experienced teachers

proved that there are more professional development opportunities in the UAE. In addition, the representation of experienced teachers proved that they have a positive experience with their professional development. Moreover, teachers with less than 2 years of experience did not have enough knowledge and cannot comprehend the importance of teamwork fostering and the roles of principals to foster it because they still need more experience or years to practice teamwork in their schools. The look at the data analysis of the principals' gender showed 78.7% female and 21.3% male because generally in most cases the school comprises more female employees have female principals and vice versa (Maguire & Weiner, 1994). The study was guided to correlation study and compare between female principals and male principals and who are better in fostering teamwork in their schools, but because of corona pandemic, it was hard to collect equal number of participants from both genders.

The response rate of the teachers was so low, so this could lead to have drawback of the study and the need to have a systematic study that could cover greater response and opinion of both male and female to be generalized in the future. Some of the teachers chose not to respond to some open-ended questions and some of them answered them from a wrong perspective (Alsaawi, 2014). This hence proved that there was a room for more improvement in the conduction of the study and there was some limitations in this study.

5.3 Discussion of Part 2 Section 1

Section 1 of the second part of the study was the rate of satisfaction level for the teachers in Al Ain schools. As mentioned in chapter 3 and 4, the satisfaction level of the teachers were assessed using the Likert-scale. On the Likert-scale, 5 points were

1=Neutral, 2=Satisfied, 3=Unsatisfied, 4=Very Satisfied and 5=Very Unsatisfied. Descriptive analysis and frequencies of the satisfaction level were calculated.

Descriptive statistics of this question revealed the mean value to be 2.92. The result hence showed that the majority of the participant are 'very satisfied' with their profession. These findings agreed with the study of Goe et al. (2020) which have reported that overall teachers in UAE have no plans to leave their jobs as well as they are eager to learn further. This depicted the majority of teachers were satisfied with their jobs because their parincipals provided a good environment to work in.

Job satisfaction is defined as the feeling an individual has about his or her job (Smith, 1969). While according to Schultz (1982), job satisfaction is fundamentally the psychological disposition of people toward their work. A lot of work on job satisfaction has been done worldwide, but speaking specifically in the context of UAE, very little data was found. Goe et al. (2020) found that teachers in UAE are more eager to learn and develop. They also described that satisfaction comes with more opportunities. Some studies like Buckner (2017) showed that teachers are less satisfied with their principals fostering teamwork because of some issues regarding school planning and few other factors cause conflicts between school management and teachers. Positive relationships between teachers and their job satisfaction have been found by (Badri et al., 2013). Some of the online surveys done by the Abu Dhabi Department of Education and Knowledge (ADEK) in 2014 depicted the satisfaction high by some attributes as compared to the previous studies.

Open-ended results seemed to be a bit confusing when compared . Quantitative data. Quantitative data was one of the major limitations of the studies where some of the teachers do not answer honestly. As this study, the results were a bit confusing

when open-ended questions were compared with the numbers of quantitative ones. There was a difference of opinions in teachers and they did not give their genuine opinions in the survey (Alsaawi, 2014). These confusions can be resolved by more awareness. Awareness through a different means of communication should be provided to analyze further in assessing the teamwork which could be more beneficial for the educational progress of the country. Additionally, the conceivable measure could develop accompanying strategies to offer more valid results and support in relations of accomplishing the effective implementation

5.4 Discussion of Part 2 Section 2

Section 2 of part 2 consists of 4 questions, each of the questions was asked to assess principals fostering teamwork in their schools. All of the items of each question were designed after a detailed literature review and Tuckman's model. As stated earlier, there were 334 teachers participate in the study with a greater number of female participants. It could be possible that only participants who were satisfied and took interest in the topic have fulfilled the survey. Some of them fulfilled the survey not knowing about the depth of the topic and lack of knowledge and there is a lot of difference in the Likert scale type questions and open-ended questions (Savela, 2018).

5.4.1 Discussion of Question 1

As formerly mentioned, the first research question for this study aimed to inspect principal support on the team. The survey assessed the teacher's views on this question in the second section of the survey consisting of questions 1-9 by using 5-point Likert-scale that contain values from 1=Neutral, 2=Somewhat Agree, 3=Somewhat Disagree, 4=Strongly Agree and 5=Strongly Disagree.

After the descriptive statistics of items related to research Question 1, it was showed that the mean values ranged between 3.09-3.25. These results signified that the majority of the participants were 'somewhat agree' to 'strongly agree' for the principal's support and related factors as stated. Out of total of 9 survey questions, the item producing the maximum mean was that 'principal makes sure that teachers work helps the organization achieve its goals. The collaboration between teachers and principals is very important to achieve organizational goals. Support from leadership also considers significant for all the teachers. The importance of leaders in fostering a collaborative environment was described by Outhouse (2012) who stated that a collaboration initiative can have a positive impact on the overall success of the organization?

Support and collaboration considered as significant factors that affect the overall performance of the team members. The overall performance of the team member depends upon the commitment of the team which in return depends upon the support provided by the school principal (Sehgal et al., 2017). According to findings, it was confirmed that teacher's self-efficacy and collaboration are directly affected by leadership style. For the overall success of the educational institute, teachers' self-efficacy need to be enhanced and must be given to teachers' collaborative environment (Marjanovic, 1999).

The other item that scored the second highest mean was that principals make their work environment stressful. These findings were consistent with (Mazur & Lynch, 1989). It showed that there were a large number of factors that determine the teachers' burnout which were the organizational factors such as the principals' support of teachers, their workloads, and their opinions to be valued. The overall output of the

teachers was directly related to the environment they work in. Moracco and McFadden (1981), determined that workload was the most stressful for teachers. This offered the need to warrant more support for the teachers from the administration and also should put more effort to provide a more productive and less stressed environment for the teachers. A study presented by Hurren (2006) showed that principals which share humor in the workplace have more satisfied teachers while principals who do not share humor have little job satisfaction with their teachers.

Principals' support in form of reward, appreciation, bonus, or involving staff in school decisions should be provided by school management and considered as one of essential element to have success of any institute specifically speaking in the context of educational institutes. A study by Danish and Usman (2010) proved that work support, motivation, and satisfaction are significantly important for overall satisfaction. Support in any form of reward or recognition has a positive impact on the teachers' morale and attitude. Using these findings, educators and policymakers can suggest better educational policies as well as these findings could further explored by scholars for future research and can expand this study using a larger number of samples and contrasting and comparing different variables.

5.4.2 Discussion of Question 2

As mentioned earlier, the second question examines how the principal facilitate the process of sharing of knowledge among team members. The survey assessed the teacher's views on this question in the second section of the survey consist of questions 10-17 using a five-point Likert-scale that contain values from 1=Neutral, 2=Somewhat Agree, 3=Somewhat Disagree, 4=Strongly Agree and 5=Strongly Disagree.

Descriptive statistics of items associated to research Question 2 showed that the mean values ranged among 2.85-3.17. These results signified that the majority of the participants were ‘somewhat agree’ to ‘strongly agree’ that their principal facilitates sharing knowledge among team members. Out of the 8 survey questions, the item creating the maximum mean was that ‘The principal always encourages and supports us to participate in enhancing our organization’. The findings of this study agreed with that of Jamshed et al. (2018) which knowledge considers one of the most significant means in any organization. In many studies, knowledge sharing is defined as a two-way communication process (Alekseev, 2010). Many studies showed that knowledge sharing depends on the work environment and the leaders too. The management of any organization should implement knowledge-sharing with team members (Ghafoor & Zhang, 2017).

According to Ribiere (2001), employee dissatisfaction result is due to less sharing of knowledge among team members. However, facilitating shaing knowledge process in teams increased the efficiency and work productivity with team members. McKnight and Chervany (2000), noted that the trust considers also as a vital condition to be with team members. For team effectiveness, trust must be build among the team members to work together professionally. Furthermore, sharing knowledge enables to grow and develop speaking skills and competencies with team members in any organization. It also increases the value and sustainability of routines (Renzl, 2008). Another factor that may influences sharing knowledge is the leadership and how team leader plays great role in facilitating knowledge process among the team members (Srivastava et al., 2006).

5.4.3 Discussion of Question 3

As stated before, the third question for this research aimed to examine the principals' contribution to facilitate the decision-making on the team. The survey assessed the teachers' contribution on this question in the second section of the survey from questions 18-25 using a five-point Likert-scale from 1=Neutral, 2=Somewhat Agree, 3=Somewhat Disagree, 4=Strongly Agree and 5=Strongly Disagree.

Descriptive statistics of items associated to research Question 3 and it indicated that the mean values ranged between 2.51 and 3.98. These results indicated that most of the participants were 'somewhat agree' to 'strongly agree' on their principal for not contributing significantly to facilitate the decision-making on the team. Out of these 8 survey questions, the item of the uppermost mean was that 'principal makes decisions without getting attention to our opinions'. This was in accordance with the study of Gemechu (2014) which concluded that the teachers' involvement in making decisions is unsatisfactory and teachers only involved in school disciplinary problems and not in the school building.

According to Mualuko et al. (2009), teachers consider as guardians of instruction, school policies, and school activities. All the decisions made in schools affect them. They are better in making decisions because they are professional in their fields. Additionally, more involvement of teachers in the decision-making process will lead to have more effective performance and also will increase the productivity. Having more democratic participation from the teachers, it will lead to more effective teamwork output. Taylor (2000), Weiss and Cambone (1994) suggest that principals must understand the extent of the change which is involving teachers in decision-

making and in the same time, they have to recognize launching democratic processes in schools is a vital reform in itself.

Discussing errors with team members and involving them in decision-making have several benefits. Many studies proved that a democratic environment in any organization has many unmistakable benefits. To have multiple opinions or even to discuss and communicate effectively provide detailed insight into the problems and make a better understanding of the issue. With more knowledge and awareness, it is clear that principals are no longer remain managers or bosses. Now, the focus has shifted on achieving shared goals and vision as they are leaders. They should foster a sense of unity, teamwork, and empower a culture of collaboration (Drago-Severson & Pinto, 2006; Neto et al., 2018). Successful school management should involve teachers to be a part of process in decision-making. This involvement of the teachers leads teachers to feel more empowered and respected which could build their overall morale. A study by Mohrman et al. (1992) showed that the involvement of teachers in decision making enables more effectiveness and increased output.

5.4.4 Discussion of Question 4

Finally, the last research query for this study aimed to examine the principal providing effective feedback to team members. The survey assessed the teacher's contribution on this question in the second section of the survey from questions 26-33 using a five-point Likert-scale containing values 1=Neutral, 2=Somewhat Agree, 3=Somewhat Disagree, 4=Strongly Agree and 5=Strongly Disagree.

Descriptive statistics of these items related to research Question 4 specified that the mean values extended between 2.65 and 2.94. From the 8 of these survey

questions, the item consisting of the maximum mean was that 'my principal gives timely feedback to team members'. Many studies report that teachers' appraisal and feedback have a very good impact on the teachers and their professional achievements (Starratt, 2005, 2003).

To compete with today's environment, everyone strives for excellence and being the best. This also calls for greater accountability for all the stakeholders of the institutions. U.S. Department of Education Office of Innovation and Improvement (2004) reported that more effective principals provide feedback on regular basis to their teachers. Constructive feedback effect teachers in a positive way and enhance their productivity. Increasing the effectiveness of the teacher's output also contribute to have a positive impact on the students' performance. Frequent feedback must be provided to team members and this will improve the teamwork. Giving positive and specific feedback has no doubt always beneficial for the organization. There is a need to develop a more comprehensive and quality-based evaluation system for the teachers which provide constructive feedback on teams' performance.

5.5 Discussion of Activities that Require Teamwork in the School

The activities that require teamwork identified by the teachers are school planning, school assessment, learning initiatives...etc. The involvement of teachers in these perspectives is found to be unsatisfactory. These hurdles to teamwork are aligned with the literature. As depicted by Polega et al. (2019), these activities are investigated by the researchers on large scale, but still there are principals who downplayed their managerial roles about teamwork. Other activities mentioned by the teachers are tours, cultural and religious events, and extracurricular activities. These activities could be useful for the working environment and fostering teamwork (Young, 2010). This study

found that diversity of culture and race requires teachers to equip with more cultural understanding especially for international and national tours' purpose.

5.6 Discussion of Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Principal)

Although overall results regarding principals fostering teamwork showed high results, but still there were many participants who gave suggestions about enhancing teamwork. This showed that there is still room for improving any aspect of the teamwork such as exchanging opinions and ideas, open discussions, giving feedback to the teachers. The importance of giving feedback has been described before. Most of the participants suggested that principals should distribute the tasks properly and thoughtfully. It depicted that principals should strongly focus on this factor. As shown in the results of the survey, it was clear that principals provide timely feedback, but in the same time, it was given as a recommendation by the teachers in the open-ended question section and this may because of few teachers did not understand the question properly or they were being biased in their opinion. This posed a possible limitation to this study. Most of the principals are aware of the apprehensions displayed by researchers in terms of recommendations and suggestions; it was clear those principals maybe not playing an important managerial role as leaders.

5.7 Discussion of Recommendations and Suggestions to Enhance Teamwork in the School (Regarding Teachers)

When asked about the recommendations and suggestions regarding teachers to enhance teamwork, most teachers responded about communication. It was clear that there is a lack of communication among team members. Other participants also talked about conflict avoidance, respect, and collaboration among teachers. Few teachers

suggested the training courses for professional development, psychological comfort, and work as one team. Hence, it showed clear that principals should take into consideration these factors to enhance collaboration among their team members (Price, 2012).

5.8 Conclusion

This study sought to explore the role of the principals in fostering teamwork. The study was investigated in the public schools of Al Ain. The outcome of this study revealed that most of the teachers agreed that their principals foster teamwork in school, but the results of few items were unsatisfactory. That said, it would be suggested that these factors should be considered, and guidelines should be developed accordingly. Most of the teachers reported that their principals made the working environment stressful. This factor has more attention of the principals in order to improve. As stated before, the response rate of the study indicated that there are some major limitation, so this study could not be generalized. The study should be conducted on a greater scale and numerous data assembly tools should be utilized to validate the study further. Moreover, the difference between the numbers of quantitative data and open-ended questions data is observed. Therefore, it would be imperative to analyze the study in more depth and an assessment of the teamwork should be performed.

Generally, the results showed that the structure of team in the schools were aligned with stages in Tuckman's model. Teachers' teams are designed to enhance the outcomes of institution. As mentioned by teachers during the first stage, teachers' team are formed but their roles are not clear yet. During the second stage which is storming, the roles and responsibilities develop further. Regarding to teachers' suggestions, if these roles are assigned wisely and thoughtfully, it will greatly to improve the

outcomes. After this comes the norming stage where members share decision making without principals' involvement. The findings indicated that teachers are still not involving in decision-making process and this considers a serious issue. At performing stage, members become one team and work together to achieve the shared goals and should have the sense of autonomy. The results showed that even with majority of teachers were satisfied with their principals still they need timely feedback from their principals. The findings of this study supported the finding of study of Al Mansouri (2014) which was conducted to assess the performance of the team. Both studies highlighted that teamwork has a positive impact on outcomes of the institution. Many factors mentioned in both studies such as shared decision making and effective communication.

5.9 Recommendation for Practice

As it is known, the main vision of the Department of Education and Knowledge UAE "is to develop the education system in Abu Dhabi, and promote a culture of creativity, sustainability, and excellence, with a focus on developing human, social and economic capabilities" (ADEK, 2020). Constructed on the outcomes of this study, there are many recommendations for practice that could help principals to improve the teamwork among teachers.

There is a need to develop a common vision and goal between teachers and principals so that the overall goals of the institution could be achieved. This goal should be shared in the Ministry of Education website. Secondly, shared decision-making should have more attention. The involvement of teachers in curriculum development and school planning would have a meaningful impact. This could be achieved by implementing some theories in the schools like Tuckman's model through

training courses, sit some criteria like having a coach and monitor. Thirdly, the results of this study should be shared in schools and educational institutions, so principals could have the chance to aware where are problems based on teachers' point of views and avoid the mistakes. Principals need to realize the importance of fostering teamwork among teachers and its beneficial outcomes. The Ministry of Education could provide schools with more workshops about teamwork and decision-making process with cooperating with experts in this field.

5.10 Recommendation for Future Studies

This study can be explored further speaking in the context of teamwork among teachers in schools. Qualitative research can be used in future studies by doing interviews to have depth analysis of the topic. The study could not be generalized as it contains few participants. So, the number of participants could be increased for the generalization of the study. This study should be replicated speaking specifically in terms of gender, ethnicity, or experience. Another study should be conducted including the point of view of principals and management. It should also include the problems that they may face while working in the team. Similarly, another factor on the performance of teams and how teams working can be conducted for are better insight of the teamwork.

References

- ADEK (2020). The vision of Department of Education and Knowledge. Retrieved 8 June 2020, from <https://www.adek.gov.ae/About/About-Us>
- Ahmad, A., & Omar, Z. (2014). Reducing deviant behavior through workplace spirituality and job satisfaction. *Asian Social Science*, 10(19), 107-123.
- Al Ahbabi, S. A., Singh, S. K., Balasubramanian, S., & Gaur, S. (2019). Employee perception of impact of knowledge management processes on public sector performance. *Policy Futures in Education*, 5, 105-122.
- Al Mansouri, M. (2014). The Effectiveness of Teamwork of National and Expatriate Kg Teachers in Al Ain Schools: A Qualitative Study. *Educational Leadership*, 23, 14-28.
- Alekhina, S., Melnik, Y., Samsonova, E., & Shemanov, A. Y. (2020). The Expert Assessing of Inclusive Process Parameters in Education. *Educational Management Administration & Leadership*, 9(2), 62-78.
- Alekseev, A. (2010). *Knowledge management in project-based organisations: the success criteria and best practises*. London: McGraw-Hill.
- Alsaawi, A. J. (2014). A critical review of qualitative interviews. *Sciences*, 3(4), 56-68.
- Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work*, 41(2), 101-109.
- Badri, M. A., Mohaidat, J., Ferrandino, V., & El Mourad, T. J. (2013). The social cognitive model of job satisfaction among teachers. *Testing and Validation Journal*. 57, 12-24.
- Balyer, A., Karatas, H., & Alci, B. J. (2015). School principals' roles in establishing collaborative professional learning communities at schools. *Sciences*, 197, 1340-1347.
- Bennis, W., & Biederman, P. (1998). *Organizing Genius: The Secrets of Creative Collaboration*. Addison-Wesley Press.
- Bensimon, E. M., & Neumann, A. (1992). *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*. Johns Hopkins University Press.
- Bjørnsrud, H., & Engh, R. (2012). Teamwork to enhance adapted teaching and formative assessment. *Policy Futures in Education*, 10(4), 402-410.
- Blaik, H. R., Litz, D., & Parkman, S. (2021). Emotional intelligence and school leaders: Evidence from Abu Dhabi. *Educational Management Administration & Leadership*, 49(3), 493-517.

- Blumberg, B., Cooper, D. R., & Schindler, P. S. (2005). *Business research methods*. London: McGraw-Hill.
- Bonebright, D. A. (2010). 40 years of storming: a historical review of Tuckman's model of small group development. *Human Resource Development International*, 13(1), 111-120.
- Brief, A. P., Dietz, J., Cohen, R. R., Pugh, S. D., & Vaslow, J. B. (2000). Just doing business: Modern racism and obedience to authority as explanations for employment discrimination. *Organizational Behavior and Human Decision Processes*, 81(1), 72-97.
- Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., & Burke, P. (2013). Teacher retention and attrition: Views of early career teachers. *Australian Journal of Teacher Education*, 38(3), 124-141.
- Buckner, E. (2017). The status of teaching and teacher professional satisfaction in the United Arab Emirates. *Foundation for Policy Research*, 14, 78-86.
- Burns, G., & Martin, B. N. (2010). Examination of the Effectiveness of Male and Female Educational Leaders Who Made Use of the Invitational Leadership Style of Leadership. *Journal of Invitational Theory and Practice*, 16, 30-56.
- Buttram, J. L., & Farley-Ripple, E. N. (2016). The role of principals in professional learning communities. *Leadership and Policy in Schools*, 15(2), 192-220.
- Cardona, P., & Wilkinson, H. J. (2006). Teamwork in schools. *Leadership and Policy in Schools*, 6, 1-12.
- Castka, P., Sharp, J. M., & Bamber, C. J. (2003). Assessing teamwork development to improve organizational performance. *Educational Management Administration & Leadership*, 8, 41-53.
- Chin, R. J. (2015). Examining Teamwork and Leadership in the Fields of Public Administration, Leadership, and Management. *Team Performance Management: A international Journal*, 42, 199-216.
- Chrislip, D. D. (1995). Pulling together and creating a constituency for change. *Human Resource Development International*, 84(1), 21-29.
- Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23(3), 239-290.
- Conneely, C., Lawlor, J., & Tangney, B. J. (2013). Technology, teamwork and 21st century skills in the Irish classroom. *Journal of Management*, 8, 15-26.
- Cooke, N. J., & Hilton, M. L. (2015). Enhancing the effectiveness of team science. *Sciences*, 45, 118-127.

- Cope, C., & Ward, P. J. (2002). Integrating learning technology into classrooms: The importance of teachers' perceptions. *Society*, 5(1), 67-74.
- Danish, R. Q., & Usman, A. J. (2010). Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan. *Journal of Management*, 5(2), 159-172.
- Darling, J., & Leffel, A. (2010). Developing the leadership team in an entrepreneurial venture: A case focusing on the importance of styles. *Journal of Entrepreneurship*, 23(3), 355-371.
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *Journal of Invitational Theory and Practice*, 25(1), 63-82.
- Day, D. V., Gronn, P., & Salas, E. J. (2004). Leadership capacity in teams. *Leadership and Policy in Schools*, 15(6), 857-880.
- De Meuse, K. P. (2009). *Driving team effectiveness*. London: McGraw-Hill.
- Drago-Severson, E., & Pinto, K. C. (2006). School leadership for reducing teacher isolation: Drawing from the well of human resources. *Leadership and Policy in Schools*, 9(2), 129-155.
- Driskell, J. E., Salas, E., & Driskell, T. J. A. P. (2018). Foundations of teamwork and collaboration. *Journal of Management*, 73(4), 334.
- Drucker, P. F. (2011). *Technology, management, and society*. Harvard Business Press.
- Druskat, V. U., & Pescosolido, A. T. (2002). The content of effective teamwork mental models in self-managing teams: Ownership, learning and heedful interrelating. *Australian Journal of Teacher Education*, 55(3), 283-314.
- Dunphy, D., & Bryant, B. (1996). Teams: Panaceas or Prescriptions for Improved Performance?. *Journal of Human Relations*, 49(5), 677-699.
- Faraj, S., & Sproull, L. J. (2000). Coordinating expertise in software development teams. *Health & Social Work*, 46(12), 1554-1568.
- Fawcett, L. M., & Garton, A. (2005). The effect of peer collaboration on children's problem-solving ability. *Leadership and Policy in Schools*, 75(2), 157-169.
- Feldman, M. S., & Khademian, A. (2000). Managing for inclusion: Balancing control and participation. *Journal of Management*, 3(2), 149-167.
- Gemechu, D. (2014). *The practices of teachers' involvement in decision-making in government secondary schools of Jimma Town*. Harvard Business Press.
- Ghafoor, R., & Zhang, J. (2017). *Effective knowledge sharing between team members: Case perspective of performance climate in Project based organizations*. London: McGraw-Hill.

- Gilley, A., McMillan, H. S., & Gilley, J. W. (2009). Organizational change and characteristics of leadership effectiveness. *Health & Social Work, 16*(1), 38-47.
- Gladstein, D. L. (1984). Groups in context: A model of task group effectiveness. *Journal of Entrepreneurship, 56*, 499-517.
- Goby, V. P., Nickerson, C., & David, E. (2015). Interpersonal communication and diversity climate: promoting workforce localization in the UAE. *Journal of Human Relations, 44*, 89-97.
- Goe, L., Alkaabi, A. K., & Tannenbaum, R. J. (2020). Listening to and Supporting Teachers in the United Arab Emirates: Promoting Educational Success for the Nation. *Journal of Human Relations, 22*, 1-18.
- Goleman, D. (2001). An EI-based theory of performance. The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations, *Educational Management Administration & Leadership, 1*(1), 27-44.
- Gu, W., Wu, Z., Bo, R., Liu, W., Zhou, G., & Chen, W. (2014). Modeling, planning and optimal energy management of combined cooling, heating and power microgrid: A review. *Human Resource Development International, 54*, 26-37.
- Guzzo, R. A., & Dickson, M. W. (1996). Teams in organizations: Recent research on performance and effectiveness. *Annual Review of Psychology, 47*(1), 307-338.
- Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances.* Harvard Business Press.
- Hackman, J. R., & Morris, C. (1975). Group tasks, group interaction process, and group performance effectiveness: A review and proposed integration. *Organizational Behavior and Human Decision Processes, 8*, 45-99.
- Hackman, R., & Wageman, R. (2005). When and How team Leaders Matters. *Research in Organizational Behavior, 30*(2), 269-287.
- Halfhill, T., Sundstrom, E., Lahner, J., Calderone, W., & Nielsen, T. (2005). Group personality composition and group effectiveness: An integrative review of empirical research. *Journal of Entrepreneurship, 36*(1), 83-105.
- Hallam, P. R., Smith, H. R., Hite, J. M., Hite, S. J., & Wilcox, B. (2015). Trust and collaboration in PLC teams: Teacher relationships, principal support, and collaborative benefits. *Policy Futures in Education, 99*(3), 193-216.
- Hanaysha, J., & Tahir, P. R. (2016). Examining the effects of employee empowerment, teamwork, and employee training on job satisfaction. *Sciences, 219*, 272-282.

- Harold, B., & Stephenson, L. (2019). Leadership development in the UAE: critical perspectives on intercultural pedagogies in a graduate education programme. In *Teaching Educational Leadership in Muslim Countries* (pp. 55-74): Springer.
- Heale, R., & Twycross, A. J. (2015). Validity and reliability in quantitative studies. *Journal of Invitational Theory and Practice*, 18(3), 66-67.
- Hijazi, R., Zoubeidi, T., Abdalla, I., Al-Waqfi, M., & Harb, N. E. (2008). A study of the UAE higher education sector in light of Dubai's strategic objectives. *Sciences*, 22, 70-86.
- Hollenbeck, J. R., Beersma, B., & Schouten, M. E. (2012). Beyond team types and taxonomies: A dimensional scaling conceptualization for team description. *Journal of Management*, 37(1), 82-106.
- Huczynski, A., & Buchanan, D. (2001). *Organizational behaviour: An introductory text*. London: McGraw-Hill.
- Hunziker, S., Johansson, A. C., Tschan, F., Semmer, N. K., Rock, L., Howell, M. D., & Marsch, S. (2011). Teamwork and leadership in cardiopulmonary resuscitation. *Foundation for Policy Research*, 57(24), 2381-2388.
- Hurren, B. L. (2006). The effects of principals' humor on teachers' job satisfaction. *Policy Futures in Education*, 32(4), 373-385.
- Jalinus, N., Syahril, S., Nabawi, R. A., & Arbi, Y. I. (2020). How Project-Based Learning and Direct Teaching Models Affect Teamwork and Welding Skills Among Students. *Journal of Creativity & Change*, 11, 85-111.
- Jamshed, S., Nazri, M., Abu Bakar, R., & Majeed, N. B. (2018). The Effect of Knowledge Sharing on Team Performance through Lens of Team Culture. *Journal of Human Relations*, 34(12), 1-17.
- Janks, H. J. (2014). Critical literacy's ongoing importance for education. *Literacy*, 57(5), 349-356.
- Jurdi, N. A., & Rasheed, F. M. (2019). The Concept of Academic Excellence: A Macro Analysis. *Journal of Globalization*, 81, 69-82.
- Katzenbach, J. R., & Smith, D. K. (2015). *The wisdom of teams: Creating the high-performance organization*: Harvard Business Press.
- Katzenbach, J. R., & Smith, D. (1993). *The rules for managing cross-functional reengineering teams*. Springer.
- Kaur, P., Stoltzfus, J., & Yellapu, V. J. (2018). Descriptive statistics. *Journal of Invitational Theory and Practice*, 4(1), 60-76.
- Killion, J. (2015). High-quality collaboration benefits teachers and students. *Australian Journal of Teacher Education*, 36(5), 62-76.

- Knobbs, C. G., & Grayson, D. J. (2012). An approach to developing independent learning and non-technical skills amongst final year mining engineering students. *Leadership and Policy in Schools*, 37(3), 307-320.
- Kozlowski, S. W., Gully, S. M., Brown, K. G., Salas, E., Smith, E. M., & Nason, E. R. (2001). Effects of training goals and goal orientation traits on multidimensional training outcomes and performance adaptability. *Journal of Management*, 85(1), 1-31.
- Kumar, A. (2015). Higher Education System: Some Reflections. *International Journal of Research in Economics & Social Sciences*, 5, 38-43.
- Larson, C. E., Larson, C., & LaFasto, F. M. (1989). *Teamwork: What must go right/what can go wrong*. Sage Publications.
- Litz, D., & Scott, S. J. (2017). Transformational leadership in the educational system of the United Arab Emirates. *Journal of Leadership*, 45(4), 566-587.
- Maguire, M., & Weiner, G. J. E. R. (1994). The place of women in teacher education: Discourses of power. *Journal of Human Relations*, 46(2), 121-139.
- Mahdawi, W. (2019). The aspects of the formative assessments on improving the inquiry skills in science classes for middle and high school students in Al-Ain City, UAE. The British University in Dubai, UAE.
- Marjanovic, O. J. (1999). Learning and teaching in a synchronous collaborative environment. *Educational Management Administration & Leadership*, 15(2), 129-138.
- Markos, S., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. *Journal of Management*, 5(12), 89-96.
- Marks, M. A., Mathieu, J. E., & Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review*, 26(3), 356-376.
- Martin, S., Diaz, G., Sancristobal, E., Gil, R., Castro, M., & Peire, J. (2011). New technology trends in education: Seven years of forecasts and convergence. *Australian Journal of Teacher Education*, 57(3), 1893-1906.
- May, T. Y. m., Korczynski, M., & Frenkel, S. (2002). Organizational and occupational commitment: Knowledge workers in large corporations. *Organizational Behavior and Human Decision Processes*, 39(6), 775-801.
- Mazur, P. J., & Lynch, M. D. (1989). Differential impact of administrative, organizational, and personality factors on teacher burnout. *Foundation for Policy Research*, 5(4), 337-353.
- McGregor, D. J. (1960). Theory X and theory Y. *Journal of Invitational Theory and Practice*, 358(1), 374-386.

- McKnight, D. H., & Chervany, N. L. (2000). *What is trust? A conceptual analysis and an interdisciplinary model*. Sage Publications.
- McMillan, J. H., & Schumacher, S. J. P. (2010). *Research in Education: Evidence-Based Inquiry*, MyEducationLab Series. Springer.
- Metwally Ibrahim, F. G., & Elghabbour, G. M. (2020). Team work effectiveness and its relation with transformational leadership as perceived by nurses at Port Said General Hospitals. *Health & Social Work*, 7(3), 25-41.
- Milsom, A., Goodnough, G., & Akos, P. J. (2007). School counselor contributions to the individualized education program (IEP) process. *Youth*, 52(1), 19-24.
- Mohrman, S. A., Lawler III, E. E., & Mohrman, A. M. (1992). Applying employee involvement in schools. *Journal of Human Relations*, 14(4), 347-360.
- Moracco, J., & McFadden, H. J. (1981). Principals and counselors: Collaborative roles in reducing teacher stress. *Foundation for Policy Research*, 65(447), 41-46.
- Morgan, D., & Zeffane, R. J. (2003). Employee involvement, organizational change and trust in management. *Human Resource Development International*, 14(1), 55-75.
- Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Organizational Behavior and Human Decision Processes*, 36(1), 5-39.
- Mualuko, N. J., Mukasa, S. A., & Judy, A. S. (2009). Improving decision making in schools through teacher participation. *Educational Research and Reviews*, 4(8), 391-397.
- Naik, P. J. (2018). Higher education and the role of college teachers. *Leadership and Policy in Schools*, 8(1), 105-119.
- Natvig, D., & Stark, N. L. (2016). A project team analysis using Tuckman's model of small-group development. *Journal of Leadership*, 55(12), 675-681.
- Nazzaro, A. M., & Strazzabosco, J. (2009). *Group Dynamics and Team Building. Suite: World Federation of Hemophilia*. Sage Publications.
- Neto, R. A., Rodrigues, V. P., Stewart, D., Xiao, A., & Snyder, J. T. (2018). The influence of self-efficacy on entrepreneurial behavior among K-12 teachers. *Research in Organizational Behavior*, 72, 44-53.
- O'Daniel, M., & Rosenstein, A. (2008). *Professional communication and team collaboration*. London: McGraw-Hill.
- O'Sullivan, K. J. (2015). Education reform in the UAE—Bringing private schools into the fold. *Journal of Creativity & Change*, 4, 311-320.

- OEDC (2002). *Understanding the Brain: the Birth of a Learning Science*. Retrieved 12 June 2020, from <https://www.oecd.org/education/ceri/understandingthebrainthebirthofalearnin gscience.htm>
- Outhouse, C. M. (2012). *Evaluating the role of principals in teacher teams: A longitudinal analysis of principal involvement and impact in a district-wide initiative to increase teacher collaboration*. Harvard Business Press.
- Park, S., Henkin, A. B., & Egley, R. (2005). Teacher team commitment, teamwork and trust: Exploring associations. *Journal of educational administration*, 43(5), 462-479.
- Pearce III, J. A., & Ravlin, E. (1987). The design and activation of self-regulating work groups. *Journal of Invitational Theory and Practice*, 40(11), 751-782.
- Peterson, R. S., & Behfar, K. J. (2005). Leadership as group regulation. *Psychology of Leadership* (pp. 157-178). Psychology Press.
- Phalane, M. M. (2011). *Experience of secondary schools management teams on teamwork in Tshwane North District schools*. London: McGraw-Hill.
- Pitsoe, V. J., & Isingoma, P. (2014). How do school management teams experience teamwork: A case study in the schools in the Kamwenge district, Uganda. *Journal of Human Relations*, 5(3), 138-138.
- Polega, M., Neto, R., Brilowski, R., & Baker, K. (2019). Principals and teamwork among teachers: an exploratory study. *Foundation for Policy Research*, 12(2), 12-32.
- Ponton, H., Osborne, A., Greenwood, D., & Thompson, N. (2019). *Exploring the Designer-Constructor Teamwork Interface to improve Collaboration: A review of current literature*. Sage Publications.
- Price, H. E. (2012). Principal–teacher interactions: How affective relationships shape principal and teacher attitudes. *Human Resource Development International*, 48(1), 39-85.
- Pronovost, P. J. (2013). *Teamwork matters*. Sage Publications.
- Raue, S., Tang, S. H., Weiland, C., & Wenzlik, C. D. (2013). *The GRPI model—an approach for team development*. Harvard Business Press.
- Renzl, B. J. O. (2008). Trust in management and knowledge sharing: The mediating effects of fear and knowledge documentation. *Australian Journal of Teacher Education*, 36(2), 206-220.
- Ribiere, V. M. (2001). *Assessing knowledge management initiative successes as a function of organizational culture*. George Washington University Washington, DC,

- Ricketts, K. G., Bruce, J. A., & Ewing, J. C. (2008). How today's undergraduate students see themselves as tomorrow's socially responsible leaders. *Journal of Leadership Education*, 55, 24-42.
- Rubin, I. M., & Beckhard, R. J. (1972). Factors influencing the effectiveness of health teams. *Journal of Creativity & Change*, 50(3), 317-335.
- Salas, E., & Cannon-Bowers, J. A. (2001). *Teamwork and Team Training*. International Encyclopedia of the Social & Behavioral Sciences. Sage Publications.
- Salas, E., Shuffler, M. L., Thayer, A. L., Bedwell, W. L., & Lazzara, E. H. (2015). Understanding and improving teamwork in organizations: A scientifically based practical guide. *Journal of Leadership Education*, 54(4), 599-622.
- Salas, E., Dickinson, T. L., Converse, S. A., & Tannenbaum, S. I. (1992). *Toward an understanding of team performance and training*. Ablex Publishing.
- Sauer, S. J. (2011). Taking the reins: The effects of new leader status and leadership style on team performance. *Journal of Human Relations*, 96(3), 574-586.
- Savelle, T. J. (2018). The advantages and disadvantages of quantitative methods in schoolscape research. *Journal of Leadership Education*, 44, 31-44.
- Schaubroeck, J., Lam, S. S., & Cha, S. (2007). Embracing transformational leadership: Team values and the impact of leader behavior on team performance. *Organizational Behavior and Human Decision Processes*, 92(4), 1020-1030.
- Schultz, D. (1982). *Psychology and Industry Today, An Introduction to Industrial and Organizational Psychology*. Macmillan Publishing.
- Sebastian, J., & Allensworth, E. J. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Foundation for Policy Research*, 48(4), 626-663.
- Seers, A., Keller, T., & Wilkerson, J. M. (2003). Can team members share leadership. *Journal of Leadership*, 62, 77-102.
- Sehgal, P., Nambudiri, R., & Mishra, S. K. (2017). *Teacher effectiveness through self-efficacy, collaboration and principal leadership*. London: McGraw-Hill.
- Sheard, A. G., Kakabadse, A. P., & Kakabadse, N. K. (2009). *Role as a mechanism for rotating leadership in a group*. Harvard Business Press.
- Smith, P. C. (1969). *The measurement of satisfaction in work and retirement: A strategy for the study of attitudes*. Sage Publications.
- Sohmen, V. S. (2013). Leadership and Teamwork: Two Sides of the Same Coins. *Journal of IT and Economic Development*, 12, 1-18.

- Srivastava, A., Bartol, K. M., & Locke, E. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. *Educational Management Administration & Leadership*, 49(6), 1239-1251.
- Starratt, R. J. (2003). *Centering educational administration: Cultivating meaning, community, responsibility*. Routledge Publications.
- Starratt, R. J. (2005). *Responsible leadership*. Paper presented at the The Educational Forum. Sage Publications.
- Stephenson, L., Dada, R., & Harold, B. J. (2012). *Challenging the traditional idea of leadership in UAE schools*. London: McGraw-Hill.
- Tannenbaum, S. I., Beard, R. L., & Salas, E. (1992). Team building and its influence on team effectiveness: An examination of conceptual and empirical developments. In *Advances in psychology*. Elsevier.
- Tarricone, P., & Luca, J. (2002). *Successful teamwork: A case study*. Springer.
- Taylor, W. J. (2000). *Educational Leadership and Learning: Practice, Policy and Research*. Harvard Business Press.
- Tezcan-Unal, B., Jones, W., & Littlewood, S. J. (2019). Curriculum review: Analysis through a learning organization lens. *Educational Management Administration & Leadership*, 44(5), 399-415.
- Thompson, L. L., & Choi, H. S. (2006). *Creativity and innovation in organizational teams*. Psychology Press.
- Thorpe, R., Gold, J., & Farnham, U. G. (2010). Leadership and management development: the current state. *Journal of Management Development*, 3, 13-22.
- Tsay, M., & Brady, M. (2010). A Case Study of Cooperative Learning and Communication Pedagogy: Does Working in Teams Make a Difference?. *Journal of the Scholarship of Teaching and Learning*, 10(2), 78-89.
- Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & Organization Studies*, 2(4), 419-427.
- Tuckman, B. W. (1965). Developmental sequence in small groups. *Research in Organizational Behavior*, 63(6), 384-399.
- Volkov, A., & Volkov, M. (2007). Teamwork and Assessment: a critique. *E-Journal of Business Education and Scholarship Teaching*, 1(1), 59-64.
- Wallace, M. J. (2001). Sharing leadership of schools through teamwork: a justifiable risk?. *Journal of Educational Administration*, 29(2), 153-167.
- Weiss, C. H., & Cambone, J. (1994). Principals, shared decision making, and school reform. *Educational Evaluation and Policy Analysis*, 16(3), 287-301.

- Weldon, E., & Weingart, L. R. (1993). Group goals and group performance. *Journal of Human Relations*, 32(4), 307-334.
- Wellins, R. S. (1991). *Empowered teams: Creating self-directed work groups that improve quality, productivity, and participation*. Sage Publications.
- Wiyono, B. (2018). The effect of self-evaluation on the principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. *Journal of Invitational Theory and Practice*, 21(6), 705-725.
- Young, R. Y. K. (2010). *International study tours and the development of sociocultural consciousness in K-12 teachers*. Harvard Business Press.
- Yukl, G. (2008). How leaders influence organizational effectiveness. *Journal of Leadership Quarterly*, 19(6), 708-722.
- Zaccaro, S. J., Rittman, A. L., & Marks, M. A. (2001). Team leadership. *Journal of Leadership Quarterly*, 12(4), 451-483.

Appendices

Appendix A

- Frequencies of Demographics profiles

		Frequency	Percent	Valid Percent	Cumulative Percent
Teacher gender	Female	274	82.0	82.0	82.0
	Male	60	18.0	18.0	100.0
Nationality	Emirati	214	64.1	64.1	64.1
	Non-Emirati	104	31.1	31.1	95.2
	China	1	0.3	0.3	95.5
	Egyptian	1	0.3	0.3	95.8
	Filipino	1	0.3	0.3	96.1
	Indian	2	0.6	0.6	96.7
	Jordanian	3	0.9	0.9	97.6
	Sudani	1	0.3	0.3	97.9
	Syrian	5	1.5	1.5	99.4
	UK	2	0.6	0.6	100
	City	Al Ain	321	96.1	96.1
Al Dhafrah		13	3.9	3.9	100.0
Experience	0-2 years	121	36.2	36.2	36.2
	more than 10	213	63.8	63.8	100.0
Principal Gender	Male	71	21.3	21.3	21.3
	Female	263	78.7	78.7	100.0

Appendix B

The Role of Schools Principals in Fostering the Teamwork Success in Al Ain Schools: Perceived by Teachers

My name is Afra Mohammed Al Shamsi and I am a master student at UAE University. I am inviting you to participate in this research study by completing the attached surveys. The following questionnaire will require approximately 5-10 minutes to complete. If you choose to participate in this thesis, please answer all questions honestly. Thank you for taking the time to assist me in my educational endeavors. Completion and return of the questionnaire will indicate your willingness to participate in this study.

If you require additional information or have questions, please contact me at (afra.ms.alshamsi@gmail.com) or by my phone number (0568911430).

Sincerely,

PART 1: DEMOGRAPHICS

Teacher Gender: Male Female

Nationality: Emirati Middle Eastern (non-Emirati) South Asian European

North African Other (specify please):

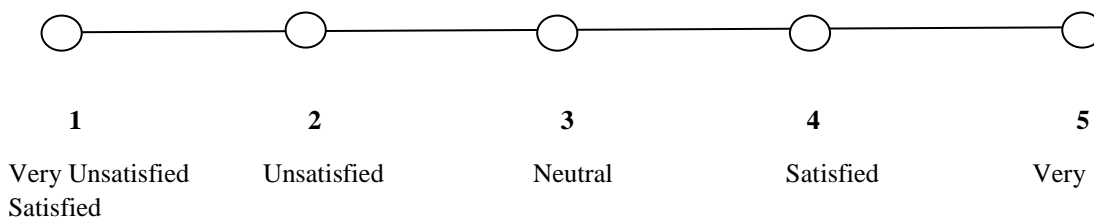
Years of Experience: 0-2 3-5 5-10 More than 10

Principal Gender: Male Female

PART 2: QUESTIONNAIRE

Section 1: Satisfaction rate

On a scale of 0-5, how satisfied are you with the spirit of teamwork with your principal:



Section 2: School principal on fostering teamwork

		Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
	Personal Support Scale Does the Principal support your team?					
1	My principal encourages the team.					
2	My principal is supportive for others team's roles.					
3	My principal relies on team members to do their jobs well.					
4	My principal makes working team stressful.					
5	We feel proud to be part of our team with our principal.					
6	My principal feel that everyone values what each member contributes to the team.					
7	My principal trusts on team members' work.					
8	My principal has established trusting and supportive relationships with team members.					

9	My principal makes sure that our work helps the organization achieve its goals.					
Collaboration Support Scale Does the principal facilitate sharing knowledge with team members?						
10	Enough effort is made to get opinions and ideas of principal.					
11	Able to work through different opinions without damaging relationships between principal and team members.					
12	My principal communicates with team member effectively.					
13	The principal uses an effective mechanism with the team in case there is any conflict.					
14	Our collaborations with other teams are productive, worthwhile, and yield good results and fit with principal's directions.					
15	The principal always encourages and support us to participate in enhancing our organization.					

16	The principal involves us to be a part of setting the organization's mission and vision.					
17	My principal encourages everyone to share ideas.					
	<p>Decision making Support Scale</p> <p>Does the principal contribute to facilitate the decision making on team?</p>					
18	Team members are hold accountable for the decisions that principal makes.					
19	My principal discusses errors effectively that happen in the team.					
20	When people in the team experience a problem, my principal makes a serious effort to figure out what's really going on.					
21	Principal involves the team to be a part of decision making.					
22	Team members take initiative to resolve issues between themselves without involving principal.					
23	The principal spends a short time to resolve the					

	problems that we cannot control.					
24	Everyone in the team accept the decisions that made by the principal without interception.					
25	Principal makes decisions without getting attention to our opinions.					
	Feedback Support Scale Does the principal provide an effective feedback to the team?					
25	My principal gives timely feedback to team members.					
27	People receive frequent and helpful feedback about their work..					
28	Team members accept the criticism from the principal.					
29	There is frequent and good communication throughout the team and principal about how the different change initiatives are going.					
30	Team members clearly understand principal's feedback.					
31	Team members resolve issues quickly based on					

	the principal feedback.					
32	Once the team implements a change in any situation, the principal accepts that change without giving feedback..					
33	My team feels happily with the principal's feedback.					

Section 3: Opened-Ended questions

- What are the activities that required teamwork in your school?

- What are your recommendations and suggestions to enhance teamwork in the school?

1. Regarding principal:

2. Regarding teacher:
