Perceptions of School Leadership in the United Arab Emirates (UAE)

by

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Abstract

There are increasing pressures in schools in the United Arab Emirates (UAE) to enact change, and the academic literature has shown that transformational leadership is positively associated with school leaders’ effectiveness at implementing reforms. The purpose of this study was to determine the degree to which school principals in the UAE practice transformational leadership to bring about change and innovation within this Middle Eastern educational context, as well as to investigate teachers’ and principals’ overall acceptance of this type of leadership in this country. The research design was a mixed-method approach that was underpinned by the pragmatic paradigm. The methods that were utilized in this study involved an initial questionnaire that was administered to teachers and principals in addition to detailed follow-up interviews conducted by the researcher. 130 participants were involved in the survey while four principals and 12 teachers participated in the semi-structured interviews. The findings indicated that principals believe they were practicing high levels of transformational leadership, but the majority of the teachers disagreed with that assessment. This trend emerged from all the components of the transformational leadership model that was utilized in the study: challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart. When the results were analysed within the context of Hofstede’s cultural models, it appeared that the differences in opinions between principals and teachers would be a natural extension of cultural differences between the largely Islamic population and a more Western orientation of the transformational leadership paradigm adopted by the Emirati (Arab) principals. This realization suggested that transformational leadership could still be a success in Arab
nations such as the UAE, but modification of that model was suggested; a proposed model, the ‘Modified Transformational Model’, is provided. Although transactional leadership is still prevalent in the UAE, adopting the recommendation that change be directed gradually, including adding more education and training about the concepts of professionalism and leadership, as well as expanding the research base and conducting more cross-cultural studies, should assist in ensuring the successful adoption of transformational leadership in Arab and Islamic nations, to great import.
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I would like to thank my late grandfather, Keith Young, as well as my mother, Dr. Sharon Litz, for their considerable financial support of my entire doctoral programme. This endeavor would not have been possible without their generosity.
Dedication

This thesis is dedicated to Allison and Penelope, for the time patience, and emotional support they have given over several years in order to help me complete this research. I cannot thank you enough.
# Table of Contents

Abstract ....................................................................................................................... ii  
Acknowledgements ...................................................................................................... iv  
Dedication...................................................................................................................... v  
List of Figures and Illustrations................................................................................... xii  

Chapter 1: Overview of the Study ................................................................................. 1  
  1.1 Introduction ............................................................................................ 1  
  1.2 Background of Educational Reforms in the UAE .................................. 2  
    1.2.1 Reform Strategies ........................................................................ 3  
    1.2.2 Current Programs of Reform ....................................................... 4  
  1.3 Rationale for the Study ........................................................................... 6  
  1.4 Conceptual Framework .......................................................................... 9  
    1.4.1 Transformational Leadership ..................................................... 10  
    1.4.2 Change Theory .......................................................................... 12  
    1.4.3 Stakeholders’ Perspectives ........................................................ 13  
    1.4.4 Cross-cultural Considerations ................................................... 15  
  1.5 Problem Statement ............................................................................... 19  
  1.6 Research Questions .............................................................................. 20  
    1.6.1 Overarching Question ................................................................ 20  
    1.6.2 Supporting Questions ................................................................ 20  
  1.7 Significance of the Study ..................................................................... 21  
  1.8 Definition of Terms .............................................................................. 22  
  1.9 Assumptions ......................................................................................... 23  
  1.10 Delimitations ...................................................................................... 24  
  1.11 Organization of the Study .................................................................. 24  
  1.12 Summary of the Introduction to the Study ......................................... 25  

Chapter 2: Literature Review ...................................................................................... 26  
  2.1 Introduction .......................................................................................... 26  
  2.2 Emerging Leadership Theories ............................................................ 27  
    2.2.1 Transactional Leadership ........................................................... 29  
    2.2.2 Instructional Leadership ............................................................ 31  
    2.2.3 Authentic Leadership ................................................................. 35  
    2.2.4 Servant Leadership .................................................................... 39  
    2.2.5 Distributed Leadership .............................................................. 42  
    2.2.6 Complexity Leadership ............................................................. 45  
  2.3 Change Theory ..................................................................................... 46  
    2.3.1 Models of Organizational Change ............................................. 46  
    2.3.2 Organizational Metaphors and the Change Process ............... 47  
    2.3.3 Organizational Change: It’s Impact on Individuals ............... 49  
    2.3.4 The role of Leaders in the Change Process ......................... 51  
  2.4 Transformational Leadership in Business ............................................ 53  
  2.5 Transformational Leadership in Education .......................................... 60  
    2.5.1 Bridging Concepts from Business to Education ................... 60  
    2.5.2 Leadership that Fosters Learning .......................................... 61  
    2.5.3 Empirical Evidence ................................................................. 62
6.7 Limitations of the Study ................................................................. 213
6.8 Summary .................................................................................... 213

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A: Approval to use the LPI-Observer</td>
<td>249</td>
</tr>
<tr>
<td>Appendix B: Approval to use the LPI-Self</td>
<td>250</td>
</tr>
<tr>
<td>Appendix C: Electronic Survey Questions for Teachers</td>
<td>251</td>
</tr>
<tr>
<td>Appendix D: Electronic Survey Questions for Principals</td>
<td>256</td>
</tr>
<tr>
<td>Appendix G: Electronic Informed Consent – Teachers’ Survey</td>
<td>267</td>
</tr>
<tr>
<td>Appendix H: Electronic Informed Consent – Principals’ Survey</td>
<td>270</td>
</tr>
<tr>
<td>Appendix I: Informed Consent – Teachers’ Interviews</td>
<td>273</td>
</tr>
<tr>
<td>Appendix J: Informed Consent – Principals’ Interviews</td>
<td>276</td>
</tr>
</tbody>
</table>
List of Tables

Table 1. Frequency of Gender Among Principal Respondents ........................................ 107
Table 2. Frequency of Age Among Principal Respondents ........................................... 107
Table 3. Frequency of Home Emirate Among Principal Respondents ............................. 108
Table 4. Frequency of Emirates Principal Respondents have Worked .......................... 108
Table 5. Frequency of Grade Level Supervised Among Principals ............................... 109
Table 6. Frequency of Years of School Leadership Experience of Principals ............... 109
Table 7. Frequency of Career Stage Among Principal Respondents ............................. 109
Table 8. Frequency of Gender Among Teacher Respondents ....................................... 110
Table 9. Frequency of Age Among Teacher Respondents ............................................ 110
Table 10. Frequency of Home Emirate Among Teacher Respondents ............................ 111
Table 11. Frequency of Emirates that Teacher Respondents have Worked In ................. 111
Table 12. Frequency of Grade Level Taught among Teacher Respondents .................. 112
Table 13. Frequency of Yrs. of K-12 Teaching Experience among Teachers ................ 112
Table 14. Frequency of Career Stage among Teacher Respondents .............................. 113
Table 15. Descriptive Statistics of Principals' Responses on Model Domain ................. 124
Table 16. Descriptive Statistics of Teachers' Responses on Model Domain ................. 125
Table 17. Modelling the Way - Principals ................................................................. 126
Table 18. Modelling the Way - Teachers ................................................................. 126
Table 19. Applicability of Modelling the Way - Principals ........................................... 129
Table 20. Applicability of Modelling the Way - Teachers ............................................ 129
Table 21. Descriptive Statistics of Principals’ Responses on Inspire Domain ............... 131
Table 22. Descriptive Statistics of Teachers’ Responses on Inspire Domain ................. 132
Table 23. Inspiring a Shared Vision - Principals ......................................................... 133
Table 24. Inspiring a Shared Vision - Teachers ......................................................... 133
Table 25. Applicability of Shared Vision - Principals .................................................... 135
Table 26. Applicability of Shared Vision - Teachers .................................................... 135
Table 27. Descriptive Statistics of Principals’ Response on Challenge Domain .......... 138
Table 28. Descriptive Statistics of Teachers' Responses on Challenge Domain ............ 139
Table 29. Challenging the Process - Principals ......................................................... 140
Table 30. Challenging the Process - Teachers ............................................................ 141
Table 31. Applicability of Challenging the Process - Principals ................................... 142
Table 32. Applicability of Challenging the Process - Teachers .................................... 143
Table 33. Descriptive Statistics of Principals' Responses on Enable Domain .............. 145
Table 34. Descriptive Statistics of Teachers' Responses on Enable Domain ............... 146
Table 35. Enabling Others to Act - Principals ............................................................. 147
Table 36. Enabling Others to Act - Teachers ............................................................. 148
Table 37. Applicability of Enabling Others to Act - Principals .................................... 149
Table 38. Applicability of Enabling Others to Act - Teachers ..................................... 150
Table 39. Descriptive Statistics of Principals’ Responses on Encourage Domain ......... 152
Table 40. Descriptive Statistics of Teachers' Responses on Encourage Domain .......... 153
Table 41. Encouraging the Heart - Principals ............................................................ 154
Table 42. Encouraging the Heart – Teachers ............................................................. 155
Table 43. Applicability of Encouraging the Heart - Principals ...................................... 156
Table 44. Applicability of Encouraging the Heart - Teachers ...................................... 156
Table 45. Total Scores of Principals' Responses on Transformational Leadership ....... 158
Table 46. Total Scores of Teachers' Responses on Transformational Leadership ..... 159
Table 47. Applicability of Transformational Leadership - Principals ....................... 160
Table 48. Applicability of Transformational Leadership - Teachers ......................... 161
Table 49. Gender Influence to Transformational Leadership - Principals ................. 165
Table 50. Gender Influence to Transformational Leadership - Teachers ................... 165
Table 51. Leadership Yrs. Influence to Transformational Leadership - Principals ....... 166
Table 52. Teaching Yrs Influence to Transformational Leadership - Teachers ............. 167
Table 53. School Type Influence to Transformational Leadership - Principals .......... 167
Table 54. School Type Influence to Transformational Leadership - Teachers .............. 168
Table 55. Residential Status Influence to Transformational Leadership - Principals ... 169
Table 56. Residential Status Influence to Transformational Leadership - Teachers .... 169
List of Figures and Illustrations

Figure 1. Conceptual Framework of Thesis. .......................................................... 9
Figure 2. Sequential Explanatory Strategy. ......................................................... 104
Figure 3. Transformational Model Incorporating Cross-Cultural Variation......... 205
Chapter 1: Overview of the Study

1.1 Introduction

The purpose of the research was to examine the degree to which a transformational leadership model is currently practiced by school principals in the United Arab Emirates (UAE) to facilitate change and innovation in the educational field, in addition to studying people’s overall acceptance of this type of leadership in this particular context. At the present time, there are increasing pressures in schools in the UAE to enact change in response to the demands of globalization in the post oil-boom era of the Middle East. The academic literature has shown that transformational leadership is positively associated with school leaders’ effectiveness at implementing a reform (change) agenda. This study demonstrated the degree to which transformational leadership is presently being utilized in schools in the UAE. It also provided the same school leaders with background and practical guidance on how to approach the new climate of educational restructuring.

This chapter is organized into several sections. First, background information on the educational reforms that occurred in UAE is provided. The rationale for the study is articulated in order to provide a better understanding why this study needed to be conducted. Additionally, a conceptual framework focused on change theory, transformational leadership, stakeholders’ perspectives, and cross-cultural considerations is provided. Following this, the problem statement is provided, as well as corresponding research questions. The significance of the study is presented. The key terms in the study are identified and defined. The assumptions and delimitations of the
study are also explained. The chapter ends with a description of the organization of the rest of the dissertation.

1.2 Background of Educational Reforms in the UAE

The UAE educational system is not only one of the most-understudied public sectors in the world (Burden-Leahy, 2009; Ridge, 2009), but it also has a myriad of serious problems and has long been in need of reform. Some of the problems identified in the literature included an outdated curriculum, low achievement and substandard performance of students on various standardized tests including the Trends in Mathematics and Science Study (TIMSS) test, and inadequate English and Information Technology training. A lack of male Emirati teachers; unqualified and inferior school management, poor teaching standards and low levels of professionalism have also contributed to the current need for reform. In addition, an ineffective school culture, facilities that are of poor quality, and the need to utilize appropriate assessment methods contribute to difficulties in the Emirati system as well (Al-Saeed, Shaw, & Wakelam, 2000; Gaad, Arif, & Fentey, 2004; Hokal & Shaw, 1999; Ridge, 2009; Shaw, Badri, & Hukul, 1995).

Informing the general public that one of the key public services in the UAE is dysfunctional and in need of radical restructuring is not common. Nevertheless, the decision to carry out major reforms based on several five-year plans was announced by the nation’s Executive Council in early 2006. The decision was revised in 2008 and again in 2010 (UAE Ministry of Education, 2010). The actual reform agenda had the approval of the President, HH Sheikh Khalifa Bin Zayed Al Nahyan, and is being overseen by the Minister of Education.
1.2.1 Reform Strategies

The reform agenda consists of five broad strategies:

- Clarify educational policy;
- Set internationally benchmarked performance expectations in all aspects and levels of education;
- Launch a national 10-year reconstruction plan;
- Restructure educational management;
- Mobilize appropriate resources and support.

The goal of clarifying educational policy is intended to stress the development of understanding, character formation, and community values to prepare students for an active role in a modern knowledge society, and to mobilize social and political support for investment in education in order to achieve national prosperity and development. In setting internationally benchmarked performance expectations in all aspects and levels of education, the goal is to reflect the nature and needs of the UAE community within the global context. The third goal, to launch a national 10-year reconstruction plan, should bring all school facilities, curriculum, pedagogy, and outcomes up to international standards. In seeking to restructure educational management, the Ministry will focus on improving performance levels, replacing Education Departments with regional support centers, merging small schools to raise their viability and quality, and boosting leadership capacities in school communities. Finally, by mobilizing the appropriate resources and support, it is anticipated that the educational system in the UAE will achieve all of the above goals (Macpherson, Kachelhoffer, & El Nemr, 2007).
In addition to the five broad goals, the restructuring plan called for ten specific priorities with respect to achieving the aforementioned initiatives. These included:

- Developing learning criteria suitable for the UAE that meet international standards;
- Moving to student-focused learning environments;
- Devolving responsibility and accountability to schools and improve professionalism;
- Integrating ICT with learning, managing schools and evaluating the system;
- Developing a national system of rebuilding and refurbishing school buildings;
- Reforming hiring, incentives, evaluation and development of all school staff;
- Boosting investment and accountability to create successful public schools;
- Ensuring private schools offer safe and legal environments, and quality for value;
- Offering adult literacy as a pathway to higher education, technical training or continuous learning for employment; and
- Phasing out the need for foundations/academic bridging programs at many higher educational institutions by improving students’ math, English, Arabic and IT skills in K-12 programs and raising students overall high-school exit exam (CEPA) scores (Macpherson et al., 2007; UAE Ministry of Education, 2010).

1.2.2 Current Programs of Reform

In an effort to address the aforementioned strategies and priorities, several innovative reform programs have recently been initiated. These included the development and continued expansion of educational graduate programs in
specializations such as educational leadership and curriculum and instruction at institutions such as Zayed University and Abu Dhabi University in addition to the launch of the Madares Al Ghad, model schools, and public-private partnerships (PPP) projects in which education consultancies have been brought in from overseas to help run schools. Moreover, the UAE Ministry of Education (MOE), Abu Dhabi Education Council (ADEC) and the Knowledge and Human Development Authority (KHDA) have each brought in expatriate teachers, principals, and other advisers in order to train and mentor teachers and administrators and to work with local counterparts in UAE K-12 schools. This particular initiative is part of the ADEC School Leadership Program and has been underway for nearly four years.

As part of this program, foreign consultants have been hired to mentor Emirati school leaders to ensure that it has strong principals and vice principals with the skills and talents needed to lead school communities within the mandate of the new strategic plan. In doing this, the UAE expects that the teaching and learning programs reflect international standards of best practice and achieve pre-set national goals. The program is intended to promote:

- Development of collaborative work planning and participative budgeting (i.e., distributed leadership); interactive pedagogy, ICT and language skills;
- Leadership of the school community to develop the school’s vision and aims and communicating this vision to the school community;
- Enhancement of extra-curricular activities and evaluation;
- Engagement of parents and other community stakeholders in governance; and
- Promotion of change (Macpherson et al., 2007; Zehr, 2008).
The government has also recently introduced the use of Key Performance Indicators (KPIs) and standardized testing in math and English. It is engaged in developing a full-scale curriculum revision to gradually shift away from rote teaching and learning practices (Lewis, 2008; Lewis & Bardsley, 2008; Ridge, 2009).

1.3 Rationale for the Study

The rapid, intensifying, and sometimes turbulent, government-initiated reform (change) that currently characterizes the UAE’s educational system is not unique, rather it is a relatively contemporary phenomenon in many countries around the world (Lam, 2002; Lam & Pang, 2003; Leithwood & Jantzi, 2006). Moreover, successful implementation of educational change and restructuring efforts in the UAE depends on how the different teachers, scholars, policy makers, and stakeholders perceive the meanings and opportunities of their roles during the reform (change) process (Cizek, 1999, as cited in Abu-Tineh, Khasawneh, & Al-Omari, 2008). School leadership should also be regarded as essential to the success of school reform and educational innovation as it can create a tremendous influence on the entire process (Abu-Tineh et al., 2008; Lam, 2002; Leithwood & Jantzi, 2006).

Researchers on educational change have viewed school leadership as essential to the achievement of excellence in schools and have focused on leadership as an organizational solution to enhance organizational effectiveness, student learning outcomes, teacher professional development, and other systematic elements of innovation and improvement (Fullan, 2001, Leithwood & Jantzi, 2005; Mulford, 2008; Mulford, Silins, & Leithwood, 2004). More specifically, academic literature on leadership has shown that transformational leadership where “leaders and followers
raise one another to higher levels of motivation and morality” (Burns, 1978, p. 20) is particularly important and both positively and strongly associated with the degree of school leaders’ effectiveness in implementing an agenda that emphasizes change (Leithwood & Jantzi, 2006; Sivanathan & Fekken, 2002).

According to Huber (2004) and Leithwood and Jantzi (2006), the challenges that are brought to schools by the idea of school reform and change have been cited as reasons for advocating transformational leadership in schools because it is seen as well suited to the rapid and extensive processes of current school restructuring in a variety of contexts. Moreover, transformational leadership has the potential for building a high level of commitment in teachers to the complex and uncertain nature of an educational reform/change agenda and fostering the capacities teachers need in order to respond positively to the agenda (Abu-Tineh et al., 2008). This is a result of transformational leaders not simply administering structures and tasks, but also concentrating on forging relationships and making deliberate efforts to secure cooperation and commitments (Huber, 2004). In addition, transformational leaders focus on the results, the success of the teaching and learning processes, and on the unique relationships between the outcomes (Huber, 2004).

Consequently, an analysis of the degree to which the transformational leadership model is presently implemented will not only produce valuable data on the extent to which principals are practicing transformational leadership in UAE schools during this period of drastic educational restructuring, but also provide leaders with practical guidance and feedback on how to lead, as well as practical suggestions on how to act as crucial agents of change and innovation during this ongoing period of reform.
Another purpose of this study was to gain some insights into the general applicability of transformational leadership in the UAE educational context, as well as to examine people’s overall acceptance of this type of leadership in this country. This is due to the fact that aspects of transformational leadership have been shown to be relatively universal and effective in a number of international contexts (e.g., Al-Taneiji, 2006; Bass, 1997; Chun Chin, 2007; Ibrahim & Al-Taneiji, 2013; Nguni, Sleegers, & Denessen, 2006). It is important to continue to assess its viability in the UAE context given that the government has prioritized its implementation throughout the school system and within school leadership preparation and principal mentoring and training programs.

Lastly and perhaps most importantly, is the fact that a growing number of theorists have recently begun to question the general viability of applying all of the tenets of transformational leadership in certain areas of the developing world or non-Western countries. Utilizing constructs delineated by theorists such as Hofstede (1980, 1993), many theorists have maintained that the imposition of leadership and management models, including those stemming from the transformational leadership paradigm, may yield negligible or even counter-productive outcomes owing to fundamental differences in national cultural values that distinguish the societies of Western nations from those of non-Western and/or developing countries. As such, it is critical to assess whether or not a general and successful Western conceptual model of transformational leadership is suitable for the specific culture and customs of the UAE or if possible modifications to Western transformational leadership constructs should be adopted that may enable it to be more successful if applied in this particular context.
1.4 Conceptual Framework

The conceptual framework was based on four main concepts linked together: change theory, transformational leadership, stakeholders of transformational leadership, and cultural considerations. Figure 1.1 shows the graphical representation of the conceptual framework of the thesis.

Figure 1. Conceptual Framework of Thesis.

Figure 1 displays aspects that affect change. In particular it shows that transformational leadership can initiate change, wherein various cultural factors also influence transformational leadership. Those who are impacted by change and innovation, that is, the stakeholders, include teachers, students, policymakers, and researchers. Students are those that are most directly impacted. Thus, in Figure 1, teachers, policymakers, researchers and others are shown supporting students. The next sections contain several discussions of the key concepts in the conceptual framework, which will illuminate further the relationship of the concepts.
Change theory has evolved and been refined as the body of work has expanded on the topic. This evolution of understanding informs how we view and evaluate the effectiveness of any program instituted to bring about specific changes. Transformational leadership, as an example of a course of action to bring about change, holds great promise in the context of education. Stakeholders in the context of the research refer to the governmental entities, as well as the individuals and or groups who are not only tasked with creating the environment for change, but in facilitating its implementation and the move forward. Cultural considerations give an overview of the social climate that the change is either working with or against. Nothing happens in a vacuum; allowing for cultural issues must be considered to further and direct change. Figure 3, the proposed modified model of transformational leadership presented in the recommendations, illustrates this principle.

1.4.1 Transformational Leadership

The overarching theory that guided the research in this study was the concept of transformational leadership. The theory of transformational leadership was originated by Burns (1978), who wrote about the process in which leaders and followers work together and assist each other in order to transform themselves to a higher moral and motivational level. Burns contended that transformational leadership could lead to positive and harmonious change in an organization, as well as improved effectiveness and the overall transformation of an organization.

Bass (1985, 2000) extended and refined the concepts of Burns in order to help explain how transformational leadership could be measured, as well as the way in which it impacts follower motivation and effectiveness. According to Bass, the degree to
which leaders are transformational is primarily measured in terms of their influence and impact on followers, leading followers to feel trust, appreciation, respect, loyalty, and admiration for their leaders. Because of the abilities and characteristics of transformational leaders, followers would be more willing to work harder than they might have otherwise because transformational leaders offer followers something more than just working for profit or self-interest. Transformational leaders offer workers an inspiring future goal or vision. Transformational leaders also transform and motivate followers through idealized influence, charisma, intellectual stimulation, and individual consideration.

Furthermore, transformational leaders encourage followers to generate innovative and creative ways to challenge the status quo and modify the workplace to support a synergistic and successful form of organizational progress and change. Following Bass, a number of other theorists such as Kouzes and Posner (2002, 2003, and 2007), Kotter (1990, 1996), Leithwood, Begley, and Cousins (1994), Mulford (2008), and Senge (1990) have extended transformational leadership paradigms into realms outside of the business sector (e.g., non-profit, education, etc. organizations). These researchers have also developed the concept further by suggesting additional characteristics of transformational leadership such as being a role model, being concerned with the organization as a whole, including subordinates in the decision-making process, and acting with integrity. In addition, transformational leaders may be inspirational, open-minded, courageous, value-driven, thoughtful, creative, supportive, and encouraging.
What has remained central to the concept of transformational leadership, however, is the belief that a leader can enhance the motivation, morale, and performance of his/her followers through several mechanisms (i.e., actions and behaviours). In this manner, the leader can better understand the respective strengths and weaknesses of followers and align them with tasks that optimize their performance in addition to connecting subordinates’ sense of identity and self to the overall mission, collective identity, performance, and effectiveness of the organization. The question naturally arises, then: If transformational leadership is so vital, how does the transition into this style of leadership occur? Change theory appears to explain some of this process.

1.4.2 Change Theory

As shown in Figure 1, while change is the central objective, there must be leadership, as well as consideration for the cultural pressures that can evolve with that change. Coping with change is a part of every organization, especially if growth and survival are to be achieved through time (Westover, 2010). Change is necessary in order to ensure that job productivity of employees and leaders remain efficient, considering the different contextual changes that occur in the life of an organization (Oreg, Vakola, & Armenakis, 2011). In order to cope with conflicts, problems, and challenges in organizations, change often needs to occur (Burns, 1978).

According to Wallin (2010), change involves three key processes that usually occur successively. First is the recognition that a need for a change must take place. Second, the actual implementation of the necessary change that needs to occur in the
organization. The final step is to ensure that the changes that were implemented become institutionalized and solidified in the organization.

Cameron and Green (2009), on the other hand, have used Morgan’s (1986) metaphors to explain how change occurs in organizations. According to these authors, organizations are much like machines, and the different components of an organization have specific roles that function towards achieving a common purpose. For example, organizations as politic systems pertain to the different power structures present in organizations, such as whether power is democratic or autocratic in nature. Organizations as organisms refer to the characteristic of organizations as evolving and adapting much like a living being. Finally, organizations also function in a constant state of flux and transformation, which means that organizations function within a context that is both complex and chaotic.

Change theory is relevant to transformational leadership because change is central to the goals of transformational leaders, which is to affect positive changes in organizations (Burns, 1978). Moreover, transformational leadership is the bridge for organizational change because transformational leadership facilitates a better relationship between leaders and followers. Transformational leadership and the employees’ capacity for change are linked together, underscoring the role of transformational leadership in influencing change in organizations (Herold, Fedor, Caldwell, & Liu, 2008).

1.4.3 Stakeholders’ Perspectives

Transformational leadership has been found to be not only beneficial to leaders, but also to the many other groups of individuals involved in the school. When the
conditions of schools are improved, such as through transformational leadership, the benefits can also extend to different groups of people (Sun, Creemers, & de Jong, 2006). The stakeholders to transformational leadership include teachers, students, policymakers, and researchers (Sun et al., 2006).

There is evidence showing that teachers benefit from being under the leadership of principals who adopt transformational leadership and they often display higher levels of professional fulfillment (Al-Taneiji, 2006; Ibrahim & Al-Taneiji, 2013). In addition, transformational leadership has been shown to contribute to the ability of teachers to provide quality instruction to students in some instances (Hallinger, 2005; Leithwood & Jantzi, 2005). Moreover, teachers benefit from principals’ practice of transformational leadership through the learning opportunities that become available, such as professional development opportunities (Al-Taneiji, 2006; Leithwood & Jantzi, 2005; Leithwood, Leonard, & Sharratt, 1998; Popper & Zakkai, 1994).

Transformational leadership is also relevant to policy-makers because effective leadership practices have become important given the accountability placed toward school leaders to improve school achievement (Hallinger, 2005). The practice of transformational leadership has been proposed to increase the standards and improve the educational outcomes of students (Stewart, 2006). Consequently, policymakers have a stake in transformational leadership research because funds are allocated towards policies that have empirical support.

In addition, researchers are considered stakeholders in transformational leadership because transformational leadership has been a widely researched topic regarding effective leadership (e.g., Abu-Tineh, 2008; Carless, 2001; Ehrhardt, 2008;
Leithwood, Jantzi, & Steinbach, 2002; Stewart, 2006). Moreover, there is indication that transformational leadership practices, more than other leadership types such as transactional leadership, are more important for bringing about enhanced levels of commitment that are required for organizational effectiveness (Bass & Avolio, 2010).

Lastly, and most importantly, research has shown that transformational leadership has been found to affect student outcomes and achievement because it stimulates the establishment of a school culture that is mutually supportive and respectful, encourages risk-taking, provides feedback, celebrates success, and focuses on the needs of students (Mulford & Silins, 2003; Mulford et al, 2004). In other instances, transformational leadership was found to correlate with an increase in motivation and a willingness on the part of teachers to give greater effort in their classes and other school-based activities (Huffman, 2003). This would likely have an impact on student achievement as well.

1.4.4 Cross-cultural Considerations

A final component to the conceptual framework for this thesis can be found in the viewpoints of a growing number of theorists who have argued against the unwavering worldwide acceptance of leadership models that have been predominantly developed in the West (e.g., transformational leadership). For instance, although transformational leadership has evolved and become increasingly popular over the last 30 years, and this has led many of its proponents to claim or imply that this particular paradigm has a degree of universal applicability (e.g., Bass, 1997; House, Hanges, & Ruiz-Quintanilla, 1997), a growing number of scholars have started to question the universal efficacy and applicability of these models and have brought attention to the
fact that cultural differences among nations may have a significant impact upon leadership traits, managerial practices, and organizational development.

Duchatelet (1998) has pointed out that leadership models are culturally bound. Subsequently, Duchatelet cautioned organizations in developing countries against recruiting and promoting individuals who display the values and behaviours that are typical of management and leadership models sourced in the West to the exclusion of individuals who retain values and behaviours linked to traditional cultures. Under these circumstances, organizations in developing and non-Western nations would be potentially led by a homogeneous set of leaders who would reproduce themselves by favoring certain personality characteristics that are inherent to leadership models derived in foreign contexts.

Similarly, Hallinger and Kantamara (2000) have discussed the increasing array of Western leadership initiatives that are traversing the globe and finding their way into the education systems of developing nations and traditional cultures. According to these authors, foreign-directed (i.e., Western) educational policy reforms have occasionally created more cynicism than enthusiasm at the point of implementation. This is because the underlying assumptions of imported leadership reform are often foreign to the predominant norms of the local culture, as well as the fact that so many countries have had their traditional education systems systematically altered and/or damaged through numerous forms of colonialism.

Hofstede (1980, 1993), on the other hand, is perhaps the most prominent organizational theorist to have questioned the universal applicability and generalizability of leadership constructs. He has argued that Western leadership models...
are full of assumptions that are not shared by all cultures of the world. As such, some forms of leadership may be developed more easily in some cultures than others. A leadership style that might have been effective in places like the USA, Canada or Australia might not deliver to its full potential or may even be counter-productive when imported to countries with a different cultural makeup. In such a case these styles might contribute very little to the advancement and progress of management in developing nations. Hofstede (1980, 1993) also constructed a four-dimensional model to assess national cultures according to characteristics directly relevant to the efficacy of organizational leadership practices. This model enabled Hofstede to locate national cultures within the following dimensions: high-low power distance, high-low uncertainty avoidance, individualism-collectivism, and masculinity-femininity. A fifth dimension was later added that was formed by a short-term versus long-term dimension (Hofstede & Hofstede, 2005). The most recent research, conducted with Minkov, (Hofstede, Hofstede, & Minkov, 2010) has added a sixth dimension based on indulgence versus self-restraint, but that research has not been completely finalized.

Following Hofstede, several researchers have developed and modified his theories further (e.g., House, Hanges, Javidan, Dorfman, & Gupta, 2004; Dorfman, Javidan, Hanges, Dastmalchian, & House, 2012) in addition to utilizing his theories and schema to classify and compare a variety of national societies and organizational cultures, including some in the Middle East (Dorfman, 1996; House et al., 2004; Kabasakal, Dastmalchian, Karacay, & Bayraktar, 2012; Khadra, 1990; Pillai, Scandura, & Willimas, 1999). What has become evident in all of this research is that most Middle Eastern Arab nations display relatively high degrees of power distance and uncertainty
avoidance, as they are more likely to follow rigid hierarchal socio-cultural systems. They are also extremely rule-oriented with laws, regulations and controls in place which serve to reduce the amount of uncertainty, while disparities of wealth and power have been permitted to grow within the society (Hofstede & Hofstede, 2005; Hofstede et al., 2010).

Moreover, when the power distance and uncertainty avoidance dimensions are combined, it creates contexts in which leaders have almost total power and authority, and the rules, laws and regulations developed by those in power are typically used to reinforce their own leadership and control (Hofstede et al., 2010). In addition, Arab societies have a relatively short temporal orientation and rank very low with respect to individualism (Bhagat, et al., 2009). This often results in a collectivist society and is manifested in a deep commitment and unwavering loyalty to the member group such as a family, extended family, or extended relationships or tribes (Kassab, 2010; Sabri, 2012). On the other hand, North American, Australian and Western European cultures tend to demonstrate lower degrees of power distance and uncertainty avoidance, longer temporal orientations and higher degrees of individualism (Dorfman, Hanges, & Brodbeck, 2004).

Subsequently, if the underlying premises of Hofstede and his predecessors are correct, the importation and imposition of Western transformational leadership models to a nation such as the UAE may lead to unplanned and undesirable outcomes when utilized to bring about educational change and innovation. For example, the high value that North American and Western European employees and leaders place on egalitarianism because of their societal inclinations may predispose them toward
participative management, empowerment, flexibility, and supportive work environments. Conversely, the comparatively high value attached to hierarchical authority and tribal relationships in UAE society may predispose people in that culture towards top-down forms of leadership, follower loyalty, and organizational rigidity, and away from empowerment.

Similarly, the relatively low degree of uncertainty avoidance and longer temporal orientation that characterizes many Western cultures may cause followers and leaders in those societies to work together towards, innovation, creativity, taking risks, surpassing goals, and envisioning positive organizational outcomes. Those in Arab cultures might be more orientated towards the maintenance of the status quo, upholding existing working relationships, and following rules in addition to avoiding the uncertainty of untried or unknown outcomes (Hofstede et al., 2010). As such, recent attempts to improve leadership effectiveness in the UAE school system through the rapid adoption of Western transformational leadership constructs might ultimately result in limited success or outright failure because principals and teachers do not share the same cultural norms and values from which these models were derived.

1.5 Problem Statement

The purpose of this study was to determine the degree to which school principals in the UAE practice transformational leadership to bring about change and innovation within this Middle Eastern educational context. In addition, another objective was to investigate teachers’ and principals’ overall acceptance of transformational leadership in this country. This study aimed to use Kouzes and Posner’s model as a foundation for
measurement (using the Leadership Practices Inventory – LPI) and conceptualization of transformational leadership.

1.6 Research Questions

The following research questions guided this study in exploring the perspectives of school leaders and teachers. The first question is the overarching one; the other questions are secondary questions which support the main question.

1.6.1 Overarching Question

- How closely do UAE school principals’ leadership approaches, based on the perceptions of principals and teachers, align with conceptualizations of transformational leadership?

1.6.2 Supporting Questions

- To what extent are transformational leadership practices, based on the perceptions of principals and teacher, demonstrated within UAE schools?
- Are transformational leadership approaches, based on the perceptions of principals and teachers, relevant to the UAE school context?
- What UAE contextual factors influence transformational leadership approaches, based on the perceptions of principals and teachers?
- How do demographic variables, such as gender, years of teaching or leadership experience, school type, and residential status, influence transformational leadership in UAE schools, based on the perceptions of principals and teachers?
1.7 Significance of the Study

The implementation of this study is significant to people in the academe, policy-makers, stakeholders, principals, and teachers for several reasons. First, very few studies have been conducted to date in the UAE that identify the degree to which school principals practice transformational leadership or that have examined its impact on a change agenda, as well as educational outcomes. Additionally, the timing of the current study was significant because the UAE is experiencing both internal and external pressures on its educational system to enact change, with calls to realize educational restructuring and reorganization that emphasize the essential role of effective transformational school leaders.

This research is a useful starting point for further studies into the application and integration of transformational leadership models in UAE schools that will undoubtedly provide academics, policy-makers, stakeholders, principals, and teachers with valuable insights into the current state of educational leadership in this country. School leaders can use the data as a baseline for their own reflective purposes, whereas senior education officials can also use it as a baseline for principal evaluations. On the other hand, senior education officials may also want to use the information in the future when designing processes and programs for recruiting principals. Universities and government leaders may wish to use the data to modify existing curricula or prepare new leadership preparation courses.

Another significant aspect of this study is the fact that it has explored the cross-cultural applicability (i.e., universality) of a highly regarded Western leadership model (LPI) in the specific UAE educational context. It is expected, therefore, that this
research will provide additional valuable cross-cultural data on the overall appropriateness, acceptance, and general usage of this type of leadership model for the purpose of facilitating educational change and innovation in the UAE. It will also set the stage for further studies that may even develop and validate new leadership models, scales, traits, and functions that are more applicable in this context and other international non-Western situations.

1.8 Definition of Terms

The following key terms are defined in order for the reader to have a better understanding of the main ideas of this dissertation.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Culture is a collective phenomenon, which is defined as the set of underlying assumptions, norms, behaviours, and beliefs that are shared by members of a group (Hofstede &amp; Hofstede, 2005).</td>
</tr>
<tr>
<td>Organizational Learning</td>
<td>Organizational learning in education refers to fundamental change and/or reform within educational systems and it focuses on the continuous improvement and produced outcomes of those systems through individual and collective learning (Leithwood et al., 1998; Mulford et al., 2004).</td>
</tr>
<tr>
<td>Learning Organizations</td>
<td>Learning organizations involve the constant expansion of people’s ability and capacity to create desired results, expand new creative patterns of thinking, and encourage a collective sense of ambition (Senge, 1990).</td>
</tr>
<tr>
<td>Transactional Leadership</td>
<td>Transactional leadership was originally defined as a hierarchical type of leadership wherein through an exchange relationship between the leader and followers, followers are expected for their loyalty to receive rewards from the leader (Burns, 1978). More recent descriptions of transactional leadership roles within an organization have been expanded to include actions such as attending to the efficiency of operations, evaluating proposals,</td>
</tr>
</tbody>
</table>
facilitating conflicts, attending to day-to-day performance, focusing on results, problem-solving, and influencing lower-level decisions (Quinn, 1996).

**Transformational Leadership**

Being able to affect positive change to people and in an organization is one of the core qualities of transformational leadership (Bass & Avolio, 2000). A transformational leader accomplishes this through enhancing the motivation, morale, and performance of followers through a variety of means. These include being a visionary; connecting the followers’ sense of individuality and self to a larger purpose, as well as the collective identity of an organization; being a role model for followers and inspiring them; challenging followers to take greater accountability of their work in a positive manner; providing individualized support to employees, and knowing their strengths and weaknesses, so the leader can align followers with tasks that enhance their overall effectiveness; undertaking participatory management; and promoting a work culture that strives towards meeting and surpassing goals (Bass, 1985; Deng & Gibson, 2009).

### 1.9 Assumptions

Several assumptions were made in this study. First, it was assumed that the inclusion of both principals and teachers in the sample would provide more comprehensive results. Second, the application of a mixed-method research approach was assumed to provide deeper insights into the results of the quantitative data. The qualitative component of the study was assumed to complement the results of the quantitative component of the study. Finally, it was assumed that the participants understood how transformational leadership differed from other leadership styles, and it was expected that this would have an impact on the potential results. This was due to the fact that participants were drawn from educational administration/leadership
graduate programs, and they were also given information describing the qualities and components of transformational leadership to ensure accuracy in the sharing of their perceptions about transformational leadership in the UAE.

1.10 Delimitations

The study was delimited to the principals and teachers in the UAE. All data were confined to the responses of both sets of participants to survey questionnaires and interviews. This study was also delimited to studying transformational leadership, based on five components in Kouzes and Posner’s model:

- Challenging the process;
- Inspiring a shared vision;
- Enabling others to act;
- Modelling the way, and
- Encouraging the heart.

1.11 Organization of the Study

The purpose of this study was to determine the degree to which school principals in the UAE practice transformational leadership to bring about change and innovation within this Middle Eastern educational context, as well as to investigate teachers’ and principals’ overall acceptance of this type of leadership in this country. The first chapter provided the introduction for the study, including the research questions and the research problem. The conceptual framework was also presented and discussed to impart how concepts were related to the topic of this study.

Chapter Two contains the literature review pertinent to understanding transformational leadership in non-Western countries. The literature review is organized
according to the main elements of the conceptual framework. Chapter Three contains a
discussion of the research design, including a description of how the data in this study
were collected and analyzed. Chapter Four contains the results of the study. Chapter
Five contains the discussion of the results, including the similarities and discrepancies
from the literature review. Chapter Six contains the conclusions and recommendations.

**1.12 Summary of the Introduction to the Study**

This chapter established the background of the current educational reforms in
the UAE. It established the rationale for the study, as well as, reviewing the concept of
transformational leadership, change theory, the perspectives of the stakeholders, and
cross-cultural considerations that were relevant to the study. The problem statement and
research questions were provided, the significance of the study established, and the key
terms defined. The assumptions and delimitations of the project were delivered and the
organization of the study defined. The next chapter provides the review of the literature.
Chapter 2: Literature Review

2.1 Introduction

Successful transformational leadership has been found to affect student achievement as a result of establishing a school culture that is mutually supportive of students and teachers, and respectful, encouraging risk-taking, providing feedback, celebrating success, and focusing on the needs of students’ achievement (Mulford & Silins, 2003; Mulford et al., 2004). Additionally, transformational leadership concentrates on the relevant data (e.g., student outcomes), the realization of successful teaching and learning processes, and on the relationship between these outcomes and the exact processes which led to them, not just pedagogical strategies. Furthermore, it focuses on producing so-called first order effects (i.e., vital teacher and student outcomes), as well as stimulating important second order effects, such as improved attitudes, that also increase the capability of others in a school to generate first-order effects on learning (Mulford, 2008; Mulford & Silins, 2002, 2003; Mulford et al., 2004; Silins, Mulford, & Zarins, 2002).

The purpose of this study was to determine the degree to which school principals in the UAE practice transformational leadership to bring about change and innovation within this Middle Eastern educational context, as well as to investigate teachers’ and principals’ overall acceptance of this type of leadership in this country. The literature review will be organized into these sections: emerging leadership theories, background on change theory, transformational leadership in business, transformational leadership in education, a critique of transformational leadership in education, cross-cultural
aspects of leadership, new models for cross-cultural leadership, the cross-cultural applicability of transformational leadership, and the assessment of leadership traits.

2.2 Emerging Leadership Theories

Evolving methods and techniques of leadership appear to either bolster or contradict practices currently in place almost on a minute by minute basis. Due to this tendency, facilitated by the rapid dissemination of information, new studies and recommendations often overwhelm the process at a basic level so that despite the vast amounts of literature on the various forms and functions of leadership, an agreed upon description or model does not exist (Dimmock & Walker, 2005; Stewart, 2006).

Nevertheless, authors such as Huber and West (2002) have categorized leadership “into a number of phases – building towards the current interest in the links between leader behaviour and organizational culture” (p. 1072).

Huber and West (2002) delineated the development of leadership theory into four main stages. The first stage began with an interest in the personal qualities and characteristics of so-called ‘successful’ leaders that resulted in a variety of personality and trait theories of leadership (Huber & West, 2002). Theories developed in this period focused on great men and women in history and new leaders were expected to examine the lives of these leaders and then try to copy their behaviours and attitudes. However, most of the world’s great leaders’ characteristics are extremely varied and emulating their behaviours is a virtually impossible task (Stewart, 2006).

The second stage saw an increased focus on what leaders do as well as the skills and capabilities leaders employ in addition to the behaviours and approaches that are typically associated with effective leadership (Huber & West, 2002; Stewart, 2006).
These types of inquiries supported the development of behavioural theories, but like trait theories, they also failed to produce predictable and useful outcomes as “empirical studies have not established a definite link between particular traits, or groups of traits, and effective leadership” (Stewart, 2006, p. 5).

Following the first two stages was a growing awareness that task-related and people-centred behaviours can be construed quite differently by different people or in different contexts, provoking explanations of how a particular context might be best accounted for by generalized theories, and resulting in a number of situational approaches to leadership (Huber & West, 2002). During this phase, researchers began to isolate and evaluate specific properties of leadership situations that were associated with a leader’s behaviour and overall effectiveness; and this resulted in a variety of contingency and path-goal theories (Ehrhardt, 2008; Stewart, 2006).

The fourth phase has seen an emphasis on the links between leadership style, organizational culture, and the notions of change and improvement as being continual and vital processes. This has resulted in a shift away from the idea of leadership as transactional to the idea of leadership as transformational, having the potential to significantly influence an entire organizational context (Huber & West, 2002). During the last phase, research in a number of countries demonstrated that transactional models continues to be prevalent in systems where strong forms of centralized control have been retained, whereas in systems where decentralization has occurred, significant interest in transformational models has emerged (Huber & West, 2002).

Research on the applicability, usefulness, and strengths of transformational leadership during the last 10-15 years, demonstrated that this particular form of
leadership is more congruent with managing and overseeing the multifaceted and
dynamic changes that are required to sustain school improvement and organizational
learning (OL) in a modern era that is typically characterized by educational change
(Huber, 2004; Huber & West, 2002; Mulford, 2008). It has also been suggested that
another strong attribute of transformational leadership is the focus on all the people that
are involved in the process as well as their relationships, requiring a unique approach to
leadership that seeks to transform emotions, attitudes, and beliefs (Huber & West,
2002). In addition, “transformational leaders not only manage structure, but they
purposefully seek to impact on the culture of the school in order to [alter] … the
complexities that surround school-based change and to situate themselves in the heart of
school improvement” (Huber & West, 2002, p. 1074).

In order to trace the emergence of transformational leadership as an ideal type of
leadership in organizations, particularly in school settings, several common types of
leadership will be discussed briefly. These different types of leadership also provide a
context in which transformational leadership, the main focus of this study, can be
placed within a larger leadership paradigm. The leadership types that will be discussed
next include transactional, instructional, authentic, servant, distributed, and complexity
leadership.

2.2.1 Transactional Leadership

Burns (1978) believed that leadership could be regarded as either a transactional
or transformational process. Transformational leadership referred to the practice of
producing a change in the assumptions, thoughts, and actions of followers and
generating a commitment to the overall strategies, objectives, and purpose of the

organization. On the other hand, transactional leadership was characterized as a hierarchical type of leadership in which leaders focus more on accomplishing tasks, persuading followers through the setting of defined goals, results, and feedback, and providing rewards for attaining desired outcomes (Thompson & Riggio, 2010).

Bass’s (e.g., 1985) later model of leadership included three dimensions of transactional leadership. These were contingent reward, management-by-exception, and laissez-faire/non-leadership behaviour (passive/avoidant). Contingent reward (CR) refers to previous work conducted by Burns (1978) whereby a leader basically allocates work and then rewards followers/employees for completing their assignments. Management-by-exception (MBE) involves a leader monitoring the follower/employee, and then correcting him/her if necessary. MBE can be either passive (MBE-P) or active (MBE-A). MBE-P involves waiting passively for problems to arise and then taking requisite action whereas MBE-A occurs more frequently when safety is a concern. Lastly, laissez-faire (LF) essentially refers to the complete avoidance of leadership behaviours (Bass, 1998; Stewart, 2006).

Bass (1985, 1990, 1998), as well as Bass and Avolio (1990, 2000), would later extend and build upon Burns’ (1978) ideas and argued that transformational and transactional leadership practices shouldn’t necessarily be seen as opposite ends of a continuum. Instead, they suggested that most leaders display transformational and transactional leadership characteristics in varying degrees and that transformational leadership is essential for enhancing transactional leadership. Moreover, they would also contend that transformational leadership practices were more important for bringing about enhanced levels of commitment that are required to promote, facilitate,
and ultimately sustain change and organizational effectiveness while transactional leadership practices were of a lower order and would be useful for dealing with only the basic needs of an organization.

Within educational contexts, transactional leadership is often viewed in a negative light, and some have argued that this type of leadership can lead to limited autonomy, rigidity, autocratic leadership styles, and a low degree of school-based change. Nevertheless, there is no question that this style of school leadership still tends to predominate in many non-Western cultures, developing countries, and other challenging types of contexts (Hallinger, 2004; Ngcobo & Tikly, 2010; Oplatka, 2004; Slater, Garcia, & Gorosave, 2008). While they should not necessarily be dismissed or discounted, transactional models appear to be better suited for situations in which the emphasis is on the management of a school’s systems and structures, on developing efficiency, improvements and effectiveness; on attaining proscribed outcomes; on focusing on the key purposes of the organization; and on assisting people in recognizing what needs to be done in order to meet set outcomes or objectives. It is particularly useful in contexts where the parameters are relatively static, clearly defined and controlled, and when conformity rather than creativity are valued (Hallinger, 2004; Huber & West, 2002).

2.2.2 Instructional Leadership

One of the main forms of K-12 school leadership that emerged during the 1970s and 1980s was known as instructional leadership. While it was partially based on leadership models that evolved throughout the 1970s, the main premise of instructional leadership was ensuring accountability, emphasizing performance standards through the
development and application of increasingly powerful methods of learning, and teaching that specifically concentrates on the learning progress of students (Hallinger, 2005). Through instructional leadership, school leaders were held accountable to be involved in the academic performance of students (Pont, Nusche, & David, 2008).

Hallinger (2003), a strong proponent of instructional leadership, offered a comprehensive and frequently cited description of instructional leadership that consists of three dimensions: defining a school’s mission, supervising the instructional program, and encouraging a positive school learning climate. Huber (2004) described the aforementioned dimensions as applied in practice, noting that real-life examples might include activities such as the appropriate application of resources for teaching, agreeing upon mutually-beneficial goals, promoting cooperative relationships between staff (e.g., joint lesson preparation); and the evaluation, monitoring, and counselling of teachers’ instructional capabilities through classroom observations, structured feedback, and coaching or mentoring.

Literature on instructional leadership suggests many strong points, supporting the proponents of the theory (Leithwood, Harris, & Hopkins, 2008; Robinson, Lloyd, & Rowe, 2008). Robinson, Hohepa, and Lloyd (2007) examined the skills that are embedded in the actions and qualities of a school leader, arguing that the influence of instructional leadership on student outcomes may be significantly greater than that of other forms of leadership. According to Robinson et al., there are essentially five aspects of instructional leadership that typically have a substantial influence on students:

- Establishing goals and expectations;
• Strategic resourcing;
• Planning, coordinating and evaluating teaching and the curriculum;
• Promoting and participating in teacher learning and development; and
• Ensuring an orderly and supportive environment.

Leithwood, Seashore, Anderson, and Wahlstrom (2004) have pointed out that district and school leadership also play a crucial role in connecting educational-reform program initiatives. Specifically, Leithwood et al. noted that reforms undoubtedly provide a demonstrable difference for the students, and such input generally comes from all levels of leadership, not only principals and superintendents. Nevertheless, those in direct authority positions in school systems are still the most influential by far, however. It was also argued that directing resources to improving recruitment, training, evaluation, and continuing education for the educator are considered highly fiscally responsible actions that are conducive towards successful school program reform. Moreover, these authors conclude that further research is needed in order to better our understanding of how successful leaders untangle and pilot external policy initiatives while balancing local needs and priorities (Leithwood et al., 2004).

Hallinger (2003, 2005) asserted that instructional and transformational leadership share many commonalities, such as the influencing of the so-called first-order variables in the change process and conditions that directly influence the quality of the instruction that is provided in a school. As Mulford (2008) suggested, “[t]o the extent that teachers perceive principals’ instructional leadership behaviours to be appropriate, they grow in commitment, professional involvement and willingness to innovate [and in] … this sense, instructional leadership can itself be transformational”
According to Hallinger (2003, 2005), other significant similarities between instructional leadership and transformational leadership include: developing a sense of purpose in the school; creating an atmosphere of high expectations, innovation and continual improvement; providing staff with opportunities for intellectual stimulation and meaningful professional development; and the leader acting as a role-model. In a meta-analytic study comparing instructional leadership and transformational leadership, Robinson et al. (2008) found that instructional leadership is more effective compared to transformational leadership, as measured by student outcomes.

Instructional leadership has received criticisms from some researchers (Mulford, 2008; Stewart, 2006). First, many believed that instructional leadership puts too much focus on the principal as the centre of expertise and power (Stewart, 2006). Dimmock (1995), for example, asserted that instructional leadership is too prescriptive and relies on out-dated top-down processes of management. In other cases, the principal is not necessarily the educational expert so they may not have the same level of expertise as the teachers they are supervising (Stewart, 2006). Moreover, many principals may perceive their role as administrative, distancing themselves from classroom environs (Hallinger, 2003; Stewart, 2006).

In addition, Duke, Grogan, Tucker, and Heinecke (2003) argued that whereas instructional leadership has been an ambition of many principals over the years, the day-to-day burdens of the job have made it extremely challenging to realize. Furthermore, as Hallinger (2005) pointed out, there has been little empirical evidence that school leaders actually spend more time observing, evaluating, and providing feedback than they did in the past. Lastly, Mulford (2008) suggested that principals do
not extensively take on leadership responsibilities by themselves, nor do they automatically assume a significant amount of responsibility for instructional leadership. In fact, Mulford argued that many principals are actually seen as doing very little monitoring of teaching performance or providing any significant recognition of outstanding or high-quality teaching.

### 2.2.3 Authentic Leadership

Authentic leadership is a new paradigm that relies on leaders to be as true to themselves as possible while imparting that truth to inspire and instruct the students, as well as the learning environment. Leadership will always be more difficult in challenging times, but the distinctive stressors facing organizations throughout the world today call for a renewed emphasis on what constitutes genuine leadership, as well as an ability to address challenges that include ethical issues such as terrorism and even epidemics. What constitutes the normal range of functionality in these situations constantly intensifies as new challenges emerge. It has been suggested, therefore, that such challenges have created a renewed interest in imparting confidence and optimism as leaders attempt to assist people to bounce back from catastrophic events, support people in their quest for meaning and connection while also engendering a sense of genuine self-awareness to all stakeholders (Avolio & Gardner, 2005).

Avolio and Gardner (2005) have been instrumental in carrying out research on authentic leadership and its development, presenting the different theoretical and methodological perspectives associated with it in addition to alternative conceptual frameworks and definitions for the constructs of authenticity, authentic leaders, authentic leadership, as well as authentic leadership development. The researchers
concluded that authentic leadership is a root construct to any positive leadership (Avolio & Gardner, 2005).

Avolio and Gardner (2005) have labelled authentic leadership as being of “the highest end of leadership” (p. 194). On the other hand, George (2003) depicted authentic leadership as "being your own person" (p. 12). While there is no universally accepted definition of authentic leadership, Walumbwa, Avolio, Gardner, Wernsing, and Peterson provided an operational description of authentic leadership:

A pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development. (p. 94)

Avolio, Gardner, Walumbwa, Luthans, and May (2004) established the conceptual and empirical relationship between authentic leadership and the attitudes, behaviours, and performance outcomes of the followers. Authentic leadership looks at the positive achievements of the followers rather than centering on their flaws so that it can promote employee trust which can lead to improved emotional safety and unconventional idea proposition (Avolio et al., 2004). Because authentic leaders are more accepting of ambiguity and open to flexibility and change, this leadership style can lead to enhanced creativity and innovativeness. Through positive organizational behaviour such as trust, hope, emotion, identification, and identity theories, authentic leaders are shown to affect followers; attitudes, and behaviours.
Shamir and Eilam (2005) offered the life story approach to authentic leadership advancement. Clarifying their use of the terms authentic leader, authentic leadership, and authentic leader development, Shamir and Eilam detailed how a leader’s life story provided insight into the context they employ to filter life events as guideposts to followers, in turn to deepening their own understanding through reflection. A leader’s life story portrays the degree of self-knowledge, self-concept clarity, and person-role merger he or she has as a foundation, and provides followers with a basis for assessing leader authenticity. Shamir and Eilam (2005) concluded with an examination of the impact of the life stories approach for the study and development of authentic leaders.

More recently, Gardner, Cogliser, Davis, and Dickens (2011), in a comprehensive review of studies on authentic leadership development, stressed the importance of assessing the effects of authentic leadership on the role of followers, the different antecedents and outcomes associated with authentic leadership, as well as understanding the relationship between authentic leaders and their followers. The study enumerated five dimensions of authentic leadership: 1) pursuing purpose with passion; 2) practicing solid values; 3) leading with heart; 4) establishing enduring relationships; and 5) demonstrating self-discipline (Gardner et al., 2011).

Authentic leadership is one of the most recent leadership theories, which is exclusively reliant on the personal traits of the leader as the key leadership qualities (Gardner, Avolio, & Walumba, 2005). Avolio et al. (2004) suggested that personality traits such as self-awareness, transparency, and ethics are important characteristics of an authentic leader. On the other hand, it has been argued that a more mature and refined leadership theory is the transformational leadership paradigm (Yukl, 2010). The current
definition of authentic leadership is in fact, generated from transformational leadership and formed by Avolio and Gardner (2005). Avolio and Gardner specifically claimed that authentic leadership can combine features of multiple leadership theories; even those characteristics identified with transformational leaders. According to Lloyd-Walker and Walker (2011), authentic leadership theory combines transformational leadership and ethical leadership, and has even been labelled as transformational leadership with added ethics.

Authentic leaders have been criticized as lacking character and/or being over-dependent on charisma. According to George (2003), authentic leaders should show more genuine ability instead of relying on charisma. One more difference between transformational leaders and authentic leaders is the emphasis that the latter put on the development of followers. Additionally, because authentic leadership theory is a recent theory, there is still a dearth of empirical studies covering the theory (Endrissat, Muller, & Kaudela-Baum, 2007; Walumbwa, et al., 2008). Moreover, further research on how authentic leadership can genuinely affect follower behaviour, attitudes, and outcome performance is still needed (Avolio, et al., 2004; Fields, 2007; Walumbwa, et al., 2008). Lastly, authentic leadership, in general, implies a level of transparency between teachers and the administrator, as well as between teacher and student. If the communication is not reasonably and reliably open up and down within the paradigm then a perceived disingenuous atmosphere may reduce the efficacy of this style of leadership.

On the other hand, the concept of servant leadership, as it relates to authentic leadership, has been shown to reflect a desire to serve. This form of leadership is considered to be service-oriented and transparent, and it can also be very supportive. In
addition, it relies on open communication between the leader and followers (and vice-versa) (Greenleaf, 1977). It will be discussed next.

2.2.4 Servant Leadership

Servant leadership was originally conceived by Greenleaf (1977), who argued that a true leader should have an innate desire to serve others first and foremost. In this way, servant leaders assume a supportive, caring, and service-oriented role among followers and stakeholders. Greenleaf would also suggest that those who follow the principle of servant leadership will not necessarily accept the authority of other types of institutions. Instead, they will only freely respond to individuals who are chosen as leaders because they are recognized and trusted as servants.

Spears (1996, 2002) later added to the ideas of Greenleaf and defined servant leadership as a style that is based upon cooperation, a sense of community, participative decision-making, empowerment, strong ethics, innovation, caring and encouraging behaviour, creative problem-solving, and a genuine concern for the growth of people. Spears also proposed one of the most widely cited models of this form of leadership that contains the following characteristics:

- Listening;
- Empathy;
- Healing;
- Awareness;
- Persuasion;
- Conceptualization;
- Foresight;
- Stewardship;
- Commitment to the growth of people; and
- Building a community.

Other theorists such as Page and Wong (2000, 2003) would follow this by providing a model of seven servant leadership traits that was based on extensive survey research and factor analysis. It included the following elements:

- Empowering and developing others;
- Exhibiting humility
- Serving others;
- Utilizing open, participatory leadership;
- Exemplifying visionary leadership;
- Displaying courageous leadership (integrity/authenticity) and;
- Inspiring leadership in others.

The servant leadership paradigm undoubtedly shares many similarities to transformational leadership, including the ability to empower and develop others and providing visionary leadership. Nevertheless, proponents of servant leadership have emphasized a key difference lies in its focus on the followers within an organization rather than an emphasis on organizational aims and processes (Thompson, 2010). Patterson (2003) for example, has argued that leadership theories, such as transformational leadership or transactional leadership, merely focus on the organization with follower development and empowerment being secondary to organizational objectives. Patterson has also suggested that other leadership paradigms are inadequate to explain behaviour that is follower-focused and ethical, whereas
servant-leadership is a better way of describing the types of altruistic, service-oriented, and virtuous behaviour that is every so often practiced by some highly effective leaders.

With regards to the role of servant leadership in education, there is a growing body of research that suggest that there is a direct correlation between servant leadership and job satisfaction in K-12 educational contexts (Cerit, 2009; Miears, 2004). Additionally, there appears to be some evidence of a relationship between servant leadership approaches and academic success. For instance, Herbst (2003) examined the relationship between servant leadership practices and students’ performance on standardized test scores and found that schools with greater levels of servant leadership typically achieved at a higher rate than schools with lower degrees of servant leadership. Similarly, Lambert (2004) found a significant relationship between servant leadership and student achievement, as well as the creation of a positive school climate. Black (2010) also found a similar positive correlation between servant leadership and a constructive school climate.

While servant leadership is certainly gaining in popularity, it is not without its detractors. For example, Northhouse (2004), as well as Russell and Stone (2002), have suggested that despite its growing appeal, there is still a genuine lack of published, well-designed, and empirical research on servant leadership. Moreover, its proponents often rely on examples that are mostly anecdotal in nature. Additionally, much of the literature that is available is frequently directed at religious/theological (i.e., Christian) audiences (Hunter, 2004). As this research has shown, however, it is time to address servant leadership in other contexts, particularly the context of education. However, because servant leadership was largely relegated to use in churches and religious
contexts in the past, acceptance of the theory has not been strong enough to generate widespread acceptance amongst many in the academic community up until this point.

Other criticisms of servant leadership have argued that negative connotations have been associated with the term ‘servant’. Johnson (2001) has criticized servant leadership for being associated with the term *servant* or *slave*, for encouraging passivity, and not working in every context. Similarly, Bowie (2000) observed that in some circumstances, servant leadership may encourage followers to take advantage of their empowered position. Bowie would argue, therefore, that the term ‘servant’ does not actually embody the true intent of the servant leadership model.

### 2.2.5 Distributed Leadership

Distributed leadership is a concept that is increasingly mentioned as being integral to current models of transformational (and servant) leadership and it is worthy of a closer examination in itself. The distributed leadership paradigm evolved out of efforts to empower teacher-leaders, department heads, and even students and other stakeholders to take on a more proactive and shared role in organizational decision making, in addition to an intensified emphasis on the development of communities of leaders (Huber, 2004). This notion of leadership began in the 1980s and early explanations emphasized the enhanced organizational capacity of institutions that relied upon collective and participatory forms of leadership (Sergiovanni, 1984). Recent descriptions focus more on the specific dimensions of distributed leadership that best contribute to efficacy, productivity, effective leadership, organizational learning, and change. Bennett, Wise, and Woods (2003), for instance, suggested that these dimensions include:
• Perceiving leadership as a consequence of the subtleties of interpersonal relationships rather than individual action(s);
• Trusting and openness as a base of all interpersonal relationships;
• Letting go by senior administration as opposed to merely delegating tasks;
• Expanding the boundaries of leadership to all communities and networks in a school and not just teachers, thereby creating a culture of teamwork throughout the school;
• Growing rather than mandating leadership into existence;
• Recognizing expertise and not formal positions as the underlying foundation of leadership roles within groups and;
• Regarding leadership as fluid as opposed to being specifically focused on formal roles or positions, thereby blurring the distinction between followers and leaders.

On the other hand, Day and Harris (2002) noted that there are four discernible and distinct aspects of the teacher leadership role. The first feature focuses on the translation of the principles of school improvement into every day pedagogic practices. It ensures that the links within schools are secure and opportunities for growth and development are capitalized on. The second aspect of a teacher leader role concentrates on participatory leadership in which all of the staff are provided with a sense of ownership, as well as made to feel as they are an integral part of change initiatives. In this way, school leaders may call upon teachers to join together around a specific development and foster a co-operative way of working together. The third main characteristic of teacher leadership is the mediating role, whereby the teacher leader
makes use of the staff’s expertise, skills, and knowledge in the decision-making process. The final element comprises the development of close relationships with individual teachers through which mutual learning takes place.

Distributed leadership certainly has great potential and the concept is easily amalgamated into models of transformational leadership (e.g., Leithwood, 2007, 2010; Mulford et al., 2004). Nevertheless, this particular leadership model has several noted weaknesses. First, many recent descriptions of this model normally only emphasize the inclusion of teachers, whereas some authors such as Huber (2004) have pointed out that genuine cooperative and democratic forms of distributed leadership need to consist of as many persons from the staff as possible, in addition to the students, parents, and other stakeholders. Moreover, Mulford (2008) has suggested that this type of leadership cannot necessarily become everything to everyone, so the expression should not be used interchangeably with terms such as cooperative because cooperative leadership is by definition distributed, but not all forms of distributed leadership can be cooperative. “Similarly, ... distributed leadership allows for democratic leadership or autocratic leadership [,as well as] ... team or non-team leadership” (Mulford, 2008 p.45).

Another problem with distributed leadership is the fact that research findings have demonstrated that distributed leadership will not happen unless it is genuinely encouraged and facilitated by a principal. At the same time, however, principals can also frequently overemphasize their ability to actually achieve distributed leadership (Mulford, 2008). Finally, Mulford (2008) argued that successful school leaders should not just necessarily look towards empowering others. They should also embrace a
dedicated and explicit approach to their responsibility of developing leadership capabilities in all their staff members.

2.2.6 Complexity Leadership

This is not one of the adjectival leadership theories as previously identified. It is however, a statement of the fact that a singular form of leadership is rarely a well-reasoned plan of action. The most effective education reform programs are, in fact, a balanced and compatible admixture of several modes. Uhl-Bien, Marion, and McKelvey (2007) suggested that complex leadership involves adaptive outcomes of learning, innovation, and adaptability. Being able to adjust the leadership to address a situation with the most appropriate response is far more valuable than adhering to a narrowly defined single format. Taking aspects of each model creates balance, as well as flexibility, and leaders can play to their strengths as individuals while contributing to the cohesive whole. The model suggested by Uhl-Bien et al. defines complexity leadership as:

… a leadership paradigm that focuses on enabling the learning, creative, and adaptive capacity of complex adaptive systems (CAS) within a context of knowledge-producing organizations. This conceptual framework includes three entangled leadership roles (i.e., adaptive leadership, administrative leadership, and enabling leadership) that reflect a dynamic relationship between the bureaucratic, administrative functions of the organization and the emergent, informal dynamics of complex adaptive systems (CAS). (p. 298)

Further, Uhl-Bien et al. (2007) suggest that it is complexity leadership that will help leadership as a paradigm make the shift from old-style, top-down bureaucratic
leadership suitable for the industrial age, to a more equitably distributed leadership that is inherently sited to the knowledge era. Hazy, Goldstein, and Lichtenstein (2007) suggest that the most differentiating point of complexity leadership (or complex systems leadership) is that any interaction throughout the organization can evoke the leadership, making it an “emergent phenomenon with complex systems” (p. 2). As such, it should be considered as a potential explanation for some of the cited phenomena.

2.3 Change Theory

Discussing change theory is important for this review because the initiation and facilitation of change is one of the primary functions of an organizational leader (Cameron & Green, 2009), and one of the core tenets of transformational leadership, which is the topic of this study. Leaders want change to occur to increase individuals’ job performance, as well as overall organizational effectiveness (Oreg et al., 2011). In addition, organizational change has been described as a necessary part of the natural growth of organizations because it assists in managing and adapting to the fluctuations brought about by time and context (Westover, 2010). In essence, organizations that handle change well ultimately thrive, while those that do not typically struggle.

2.3.1 Models of Organizational Change

One of the earliest models of organizational change was developed by Lewin (1947), who described change as a three-stage process. The first stage was called ‘unfreezing’ which involves understanding and accepting why change is necessary, as well as breaking down the existing status quo and overcoming inertia in order to develop a new way of doing something. After the uncertainty created in the ‘unfreezing’ stage, the ‘change’ stage would emerge. In this stage, people begin to resolve their
uncertainties, look for new ways of doing things, and start to believe and act in ways that support the new direction. At the same time, there is also likely to be some confusion and transition as people are aware that a new direction is underway, but they still do not have an entirely clear picture as to what it will be. The third and final stage was called ‘freezing’, and it referred to a situation in which a new mindset has crystallized, changes are taking shape, people’s overall comfort levels have returned to previous levels, and employees have embraced new directions and ways of working (also see Burnes, 2004).

Later conceptualizations of change in organizations often merged Lewin’s ideas with Rogers’ (1962) ‘diffusion of innovations’ theory. For example, Kaluzny and Hernandez (1988) proposed a four-stage model to describe the different phases of organizational change. The first stage requires an awareness or definition of a problem (awareness stage). In the second stage a decision is made to adopt the innovation (adoption stage). The third stage involves the decision to implement the change and initiate action within the system (implementation stage). Often it includes redefining the innovation and modifying organizational structures to accommodate it. The fourth and final stage involves institutionalization or making the innovation part of the organization's ongoing activities (institutionalization stage).

2.3.2 Organizational Metaphors and the Change Process

Morgan (1986) spoke about organizational metaphors to explain how organizations function. These organizational metaphors are intended to provide deeper insights and describe the functions of organizations using concepts that mirror organizations. These organizational metaphors include:
• machines;
• organisms;
• brains;
• cultures;
• political systems;
• psychic prisons;
• flux and transformation; and
• instruments of domination.

Cameron and Green (2009) would later use four of Morgan’s (1986) organizational metaphors to provide a backbone to explain organizational change. Organizations as machines pertain to the different components of an organization that have specific roles, towards achieving a common purpose. Organizations as political systems pertain to the different power structures present in organizations, such as whether power is democratic or autocratic in nature. Organizations as organisms refer to the characteristics of organizations as being evolving and adapting like a living organism. Finally, in Cameron and Green’s (2009) view, organizations also function in states of flux and transformation, which means that organizations function within a context that is both complex and chaotic.

Based on the change framework forwarded by Oreg et al. (2011), which is more specific compared to the metaphors noted by Morgan (1986), the behaviours of employees towards change are influenced by particular antecedents such as organizational support or the presence of effective communication between leaders and employees. The underlying argument of Oreg et al.’s model of change is that employees
ultimately drive organizational change. However, leaders also play a role in organizational change because their relationship with employees can also shape the behaviours and way of thinking of employees (Carter, Armenakis, Feild, & Mossholder, 2012).

2.3.3 Organizational Change: It’s Impact on Individuals

Hall and Hord (1987, 2011), on the other hand, have developed a ‘Concerns-based Adoptions’ model (CBAM) to help leaders understand and manage the process of change, as well as the ways that individuals respond to change. The model is derived from a systems perspective, and it has seen both widespread and successful use throughout many educational contexts. The model contains three key dimensions: innovation configurations, stages of concern, and levels of use.

In the first dimension, Hall and Hord (2011) identify innovation configurations as a way of describing how people initially deal with the overall notion of what change implementers are envisioning with regards to a new initiative. In essence, innovation configurations provide individuals with a clear understanding of what is expected, and this helps to avoid conflict during the implementation of a change initiative. When conflicts and differences of opinion inevitably occur, Hall and Hord also proposed the use of innovation configuration maps (ICMs) in order to help change implementers (i.e., leaders) foresee these differences, and deal with them when they arise (also see Hall, 2013).

The second component of Hall and Hord’s (1987; 2011) model focuses on describing the developmental and emotional stages (i.e., feelings, perceptions, and
attitudes) that individuals pass through as they learn about and react to innovations. It includes the following stages:

- **Awareness** - What is it?
- **Information** - How does it work?
- **Personal** - How does this impact me? / What’s my plan to do it?
- **Management** - How can I master the skills and fit it all in?
- **Consequence** - Is this worth it? / Is it working?
- **Collaboration** - It’s working fine, but how do others do it?; and
- **Refocusing** - Is there anything else that’s better?

The third and final aspect of the CBAM is known as the levels of understanding (LoU) dimension (Hall, 2013; Hall & Hord, 1987; 2011). This dimension specifically concentrates on the behaviours of the individuals that are undergoing a change initiative and it shows how people are acting with respect to a particular innovation. Essentially, the LoU provides an additional way of assessing where individuals are on a so-called implementation bridge, which assists leaders in knowing whether or not progress is being made in regards to a change initiative, as well as predicting what will happen in the future as the change initiative continues to develop (Hall, 2013; Hall & Hord, 2011). The LoU framework contains the following stages:

- Level 0 – nonuse;
- Level I – orientation;
- Level II – preparation;
- Level III – mechanical use;
- Level IVA – routine;
• Level IVB – refinement;
• Level V – integration; and
• Level VI – renewal.

In short, Hall and Hord (2011) proposed that change is a gradual process, and it always takes considerable time to establish change at the organizational level. Moreover, individuals must be the focus if change is to be facilitated, as educational institutions cannot change unless their members change. Hall and Hord would also point out that the change process is an extremely personal experience for all. Consequently, how a change innovation is perceived strongly influences the outcome, and individuals within an organization will inevitably progress through several stages in regards to their beliefs, emotions, and capabilities relating to the innovation. Lastly, the people that are responsible for the change process (e.g., principals, leaders, managers) need to work in an adaptive and systematic way where progress is continually monitored.

2.3.4 The Role of Leaders in the Change Process

Kotter (1996) proposed an 8-stage process for organizational change that solely focused on the leader’s role in envisioning, initiating, and overseeing change. In the first step, a leader should establish a sense of urgency, help others see the need for change, and ensure that followers become convinced of the importance of acting immediately. Second, a leader needs to convince others that change is necessary, create a coalition with enough power to lead the change effort, and encourage that group to work as a team. Third, a leader needs to develop a change vision in order to help direct the change efforts, as well as develop strategies for achieving that vision. In the fourth stage the
leader must communicate the vision, and make sure as many people as possible understand and accept the proposed change. The fifth stage involves removing obstacles for change that seriously undermine the vision, and encouraging risk-taking, non-traditional ideas, activities, and actions. In the sixth stage, a leader must plan for so-called short term wins by making achievements visible, providing follow-through with those achievements, and rewarding the individuals that were involved. In the seventh stage it is imperative to build on the change while altering the systems, structures, and policies that don't fit the vision. Additionally, a leader would continue to hire, promote, and develop employees, who could be of use in implementing the vision, and reinvigorating the process with new projects and ideas. The eighth and final stage involves incorporating the change into the organizational culture while making continuous efforts to ensure that the change is seen and supported in every aspect of the organization.

Similarly, Carter et al. (2012) stressed the importance of the leader in the change process and contended that transformational leadership is the bridge for meaningful organizational change to occur. This is because transformational leadership actually facilitates a better relationship between leaders and followers. In addition, transformational leadership and the openness of employees to change are related to each other (Herold et al., 2008). Because of the significance of transformational leadership in organizational change, the next section contains a literature review of transformational leadership.
2.4 Transformational Leadership in Business

Burns (1978) was one of the earliest proponents of transformational leadership, being credited as one of the original scholars that helped instigate the shift in the conceptualization of leadership from transactional towards the elevating power of leadership. According to Burns, transformation and change were inexorably intertwined, underscoring the importance of a leader’s ability to transform the attitudes, norms, institutions, organizations behaviours, and actions that structure our daily lives. Moreover, unlike earlier trait theories of leadership, Burns saw the types of leadership that people would aspire towards or gravitate to as something that could be learned and developed. Burns postulated that transformational leadership can be further sub-classified into four types.

- **Intellectuals** – A leader devoted to examining ideas and values that rise above the practical needs of everybody. With intellectual leaders, there is a greater moral resolve and vision that can transform an entire society.

- **Reformers** – A leader of reform movements that require the involvement of large numbers of followers to achieve success. Reform leaders can work towards changing a part of society in order to acquire a higher standard of moral and ethical principles.

- **Revolutionaries** – A leader that may ask followers for the "ultimate sacrifice" for the greater good. While reform leaders may work towards improving one aspect of society, the revolutionary leader will often seek out changes to the whole of society.
• *Charismatics (Heroes)* - The ultimate form of a transformational leader. The charismatic leader is regarded as a hero among his/her followers.

During the 1980s, new researchers began to empirically test the theories of Burns, including the value of the theories as predictors of organizational performance. Bass (1985) initially hypothesized that transformational leadership would enhance the effects of transactional leadership on the efforts, satisfaction, and overall effectiveness of subordinates. Avolio and Bass (1988) subsequently reported that transactional leaders engaged in behaviours that maintain the status quo, yielding marginal improvements by merely adjusting relationships.

Transformational leaders use their influence on shared beliefs and values to create a more comprehensive, deeper, and meaningful level of change. As Bass (1990) and Bass and Avolio (1990) later reported, additional studies demonstrated that when compared to transactional leadership, transformational leadership exerted a more significant positive influence on staff productivity and overall organizational effectiveness. Moreover, transformational leadership is influenced heavily by the willingness of leaders to assume risks and to trust subordinates, and that a leader’s insight and empathy were key determinants of successful leadership performance. Tichy and Devanna (1986) then built upon Bass’ initial contributions and put forward one of the first truly comprehensive models of transformational leadership, which included the following dimensions of a transformational leader:

- Being change agents;
- Being courageous individuals;
- Believing in people;
• Being value-driven;
• Being life-long learners;
• Having the ability to deal with complexity; and
• Being visionaries.

Following earlier studies affirming transformational over transactional forms of leadership, scholars began to focus on the specific elements of the transformational leader such as charisma. Fiol, Harris, and House (1999) described transformational leadership as a “neo-charismatic leadership paradigm” (p. 453), wherein charismatic leaders are characterized by their tendency to break with traditional institutional authority and persuade followers to embrace innovative or groundbreaking ideas. Fiol et al. also asserted that charismatic transformational leaders shared four assumptions with especially effective leaders: They articulate visions that are based on normative ideological values; they offer creative solutions to major problems; they support avant-garde, progressive and forward-thinking positions, if not radical change, and they are particularly effective in times of severe stress and/or crisis.

Focusing on the notion of stress and crisis, a number of authors such as Schein (1992) began to suggest that a leader’s central function was to define and periodically redefine their organization’s culture in response to the various challenges and problems of the institutions. According to Schein, leaders would always have to take initiative in the administrative process and impose their own values and assumptions on the organization and the employees. Subsequently, if the organization was successful in dealing with both internal and external challenges, the leader’s values and assumptions would become the norm in the organization.
As changes take place in the organization’s operational environment, Schein also observed that the leaders have to essentially step outside the culture that created the leader and start changes that are more adaptive (Schein, 1992). Under these recurrent circumstances, the ability of the leader to simply impose their own values on the organization would eventually diminish. Moreover, effective leaders would have to engage in a learning process in which they would actively listen to subordinates and act upon their input. In this way, therefore, the leader would paradoxically be able to not only lead, but also to listen, to emotionally involve the group in achieving its own insights into its challenges and problems, and to be genuinely participative in an overall approach to learning and innovative organizational change.

From Schein’s (1992) viewpoint, the greatest challenge to the development of an active and effective organizational learning culture is the unwillingness of leaders to admit that they do not have the answers to certain obstacles that an organization faced. The only way to build a genuine learning culture is for leaders to come to the realization that they do not always know the answer or solution. Learning culture is the constant expansion of people’s ability and capacity to create desired results, expand new creative patterns of thinking, and encourage a collective sense of ambition (Senge, 1990). Leaders must ultimately teach or demonstrate to others that they do not always know everything, so that learning would then become a shared responsibility.

Kets de Vries (1994) also saw two integral dimensions to leadership, but developed a model that focused on specific charismatic and instrumental roles. According to Kets de Vries, the charismatic role entailed the ways in which leaders would envision, empower, and energize in order to motivate people, whereas the
instrumental role entailed being an organizational designer. The charismatic role begins with vision, and in order for leaders to foresee potential problems and envision organizational demands, leaders need to be adept at scanning the organization’s internal and external environments for information. On the other hand, the instrumental role would require leaders to control and reward behaviour appropriately and to steer the varied energy of their employees/followers toward constructive ends.

Whereas some authors such as Boal and Bryson (1988) and Kets de Vries (1994) regarded vision and charisma as either dualistic or integrated aspects of transformational leadership, the 1990’s also gave rise to scholars that put more emphasis on the visionary facets of this form of leadership. Kotter (1990) contended the notion that vision is the key function performed by transformational leaders, and argued that management and administration involves dealing with complexity, whereas leadership involves coping with change. Moreover, Kotter linked the motivational characteristics of leadership to an individual’s ability to inspire followers through the formulation and communication of a clear vision that completely mobilizes their followers.

Kotter also suggested that leadership skills could be acquired, but that promising individuals needed to be given appropriate opportunities early on in their careers to actually lead, take risks, and learn from their successes and failures. In addition, in order to foster an environment in which the development, growth, and expansion of visionary leadership is encouraged and stimulated, the decentralization of decision-making structures is needed. Eventually, Kotter (1999) revised his original ideas, noting five traits of leadership that can be developed in leaders in order to enhance their
effectiveness. These included risk taking, self-reflection and humility, solicitation of other individuals’ opinions, careful listening, and openness to new ideas.

Heifetz (1994) drew upon the work of Kets de Vries (1994), but postulated that leaders engaged in technical and adaptive dimensions in their work. Technical competencies involved activities such as assigning tasks, scheduling, and staff assessment review, whereas adaptive work included the learning required to address the conflicts in the values people hold or to reduce the gap between the values people stand for and the actual realities they are faced with on a daily basis. The deeper and more complex form of adaptive work, however, require leaders to listen to subordinates, incorporate the values of their followers into their own perceptions of the opportunities and problems their organizations faced, and ultimately envision organizational challenges from variable perspectives. Moreover, when a leader was faced with value systems that were not congruent with their own values, these alternatives must be taken into account, internalized, and possibly acted upon rather than ignored.

According to Quinn (1996), managers generally engage in transactional behaviours like assessing and analysing problems, as well as driving task completion, but senior leaders (e.g., CEOs) should engage in more transformational behaviours like providing a vision, and motivating followers, as this is necessary to drive change at the organizational level. Nevertheless, Quinn’s research determined that the most frequently played role at all levels of leadership/management was that of taskmaster, followed by analyser (both transactional roles). Additionally, Quinn believed that the only way for meaningful change to occur in any organization was for leaders to understand that change is necessary and difficult, and it must start with the self.
Essentially, the world is in a constant state of change, and an individual’s position in the world is also changing. As such, leaders need to continuously seek to update and change themselves in order to influence others to change.

Senge (1990) contended that a leader’s vision is not solely his or her own possession, but a shared or composite vision. However, building a shared vision is not necessarily about a person giving up their individual visions, goals, and dreams, but more about deepening each person’s own unique sense of vision and establishing synchronicity and synergy amongst diverse visions so that everyone in the organization would make progress together. Thus, the parts of an organization transform as a cohesive whole. Similar to Heifetz (1994), Senge also believed that leaders should not unilaterally impose their visions upon followers, and argued the importance for a leader to continuously develop visions in unison with his/her employees or followers.

Senge (1990) was a prominent supporter of the visionary component of transformational leadership. More importantly, however, Senge adapted systems theory to leadership and subsequently viewed it as an integrated process of fostering people’s commitment to learning, as well as developing an organization’s capacity for learning. Consequently, an organization that continually facilitated the learning of its members would also be able to constantly transform itself and become a true learning organization (Senge, 1990). This amalgamation of change and systems theory to the notion of organizational learning contributed to the development of current concepts of transformational leadership that have been applied in a wide variety of contexts. To better understand the relationship between these interconnected concepts, the general
constructs of organizational learning, change, and its relationship to transformational leadership in educational settings will be discussed in the next section.

2.5 Transformational Leadership in Education

As the popularity of instructional leadership gradually began to decline in the late 1980s and early 1990s, transformational leadership started to gain prominence in the educational sector (Avolio, 1994). One reason for the emergence of transformational leadership was that the public was becoming increasingly more demanding about the need of school systems to raise standards and improve educational outcomes while calls began to emerge for the increased accountability of school leaders (Leithwood et al., 2002; Stewart, 2006). Theorists made critical observations “of school leadership and the link between leadership and school effectiveness” (Stewart, 2006, p. 7). Moreover, much of the Western world started to see an increasing number of studies that attempted to measure the varying impacts of school leadership on different aspects of teaching and learning, including the relationship of organizational learning and the emergence of new and innovative paradigms of leadership that arose from change theory (Stewart, 2006).

2.5.1 Bridging Concepts from Business to Education

Leithwood and his colleagues are widely regarded as having done a considerable amount of work on bridging the concept of transformational leadership from the business community to the field of education. Beginning in the mid-1990s, Leithwood, Begley, and Cousins (1994) started to recognize the applicability of transformational leadership to educational contexts. Drawing upon the concepts of theorists such as Heifetz (1994), Kets de Vries (1994), Kotter (1990, 1996) and Senge (1990), Leithwood et al. suggested that the central role of the transformational leader is to enhance the
individual and collective problem-solving capabilities of organizational members.

Another role of a transformational leader is emphasizing the vision in identifying goals that need to be achieved and the respective practices used in their achievement. These practices included:

- Providing intellectual stimulation;
- Offering individualized support;
- Modelling best practices and key organizational values;
- Upholding high performance expectations;
- Developing a productive school culture; and
- Creating structures to foster participation in school.

In this way, leaders of educational institutions become a dynamic part of the change process. Moreover, from examining change in organizations, such as educational institutions, the concepts of organizational learning were expanded.

2.5.2 Leadership that Fosters Learning

Leithwood et al. (1998) continued to examine the relationship between conditions that fostered organizational learning, as well as the types of leadership practices and conditions that contributed significantly to organizational learning in educational contexts. According to the Leithwood et al.’s (1998) research, the variables that most strongly influenced organizational learning in educational settings were:

- School districts and their management and funding;
- School cultures within individual schools;
- School structure and policies within individual schools;
- Resources available to the schools; and
Transformational leadership (e.g., behaviours such as having a personal and organizational vision of leadership; fostering cooperation and participation for the instructors; conveying high expectations to instructors; providing appropriate models of behaviour to the instructors; providing academic and administrative support to instructors; providing intellectual stimulation in the educational setting; building a productive school culture; and building a participative decision-making structure within schools).

2.5.3 Empirical Evidence

Leithwood et al. (1998) offered several recommendations for future research, suggesting that more empirical research on organizational learning needed to be conducted across all organization types and the mechanisms by which these effects are experienced. In addition, the researchers argued that they needed to develop a more refined understanding of the conditions influencing organizational change. They should, Leithwood et al. (1998) suggested, focus on the biases that are evident in the learning and decision-making of leadership. The final recommendation for research was to develop more leadership models based on empirical research and practice-centered evidence, rather than merely basing leadership roles on speculative theoretical explanations.

The following year, Leithwood, Jantzi, and Steinbach (1999) published a pivotal study that involved the synthesis and analysis of 34 empirical studies that were conducted in elementary and secondary schools. Regarding the impact of transformational leadership on students (e.g., school-wide initiatives conducted/supported by principals), Leithwood et al. (1999) found significant evidence
of a high correlation with student effects, as well as students’ overall test scores.

Substantial indirect effects of transformational leadership on teacher-perceived student outcomes were reported as well. In organizational learning, students’ success, engagement, and participation validated the organizational learning process and demonstrated the organization’s effectiveness (Mulford et al., 2004).

2.5.4 Perceptions of Leaders

Leithwood et al. (1999) asserted that transformational leaders were particularly effective because they were in a constant pursuit of four goals:

- Assisting staff members to develop and maintain a collaborative, professional school culture;
- Fostering teacher development;
- Helping teachers to solve problems more effectively; and
- Fostering compliance and other beneficial effects on the behaviours of followers/teachers.

2.5.5 Impact on Psychological States

Leithwood et al.’s (1999) analysis suggested that there is evidence that transformational leadership has an impact on four distinct psychological states of those who experience this form of leadership. These include commitment, developmental press, control press, and satisfaction. Developmental press was defined as changes in teachers’ attitudes and/or performance, while control press was defined as the tendency for teachers to feel as though they had to adhere to a principal’s demands for regulation and structure (Leithwood et al., 1999; Stewart, 2006). The outcome variables in the aforementioned studies were several forms of teacher motivation and organizational
commitment, in addition to direct and indirect effects on teachers’ commitment to change initiatives. These effects included: vision building, high performance expectations, developing consensus for common goals, and intellectual stimulation (Leithwood et al., 1999; Stewart, 2006).

### 2.5.6 School Improvement Efforts

The impact of transformational leadership on organizational learning within the context of school improvement and reform efforts were also analyzed by Leithwood et al. (1999), who concluded that transformational leadership actually helped in facilitating organizational learning. Vision building, providing individual support and intellectual stimulation, modelling, culture building, and having high performance expectations were seen as being particularly important (Stewart, 2006). Similarly, confirmation about the association between transformational leadership and organizational development and efficiency was established more than any other effect, suggesting that transformational leadership consistently stimulated organizational improvement (also see Leithwood & Jantzi, 2000, 2005; Stewart, 2006).

Mulford and Silins (2002, 2003) and Mulford et al. (2004) also contributed to the literature on school leadership through the Australian Leadership for Organizational Learning and Students Outcomes project (LOLSO), which focused on the relationships of transformational leadership, distributed leadership, organizational learning, student outcome measures of academic self-concept, and participation in and engagement with the school. According to these authors, a major focus of successful transformational leaders in schools is a concern for the people that are carrying out tasks, on developing relationships, and making specific efforts to win support and commitment. Another
primary concern of transformational leaders is to actively influence the structure and culture of the school. In doing so, transformational leaders stimulate increased collaboration, develop coherence, and inspire independent teaching and learning. Indirectly, this enhances organizational learning, or the development of educational contexts moving towards participative and democratic learning communities. These communities, in turn:

- Value differences and distributed leadership;
- Support critical reflection;
- Encourage members to question, debate and critically analyse teaching and learning issues; and
- Ultimately support enhanced student learning outcomes.

Further research conducted by Leithwood and Jantzi (2005) demonstrated that teachers in schools characterized by transformational leadership are more inclined than teachers in other schools to express satisfaction with their principal and to report that they are willing to work harder and are more committed to the school and to improving it. Moreover, additional positive effects of transformational leadership include: improved classroom practices, collective teacher efficacy (i.e., the belief that the efforts of the entire staff will have a positive influence on students), organizational learning, and enhanced pedagogical or instructional quality. Another more recent example by Ross and Gray (2006) analyzed the mechanisms through which the influence of transformational leadership contributes to teacher outcomes. This study discovered that collective teacher efficacy is a powerful mediator of commitment to school–community
partnerships, as well as a partial mediator of commitment to a school’s overall mission and to the school as a professional community.

More recently, Murphy and Meyers (2009) claimed that to foster capacity building in troubled schools, effective school leaders (e.g., transformational leaders) are extremely important. It was also suggested that effective school leaders are those that can turnaround their schools effectively are those that can rally and mobilize people, grow and empower people, build teams and develop people, as well as create a productive culture.

Leithwood, Patten, and Jantzi (2010) carried out a study to test a new transformational leadership framework applicable to student learning, the so-called Four Paths. The Four Paths Framework is conceptualized as flowing along four paths of rational (i.e., knowledge and skills of staff), emotional (i.e., individual and collective teacher efficacy, job satisfaction, organizational commitment, engagement, morale and trust), organizational (i.e., school structures/infrastructure, policies, standard operating procedures), and family (i.e., home influences on children’s academic success) toward student learning. Each path is linked with different factors that can have small or big effects on student learning. Leaders can improve student learning by facilitating the conditions or status of the related variables in each of the paths. By assessing teacher responses through a survey that assessed distributed leadership practices in their schools, as well as the mediating leadership effects on students' math and literacy achievement, the researchers found that the Four Paths framework can be useful for evaluating variation in student achievement. Additionally, it was suggested that variables on the organizational path do not have significant effects on student
achievement, and the remaining ‘three paths’ can explain a significant amount of the variation in student achievement.

Lastly, Leithwood and Sun (2012) utilized meta-analytic review techniques to synthesize 79 unpublished studies on the nature of the transformational leadership and the effect of this leadership style on schools, teachers, and students. The researchers found that this style is linked with 11 specific leadership practices and can moderate positive effects of various school conditions. The researchers suggested that transformational leadership styles can only affect student achievement limitedly as a whole. However, it has moderate and positive effects on school conditions. Moreover, transformational leadership is linked with teachers' internal states significantly and positively. They concluded that specific leadership practices can shape student achievement and not leadership models.

2.6 Critique of Transformational Leadership in Education

Despite the successes, perceived effectiveness, and popularity of transformational leadership, it is important to note that transformational leadership is not without its critics. For example, Evers and Lakomski (1996) suggested that learning organizations are made up of complex interconnected networks of relationships and formal positions of power, management, and authority that carry knowledge, information, and expertise in several directions, not just downwards. As a result, Evers and Lakomski argued that transformational leadership does not meet the challenges of modern educational systems because of the overreliance on the top-down transformational skills of the leader. Instead of empowering select individuals, Evers and Lakomski proposed that school leaders should develop feedback loops in order to
help them to learn from their mistakes, become less bureaucratic, and ultimately become an empowered transforming agent.

2.6.1 Feedback Loops

Ingvarson, Anderson, Gronn, and Jackson (2006), Leithwood (2007, 2010), and Mulford (2008) did not necessarily agree with Evers and Lakomski’s (1996) proposed model of feedback loops. Nevertheless, these authors also discussed the problematic notion of the top-down approach or champion notions of principal led transformational change, especially in response to growing accountability demands. According to these authors, dissatisfaction with charismatic perceptions of school leadership led to the refinement and development of newer post-heroic models and understandings of transformational leaders that incorporated elements and notions of participative, democratic, and distributed forms of leadership.

2.6.2 Failure to Discern Categories of Tasks

Another criticism of transformational leadership that was put forward by Evers and Lakomski (2000) is that it does not clearly discern between leadership and management tasks, as well as between transactional and transformational behaviours. Evers and Lakomski suggested that a great deal of the work conducted by theorists such as Leithwood or Bass are too reliant on surveys, which might be inappropriate because the results can be interpreted subjectively (Jahedi & Méndez, 2013). Substantive (and thus objective) knowledge of transformational leadership does not exist, and research often tends to reveal respondents implicitly held theories instead of genuine constructs or cognitive structures.
2.6.3 Lack of Empirical Status

In addition, Evers and Lakomski (2000) pointed out that the epistemological frameworks of transformational leadership are often problematic because researchers start with a model and only attempt to validate their theories by examining the conditions that solely exist within the model. This brings into question the completeness and validity of the model, as well as the results of the actual studies. As a result, Evers and Lakomski noted that there really is no practical way of determining one leader’s behaviour from another, and any claim to have empirically identified the effects of transformational leadership cannot necessarily be justified. Moreover, in the absence of justification, assertions about leadership are merely simple personal beliefs and/or opinions, and these do not carry any empirical weight, no matter how many scientific studies are completed (also see Stewart, 2006).

2.6.4 Negative Connotations of Transformational Leadership

Barnett and McCormick (2003, as cited in Mulford, 2008), on the other hand, found that certain aspects of transformational leadership, such as vision, had a negative connotation with the student learning culture and excellence in teaching. This finding suggested that a visionary principal may have distracted teachers from focusing on the job at hand. However, when principals were perceived by teachers to demonstrate specific leadership characteristics of individual concern and vision, the results reinforced the importance of principals establishing their leadership by forging relationships and showing concern for others, as opposed to starting out by trying to solely shape a vision for a school.
Gronn (1995, as cited in Stewart, 2006) had a negative view of transformational leadership, arguing that it was paternalistic, male-biased (gender exclusive), exaggerated and pretentious, as well as inherently socially-biased, and an eccentric conception of human agency and causality. Furthermore, Gronn outlined several other possible limitations of transformational leadership such as a lack of empirically documented examples of transformational leaders; a small methodological base; no causal and clear link between leadership and preferred organizational outcomes; and the unsolved question as to whether or not leadership is genuinely learnable.

2.6.5 Transformational leadership as Part of a Balanced Approach

Some theorists suggested that transformational leadership should be seen as being only one part of a balanced approach to creating high performance in schools (Dumay, 2003; Mitchell & Tucker, 1992). Marks and Printy (2003) believed that transformational leadership is unable to achieve high-quality teaching and learning, arguing instead that transformational leadership and instructional leadership should be seen as complementing each other rather than as competing models. From this perspective, a shared version of instructional leadership is desirable to complement the principles of transformational leadership.

2.6.6 Not a Distinct Form of Leadership

Lastly, some studies have shown that transformational leadership is really no different than other forms of leadership in regard to its impact and influence on certain aspects of school effectiveness (Ibrahim & Al-Taneiji, 2013). Di Vincenzo (2008) found that no statistically significant correlational relationship existed between transactional and transformational leadership attributes and students’ standardized test
scores. Similarly, Huffman (2003) also found no direct relationship between transformational, transactional, and laissez-faire leadership styles and improved student achievement. Nevertheless, Huffman concluded that transformational leadership was related to increased teacher job-satisfaction, a greater perception of principals’ effectiveness, and increased willingness on the part of teachers to give extra effort, whereas transactional leadership was not. These types of findings appear to support the view of authors such as Bass (1999) who suggested that transformational leadership brings about greater follower satisfaction and effectiveness than transactional leadership. According to Ibrahim & Al-Taneiji (2013) “… transformational leadership generally generates greater follower effectiveness and satisfaction than transactional leadership, although effective leaders certainly perform ... the two styles” (p. 45).

2.7 Cross-cultural Aspects of Leadership

There is no question that a great deal of leadership research has taken place during the last thirty years on the role of leaders in the change process, the relationship between leaders and organizational learning, and the formulation of prototypical leadership models. However, there is also a growing interest in gaining a better grasp of cross-cultural understandings of the practice of leadership and management, as well as the applicability of current leadership models to a variety of international contexts. Leadership within an increasingly intercultural organization and a globalized context poses challenges not present in homogenous organizations or environs (Winkler, 2011). Moreover, as globalization has become an increasingly acknowledged perspective that has been integrated within development and broader change theories, cultural nuances are becoming both more and less important. More important because we are aware of
the differences that culture and context make, and less important as the dominant prevailing cultures continue to infiltrate and expand across the globe due to international business, the proliferation of development and modernization agendas, and interconnected economies.

Additionally, with the expansion of global information exchange, not only in economic terms, but in cultural exploration through the internet and information technology, the diversity of experience available is altering the field in general. Jokinen (2004) suggested that at the most basic level; there is still the failure to distinguish between leadership and management. The importation of variations in cultural context informs the populace even before they may encounter the need for practical application. Jokinen commented that:

- global leadership competencies are seen as those universal qualities that enable individuals to perform their job outside their own national, as well as organizational culture, no matter what their educational or ethnical background is, what functional area their job description represents, or what organization they come from. (p. 201)

Still, Jokinen does not deny that leadership may find that portions of their goals are supported by the free exchange of cultural input from the nearest web enabled computer. In fact, Jokinen finds that computer skills are critical to global leadership. This type of availability alters the importance that may need to be placed on certain aspects of cultural diversity. With wider understanding the issue of culture shock is diminished while acceptance is increased and easier accommodated as necessary.
With respect to cross-cultural research on leadership and management, most scholarly work has been based on the identification and measurement of various cultural dimensions. Kluckhohn and Strodtbeck (1961, as cited in Dickson, Castano, Magomaeva, & Den Hartog, 2012) conducted one of the first of these studies by examining the anthropological variance that existed within and between cultures in an attempt to gain a better understanding of cultural change and complexity. After undertaking 10 years of field study and analysis of cultures around the world, these authors devised six culture dimensions with corresponding cultural orientations: *nature of humans* (good/evil; changeable/unchangeable); *relationships among people* (individual, collective; hierarchical); *relation to broad environment* (mastery; subjugation; harmony); *activity* (doing; thinking; being); *time* (past; present; future); and *space* (public; private).

Kluckhohn and Strodtbeck’s work heavily influenced the ideas of Hofstede (1980, 1993), who is generally considered by many to be one of the leading experts and most widely referenced academics on this subject (Jones, 2007; Yemer, 2009). Ingelhart (1997) showed that while Hofstede was one of the pioneers for this type of study, subsequent research has supported the majority of conclusions reached in that seminal work. Some new definitions and categories have been developed to further refine the data which further enhance the studies. That early study, bolstered by the following reviews and more recent studies, still stands as a landmark, and Hofstede continues to expand that model. Hofstede’s latest work, in conjunction with Minkov, has added a sixth dimension based on indulgence versus self-restraint (Hofstede et al.,
The work is based on the World Values Survey and contains a great deal of information on the Arab nations.

According to Hofstede et al. (2010), culture is a collective phenomenon, which is defined as the set of underlying assumptions, norms, behaviours, and beliefs that are shared by members of a group. Moreover, the parameters of this group could be anything from a specific organization to a national society while the basic institutions of a given national society (e.g., family, schools, religious denominations, corporations, government bureaucracies, etc.) would embody national cultural values, transmit them to the young through various socialization instruments, and constantly reinforce them as ideals, values, and templates for the interpretation of experience (Hofstede, 1980, 1993; Hofstede & Hofstede, 2005; Hofstede et al., 2010; Yemer, 2009).

Lastly, Hofstede et al. (2010) insisted that because the cultural values of followers are comparatively unique and inflexible, they must be taken into account by leaders. Likewise, leaders could not just necessarily choose their styles at will as they are also inevitably dependent on their own cultural values, as well as those of whom they intend to lead. Consequently, Hofstede et al. suggested that it was naïve to think that Western leadership theories would automatically apply in significantly different cultures. The authors suggest that management theories be adopted to local cultures rather than imposed on them (Hofstede, 1980, 1993; Hofstede & Hofstede, 2005; Hofstede et al., 2010; Yemer, 2009).

Hofstede’s original theories on the relationship between culture and management were based upon his multi-national research that was carried out in the 1970’s. This research was carried out in 40 countries with employees of IBM to gather
data. The more recent work, updated with Minkov, is based on the World Values Survey and collected data from almost 100 nations, including the Arab nations. The data has been utilized internationally by groups like the UN to help understand how global citizens feel about different cultural issues (World Values Survey, 2013).

The purpose of the Hofstede studies was to attempt to identify and define the key dimensions that distinguish national cultures and that are directly relevant to organizational behaviour/performance (Jones, 2007). Based upon the results of his survey Hofstede (1980, 1993) identified five main factor clusters:

- **Power Distance** – the measure of inter-personal power between a supervisor and a subordinate, as measured by the subordinate;

- **Uncertainty Avoidance** – the measure of a lack of tolerance or ambiguity or risk-taking;

- **Individualism v. Collectivism** – the measure of the relationship between the individual and the group;

- **Masculine v. Feminine** – the measure of individual advancement in relation to the goals for the group or working relationships; and

- **Long Term Orientation** – whether the nation is oriented toward the long term or immediate.

### 2.7.1 Power Distance

According to Hofstede (1980, 1993), *power distance* refers to the extent to which people in a given society tolerate the fact that power and wealth is distributed unequally. As such, societies that are characterized by a high power distance would tend to uncritically accept the power of those in positions of formal authority whereas those
from cultures that are exemplified by a low power distance would be more egalitarian in their general outlook and would also tend to resist hierarchical organization and divisions (also see Jones, 2007; Yemer, 2009).

2.7.2 Uncertainty Avoidance

*Uncertainty avoidance* signifies the extent to which a society might feel threatened by uncertain and ambiguous situations and would subsequently try to do all it could to avoid these situations by providing greater overall stability and societal rigidity, establishing a great deal of formal rules and comprehensible guidelines, not tolerating deviant ideas and behaviour, and believing in absolute truths. Hofstede also argued that individuals in high uncertainty avoidance societies would typically display high levels of anxiety to surprises and unplanned events and occasional aggressiveness in reaction to some of the perceived risks around them (Hofstede, 1980, 1993; Jones, 2007; Yemer, 2009).

2.7.3 Individualism vs. Collectivism

Third, Hofstede believed that national cultures can be graded along a continuum running from *collectivism*, at one extreme, to *individualism* at the opposite end. Individualistic societies, for example, put a greater emphasis on independence and individual achievements and are typified by loose social networks in which people would generally be expected to only look after themselves and their immediate families.

Collectivist societies, on the other hand, put a greater emphasis on community or social integration. Consequently, they would be made up of tight social networks in which people distinguished between so-called in-groups and out-groups. Moreover, an individual would expect their in-group to look after them on the one hand, but they
would also feel absolute loyalty to their group on the other (Hofstede, 1980, 1993; Jones, 2007; Yemer, 2009).

2.7.4 Masculinity vs. Femininity

With respect to masculinity/femininity, Hofstede argued that masculinity signifies the extent to which supposed male traits are preferred over supposed female traits in particular society. As such, masculine cultures tend to place a positive value on qualities such as assertiveness whereby feminine cultures accord positive values to qualities such as caring for others, and compassion, and also put a larger emphasis on the appreciation of women’s role in society (Jones, 2007; Yemer, 2009).

2.7.5 Long Term Orientation

Long term orientation, according to Hofstede, is related to the Confucian idea of the search for virtue. This compares the long term orientation of a nation compared to a short-term, immediate focus. According to Hofstede, this score is not available for the UAE (Hofstede, 1993).

2.8 New Models for Cross-cultural Leadership

A number of theorists would use Hofstede’s theoretical constructs to develop his concepts further and openly critique the blind adoption of Western leadership models in some non-Western contexts due to the fact that the unique cultural make-ups that exist in different countries would make adaptation of a Western leadership model problematic (Duchatelet, 1998; Hallinger & Kantamara, 2000; Singh & Krishnan, 2007). Radical arguments would even go so far as to suggest that the introduction of Western leadership paradigms in non-Western environs had the potential to provoke
feelings of suspicion and imperialistic subjugation, particularly in instances when it is forced (e.g. Blunt & Jones, 1997; Hallinger & Kantamara, 2000).

New models for assessing cross-cultural aspects of leadership, management, and organizational structures were eventually developed. Blunt (1991; Blunt & Jones, 1997) would develop a model of organizational culture which was based on differences in organizational effectiveness and stages of national economic development. In terms of the developing world, Blunt argued that organizations in many of these regions are characterized by fragmented cultures and typically display small isolated pockets of positive values and beliefs, which are not widely shared or interconnected in any way and are not part of an overall organizational value system.

2.8.1 Blunt

Blunt (1991; Blunt & Jones, 1997) additionally argued that the cultures of organizations in the least developed nations of the world generally lack strong, committed, and effective leadership. Moreover, within these underdeveloped organizational cultures, leaders place considerable value on their own personal goals and the demands of their kin and ethnic group at the expense of organizational goals. Among other types, Blunt identified:

- Fragmented (inert) cultures;
- Fragmented (latently positive) cultures;
- Embryonic cultures;
- Apex cultures; and
- Synergistic cultures.
Blunt (1991) characterized cultures from Eastern Europe and the former USSR as being fragmented (since the countries and cultures had splintered). He referred to China as a latently positive but fragmented culture, and referred to some Western organizations as being embryonic cultures. In addition, Blunt considered other Western cultures to be apex cultures, while Japan and East Asian countries he considered synergistic. He considered some NGOs that were headquartered in the developed world to be synergistic cultures of their own (Blunt, 1991).

In this study, Blunt (1991) also expressed a strong preference for synergistic organizational cultures. This conclusion was suggested because organizations in these contexts had achieved organizational consensus about values and attitudes, as well as a widespread commitment to the organization’s mission and ways of doing things. Furthermore, Blunt specifically identified the absence of transformational leaders as a defect of organizations with fragmented cultures and endorsed transformational leadership as a possible paradigm for some of these contexts.

2.8.2 Trompenaars and Hampden-Turner

Like Hofstede, Trompenaars and Hampden-Turner (1997) implied that certain leadership styles would naturally work better in some cultures as opposed to others. However, these authors also examined culture by categorizing the ways that groups of people typically solve problems. From the solutions to three kinds of problems (association with others, the environment, and time), they defined several important dimensions of culture.

First, universalism v. particularism referred to the extent to which an individual is willing to interpret socially formed rules in favour of one’s family and/or relatives.
(Trompenaars & Hampden-Turner, 1997). Additionally, universalist cultures tend to endorse strict rule-based behaviours reflecting a general mistrust of humanity whereas particularistic cultures were inclined to concentrate more on the extraordinary nature of present circumstances. Next, individualism v. collectivism represented the conflict between individual and group/communal interests and was similar to Hofstede’s notions of collectivism (Trompenaars & Hampden-Turner, 1997). The neutral v. affective dimension referred to the ways in which reason, logic, and emotion played a role in relationships with other people. Individuals that belong to groups in which it is considered appropriate to show emotion would be classified as affective while those members that belonged to groups in which it was not appropriate to show any emotion would be classified as neutral (Trompenaars & Hampden-Turner, 1997).

The diffuse v. specific referred to the ways in which individuals are expected to have a high degree of shared knowledge. In specific cultures, task-relationships are set apart from other dealings and individuals would be expected to have high levels of communal knowledge while those in diffuse cultures would not be expected to retain a high degree of shared knowledge (Trompenaars & Hampden-Turner, 1997). Achievement v. ascription contrasted the status that people are attributed within a particular society. Achievement reflects societies that provide status to people on the basis of their accomplishments, while ascription reflects ones that assign status to people by virtue of gender, education, age, class, etc. (Trompenaars & Hampden-Turner, 1997). Following that, attitude to time focused on people’s perceptions of time, which range from sequential (linear series of passing events) to synchronic (inter-related past, present, and future). Lastly, attitude to environment referred to the extent to
which people believe they control their environment (Trompenaars & Hampden-Turner, 1997). Societies either believe that they have the ability to control nature by imposing their will upon it, or they have faith in the fact that human beings are an integral part of nature and must subsequently go along with its laws and forces.

2.8.3 House, Hanges, Javidan, Dorfman, and Gupta

One of the most extensive recent applications of Hofstede’s, as well as Trompenaars and Hampden-Turner’s theories was developed by House, Hanges, Javidan, Dorfman, and Gupta (2004) through their GLOBE (Global Leadership and Organizational Behaviour Effectiveness) research. This particular study focused on 17,000 managers from 951 organizations in 62 countries and it utilized factor analysis to formulate nine dimensions of culture:

- **Performance Orientation** – the degree to which a collective encourages and rewards group members for performance improvements and excellence;

- **Future Orientation** – the extent to which individuals engage in future-orientated behaviours such as saving, planning and investing rather than just living for the present;

- **Gender Egalitarianism** – the extent to which men and women are considered equal;

- **Assertiveness** – the degree to which individuals are assertive, confrontational or aggressive in their relationships with others;

- **Humane Orientation** – the degree to which a collective encourages and/or rewards individuals for being fair, altruistic, generous, or kind towards others;
• **Institutional Collectivism** – the degree to which organizations and societies encourage or reward loyalty and the collective distribution of resources or collective action;

• **In-group Collectivism** – the degree to which individuals express pride, loyalty, and a sense of cohesiveness in their organizations, families and wider kin groups;

• **Power Distance** – the degree to which members of a society/group expect power to be distributed equally (i.e., the degree to which leaders have a high or low degree of power), and

• **Uncertainty Avoidance** – the extent to which a collective relies on social norms and rules to reduce future uncertainties (House et al., 2004).

House et al. (2004) also argued that leadership is culturally contingent, but pointed out that certain leadership traits were evident and commonly valued across all cultures. Additionally, House et al. would go on to identify and rank several global leadership behaviours along with positively-associated corresponding dimensions that were ranked in order of importance. These were as follows:

• **Charismatic/value-based Leadership**: This behaviour is mainly associated with vision, inspiration, self-sacrifice, integrity, and decisiveness and it is performance-based;

• **Team-oriented Leadership**: This behaviour is associated with team building, the setting of common goals, diplomacy and collaboration;

• **Participative Leadership**: This behaviour is associated with inclusiveness and shared decision making;
- **Humane-oriented Leadership**: This behaviour is associated with support, compassion, generosity and sensitivity;
- **Autonomous Leadership**: This behaviour is associated with individuality, uniqueness and general autonomy, and
- **Self-protective Leadership**: This behaviour is associated with protecting the leader and the group, self-centeredness, face-saving and procedural actions.

Of these leadership dimensions, researchers from the GLOBE project noted that charismatic and team-oriented leadership styles had the greatest cross-cultural applicability while self-protective and autonomous leadership styles were generally not tolerated, regardless of the cultural setting (Dorfman et al., 2004). Moreover, humane-orientated leadership was perceived globally as being moderately acceptable, except within Southeast Asia and it was argued that this may have been due to the fact that humane-oriented leaders are perceived in some societies as not striving hard enough to achieve goals and results (Dorfman et al., 2004). On the other hand, perceptions about participative leadership (a component of many transformational models) were mixed, despite its general popularity in North and South America, as well as in Germanic, Latin, and Nordic European contexts. It was suggested that this may be due to the fact that it takes considerable time for people in non/emerging democracies to not only familiarize themselves to it, but to also eventually become more comfortable with it (Dorfman et al., 2004).

With respect to recent GLOBE research in specific Middle Eastern regions, Kabasakal, Dastmalchian, Karacay, and Bayraktar (2012) found that cultural practices are reflected by higher in-group collectivism and power distance, while cultural values
are reflected by a common goal to achieve higher performance and a desire for future orientation (i.e., working towards future goals) as they strive towards continuing the rapid and intense modernization agendas that are currently underway in many of these countries. The researchers also found that there is a tendency to prefer honest, just and inspirational leaders who can earn loyalty among their followers (Kabasakal et al., 2012).

2.8.4 Deng and Gibson

Deng and Gibson (2009) conceptualized effective leadership in an intercultural world based on the presence of three constructs: transformational leadership, emotional intelligence, and cultural intelligence. The specific components of transformational leadership include being able to become a role model to followers, inspiring to others, and provide individualized attention to employees. The specific components of emotional intelligence include social intelligence, empathy, and the ability to have awareness of one’s self. The specific components of cultural intelligence include being able to adapt to different cultures, having cultural awareness, and being able to communicate in a cross-cultural setting (Deng & Gibson, 2009). Because the focus of this study is transformational leadership, not emotional intelligence and cultural intelligence, the next section contains literature on the cross-cultural applicability of transformational leadership.

2.9 Cross-cultural Applicability of Transformational Leadership

The literature indicates that global leaders, that is, leaders who are successful in cross-cultural settings, possess certain characteristics (Caligiuri & Tarique, 2012).
Dynamic cross-cultural competencies are the core characteristics of a global leader. These competencies include the following:

- The ability to be less ethnocentric (Shaffer, Harrison, Gregersen, & Black, 2006), which is a term used to describe the level of individuals’ self-centeredness in relation to their own nationality (Bizumic, Duckitt, Popadic, Dru, & Krauss, 2009);

- The ability to be culturally flexible, which means that leaders are able to be productive in different cultural settings, as well as those that are similar to their native culture (Shaffer et al., 2006);

- The ability to have high tolerance for ambiguity, which means that leaders are not daunted by ambiguity (Judge, Thoresen, Pucik, & Welbourne, 1999).

With respect to the specific research on transformational leadership, much of it has been based on Western samples and principles and there is still a lack of detailed studies that have solely focused on the cross-cultural applicability and appropriateness of transformational leadership in non-Western contexts (Takashi, Ishikawa, & Kanai, 2012). Not only does this have enormous implications with respect to the literature on effective leadership, but it also suggests that our understanding of transformational leadership from a cross-cultural orientation is limited. This has ultimately led a number of authors, such as Brown and Morrison (2012), to argue that transformational leadership is not a credible leadership style globally.

2.9.1 Applicability in Other Cross-cultural Settings

Despite the observations of Takashi et al. (2012) and Brown and Morrison (2012) about the limited research on transformational leadership in cross-cultural
settings, some research has been conducted to examine the applicability of transformational leadership in different cultural settings (e.g., Leong & Fischer, 2010; Walumbwa, Orwa, Wang, & Lawler, 2005). Research on transformational leadership in a cross-cultural setting is generally consistent with the Western findings on transformational leadership (e.g. Avolio, Walumbwa, & Weber, 2009; Al-Teneiji, 2006; Chun Chin, 2007; Nguni et al., 2006).

On the other hand, not all empirical studies show that transformational leadership is applicable in all cultures; studies on the universality of transformational studies is mixed (Walumbwa et al., 2005). Javidan, Dorfman, de Luque, and House (2006) suggested that different cultural orientations may have different beliefs and overall perceptions of what constitutes an effective leader. As such, cultural value orientation may have an impact on how transformational leadership will be received and perceived by followers, underscoring the possible culture-sensitive nature of transformational leadership (Walumbwa, Lawler, & Avolio, 2007).

Some studies show that transformational leadership may not be regarded as a universal concept because transformational leadership operates in different ways in different cultural settings (e.g., Avolio et al., 2009; Leong & Fischer, 2010). Leong and Fischer (2010), for instance, conducted a study examining whether transformational leadership is a universal concept. The results of the meta-analytic study of 18 different nations, using the Multifactor Leadership Questionnaire (MLQ) as the instrument measuring transformational leadership, indicated that transformational leadership may be different for different countries.
In studying transformational leadership from a cross-cultural perspective, researchers usually group countries based on similar cultural characteristics (Wood & Jogulu, 2006). Nevertheless, Wood and Jogulu (2006) reported that cross-cultural studies that specifically focus on individual countries remain rare. One way of classifying cultures that can be useful in differentiating transformational leadership is in terms of Hofstede’s dimension of power distance.

Using this construct as the basis of their research, Kirkman, Chen, Farh, Chen, and Lowe (2009) have suggested that power distance can exist at the individual level or at the group level. Consequently, individual level cultures put emphasis on individuality (e.g., United States), whereas group level cultures put emphasis on collectivism (e.g., China). Moreover, Kirkman et al. would go on to examine the role of power distance orientation in transformational leadership in a cross-cultural study involving the United States and China. The results showed that power distance orientation moderates follower reactions to transformational leaders, wherein low power distance orientation cultures (i.e., individualistic) would gravitate more to transformational leadership.

2.9.2 Reasons for Differences

Jung, Yammarino, and Lee (2009) have examined the association between transformational leadership and perceived leader effectiveness by followers in the US and South Korea. An additional purpose of the study was to examine the effect of followers’ collectivist (i.e., South Korean) or individualistic (i.e., US) orientation and test its moderating effect on perceived leader-effectiveness. Among their findings, Jung et al. discovered that transformational leadership has a positive effect on perceived leadership effectiveness in both countries and this led them to suggest that these results
support the notion that transformational leadership has an overall element of universality. On the other hand, South Korean followers had noticeably higher perceptions and opinions of transformational leaders and lower levels of moderating effects than their US counterparts and this supported the view that some collectivist cultures can actually enhance the effects of transformational leadership.

Hofstede’s dimension of uncertainty avoidance is another type of cultural classification that has received some attention with respect to the practice of transformational leadership. Using this dimension, Shane (1995) found lower preferences for leaders that favored innovation and took on a transformational leader role in organizations in societies characterized by high levels of uncertainty avoidance (UA). Similarly, Lam (2002) analyzed the contribution of transformational leadership to organizational learning in schools in Hong Kong (high UA), Taiwan (high UA), Australia (low UA) and Canada (low UA). According to his results, principals from schools in Australia and Canada were able to elevate their actions beyond rudimentary internal school conditions and exerted more impacts on organizational outcomes than their counterparts in Hong Kong or Taiwan. Lam (2002) argued that Western leaders are much less disturbed by uncertainty while Eastern school leaders are much more concerned with basic administrative functions, the maintenance of long-term amiable working conditions, and avoiding the possibility of unknown or untried outcomes.

2.9.3 Other Factors that May Apply

There is empirical evidence showing that transformational leadership may operate and manifest in different countries given that the countries share similar cultural characteristics, which provides support for both the universality and culture-specificity
of transformational leadership (Walumbwa et al., 2005; Wang, Law, Hackett, Wang, & Chen, 2005). Some researchers (e.g., Yu, Leithwood, & Jantzi, 2002) however, found that even in countries that can be classified as culturally similar, the practice of transformational leadership can be different as well. There is even evidence that transformational leadership may be perceived differently within the same country, underscoring the potential variability of transformational leadership in various settings (Avolio et al., 2009; Kirkman et al., 2009).

Javidan et al. (2006) argued that leaders should adopt the appropriate leadership orientation in a given culture, underscoring the need to examine transformational leadership in various cultural settings. Additionally, in order to improve the research on transformational leadership in a cross-cultural context, it was argued that various research methods should be used to expand the information available on transformational leadership (Avolio et al., 2009; Takashi et al., 2012). According to Avolio et al. (2009), most studies on cross-cultural are descriptive and survey-based in methodology. As such, more diverse research methods that include experimental and longitudinal designs might be beneficial in expanding the literature on transformational leadership in various cross-cultural settings (Takashi et al., 2012).

2.10 Assessing Leadership Traits

In terms of assessing so-called global executive leadership traits and capabilities, cultural competency, and intercultural adaptability, or the ability of an individual to successfully lead in an increasingly global or cross-cultural context such as a heterogeneous multi-national organization, many instruments exist. Some of these include the:
• Cross-cultural Adaptability Inventory (CCAI);
• Intercultural Effectiveness Scale (IES);
• Intercultural Development Inventory (IDI);
• Multicultural Personality Questionnaire (MPQ);
• Intercultural Readiness Check (IRC);
• Global Mindset Inventory;
• Global Competencies Inventory (GCI); and
• Global Executive Leadership Inventory (GELI) (Bird & Stevens, 2013).

Nevertheless, very few formally-recognized instruments have been developed to specifically assess leaders’ distinct transformational leadership qualities. The next section will discuss two of the most widely-utilized devices for analysing individuals’ transformational leadership characteristics. These are the Multifactor Leadership Questionnaire (MLQ) and the Leadership Practices Inventory (LPI).

2.10.1 Multifactor Leadership Questionnaire (MLQ)

One of the most famous instruments for assessing transformational leadership was developed by Bass (1998) and his associates who expanded upon his earlier theories in order to develop one of the first instruments for assessing specific transformational leadership traits, and functions. It has come to be known as the Multifactor Leadership Questionnaire (MLQ). When developing the MLQ, Bass first conducted a study that asked trained judges to classify 141 statements as characteristics of either transformational or transactional leadership. The questionnaire was then administered to US Army personnel and they were told to rate their superior officers on a scale from 0 – to 4, representing behaviours that were not observed, to behaviours
frequently observed (Bass, 1998; Stewart, 2006). As a result of this process, the following components of transformational leadership were established:

- **Charismatic Leadership (in earlier models) /Idealized Influence** – Transformational leaders are role models; they are respected and appreciated by their followers. Followers identify with leaders and they also want to emulate them. Furthermore, leaders have a clear vision, a distinct sense of purpose, and they are willing to take chances when necessary.

- **Inspirational Motivation** – Transformational leaders act in ways that motivate others, create enthusiasm, challenge people, communicate expectations and clearly display a commitment to goals, as well as having a shared vision.

- **Intellectual Stimulation** – Transformational leaders actively seek out new ideas and innovative ways of doing things. In addition, they encourage followers to be creative and up-to-date with the latest trends and knowledge. Additionally, they never publicly correct, humiliate or condemn others.

- **Individualized Consideration** – Transformational leaders pay attention to the needs and developmental potential of their followers. Moreover, they work to create a reassuring and supportive climate where individual differences are respected, interaction is encouraged, and leaders are aware of individual concerns (Bass, 1998; Stewart, 2006).

According to Bass (1998), every leader practices transformational and transactional leadership styles to a certain extent, but the optimal leader would practice transformational leadership more often than the transactional components. Moreover, it might be possible for the two to be complementary (Leithwood & Jantzi, 2000) or to
actually build upon each other as the transactional components could be used to deal with the basic requirements and functions of an organization, whereas transformational practices would be used to encourage commitment and stimulate and facilitate change and innovation (Bass, 1998; Stewart, 2006).

Since the inception of the MLQ, the instrument has been revised as a result of: construct and content validity research that brought into question high correlations among transformational scales, as well as between the transformational scales and contingent reward; the mixing of behaviours, impact and outcomes within single leadership scales; and the subsequent distinguishing between behaviourally-based charismatic leadership (referred to as idealized influence behaviours), versus an attribution or impact on followers (referred to as idealized influence) (Bass & Avolio, 2000). Subsequently, the most recent reformulation known as the MLQ Form 5X includes 36 items broken down into nine scales:

- Builds Trust (IA);
- Acts with Integrity (IB);
- Inspires Others (IM);
- Encourages Innovative Thinking (IS);
- Coaches People (IC);
- Rewards Achievement (CR);
- Monitors Mistakes (MBE-A);
- Fights Fires (MBE-P); and
- Avoids Involvement (LF).
Four items measured each scale that described leadership actions directly. Moreover, Bass and Avolio would reject the assertion that effective leaders needed charisma and split the attributions of leadership associated with *idealized influence* and *charisma* into two separate scales.

### 2.10.2 Leadership Practices Inventory (LPI)

Bass’s model has been one of the widest used tools to examine individuals’ leadership tendencies, but another more recent and extensively used formulation on proficient and/or ideal forms of modern transformational leadership has been developed by Kouzes and Posner (2002, 2003, 2007). What makes this particular model unique was that instead of focusing on the great leaders in history as Bass had done, Kouzes and Posner developed a theoretical framework for leadership that evolved out of a collection of managers’ comprehensive memories of their own most positive leadership experiences.

Essentially, managers were asked to recount extraordinary leaders they had known personally and these *personal best* cases were later analyzed to identify common themes. Moreover, in-depth interviews were conducted among managers across a wide array of public organizations and private-sector companies around the world (Ergeneli, Gohar, & Temirbekova, 2007; Kouzes & Posner, 2007). After examining the results through factor analysis, Kouzes and Posner identified five practices that have been verified as behaviours that are positively associated with exemplary and successful leadership, and that have also been shown to correlate well with aspects of transformational leadership (Abu-Tineh, 2008; Carless, 2001; Ehrhardt, 2008; Puccio,
Murdock, & Mance, 2006; Slater, Boone, Price, Martinez, Alvarez, & Topete, 2002). These include:

- **Model the Way** – Leaders must possess and share their personal and professional values with those in their organization. Leaders are also role models and set the ethical tone for an organization.

- **Inspire a Shared Vision** – Leaders must understand people’s hopes and dreams and bring people together toward common goals and they must be able to communicate these goals effectively and clearly.

- **Challenge the Process** – Leaders must embrace change and continual improvement. Their primary contribution is, therefore, to recognize and nurture the good ideas of others.

- **Enable Others to Act** – Leaders must gradually build trust and make it possible for others to do excellent work in addition to nurturing teamwork.

- **Encourage the Heart** – Leaders must be uplifting and create a culture of celebration and camaraderie (Ehrhardt, 2008; Kouzes & Posner, 2003, 2007).

Kouzes and Posner (2003) also developed a 30-item Leadership Practices Inventory (LPI) that was based on their exemplary practices of leadership. The instrument has been adapted and utilized by a large and growing number of graduate students and practicing academics to conduct analyses on transformational leadership in a wide variety of organizational, international, and cross-cultural contexts (Kaewaram, 1998; McNeese-Smith, Yan, & Yang, 2000; Puccio et al., 2006; Slater et al., 2002). The LPI instrument is utilized in this research.
2.11 Summary of the Literature

Transformational leadership emerged as at a time when more accountability was placed to school principals to improve the achievement of students. Transformation and change are interrelated, underscoring the importance of a leader’s ability to transform the attitudes, norms, institutions, organizations behaviours, and actions that structure our daily lives (Burns, 1978). Transformational leaders use their influence on shared beliefs and values to create a more comprehensive, deeper, and meaningful level of change (Bass, 1990).

Kouzes and Posner identified five practices that have been verified as behaviours that are positively associated with exemplary and successful leadership, and that have also been shown to correlate well with aspects of transformational leadership (Abu-Tineh, 2008; Carless, 2001; Ehrhardt, 2008; Puccio, Murdock, & Mance, 2006; Slater et al., 2002). These practices were defined as modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

In the context of school and education, transformational leadership and learning are intertwined. Leithwood et al. (1999) found considerable evidence of a distinct relationship (i.e., positive correlation) between transformational leadership and direct measures of student outcomes. Transformational leadership was also found to help staff members develop and maintain a collaborative, professional school culture; foster teacher development; help teachers solve problems together more effectively; and promote compliance and other beneficial effects on the behaviours of teachers (Leithwood et al., 1999; Stewart, 2006).
Despite the criticism on transformational leadership, as well as possible concerns about its applicability and transferability to all cultures, transformational leadership has emerged as one of the most widely regarded forms of leadership. Whereas the leadership type originated in business settings, it has gradually been adopted in a wide variety of other contexts, such as education, due to it being well suited in enhancing organizational outcomes in an era that is often characterized by ongoing reform or change. Moreover, although there are many competing descriptions and depictions of transformational leadership, most seem to imply that these types of leaders are typically visionaries, risk-takers, and constructive motivators that continuously look to challenge their followers in a positive manner. In the process, they also provide individualized support, promote a productive work culture that strives towards meeting and surpassing goals, undertake participatory leadership, and provide adequate opportunities for the followers to engage in activities that are intellectually stimulating. The next chapter contains the research design of the study.
3.1 Chapter Introduction

In order to conduct research, the researcher must establish a method of conducting the research, a research philosophy, an approach to the research, and a method for conducting the research (Saunders, Lewis & Thornhill 2003). This chapter establishes the methodology that was utilized in the study. It also defines the steps that were taken in conducting the research.

The primary focus of this research was to examine participants’ perceptions on transformational leadership as it relates to Kouzes and Posner's LPI, as well as conducting a general exploration of the applicability of this model to the UAE context. The reasons for this were threefold. First, while this particular model has not yet been used extensively in Middle Eastern contexts, early studies in places like Israel (Kouzes & Posner, 2002), and Jordan (Abu-Tineh et al., 2008), have demonstrated that this model can be used in this region to gauge respondents’ opinions on modern and effective forms of leadership.

Second, although these studies were relatively small in number, their findings pointed out the need for additional LPI research from various (e.g., self and follower) perspectives into specific leadership behaviours and patterns to gain data on the degree to which transformational leadership is currently being practiced in UAE schools. Third, the LPI has a proven track record in a diverse array of international, ethnic, geographic, and organizational settings and the instrument itself has already been widely proven to demonstrate excellent face, discriminant, and empirical validity and internal reliability (Kouzes & Posner, 2002), demonstrating a degree of almost universal applicability. This
applicability made the instrument appropriate in gathering cross-cultural information of this nature.

3.2 Research Philosophy: Pragmatic Paradigm

There are several broad philosophical approaches to research: positivism, interpretivism, and realism (Saunders et al., 2003, p. 83). However, Saunders et al. also noted that in cases where multiple methodologies (i.e., mixed methods) are being utilized in the research, it may be necessary to take a practical or pragmatic approach to the question. At its most basic level, pragmatism is the same as the practical approach to a problem (Cameron, 2011). Johnson and Onwuegbuzie (2004) pointed out that pragmatism is a middle ground in terms of social science research; “it offers a practical and outcome-orientated method of inquiry that is based on action and leads, iteratively, to further action and the elimination of doubt” (p. 17). Perhaps the primary benefit of pragmatism is that it allows the researcher to utilize the research methods that seem most likely to be successful as it is typically seen as being versatile, flexible, adaptable, and scientifically accurate. Pragmatism has also been described as well-suited to applications that need a problem-solving process oriented in action and inquiry (Cameron, 2011). Additionally, the pragmatist believes that it is quite possible to work with variations in the research, and this pragmatic orientation allows the researcher to think of the methodology as a continuum, rather than a stable point. In this view, the researcher would move along the various points on the research line adopting a variety of perspectives in order to gather and interpret the required information, regardless of whether it is qualitative or quantitative in nature (Saunders et al., 2003).
Morgan (2007) suggests that the pragmatic paradigm emphasizes metaphysical issues of research. He suggests that mixed methods research is much more important than one might otherwise suspect. In the broadest sense of the world, the paradigm is the world-view of the researcher. This worldview is the belief system that researchers adopt when trying to generalize information.

Morgan (2007, p. 50) defines paradigms as being “all-encompassing ways of experiencing and thinking about the world, including beliefs about morals, values, and aesthetics.” Other versions of paradigms, however, define the paradigm as being epistemological stances, shared beliefs, or model examples (Morgan, 2007, p.51). Onwuegbuzie, Johnson, and Collins (2009) pointed out that researchers who decide to use this methodology face several challenges. The first is that researchers who utilize this paradigm must be familiar with both qualitative and quantitative methodologies. The second is that there is still a prejudice against this type of research methodology in some applications. This is because it is a newer method and has not yet developed the acceptance that older methods have garnered.

Approaches to pragmatism can be considered pragmatism of the right, or to the left (Johnson, Onwuegbuzie, & Turner, 2007). Pragmatism to the right is defined as a strong or moderately strong form of realism, but a weaker form of pluralism (Johnson et al., 2007). Pragmatism to the left, however, is based in antirealism and strong pluralism. Jonson et al. argue that a more moderate form of pragmatism, pragmatism to the middle, offers opportunity to support integration of the paradigms. In so doing, it becomes possible to integrate both quantitate and qualitative approaches within the research.
According to Johnson et al. (2007), one of the current issues in pragmatic
discussion is whether or not a detailed philosophical approach needs to be defined when
dealing with pragmatism. Other approaches are generally associated with particular
ontological approaches, specific epistemologies, and even specific methodologies. Thus
far, the pragmatic approach does not have these solid associations and the debate is
whether or not these associations should be well defined. Johnson et al. however,
believe that “variation in particular philosophical commitments should be welcome in
mixed methods research, and we should embrace these differences as an important part
of the mixed methods research paradigm” (p. 125-126).

Johnson and Onwuegbuzie (2004) point out that approaches which insist on
tyng together particular philosophies and approaches are “purist” (p. 16). Johnson and
Onwuegbuzie seem to suggest that the goal of research should be to accomplish the
research into the problem at hand, rather than to try to alleviate differences between the
relative positions. This would suggest that the goal of the pragmatic approach should be
to take whatever steps, in whatever form, that are required to accomplish the research,
rather than debating about philosophical points. In the vernacular, Johnson and
Onwuegbuzie are arguing that the goal needs to be to be to “get it done” rather than to
define hard and fast rules for getting things done.

Another very important aspect of the pragmatic paradigm is that it specifically
allows for the combination of qualitative and quantitative methodologies simply
because it approaches the research from the perspective of determining how it should
best be accomplished rather than following artificial rules of engagement. As Johnson
and Onwuegbuzie (2004) suggest, pragmatism is a sensible approach and is outcome
oriented. Thus, they reject the idea that any particular approach is incompatible and instead embrace the numerous permutations that can be utilized in order to enhance the value of the research.

From a practical standpoint, the pragmatic approach allows the researcher to determine what goals need to be accomplished and how they might best be achieved. Instead of only having the choice of either a qualitative or a quantitative study, a breadth of possibilities is available. Consequently, it is this underlying philosophy, the practical pragmatic orientation, which has been adopted for the research in this particular study. This is because it not only permits the inclusion of multiple worldviews and perspectives, but it also allows for flexibility within the scientific approach to the research, as well as the integration of both quantitative and qualitative methodologies (e.g., the accommodation of both surveys and interviews as part of a mixed methods approach).

3.3 Research Approach

Research can be conducted through three broad approaches: a qualitative approach, a quantitative approach, or a mixed methodology. Qualitative research asks what, how, and why; quantitative research seeks to quantify data, and generally asks how much (Creswell, 2012). In general, quantitative research utilizes numerical quantification to prove the hypothesis behind the research. According to Creswell, quantitative studies typically consist of a numerical analysis of the answers to questionnaires and studies. Creswell argued that “Data, evidence, and rational considerations shape knowledge. In practice, the researcher collects information on instruments based on measures completed by the participants or by observations
recorded by the researcher” (2012, p. 7). It was this quantitative approach that guided the researcher through the process of administering, collecting, and analyzing the LPI questionnaires.

However, the quantitative approach was not the only one utilized. The researcher also utilized interviews to gather information that explained how respondents thought and how they felt about the materials that were being studied. Thus, the approach for this research was more appropriately termed mixed methodology, or a combination of qualitative and quantitative approaches.

3.4 Research Strategy

According to Creswell and Plano Clark (2007), the central premise of the use of both quantitative and qualitative approaches in combination to collect, analyze, and mix (integrate or connect) data in a single study or a multiphase program of inquiry (i.e., mixed-methods research) is to provide a richer understanding of a research problem than if either approach is used alone. Moreover, although mixed-methods research does not have a particularly longstanding history of academic acceptance, the method is considered to be a legitimate and recognized educational research design (Johnson & Onwuegbuzie, 2004).

Mixed-methods research is considered effective because it encourages the use of multiple perspectives and paradigms, it is practical in the sense that it allows the researcher to use all of the current methods possible to address a research problem, it combines both numerical data and words, as well as inductive and deductive thinking, and it allows the researcher to collaborate across the adversarial relationship that
sometimes exists between qualitative and quantitative research (Creswell & Plano Clark, 2007).

Greene, Caracelli, and Graham (1989) have highlighted five other excellent reasons for using a mixed-methods strategy: triangulation, complementarity, development, initiation, and expansion. First, triangulation is the testing of the consistency of findings obtained through different instruments. In this study, triangulation increased the chances to control the validity threats that could influence results along with providing multiple data sources. Second, complementarity is the clarifying and illustrating of results from one method with the use of another method. In this case, an initial questionnaire was followed by detailed interviews with selected participants in order to add any information and clarify any inconsistencies or differences of opinion with respect to the practice and applicability of transformational leadership in UAE schools. Third, development is the process in which results from one method shape subsequent methods or steps in the research process. In this case, results from the initial questionnaire provided directions for the qualitative interviews to follow up on and develop further, and this helped gain a better understanding of the research questions. Fourth, initiation involves the stimulation of new research questions and the challenging of results that are obtained through the use of more than one strategy. In this case, the in-depth interviews that were conducted with principals and teachers after the questionnaire was administered not only provided additional insights and different opinions on leadership practices in the UAE, but also led to the discovery of other patterns and conclusions that might not have been made clear through a stand-alone questionnaire. Fifth, expansion provides richness and detail to the study, together with
exploring specific features of each method. In this case, the integration of procedures mentioned above expanded the breadth of the study and provided enlightenment to the more general debate on the practice of transformational leadership in the UAE and other international contexts, as well as its applicability in non-Western environs.

Lastly, Creswell (2012) has suggested that mixed methods researchers also need to outline their particular strategy for using quantitative and qualitative data in their study. In this study, the sequential explanatory approach was used because the steps were clear, well-defined, and separate stages. According to Creswell, the sequential explanatory approach is also typically characterized by the collection and analysis of the quantitative data (i.e., the questionnaire) followed by the collection and analysis of the qualitative data (i.e., the follow-up interview). The final stage involved the interpretation of the entire analysis. The figure below shows the graphical representation of the data collection strategy used in this study.

Figure 2. Sequential Explanatory Strategy.

3.5. Method

For the quantitative component of the study, a 30-question English language version of the LPI - Observer was used with participants with teaching experience and a 30-question English language version of the LPI - Self was used with individuals with
recent school leadership experience. Permission was asked of Kouzes Posner International to reproduce the instruments (see Appendix A & B). Additionally, in the study, participants were asked six questions in each of the aforementioned domains (Model, Inspire, Challenge, Enable, and Encourage), and rated each question on a 10-point Likert-type scale from 1 (Almost Never) to 10 (Almost Always). Therefore, each domain has a possible score range from 6 to 60 (see Appendix C & D).

The researcher also utilized qualitative interviews (Appendix E & F), and 16 participants comprised the sample. Twelve were teachers, whereas only four participants were principals. These 16 participants were part of the initial participants in the quantitative component of the study, who agreed to participate in the qualitative interviews after their participation in the survey questionnaires.

3.6 Sampling Frame, Sample, and Demographics

For the quantitative component of the study, 247 participants were initially asked to partake in this study by a recruitment email message. They were drawn from graduate programs in educational leadership at several major universities in the UAE (Abu Dhabi University, the British University of Dubai, UAE University, and Zayed University). In addition, the initial survey used a direct single-stage sampling procedure with this specialized population as the investigator drew upon a convenient expert sample of naturally formed groups in this instance. The follow-up interviews followed a similar procedure.

This particular expert sample group was selected for several reasons. First and foremost, these individuals potentially had a vast amount of recent experience in the UAE school system as teachers and/or principals (the recruitment message asked each
prospective participant if they had a minimum of one year of recent teaching or leadership experience prior to them undertaking the survey), so it was expected that their responses would be generalizable to a broader context. In addition, as graduate students it was expected that they had a reasonable enough level of English (e.g., IELTS 5.5) to comprehend the questionnaire and potentially participate in an interview. Third, as the participants were all enrolled in educational administration/leadership programs, it was anticipated that these individuals would have the necessary background knowledge to understand the fairly complex subject matter and sufficiently discuss their opinions and perceptions of transformational leadership. It was also assumed that the participants’ level of expertise with the research topic would likely affect the overall results and findings in a positive way as they would be able to potentially provide a greater level of insight than other individuals from the UAE school system. Lastly, the researcher also had to take into account contextual issues related to logistics, governmental permissions, and other constraints that would have certainly been a factor if a broader research project had been undertaken with a larger sample from the general population.

3.6.1 Principals’ Demographics

For the quantitative component of the study, the sample consisted of two population groups of 27 principals/school leaders and 103 teachers in UAE schools. As stated, the respondents were described according to the demographic information of gender, age, home Emirate (residential status), Emirates the respondents have worked in, years of teaching or leadership experience, and school type. For the description of the sample consisting of principals, the summaries can be found in Tables 3.1 to 3.14.
Among the 27 principals, only two were male (7.4%); 25 (92.6%) were female.

Table 1 shows the information on the gender of the sample of principals.

Table 1. Frequency of Gender Among Principal Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>92.6</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

The sample of principal respondents’ age was distributed in the middle age to older age region, consisting of 35 to 44 years old (22.2%), 45 to 54 years old (44.4%), and 55 to 64 years old (25.9%). Table 2 shows the information on the age of the sample of principals.

Table 2. Frequency of Age Among Principal Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-34</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>35-44</td>
<td>6</td>
<td>22.2</td>
</tr>
<tr>
<td>45-54</td>
<td>12</td>
<td>44.4</td>
</tr>
<tr>
<td>55-64</td>
<td>7</td>
<td>25.9</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the principals came from Abu Dhabi (46.2%), with a frequency of 12 while there were 7 out of the 27 principals (26.9%) that stated that Dubai was their Emirate of origin. Table 3 shows the information on the frequency of home Emirate among principal respondents of the sample of principals.
The majority of the principals worked in Abu Dhabi (48%) and Dubai (40%). Participants were equally distributed among the two Emirates. Table 4 shows the information on the frequency of Emirate among principal respondents have worked.

Table 4. Frequency of Emirates Principal Respondents have Worked

<table>
<thead>
<tr>
<th>Emirate You Worked in</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abu Dhabi</td>
<td>12</td>
<td>48.0</td>
</tr>
<tr>
<td>Dubai</td>
<td>10</td>
<td>40.0</td>
</tr>
<tr>
<td>Ras Al Khaimah</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Sharjah</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Fujerah</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Eleven of the principal respondents supervised Kindergarten-Elementary/Primary grade levels (44%), while a significant number also supervised preparatory/middle levels (32%) when they were assigned as school leaders. Table 5 shows the summary.
Table 5. Frequency of Grade Level Supervised Among Principals

<table>
<thead>
<tr>
<th>Grade Level Supervised as School Leader</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten-Elementary/Primary (Age 4 to 12)</td>
<td>11</td>
<td>44.0</td>
</tr>
<tr>
<td>Preparatory/Middle (Age 12 to 15)</td>
<td>8</td>
<td>32.0</td>
</tr>
<tr>
<td>Secondary (Age 15 to 18)</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>Technical Secondary School (Age 12 to 18)</td>
<td>2</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

There were almost an equal percentage of the years of school leadership experience among the principals. In terms of experience, eight school leaders had 4 to 6 years (30.8%), six had 7 to 9 years (23.1%), and eight had 10+ years (30.8%) years of school leadership experience. Table 6 shows this summary.

Table 6. Frequency of Years of School Leadership Experience of Principals

<table>
<thead>
<tr>
<th>Years of school leadership experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3 years</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>4 – 6 years</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>7 – 9 years</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>10+ years</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Lastly, in terms of career stage rating, half of the samples were at the middle stage of their career (5-10 years) with a frequency of 13 (50%), while a significant number of 10 (38.5%) were at their late career stage (>10 years). Table 7 shows the demographic information of the principals in the sample.

Table 7. Frequency of Career Stage Among Principal Respondents

<table>
<thead>
<tr>
<th>Career Stage Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early &lt;5 years</td>
<td>3</td>
<td>11.5</td>
</tr>
<tr>
<td>Middle 5-10 years</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Late &gt;10 years</td>
<td>10</td>
<td>38.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
3.6.2 Teachers’ Demographics

Among the 103 teachers, most were female respondents (86.1%), and only a few were male teachers (13.6%). Table 8 shows the summary of the demographic information regarding the gender of the teachers in the sample.

Table 8. Frequency of Gender Among Teacher Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>13.6</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>86.4</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100</td>
</tr>
</tbody>
</table>

The teacher respondents were distributed in the young profession age to middle age region consisting of people that were 25 to 35 years old (37.9%), 35 to 44 years old (34%), and 45 to 54 years old (18.5%). Table 9 shows the summary of the demographic information regarding the age of the teachers in the sample.

Table 9. Frequency of Age Among Teacher Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;25</td>
<td>8</td>
<td>7.8</td>
</tr>
<tr>
<td>25-34</td>
<td>39</td>
<td>37.9</td>
</tr>
<tr>
<td>35-44</td>
<td>35</td>
<td>34.0</td>
</tr>
<tr>
<td>45-54</td>
<td>19</td>
<td>18.5</td>
</tr>
<tr>
<td>55-64</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100</td>
</tr>
</tbody>
</table>

Like the principals, most teachers originated from Abu Dhabi (49%) or 49 teachers, and 23 originated from Dubai (23%). Table 10 shows the summary of the demographic information of the teachers in the sample.
Table 10. Frequency of Home Emirate Among Teacher Respondents

<table>
<thead>
<tr>
<th>Home Emirate</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abu Dhabi</td>
<td>49</td>
<td>49.0</td>
</tr>
<tr>
<td>Dubai</td>
<td>23</td>
<td>23.0</td>
</tr>
<tr>
<td>Ras Al Khaimah</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>Ajman</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Sharjah</td>
<td>12</td>
<td>12.0</td>
</tr>
<tr>
<td>Um Al Quain</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Fujerah</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Similar to the population distribution of principals, a majority of the teachers also worked in Abu Dhabi (54%) and Dubai (25%) while the rest worked in the Emirates of Ras Al Khaimah (5%), Ajman (3%), Sharjah (8%), Um Al Quain (2%), and Fujerah (3%). Table 11 shows the summary of the demographic information of the teachers in the sample.

Table 11. Frequency of Emirates that Teacher Respondents have Worked In

<table>
<thead>
<tr>
<th>Emirate You Worked in</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abu Dhabi</td>
<td>54</td>
<td>54.0</td>
</tr>
<tr>
<td>Dubai</td>
<td>25</td>
<td>25.0</td>
</tr>
<tr>
<td>Ras Al Khaimah</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td>Ajman</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Sharjah</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>Um Al Quain</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Fujerah</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Many of these teacher samples had taught in Kindergarten-Elementary/Primary grade levels (40%), while a significant number also taught at preparatory/middle levels (25%) and secondary grade levels (28%). Table 12 shows the summary of the demographic information of the teachers in the sample.
Table 12. Frequency of Grade Level Taught among Teacher Respondents

<table>
<thead>
<tr>
<th>Grade Level Taught</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten-Elementary/Primary (4 to 12)</td>
<td>40</td>
<td>40.0</td>
</tr>
<tr>
<td>Preparatory/Middle (12 to 15)</td>
<td>25</td>
<td>25.0</td>
</tr>
<tr>
<td>Secondary (15 to 18)</td>
<td>28</td>
<td>28.0</td>
</tr>
<tr>
<td>Technical Secondary School (12 to 18)</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In terms of years of teaching experience, there was an almost equal representation of respondents, with 1 to 3 years (22.6%), 4 to 6 years (31.4%), 7 to 9 years (19.6%), and 10+ years (26.5%) of teaching experience. Table 13 shows the summary of the demographic information of the teachers in the sample.

Table 13. Frequency of Yrs. of School Teaching Experience among Teachers

<table>
<thead>
<tr>
<th>Years of teaching experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3 years</td>
<td>23</td>
<td>22.6</td>
</tr>
<tr>
<td>4 – 6 years</td>
<td>32</td>
<td>31.4</td>
</tr>
<tr>
<td>7 – 9 years</td>
<td>20</td>
<td>19.6</td>
</tr>
<tr>
<td>10+ years</td>
<td>27</td>
<td>26.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Lastly, in terms of career stage rating, almost half of the sample respondents were in the middle stage of their career (5-10 years) with a frequency of 47 (46.1%), 34 teachers (33.3%) were at their early career stage, and 21 (20.6%) were at a later stage of their career. Table 14 shows the summary of the demographic information of the teachers in the sample.
Table 14. Frequency of Career Stage among Teacher Respondents

<table>
<thead>
<tr>
<th>Career Stage Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early (&lt;5 years of experience)</td>
<td>34</td>
<td>33.3</td>
</tr>
<tr>
<td>Middle (5 - 15 years of experience)</td>
<td>47</td>
<td>46.1</td>
</tr>
<tr>
<td>Late (&gt;15 years of experience)</td>
<td>21</td>
<td>20.6</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>100</td>
</tr>
</tbody>
</table>

3.7 Instruments

The instrumentation portion of the investigation utilized a convenience sampling of both principals and teachers throughout the upper educational levels of the UAE. As mentioned previously, a total of 247 principals and teachers were initially asked to participate in the study. The individuals selected to participate were sent a recruitment email. The sample was drawn from graduate programs in educational leadership/administration at several of the major universities in the UAE (Abu Dhabi University, the British University of Dubai, UAE University, and Zayed University). Moreover, the initial survey used a direct single-stage sampling procedure with this particular population as the researcher drew upon an expert sample of naturally formed groups in this case. The follow-up interviews followed a similar procedure. All participants were informed of the nature of the study and had a choice of whether to participate or not. The participants were also made aware of any possible ethical considerations pertinent to the study and were provided with informed consent forms prior to undertaking the survey and interviews (see Appendix G, H, I, & J).

Saunders et al. (2003, p.589) has characterized random samples as being somewhat disorganized. However, this is a convenience sample in this case, because it was a random selection from the qualified demographic. Random sampling of a population can be an excellent way to gather generalizable materials (Creswell, 2003).
Thus, this population should be generalizable across the population of principals and teachers in the UAE.

Of the 247 individuals selected to participate, 130 individuals responded and participated in the process. The response rate was 52.6%, slightly above the range of average response percentage. Nulty (2008) suggested that online surveys generally receive a response of 20% to 47%. Additionally, questionnaires that are paper-based generally have an extremely variable response rate, with Nulty reporting a rate anywhere from 32.6% to 75%. Administering instruments online has the added advantage of allowing the individual to answer the survey at their own convenience. It also does not take any of the researcher’s time, making it a cost effective selection.

As mentioned previously, for the quantitative component of the study, a 30-question English language version of the LPI - Observer was used with participants with teaching experience and a 30-question English language version of the LPI - Self was used with individuals with recent school leadership experience. Additionally, the LPI was specifically chosen for this study for the excellent reliability and validity (Kouzes & Posner, 2002) in both US and international contexts and it has been shown to correlate well with alternative conceptual models of transformational (Carless, 2001; Slater et al., 2002) and charismatic forms of leadership (Zagorsek, Jaklic, & Stough, 2004, 2006). It can also be seen as a meta-instrument with elements of other models being subordinate (Fields & Herold, 1997). Lastly, early LPI - Observer and LPI - Self research on perceptions of leadership that focuses on gender and select demographic differences has proven successful and relevant in a variety of organizations and
cultures, but additional studies are still needed in under-studied regions of the world such as the UAE.

A semi-structured interview guide was also used in the qualitative component of the study. The questions only served as a guide of the key points of the research, ensuring that all participants spoke about the topics pertinent to the study. However, the interview was flexible enough to accommodate the ideas that were communicated by the participants, even if they deviated from the interview guide.

3.8 Validity and Reliability

To ensure validity, triangulation is carried out. Triangulation is the use of multiple sources as a strategy to strengthen the validity of the results (Creswell, 2003). Triangulation is the testing of the consistency of findings obtained through different instruments. In this study, triangulation increased the chances to control the validity threats that could influence results in addition to providing multiple data sources.

In this study, the inclusion of teachers in the sample provided subject triangulation by either confirming or disconfirming the results that emerged from the sample of principals. The results of the sample from teachers allowed the results from the sample of principals to be more accurate, considering that teachers were able to observe the leadership practices of the principals.

Data triangulation, on the other hand, was achieved by including both questionnaires and interviews as data collection tools. The questionnaires were used in the quantitative component of the study, whereas the interviews provided data for the qualitative component of the study. The qualitative data provided depth to the results.
gained from the quantitative component of the study by including in-depth data that were not confined by a predetermined set of answers, typical in questionnaires.

3.9 Data Collection Procedures

Data collection and data analysis are the techniques and procedures that the researcher utilizes to collect data and analyze the data within the study context (Saunders et al., 2003). Data collection and analysis must be done carefully because an effect analysis can lead to new causes and findings – which is, of course, the purpose of the research. The goal of the collection and analysis of a project with qualitative facets should be to gain “an understanding of meanings humans attach to events” (Saunders et al, 2003, p. 127). This is the goal, then, of the procedural process described herein.

The initial component of this thesis’ research involved web-based Internet survey questionnaires (i.e., English language versions of the LPI-Self and LPI-Observer) that were administered online to the participants. A survey questionnaire was the preferred method of data collection in the quantitative component of the study because it enabled the researcher to generalize from a sample of the population of UAE school teachers and principals in order to make inferences and generalizations about the general practice of transformational leadership in UAE schools. In addition, the use of an Internet-based survey was convenient, cost-effective, and easily analysed (Creswell, 2003).

The second component of the research included follow-up, standardized, open-ended interviews, and there were several reasons for choosing this approach to interviewing. First, the exact instrument used in the evaluation was available for inspection by the researcher. Moreover, variation amongst interviews was minimized.
In addition, this type of interview was highly focused, time-efficient, and facilitated in coding, finding, comparing, and analysing the responses (Patton, 1990). Each interview was recorded as fully and fairly as possible, and, after each interview was completed, the recording was transcribed, coded, and analysed.

3.10 Data Processing and Analysis

The survey responses were initially checked for response bias through the use of wave analysis. Response bias means that if non-respondents had responded, their responses may have substantially impacted or changed the results of the survey. According to Creswell (2003), wave analysis involves the examination of selected survey items from week-to-week in order to determine if average responses are changing. As such, wave analysis works “on the assumption that those who return surveys in the final weeks of the response period are nearly non-respondents [and] if the responses begin to change, a potential exists for response bias” (Creswell, 2003, p. 160).

The transformational leadership practices of the principals in the UAE was examined by gathering responses on Kouzes and Posner’s Leadership Practices Inventory (LPI), which captured the recent school leadership experience of the participating principals from the school leaders’ own perspectives (LPI-Self), as well as teachers’ perceptions and observations about the school leadership they had observed (LPI-Observer). Prior to testing the different research objectives, a frequency range analysis was conducted on the sample responses on the demographic information, in order to breakdown the distinctness in the sample population of principals and teachers of UAE schools. Concurrently, different sets of statistical analysis were conducted to address each of the research objectives.
First, descriptive statistics analysis was conducted in order to summarize the data in terms of the frequency distribution and measures of central tendency of the scale responses of the LPI instrument. The measures of central tendency included the mean, standard deviation, as well as minimum and maximum values for the study variables. This determined how closely UAE school principals’ leadership approaches aligned with conceptualizations of transformational leadership and the extent to which transformational leadership is being practiced within UAE schools.

The next set of analysis involved conducting a univariate analysis of variances (ANOVA) to investigate whether demographic variables were significantly different in their relationship to teachers’ perceptions on transformational leadership practices in UAE schools, including the principals’ perspectives on their own transformational leadership styles. This analysis determined whether the specific demographic variables of gender, years of teaching or leadership experience, school type, and residential status (home Emirate) had an influence on transformational leadership in UAE schools or not. ANOVA uses inferential statistics to draw conclusions about the population responses of the LPI from the sample statistics.

The second phase of the research consisted of semi-structured interviews with four principals and twelve teachers. The interviews were conducted after the survey in order to compliment the LPI, and to acquire additional information about the aforementioned research questions and variables. The sample for the interview component of the study was divided into two groups: (a) principals and (b) teachers (see Appendix E & F for the interview schedules). The researcher requested that the selected participants undertake a standardized open-ended interview on dates and times that
were mutually agreed upon. Each interview was recorded, transcribed, coded, and analysed. In addition, the researcher followed an iterative approach to the coding and analysis of the qualitative data. Essentially, this involved a process where the data was segregated, grouped, regrouped, and reordered in order to consolidate meaning and explanation prior to display (Patton, 1990).

In order to have a clear understanding of the perceptions of the principals and teachers in this instance, the analysis of the data were not combined. Data were analysed for each group through content analysis. The principal sample had four participants, whereas the teacher sample consisted of 12 participants. Each interview transcript was analysed for themes and patterns. Every unique response relevant to the research questions was coded. Codes that were related to each other were grouped into thematic categories.

NVIVO software aided in the analysis by providing storage and organization to the data collected from the participants. The researcher performed the actual analysis by manually examining each interview transcript. The analysis concluded with an integration of the results from both samples, reflecting the perceptions of the principals and teachers interviewed in this study.

3.11 Ethical Considerations

To ensure ethical academic inquiry and validity of responses, Marshall and Rossman (1995) claimed that informed consent should be secured from the participants. All participants were informed of the nature of the study and had the choice to participate or not. The participants were also made aware of any ethical considerations pertinent to the study and were provided with informed consent forms prior to
undertaking the survey and interviews (see Appendix G, H, I, & J). All materials used in the study would be confidential. In addition, all the respondents and interview informants remained anonymous throughout the entire study, while identifying information of the respondents was kept secure and separate from the other demographic data.

3.12 Summary of the Research Methodology

In this chapter, the research philosophy was established, the approach determined, and the method and methodology reviewed. Each of the steps of the research was chosen for a reason, and this chapter defined those reasons. A mixed-method research design was used in this study. Mixed-method research was the appropriate research method because it encouraged the use of multiple world views and paradigms, it is practical in the sense that it allowed the researcher to use all of the current methods possible to address a research problem, it combined both numerical data and words, as well as inductive and deductive thinking, and it allowed the researcher to collaborate across the adversarial relationship that sometimes exists between qualitative and quantitative research (Creswell & Plano Clark, 2007). It was also suggested that a mixed methods strategy provided a level of triangulation, complementarity, development, initiation, and expansion to the research that may have not been possible with a single (i.e., stand-alone) type of approach (Greene et al., 1989).

Despite the plethora of models of transformational leadership, there are very few proven or effective instruments that have been developed that can adequately measure leadership attributes in virtually any setting. One successful instrument that has been created, however, is Kouzes and Posner’s LPI and it was used in this particular study to
gauge teachers’ and principals’ opinions about the extent to which school leaders in the UAE are currently practicing transformational leadership, as well as the cultural appropriateness and applicability of this form of leadership in this unique Middle Eastern context. More specifically, the LPI was chosen because it has been shown to be both valid and reliable, it can be utilized in a foreign/international (i.e., non-Western) context, and additional LPI - Observer and LPI - Self research on various perceptions of leadership that focuses on gender and other select demographic differences is still needed in under-studied regions of the world such as the Middle East. For the qualitative component of the study, a semi-structured interview guide was prepared.

The quantitative data were analyzed using descriptive statistics and ANOVA. The qualitative data were analyzed through content analysis, with the aid of NVIVO software for the organization and storage of the qualitative interviews. The results for each of the components were integrated, providing the comprehensive results for the study. The next chapter contains the results of the study.
Chapter 4: Results

4.1 Chapter Introduction

The objective of this study was to determine the degree to which principals in the UAE practice transformational leadership for the purposes of bringing about change and innovation in addition to examining people’s overall acceptance of this type of leadership in this unique Middle Eastern context. Specifically, the study sought to answer the question of whether transformational leadership aligns with the leadership practices and views of principals in the UAE. Several themes emerged from the study. The first, and most dramatic, was the difference in perception of the leaders (principals) and those led (teachers). The average principal felt that he or she had a high rate of practicing transformational leadership in their school, while the average teacher felt the principals did not. More specifically, there was also a clash between what principals believed should be a top priority (e.g., modelling the way) and opinions by teachers, who in general felt that the principal in their school did not model the way. Similarly, the principals felt they inspired their teachers, while teachers felt they were inspired occasionally. Principals and teachers alike agreed that meetings were one of the key tools in trying to inspire others. When it came to working together in a shared vision, however, principals and teachers disagreed with principals believing they worked with teachers and teachers believing they were directed. Principals believed they challenged teachers; teachers believed they were forced to have ownership of problems. While principals felt they were open to suggestions, only one teacher felt that to be the case. Likewise, principals felt they strongly encouraged teachers, but the teachers felt the
opposite. Finally, the ANOVA showed that the response of principals did not vary according to the demographic, but for teachers it did across several domains of the LPI.

Although the research showed specific areas of similarities and differences, the overriding theme was that principals and teachers perceived the situation of leadership in quite different fashions. While principals believe they are practicing high levels of transformational leadership, teacher participants disagreed with the leaders’ self-assessment. This trend occurred in all the different components of transformational leadership, which included the model, inspire, challenge, enable, and encourage domains. These results will be further discussed with more depth in this chapter. The key to understanding the true level of transformational leadership in the studied population of UAE principals and teachers can be discovered in an analysis of the comments of both teachers and principals.

Chapter 4 examines the quantitative and qualitative results. The presentation of results will be based on the emergent themes from the results of the statistical analysis and semi-structured interviews. The chapter will be organized based on the domains of the LPI model of transformational leadership (i.e., model, inspire, challenge, enable, encourage) and the influence of different demographic variables (i.e., gender, age, level of experience, school where employed, residence status, etc.) on transformational leadership. While the general results are provided in this chapter, discussion of the findings is withheld until chapter 5. Chapter 4 ends with an integration of the quantitative and qualitative data.
4.2 Model Domain

The descriptive statistics showed that the mean responses of the principals on the six questions for the Model domain of the LPI range between 7.20 and 8.88 (see Table 15). The average response of the six questions for the model domain is 8.25. The values fall within the *usually* range, signifying that most principal respondents believed that they have a high rate of practicing the model domain within their schools.

Table 15. Descriptive Statistics of Principals’ Responses on Model Domain

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I set a personal example of what I expect of others.</td>
<td>26</td>
<td>7</td>
<td>10</td>
<td>8.85</td>
<td>1.008</td>
</tr>
<tr>
<td>I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.23</td>
<td>1.070</td>
</tr>
<tr>
<td>I follow through on the promises and commitments that I make.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.77</td>
<td>1.032</td>
</tr>
<tr>
<td>I ask for feedback on how my actions affect other people's performance.</td>
<td>25</td>
<td>5</td>
<td>10</td>
<td>7.20</td>
<td>1.633</td>
</tr>
<tr>
<td>I build consensus around a common set of values for running our organization.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>7.54</td>
<td>1.363</td>
</tr>
<tr>
<td>I am clear about my philosophy of leadership.</td>
<td>26</td>
<td>7</td>
<td>10</td>
<td>8.88</td>
<td>.952</td>
</tr>
<tr>
<td>Model the way</td>
<td>26</td>
<td>6.5</td>
<td>10</td>
<td>8.25</td>
<td>.95</td>
</tr>
<tr>
<td>Valid n (listwise)</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the other hand, the teacher respondents disagreed, often stating that the principals did not practice high rates of the model domain of the LPI model of transformational leadership. This is because the mean responses of the six questions
only have values ranging between 3.63 and 5.56 (see Table 16). This results in a lower average of 4.90, which falls between the *once in a while* and *occasionally* range as compared to the average response of the principals. The results showed that the principals believed they practiced higher rates of the model domain of the LPI, while the teachers observed that their principals did not practice high rates of the model domain.

Table 16. Descriptive Statistics of Teachers’ Responses on Model Domain

<table>
<thead>
<tr>
<th>Sets a personal example of what he/she expects of others.</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>5.26</td>
<td>2.233</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we agreed on.</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>5.23</td>
<td>2.034</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follows through on promises and commitments he/she makes.</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>5.44</td>
<td>2.141</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asks for feedback on how his/her actions affect other people’s performance.</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>3.63</td>
<td>2.178</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Builds consensus around a common set of values for running our organization.</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.36</td>
<td>2.156</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is clear about his/her philosophy of leadership.</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>5.56</td>
<td>2.284</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model the way</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.90</td>
<td>1.94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Valid n (listwise)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95</td>
</tr>
</tbody>
</table>

For the qualitative component of the study, the perceptions of principals and teachers in one of the components of transformational leadership – modelling the way, are presented. Four unique coding themes emerged from each of the samples of principals. Table 17 contains all the codes that emerged from the data.
The codes that emerged from the data included being the best at their job, showing good leadership, having accountability to the school, and getting results. By far, most responses indicated that being the best at the job was important. 75% of the principal respondents believed this was a significant criterion. Nine unique coding themes emerged from each of the samples of teachers. Table 18 contains all the codes that emerged from the data.

Table 17. Modelling the Way - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering experience</th>
<th>% of participants offering experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being the best at their job</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Good leadership</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Accountability to their school</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Results</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

Setting the best example to the teachers was how principals felt they modelled the way, based on one of the components of the LPI model of transformational leadership. For example, one participant focused on the presentation aspect of
professionalism. In the participant’s comments, a *kandura* is a traditional form of Arabic male clothing:

A nice pressed *kandura* every day. I wear a nice suit when I have to go to travel in Europe, America. I look good. I have nice cologne. I look good. It’s very important. You must look good. I expect my teachers also to wear nice, good clothes and students wear their uniform outfits every day with care. I arrive on time. I send e-mails. I keep on top of things. I have regular meetings and these sorts of things. I try to walk around and drop in from time-to-time to see what’s going on. I think all of these things are a good way to model professionalism.

Another participant echoed the same regard for professionalism:

I care about what I look like, and I expect people to be on time. I expect students to dress appropriately and I expect my staff to treat me with respect and be polite and talk appropriately and act appropriately according to Muslim rules in the educational environment.

According to the sample of teachers, principals modelled the way through expectations and setting examples. For example, one of the interviewees explained the significance of setting high expectations,

She always had high performance expectations. She did. She expected, you know she expected that. But I think where she lacked, let’s put it that way, is that she needed – I don’t know if she – sometimes, you know whether the principals are sometimes qualified enough sometimes to understand what it takes. For example, she may not have had enough knowledge about certain
subjects. Whether it’s math or science, et cetera, to understand – or even the methodologies of education, of how teachers are supposed to teach.

Another participant spoke about how a principal’s professional behaviour involves setting examples to the staff:

She models professionalism in the way she deals with staff, especially the aggressive or disrespectful ones. She always maintains professionalism and for the most part, she maintains it consistently and there has only been a couple instances where she has reacted emotionally or reacted prematurely to stressful situations that, I mean we are all human. So, she does a good job.

There were participants who described their principals as not professional; hence, they believed that they were not able to model the way. For instance, one participant shared the following:

I think what my principal does is actually bring down the level of professionalism. Because of the way he interacts with the workers, other people in the administration and leadership positions assume its okay to act the same way.

With regard to the applicability of modelling the way component of transformational leadership in the UAE, four unique codes emerged from the sample of principals. Table 19 contains all the codes that emerged from the sample of principals.
Table 19. Applicability of Modelling the Way - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Reforms</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Top-down approach</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Competitive</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

With regard to the applicability of modelling the way component of transformational leadership in the UAE, eight unique codes emerged from the sample of teachers. Table 20 contains all the codes that emerged from the sample of teachers.

Table 20. Applicability of Modelling the Way - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not implemented</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Excelling</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Needs qualifications</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Paradigm shift</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Not practiced consistently</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Racial stratification</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Management</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Two principals believed that modelling the way was based on professionalism, an attribute that is applicable in the UAE. For example, one participant said: “I really think you have to be a professional. Or no one will respect you. How can they respect you if you’re not professional.”

Another participant believed that modelling the way is applicable in the UAE because of the current reforms intended to improve leadership and efficiency:
The leaders here, they have to be good leaders, smart leaders. All of the companies, all of the government agencies, everything else is making reform, everything’s getting online, everything's getting more organized, more efficient. And as leaders, we have to be better leaders. We have to be leaders to inspire our workers, to be trusted by the workers and to motivate them to be the best they can be for the leaders.

The teacher sample provided several insights about the applicability of modelling the way in the UAE, which included the need for a paradigm shift, improved qualifications, and consistency. There were participants who reported that modelling the way was not practiced in the UAE. One interviewee shared why modelling the way is not practiced in the UAE:

They think everyone is always thinking about themselves, making sure that they keep their job so everyone is like, not helping each other but they're thinking, well this is what I have to do to keep my job. If I kind of make the other person look bad, then it secures my position.

4.3 Inspire Domain

The resulting descriptive statistics of the responses gathered from principals and teachers on the Inspire domain are summarized in Tables 21 and 22, respectively. The tables provide descriptive statistics that reveal the ways principals believe they inspire teachers, and reflect the teachers’ opinions on whether or not the principals are successful at inspire the teachers in their daily work. While the principals did not particularly feel they were successful at inspiring those they led, teachers were even clearer that they were not inspired.
Table 21. Descriptive Statistics of Principals’ Responses on Inspire Domain

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I talk about future trends that will influence how our work gets done.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>7.96</td>
<td>1.248</td>
</tr>
<tr>
<td>I describe a compelling image of what our future could be like.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>7.73</td>
<td>1.373</td>
</tr>
<tr>
<td>I appeal to others to share an exciting dream of the future.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>7.69</td>
<td>1.408</td>
</tr>
<tr>
<td>I show others how their long-term interests can be realized by enlisting in a common vision.</td>
<td>25</td>
<td>6</td>
<td>10</td>
<td>7.84</td>
<td>1.375</td>
</tr>
<tr>
<td>I paint the 'big picture' of what we aspire to accomplish.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>7.92</td>
<td>1.230</td>
</tr>
<tr>
<td>I speak with genuine conviction about the higher meaning and purpose of our work.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.46</td>
<td>1.029</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>26</td>
<td>6.17</td>
<td>10</td>
<td>7.93</td>
<td>1.17</td>
</tr>
<tr>
<td>Valid n (listwise)</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean response of the principals’ responses on the six questions for the inspire domain ranged between 7.69 and 8.46. Like the results of the model domain, the mean response of the six questions is also high, with a value of 7.93. This also falls within the usually range, signifying that a majority of the principal respondents believed that they had a high extent in practicing the inspire domain of the transformational leadership practices. On the other hand, the teacher respondents disagreed with the principals’ self-observation.
Table 22. Descriptive Statistics of Teachers’ Responses on Inspire Domain

<table>
<thead>
<tr>
<th>Description</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks about future trends that will influence how our work gets done.</td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>4.78</td>
<td>2.068</td>
</tr>
<tr>
<td>Describes a compelling image of what our future could be like.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.55</td>
<td>2.227</td>
</tr>
<tr>
<td>Appeals to others to share an exciting dream of the future.</td>
<td>95</td>
<td>1</td>
<td>10</td>
<td>4.63</td>
<td>2.227</td>
</tr>
<tr>
<td>Shows others how their long-term interests can be realized by enlisting in a common vision.</td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>4.89</td>
<td>2.181</td>
</tr>
<tr>
<td>Paints the “big picture” of what we aspire to accomplish.</td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>4.89</td>
<td>2.171</td>
</tr>
<tr>
<td>Speaks with genuine conviction about the higher meaning and purpose of our work.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>5.21</td>
<td>2.155</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.82</td>
<td>2.02</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>92</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the teacher’s assessment, the principals did not practice high levels of the inspire domain of the LPI. This is because the mean response of the six questions only has values ranging between 4.55 and 5.21. This has a low mean value of 4.82 which falls between the *once in a while* and *occasionally* range. Similar to the assessment in the model domain, the principals believed they practiced a higher extent of the inspire domain of LPI, but the teachers observed that their principals did not practice high levels of efficiency within the inspire domain.

The results of the qualitative data showed the perceptions of principals and teachers regarding inspiring a shared vision – a component of transformational
leadership. The results of the principal and teacher samples produced eight unique codes. Tables 23-24 contain all the codes that emerged from the data.

Table 23. Inspiring a Shared Vision - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher meetings</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Constant changes in development</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Goal towards success</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Structured</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Implementation</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Improvement</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Attentiveness</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Setting expectations</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 24. Inspiring a Shared Vision - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular meetings/lectures</td>
<td>8</td>
<td>67</td>
</tr>
<tr>
<td>Lacks conviction/ consistency</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>No vision shared</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Language barrier</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Short-term goals</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Compelled</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Intimidation/threat</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Professional development</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Most of the principals reported sharing and communicating their vision of the school through regular teacher meetings. One interviewee explained:

We have meetings and we talk about our goals and why it’s important and I try to give them support, but I think meetings is a good way we can talk and we can tell them what we want and then help them to join us.
Another interviewee used regular meetings to develop collaboration among the teachers to accomplish goals:

I encourage the teachers and each faculty department. They work together to develop a sound curriculum, to implement the government curriculum, to make modifications if necessary. I leave this up to them. But I expect them to work together to accomplish this to provide the best education possible for our students. So I think I do this in this way. I regularly tell them in meetings, e-mails – all these things, too, is good.

The majority of the teachers also believed that the principals in their school were able to communicate their vision through regular meetings and lectures. For instance, one participant shared the following:

She would have regular meetings. I remember having – she used to have the science group and the math group meet with her on a regular basis. And then she also would encourage them to – because I think the program also influenced her when she started seeing that, oh, we’re starting to tell her how professional development is very important to improve, she wanted to prove her point that we do that already.

Another participant echoed the same observation:

She was willing to go to all the meetings that ADEC required her to go. She presented at meetings that she was required to go to and she presented for the provider. She travelled out of the country to different conferences and things through that. So just by doing that she showed the way.
Some participants believed that the vision and implementation were not consistent and followed through. One participant explained:

He talks the talk but he doesn't - what he says to one group of people. It's different from another so then when they're trying to collaborate reaching whatever the common goal is, people don't really know what the common goal is because he's just been inconsistent in his message.

With regard to the applicability of inspiring a shared vision in the UAE, three unique codes emerged from the principal sample, whereas nine unique codes emerged from the teacher sample. Tables 25-26 contain all the codes that emerged from the data.

Table 25. Applicability of Shared Vision - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Future</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Western-based</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

Most of the principals believed that having a shared vision is applicable in the UAE. The principals emphasized the importance of working together to accomplish the vision of the school. For example, one participant said:

I think we need to see the vision that our leaders are giving us, we need to believe in the future and, of course, we need to help our employees to work together with us closely by understanding their needs and to help them, to give them anything that they so much need.
Another participant echoed the significance of working together as a team, with the principal serving as the leader:

We need to work together. Our society, this is very important: working together, collaboration. Of course, you need a leader. You need someone to lead, to be in charge, to direct but still very important for the people to come together for working.

Table 26. Applicability of Shared Vision - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the cultural dimension</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>New paradigm</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Reactionary</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Needs changes</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>No support given to teachers</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Inter-departmental applicability</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Forced implementation</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Depends on leadership</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

There was no clear consensus about the applicability of shared vision in the UAE based on the responses of the teachers. Some participants believed that having a shared vision is within the cultural dimension of the UAE. As one participant said:

They are applicable. They are applicable. Absolutely applicable. And, you know, it has nothing to do with culture, on the contrary, you know. They like – every school should have a vision mission and they like it. But they have to – it cannot be black and white; it has to be within their cultural dimensions, you know. There has to be a little bit give and take, you know. But they are definitely applicable.
Another participant also believed that having a shared vision is culturally applicable in the UAE:

I think that they are a product of their culture and seeing how things have been in the past and how open to changeability things are, that my particular principal would go along with it, but I think it was pretty clear that it was like, ‘Well, this is what we're doing today. But this could change tomorrow.’ So she seemed to be on that program.

Some participants believed that having a shared vision is not applicable in the UAE. Additionally, one participant explained that the tribal nature of the country would be a possible detriment to having a shared vision:

I think that many of the leadership and administrative concepts within the UAE are still very old. This country is only 40 years old, and it’s still very tribal. A lot of it is ego, a lot of it is saving face, a lot of it is telling the other person what to do. It’s segregated between tribes. So it’s not very effective.

4.4 Challenge Domain

The resulting descriptive statistics gathered through the responses of the principals and teachers on the Challenge domain are summarized in Tables 27 and 28. The mean response of the principals’ responses on the six questions for the challenge domain ranged between 7.19 and 8.15. Like the results of the model and inspire domains, the mean response of the six questions is also relatively high with a value of 7.19, indicating that the principals have a high frequency of practicing the challenge domain of transformational leadership.
Table 27. Descriptive Statistics of Principals' Response on Challenge Domain

<table>
<thead>
<tr>
<th>Description</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I seek out challenging opportunities that test my own skills and abilities.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.15</td>
<td>1.190</td>
</tr>
<tr>
<td>I challenge people to try out new and innovative ways to do their work.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>7.96</td>
<td>1.311</td>
</tr>
<tr>
<td>I search outside the formal boundaries of my organization for innovative ways to improve what we do.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>7.62</td>
<td>1.444</td>
</tr>
<tr>
<td>I ask &quot;What can we learn?&quot; when things don't go as expected.</td>
<td>25</td>
<td>5</td>
<td>10</td>
<td>7.60</td>
<td>1.472</td>
</tr>
<tr>
<td>I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.19</td>
<td>1.096</td>
</tr>
<tr>
<td>I experiment and take risks, even when there is a chance of failure.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>7.19</td>
<td>1.650</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>7.78</td>
<td>1.23</td>
</tr>
<tr>
<td>Valid n (listwise)</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean response falls within the *fairly often* range, signifying that most principal respondents believed that they had a high level of efficiency in practicing the challenge domain of the transformational leadership practices. On the other hand, the teacher respondents also disagreed with the principals’ self-observation. Based on their assessment, the principals did not practice high levels of efficiency in the challenge domain of the LPI. This is because the mean response of the six questions only has values ranging between 3.88 and 5.25. This has a low mean value of 4.51, which falls between the *once in a while* and *occasionally* range. Similar to the assessment in the model and inspire domain, the principals believed that they practiced high levels of
efficiency in the challenge domain of the LPI, but the teachers observed that their principals did not practice it efficiently.

Table 28. Descriptive Statistics of Teachers' Responses on Challenge Domain

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks out challenging opportunities that test his/her own skills and abilities.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.33</td>
<td>2.331</td>
</tr>
<tr>
<td>Challenges people to try out new and innovative ways to do their work.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.84</td>
<td>2.168</td>
</tr>
<tr>
<td>Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.55</td>
<td>2.296</td>
</tr>
<tr>
<td>Asks “What can we learn?” when things don’t go as expected.</td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>4.17</td>
<td>2.204</td>
</tr>
<tr>
<td>Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>5.25</td>
<td>2.151</td>
</tr>
<tr>
<td>Experiments and takes risks, even when there is a chance of failure.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>3.88</td>
<td>2.247</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.51</td>
<td>2.09</td>
</tr>
<tr>
<td>Valid n (listwise)</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of qualitative component of the study showed the perceptions of principals and teachers on challenging the process - a component of transformational leadership. Eight unique codes emerged from the sample of principals and ten unique codes emerged from the sample of teachers. Tables 29 - 30 contain all the codes that emerged from the data.
Table 29. Challenging the Process - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Accountability</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Setting good example</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Results</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Responsibility</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Different styles</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Autonomy</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Observations</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

The principals in the study offered several ways of challenging the process, such as professional development, accountability, setting a good example, and results. One participant said: “I’m always telling the teachers to learn new things and do professional development. We give them time to do that.” Another participant spoke about engaging in professional development to challenge and improve the conditions of the school:

Everyone in the school, we're taking workshops and we all have professional development every week. Before, we never had this. But every week every teacher must come to professional development. Some of it is for pedagogy, but also some for individual skills for computers and information technology and things like this. Also, they are providing us with classes on some leadership and other things like this.

Several participants spoke about accountability and producing results. For example, one interviewee explained the following:

I let them do what they have to do, and I expect them to do it well. And they have full ownership of their work until they don’t do it properly and then they're reprimanded for it. The teacher is responsible for what happens in their
classroom. I have nothing to do with what happens and the result of their practices and their impact on the students. They're responsible for the results.

Another participant echoed the same belief about ownership, but showing results:

I expect teachers to take ownership of their work. Really, I only want the best teachers working. If I must tell them what to do, how to do, what good is this? These teachers must know how to teach. They must know what to do in the classroom. This is how it goes. This is how it should be. So I encourage. I tell them to take ownership – to be autonomous – even to do their own thing. But I expect results. I expect the best because this very important – must have good results on scores, tests, all of these things.

Table 30. Challenging the Process - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forced ownership</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Recognition/feedback</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Controlled freedom</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Authoritative</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Superficial</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Observations</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Extra classes</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Accountability</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Motivation</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Teacher evaluation</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Many of the teachers described challenging the process as forced ownership of responsibility without leadership. For instance, one participant explained:

He didn’t encourage, I think he kind of just – he was like well, you're the teacher, so you have ownership because you're the teacher. So I guess by default
he accepted that we had ownership of the class, but there was no encouraging as far as to take ownership.

An additional participant spoke how lack of guidance led to ownership of responsibilities, “Sometimes a lack of guidance sometimes causes the individual themselves to them step up and take charge of their own situation. And I think in that circumstance we’ve had to do so.”

A number of participants also noted that recognition and feedback were ways in which leaders challenged the process. For instance, one interviewee suggested:

She did recognize a lot of teachers. For example if she asked the science group to do a – you know go for this project, or if the Minister of Education was running like a district-wide project, she wanted to make sure that her teachers were number one, you know. Or the projects that went out, they were number one. In that particular case she was very encouraging. And if they did win, of course she would definitely recognize them. She was very, very adamant about recognizing them. And the teachers were very proud, you know. And that encouraged them even further.

With regard to the applicability of challenging the process in the UAE, three unique codes emerged from the principal sample, whereas nine unique codes emerged from the teacher sample. Tables 31 -32 contain all the codes that emerged from the data.

Table 31. Applicability of Challenging the Process - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Assessment</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Top-down approach</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>
Two of the principals emphasized the relevance of challenging the process because of the importance the principals placed on seeing results in the work of their teachers. For instance, one participant explained about the challenge of letting teachers be responsible for their own work, but holding them accountable in producing results:

It’s very important in UAE. The teacher must teach. The leader, he must lead. He has other responsibilities. The teachers are in charge of this classroom. I have different responsibilities. I cannot watch them every day. If a teacher’s being lazy, teacher’s not working, that’s not good. It’s not good. So it’s very important. A teacher has a very important role in Muslim – in Arabic culture. It’s even in the Koran this is written. Ultimately, I give a lot of credit to my teachers. I give them a lot of responsibility. But I expect them to do the best, to have good results – good results important.

Table 32. Applicability of Challenging the Process - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes time</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Authority-based</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Autonomy</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Enhancement</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Not implemented</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Mixed signals</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Existing</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Resources</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Some teachers believed that it may take some time for challenging the process to work within the UAE context, while others explained why challenging the process, particularly in terms of autonomy, is currently not appropriate in the UAE context. For example, one participant suggested the following:
Our sense of the word autonomy – okay, no, it’s not – I don’t think it would be very effective. I don’t think that the people here are necessarily ready for that type of independence. They’re still learning to be teachers and the whole learning scenario is not established even. I think they still are in a place where they need to be – I don’t know – they’re not ready to be autonomous yet maybe. I don’t know, but anyway I don’t know that most leaders here don’t challenge teachers very much to be like that I’d say. Maybe – but that’s why, I don’t know.

Another participant spoke about the authority-based culture of the UAE, making challenging the process a difficult practice:

The power, the culture, even because we are in a Muslim country there are certain - people like highly regarded people who are highly educated therefore they give them all the power. And to question that authority goes against the grain. So if you question, like westerners, they tend to question. Not because they want a challenge in the sense of like, do you know your stuff but challenged to kind of push forward to make things better to enhance it, that’s what I think.

4.5 Enable Domain

The resulting descriptive statistics of the response of the principals and teachers on the Enable domain are summarized in Table 33 and 34, respectively. The mean response of the principals’ responses on the six questions for the challenge domain ranged between 7.19 and 9.12.
Table 33. Descriptive Statistics of Principals' Responses on Enable Domain

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I develop cooperative relationships among the people I work with.</td>
<td>26</td>
<td>7</td>
<td>10</td>
<td>8.81</td>
<td>.981</td>
</tr>
<tr>
<td>I actively listen to diverse points of view.</td>
<td>25</td>
<td>5</td>
<td>10</td>
<td>7.64</td>
<td>1.381</td>
</tr>
<tr>
<td>I treat others with dignity and respect.</td>
<td>26</td>
<td>7</td>
<td>10</td>
<td>9.12</td>
<td>.816</td>
</tr>
<tr>
<td>I support the decisions that people make on their own.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>7.19</td>
<td>1.575</td>
</tr>
<tr>
<td>I give people a great deal of freedom and choice in deciding how to do their work.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>7.50</td>
<td>1.304</td>
</tr>
<tr>
<td>I ensure that people grow in their jobs by learning new skills and developing themselves.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>7.96</td>
<td>1.280</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>26</td>
<td>6.5</td>
<td>10</td>
<td>8.05</td>
<td>1.01</td>
</tr>
</tbody>
</table>

Valid n (listwise) 25

Like the results of the model, inspire, and challenge domains, the mean response of the six questions was also high, with a value of 8.05, which indicated that the principals have a self-perceived high level of efficiency within the enable domain of the LPI. The mean response fell within the usually range, signifying that a majority of the principal respondents believed that they had a high level of efficiency in the enable domain of the transformational leadership model. On the other hand, the teacher respondents also disagreed with the principals’ self-observation.
Table 34. Descriptive Statistics of Teachers' Responses on Enable Domain

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops cooperative relationships among the people he/she works with.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>5.36</td>
<td>2.260</td>
</tr>
<tr>
<td>Actively listens to diverse points of view</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.15</td>
<td>2.123</td>
</tr>
<tr>
<td>Treats others with dignity and respect</td>
<td>95</td>
<td>1</td>
<td>10</td>
<td>6.14</td>
<td>1.944</td>
</tr>
<tr>
<td>Supports the decisions that people make on their own</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>3.90</td>
<td>2.243</td>
</tr>
<tr>
<td>Gives people a great deal of freedom and choice in deciding how to do their work.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.33</td>
<td>2.159</td>
</tr>
<tr>
<td>Ensures that people grow in their jobs by learning new skills and developing themselves.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.96</td>
<td>2.174</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.79</td>
<td>1.92</td>
</tr>
<tr>
<td>Valid n (listwise)</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the teachers’ assessment, the principals did not practice high levels of efficiency within the enable domain of the LPI. This is because the mean response of the six questions only had values ranging between 3.90 and 6.14. This has a low mean value of 4.79, which falls between the lower frequency ranges of *once in a while* and *occasionally*. Similar to the assessments in the model, inspire, and challenge domains, the principals believed that they practiced higher levels of efficiency for the enable domain of LPI than the teachers could verify.

With respect to the results of the qualitative component of the study, fifteen unique codes emerged from the principal sample, whereas 13 unique codes emerged from the teacher sample in regards to the enable domain of the LPI. Tables 35-36 contain all the codes that emerged from the data.
Table 35. Enabling Others to Act - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to suggestions</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>No ownership</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Culture-based</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Committees</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Interests/strengths</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Accountability</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Socialization</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Meetings</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Family</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Collaboration</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Support</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Trust</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Extra-curricular activities</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Curriculum</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Respect</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

The principals in the study provided several examples how they enable teachers to act, which is one of the components of transformational leadership. For example, one participant spoke about being open to suggestions from the ideas of teachers:

I always encourage the teachers to ask questions, to share their opinions. I like to talk to them all the time to find out what we need, what we need to change. Last year we put in the box for the suggestions asking teachers to write in when they see something that can be fixed, and so far it is very good. We have very many good ideas, good ideas.

Another participant spoke about the importance of respect in relation to developing a relationship with teachers:

Well, respect is important. They respect me; I respect them. They must respect the boss, of course. Sure, it’s important. You have to have a hierarchal structure
in organizations. But it is a two-way street. I listen. I’m open. My door is always open. I love to sit and have tea and chat with my teachers. Sometimes we have lunch – oh, very nice. We have meat and rice – very, very nice. Sometimes staff meetings are very good. I think these are some things that I do.

Table 36. Enabling Others to Act - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Meetings</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Freedom</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>No encouragement</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Competition</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Team building/relationship</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Open to suggestions</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Consensus</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Not implemented</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Intimidation</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Mandated by the board</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Motivation</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Hierarchical</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Many of the teachers believed that principals were able to enable others to act through collaboration. For example, one participant shared the following:

We are encouraged to work by grade level so all of the grade twelve teachers would work together to plan a unified lesson plan that everybody will work off of and we also have to have the same quiz. So, that involves a collaborative effort on lesson planning and quiz making weekly.

Another participant also cited collaboration, but believed that collaboration was not practiced in a positive way:

I suppose the collaboration in my workplace would be often just for sub duties and things like that. Like our expectations – expectations of us to cover each
other’s classes and do a variety of different proctoring duties, testing duties, testing administration duties, supervisory duties, field trip duties and you know like extra-curricular expectations that are really beyond a lot of the times, like the scope and even skills of the staff that are there is expected. And it’s often not done in a voluntary way, it’s done in a mandated way that is not necessarily respected or appreciated by the staff. So the collaboration exists, but not in a – it’s not again done in a very positive sense.

Other participants cited meetings, freedom, and competition as ways in which principals enabled teachers to act. There were participants who believed that no encouragement was extended to the teachers with regarding to enabling to act.

With respect to the applicability of enabling others to act in the UAE, three unique codes emerged from the principal sample, whereas five codes emerged from the teacher sample. Tables 37 - 38 contain all the codes that emerged from the data.

Table 37. Applicability of Enabling Others to Act - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transactional relationship</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Expert from other countries</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Collaboration</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

Two principals described enabling teachers to act in transactional terms. For example, one participant explained how enabling others to act applies in the UAE, “As long as people do what they’re told, they I think that everything will work out all right. If they don’t, then there are consequences for this.” In another instance, a different
participant explained the context of the UAE and how the transactional relationship between the principal and teachers operates:

I think this is a different system than we use here; and the system we use here works very well. We have the people who are in charge and the people who do the work. We pay them to do the work, and we expect them to do the work.

Table 38. Applicability of Enabling Others to Act - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not implemented</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Exists in the culture</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Needs training/improvement</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Different cultural context</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Gradual implementation</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Some teachers believed that enabling others to act is generally not implemented in the UAE, whereas others believed that leadership behaviours that enable others to act are inherent in the UAE. Some training may be needed to fully integrate enabling others to act into the leadership culture. For instance, one interviewee believed that enabling others to act is applicable in the UAE, but education and time are needed:

I believe personally, that they are applicable. Like I said before, I stand firm by that decision because they’re not something completely foreign to this region. You know these are things that can be done, it’s just that people need to be trained. You know if you’ve done something, you’ve been conditioned to do something without focusing on these aspects all this time, it’s difficult to just see change overnight. With time and education and communication, training the principals, more workshops, making sure that everybody has valid education, I
am 100% sure that these things can be applicable. It’s not something foreign; it’s not something, oh, it’s a Western thing or it’s an American or a Canadian thing.

4.6 Encourage Domain

The resulting descriptive statistics gathered from the responses of the principals and teachers on the Encourage domain are summarized in Table 39 and 40 respectively. The mean responses of the principals on the six questions for the challenge domain ranged between 7.92 and 8.42. As with the results of the model, inspire, challenge, and enable domains, the mean response of the six questions was also high, with a value of 8.15.

This indicated that the principals had a self-perceived high frequency of practicing the encourage domain of transformational leadership. The mean response fell within the usually range, signifying that most of the principal respondents believed that they have a high level of efficiency within the encourage domain of transformational leadership. On the other hand, the teacher respondents also disagreed with the principals’ self-observation. Based on their assessment, the principals did not practice high levels of efficiency within the enable domain of the LPI. This is because the mean response of the six questions showed comparatively low values ranging between 4.74 and 5.14. This has a low mean value of 4.94, which fell within the lower frequency range of occasionally. Much like the assessment in the model, inspire, challenge and enable domains, the principals believed they practiced higher levels of efficiency within the encourage domain of the LPI than the teachers could verify.
Table 39. Descriptive Statistics of Principals' Responses on Encourage Domain

<table>
<thead>
<tr>
<th>Item</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I praise people for a job well done.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.38</td>
<td>1.203</td>
</tr>
<tr>
<td>I make it a point to let people know about my confidence in their abilities.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.23</td>
<td>1.275</td>
</tr>
<tr>
<td>I make sure that people are creatively rewarded for their contributions to the success of our projects.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>7.92</td>
<td>1.294</td>
</tr>
<tr>
<td>I publicly recognize people who exemplify commitment to shared values.</td>
<td>26</td>
<td>5</td>
<td>10</td>
<td>8.00</td>
<td>1.265</td>
</tr>
<tr>
<td>I find ways to celebrate accomplishments.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>7.96</td>
<td>1.216</td>
</tr>
<tr>
<td>I give the members of the team lots of appreciation and support for their contributions.</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.42</td>
<td>1.027</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>8.15</td>
<td>1.11</td>
</tr>
<tr>
<td>Valid n (listwise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 40. Descriptive Statistics of Teachers' Responses on Encourage Domain

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praises people for a job well done.</td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>5.14</td>
<td>2.086</td>
</tr>
<tr>
<td>Makes it a point to let people know about his/her confidence in</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.84</td>
<td>2.187</td>
</tr>
<tr>
<td>their abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes sure that people are creatively rewarded for their</td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>4.80</td>
<td>2.145</td>
</tr>
<tr>
<td>contributions to the success of projects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publicly recognizes people who exemplify commitment to shared</td>
<td>96</td>
<td>1</td>
<td>10</td>
<td>5.04</td>
<td>2.107</td>
</tr>
<tr>
<td>values.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finds ways to celebrate accomplishments.</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.74</td>
<td>2.053</td>
</tr>
<tr>
<td>Gives the members of the team lots of appreciation and support</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>5.12</td>
<td>2.223</td>
</tr>
<tr>
<td>for their contributions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>97</td>
<td>1</td>
<td>10</td>
<td>4.94</td>
<td>2.03</td>
</tr>
<tr>
<td>Valid n (listwise)</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the qualitative component of the study showed the perceptions of principals on one of the components of transformational leadership, encouraging the heart. Five unique codes emerged from the principal sample, whereas 11 unique codes emerged from the teacher sample. Tables 41 - 42 contain all the codes that emerged from the data.

The principals in the study encouraged the hearts of the teachers by recognizing their success through parties or ceremonies. For example, one participant shared the following: “We have parties for students. We celebrate when teachers, children graduate school; or when students are graduating, we have many parties. We have many lunches and dinners, and we give awards also to students and teachers.”
Table 41. Encouraging the Heart - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parties/Ceremonies</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Treating as family</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Providing excellent services</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Communication</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Incentives</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

Another participant also spoke about giving parties and personally congratulating teachers, who performed well:

> We have celebration for something good. I acknowledge it. I always e-mail if I hear someone does something very good – they complete some good schooling education, degree, maybe publish something or they do something innovative. I will send an e-mail around to the staff. I will congratulate them often personally if I can. I think it’s good.

An additional way of encouraging the heart of teachers is by treating subordinates as part of the family. One participant explained the following:

> The best way is to be friends and to see all your teachers like family. You get to know them, you spend time with them, you try to eat with them sometimes, don't only eat in your office with the door closed. Sometimes you have to see the teachers and sit down and really listen to them and to encourage them and tell them how much you believe in them.

One more participant also spoke about treating the teachers as family as a way to encourage the heart:
We’re like a family. We take care of each other. If someone needs help, I help them. If I need something, I ask them; and they will do it. And the students are all very happy. The parents are very happy, and the teachers are very happy.

Table 42. Encouraging the Heart – Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parties/ceremonies</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Private congratulations</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>No encouragement</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Team empowerment</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Family</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>After-school activities</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Politics</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Inconsistent</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Intimidation</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Daily interaction</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Personal email</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Similar to the principals, the majority of the teachers cited ceremonies and parties intended to recognize the success of teachers and students as a way to encourage the heart of subordinates. One interviewee said the following:

She did that a lot. At the end of each week, there would be like an assembly after school, and there would be certificates. There would be the best student, the best teacher this week. There would always be things at the end of the year or semesters.

Another participant offered the same observation about the use of celebrations to encourage the heart of the staff:

There was always some sort of celebration going on for students and for staff, for faculty, for the cleaners. There was something. It was just kind of funny
because the one big celebration they had for the cleaners involved confetti guns, which blew confetti all over the building, which the cleaners then had to clean up. We really appreciate you, here's more work.

With regard to the applicability of encouraging the heart in the UAE, five unique codes emerged from the principal sample, whereas nine unique codes became known from the teacher sample. Tables 43 - 44 contain all the codes that emerged from the data.

Table 43. Applicability of Encouraging the Heart - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast-paced world</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Good ideas</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Present</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Motivation</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Feels good about work</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 44. Applicability of Encouraging the Heart - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex coordination</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Not implemented</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Qualifications</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Closed doors</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Selected groups</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Role model</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Needs changes</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Working hard for success</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Unprepared culture</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

The principals in the study provided several issues relevant to the applicability of encouraging the heart in the UAE. For example, one participant spoke about the fast-paced nature of the world, “We're a changing country, so we need to move fast with
good leaders and we need to have good ideas and to let everyone know that we’re all working together and that we're building a country.” Another participant believed that encouraging the heart is important in the UAE because it brings success to the school:

Must have positive work culture, must have positive environment to breed success. I think very important, very important. You can’t have negative culture, negative environment to breed success. You need positivity. Motivation is important – for motivation, I should say.

Moreover, an additional participant spoke about the need for the leadership qualities entailed in encouraging the heart because innovation raises the standards:

We’re already changing and trying to be as innovative as possible by bringing in teachers from foreign contracts and tailoring the education system and improving the education system by watching standards.

There was an acknowledgement that encouragement of the heart as a leadership practice involves complex coordination. For example, one interviewee explained:

With the separation of all the different nationalities, cultures, religions, all intercepting, I think it is a tough thing to speak to such a wide variety of moral boosting incentive meeting kind of public. I don’t know, I think it would take an exceptionally well faceted person to be able to coordinate that.

Another participant provided a similar explanation about the need to make several groups to work together:

I think they all need to be on board. It’s not one teacher or one principal or this person. It’s got to be a team, and there’s got to be support and communication
and respect and consistency from the top down and understanding and so many of those facets.

4.7 Integrated Transformational Leadership Components.

Aside from the descriptive statistics of each of the six questions per LPI domain, the descriptive statistics of the total scores per domain were also obtained. The total score is obtained by summing the ratings of the six statements of the five leadership practices. The score for each domain practice can range from high of 60 to a low of 6. Higher scores indicated a higher frequency of practice, which in turn indicated that UAE school principals’ leadership approaches aligned with conceptualizations of transformational leadership. The total scores of the both the principal and teacher responses were obtained and analysed separately. These are summarized in Table 45 and 46, respectively.

Table 45. Total Scores of Principals' Responses on Transformational Leadership

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model the way</strong></td>
<td>26</td>
<td>39</td>
<td>60</td>
<td>49.1923</td>
<td>5.7967</td>
<td>.331</td>
<td>.456</td>
</tr>
<tr>
<td><strong>Inspire a Shared Vision</strong></td>
<td>26</td>
<td>33</td>
<td>60</td>
<td>47.3077</td>
<td>7.4123</td>
<td>.152</td>
<td>.456</td>
</tr>
<tr>
<td><strong>Challenge the process</strong></td>
<td>26</td>
<td>36</td>
<td>60</td>
<td>46.4231</td>
<td>7.6534</td>
<td>.388</td>
<td>.456</td>
</tr>
<tr>
<td><strong>Enable others to act</strong></td>
<td>26</td>
<td>39</td>
<td>60</td>
<td>47.9231</td>
<td>6.0062</td>
<td>.640</td>
<td>.456</td>
</tr>
<tr>
<td><strong>Encourage the Heart</strong></td>
<td>26</td>
<td>36</td>
<td>60</td>
<td>48.9231</td>
<td>6.6809</td>
<td>-.112</td>
<td>.456</td>
</tr>
<tr>
<td><strong>Valid n (listwise)</strong></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 45 shows the descriptive statistics of the total domain score for the principals’ responses. It can be seen that the mean total scores for each domain are not far apart, ranging between 46.42 and 49.19. This indicates that the principal respondents believed that they have a balanced practice of each of the dimensions of transformational leadership model. At the same time, the six total scores are considered
to be high, since it is in the upper range of the 1 to 60 range of possible scores. This also indicates that the principals’ self-report of their leadership style conforms to the criteria of transformational leadership. This is based on the analysis of the mean total scores for each domain.

Table 46. Total Scores of Teachers’ Responses on Transformational Leadership

<table>
<thead>
<tr>
<th>Domain</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>97</td>
<td>4</td>
<td>60</td>
<td>29.3194</td>
<td>11.6284</td>
<td>-.063</td>
<td>.245</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>97</td>
<td>6</td>
<td>60</td>
<td>28.6907</td>
<td>12.0635</td>
<td>-.063</td>
<td>.245</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>97</td>
<td>6</td>
<td>60</td>
<td>26.9588</td>
<td>12.4440</td>
<td>.267</td>
<td>.245</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>97</td>
<td>6</td>
<td>60</td>
<td>28.7113</td>
<td>11.5641</td>
<td>.048</td>
<td>.245</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>97</td>
<td>6</td>
<td>60</td>
<td>29.5258</td>
<td>12.2433</td>
<td>-.127</td>
<td>.245</td>
</tr>
<tr>
<td>Valid n (listwise)</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the other hand, the descriptive statistics of the total scores of the teacher responses are summarized in Table 46. The statistics showed that the mean total scores for each domain were within the lower range of the possible 1 to 60. The domain total scores ranged between 26.9588 and 29.5258, which are near the midpoint of 30. This implies that the teachers’ perception of their principals’ practice in transformational leadership was in the occasional range. Like the earlier analysis, the total scores of the principals’ self-observation of their own leadership styles were different than the teachers’ observation on their principals’ practice of transformational leadership. The principals viewed themselves as maintaining high levels of efficiency of transformational leadership; however, the teachers did not share this observation. Thus, it can be said that the response of the principals and teachers did not agree.

The results of the qualitative component of the study showed the perceived applicability of transformational leadership in the UAE. Two unique codes emerged
from the principal sample, whereas eight unique codes emerged from the teacher sample. Tables 47 and 48 contain all the codes that emerged from the data.

Table 47. Applicability of Transformational Leadership - Principals

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptation</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Hierarchical</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

All of the principals believed that transformational leadership can be applied in the UAE, with certain modifications to be applicable in the cultural context of the country. For instance, one participant said:

I think of course we have to see this is the new way, and of course the new way is the best way that you must use in the present time because if you only stick to the old way, the other place, they will move faster than you. And the UAE, we want to be the leader in all things.

Another participant believed that some of the components of transformational leadership are already present in the UAE; however, some of the aspects of transformational leadership may take time to be accepted:

I think many of the things you mentioned we already have, and the things that we don’t have we don’t really need all of them. I like that the students are learning English and that they are learning from native speakers. This is always good, but I think that many of the things are too difficult for the students that we are asked to teach them. And I think they are trying to change things too quickly, and they are not allowing us to do our job.
Additionally, one participant believed that the components of transformational leadership are not applicable in the UAE, but in time, transformational leadership will be adopted in the country’s school system:

We have some difficulties sometimes with shared decision-making. This is something new to my society. This is not a democracy in this country. This kind of thinking is new here. We have what we call very high-power distance in this country, very high-uncertainty avoidance. We are sometimes afraid of initiating change without knowing the repercussions – also, worried sometimes about sharing power. But it’s coming in time.

Table 48. Applicability of Transformational Leadership - Teachers

<table>
<thead>
<tr>
<th>Codes</th>
<th># of participants offering this experience</th>
<th>% of participants offering this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate with modifications</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Culture sensitive</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Long-term commitment</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>No cultural constraints</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Convincing the population</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Power sharing</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Applicable</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Dependent on area</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

The teachers in the study provided several opinions regarding the applicability of transformational leadership in UAE. Some participants believed that transformational leadership can be appropriate with modifications. For example, one participant spoke about maintaining balance to make transformational leadership applicable in UAE:

You know I always believe in balance, you know. Where you take a little bit – you know like I said before, it’s not something black and white. You have to be – you have to take into consideration that people’s lives here, personal lives are
not the same as in the West. So for example what we might expect of students to
do in a classroom as teachers for example. Or what the principal even might
expect them to do, they might not be able – they might not be allowed to do. For
example if the principal wants to send them on a trip somewhere, and the
parents say no, you’re not allowed to go. There you – that cuts on the ambitions
and the creativity. So I think there needs to be some kind of balance between the
two, to be honest with you, in order to pursue something like that.

Other teachers recognized that transformational leadership may not be appropriate in
the UAE given the differences in culture between the UAE and the West. For instance,
one interviewee suggested:

[B]ecause the UAE context has, because of culture, culture kind of dictates what
happens and these guys, they don't speak Arabic nor have they been aware of the
Arabic culture. So here, they're trying to fit, let's say they're a peg trying to fit
into something that's square looking, like a round, whatever that end is, trying to
fit it into something that's square, and it's not. So what they have to do is try to
reinvent, not reinvent but just make some adjustments to take into consideration.
How do the Arab people learn, and what do they value, and their hierarchies and
work within that?

Alternatively, some participants believed that adopting transformational leadership will
require a long-term commitment to be successful. As one participant indicated:

Every time that people have tried to do reforms their education before lasted a
short period of time because people were offended before they saw the benefit.
That is basically an attempt. But, as time goes on the country knows more and
more that it is important. They have to figure out how to reform things. So, they may be more willing to tolerate a little bit of the offense.

### 4.8 Influence of Demographics on Transformational Leadership

One way ANOVA was conducted to statistically test the significant differences of the ratings in the LPI instrument among the classified groups of gender, years of teaching or leadership experience, school type, and residential status. ANOVA analysis was conducted on the results gathered from both the teacher and principal respondents because one of the objectives of the study was to examine if any demographic variables were significantly different in their relationship to teachers’ (followers) perceptions on transformational leadership practices, as well as principals’ (self) perceptions on their own leadership practices in UAE schools. The ANOVA results are presented in tables 49 and 50.

This analysis will determine if the survey responses of the classified respondent groups vary. One-way ANOVA is employed to test the difference between the mean responses among the two or more groups using the $f$ statistic. Statistical testing is conducted using a 5% level of significance. The hypothesis that mean responses do not differ is rejected once the probability value of the $f$ statistics is less than or equal to the level of the significance value. This would imply that the responses of distinct gender, years of teaching or leadership experience, school type, and residential status groups vary significantly, which would, in turn, imply that demographic information influences perceptions about transformational leadership, as well as the actual practice of transformational leadership in UAE schools. One-way ANOVA was conducted to compare the responses of all the question items of the survey.
Prior to conducting an ANOVA analysis, preliminary screening of the data was conducted to ensure the integrity of the findings from the analysis, and also to establish if the sample data followed the required assumptions of the ANOVA test. First, univariate normality testing of the data was conducted through the skewness of the data (as summarized previously in Tables 45 and 46). Skewness statistics greater than three would indicate non-normality (Kline, 2005). Upon observation of the skewness of each study variable, all results fell within the criteria established by Kline (2005). The skew values of the principal responses on each transformational leadership model domain were between -0.112 and 0.640, while the skew values of the teacher responses on each transformational leadership model domain were between -0.127 and 0.267. This indicated that all the data representing the study variables were normally distributed.

In addition, the other assumptions of the univariate ANOVA analysis were also satisfied as the independent variables of the demographic information each had two or more categorical independent groups. For instance, the gender variable had two distinct groups of male and female. A comparison of different demographic groups is essential in order to determine significant influence of the demographic information to the transformational leadership in UAE schools. Since the assumptions of the ANOVA test were satisfied, the integrity of the results of the ANOVA analysis was maintained. Thus, it was now possible to use the ANOVA test to determine whether or not the demographic variables, such as gender, years of teaching or leadership experience, school type, and residential status influenced transformational leadership in UAE schools.
Tables 49 and 50 summarize the ANOVA results to determine the influence of gender to the different domains of transformational leadership. Table 49 contains the results for the principals, whereas Table 50 contains the results for the teachers.

Table 49. Gender Influence to Transformational Leadership - Principals

<table>
<thead>
<tr>
<th>ANOVA Results</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>.697</td>
<td>.412</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>.864</td>
<td>.362</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>.768</td>
<td>.390</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>1.272</td>
<td>.271</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>1.018</td>
<td>.323</td>
</tr>
</tbody>
</table>

Table 49 summarizes the ANOVA results of the principal sample to determine the influence of gender to the different domains of transformational leadership in the principals’ responses. All the ANOVA results of the influence of gender to each domain of transformational leader are greater than the level of significance value of 0.05. This implies the insignificance of the statistics. The results suggested that the five transformational leadership domains of the principals do not differ when the gender of the principals varies. Gender does not have any influence to the transformational leadership principals’ responses. The statistics failed to reject the hypothesis that the mean responses on transformational leadership of the different gender groups do not differ.

Table 50. Gender Influence to Transformational Leadership - Teachers

<table>
<thead>
<tr>
<th>ANOVA Results</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>4.901</td>
<td>.029</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>3.404</td>
<td>.068</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>7.738</td>
<td>.007</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>1.482</td>
<td>.226</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>1.366</td>
<td>.245</td>
</tr>
</tbody>
</table>
In terms of the difference of the teacher’s survey responses between genders, it can be observed from the Table 50 that only the ANOVA probability values (sig.) of the model domain (0.029) and challenge domain (.007) are lesser than the level of significance value of 0.05. This implies the significance of the statistics. The statistics were able to reject the hypothesis that the mean responses of the different gender groups do not differ for these two domains. The responses on the model and challenge domain differed by gender difference. Gender influences these two aspects of transformational leadership only. The other domains were not influenced by gender.

Tables 51 and 52 summarize the ANOVA results to determine the influence of leadership experience to the different domains of transformational leadership. Table 51 contains the results for the principals, whereas Table 52 contains the results for the teachers.

**Table 51. Leadership Yrs. Influence to Transformational Leadership - Principals**

<table>
<thead>
<tr>
<th>Model the way</th>
<th>Between Groups</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspire a Shared Vision</td>
<td>Between Groups</td>
<td>.645</td>
<td>.594</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>Between Groups</td>
<td>.312</td>
<td>.816</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>Between Groups</td>
<td>.244</td>
<td>.864</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>Between Groups</td>
<td>1.318</td>
<td>.294</td>
</tr>
</tbody>
</table>

All the ANOVA results for the principal sample indicate that the influence of leadership experience to each domain of transformational leadership is greater than the level of significance value of 0.05. This also implies the insignificance of the statistics. The results suggested that the five transformational leadership domains of the principals do not differ when the years of leadership experience varies. Years of leadership experience does not have any influence to the transformational leadership principals’ responses. The statistics failed to reject the hypothesis that the mean responses on
transformational leadership of the different leadership experience groups do not differ. Leadership experience does not influence transformational leadership behaviour based on the principals’ responses.

Table 52. Teaching Yrs Influence to Transformation Leadership - Teachers

<table>
<thead>
<tr>
<th>ANOVA Results</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>4.012</td>
<td>.010</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>3.811</td>
<td>.013</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>4.898</td>
<td>.003</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>4.701</td>
<td>.004</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>3.953</td>
<td>.011</td>
</tr>
</tbody>
</table>

The ANOVA results of the teacher sample indicate that the five domains of transformational leadership were all less than the level of significance value of 0.05. This implies the significance of the statistics. The statistics were able to reject the hypothesis that the mean responses of the different teaching experience groups do not differ for all domains. The responses of the five transformational leadership domains on each of the four teaching experience groups do differ, which implies that teaching experience influences all five domains of transformational leadership.

Tables 53 and 54 summarize the ANOVA results to determine the influence of type of school to the different domains of transformational leadership. Table 53 contains the results for the principals, whereas Table 54 contains the results for the teachers.

Table 53. School Type Influence to Transformational Leadership - Principals

<table>
<thead>
<tr>
<th>ANOVA Results</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>1.591</td>
<td>.221</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>1.468</td>
<td>.252</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>1.450</td>
<td>.257</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>2.947</td>
<td>.056</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>1.567</td>
<td>.227</td>
</tr>
</tbody>
</table>
Table 54. School Type Influence to Transformational Leadership - Teachers

<table>
<thead>
<tr>
<th></th>
<th>ANOVA Results</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>Between Groups</td>
<td>2.571</td>
<td>.059</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>Between Groups</td>
<td>2.415</td>
<td>.072</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>Between Groups</td>
<td>3.835</td>
<td>.012</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>Between Groups</td>
<td>2.747</td>
<td>.047</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>Between Groups</td>
<td>2.570</td>
<td>.059</td>
</tr>
</tbody>
</table>

Like the results of the influence of gender and leadership experience, all the ANOVA results for the principal sample indicate that the influence of school type to each domain of transformational leadership are greater than the level of significance value of 0.05. This implies the insignificance of the statistics. The results suggested that each domain of transformational leadership of the principal response do not differ when the school type varies. The statistics failed to reject the hypothesis that the mean responses on transformational leadership of the different school type do not differ. In short, school type does not influence transformational leadership based on the principals’ responses.

The ANOVA results for the teacher sample indicate that the probability values (sig.) of the challenge domain (.012) and enable domain (.047) are lesser than the level of significance value of 0.05. This implies the significance of the statistics for these two domains of transformational leadership. The teacher’s responses on the challenge and enable domain differed on the four groups of school type. School type has influenced these two aspects of transformational leadership. The other domains were not influenced by school type. Consequently, the statistics were able to reject the hypothesis that the mean responses of the different school type groups do not differ for these two domains.
Finally, Tables 55 and 56 summarize the ANOVA results to determine the influence of residential status to the different domains of transformational leadership. Table 55 contains the results for the principals, whereas Table 56 contains the results for the teachers.

Table 55. Residential Status Influence to Transformational Leadership - Principals

<table>
<thead>
<tr>
<th>ANOVA Results</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>.616</td>
<td>.549</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>.315</td>
<td>.733</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>.339</td>
<td>.716</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>2.786</td>
<td>.083</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>.758</td>
<td>.480</td>
</tr>
</tbody>
</table>

The ANOVA results of the principal sample indicate that the influence of residential status to each domain of transformational leadership is greater than the level of significance value of 0.05. This implies the insignificance of the statistics. The results suggested that the five transformational leadership domains of the principals do not differ when the residential status varied. Residential status, therefore, does not have any influence to the transformational leadership principals’ responses. Additionally, the statistics failed to reject the hypothesis that the mean responses on transformational leadership of the different residential status do not differ. Thus, residential status does not influence transformational leadership based on the principals’ responses.

Table 56. Residential Status Influence to Transformational Leadership - Teachers

<table>
<thead>
<tr>
<th>ANOVA Results</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>4.410</td>
<td>.015</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>3.789</td>
<td>.026</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>3.914</td>
<td>.023</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>3.491</td>
<td>.035</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>3.613</td>
<td>.031</td>
</tr>
</tbody>
</table>
In terms of the difference of the survey responses between school types in the teacher sample, it can be observed that all the ANOVA probability values (sig.) of the five domains of transformational leadership are lesser than the level of significance value of 0.05. This implies that the statistics were able to reject the hypothesis that the mean responses of the different groups of residential status do not differ for all domains. The responses on all domains within the three groups did differ, which implies that residential status influences all these aspects of transformational leadership.

4.9 Summary of the Results

The results of the quantitative component of the study provided information about the transformational practices and perceptions of the principals and teachers while the qualitative results provided in detail opinions of principals and teachers regarding actual practices. In every domain, principals believed they excelled in transformational practices while the teachers disagreed, generally strongly. There was a significant difference between what the principals believed about their behaviours as leaders and what the teachers interpreted about the principals’ leadership.

Descriptive statistics of the results of the LPI - Self and LPI - Observer were obtained to determine how closely UAE school principals’ leadership approaches aligned with conceptualizations of transformational leadership from the perspective of principals, and the perspective of teachers. On the model domain of transformational leadership, most principal respondents believed that they had a high rate of practicing this within their schools. On the other hand, the teacher respondents disagreed, often stating that the principals did not practice high rates of the model domain of the LPI. Principals placed great importance on the appearance of professionalism, stating that
they dressed well and acted politely and expected teachers to do the same. Teachers, however, considered professionalism to apply to the ability to understand their needs, stating that sometimes, principals did not even know how teachers were supposed to teach or understanding teaching methodology.

For the *inspire domain* of transformational leadership, the principals also saw themselves as practicing relatively high levels of the inspire domain of the LPI. Alternatively, the teachers observed that their principals did not practice high levels of efficiency within the inspire domain. Principals reported meeting with teachers and encouraging and inspiring them, but teachers suggested that there was little attention to common goals and that principals seemed to pay attention only to the needs of the group they were talking to at the time.

For the *challenge domain* of transformational leadership, the principals felt that they had a high frequency of practicing the challenge domain of transformational leadership, indicating that they were able to challenge teachers to higher achievement. Contrastingly, the teacher respondents disagreed with the principals’ self-reports, suggesting that the principals did not practice high levels of efficiency in the challenge domain of the LPI. Instead, teachers felt uncomfortable with the way the principals attempted to motivate them. Examples of this were given in the narratives when a principal stated that “I let them do what they have to do, and I expect them to do it well. And they have full ownership of their work until they don’t do it properly and then they're reprimanded for it.” The teachers, however, reported that this was forced ownership of responsibility without leadership. One teacher explained that “He didn’t encourage, I think he kind of just – he was like well, you're the teacher, so you have
ownership because you're the teacher.” An interpretation based upon the literature would suggest that in this specific example, the principals were using transactional rather than transformational leadership, regardless of what they may have believed.

In the enable domain of transformational leadership, the principals had a self-perceived high level of their ability to enable teachers to do their jobs within enable domain of transformational leadership while the teacher respondents also disagreed with the principals’ self-observation. One principal stated that “I always encourage the teachers to ask questions, to share their opinions. I like to talk to them all the time to find out what we need, what we need to change.” The teachers, however, felt they were forced, rather than enabled, stating that they were expected to do many activities outside of the realm of teaching, and forced to do so rather than enabled. They said “it’s often not done in a voluntary way; it’s done in a mandated way that is not necessarily respected or appreciated by the staff.”

Finally, for the encourage domain of transformational leadership, the principals had a self-perceived high frequency of practicing the encourage domain of transformational leadership. Once again, the teachers disagreed and believed that the principals’ self-observation was not accurate, although both principals and teachers mentioned that parties and celebrations occurred and were appreciated. Outside of this area of agreement, however, teachers were not happy. One of the more interesting comments was that one particular principal had a party to celebrate the achievements of the sanitary staff. S/he brought in a confetti gun which shot confetti everywhere. After the party, s/he expected the sanitary crew to clean up the confetti, meaning that the
party gave them much more work to do than usual, something none of the staff considered encouraging.

Consistently, the study findings indicated there were significant differences between the principals’ self-reports and the perceptions of the teachers in relation to transformational leadership behaviours. The principals’ self-observation of their own leadership styles was different than the teachers’ observation on their principals’ practice of transformational leadership. For example, the principals viewed themselves as maintaining high levels of transformational leadership. The principal respondents also believed that they had a balanced practice of each of the dimensions of the LPI – Self. Alternatively, the teachers’ did not share this perception of their principals’ transformational leadership practices and this was reflected in the lower scores that were awarded across each dimension of the LPI – Observer.

To examine if any demographic variables were significantly different in their relationship to teachers’ (followers) perceptions on transformational leadership practices, as well as principals’ (self) perceptions on their own leadership practices in UAE schools, ANOVA was performed. The analysis was performed separately for each of the samples in order to understand the differences between the two groups.

For the teacher sample, in terms of the demographic variable gender of teachers, the responses on the model and challenge domain on the two gender groups did differ, implying that gender influences perceptions of these two aspects of transformational leadership only. The other domains were not influenced by gender. The comments that principals made indicating that they modelled professionalism by wearing the correct clothing could then be possibly interpreted in the context of gender (female). It may
also be a gender difference that female principals felt that directing the staff was really challenging them, while the teachers did not perceive it this way.

Regarding years of teaching experience, the responses of the five domains on the four teaching experience groups differed, which implied that teaching experience influences perceptions about all 5 domains of transformational leadership, because with more experience, teachers expect more from principals and seem to judge against a stronger criteria. The type of school the teacher is accustomed to teaching in (elementary, middle, or high school) impacts how they perceive the principals’ actions regarding challenges and being enabled or empowered. The other domains were not influenced by school type. In terms of residential status, the responses on all domains within the three groups differed, which implies that residential status influences perceptions about all of these aspects of transformational leadership.

For the principals, gender did not appear to have influenced the practice of transformational leadership. Interestingly enough, it was also the case that all of the other demographic variables (years of leadership experience, school type, residential status) did not influence transformational leadership practices as well.

### 4.9.1 Culture

In general, cultural factors distinguish the Western paradigm compared to the culture in the Middle East. The four main cultural factors considered in this study were the powder distance index, individuality, masculinity, and uncertainty avoidance (Hofstede & Hofstede, 2005; Hofstede et al., 2010). Each of these factors is addressed separately.
**Power distance.** In the case of the UAE compared to a Western country such as the United States or Canada, the power distance index is significantly higher for the UAE. In the UAE, all individuals in society are not considered equal; the residents generally accept the idea that power is distributed in an unequal manner. In the United States and Canada, people believe that the power is distributed more equally. Hofstede et al. (2010) suggested that in the UAE organizations are seen as hierarchical and bosses are considered autocrats, while good bosses are considered benevolent autocrats. Thus, in the UAE, it is logical that principals would believe that they have the right to a certain level of power over the teacher employees. It would also be expected that teachers acquiesce to that level of power. However, in the findings, it is clear that the teachers do not accept that level of supervision or control. This is likely mediated by the fact that the UAE has a much lower masculinity score than does the US, upon which the transformational model is based. This conceptual finding will be discussed in a later paragraph.

**Individuality.** The individuality scores in Western nations such as the United States and Canada are extremely high, reflecting the concept that people are primarily responsible only for themselves and their immediate families. In the UAE, a more collectivist society, people belong to groups that work together to take care of each other. Thus, the idea of encouraging the heart as part of celebrations takes on a great deal of importance. Employees in the UAE need to feel like they are valued and treated as family. This is a significant change to the original transformational model.

**Masculinity.** The UAE and the United States, the center of development of the original transformational model, are closer on the masculinity score than on any of the
other scores. The UAE has a score of 50 on the masculinity score, signifying that it is a masculine society, but not nearly so as Western nations such as the US and Canada. Thus, while the US score of 62 is a good indication that managers are expected to assert themselves in the workplace, the UAE has more feminine traits, where people prefer to like what they do, where quality of life indicates success, and where employees do not want to stand out in the crowd (Hofstede et al., 2010). This score is the most likely explanation that, while employees in the UAE understand the boss has power and is the boss, they don’t want to be bossed around. In the section on power distance, it was revealed that in the UAE, a good boss would be defined as a benevolent dictator. Many of the comments in the qualitative section of the research reflect the idea that the employees do not think their principals are benevolent; they are perceived as domineering and authoritative. Thus, while the principals are indeed somewhat transformational, if measured by US and Canadian standards, they would be perceived as bossy or too assertive by UAE standards. In the newly proposed model, then, UAE principals should moderate their behaviour to a kinder and gentler approach.

**Uncertainty avoidance.** The final area of cultural comparison is the measure of uncertainty avoidance. The UAE scores very high on this score, compared to the US and Canada, which score in the low range. In general, the UAE’s preference for avoiding uncertainty leads to rigid belief codes and rules of behaviour, including an intolerance for what the residents consider unusual ideas or beliefs. There is a need for rules, people like to be busy, punctuality is important, innovation is resisted, and security is considered a motivator. This contrasts directly with the US and Canada,
where innovation is a virtue, people avoid rules, and a wide variety of belief systems are tolerated. This also makes sense in terms of the Muslim orientation of the UAE.

The higher uncertainty avoidance score explains one other phenomenon mentioned by several interviewees. One interviewee, for instance, mentioned that s/he liked the party the principal had, but that the principal had brought a confetti gun, which caused the clean-up staff more work. Rather than looking at this from the perspective of complaining, the high UA score suggests that the issue may have been that the staff felt uncomfortable with this different way of celebrating.

Another example of this phenomenon occurs when one interviewee comments that “We're already changing and trying to be as innovative as possible by bringing in teachers from foreign contracts and tailoring the education system and improving the education system by watching standards.” On the surface, it appears the employee is reacting positively by saying that they are changing and being innovative. However, interpreting this from the cultural perspective suggests that the employee is uncomfortable with the change. Note the statement “we’re already changing” which would seem to imply that the employee sees no need for more immediate change. This cultural point of uncertainty avoidance, or the dislike of change and innovation, provides more input into the unexplained conflict between principals who feel they are using transformational leadership and teachers who deny it steadfastly.

4.9.2 Principals

The results of the qualitative component of the study provided depth to the quantitative component of the study through the responses of the participants. For example, most of the principals seemed to inspire a shared vision with their
subordinates by communicating their vision of the school through regular teacher meetings. Most of the principal participants also believed that having a shared vision is applicable in the UAE if leaders and the staff work together. Additionally, the principals in the study offered several ways of challenging the process, such as professional development, accountability, setting a good example, and achieving results. Moreover, challenging the process may be relevant in the UAE because of the emphasis on results and assessment.

In enabling others to act, principals are open to suggestions, but leadership in the UAE may also be described as top-down in many educational contexts. This is because of the transactional relationships that often existed between the leader and the staff. Setting the best example to the teachers was how principals model the way, based on one of the components of the LPI model of transformational leadership. Moreover, modelling the way may be applicable in the UAE because the workplace culture in many of the country’s schools was based on professionalism, an attribute that is applicable in the UAE.

The principals in the study encourage the hearts of the teachers by recognizing their success through parties or ceremonies. Another way of encouraging the heart of teachers is by treating subordinates as part of the family. This is unsurprising considering the collectivist (tribal) nature of UAE society. The participants in the study provided several issues relevant to the applicability of encouraging the heart in the UAE, which included the fast-paced and competitive nature of progress, as well as raising the standards through innovations, and success. The principals cited different changes that can improve the education system of the UAE, which include better
management and training, accountability, technology, developing improved skills, and the use of English.

All of the principals that participated in the interviews believed that transformational leadership can be practical in the UAE, with certain modifications to be applicable in the cultural context of the country. Some of the components of transformational leadership are already present in the UAE; however, some of the aspects of transformational leadership may take time to be accepted.

4.9.3 Teachers

Among the teacher sample, some of the participants believed that the principals in their school were able to communicate their vision through regular meetings and lectures. There was no clear consensus about the applicability of having a shared vision in the UAE. Several participants also believed that having a shared vision is within the cultural dimension of the UAE. Alternatively, others believed that having a shared vision would not be effective because of the factitious nature of the educational system in the UAE.

Many of the teachers described challenging the process as forced ownership of responsibility without leadership. Recognition and feedback were also ways in which leaders challenged the process. However, it may take some time for challenging the process to work within the UAE context. This is due to the fact that the directed or authority-based (hierarchal) nature of the school leadership in the UAE may not adhere to the concept of challenging the process in some instances.

Many of the teachers believed that principals were able to enable others to act through collaboration. Other participants cited meetings, freedom, and competition as
ways in which principals enabled teachers to act. Some participants believed that enabling others to act is generally not implemented in the UAE, whereas others believed that leadership behaviours that enable others to act are inherent in the UAE. Nevertheless, some training may be needed to fully integrate enabling others to act into the leadership culture.

According to the teachers, principals modelled the way through expectations and setting examples. The participants provided several insights about the applicability of modelling the way in the UAE, which included the need for a paradigm shift, improved qualifications, and consistency. On the other hand, there were participants who reported that modelling the way was not practiced in the UAE to any great extent.

Like the principals, the majority of the participants cited ceremonies and parties intended to recognize the success of teachers and students as a way to encourage the heart of subordinates. Additionally, there was an acknowledgement that encouraging the heart as a leadership practice is certainly applicable, but it may involve complex coordination, as well as the cooperation of various groups in the education system, in order to be effective on a large-scale basis. Several changes in the UAE education system were proposed, which included the use of English in instruction, raising the standards of education, improving teaching style, accountability, and setting realistic and sustainable goals.

Lastly, the teachers that participated in the study provided several opinions regarding the applicability of transformational leadership in the UAE. Many, for instance, believed that transformational leadership can be appropriate with modifications. On the other hand, some participants recognized that transformational
leadership may not be appropriate in the UAE given the differences in culture between the UAE and the West, whereas other participants believed that adopting transformational leadership can be a long-term commitment to be successful. The next chapter contains the discussion of the results and the recommendations.
Chapter 5: Discussion

5.1 Chapter Introduction

The purpose of this study was to determine the degree to which school principals in the UAE practice transformational leadership to bring about change and innovation in the cultural and operational context of the United Arab Emirates. The study also investigated the level of acceptance of transformational leadership within the educational context of the UAE. The most significant findings were that teachers and principals differed greatly on their perceptions, with principals believing they were successful at accomplishing transformational leadership, and teachers believing they did not, in every domain. Principals felt that modelling the way should be a top priority, and felt that they did it well, but teachers felt that their principals did not accomplish this task. In addition, despite principals’ beliefs that they inspired teachers, teachers only felt inspired occasionally. Principals and teachers agreed that meetings were one of the key tools in trying to inspire others, but again, teachers felt that principals fell short on the implementation. In every domain, comments by teachers suggested that in general, teachers wondered if principals really understood what teaching was about and how to be successful. Finally, the ANOVA showed that the response of principals did not vary according to the demographics, but for teachers it did across several dimensions of the LPI.

Chapter 5 is organized based on the implications of the literature, similarities and differences of the literature, implications for leadership; and the summary of the results.
5.2 Implications of the Literature

The findings of the study indicated that there is a discrepancy between the perceptions of principals and teachers regarding the practice of transformational leadership of principals in the UAE. The principals tended to perceive that they exercise higher levels of transformational leadership compared to the perceptions of the teachers. The teacher sample believed that transformational leadership was not practiced effectively by the principals. The discrepancy between the perceptions of principals and teachers that was observed in this study was not necessarily based on the merits of transformational leadership, but on the actual presence and practice of transformational leadership based on the behaviours and experiences of the participants. The analysis has shown that the differences of the opinions of the leaders and those they lead has been extremely different.

5.2.1 Why the Differences in Opinions are so Dramatic

There is no clear explanation available in the literature regarding the discrepancy between the perceptions of principals and teachers regarding the practice of transformational leadership. One explanation could be the unique culture of the UAE, making transformational leadership difficult for teachers to receive. The literature indicates that the cultural value orientation of the participants has an impact on how transformational leadership will be received and perceived by followers, underscoring the possible culture-sensitive nature of transformational leadership (Walumbwa et al., 2007).

The participants believed that transformational leadership can be practiced in the UAE, with certain modifications to be applicable in the cultural context of the country.
Additionally, some of the components of transformational leadership were already present in the UAE while other aspects of transformational leadership may require time to be accepted. The literature on the applicability of transformational leadership was limited (e.g., Brown & Morrison, 2012; Takashi et al., 2012); however, emerging research showed that transformational leadership could be applicable in the UAE (Al-Taneiji, 2006; Ibrahim & Al-Taneiji, 2013; Sidaoui, 2007) and other contexts (e.g., Avolio et al., 2009; Chun Chin, 2007; Nguni et al., 2006; Rizvi, 2008). The research from this study, therefore, extends the literature on the cross-cultural applicability of transformational leadership in non-Western cultures.

5.2.2 The Impact of Culture

Despite the relative applicability of transformational leadership in the UAE, some modifications were needed to adapt this leadership approach to the cultural setting. Based on the responses of the participants, certain changes need to be made in order to conform to the prevailing cultural practices and beliefs in the UAE. This is consistent with the literature that different cultural orientations may have different beliefs and overall perceptions of what constitutes an effective leader (Javidan et al., 2006; Leong & Fischer; 2010; Walumbwa et al., 2007).

For the sample consisting of principals, the findings indicated that gender, years of experience, type of school, and residential status (home emirate) did not influence the practice of transformational leadership. This is similar to the viewpoints of Mulford (2003), who has claimed that gender, years of service, educational background and age of a principal does not affect transformational leadership. It can be suggested, therefore, that these results do provide some evidence that the particular demographic variables...
that were examined may not be relevant in the UAE within the context of the ways in which principals perceive how they practice transformational leadership. On the other hand, the results from the demographic variables that were examined with respect to the teacher sample demonstrated a different finding compared to the results of the principal sample. In the ANOVA results of the teachers’ sample, it was determined that gender influenced the model the way and challenge the process domains of transformational leadership, years of teaching experience influenced all five domains of transformational leadership, school type influenced challenge the process and enable others to act, and lastly, residential status influenced all five domains of transformational leadership. These findings are similar to Eddins (2012), who found that both gender and the principals’ years of experience can influence teachers’ perceptions of principal leadership style, qualities and job satisfaction.

The qualitative component of the study provided deeper insights regarding the applicability of transformational leadership in the UAE. Every component of transformational leadership was examined based on the perceptions and experiences of principals and teachers. From each component, several factors were cited by the participants regarding how these components manifest in the leadership of principals.

5.2.3 Cultural Adaptations Needed

Most of the participants believed that having a shared vision was applicable in the UAE if leaders and the staff work together. The emphasis on working together is consistent with Hofstede’s findings on the collectivist aspect of culture in the UAE. Principals were shown to communicate their vision with the teachers through regular meetings. Shared vision is also an important component of transformational leadership
because it refers to the ability of leaders to understand potential difficulties that may lie ahead, to have a vision of future possibilities, and the skill to communicate that vision to others (Kouzes & Posner, 2003, 2007). Based on the results of the study, therefore, it appears that sharing a vision is something that principals in the UAE can practice.

In enabling others to act, principals are open to suggestions, but ownership as a result of culture may still not be applicable in the UAE. Leadership in the UAE may also be described as transactional because of the transactional relationship between the leader and the staff. This is consistent with the assertion of Bass (1998) that every leader practices transformational and transactional leadership styles to a certain extent, but the optimal leader would practice transformational leadership more frequently and the transactional components less often. The results of the study suggest that transactional leadership may be more practiced than transformational leadership, especially in terms of enabling others to act.

To challenge the process, leaders must embrace change and continual improvement (Abu-Tineh et al., 2008; Ehrhardt, 2008). In this study, professional development, accountability, setting a good example, and achieving results are some of the ways in which principals challenge the process. Supportive, ongoing, and meaningful professional development is particularly significant because leadership is critical in enhancing and developing the professional growth of teachers (Leithwood & Jantzi, 2005; Mulford, 2008), and it has been shown in some studies to play a central role in key organizational learning processes, as well as increased teacher motivation, engagement, and commitment (Ibrahim & Al-Taneiji, 2013; Mulford et al., 2004).
The core feature of the modelling the way component is the possession and sharing of a leader’s personal and professional values with those in their organization, such as setting the ethical tone for an organization, displaying continual learning and best practice, and having high expectations (Abu-Tineh, 2008; Ehrhardt, 2008). The results of the study indicate that setting the best example to the teachers was how principals model the way. This is consistent with the core definition of modelling the way.

Finally, the principals in the study encourage the hearts of the teachers by recognizing their success through parties or ceremonies. To encourage the heart, leaders must be uplifting and create a culture of celebration and camaraderie (Ehrhardt, 2008; Kouzes & Posner, 2003, 2007). The results of the study are consistent with how transformational leaders encourage employees, which involve highlighting the accomplishments of teachers through recognition and celebration (Kouzes & Posner, 2003, 2007).

5.3 Similarities of Results and Literature

This portion of the results is divided into the similarities between the theoretical (i.e., literature) and the actual (i.e., the research). There were both similarities and differences. While some of these items have been mentioned previously, they may be repeated for emphasis in the context of the literature.

5.3.1 Some Results are Consistent with Literature; not All

Some of the results of the study showed similarities with the existing literature. First, the results indicate that a combination of transformational leadership and transactional leadership qualities co-exist in most leaders. This is consistent with Bass
and Avolio’s (2000) contention that transformational and transactional leadership practices should not necessarily be seen as opposite ends of a continuum, but as qualities that leaders possess in varying degrees.

Second, similar to Davila and Elvira’s (2012) study about transformational leadership in Latin America, the results of the present study indicate that transformational leadership can be adopted in non-Western countries, given that certain modifications are made to account for the cultural differences. For instance, in Davila and Elvira’s study, the researchers argued that transformational leadership should take into account the often diverse nature of the population in Latin American countries. In this study, several participants suggested that transformational leadership was possible in the UAE, but it might take time to evolve in this unique context. Additionally, both the principals and teachers agreed that a balance is needed in order for transformational leadership to exist in the UAE. Different cultures involve different beliefs and overall perceptions of what constitutes an effective leader, explaining the differences of how transformational leadership is perceived across different cultures (Leong & Fischer; 2010; Javidan et al., 2006; Walumbwa et al., 2007).

Third, if the results of the sample of principals are used, the results seem to be consistent with Al-Taneiji’s (2006) and Sidaoui’s (2007) studies, who found that transformational leadership is becoming a popular leadership style in the UAE. The results in this instance seem to indicate that principals in the UAE have been adopting transformational leadership. However, the results from the teachers’ sample indicate the opposite, which means definitive conclusions cannot be made about the pervasiveness of transformational leadership in the UAE.
5.3.2 Insights into Some Differences from Previous Research

This study provided unique results that were not previously known, based on the literature that was reviewed in this study. By examining the components of transformational leadership, a more comprehensive understanding of how transformational leadership was practiced in the UAE was achieved. For instance, there was an indication from the qualitative results that having a shared vision is applicable in the UAE if leaders and the staff work together. Some elements of challenging the process may be relevant in the UAE because of the emphasis on results and assessment. On the other hand, the top-down (hierarchal) nature of UAE society and the organizational systems within this context may also act as a deterrent in some instances.

Some discrepancies from the results and the existing literature emerged from the data. First, the results of the study indicate that transactional leadership appears to be more practiced in the UAE than transformational leadership. This is different from the findings of Ibrahim and Al-Taneiji (2013), who found that leadership of principals in Dubai are generally transformational in nature. The difference can be attributed to the methodology used wherein Ibrahim and Al-Taneiji (2013) adopted a quantitative research design and only used teachers as samples. Alternatively, this study used a mixed-method research design, and included both principals and teachers in the sample.

Second, the results of the study indicate that the different components of transformational leadership were perceived to be practiced by the principals. Comparing the results of the present study to Ergeneli et al.’s (2007) examination of the universality of transformational leadership in non-Western Islamic countries (Kazakhstan, Pakistan, and Turkey), there were some discrepancies. Ergeneli et al.
(2007) found that, “[c]hallenging the process and enabling others to act were not found to be related to any of the culture value dimensions” (p. 703). This suggests that challenging the process and enabling others to act are universal across different cultures, but not the other components of transformational leadership. The results of this study, particularly the quantitative section, indicated that all components of transformational leadership were applicable to the UAE (in varying degrees), and this was contrary to Ergeneli et al.’s (2007) findings.

Third, in relation to the previous point, there is a discrepancy within the two sets of samples of the study, which involves the different perceptions of the principals and teachers regarding the practice of transformational leadership. This discrepancy compounds the results of the present study because definitive conclusions about the practice of transformational leadership cannot be made.

Fourth, the results of the study were not consistent about the role of certain demographic variables on the practice of transformational leadership. For example, for the sample consisting of principals, the findings indicated that gender did not influence the practice of transformational leadership which was not consistent with the findings of Kahl (1999), who found that male managers reported engaging in modelling the way and challenging the process more than female managers did.

5.4 Implications for Leadership

Several implications for leadership in the UAE have been developed. While the emphasis is on leadership in an educational context, it may also be applicable in other venues. The results are presented in the following sections.
5.4.1 Transformational Leadership Success in the UAE

Based on the results of the study, several implications to leadership in the UAE are identified. First, the results indicate that transformational leadership can be practiced in the UAE, considering that some of the core components of transformational leadership are appropriate within the culture, such as the emphasis for professionalism and excellence. *With the appropriate modifications to fit the unique culture of the UAE, transformational leadership practices can be successful.*

5.4.2 Transactional Leadership Style is Still Prevalent

Second, transactional leadership appears to be a leadership style that continues to be prevalent throughout the UAE. However, Bass (1998) asserted that transactional leadership and transformational leadership can complement each other. It would appear, therefore, that leaders need to find a balance between the two leadership styles, with the intent of making transformational leadership more dominant without abandoning the old practice of transactional leadership. It is also important to remember that the cultural background of the UAE may lead to the conclusion that the principals are not being transformational, when in reality, the teachers are not being accepting of the transformational style, as discussed in 4.9.1. The third implication reflects this possibility.

5.4.3 Discrepancies in Perceptions can be Culturally Explained

The third implication is that the results indicate that there is a discrepancy between the *perception* of principals and teachers regarding the practice of transformational leadership in their schools. School principals tend to rate their practice of transformational leadership more favourably compared to the teachers that they lead.
School principals need to be more explicit with their practices of transformational leadership in order to communicate to the teachers their vision and goals for the school, but at the same time, the teachers need to be introduced slowly to the concept of school culture, which may be different than the culture they have become accustomed to. At the same time, principals need to be understanding of the impact national culture can have on the operations of an organization, and take steps to mediate their actions so that they appear to be more understanding, and less domineering.

5.4.4 Professional Development in a Transformational Process

Finally, the culture of transformational leadership seems to not yet be completely entrenched in the school culture in the UAE. Some components of transformational leadership may be already practiced in the UAE, but because the leadership style is not yet a known practice in this context, many teachers and principals are not aware of the core principles of transformational leadership. Professional development and seminars that focus on transformational leadership might be useful in institutionalizing the leadership style to the school system.

5.5 Summary of the Results

The literature review showed that it is possible for transformational leadership to successfully affect student achievement (Mulford & Silins, 2003; Mulford et al, 2004; Silins et al., 2002). Transformational leadership provides information that can be utilized to evaluate progress on an empirical basis, concentrates on data, evaluates relationships, and determines which relationships led to which outcomes. As a result, transformational leadership and the tools that accompany it can generate first order effects that have an excellent impact on learning and on the school environment in
general (Mulford, 2008; Mulford & Silins, 2002, 2003; Mulford et al., 2004; Silins et al., 2002).

Various leadership theories are evolving and changing. There is no consensus, however, on the definitions and models associated with research or even in what components comprise successful leadership. Still, authors such as Huber and West (2002) have pointed out that leadership studies generally investigate how the behaviours of leaders are linked with organizational culture.

During the last 10-15 years, transformational leadership models have gained in popularity. They are reported to be an excellent match to the acts of managing and overseeing the changes that are required to sustain school improvement and organizational learning in an era of globalization (Huber, 2004; Huber & West, 2002; Mulford, 2008). Transformational leadership focuses on the people that are involved in the process as well as their relationships. Huber and West (2002) suggest that it is the ability to transform employees’ feelings, attitudes, and beliefs that make this type of leadership a success.

While transformational leadership concentrates on transforming the entire arena of the organization into a learning environment, transactional leadership views leadership as the development and enforcement of a set of distinct steps. Transactional leadership can include contingent awards, management by exception, and correction. The leadership itself can be either passive, active, or avoidant (Burns, 1978; Stewart, 2006). Transactional leadership has some negative connotations, because it is perceived to be rigid and difficult to adapt to change. It has been in use for many years, but the transactional model might be better utilized for management purposes (i.e.,
administrative acts) rather than rather than leadership purposes. In areas where conformity is a priority, rather than innovation and creativity, transactional leadership excels (Hallinger, 2004; Huber & West, 2002).

Other forms of leadership that were discussed in the research were the instructional leadership model, which was intended to ensure accountability through performance standards (Hallinger, 2005), and authentic leadership, which suggests that leaders should be true to themselves through the process of self-analysis and self-knowledge. Servant leadership was also discussed at some length. In the educational context, servant leadership (which was proposed by Greenleaf, 1977) suggests that leaders should have a drive to serve, and will assume a supportive, caring, and service-oriented role. Herbst (2003) determined there was a relationship between servant leadership practices and students’ performance on standardized test scores. However, this form of leadership is frequently criticized as placing too much emphasis on being at someone else’s beck and call. Additional forms of leadership revealed in the literature were distributive and complexity leadership. Distributed leadership is a type of leadership in which people within a team and/or organization work towards leading each other. Complexity leadership, on the other hand, emphasizes the complex interrelated nature of learning, innovation, and adaptability (Uhl-Bien et al, 2007).

Transformational leadership is very important in business, but its emphasis in education was the target of this research. Stewart (2006) pointed out that one reason for the emergence of transformational leadership was that the public was becoming increasingly more demanding about the need of school systems to raise standards and improve educational outcomes. This type of leadership was also a natural bridge from
business, as many business leaders and other individuals from the private sector became more involved in the running of schools and educational systems. Transformational leaders were perceived to be fair, professional, and effective in helping teachers solve problems (Leithwood et al., 1999).

Transformational leadership was subject to a number of critiques, with the most realistic complaint being that it should be only one part of a school’s balanced approach, rather than an all-inclusive style of leadership. Further, Gronn (1995) suggested that it was male-biased and had a number of other shortfalls. Finally, other critics argued that it did not have a distinct form and was too difficult to discern from other forms of leadership (Ibrahim & Al-Taneiji, 2013).

Information on cross-cultural research on leadership was found in Hofstede, (1980, 1993, 2005), Hofstede et al. (2010), Ingelhart (1997), Jones (2007), and Yemer (2009). As time has progressed, cultural studies have progressed and the World Values Survey has been providing a great deal of new information, particularly on the Arab nations. The consensus discussion was that management theories be adopted to local cultures rather than imposed on them (Hofstede, 1980, 1993; Hofstede & Hofstede, 2005; Hofstede et al., 2010; Yemer, 2009).

Hofstede measured the power distance, masculinity, uncertainty, and individualism levels of various cultures and compared them. Duchatelet (1998), Hallinger and Kantamara (2000) and Singh and Krishnan (2007) suggested that the introduction of Western leadership paradigms in non-Western environs was likely to bring about resentment. Blunt (1991; Blunt & Jones, 1997) would develop a model of organizational culture which was based on differences in organizational effectiveness.
and stages of national economic development. Trompenaars and Hampden-Turner (1997) implied that certain leadership styles would naturally work better in some cultures as opposed to others. House, Hanges, Javidan, Dorfman, and Gupta (2004) studied 17,000 managers from 951 organizations in 62 countries and utilized factor analysis to formulate nine dimensions of culture that essentially expand on the dimensions developed by Hofstede and his colleagues.

Deng and Gibson (2009) based leadership on the presence of three constructs: transformational leadership, emotional intelligence, and cultural intelligence. The specific components of transformational leadership included being able to become a role model to followers, inspiring to others, and provide individualized attention to employees. Finally, the literature indicates that global leaders, that is, leaders who are successful in cross-cultural settings, possess certain characteristics (Caligiuri & Tarique, 2012), including the following: the ability to be less ethnocentric (Shaffer, Harrison, Gregersen, & Black, 2006), the ability to be culturally flexible, and the ability to have a high tolerance for ambiguity.
Chapter 6: Conclusion

6.1 Chapter Introduction

This chapter encompasses the conclusions and recommendations of the study. Based on the findings of the study, a model of transformational leadership in the UAE was proposed. In this chapter, the conclusions are summarized and then expounded. Limitations of the study are reviewed, the recommendations are provided, a summary of the researcher’s observations are included, and the overall dissertation is summarized.

6.2 Summary of the Findings

In the previous chapter, the findings of the study were presented. The results of the quantitative component of the study showed that principals believe they are practicing high levels of transformational leadership, whereas the teacher participants disagreed with that self-assessment. This trend occurred in all the different components of transformational leadership, which included the model, inspire, challenge, enable, and encourage domains.

The qualitative study provided follow-up insights about the applicability of different components of transformational leadership in the UAE. Most of the principals shared or communicated their vision of the school through regular meetings with the teachers and other personnel. In challenging the process, professional development, accountability, setting a good example, and achieving results were the ways in which the principals challenged the process in their schools. In enabling others to act, principals were open to suggestions, but transactional relationships between the leader and staff remained a prevalent practice. Principals felt they modelled the way by setting the best example to the teachers. Finally, the principals in the study encouraged the
hearts of the teachers by recognizing their success through parties or ceremonies and by
treating them if they were members of the family.

6.3 Conclusions

Today, educators in the UAE face increasing pressures to improve the quality of
education to a level that will be competitive in the global market. Education is not only
a means of improving the lives of a country’s people, as well as their society, it is a
means to improve the entire economic underpinnings of a nation. Improving education,
therefore, is not only a desire, but it is a necessity for countries that wish to be globally
competitive. The goal of the UAE, then, must be to find the best leadership styles to
lead schools into higher education, of higher quality. This research project, which
investigated transformational leadership in schools in the UAE, found that a
combination of transactional and transformational leadership is in use in the schools in
the UAE today, but that a modified model of transformational leadership will suit the
culture of the UAE well.

6.3.1 Impact of Teacher Beliefs

The discrepancy between the opinions and perceptions of principals and teachers
regarding the presence of transformational leadership practices in the UAE seems to
suggest that teachers believe that leaders are not able to be effective transformational
leaders in this context, although the leaders themselves believed that they were. One
problem is that principals seem to think that they are practicing high levels of
transformational leadership. Qualitative responses suggested that the teachers not only
disagreed with this idea, they strongly disagreed. Thus, in order to improve or make
changes, leaders should understand that their current leadership style is not being
positively received by teachers, and identify the reasons why this may be occurring. An organization will not be transformed if the principal is unable to garner sufficient support to accomplish the herculean task of leading the transformation. An analysis of the teachers’ responses and stated beliefs from the perspective of cross-cultural interpretations, in the style of Hofstede (1980, 1993) Hofstede and Hofstede (2005) and Hofstede et al. (2010), led to the conclusion that some of the difference in principals’ and teachers’ interpretations of leadership may be due to the culture of Islamic nations. Whereas the principals have been educated in transformational leadership approaches, teachers who have not been educated in this specific method of leadership may interpret the leaders’ perspectives through a cultural lens, and simply fail to understand that their leader’s style is what is referred to as transformational.

6.3.2 Difficulties of Transformational Leadership in this Culture

The literature review had led to the researcher’s conclusion that it might be difficult to apply a transformational leadership model in the UAE because of the culture of the United Arab Emirates. The literature review and the state of the knowledge suggested strongly that the UAE would not be amenable to this Western model of leadership without additional modifications. However, the responses of the principals indicated that they believed they were performing transformational leadership. On the other hand, the teachers’ results showed that they did not believe the principals were accomplishing transformational leadership. This presents an interesting question: Did the principals not understand what transformational leadership was, or were they overinflating their own opinions of what they had accomplished? Teacher responses indicated that the majority of the teachers did not believe that the principals
accomplished what the principals believed they did. Was this a case of the teachers merely downplaying principals’ roles or being resentful of principals? If this were the case, it seems likely that there would have been outlier opinions that supported the principals’ views. Surely not all of the teachers would have been jealous or offered conservative responses. It is likely that something more than mere human nature is at work; if this were the case, then it would give credence to the idea that transformational leadership can indeed manifest in the UAE.

While the argument could be made that transformational leadership has failed, since the principals may not have established a positive school culture and the staff may not be on board with what the leaders are trying to accomplish, it is also possible that this is largely a matter of unfamiliar terminology. If, for example, we were to ask someone from the Sudan if they liked mauve colored roses, they might have no idea what mauve was or what a rose was. Faced with the prospect of having to save face, they might comment yes, they might say no, or they might respond that they liked one, but not the other. They are, however, very unlikely to respond that they do not know what a mauve rose is. Taking this example a step further, it is possible that each of the persons questioned about the roses might be given a mauve rose daily for their desk. If, however, it is never referred to as a ‘mauve rose’ but rather as a ‘daily flower’ then the staff may be exposed to mauve roses daily, but still be completely uninformed as to the true nature of the rose. Or perhaps, the staff was told many years previous that they would get a mauve rose, daily, and has forgotten the terminology. Each of these examples might apply in this case.
However, the study of the cultural impacts suggested by Hofstede (1980, 1993), Hofstede and Hofstede (2005), and Hofstede et al., (2010), as well as the other analysts, appears to shed light on the seeming contradictions throughout this study. If the actions of the principals are reviewed in terms of the transformational leadership paradigm and the reactions of the teachers are investigated with Hofstede’s interpretations of the cultural characteristics of the UAE, the results of the research become not only understandable, but also a clear indication that the transformational model will succeed in the UAE educational system, assuming modifications are made to accommodate the culture and the teachers receive more education as to what it is hoped that the new leadership model will accomplish. However, because of the unique culture of the UAE, especially when compared to Western culture, some adaptations may be needed for certain styles of transformational leadership to be successful.

6.4 Presentation of the Recommendations

Based on the results of the study, several key findings were gained about the practice of transformational leadership of school principals in the UAE. Figure 3 shows a graphical representation of the model of transformational leadership in the UAE that is based on the results of the research and conclusions of this study.

6.4.1 Transformational Model with Cross-Cultural Variation

This research strongly suggests that a revised or modified model of transformational leadership should be developed for use in the UAE and theoretically for use in other Arab nations with similar cultural profiles. The proposed revised model of transformational leadership for Arab nations emphasises cultural factor considerations before addressing the challenges that will be necessary to overcome in
order to implement the model successfully. Consequently, it stresses the need to initially strive towards changing the status quo (i.e., challenging the process) through encouraging, modelling, enabling, and inspiring, so a more complete form of transformational leadership can evolve and meaningful change/innovation can eventually take place (see Figure 3).

In the proposed model of transformational leadership of educational leadership in the UAE, there are four main factors. The first feature requires the acceptance of the input of cultural factors that are unique to the UAE (and other Gulf Arab nations), labelled with a 1 on the figure, which will impact the entire transformational process. The second part of the model, challenge the process, labelled 2 on Figure 3, is multifaceted and relies on a reinterpretation of Kouzes and Posner’s original construct. The original model included challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart. The revised model expands greatly on challenging the process. The research showed that professional development, accountability, setting examples, recognition of the efforts of staff, accepting and providing feedback, and achieving results are all parts of the overall challenge process. Each of these areas is included in the newly proposed model.

On the other hand, the research also showed that some areas still need work. For example, teachers and principals could not even agree on what defined professionalism, one of the root tenants of the proposed transformational model. Other critical areas of challenging the process include encouraging the heart, by treating staff as family and encouraging celebrations; modelling the way through professionalism and upholding high expectations; enabling others by taking suggestions, encouraging collaboration,
and meeting with employees; and inspiring a shared vision through communication. The goal, of course, is to transition into the third phase of transformational leadership, whereby each of the aforementioned domains has evolved into completely distinct components. The third phase is a synergy, and it includes a dynamic development and involvement of the first two phases. It is indicated with a 3 on Figure 3. Finally, in the fourth stage, the necessary leadership conditions are in place, and meaningful change can occur through innovation.

The UAE government has established that change through innovation is one of the overriding goals of the educational system of the UAE. Failing to achieve this fourth and final stage would simply be to fail, and failure is not an option if the UAE is to maintain a position of power in the globalized world. The following recommendations are made for each stage.

6.4.2 Recommendations Specific to Change Innovation

The findings indicated that based on the self-assessment of the principals regarding their leadership practices, transformational leadership emerged as the type of leadership adopted by the principals. This was consistent across the five domains of transformational leadership. While the teachers’ assessment of the principals generated considerably lower scores across the LPI, the teacher’s comments are only the starting point. When the teacher’s comments are evaluated within the context of the culture that is prevalent in the largely Islamic society of the UAE, the teacher’s comments would reflect the discomfort of members of a collectivist culture with a high intolerance for ambiguity (i.e., high levels of uncertainty avoidance-UA) when faced with change, rather than an objective evaluation of the principals’ motives. Research conducted with
the pragmatic paradigm allows this type of consideration during the conduction of the research.

The qualitative component of the study provided helpful insights into the ways in which UAE principals seem to be practicing some elements of Kouzes and Posner’s model of transformational leadership. Additionally, the results of the present study indicate that transformational leadership can be adopted gradually in non-Western countries, given that certain modifications are made to account for cultural differences and societal traditions such as the relative predominance of transactional practices, the hierarchal tendency to not share power with followers, and the family-centred and tribal nature of society in the UAE.
Figure 3. Transformational Model Incorporating Cross-Cultural Variation
6.4.3 Puzzling Outliers

The research has shown that gender does not influence transformational leadership in total; nor does leadership experience, type of school, and residential status. However, amongst the teachers, years of teaching experience and residential status influenced all 5 domains of the LPI (modelling, challenging, inspiring, enabling, and encouraging). In addition, gender influenced the model and challenge domains of the LPI whilst the type of school where employed only influenced the enable and challenge domains.

At this point it is difficult to determine why these particular demographic variables affected the teachers’ perceptions. For instance, one could speculate that younger and less experienced teachers might be more inclined to accept newer school leadership practices, whereas older teachers might be more amenable to traditional approaches they are comfortable with. Similarly, some Emirates such as Abu Dhabi and Dubai have seen a great deal of modernization, as well as the bulk of school reform in recent years. Perhaps, teachers from these Emirates might have been more exposed to modern (and Western) transformational approaches of leadership, while their colleagues from other Emirates had not. According to Oluremi (2008), this can be partly explained by the idea that leadership is implicit in nature, and therefore dependent on the information processing of individuals. Individuals differ on how they perceive leadership and leaders, because they have varying implicit ideas about leaders and leaders, and process information differently from each other. Regardless, the conclusion was reached that more concise research is needed before any firm conclusions can be made with respect to these aforementioned discrepancies. The results were simply not
clear enough to draw concrete conclusions on the impact of the variables on the machinations of transformational leadership in the UAE. This does not mean, however, that the research was pointless. Indeed, the research yielded some very convincing points that have already been discussed.

6.5 Recommendations for Future Research

Three recommendations are made for future research. The first is to expand the research, and thus the literature base, on transformational leadership. The second is to expand the results of this study in the future, either in further degree work by this researcher or for use as a base by other researchers. The third recommendation is to conduct further research on leadership from the perspective of cross-cultural leadership in general in the UAE and other Arab nations. These recommendations are explored in the following sections.

6.5.1 Expanding Literature and Research

To extend the literature on transformational leadership in the UAE, several recommendations for future research are proposed. First, the presence of transactional leadership in relation to transformational leadership can be examined in future research in order to gain a better understanding of the prevalence of each leadership style in the UAE. Bass’ (1998) assertion that the two leadership styles can be complementary with each other can be validated by examining if the practice of two leadership styles produces positive results. Moreover, the predominance of one leadership style over the other can be examined to understand how the combination of two leadership styles can affect the overall leadership of school principals.
6.5.2 Explore and Expand the Results of this Study

Second, the results show that teachers tend to perceive that principals are not practicing transformational leadership effectively. A future qualitative study can focus on this finding by exploring the perceptions of principals as to why this discrepancy in perception exists. This study could involve the exploration of the perceptions of principals regarding the practice of transformational leadership, but not necessarily on how their leadership is perceived by their subordinates. As mentioned previously, future large-scale, longitudinal, and qualitative studies, as well as grounded approaches on this research topic can also expand upon the findings from this study and extend the literature on the practice and applicability of transformational leadership in the UAE.

6.5.3 Conduct Cross-Cultural Studies

Finally, another way to extend the literature on transformational leadership in the UAE is to conduct a cross-cultural study about the applicability of transformational leadership in the Middle East. By examining the applicability of transformational leadership in the entire region, the results of the study can be placed into a larger context. Examining transformational leadership in various cultural settings, particularly in non-Western cultures, is a necessary aspect of improving overall understandings of the theoretical foundations of transformational leadership.

6.6 Researcher Observations: Synthesis of Education and Research

Affecting change in the schools through dynamic and responsible means is what is being sought within the UAE. This concentration on effective leadership techniques, as well as demonstrable student results goes outside the classic box of standard schooling and becomes a form of learning that is taken to the next level of excellence.
This evolution of teaching and leadership focuses on the best of the past while moving toward the future, and emerging leadership theories and paradigms are helping to bring about a synergy of best practices to the forefront.

6.6.1 Change Influences Goals

Whether the label is transactional or transformational, the changes influence goal setting and goal achievement. Feedback, an integral part of the process, confirms the results of follow-through from both the leaders’ and students’ perspectives.

Instructional standards and accountability are only part of the emerging landscape of education as it progresses from 1970’s models to the 21st century. Authenticity in leadership informs all the best practices between humans that are sharing experiences and the subsequent recorded knowledge that follows.

6.6.2 One Leadership Model Does Not Fit All

Leadership based on the servant model may seem to be outmoded insomuch as not all learning institutions and cultural contexts follow the structure where this format originally derived; however, a devotion to education may fill the same basic desire as the desires originally perceived for this model. Leadership distributed among the various levels of education, including making the students responsible for taking a role in their own education gives them a larger stake in the outcome of the process. This complexity of methods actually comes down to using the best of the all the varied methods and finding the best fit for each learning situation.

6.6.3 Change is Imperative

Change needs to become more than a theory as it is, in fact, the goal of applying the various leadership concepts is to affect change in the learning process. Change leads
to transformation and that has applications in learning, as well as business, which can both show well-reasoned examples of what is being sought to bring to other applications. Bridging these concepts, again, leads to a synergy of proactive methodology. Leadership can foster learning or stifle it by its own policies. Rigid adherence to prior methods in lieu of making the changes necessary is self-defeating at best.

6.6.4 Making the Environment Inviting

Empirical evidence has repeatedly shown that each of the archetypes (i.e., overarching leadership models/theories) works and that as a combined process works well. Perceptions of the leaders can hinder the process if they are not committed to it. Making the commitment can actually be translated throughout the system simply. Leaders showing their own devotion to the process results in improving working conditions, and making the psychological atmosphere more conducive to the process. This is bolstered when facilities are improved as well. An inviting environment can make a great impact on both students and teachers. The government of the UAE has realized this and is enacting these changes in the 2020 Education plan (UAE, 2010).

6.6.5 Criticism is Natural and Should be Regarded as Feedback

Critics can be found for change, any change, and though it would be simpler to do so they cannot be ignored. Some of the critics focus on the tendency to single out one facet of change when it is proven that it is a complex relationship involving many parts. It may be argued, however, that those critics are of less import than the result of the practice, by whatever name it is given.
In addition, feedback is necessary to evaluate what is and is not working well. While it is hoped that this project will contribute to the body of knowledge relating to management forms and cultural impact on the educational system of the UAE, the importance of the finding that teachers and principals perceive the principals’ actions quite differently cannot be overestimated. It is an absolute reminder of the importance of communication. A good program, regardless of the management style or paradigm, must facilitate communication both up and down the chain of command. No process can continue to perform well without communication. Just as a proper division of tasks is paramount throughout the chain, a clear decision on what portions of the chain are responsible for what actions and reactions is necessary. Tasks and vital functions fall through the cracks only when there is no clear method for handling them.

It is said that a negative cannot be proven, just as empirical data cannot be proven by structuring a study to find in favor of the favored position. Some aspects of the issue being studied can be shown, but not all eyes will agree the data is valid. These kinds of issues lead to various negative critiques of transformational theory. The hope for the future of leadership in education in the UAE may be that proponents of the theory of leadership, as well as the critics, will eventually find a balanced approach to the topic as to whether or not transformational leadership in education should be seen as a distinct discipline or as simply a facet of a more complex system.

### 6.6.6 Importance of Cultural Roles and Identities

Cultural identity and class differences inform the process of education, perhaps more than some may recognize. Money tends to congregate with its own, as well as poverty does. As schools in the West are often supplied by a regional tax base there can
become a noticeable variance between those regions for educational advantage and influence, even in a country like the UAE. Masculine and feminine roles mean that accommodations may need to be made to serve the populace. Social uncertainty can disrupt even the best planning of an educational system. The divide between those who work for the community and those who work for the individual in the society impacts the way in which any planned change occurs. The goal is to improve the education system for the long term, and to ease cultural barriers to education for the whole population.

Varying authorities on the subject of modes of educational leadership clash and come together in diverse areas. Where some few agree, others are demure and vice versa. None are either wholly correct or completely wrong on the subject of educational leadership, but a synthesis of all the opinions is needed to come close to a holistic image.

If ten persons are asked what makes one particular person successful there will be ten separate answers. Those facets in combination are what actually create the successful mix. Finding people who possess various combinations of those traits for leadership lends stability of a known factor to the structure. There are now numerous methods of testing for and discerning those traits being sought, just as there are many works, studies and publications available to use in evaluating any new plan or tactic for improving on the educational situation. Without those prior works this study would certainly have been less thorough, and the knowledge base less adequate. The key to future progression will be to continue to expand on the body of knowledge, and to apply
it to the educational system of the UAE to the betterment of all residents of the Emirates.

6.7 Limitations of the Study

There were two limitations to the study. The first limitation was the relatively small sample size. A total of 247 individuals were selected to participate but only 130 responded. Thus, while the response rate was adequate, the sample size was relatively small. The population for the qualitative interviews was selected from the respondents who completed the quantitative study and agreed to continue with the interview.

The other limitations to the study are related to the researcher. First, although the researcher endeavored to document the qualitative research interviews carefully, there is always the possibility that something was omitted. Participants were told that if they wished to review the report of their responses they could, but none responded. The researcher’s notes were checked twice to ensure accuracy of the report but it is possible that some element of a response was missed.

6.8 Summary

The purpose of this study was to determine the degree to which school principals in the UAE practice transformational leadership to bring about change and innovation within this Middle Eastern educational context, as well as, to investigate teachers’ and principals’ overall acceptance of this type of leadership in this country. The results of the study were based on the quantitative survey and qualitative semi-structured interviews. In this chapter, several conclusions and recommendations were presented based on the results that emerged from the data.
Based on the results of the study, the results indicate that there is a discrepancy between the perception of principals and teachers regarding the practice of transformational leadership in their schools. In order to move forward, leaders need to acknowledge that their current leadership is not being received positively by their subordinates. In addition, some components of transformational leadership may be already practiced in the UAE, but because the leadership style is not yet a fully known practice in the UAE, strengthening the culture of transformational leadership is still needed.

The implication of the results to leadership is that transformational leadership can be applicable in the UAE given that certain modifications are made to take the culture into consideration. Transactional leadership appears to still be practiced and it can be gradually integrated with the practice of transformational leadership, with the goal of eventually making transformational leadership the more dominant style of leadership. Professional development and seminars that focus on transformational leadership might also be useful in institutionalizing the leadership style in the UAE school system while additional graduate coursework that concentrates on the analysis of comparative leadership approaches, as well as attitudes towards transplanted Western leadership models, may be warranted in education faculties.

For future research, the researcher recommends examining the complementary nature of transactional leadership and transformational leadership in the UAE to understand the prevalence of each leadership style in the UAE. Another suggestion for future research is to explore the perceptions of principals as to why there is a discrepancy in the perception of principals and teachers regarding the practice of
transformational leadership in the UAE. While this researcher has suggested that the reason for the discrepancy relates to the difference in cultural dimension scores between the UAE, the location for the study, and Western nations such as the US, the location of the development of the concept of transformational leadership, it would be prudent to do further study. Finally, a cross-cultural study about the applicability of transformational leadership in the Middle East region is proposed in order to expand the literature on the applicability of transformational leadership in non-Western cultures.

Given that there are a number of important differences between transactional and transformational leadership styles, the ability to either develop a more transformational style or to successfully combine the two management styles seems imperative. One style of leadership considers the rights and capacities of employees, the intellectual stimulation of the surroundings, the inspiration given by the leader, and idealized influence of the principal. The other style of leadership, transactional leadership, depends on management by exception, or the idea that standards are set for employees, and the manager only pays attention when the employee deviates from the plan. Behaviours are monitored according to set standards, and deviation from the acts required by the management is not encouraged. This style of management does not encourage employee risk taking or ownership of situations (entrepreneurship) nor does it encourage employees to take initiative. Taking risks and developing initiatives may be actively discouraged.

Transformational leadership engenders change in the organization, while transactional leadership emphasises each step of a work process. One leadership style concentrates on the overall goals of the organization and how to motivate employees to
reach those goals. The other style of leadership concentrates on accomplishing standards or activities established by the leaders. Transformational leadership concentrates on the big picture; transactional leadership concentrates on the tasks of individuals. If the UAE is to meet the new standards and goals for educational attainment established by the government, leaders must adapt a *big picture* approach.

To place the situation in another context, the government has asked the educational authorities to build a new, modern educational infrastructure that will be competitive with global standards. Management can concentrate on building that infrastructure (transformational leadership) or they can concentrate on the individual bricks and mortar of the structure (transactional leadership). This research has represented another step in the development of the knowledge base necessary to build the dynamic educational infrastructure that will take the UAE educational system to a standard that will be able to compete globally.
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234


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236


242


Appendix A: Approval to use the LPI-Observer

Dear David:

This email represents official permission for you to use the LPI Observer instrument in English to collect data for your research. You will need to purchase one copy of the instrument, which you may do through Amazon, through the Wiley website (http://as.wiley.com/WileyCDA/) or through our sales representatives. Please let me know if you would like a sales representative to get in touch with you. You may then use the copies you buy for photocopying, and your research--however, you may not distribute them in any other way. All photocopies must keep the copyright notice that is on our publication. Our only other request is that you supply us with a copy of your final paper when it is completed.

If you wish to use the instrument in some language other than English, please let me know and I will tell you what the next steps are.

Thank you for your interest in the Leadership Practices Inventory.

Debbie
Debbie Notkin
Contracts Manager
(415) 782-3182/fax 415 433-4611
dnotkin@wiley.com

please don't print this e-mail unless you really need to
Appendix B: Approval to use the LPI-Self

Dear David,

You may use the LPI-Self on the same terms as we granted for the LPI-Observer. You must purchase a copy of the LPI Self. Thank you for your interest in the Leadership Practices Inventory.

Debbie

Debbie Notkin
Contracts Manager
(415) 782-3182/fax 415 433-4611
dnotkin@wiley.com

WE HAVE MOVED!! Our new address is:
One Montgomery, Suite 1200
San Francisco, CA  94104

please don't print this e-mail unless you really need to
Appendix C: Electronic Survey Questions for Teachers

This survey is intended for current or former teachers in the UAE with at least one year of experience. It is also expected that you are a graduate student in education at Abu Dhabi University, the British University in Dubai, UAE University or Zayed University. If you meet these criteria, please proceed to the survey and complete all sections. Once you finish the survey, you must click the Continue button at the bottom of the page to complete the process.

DEMOGRAPHICS

The purpose of this section is to provide some needed demographic information to assist in the analysis and then development of recommendations for this research. Please make a selection for each of the following questions.

What is your age?
(a) <25
(b) 25-34
(c) 35-44
(d) 45-54
(e) 55-64
(f) 65+

What is your gender?
(a) Male
(b) Female

What is your country of origin?
[Select country from drop-down menu]

What is your home Emirate?
(a) Abu Dhabi
(b) Dubai
(c) Ras Al Khaimah
(d) Ajman
(e) Sharjah
(f) Um Al Quain
(g) Fujerah

If you are currently employed as a teacher, what Emirate do you work in? If you are not currently teaching, what Emirate did you last teach in?
(a) Abu Dhabi
(b) Dubai
(c) Ras Al Khaimah
(d) Ajman
(e) Sharjah
(f) Um Al Quain
(g) Fujerah
If you are currently employed as a teacher, what grade level do you teach? If you are not currently teaching, what grade level did you last teach?

(a) Kindergarten – Elementary School
(b) Middle School
(c) High School

How many years of teaching experience do you have?

(a) 1 – 3 years
(b) 4 – 6 years
(c) 7 – 9 years
(e) 10+ years

How would you rate your career stage?

(a) Early (0 – 5 years of experience)
(b) Middle (6 – 15 years of experience)
(c) Late (>15 years of experience)

**LEADERSHIP PRACTICES INVENTORY (LPI) – OBSERVER**

*Instrument from Kouzes and Posner (2003)*

The purpose of this section is to explore your perceptions about school leadership in the UAE. If you are currently teaching, answer the questions about your present principal/school leader. If you are not currently teaching, please answer the questions about your most recent principal/school leader. Please answer each question.

**Instructions**

When selecting your response to each statement:

- Be realistic about the extent to which this person *actually* engages in the behaviour.

- Be as honest and accurate as you can be.

- Do NOT answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave.

- DO answer in terms of how this person typically behaves on most days, on most projects, and with most people.

- Be thoughtful about your responses. For example, giving this person 10s on all items is most likely not an accurate description of his or her behaviour. Similarly, giving someone all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.

- If you feel that a statement does not apply, it’s probably because you don’t experience the behaviour. That means this person does not frequently engage in this behaviour, at least around you. In that case, assign a rating of 3 or lower.

- For each statement, decide on a response and then select the corresponding number in the square to the right of the statement. After you have responded to all thirty (30) statements,
go back through the LPI one more time to make sure you have responded to each statement. Every statement must have a rating.

**The Rating Scale**

The rating scale runs from 1 to 10. Choose the number that best applies to each statement.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

To what extent does this person typically engage in the following behaviours? Choose the response that best applies to each statement and record it in the square to the right of that statement.

[Each statement has a drop-down menu enabling the participant to select a response from 1-10]

**My principal:**

1. Sets a personal example of what he/she expects of others.

2. Talks about future trends that will influence how our work gets done.

3. Seeks challenging opportunities that test his/her own skills and abilities.

4. Develops cooperative relationships among the people he/she works with.

5. Praises people for a job well done.

6. Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we agreed on.

7. Describes a compelling image of what our future could be like.

8. Challenges people to try out new and innovative ways to do their work.

9. Actively listens to diverse points of view.

10. Makes it a point to let people know about his/her confidence in their abilities.
11. Follows through on promises and commitments he/she makes.

12. Appeals to others to share an exciting dream of the future.

13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.

14. Treats others with dignity and respect.

15. Makes sure that people are creatively rewarded for their contributions to the success of projects.

16. Asks for feedback on how his/her actions affect other people’s performance.

17. Shows others how their long-term interests can be realized by enlisting in a common vision.

18. Asks “What can we learn?” when things don’t go as expected.

19. Supports the decisions that people make on their own.

20. Publicly recognizes people who exemplify commitment to shared values.

21. Builds consensus around a common set of values for running our organization.

22. Paints the “big picture” of what we aspire to accomplish.

23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

24. Gives people a great deal of freedom and choice in deciding how to do their work.

25. Finds ways to celebrate accomplishments.

26. Is clear about his/her philosophy of leadership.

27. Speaks with genuine conviction about the higher meaning and purpose of our work.

28. Experiments and takes risks, even when there is a chance of failure.

29. Ensures that people grow in their jobs by learning new skills and developing themselves.

30. Gives the members of the team lots of appreciation and support for their contributions.
Interview participation
If you would be willing to participate in a short 45 minute – 1 hour follow-up interview, please provide your name, email contact, and phone number. All interview data will remain confidential. Your identity will remain anonymous throughout the reporting process. If you are selected to participate in an interview, you will be required to complete another informed consent form outlining your rights.

Name _______________  Email _______________  Phone Number ____________
Appendix D: Electronic Survey Questions for Principals

This survey is intended for current or former teachers in the UAE with at least one year of experience. It is also expected that you are a graduate student in education at Abu Dhabi University, the British University in Dubai, UAE University or Zayed University. If you meet these criteria, please proceed to the survey and complete all sections. Once you finish the survey, you must click the Continue button at the bottom of the page to complete the process.

DEMOGRAPHICS

The purpose of this section is to provide some needed demographic information to assist in the analysis and then development of recommendations for this research. Please make a selection for each of the following questions.

What is your age?
(a) <25
(b) 25-34
(c) 35-44
(d) 45-54
(e) 55-64
(f) 65+

What is your gender?
(a) Male
(b) Female

What is your country of origin?
[Select country from drop-down menu]

What is your home Emirate?
(a) Abu Dhabi
(b) Dubai
(c) Ras Al Khaimah
(d) Ajman
(e) Sharjah
(f) Um Al Quain
(g) Fujerah

If you are currently employed as a school leader (i.e. principal), what Emirate do you work in?
If you are not working as a principal, what Emirate did you last serve in this capacity?
(a) Abu Dhabi
(b) Dubai
(c) Ras Al Khaimah
(d) Ajman
If you are currently employed as a principal, what grade level do you supervise? If you are not currently working as a principal, what grade level did you last supervise?
(a) Kindergarten – Elementary School
(b) Middle School
(c) High School

How many years of educational supervision experience do you have?
(a) 1 – 3 years
(b) 4 – 6 years
(c) 7 – 9 years
(e) 10+ years

How would you rate your career stage?
(a) Early (0 – 5 years of experience)
(b) Middle (6 – 15 years of experience)
(c) Late (>15 years of experience)

**ELECTRONIC SURVEY QUESTIONS LEADERSHIP PRACTICES INVENTORY (LPI) – SELF**
*Instrument from Kouzes and Posner (2003)*

The purpose of this section is to gather some information on the approach you take to school leadership in the UAE. Please answer each question.

**Instructions**

When selecting your response to each statement:

- Be realistic about the extent to which you *actually* engage in the behaviour.
- Be as honest and accurate as you can be.
- Do NOT answer in terms of how you would like to behave or in terms of how you think you should behave.
- DO answer in terms of how you behave on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behaviour. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
• If you feel that a statement does not apply to you, it’s probably because you don’t frequently engage in the behaviour. In that case, assign a rating of 3 or lower.

• For each statement, decide on a response and then select the corresponding number in the square to the right of the statement. After you have responded to all thirty (30) statements, go back through the LPI one more time to make sure you have responded to each statement. Every statement must have a rating.

**The Rating Scale**

The rating scale runs from 1 to 10. Choose the number that best applies to each statement.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
4 = Once in a While  
5 = Occasionally  
6 = Sometimes  
7 = Fairly Often  
8 = Usually  
9 = Very Frequently  
10 = Almost Always

To what extent do you typically engage in the following behaviours? Choose the response that best applies to each statement and record it in the square to the right of that statement.

[Each statement has a drop-down menu enabling the participant to select a response from 1-10]

1. I set a personal example of what I expect of others.
2. I talk about future trends that will influence how our work gets done.
3. I seek challenging opportunities that test my own skills and abilities.
4. I develop cooperative relationships among the people I work with.
5. I praise people for a job well done.
6. I spend time and energy making certain that the people I work with adhere to the principles and standards that we agreed on.
7. I describe a compelling image of what our future could be like.
8. I challenge people to try out new and innovative ways to do their work.
9. I actively listen to diverse points of view.
10. I make it a point to let people know about my confidence in their abilities.

11. I follow through on promises and commitments I make.

12. I appeal to others to share an exciting dream of the future.

13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

14. I treat others with dignity and respect.

15. I make sure that people are creatively rewarded for their contributions to the success of projects.

16. I ask for feedback on how my actions affect other people’s performance.

17. I show others how their long-term interests can be realized by enlisting in a common vision.

18. I ask “What can we learn?” when things don’t go as expected.

19. I support the decisions that people make on their own.

20. I publicly recognize people who exemplify commitment to shared values.

21. I build consensus around a common set of values for running our organization.

22. I paint the “big picture” of what we aspire to accomplish.

23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

24. I give people a great deal of freedom and choice in deciding how to do their work.

25. I find way to celebrate accomplishments.

26. I am clear about my philosophy of leadership.

27. I speak with genuine conviction about the higher meaning and purpose of our work.

28. I experiment and take risk, even when there is a chance of failure.

29. I ensure that people grow in their jobs by learning new skills and developing themselves.

30. I give the members of the team lots of appreciation and support for their contributions.
Interview participation
If you would be willing to participate in a short 45 minute – 1 hour follow-up interview, please provide your name, email contact, and phone number. All interview data will remain confidential. Your identity will remain anonymous throughout the reporting process. If you are selected to participate in an interview, you will be required to complete another informed consent form outlining your rights.

Name ________________ Email _______________ Phone Number ____________
Appendix E: Interview Schedule - Teachers

PART A: Introduction / Demographics

This purpose of this study is to gain some insights into the practice and applicability of transformational leadership in UAE educational contexts. In particular, I have been examining attitudes and perceptions about the ability and willingness of principals to utilize this form of leadership here in the UAE in order to facilitate change and innovation in addition to studying people’s overall acceptance of this type of leadership in this particular context.

However, before we go on to discuss transformational leadership in the UAE in more detail; I’d just like to ask you a few questions about yourself and your background.

- First, where are you from originally?
- How long have you been a teacher?
- What type of school are you working in/did you most recently work in?
- What Emirate(s) have you primarily worked in?
- What sorts of factors made you want to become involved in education?
- How long do you plan on staying in the field of education?

I’d like to ask you some general questions now in regards to the extent to which you perceive your principal engaging in specific leadership activities for the purpose of bringing about change and innovation.

- First, does/did your principal regularly undertake change initiatives at your school?
- Are there any change initiatives that your principal has undertaken recently? / What were some of the specific change initiatives that you recall your principal doing?
- What is/was the primary purpose of change initiatives at your school?
- Were they (i.e. the change initiatives) effective? Why/why not?

PART B: Five Practices of Exemplary Leadership

As I mentioned previously, one of the purposes of this study is to look at the extent to which transformational leadership is being practiced in UAE educational contexts in order to bring about change and innovation. The model I am using to conduct this research (and that was used in the survey in which you participated) was developed by Kouzes and Pozner and it is known as the Leadership Practices Inventory (LPI). According to this model, transformational leaders typically engage in a number of behaviours in order to make change and innovation possible. These include:

- (Inspiring a Shared Vision-ISV): which involves having faith that they can make a difference, sustain a vision of the future, and enlist others to participate in realizing their dreams/goals
- (Challenging the Process-CP): which means searching for opportunities to change the status quo, accepting challenges, and encouraging followers to take ownership of their work and to be creative
- (Enabling Others to Act-EOA): which includes fostering collaboration and team-building, actively including others, and fostering a work culture based on mutual respect, dignity, and trust
• (Modeling the Way-MW): which involves creating standards of excellence and setting an example for others to follow; and
• (Encouraging the Heart-EH): which involves recognizing the contributions that individuals make and allowing followers to share in the rewards of their efforts in order to keep hope and determination alive.

The following questions specifically relate to these aspects in relation to the practices of your principal.

**Inspire a Shared Vision-ISV:**

• In what ways does/did your principal provide your school with a vision of the future?
• In what ways does/did your principal motivate teachers to participate and work together in order to meet and surpass objectives?
• In what ways does/did your principal routinely set common goals or a shared purpose?
• How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.

**Challenge the Process-CP:**

• In what ways has/did your principal challenge(d) you as well as others?
• In what ways does/did your principal encourage teachers to take ownership of their work?
• In what ways does/did your principal promote autonomy in how teachers do their work in the classroom? (e.g. allowing for innovative, creative, unique, etc. pedagogic approaches)
• How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.

**Enable Others to Act-EOA:**

• In what ways does/did your principal encourage teachers to collaborate with each other?
• In what ways does/did your principal encourage teachers to take ownership of the educational program?
• In what ways does/did your principal encourage teachers to share in decision-making?
• In what ways does/did your principal routinely give teachers some choice in how they do their work?
• In what ways does/did your principal foster a work environment based on mutual respect?
• In what ways does/did your principal promote a work environment based on trust?
• How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.

**Model the Way-MW:**

• In what ways does/did your principal model professionalism?
• In what ways does/did your principal uphold standards of excellence (i.e. high performance expectations)?
• How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.
Encourage the Heart-EH:

- In what ways does/did your principal develop a positive work culture?
- In what ways does/did your principal celebrate success?
- In what ways does your principal build positive morale among the:
  a) staff
  b) students
  c) parents
  d) other stakeholders (provide a few examples if necessary)?
- How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.

Part C: Culture and Context Extension Questions

These final questions relate to additional cultural and contextual considerations of transformational leadership as well as the concept of change.

- In your opinion, is change and innovation needed in the UAE educational context? / Do you think change and innovation is needed in the UAE educational context?
- What type of change/innovation is required and why?
- Who (e.g. principals, teachers, govt. politicians, etc.) should be responsible for initiating change in the UAE?
- Who (e.g. children, teachers, the entire educational system, the entire country, etc.) will benefit most from change in the educational system? Could you please describe any (specific/detailed) benefits?
- Are leadership models such Kouzes and Posner’s appropriate in the UAE context?
- Are there any other leadership approaches that would be better suited to facilitate change in the UAE? If so, please describe these and if not, why not?
Appendix F: Interview Schedule - Principals

PART A: Introduction / Demographics

This purpose of this study is to gain some insights into the practice and applicability of transformational leadership in UAE educational contexts. In particular, I have been examining attitudes and perceptions about the ability and willingness of principals to utilize this form of leadership here in the UAE in order to facilitate change and innovation in addition to studying people’s overall acceptance of this type of leadership in this particular context.

However, before we go on to discuss transformational leadership in the UAE in more detail; I’d just like to ask you a few questions about yourself and your background.

- First, where are you from originally?
- How long have you been a principal?
- What type of school are you working in/did you most recently work in?
- What Emirate(s) have you primarily worked in?
- What sorts of factors made you want to become involved in education?
- How long do you plan on staying in the field of education?

I’d like to ask you some general questions now in regards to the extent to which you perceive yourself engaging in specific leadership activities for the purpose of bringing about change and innovation.

- First, do/did you regularly undertake change initiatives at your school?
- What kind of change initiatives have you undertaken recently / did you undertake most recently?
- What is/was the primary purpose of change initiatives at your school?
- Were they (i.e. change initiatives) effective? Why/why not?

PART B: Five Practices of Exemplary Leadership

As I mentioned previously, one of the purposes of this study is to look at the extent to which transformational leadership is being practiced in UAE educational contexts in order to bring about change and innovation. The model I am using to conduct this research (and that was used in the survey in which you participated) was developed by Kouzes and Pozner and it is known as the Leadership Practices Inventory (LPI). According to this model, transformational leaders typically engage in a number of behaviours in order to make change and innovation possible. These include:

- **(Inspiring a Shared Vision-ISV):** which involves having faith that they can make a difference, sustain a vision of the future, and enlist others to participate in realizing their dreams/goals
- **(Challenging the Process-CP):** which means searching for opportunities to change the status quo, accepting challenges, and encouraging followers to take ownership of their work and to be creative
- **(Enabling Others to Act-EOA):** which includes fostering collaboration and team-building, actively including others, and fostering a work culture based on mutual respect, dignity, and trust
- **(Modeling the Way-MW):** which involves creating standards of excellence and setting an example for others to follow; and
• (Encouraging the Heart-EH): which involves recognizing the contributions that individuals make and allowing followers to share in the rewards of their efforts in order to keep hope and determination alive.

The following questions specifically relate to these aspects in relation to your leadership practices.

**Inspire a Shared Vision-ISV:**

• In what ways do you provide your school with a vision of the future?
• In what ways do you motivate teachers to participate and work together in order to meet and surpass objectives?
• In what ways do you routinely set common goals or a shared purpose?
• How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.

**Challenge the Process-CP:**

• In what ways have you challenged yourself as well as others?
• In what ways do you encourage teachers to take ownership of their work?
• In what ways do you promote autonomy in how teachers do their work in the classroom? (e.g. allowing for innovative, creative, unique, etc. pedagogic approaches)
• How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.

**Enable Others to Act-EOA:**

• In what ways do you encourage teachers to collaborate with each other?
• In what ways do encourage teachers to take ownership of the educational program?
• In what ways do you encourage teachers to share in decision-making?
• In what ways do you routinely give teachers some choice in how they do their work?
• In what ways do you foster a work environment based on mutual respect?
• In what ways do you promote a work environment based on trust?
• How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.

**Model the Way-MW:**

• In what ways do you model professionalism?
• In what ways do you uphold standards of excellence (i.e. high performance expectations)?
• How applicable do you see these leadership Behaviours being in the UAE context? Please explain further.

**Encourage the Heart-EH:**

• In what ways do you develop a positive work culture?
• In what ways do you principal celebrate success?
• In what ways do you build positive morale among the:
  a) staff
  b) students

265
c) parents
d) other stakeholders (*provide examples if necessary)*?

- How applicable to you see these leadership Behaviours being in the UAE context? Please explain further.

**Part C: Culture and Context Extension Questions**

These final questions relate to additional cultural and contextual considerations of transformational leadership as well as the concept of change.

- In your opinion, is change and innovation needed in the UAE educational context? / Do you think change and innovation is needed in the UAE educational context?
- What type of change/innovation is required and why?
- Who (e.g. principals, teachers, govt. politicians, etc.) should be responsible for initiating change in the UAE?
- Who (e.g. children, teachers, the entire educational system, the entire country, etc.) will benefit most from change in the educational system? Could you please describe any (specific/detailed) benefits.
- Are leadership models such Kouzes and Posner’s appropriate in the UAE context?
- Are there any other leadership approaches that would be better suited to facilitate change in the UAE? If so, please describe these and if not, why not?
Appendix G: Electronic Informed Consent – Teachers’ Survey

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

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collective efforts on meeting and surpassing goals. As a graduate student in education, as well as, a current or recently employed teacher in the UAE, you have been invited to participate in this research project because of the purposeful information and experiences that you possess with respect to this topic.

What Will I Be Asked To Do?
You are asked to participate in an online questionnaire related to school leadership in the UAE. The questionnaire is not expected to take more than 15 minutes of your time. Upon completion of the questionnaire, you will then be asked if you would be willing to participate in the second phase of data collection, an individual interview. However, you will be under no obligation to participate in the interview phase of data collection if you complete the questionnaire. Your participation in this phase of data collection is completely voluntary, you will remain anonymous, and data will be reported only in aggregated form. You are free to withdraw from the study at any time without penalty.

What Type of Personal Information Will Be Collected?
Should you agree to participate in the questionnaire, you will be asked to provide information such as your gender, country of origin, age, years of teaching experience, home emirate, and the type/level of school in which you currently teach or in which you recently taught. If you volunteer to participate in the second phase of data collection - an individual interview - your name, email, and phone number will be requested in order to arrange an interview at a mutually convenient time and location.

Are there Risks or Benefits if I Participate?
Although items in the questionnaire may be construed as controversial or sensitive since they pertain to your current or previous principal, there are no foreseeable risks or harms by agreeing to participate in this questionnaire as your identity will remain anonymous. Benefits to participation are purely altruistic in nature and no other compensation is provided, as this study is designed to inform positive change within the educational system in the UAE. Additionally, the online survey is being administered by QuestionPro ©, an American software company. As such, your responses are subject to U.S. laws, including the USA Patriot Act. The risks associated with participation are minimal, however, and similar to those associated with many email programs, such as Hotmail © and social utilities spaces, such as Facebook © and Myspace ©.

What Happens to the Information I Provide?
Participation in the questionnaire is completely voluntary and your anonymity will be guaranteed. No one except the researcher and his supervisor will be allowed to view the raw data. You can withdraw from participating at any time during the study without penalty. If you choose to withdraw from the study, your questionnaire data to that point will remain within the data set. Additionally, all data will be stored on the personal computer and backed up on an external hard disk at the home of the researcher. Access to files will be limited through a private login password. Data will remain stored for a period of five years after completion of the study, at which time, it will be permanently erased. Moreover, this research is in no way connected with Abu Dhabi University, the British University in Dubai, UAE University or Zayed
University; your participation, non-participation or withdrawal will have no effect on your continuing relationship with your school. Lastly, a copy of the final report will be provided to Wiley & Son’s International.

Informed Consent
Your entrance into the questionnaire through clicking on the I Agree button below indicates that you have understood the information regarding participation in the research project and you have consented to participate. In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time.

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Please print this consent form for your records if you desire.

Do you agree with the conditions of the research and agree to participate? If so, click the I Agree button.
Appendix H: Electronic Informed Consent – Principals’ Survey

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

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Are there Risks or Benefits if I Participate?
There are no foreseeable risks or harms by agreeing to participate in this questionnaire as you are rating yourself anonymously. Benefits to participation are purely altruistic in nature and no other compensation is provided, as this study is designed to inform positive change within the educational system in the UAE. Additionally, the online survey is being administered by QuestionPro ©, an American software company. As such, your responses are subject to U.S. laws, including the USA Patriot Act. The risks associated with participation are minimal, however, and similar to those associated with many email programs, such as Hotmail © and social utilities spaces, such as Facebook © and Myspace ©.

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Appendix I: Informed Consent – Teachers’ Interviews

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**What Will I Be Asked To Do?**
You are being asked to participate in an individual interview with the researcher as you have indicated that you would be willing to participate in the second stage of this research project. This interview should take between 30-45 minutes. Your answers will be recorded (audio-taped) and transcribed by the researcher. While some of these answers will be used in the research, the data will be used in the aggregate, you will remain anonymous, and your responses will not be linked to you personally. Moreover, all verbatim quotations will be used only if there is no risk of exposing or identifying individual participants. Your participation in this phase of data collection is completely voluntary and you may stop the interview at any time and you are free to cease participation from the interview at any time.

**What Type of Personal Information Will Be Collected?**
Should you agree to participate in the interview, you will be asked questions about your teaching experience (e.g. school(s) taught at, years of teaching experience, grades taught), and graduate school experiences). You will also be asked about your viewpoints on the extent to which Kouzes and Posner’s model of transformational leadership is currently being practiced in UAE schools as well as your opinions on the applicability of these types of models in the UAE educational context.

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**Are there Risks or Benefits if I Participate?**
There are no foreseeable risks or harms by agreeing to participate in this questionnaire as you are discussing your own leadership practices anonymously and all data will be reported in aggregated form. Additionally, no responses will be linked to you personally. Benefits to participation are purely altruistic in nature and no other compensation is provided, as this study is designed to inform positive change within the educational system in the UAE.

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