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Primary School Teachers' Perceptions of the Principal's Role
in Leading Successful School Reform

by
Ugochukwu Valerie Aimakhu

A dissertation submitted to the faculty of Bethel University
in partial fulfillment of the requirements for the degree of
Doctor of Education

St. Paul, MN
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Approved by:

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Abstract

This quantitative study explored the relationship between transformative school principal leadership and teacher commitment from the perspectives of teachers in the ongoing process of educational reform and the extent to which principals' transformational leadership practices motivated teachers' commitment to change. The population of this study consisted of 10 primary schools with Grades ranging from kindergarten through Grade five. These schools are within the emirate of Ras Al Khaimah UAE. Two instruments, the Survey of Transformational Leadership (Edwards, Knight, Broome, & Flynn, 2010) and Organizational Commitment of Teacher six-item scale developed by Jo (2014) were used to gather information and quantitative data, about the transformational leadership behaviors of the school principals and teachers' commitment to educational reforms. The quantitative data were analyzed to find out if correlations exist between the factors of transformational leadership and teacher commitment, and if gender and years of experience of principals influence teacher commitment in the Ras Al Khaimah private schools investigated. There were no significant differences in teachers' perceptions of principals' transformational leadership based on gender or years of experience in the education sector. This research found that there was a statistically significant relationship between the five factors of transformational leadership and teacher commitment, that the factors of transformational leadership influenced teacher commitment. The research findings show a principal's transformational leadership practices can motivate teacher commitment to change among private primary school teachers in Ras Al Khaimah. Results in this study indicate that researchers need to conduct further investigation on the role that transformational leadership plays in teacher commitment to educational reform.

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Abbreviations

ADEC: Abu Dhabi Education Council

GCC: Gulf Cooperation Council

KHDA: Knowledge and Human Development Authority

MOE: The Ministry of Education

OCTS: Organizational Commitment of Teachers Scale

OECD: Organization for Economic Cooperation and Development

PIRLS: Progress in International Reading Literacy Study

PISA: Program for International Student Assessment

STL: Survey of Transformational Leadership

TIMSS: Trends in Mathematics and Science Study

UAE: United Arab Emirates

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Chapter I: Introduction

Introduction to the Problem

A vital component for student achievement and performance is effective school leadership. Fullan (1982) indicated that an essential factor in the school change process is leadership. In the UAE, there are concerns if school leaders have the proper leadership skills required to guarantee effective functioning and performance of schools to successfully implement the educational reforms from UAE vision 2021 (Anderson, 2017). Many education systems continue to struggle to sustain the standards of outstanding teaching and learning, as a result of having underperforming teachers and ineffective school leadership (Munir & Khalil, 2016).

School systems continue to face local, state, and national accountability for school performance and student achievement. As a result, schools now function like business organizations with management complexities and the necessity for bottom-line results (Anderson, 2017). By participating in transformational leadership professional development, which has been confirmed to boost performance in educational settings (Anderson, 2017), leaders in schools will gain knowledge and experience. Robinson (2007) asserted that transformational leadership has mixed effects, indicating that in certain situations transformational school leadership may not be instrumental.

The UAE education system has challenging difficulties (Gaad, Arif, & Scott, 2006; Macpherson, Kachelhoffer, & El Nemr, 2007; Ridge, 2009; Thorne, 2011). The issues include low achievement, lacking teaching standards, inadequate teachers, lack of teacher professionalism and ineffective school leadership (Gaad et al., 2006; Macpherson et al., 2007; Ridge, Farah, & Kippels, 2017; Thorne, 2011). These challenging issues encouraged the need

for reform and the scrutiny of the poor performance of the whole education system (Macpherson et al., 2007; Thorne, 2011).

Al-Amiri (2012) indicated that the Abu Dhabi Education Council (ADEC) and the Knowledge and Human Development Authority (KHDA) in Dubai were founded to ensure successful policy implementation. The UAE government increased effort to employ Emirati teachers. The government provided support to colleges to improve the quality of UAE schools (Macpherson et al., 2007; Stringer & Hourani, 2015). The government continues to provide adequate training for teachers, leading to an increase in the number of qualified teachers who promote and facilitate mandated change and school reform (Stringer & Hourani, 2015).

The responsibilities presently assigned to primary school principals in the United Arab Emirates (UAE) show a relationship with the components of transformational leadership. In the UAE, primary Grades are Grades K-5. The KHDA document *Guide for the Appointment of a Principal in a Private School in Dubai* describes the roles and responsibilities of a principal. A principal ensures the school's commitment to quality education and its continued improvement. The principal focuses on students' outcomes and ensures the vision and mission stated in the KHDA approved plan for a new school are implemented (KHDA, 2014). The primary school principal's role corresponds with transformational leadership ideas.

Although previous studies on transformational leadership indicate transformational leadership is suitable for educational reform, not many scholars have investigated the correlation between school principals' practice of transformational leadership and teachers' commitment to the implementation of educational reforms. This study will use the Survey of Transformational Leadership (STL) scale and Organizational Commitment of Teachers Scale (OCTS) in the educational setting to disclose the extent that school employees perceive school principals as

being transformational in their leadership style in the Arabian Gulf context.

Background of the Study

United Arab Emirates background information. The union of the seven Trucial Sheikdoms, which include Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain, Fujairah, and Ras Al-Khaimah, in 1971 led to the creation of a federation United Arab Emirates (UAE Government Portal, 2019). The location of the United Arab Emirates is in the southeast of the Arabian Peninsula. The UAE education system is somewhat new, as there were only a few formal schools in the country in 1952 (UAE Government Portal, 2019). A school building program commissioned in the 1960s and 1970s expanded the education system. Presently, primary and secondary level education is universal in the UAE.

In the 2016-2017 academic year, the UAE had a total of 580 schools. One hundred eighty-five schools were in Dubai, and 122 schools were in Abu Dhabi, with a total enrolment of 584,932 students (United Arab Emirates Country Commercial Guides, 2017). Private schools consist of about 60 % of UAE's schools and make education available to almost 500,000 students (United Arab Emirates Country Commercial Guides, 2017). The UAE will require around 175,000 extra seats by 2020, and 90% of the seats will come from the private sector. Private sector K-12 enrollment comes from all Emirates, except for Fujairah.

Statement of the Problem

The current United Arab Emirates (UAE) educational system is going through an extensive education reform caused by economic growth, societal development, and large-scale governmental improvements (Litz & Scott, 2017; Morgan, 2017; Ridge & Farah, 2009; Thorne, 2011 & Warner & Burton, 2017). The UAE educational system is carrying out these changes to enhance student achievement and improve the performance of schools (Ridge, 2009; Ridge,

Farah, & Kippels, 2017). Other Gulf Cooperation Council (GCC) countries are also undergoing comparable changes like UAE schools (Morgan, 2017). The educational changes encompass upgrading school infrastructure and resources, reviewing the curriculum, and improving teaching methods to satisfactory standards, developing education policy, improving school leadership practices, providing qualified teachers and making provision for supports (Morgan, 2017; Ridge & Farah, 2009; Thorne, 2011 & Warner & Burton, 2017).

All K-12 schools in the UAE have to conduct two forms of assessment of Educational Achievement (Ridge, Farah, & Kippels, 2017; Warner & Burton, 2017), mandated by the International Association for Evaluation to assesses Grade four and Grade eight students' knowledge of English language, science and math concepts every four years. The Program for International Student Assessment (PISA) is carried out every three years in the UAE. The educational system conducts the standardized tests to give stakeholders and policymakers a reference point for analyzing Grade four and Grade eight students' understanding of problem-solving, mathematics, reading and science in comparison to students in education systems around the world (Ridge, Farah, & Kippels, 2017 & Warner & Burton, 2017). The Trends in International Mathematics and Science Study (TIMSS) and PISA give a great understanding of national education and the right assessment approaches and tools that match the TIMSS and PISA tests to measure student attainment and performance (Warner & Burton, 2017).

Private and public high school students in the UAE sat for the PISA international assessment for the first time in 2009. That year, the results showed that UAE scored 421 in mathematics, 438 in science and 431 points in reading; in 2009, the global average for mathematics was 496, science was 501 and reading was 493. Among the Gulf Cooperation Council (GCC) countries, the UAE scored the highest in comparison to Jordan and Qatar. But,

the performance by UAE students was below the international average when compared to students in the top-performing Organization for Economic Cooperation and Development (OECD) nations such as Japan and Singapore.

The UAE uses the TIMMS, The Progress in International Reading Literacy Study (PIRLS) and PISA results to indicate the effectiveness of schools in all education zones across the country. School leaders and policymakers in the UAE education system, use the results to conduct needs assessments, track student academic progress, improve the curriculum, and provide teacher professional development (Shebandri, 2012). A close look at the instruction time and student performance in the PISA subjects in Grades 7-9 comparison shows that many UAE schools spend more time teaching math and language than the top PISA scoring nations like Finland, Korea, Japan and other OECD nations (Ridge, Farah, & Kippels, 2017).

This trend is prevalent in countries in the Middle East, Africa, and South Asia. According to Ridge, Farah, and Kippels (2017), many top-performing OECD countries allocate more time to aesthetics and physical education. Even with the significant allocation of time to Mathematics and English, students in the UAE continue to work towards attaining the national agenda goals, which are to be among the top 20 countries for PISA assessments and the top 15 nations in the world for TIMMS.

Five hundred thousand Grade eight students from 72 countries across the world, completed the PISA assessment in math, science, and reading in 2015 (Warner & Burton, 2017). The PISA result was promising as the UAE had an increase by one place in comparison to the 2012 and 2016 assessment results. The assessment results in 2016, showed that UAE had the 47th position among all other participating countries for mathematics (Pennington, 2016). Warner and Burton (2017) revealed that in 2015, the performance of UAE students was below

the PISA average in Mathematics and Science, the UAE dropped down the ranking scale by two levels.

The PISA results showed that student performance is below expectations despite the substantial investment in education by the government (Navdar, 2016a). The PISA assessment results serve as a wake-up call to school leaders and policymakers that there is an urgent need to continue seeking ways of improving the education system. The observed improvement is negligible. The overall performance of UAE students in International assessments like TIMSS and PISA have indicated that UAE students' performance has not accomplished the National Agenda goals for the education system of the nation (Warner & Burton, 2017) even with the considerable investment on education by the Government of UAE.

A leadership paradigm that changes educational organizations and makes schools achieve desirable results is transformational leadership (Leithwood & Jantzi, 2006). To make education reform interventions meaningful in the UAE, the leadership practices in schools require redesigning to meet the needs of every teacher and student. The individualized influence component of the transformational leadership approach addresses the individual needs of stakeholders. Transformational leadership is a suitable way to accomplish the goals of schools in the 21st century (Leithwood & Jantzi, 2006; Ross & Gray, 2006; Sun & Leithwood, 2012); these authors indicated that transformational leaders play a significant role in influencing their employees by promoting and overseeing development within the school.

Though scholars have studied transformational leadership in the UAE education context, the methodology, variable, and setting that they used were different from this proposed study. While Sidaoui (2007) focused on the relationship between transformational leadership practices of the school leaders and the perceived organizational culture of public universities in the UAE,

Litz and Scott (2017) examined whether school principals in the UAE practice transformational leadership and if school leaders and their teachers perceived principals' leadership styles differently from teachers and school leaders in educational settings in western countries.

Litz and Scott (2017) also ascertained how appropriate and efficient transformational leadership is in the Middle East and the Muslim culture to provide a lot of information to researchers in other non-western nations and different cultural backgrounds. Sidaoui (2007) used a mixed method research design and two survey instruments, the Leadership Practice Inventory (LPI) and Organizational Culture Inventory (OCI), and conducted phone interviews to strengthen the quantitative data, while Litz and Scott (2017) employed a mixed methods study using semi-structured interviews and the Kouzes's and Posner's (2002, 2003, 2007) theoretical framework for leadership as well as the Hofstede's 2011 cultural framework.

Empirical evidence shows a link between transformational leadership of the school and student academic success (Leithwood & Jantzi, 2008; Leithwood et al., 2004). However, no previous study has been conducted within the UAE to examine how the transformational leadership practices of school principals relate to teacher success in implementing educational reforms and thereby increasing student achievement and improving the performance of schools in the UAE education context. Therefore, the revealed gaps and the need for effective school leaders make investigating how transformational leadership is characterized and implemented in primary schools in Ras Al Khaimah, UAE essential.

Educational Change in the United Arab Emirates (UAE)

Education is one of the country's highest priorities. The UAE has concentrated on educating both men and women. Statistical records show that in 1975, the rate of adult literacy was 54% among men and 31% among women. Literacy rates for both genders have increased,

and presently, it stands at nearly 90%.

A primary area of focus is to transform K-12 education programs to make sure that students in the UAE are ready to compete in the global marketplace. The emphasis of education reform in the UAE is better preparation, greater accountability, higher standards, and improved professionalism. Also, more interactive forms of learning will replace rote instruction, and English-language education now integrates into other subjects, such as Math and Science (Ridge & Farah, 2009).

The ADEC, the KHDA, and The UAE Ministry of Education (MOE) are responsible for education reform. ADEC was founded in 2005 to develop education all over the UAE. ADEC takes an innovative approach to involve the private sector, improve and update facilities, reduce bureaucracy, update curricula, and utilize information technology.

The UAE education system is currently experiencing remarkable change triggered by the effects of extensive reforms of government policies as a result of the recent National Agenda. In 2010, His Highness Sheikh Mohammed bin Rashid Al Maktoum, the Vice-President and Prime Minister of the UAE, inaugurated the UAE Vision 2021, which has the goal of including the UAE into among the top countries in the world by the Golden Anniversary of the Union (Emirates Center for Strategic Studies, 2018).

The UAE National Agenda "Vision-2021" comprises six national priorities that represent the focus sectors of government action in the years ahead. These pillars of the national agenda include “first-rate education system, world-class healthcare, sustainable environment, and infrastructure, a cohesive society and protected identity, safe public and fair judiciary, competitive knowledge economy” (Emirates Center for Strategic Studies, 2018).

The primary objective of education in the UAE "Vision-2021" is to create an

outstanding education system that positions Emirati students with the best in the world (Emirates Center for Strategic Studies, 2018). The goal of the UAE MOE is to develop a creative education system for all age groups that will address the needs of future labor market demand. As a result, the MOE is committed to accountability and community partnership in the education process by offering equal educational opportunities for all students (UAE Government Portal, 2019). The UAE government believes that equal opportunity and access to top-notch education is one of the fundamental rights for all Emiratis and considers education as an essential element for the development of the nation and the best investment a country can make is in its youth (UAE Government Portal, 2019).

Role of School Leaders

School leaders play a crucial role in leading school improvement outcomes by enhancing teacher capabilities and motivation, along with the climate and learning environment of the school. School leadership is now a priority in education policy agendas across many countries because school leadership plays a critical role in improving the school's outcomes.

In the United Arab Emirates, school leadership is an essential pillar of the National Agenda, to motivate and make the school environment dynamic. The school leadership performs the vital role of nurturing professional growth and developing effective leadership within the school. School leaders, formulating a clear and appropriate vision that can invigorate teachers and motivate students is a crucial task to success. Moreover, active and dynamic leadership can influence the level of teachers' commitment to their organizational performance.

Transformational Leadership Model

Burns (1978) considered transformational leadership as a process in which leaders and followers elevate each other to higher levels of morality and motivation. The advent of transformational school leadership deals with the contemporary development of the significance of school change theory (Hallinger, 2003; Leithwood, 1994).

Previous studies on transformational leadership indicate how suitable transformational leadership is to educational reform (Gerhard Huber, 2004; Mulford, 2008). Leithwood (1992) advised that transformational leadership is ideal for the educational setting because it empowers teachers and provides hope, optimism, and energy while outlining how to achieve goals. Leithwood (2002) explained that more research needs to be conducted to understand further the school reform process and the effects of transformational leadership dimensions such as setting direction, staff development, restructuring the school, and managing the program of instruction. Leithwood's statement is significant for school reform in the educational reform context of UAE schools.

Teachers need to contend with the dilemma of teaching to achieve the UAE national agenda, on the one hand, and improving the critical thinking skills of students (Ridge, Farah, & Kippels, 2017). Teachers continue to face this dilemma even though the goal of UAE educational reforms has been to foster a skills-based education that prepares students to live and work in the 21st century (Farah & Ridge, 2009). A drawback with the implementation of educational reform in the UAE is that the sweeping mandated changes leave limited chances for consultation with the teachers, leading to a lack of support for educators, resistance to change and lack of commitment to mandated reforms (Tabari, 2014).

Leadership is a vital force in the school change process (Fullan, 1982). Hoy, Miskel, and

Tarter (2013), Leithwood, Seashore, Anderson, and Wahlstrom (2004), and Mulford (2008) illustrated how transformational leadership is required to effectively implement mandated reforms as a result of collaboratively creating a shared vision, building instructional capacity, enhancing effectiveness and developing higher teaching standards. Leadership is vital to the success of school reform because it exerts a significant influence on the entire process (Abu-Tineh et al., 2008; Lam, 2002; Leithwood & Jantzi, 2006).

During school improvement, transformational leadership ought to take on a vital role (Yang, 2014). A leadership model that could effectively engage and motivate teachers to change is transformational leadership (Leithwood, 1992). Transformational school leadership can be useful in UAE schools, but the degree to which this leadership approach can influence teachers' commitment to change in the UAE education setting is unclear (Litz & Scott, 2017).

Purpose of the Study

This study ascertained the extent that principals in Ras Al Khaimah, UAE, practice transformational leadership in their schools. This study examined if a correlation exists with teachers' commitment to the implementation of educational reforms and transformational leadership. An existing scale, the Survey of Transformational Leadership (STL), a global measure of transformational leadership, was used to reveal the extent employees perceive leaders as being transformational in their leadership style.

To date, there is an inadequate understanding of the practice of transformational leadership in schools in Ras Al Khaimah. Given the rapid changes occurring within the education field, it has become clear that there is a need for leadership that will encourage innovation, question the present circumstances in schools, and empower teachers to take on tasks and find creative solutions to problems. School principals in some Ras Al Khaimah

schools may employ transformational approaches; it is also probable that many principals do not, due to barriers created by organizational factors. The primary schools in Ras Al Khaimah can benefit from transformational practices such as creative problem solving, developing teachers' skills and engaging existing staff in the school reform process.

This study signifies an original attempt to understand how teachers in Ras Al Khaimah perceive the principal's leadership approach and the effects of school leadership in the United Arab Emirates' primary school setting. This research seeks to support leadership development and school change practices in the United Arab Emirates school context.

Research Questions

These research questions guided this study:

RQ1: What factors serve as barriers or catalysts to the principal's transformational

leadership approaches when implementing educational reform initiatives in the UAE?

RQ2: What transformational leadership practices impact teachers' commitment to change?

Null hypothesis two (H₀₂): There are no transformational leadership practices that impact on teachers' commitment to change.

Alternate hypothesis two (H₁₂): There are transformational leadership practices that impact on teachers' commitment to change.

RQ3: What statistical differences, if any, exist in principals' perceived transformational leadership style based on gender?

Null hypothesis three (H₀₃): Gender has no impact on the principals' perceived transformational leadership style.

Alternate hypothesis three (H₁₃): Gender has an impact on the principals' perceived transformational leadership style.

RQ4: What statistical differences, if any, exist in principals' perceived transformational leadership style based on years of experience?

Null hypothesis four (H₀₄): Years of experience has no impact on the principals' perceived transformational leadership style.

Alternate hypothesis four (H₁₄): Years of experience has an impact on the principals' perceived transformational leadership style.

RQ5: What relationship, if any, exists in teacher commitment to change based on specific demographic factors?

Null hypothesis five (H₀₅): There is no statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

Alternate hypothesis five (H₁₅): There is a statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

The Significance of the Study

An exhaustive review of literature, suggested a shortage of research focusing on the outcomes of transformational school leadership on teachers' commitment to change in the primary school context in Ras Al Khaimah, United Arab Emirates. Litz and Scott (2017) recommended that the results of their study should be further researched to include studies linked to discrepancies in perception about leadership that occur between teachers and principals in the UAE as teachers usually perceive that principals do not practice transformational leadership effectively. More research is essential to explore transformational leadership in depth, especially in the changing context of primary schools in Ras Al Khaimah United Arab Emirates. This present study aimed to address this need to contribute to a unique part of K-12 education.

Secondly, teachers should become a part of the education reform implementation process; school leaders need to allow teachers to share their views. Existing literature emphasizes the importance of contextual factors concerning student achievement and success. Mandating reform cannot increase teachers' capabilities and commitment. This study provides recommendations for policymakers on ways to involve a broader group of stakeholders in the education reform process.

To successfully implement reform mandates and provide specific supports to schools; a one size fits all approach is not sustainable (Cuban, 2013; Darling-Hammond, 2000; DeAngelis & Presley, 2010; Goddard, Hoy, & Hoy, 2004). Policymakers need to contextualize factors related to student achievement and understand the perception of teachers and school leaders. This study has specific significance as teachers and school leaders have the responsibility of successfully implementing educational reform mandates irrespective of the diverse educational settings in which they operate.

This study hopes to provide teachers, the school leadership, the school board, and policymakers with useful information on the current state of educational leadership in Ras Al Khaimah. Tertiary institutions and government officials may be able to use the data from this study to modify their current school leadership training courses. Ministry of Education officials can also use the information as a starting point for principal evaluations. Schools in Ras Al Khaimah can also use the data from the proposed study to design procedures and plans for recruiting principals. The data from the research can serve as baseline data for school principals to reflect on their current leadership practices. This research creates opportunities for further studies on utilizing and implementing a transformational leadership approach in K-12 schools in the UAE.

Definition of Terms

The operational definitions are listed below to offer a context for understanding how the researcher used the subsequent terms in this study.

- Abu Dhabi Education Council (ADEC): ADEC is the monitoring body that offers licensing and accreditation to private schools in Abu Dhabi, Al Ain, and the Western Region. ADEC establishes the minimum standards for educational outcomes, health, safety, and building and site requirements. ADEC works closely with the MOE to formulate the emirate's education plan (United Arab Emirates World Data on Education, 2011).
- Barriers: refers to any interferences, restrictions and other factors blocking innovation processes (Piater, 1984). Factors that negatively impact innovation processes in the institution such as employee resistance, poor communication, weak motivation, unclear governance structure, poor implementation history, lack of sustained leadership support and lack of clear scope of the reform.
- Catalysts: refers to factors that positively impact innovation processes in the institution such as communication, enough support, buy-in to the vision, leader credibility, shared values and ability of a leader to direct the turbulent waters of change (Herold, Fedor, Caldwell, & Liu, 2008).
- International school: refers to a private school that implements teaching and learning practices, with an international curriculum.
- Primary school: refers to a school that provides primary or elementary education for children from the age of five to eleven.
- Knowledge and Human Development (KHDA): established in 2007, KHDA is

responsible for inspecting all private schools in Dubai to guarantee good quality of education, from early learning to higher and continuing education. (KHDA 2017).

- **Organizational Commitment:** refers to the affective engagement with the goals, values, and activities of an organization by an individual (Hallinger & Lu, 2014).
- **Private school:** refers to schools that follow the curricula of their homeland, but they operate under the licensing and supervision of the Ministry of Education and Youth (United Arab Emirates World Data on Education, 2011).
- **Reform:** refers to efforts made to improve aspects of the educational system (Madsen, Schroeder, & Irby, 2014).
- **School leaders:** refers to the principal and deputy principal of private schools.
- **The Ministry of Education (MOE):** The MOE oversees the education system through the secondary school at public schools within the Northern Emirates (Ajman, Fujairah, Ras Al Khaimah, Sharjah, and Umm Al Quwain). The MOE instigates and monitors reform activities that focus on standards and level of education (United Arab Emirates World Data on Education, 2011).
- **Transformational Leadership:** refers to leaders who can inspire workers to go above and beyond the performance they thought they could accomplish (Avolio, Zhu, Koh, & Bhatia, 2004).

Assumptions and Limitations

The researcher assumed that the participants will understand how transformational leadership is different from other leadership styles because the researcher provided participants with information that described the qualities and components of transformational leadership so that participants can share their perceptions about transformational leadership in primary

schools in Ras Al Khaimah UAE.

This study was limited to private primary schools in Ras Al Khaimah United Arab Emirates. The researcher further limited the research to the principals and teachers in Ras Al Khaimah UAE. All information was limited to the responses of both sets of participants to surveys.

This research restricted the study to investigate transformational leadership, based on five core components of the Survey of Transformational Leadership (STL). The STL is a comprehensive assessment instrument that reveals the methods to the conceptualization and measurement of transformational leadership practices. The STL examines five core components; four components are conceptualized as transformational domains traditionally and include: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. The last element (empowerment) is not commonly measured.

Nature of the Study

This quantitative study examined the five core components of transformational leadership that may affect the implementation of mandated school reforms in private primary schools in Ras Al Khaimah.

Organization of the Remainder of the Study

The researcher presented a review of the literature in Chapter Two. In Chapter Three, the researcher discussed the methodology of the study, including sampling, data collection, and data analysis. The researcher addressed the presentation of the findings of the study in Chapter Four and presented the results of the study in Chapter Five.

Chapter II: Literature Review

Introduction

For many years, the role of the principal has noticeably evolved, and there is now a shift in focus from overseeing instruction and managing the school to being fully accountable for student performance (Green, 2017). This study strived to investigate the relationship between principals' transformational leadership practices and teachers' commitment to the implementation of educational reforms. That principals have to meet the growing demands placed on them with educational reform measures and increased accountability indicates the need to examine this relationship further.

The literature review serves as a support to the development of a construct of ideas and theory as they relate to parts within this study. This research organized a review of related literature into three significant sections. The first section focused on exploring the concept of educational reform. The second section was a review of transformational leadership, and the third section examined the concept of teacher commitment to education reform.

Educational Reform

Change is a critical factor that contributes to the advancement of contemporary society (Constantinescu, 2015). When mandated school reform is imposed on employees, they react by resisting change (Constantinescu, 2015). Social change, like compulsory governmental educational reform, can lead to elaborate and immediate changes in education. All stakeholders and educational organizations need to be ready to manage change effectively. All stakeholders in educational organizations require conditions that support them in adjusting to situations of change formed by a learning process in an organization (Constantinescu, 2015).

Scholars in the education field have different views linked to the terms of change and innovation. Some scholars use the terms interchangeably, and others consider innovation as the cause and change as the effect (Chambers, 1997; Duke, 2004). Bishop (1986) viewed innovation as deliberate or planned. Hall and Hord (2001) contended that even when leaders plan change, it is not possible to implement change immediately. Duke (2004) defined educational change as a change intended to modify the goals of education to improve what students learn, and how teachers instruct and assess students, and organize and regulate how educational functions are managed and financed. Morris, McClelland, and Wong (1998) suggested that educational reforms arise and develop based on macro-level (external) and micro-level (internal) factors. The macro-level factors are the cultural, economic and political dynamics, worldwide, national and regional influences, while the micro-level factors denote the result of the social interaction between educators.

Change is a process rather than an outcome, and successful management of the process is vital for the accomplishment of any change introduced. Fullan (2001) indicated that change is a journey, rather than a blueprint that makes change chaotic, erratic and exciting. Scholars have developed models to describe the change process including the ACOT (1991) model, Kanter's (1988) innovation model, Kotter's (1996) eight-stage model, the Rogers' (1995) diffusion model, Havelock's (1973) linkage model, Rand (1973) model, and Chamber's (1997) model. These change models differ in various ways, but they have similar elements, that consist of four phases: discovery, design, development, and implementation (Duke, 2004).

Complexity Theory and School Reform

Researchers have utilized different theoretical frameworks to study school reform efforts designed to raise student achievement levels (Elmore & Burney, 1999; Fullan, 1999; Hubbard, Mehan, & Stein, 2006; Stringfield & Datnow, 2000). The origin of complexity theory is in the natural sciences (Kauffman, 1995; Mitchell, 2009), but researchers in the last few decades now use complexity theory in the social sciences (Allen, 2001; Brown & Eisenhardt, 1998; Wheatley, 1999). School reform efforts have applied complexity theory (Levin & Datnow, 2012a, 2012b, 2016; Maroulis et al., 2010; Mason, 2009; O'Day, 2002; Sui, 2008). Many studies use complexity theory to investigate school reform endeavors. Maroulis et al. (2010) used computer simulation procedures to study the dynamics between organizations that lead to organizational change throughout a large urban district.

Educational change is less a consequence of achieving change in one factor, but rather a case of creating momentum in a new direction by considering as many factors as possible. Complexity theory recommends that what it takes to transform a school's inertial energy from a failure ethos is an immense and sustained intervention at all possible levels until excellence in learning develops from new interactions between the new factors, and it sustains itself (Morrison, 2010). In this study, complexity theory provided a lens for unfolding and explaining the reform process. The complexity theory provided a theoretical lens for describing change and offer a guiding strategy for navigating the complicated procedures for implementing the changes.

Complexity theory represents an exit from traditional system models (Gell-Mann, 1994; Holland, 1998; Kauffman, 1995; Langton, 1996). Stacey (2007) indicated that complex systems are comprised of many agents and each agent acts according to a set of rules. The rules involve each agent, through their collaboration with other agents, to alter their actions to that of the other

agents, creating patterns throughout the population. Complexity theory views systems at a micro level, using the local interactions of agents. It is usually difficult to characterize individuals in schools as adhering to one set of rules, as they share some standard features.

Equilibrium. Complexity theory can promote transformational change, but for new structures and patterns of behavior to arise, a complex and adaptive system must not be in a state of equilibrium, or the changes will not be permanent (Mischen & Jackson, 2008). When a complex and adaptive system is stable, the state of stability must be disturbed by introducing perturbations into the system and create a state of disequilibrium to create conditions for change that lead to the rise of a new system through interactions of its internal elements (Morrison, 2002). Capra (1997) illustrated how systems can transform when they are pushed far from equilibrium towards the point of disorder as indicated by Brown and Eisenhardt (1998). When driven to a state of disequilibrium, complex and adaptive systems come across divergence points that lead to self-organization and the advent of new forms, whereby the systems return to a modified version of the initial state of equilibrium. Systems develop in numerous ways at divergence points, and it is not possible to predict the new form.

Self-organization and emergence. An essential feature of all complex and adaptive systems is self-organizing systems that display a nonlinear interrelated connection of system components that bring about feedback loops. Stacey (2007) suggested that the feedback loops occur through agents that interact locally based on their principles, without a general outline for the system they form. Local interactions established from self-organizing systems generate emerging patterns of behavior. The interactions that occur through the action of interconnected elements that adjust to and develop their environment describes how the patterns emerge.

According to Morrison (2002), emergence is the partner of self-organization. As change arises over time, symbiotically, it is not possible to determine the outcome in advance with any certainty. In a complex and adaptive system such as the school organization, people are interdependent, and no individual can specify what will happen. Stacey (2007) explained that what happens to all of the employees will occur in the interplay of employees' intentions and no individual can control this interplay. The strategy for change emerges in the interaction of employee intentions.

Feedback loops. Local interactions create change in complex and adaptive systems through feedback loops that exist between interacting elements of a system (Marion, 1999). Mason (2009) suggested that a significant concern of complex and adaptive systems is the relationships among the agents and elements that make up a specific and adequately complex system. Complex and adaptive systems rely on feedback loops, so agents need to connect by creating social networks. Daly (2010) described a social network as a group of actors related to different links. Employees in organizations, in a social network, are interdependent because they share the same social network. Due to the connections between employees, social network analysis offers a viable tool for studying relationship structure between employees. A method for understanding complex and adaptive system is to review the patterns of interactions within a network (Cilliers, 2001; & Stacey 2001).

In organizations where employees can change, social networks can also change. The actions of employees move through feedback loops, and feedback loops can change. In organizations, studies of how social networks change give insights for scholars who see organizations as complex and adaptive systems (Anderson, 1999) that can promote the development of effective strategies for change (Daly, 2010).

Educational Change and Complexity Theory

Hargreaves (2005) highlighted the need to develop a better understanding of how to involve teachers in the curriculum innovation process. Knowledge of educational change, therefore, deviates from the top-down innovation methods Van Hught (1989) conveyed to teachers through linear, quick fix methods (Albrecht & Engel, 2007). Fullan (2004) asserted that teachers' understanding of lack of change is an essential element in educational change endeavors.

There is a tendency for school leaders to manage educational reform (Hallinger, 2003) and this leads to perceiving teachers as receivers and implementers of education reform mandates (Day & Smethem, 2008). An outcome of this continual teacher relegation is the ongoing perception that external stakeholders, such as the government and policymakers, develop educational innovations that are essential to the educational change process. Many teachers do not view improvement initiatives as an ongoing process that evolves based on a reforming method using up-to-date knowledge and feedback derived from the organizational contexts. Thus, many teachers do not view curriculum innovation as part of their job and have developed inadequate knowledge and understanding of how the curriculum development process changes (Rogers, 1995). There is a pressing need to help teachers view education reform from a more participative view so they can play a more active role in the process of curriculum innovation (Tabari, 2014).

The potentials of complexity theory. To reorganize educational reform in a bottom-up style so that teachers can engage in the change process without difficulty is to apply the essential understandings of complexity theory (Morrison, 2010). Complexity theory offers teachers and groups of teachers the opportunity to access and engage with educational reform easily because,

rather than generating a general rule, complexity theory formulates rules of interaction for every individual that makes up the system (Burnes, 2005). Complexity theory offers the potential to consider the educational reform process from a more teacher-led bottom-up perspective (Morrison, 2010).

Complexity theory views change as a self-organizing and emergent process that is very different from the traditional modernist understanding that perceives change as pre-planned, linear, and specific (Turner & Baker, 2019). Self-organization and emergence offer a different way to view order and unpredictability as complexity does not reject ideas of structure and order (Turner & Baker, 2019). According to Biesta (2008), complexity enables us to understand causality, order, regularity, permanence, and structure differently and offers a different understanding of the parts of the physical and social world that seem not to be complicated. Complexity theory researchers explain how complex systems balance, or synchronize (Davis & Sumara, 2006), the differences between doubt and randomness while achieving their integrity and maintaining it over time (Biesta, 2010). Modernist approaches present a centrally led, linear approach that concentrates on predictable outcomes; complexity suggests the need to develop a better understanding of the self-organization process as the means of inducing change (Morrison, 2010).

During the educational reform process attention needs to be directed to bottom-up, self-organizing and interactive methods that recognize outcomes as being unexpected and probabilistic (Biesta, 2010). While complex systems can inherently self-organize and could produce expected results in some situations, it is essential to note that these outcomes are unpredictable and will not emerge with total certainty on every occasion (Turner & Baker, 2019).

The UAE National Agenda Goals

The goal of the UAE Vision 2021 is to include the UAE as one of the best countries in the world by the 50th celebration of the union in 2021. The national agenda pillars have six national priorities that represent the focus areas of government action. The UAE National Agenda Parameter was introduced to measure and monitor school progress (DSIB, 2016). The UAE Vision 2021 National Agenda highlights the development of an excellent education system, which will involve a comprehensive transformation of the present education system and teaching methods.

The UAE vision 2021 includes eight educational objectives that will guide the UAE in providing world-class education (UAE School Inspection Framework, 2015-2016). The purpose of the national agenda is to enable the UAE students to be rated among the best worldwide in reading, mathematics, and science, and to have a sound knowledge of the Arabic language.

The eight UAE National Agenda education targets are as follows:

1. Being among the 20 top achieving countries in the Program for International Student Assessment (PISA).
2. Being one of the 15 top achieving countries in the Trends in International Mathematics and Science Study (TIMSS).
3. Guaranteeing that all schools have high quality teachers.
4. Ensuring that all schools have very effective school leadership.
5. Guaranteeing that 90% of Year 10 Students develop high skills in the Arabic language in the UAE NAP (National Assessment Program).
6. Ensuring that 90% of Emirati students complete their high school education.
7. Guaranteeing that 95% of children in the UAE attend pre-primary education.

8. Ensuring that students do not need to join the university foundation program (DSIB, 2016).

Strategies for reform implementation. Patterson and Czajkowski (1979) recommend that school leaders plan for a minimum of two years when implementing curricular reform and a suitable strategy to execute the improvement based on teacher commitment, the observed need for change, and other external factors that influence change. They pointed out three strategies for reform implementation that school leaders can employ to enhance the success of reform efforts. First is a strategy of reason that offers the faculty an understanding of the needs and objectives to drive the present push for reform. Then school leaders can use a power strategy when the faculty resists change directed by the school leadership. Patterson and Czajkowski (1979) recommended that the most effective strategy for implementing reform is influence in which school leaders use rewards to create patterns of behavior that promote reform implementation.

Fullan (1991) proposed three phases of change: initiation, implementation, and continuation. Initiation is the process that leads to the decision to implement or continue with a change. Implementation refers to the first few years of carrying out change; it is the first attempts made to put the reform into practice. Continuation refers to whether the reform gets embedded as part of the system or disappears, the latter of which is based on a decision to abandon due to an unsuccessful implementation. Fullan indicated that some barriers or catalysts, such as the presence of quality innovations, access to innovations, support from central administration, teacher support, external change agents, pressure from the community, new finance policy, problem solving, and rigid official directives, could impact each phase of the change process, and ascertain if changes get introduced in the first phase.

The factors that affect implementation consist of the components of the change, the school district level factors, the school level factors, and factors external to the local system. Neglecting the initiation and implementation problems will lead to resistance to change, and this is usually the leading cause of the failure of educational reform. If school leaders do not eliminate problems at the initiation and implementation phases, the reform does not progress to the continuation phase, school leaders will not implement the improvement based on the vision, and decision makers will reject the change.

Teachers' role in educational change. During the implementation of school reform, school leaders should provide teachers and staff with guidance and support (O'Sullivan, 2015). Teacher reaction to change can influence the way schools carry out reform because teachers make up an essential component and are significant contributors to the education reform process (Abass, 2012; Tabari, 2014). The direct involvement of school leaders throughout the entire process of change leads to successful reform (Zendeli, 2011). A study of the complexities of school governance and the interdependence between a school leader and teaching staff can provide insights linked to the effectiveness of educational reform the UAE is undergoing.

Within the school setting, teachers have the responsibility of engaging students with the curriculum and presenting content knowledge to students. Teachers put in the highest amount of time and energy on students (Sergiovanni, Kelleher, McCarthy, & Wirt, 2004), and school leaders and academic staff determine the success of education reform based on the quality of the existing relationship.

An essential factor that affects initiation and implementation of reform connects with school policymakers and teachers (Doyle & Ponder, 1977; Fullan, 2001; Loucks, 1982; Rice, 1982; Whitaker, 1998). Loucks (1982) called for the backing of decision-makers, the individuals

and agencies involved, to connect external resources to implementation. Doyle and Ponder (1977) determined the three criteria that influence teachers' from carrying out new reform:

- instrumentality concerns clear and unambiguous presentation of the reform practices;
- congruence explains the level of alignment between the new reform practices and the teachers' present teaching philosophy and practices;
- the amount of additional time and effort that teachers think the new practices need, compared to the improvements the new methods will create.

Fullan (2001) described the implementation dip as a decline in performance and confidence as employees deal with an innovation that needs new skills and understanding. The implementation dip displays the feeling of unease with the new agendas and practices that will delay reform.

Internal and external factors that hinder education reform. Education reform efforts fail due to several internal and external factors (Greenfield Jr, 1995). Ediger (1998) indicated that there are five likely points of failure when implementing reform: a) ineffective curricular leadership, b) disagreement about the necessity for change, c) inadequate funding, d) staff turnover, and e) collective commitment and participation. Patterson and Czajkowski (1979) traced the point of failure of education reform back to school administration and suggested that although the administration implements comprehensive development and planning for curriculum reform, for various reasons many school leaders fail to supervise and ensure teacher implementation efforts.

Whitaker (1998) indicated there are four barriers to reform: communication, fragmentation, lack of leadership, and staff training. Duke (2004) maintained there must be good leadership, continuous staff training, a range of talents, a culture of collaboration, flexibility, and

stability for effective implementation of change. The study of change tends to emphasize on making change successful based on the various perceptions of leadership, teachers' commitment, and the culture of the school (Cheng, 2002; Davies, 2005; Fullan, 2003; Hallinger, 1996; Hargreaves, 2003, 2007; Leithwood & Jantzi, 2005).

Principals' role in educational change. In the school system, the principal is responsible for instructional leadership, curriculum supervision, student achievement, and teacher collaboration (Sergiovanni, Kelleher, McCarthy, & Wirt, 2004; Zendeli, 2011). While the responsibilities of a principal involve a great deal of managerial work, the principal maintains a powerful hold on shaping and implementing the curriculum (Andero, 2000). Sergiovanni, Kelleher, McCarthy, and Wirt (2004) indicated that a competent 21st-century principal would be not only an educational leader but also a culture expert in a school setting that nurtures a collaborative disposition among diverse groups of individuals.

Driving forces for change exist at the school level. Cheng (1996) demonstrated that there are five dimensions of school leadership: cultural, educational, human, political, and structural. School leaders play a significant role in building, influencing, and changing employees' shared expectations, beliefs, and values about the mission of the school, the expertise of teaching and learning, interpersonal relationships, organization, and everyday functioning. School leaders also assist with inspiring teachers in their jobs, and the principal's leadership positively impacts teacher performance in terms of job satisfaction and commitment. When teachers do not understand or agree with educational reform, they will not show commitment. Teachers' acceptance of the reform is vital at the initiation stage and can influence implementation. Without the acceptance and backing of school leaders, the mandated reform will not progress well through the process of change.

It is possible to identify many areas of agreement among school leaders regarding a mandated reform. School leaders may concur with the necessity for the change to meet current or future challenges, but may not concur with the reform agenda, nor with the policies for implementing the reform mandated by the government. The school leader may concur with or oppose the basis, principles, and learning intention of the reform. The disagreement or agreement of school leaders and the level of agreements among leaders provide valuable information for the improved understanding of the reform based on the change strategies the school implements. The commitment of teachers to change and other factors that affect, facilitate and hinder the reform.

The school principal's role in the change process continues to gain much attention. Numerous studies have supported the importance of school leadership to educational reforms, school success, staff training, and school improvement (Caldwell & Spinks, 1992; Cheng, 1994; Hallinger & Murphy, 1987; Sergiovanni, 1984). Calabrese (2002) contended that an employee's belief system links directly to his/her capacity to change. People will change if they understand the rationale behind the change. When school principals agree with the change, they create conditions for collaboration that lead to establishing a climate that utilizes the organization's shared consciousness to get organized for change, which inspires teachers to change.

Berman and McLaughlin (1977) suggested that innovations backed by the support of school leaders usually succeed. Fullan (1993) showed that school leaders, the government, and policymakers cannot mandate change because the more complex the change, the less it can be mandated. Fullan indicated that school leaders' acceptance and actions legitimize whether or not a change will be taken seriously and provide teachers with psychological support and resources (Fullan, 2001).

Many studies in the education field indicated the vital role school leaders play, but few studies researched the level of impact that school leaders' have on education reforms (Cheng, 1996, 2005). The significance of roles played by stakeholders differs in the different phases of the education reform process. For instance, the UAE government and policymakers play a rather significant role when planning the reform while the school principal plays a more substantial role in the initiation phase of the reform; teachers determine whether and how to implement the reform. Although the government initiates the reform agenda, school leaders respond to the reform agenda differently.

The Leadership of Reform

In light of the current educational system reform efforts in the United Arab Emirates, a study of the roles and the challenges faced by leaders responsible for educational reform provides guidance linked to the effectiveness and sustainability of the education system reform implemented as part of UAE Vision 2021. Dagley and Gazda (1984) recognized that effective leaders accomplish change by working with different individuals at various levels to realize the envisioned purposeful improvements. Leadership has an essential impact on the success of the mission and direction of an organization. Yet, what fosters the implementation of successful reform within an educational setting beyond generating the vision and inspirational communication by school leaders?

Culture of trust. A culture of trust is an essential factor in the successful implementation of reform (Louis & Wahlstrom, 2011). These scholars reiterated the struggle that educators face when an organization introduces change suddenly; the sudden change inevitably increases the challenges faced by educators as they try to deal with and adjust to the demands faced by schools

trying to keep up with the changes within society. School leaders and teaching staff have a difference in perspective in connection to the range of viewpoints.

Teachers tend to hold a short-term view of the circumstances surrounding them. Questions posed by teachers linked to education reforms reflect teachers' concern about immediate issues: How will such changes impact and alter my work? On the other hand, administrators frequently overlook the direct implications of reform and have a long-term view of the issues and the potential improvements expected from any change (Louis & Wahlstrom, 2011). Louis and Wahlstrom advised school leaders to cultivate a culture of trust to enhance the success of reform efforts.

Effective way to run a school undergoing reform. Evans (2000) explained the corporate misconceptions applied to school reform efforts by exploring vital components of school culture, distinguishing educational governance and management from free enterprise-driven corporations. Evans acknowledged that a school needs to run like a business to survive. He indicated that the school is also like a non-profit service organization, and thus the individuals working at the school display behavior norms such as nurturing, instructing, and counseling. The operations of a school need to become personalized by the teachers that spend most of their day carrying out the mission of the organization.

Evans (2000) asserted that people in the education field have a strong service ethic and want job security. Because teachers possess these traits, leaders often fail when they employ incentives to encourage commitment to education reform because teachers understand education as being non-competitive; they believe performance measurement is unfair, and they typically do not think of money as an incentive that can lead to an improvement in the classroom.

Evans (1996) provided leaders in education an opportunity to view the impact that reform holds on stakeholders and the dynamic connection between administrators and faculty.

According to Evans, teachers who go through the process of change experience a range of emotions such as hope for growth, fear of competency, conflict, or continuity. School leaders need to expect both resistance and despair from the staff they seek to inspire. Evans (1993) explained that teacher response to reform depends on their readiness for change. The integrity and educational comprehension of leaders who initiate and lead school improvement influence the readiness levels of people who will implement the mandated changes (Evans, 2000).

The states of the Gulf Cooperation Council (GCC) are going through a significant change in education, and leaders in the region are investing in education and implementing educational reforms to restructure their education systems (Al-Mahdy, Emam, & Hallinger, 2018). The policy-led educational reforms undertaken by the GCC states have led to new expectations for school principals who served as administrators but now have to take the responsibility of change and become instructional leaders.

Liu (2013) emphasized that change needs to happen continuously and become the norm in all school settings. The school leader implements and supports teachers and staff with the execution of reform. Successful school leaders commit a significant amount of time to assist other stakeholders through the process of school reform (Thorne, 2011). School leaders are responsible for deciding on the effectiveness of education reform (O'Sullivan, 2015).

Communication by the school leader is essential at each stage of the reform process. School principals must communicate with all stakeholders openly. School principals must also provide prompt responses to all questions and concerns that stakeholders express, so they have current information and feel involved in the shared journey of the reform process (O'Sullivan, 2015).

Government officials convey information about change directives to members of the public at the government level, and then information about the reform is passed down to school principals who develop a plan to implement the enhancement and share the mandated change with teachers (Clements, 2014). Teachers react differently to change and try to achieve reform with different levels of enthusiasm and success. Arab countries, such as the United Arab Emirates, carry out educational reform as comprehensive, top-down strategic plans handed out through policies at the national level (Clement, 2014). The adoption of the top-down approach turns teachers into negative and passive agents of change in educational institutions (Abass, 2012; Karami-Akkary et al., 2012).

Educational change makes it possible for school leaders to develop the knowledge, skills, and viewpoints of teachers, students, and administrators (Vrabcová, 2015). When carrying out educational reform, teachers represent a vital factor that determines how successful the school will be in achieving innovation and continuous development (Vrabcová, 2015). Innovative educational changes are original and indicate an aspect of an educational system in urgent need of improvement such as legislative changes presented by the education ministry (Vrabcová, 2013).

Teachers are often resistant to change (Vrabcová, 2007, 2013, 2015). It is essential for school leaders to give teachers and staff opportunities to share their experiences through collaboration (Abass, 2012; Karami-Akkary et al., 2012). Resistance makes it very challenging for educational change to occur; it is an obstacle to the successful implementation of change. If teachers are not interested in reform, they will not willingly collaborate (Ibrahim, Al-Kaabi, & El-Zaatari, 2013). Tabari (2014) clarified that when implementing the change, school leaders need to guarantee that all employees buy into executing the mandated reforms. When teachers

are on board and agree to support the achievement of change, reform is implemented successfully (Tabari, 2014). Policymakers in the educational system need to begin to view the management of the change process as one that promotes inquiry and critical reflection of the progress made in the reform process (Karami Akkary, 2014).

Teacher Commitment

According to Burns (1978), transformational leadership is one of the leading theories about leadership. Burns indicated that a transformational leader typically focuses on the end product and brings staff together to pursue goals that fit the vision of the leader; a transformation leader finds ways to enthuse employees. Hallinger and Heck (1998) observed that transformational leadership influences teacher commitment and student achievement levels. Teacher commitment encompasses teachers' shared perceptions of their overall work environment and includes the internal features that distinguish one campus from another and affect the behavior of its staff members (Hoy, 1990). Researching teacher commitment assists with assessing organizational and individual behavior to make changes, if necessary (Allen, 2015).

As policymakers in the education sector place greater pressures on principals, the effect of leadership on student achievement is evident. It is common practice in many education systems to use rewards and sanctions to make principals accountable. These efforts highlight the importance of transformational leadership for school principals (Conley, 1997; Fullan, 1996; Hord, 1992; Leithwood, Tomlinson, & Genge, 1996; Ngodo, 2008; Rowold & Heinitz, 2007). School principals need to embrace transformational leadership as it affects not only the level of teacher commitment but also school achievement quality, student achievement, and teacher commitment (Ibrahim, 1998).

Research confirms that transformational leadership has a positive and significant correlation to teachers' perceptions of their principals and can lead to positive changes in student outcomes (Finnigan & Stewart, 2009; Moolenaar, Daly, & Slegers, 2010). Research also indicates that teacher commitment has a positive influence on student achievement (Caprara, Barbaranelli, Steca, & Malone, 2006; Ross, 1992). As only limited studies have investigated the connection between transformational leadership and teacher commitment to educational reform, there is a need to conduct more research.

Teacher Perception

Huppert and So (2013) asserted that teacher perceptions within the work environment are essential to their psychological functioning. They outlined four work-related perceptions connected to teachers' psychological functioning: commitment to the organization, job satisfaction, motivation, and well-being; each of these perceptions has been related to effective teaching practices in the classroom (Holzberger, Philipp, & Kunter, 2014; Kunter et al., 2013), teachers' energy, and fervor in teaching (Holzberger et al., 2014; Klassen & Tze, 2014).

Need satisfaction and teachers' perceptions. Teachers establish long term and more involved relations with their students than in other lines of work (Klassen, Perry, & Frenzel, 2012). Existing literature confirmed that perceived autonomy support for teachers is essential for the satisfaction of teacher needs (Klassen et al., 2012). Previous research also indicated that need satisfaction positively impacts teacher commitment, satisfaction, and happiness at work (Fernet, Austin, Trépanier, & Dussault, 2013; Klassen et al., 2012; Lee & Nie, 2014; Tadić, Bakker, & Oerlemans, 2013), reduces feelings of burnout, anger, and anxiety (Fernet et al., 2013; Klassen et al., 2012), and invariably lays a foundation for effective teaching and learning (Holzberger et al.,

2014; Taylor, Ntoumanis, & Standage, 2008). Research also revealed that need satisfaction is vital for job satisfaction and commitment (Lee & Nie, 2014).

Organizational Commitment

Not much consensus exists regarding the meaning of organizational commitment (Firestone & Pennell, 1993; Mowday, Porter, & Steers, 2013; Reichers, 1985). Widespread discussion of this construct involved an attitudinal-behavioral dichotomy that was reflected in varying definitions. The behavioral definition of organizational commitment emphasized open displays of commitment (Meyer & Allen, 1991; Mowday, Steers, & Porter, 1979). On the other hand, the attitudinal definition of organizational commitment focused on how individuals identify with an organization (Mowday, Porter, & Steers, 2013). Previous research indicated that the concept of attitudinal commitment is well known (Mathieu & Zajac, 1990; Somech & Bogler, 2002), but researchers criticized the approach for possessing an underlying definition that was too extensive (Balfour & Wechsler, 1996; Morrow, 1983).

The ambiguity of the definition of organizational commitment may create skepticism about research findings that suggest artificial and negative correlations between attitudinal commitment and behaviors (Balfour & Wechsler, 1996). The attitudes of teachers may have an indirect relationship with teachers' commitment behaviors (Bascia & Rottmann, 2011). The notion that school organizations continue to emphasize both behaviors and attitudes as necessary for the achievement of school goals buttressed this position (Louis, 1998). According to Day, Elliot, and Kington (2005) qualitative data indicated that teachers regard commitment as behavior that closely connects to a value component. This approach suggested that the concept of commitment puts emphasis on actions that go beyond the minimum job requirements in the quest for educational and organizational excellence (Kushman, 1992; Wiener & Gechman, 1977).

Education researchers have made a distinction between commitment to the organization and commitment to the profession (Billingsley & Cross, 1992; Bogler & Somech, 2004; Somech & Bogler, 2002). Regarding the organization, teacher commitment may have different forms based on the targets, such as the school, students, or teaching work (Firestone & Rosenblum, 1988; Louis, 1998; Razak, Darmawan, & Keeves, 2010). If behavioral patterns differ based on the kind of commitment emphasized, the different kinds of commitment could be in conflict (Billingsley & Cross, 1992; Firestone & Pennell, 1993; Golby, 1996). However, the results of the meta-analysis (Wallace, 1993) indicated a moderately strong, positive association between professional and organizational commitment, thus supporting their compatibility.

This study focused on the organizational commitment of teachers as it relates to implementing mandated educational reform. As the quality of teacher relationships is subject to the circumstances of individual schools, the emphasis is on organizational commitment rather than professional commitment.

Relationships in Schools

Scholars have commonly classified the antecedents of commitment to personal, organizational, and contextual factors (Meyer & Allen, 1991; Mowday et al., 1982; Price, 2012). In educational research, scholars have examined different variables such as independent or collaborative decision-making; opportunities to learn; school climate; leadership in the organizational dimension; and job experience, school size, teacher-student ratios, and the educational stream in the contextual aspect (Chan, Lau, Nie, Lim, & Hogan, 2008; Coladarci, 1992; Dee, Henkin, & Singleton, 2006; Hulpia, Devos, & Van Keer, 2011; Somech & Bogler, 2002).

Relationships between members of an organization are one of the dimensions used to measure school climate (Chan et al., 2008; Coladarci, 1992; Collie, Shapka, & Perry, 2011). Schools handle relationships from the perspective of conflict among those involved with the school (Henkin & Holliman, 2009; Owens, 2004). Hargreaves (2001) suggested that moral distance is complicated because it implies personal closeness as a result of support and appreciation, along with conflicting purposes between teachers and others. Jo (2014) examined the essential concepts of relationships relating to the features of relational exchanges that satisfy human needs. Berne (2011) suggested that social interaction through relationships is vital to the survival of an individual. This conceptualization follows the notion of emotional connections that Price (2012) described.

Jo (2014) investigated the links between teachers' relationships and teacher commitment by using teacher emotions as a mediator to investigate indirect influences along with direct links. Jo chose the variable structure because teachers are social-psychological individuals who function in the context of cognition and emotional impact. A comprehensive set of teachers' relationships were simultaneously analyzed to portray the complex relational chains about teachers.

Jo (2014) observed that colleague relationships directly connect with teacher commitment, though a meaningful unintended connection through emotions was not confirmed. In opposition, Coladarci (1992) indicated that looking out for positive colleague relationships is essential for intensifying teacher commitment as compared to positive teacher-principal relationships. Observing that positive colleague relationships connected to enhanced teacher commitment was consistent with earlier research findings (Chan et al., 2008; Collie et al., 2011; Ebmeier, 2003; Lee et al., 2011; Saunders, 2013).

The absence of meaningful links between positive colleague relationships and positive teacher and employee emotions draws attention to the finding that teachers and employees do not usually experience a psychological sense of community in schools and organizations (Farber, 1984; Winnubst, 2017). This finding supports the argument that relationships among colleagues are superficial (Blase, 1988) because friendships among teachers are the exception instead of the norm (Hargreaves, 2001; Malm, 2009); many teachers are rivals (Hargreaves, 2001).

Jo (2014) found a meaningful connection between the quality of teacher-principal relationships and the levels of teacher commitment, such that increased levels of teacher commitment connected with improved relations with the principal. This result partly validated the previous findings that teacher-principal relationship connected with teacher commitment (Coladarci, 1992; Ebmeier, 2003; Grayson & Alvarez, 2008; Henkin & Holliman, 2009; Hulpia, Devos, & Van Keer, 2011; Price, 2012). Unfortunately, previous research provided insufficient relevant information about how emotions mediated this relationship.

The weakness of the indirect relation between teacher-principal relationships and teacher commitment is worth consideration because previous research created mixed findings concerning leadership and the significance of teacher emotions as a mediator. Scholars such as Hulpia et al. (2011), Jackson, Meyer, and Wang (2013), Park (2005), and Sun (2004) pointed out that how principals' leadership has a substantial effect on employees' organizational commitment. Dumay and Galand (2012), who explored the effect of transformational leadership on teacher commitment, had a divergent view and their study revealed that the influence of principals' leadership on culture strength in schools is affected by the amount of in-school agreement on climate perceptions. According to Jo (2014), "loose coupling" is the weak connection, which indicates temporariness, dissolvability, and tacitness in school organizations (Dumay & Galand,

2012; Price, 2012; Weick, 1976). If principals and teachers relate freely in school environments, teacher-principal relationships may influence teacher commitment.

An important finding was that both teacher emotions and teacher commitment seemed not to link with teachers' relationships with local educational organizations. These surprising outcomes contradicted the qualitative findings that teachers get emotionally aggravated by educational policies (Hargreaves, 2000; Van Veen & Slegers, 2006). A probable explanation is that if teachers are de-professionalized by a purely top-down technical treatment of their work (Slegers & Wesselingh, 1995; Van Veen, Slegers, & Van de Ven, 2005) and drained by policy measures unrelated to their values, they may decide not to act on the directives of the educational system (Darby, 2008; Hargreaves, 2004; Schmidt & Datnow, 2005). Kelchtermans (2005) supported this explanation, and this validated findings that teachers appear to be more distanced from educational reform and emotionally detached when changes do not make sense to them. Teachers may desist from involvement in the local educational system's demands, to escape from becoming caught in situations that are complicated and create emotional turmoil (Blase, 1988).

Transformational Leadership and Its Components

Burns (1978) offered a thorough review of leadership and made a distinction between various styles of leadership and highlighted two common types of leadership: transactional and transformational. According to Burns, the relationships between the majority of leaders and followers are usually transactional, in which the main reason for the relationship is to exchange things considered valuable. Leaders adopt this style of leadership when trying to preserve the existing state of affairs (Moolenaar, Daly, & Slegers, 2010). Transactional leadership differs from transformational leadership because it highlights the ability of a leader to spot the potential

in an individual and ultimately involve the employee, not just the specific traits an individual possesses.

Bass (1985) identified four essential components of transformational leadership. They are as described as follows.

Idealized influence. Transformational leaders are role models who possess a charismatic personality that inspires others to want to become like the leader. A transformational leader expresses idealized influence through actions such as willingness to take risks and follow a core set of values, beliefs and ethical principles. Idealized influence enables transformational leaders to build trust with their employees, and this develops employee confidence in the leader.

Inspirational motivation. This component refers to the leader's ability to inspire a sense of purpose, confidence, and to motivate employees. The transformational leader conveys a clear vision for the future, shares expectations of the organization, and shows commitment to the set goals. This element of transformational leadership requires that the leader possess excellent communication skills to convey messages to followers with a sense of authority, power, and precision. The leader needs to be continually optimistic, enthusiastic and focused on the positive.

Intellectual stimulation. A transformational leader values autonomy and creativity in their followers. A transformational leader supports employees by making them part of the decision-making process and supports their efforts; the transformation leaders encourage employees to be creative and innovative problem-solvers by challenging their assumptions and soliciting ideas without being judgmental. The leader conveys the vision in a way that enables employees to see the big picture and do well in their efforts. Transformational leaders change the way employees think about and approach problems and difficulties.

Individualized consideration. Transformational leaders are aware that each employee has specific needs and requirements, and thus the individualized consideration component of transformational leadership identifies these needs by observing what motivates each employee. A transformational leader uses personalized coaching and mentoring to provide opportunities for tailored training sessions so that individual employees can grow and become content in their positions.

According to Edwards, Knight, Broome, and Flynn (2010), idealized influence, intellectual stimulation, inspirational motivation, individualized consideration, and empowerment are the five core components reflecting approaches that conceptualize and measure the leadership practices of transformational leadership. Most scholars do not measure empowerment as a component of transformational leadership; Bass (1996) did not include it as a core component of transformational leadership, but Yukl (1999) asserted that empowering practices such as having consultations, the delegation of tasks, and dissemination of relevant information support the connection of decisions to employee self-worth, and invariably, make employees take ownership of organizational goals.

Transformational Leadership and the Process of Change

Leadership plays an essential role in the school change process (Fullan, 2007). To effectively deal with conflicts, problems, and challenges in organizational settings, change needs to happen (Burns, 1978). Change is pertinent to transformational leadership because change is vital to the objectives of transformational leaders. Furthermore, transformational leadership produces change in an organization because it best promotes the relationship between leaders and followers (Bass, 1997; Bass, 1999; Bass & Riggio, 2006; Burns, 1978).

Interaction and active participation are vital elements of transformational leadership that lead to the emergence of the vision (Edwards, Knight, Broome, & Flynn, 2010). Consensus building and the discussion of potential plans and barriers intensify accountability and buy-in among the members of the team. Transformational leaders develop adaptive behavior in employees such as the ability to use their imaginations for tasks, the acquisition of knowledge of current skills, and the ability to manage challenging situations and keep diverse social environments under control.

Effective school leaders are visionaries and agents of change and have a crucial role in supporting the change in an organization (Beer, 1980; Flynn & Simpson, 2009). Transformational leadership approaches successfully foster change (Herold, Fedor, Caldwell, & Lui, 2008) in organizations and have important implications for educational reform in K-12 education programs. All levels of management within an organization can learn and adopt transformational leadership (Bass, 1999; Bass & Avolio, 1990).

Transformational leadership has positive effects in many organizational settings (Bass, 1997). However, in some circumstances unforeseen factors and events within an organization could affect the chances of transformational leadership success. For example, transformational leadership has more effect in unstable settings and uses intrinsic rewards to support employee goal progress (Howell, 1992). Given the situation of implementing the mandated reforms linked to the national agenda in K-12 schools in the UAE, transformational leadership has the potential to impact school improvement efforts within the UAE education context.

Yukl (1999) insisted that leadership practices that empower employees include activities such as: consulting, delegating, sharing relevant information, implementing decisions made by employees, and making employees feel their ideas and input are valued; these activities will help

employees take ownership of the organization's goals. Empowering practices connect employee decisions to healthy self-concepts. Transformational leadership inspires employees to become independent; challenging tasks enhance employee job satisfaction (Bass, 2010; Bass & Riggio, 2006; Chi & Huang, 2014).

Many scholars claim that leadership in schools is a collaborative process and not a process where only school leaders inspire employees. Shared encouragement between leaders and employees leads to a conceptual change in the knowledge about educational leadership. To attain the goals of the school, school principals require active participation from members of their staff and transformational leadership strongly links with this concept. Hallinger (2003) asserted that school leaders that utilize bottom-up approaches to bring about educational reform implement transformational leadership styles.

Transformational Leadership in the Educational Sector

Transformational leadership for effective implementation of education reform.

Policymakers with the goal of reforming schools create extensive changes as they believe that the successful implementation of the policies they develop connects to the character and value of the leadership, especially at the school (Leithwood & Jantzi, 2006). It is essential to create successful leaders at the local level because school leadership has extensive effects on school conditions and student education (Hallinger, 2003).

Sun and Leithwood (2012) highlighted the various features of transformational leaders in education, such as instructional and managerial leadership, in contrast to earlier leadership theories adopted by schools, such as contingency, situational and trait theories. Instructional and transformational leadership theories focus on how school leaders and teachers achieve positive results in schools. Therefore, schools in the UAE need to improve and continually ensure schools

attain their student achievement goals. Schools undergoing educational reform in the UAE primary school context need to develop staff performance based on school effectiveness that requires mental models, a shared vision, personal mastery, team learning, and systems thinking (Hargis, 2018).

The instructional leadership approach stemmed from studies on effective schools that focused on curriculum and instruction from the school principal as a distinguishing feature of successful elementary schools in poor urban areas (Hallinger, 2003). The instructional leadership model circulated assumptions about successful principal leadership, and many school principals adopted the instructional leadership model in the 1980s and early 1990s worldwide. In the 1990s, researchers in educational leadership discovered new terms like distributed leadership, shared leadership, transformational leadership, and teacher leadership (Hallinger, 2003). Researchers conducted many studies on instructional and transformational leadership approaches and substantial development has occurred over the years. However, effective leadership still needs more research at the school level to comprehend the elements and form of leadership necessary to lead schools properly.

Many scholars explained that transformational leadership is suitable for school reform. According to Leithwood, Patten, and Jantzi (2010), this leadership method seeks to raise the competence of an individual committed to the goals of the school organization. Enhanced approaches and dedication create extra effort and better productivity. These authors explained that school leaders practicing the transformational leadership approach set the focus of the school by creating the vision, formulating comprehensive and attainable objectives, and building high-performance intentional plans.

Transformational leaders also build competency in school employees through scholarly encouragement, providing personal support, and modeling specific actions and standards. Thus, the school leader develops a school culture in which collaboration is predominant, and creates school structures that encourage the participation of all employees in making decisions on educational problems. School principals are responsible for developing a suitable environment for teachers to accomplish the goals of the school.

Kouzes & Posner (2006) explained that transformational leadership has a positive correlation with how effectively principals carry out the educational change. A study conducted in Jordan by Abu-Tineh, Khasawneh, and Al-Omari (2008) examined the extent to which Jordanian school principals practiced transformational leadership using the Kouzes and Posner (2006) Transformational Leadership Model. Currently, schools in Jordan need to efficiently implement Jordan's mandated education reforms imposed by the school management and education policymakers. The Kouzes and Posner model offers guidance on how to lead and provides strategies for managing the necessary reform for school principals in Jordan (Abu-Tineh, Khasawneh, & Al-Omari, 2008). The researchers discovered that school principals in Jordan were moderately applying the transformational leadership practices highlighted in Kouzes and Posner's model (Abu-Tineh, Khasawneh, & Al-Omari, 2008).

Bass and Riggio (2006) noted that employees who are involved with transformational leadership display commitment to schools that is evidenced by the degree of attachment employees display to the leader or team. Transformational leaders influence the attitudes of teachers by creating a vision for the future, encouraging, inspiring, offering individual support through coaching, and by creating intellectual challenges.

In the educational context, researchers also identified a positive relationship between transformational leadership and student achievement. Effective schools display clear organizational goals, effective leadership and activities, set high expectations, maximize instructional time, frequently follow up on student improvement, and boost relationships between home and school. Therefore, the majority of the researchers indicated a positive relationship between principal leadership and student achievement.

On the whole, the ability of a principal to utilize the constructs of transformational leadership, such as setting a clear vision, modeling behaviors, encouraging commitment, giving individual support, intellectually inspiring employees, and maintaining improved performance positions, can alter the culture of the school, which improves school staff retention rates. School effectiveness happens when the principal enthusiastically plans and implements the required change. Transformational school leaders emphasize the need to alter school environments positively.

The link between transformational leadership and school effectiveness. Sharma (2010) asserted that school leaders play an essential in ensuring that educational institutions function effectively from right from goal setting to goal accomplishment. Minadzi and Kankam (2016) indicated that effective school leadership is a critical component of ensuring and supporting school achievement. Matthews and Crow (2003) observed that the demand for improving student achievement places an extraordinary level of public scrutiny on the job performance of principals. Standardized student achievement tests have been used as a method of measuring the performance of principals (Kavanaugh, 2005). This method generates pressure on principals because of the demands concerning the level of accountability and standardized testing. To overcome future challenges, school principals, staff, parents, and the community

overall have to work together, sharing a vision of how to support students to achieve the educational goals (Lunenburg & Irby, 2014).

Transformational Leadership and Student Achievement

Beach and Reinhartz (2000) affirmed that transformational leadership is essential in meeting the challenges facing schools in the 21st century. Transformational leaders provide individual attention to the employee and offer opportunities for individuals to succeed and develop in an empathetic environment. Research validated that the transformational leadership style is appropriate for accomplishing school reform seeking to enhance student learning outcomes (Day, Harris, & Hadfield, 2001; Eyal & Kark, 2004; Leithwood & Jantzi, 2007). Chin (2007) analyzed 28 unpublished studies and established that transformational school leadership had positive and substantial effects on student achievement.

Finnigan and Stewart (2009) individually researched transformational leadership and their findings indicated that transformational leadership had an indirect impact on student achievement. Research showed that principal leadership could have a substantial but inferred effect on student performance (Marzano, Waters, & McNulty, 2005; Robinson, Lloyd, & Rows, 2008). Leithwood and Jantzi (2005) suggested that transformational leadership impacts academic performance and students' engagement. Although the impact of transformational leadership on academic achievement was mixed, the effect leaned towards being positive. The effect of transformational leadership on student engagement was consistently positive.

Sun and Leithwood (2009) revealed that transformational leadership influences teachers' emotions, beliefs, practices, school conditions, and student achievement. From the 24 studies conducted, 19 studies showed that transformational school leadership affected five forms of student outcomes: achievement, attendance, college-going rates, dropout rates, and graduation

rates. Based on statewide achievement tests, transformational school leadership had slight but significant positive effects on student achievement.

Leithwood and Jantzi (2007) ascertained that school systems planning reform initiatives preferred the transformational leadership model. Transformational leadership is also the leadership style schools choose when managing school crises. When handling challenging situations, principals have to take risks and act as role models (Bass & Riggio, 2006). Transformational leaders value school crises by building a shared vision and motivating teachers to be committed to the goals of the organization (Leithwood & Jantzi, 2007).

Heck and Hallinger (2005) and Hallinger (2005) also observed that a principal could indirectly influence classroom instruction by developing the school climate but not through direct supervision of teaching practices. When the behavior of the principal is supportive, collegial, and unrestrictive, there is a positive effect on student achievement (Tschannen-Moran & Tschannen-Moran, 2011).

When the principal directs resources and attention to the improvement of the school and develops a shared vision, positive changes materialize in student outcomes (Finnigan & Stewart, 2009). Hallinger (2005) ascertained that principals who generate strategies and activities that support the school's mission and focus on academic emphasis are successful in leading employees; those principals also notice an increased improvement in student outcomes.

Onorato (2013) indicated that principals could significantly influence student achievement when they are aware of the particular behaviors that affect teachers. Principals who focus on building organizational capacity in ways that are culturally appropriate favorably impact student achievement (Mulford et al., 2008; Murakami-Ramalho, Garza, & Merchant, 2010). Principals who demonstrate transformational characteristics foster conditions for school

improvement by promoting teacher engagement in professional learning that impacts student achievement.

Silva, White, and Yoshida (2011) established that when principals engage in discussions with students about their possible reading achievement, students meet their set goals on the state assessment. When principals model the skills required to be competent readers and promote the development of critical thinking strategies to set a positive example for students, this influences the level of reading achievement among students.

Previous research suggested a similar occurrence in mathematics achievement (Braughton & Riley, 1991; Finnigan & Stewart, 2009; Hallinger & Heck, 1996; Robinson et al., 2008). A principal can indirectly influence reading achievement by trusting in a teacher's skills and inspiring the teacher to develop creative instructional strategies.

Principals should consider their interactions with students and teachers to discover more opportunities to impact student achievement. Heck and Hallinger (2005), Finnigan and Stewart (2009), Jacobson et al. (2005), Mulford et al. (2008), and Ramalho, Garza, and Merchant (2010) indicated that a principal's transformational leadership characteristics do not have a direct influence on student achievement.

Previous research (Finnigan & Stewart, 2009; Hallinger & Heck, 1996; Robinson, Lloyd, & Rowe, 2008) has established that leadership, especially transformational leadership, indirectly influences student achievement. When a principal builds trust with teachers and treats them as professionals, teachers perform beyond expectations in the school environment and use their knowledge and skills to deliver outstanding instruction to students.

Presently, school principals in UAE primary schools are required to display transformational leadership practices to enhance teaching and learning. Al-Mahdy, Emam, and

Hallinger (2018) indicated that school principals in the GCC need further education to reshape their beliefs and attitudes regarding their role in working with teachers. As Oman, UAE, and other Arab states are strong hierarchical societies, the researchers warn that significant changes will only happen if school principals get explicit support at the system level.

Conceptual Framework

The researcher based the conceptual framework on three connected key concepts: transformational leadership, commitment to change, and educational reform — the visual representation of the conceptual framework of the dissertation are below.

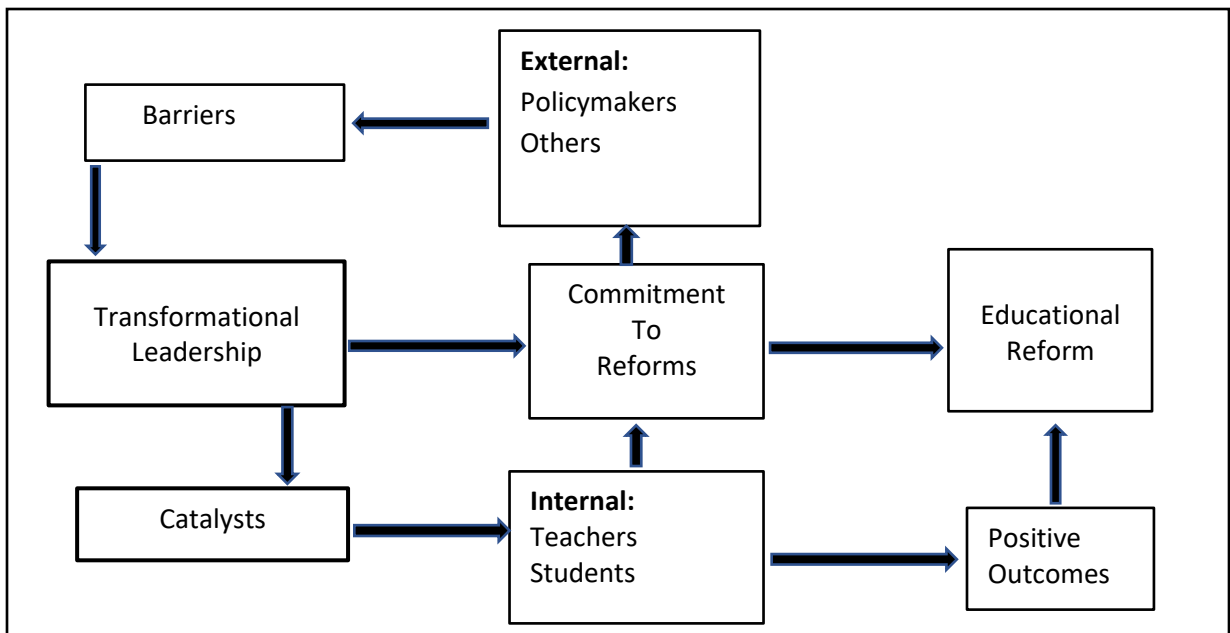


Figure 1. The conceptual framework

The conceptual framework shows that transformational leadership can lead to commitment to change, and barriers and catalysts also influence transformational leadership. Stakeholders who are impacted by the change include teachers, students, and policymakers. The educational reforms affect students directly while teachers and policymakers provide support to students.

The next sections will illustrate the relationship between these concepts.

Definition of Commitment

According to Bass (1998) and Yukl (2010) commitment is the total agreement from the heart to carry out tasks. Bass also refers to loyalty and attachment to the organization when he considers the term commitment. Hoy and Sabo (1998) defined teacher commitment as the behavior teacher's exhibit that enables students to develop intellectual and social abilities to make sure students succeed in schools. Teacher commitment involves the commitment to the school's mission by agreeing and identifying with the goals and values of the organization (Riehl and Sipple, 1996). Commitment also involves developing community partnerships by engaging parents in the process of education of their children. Commitment is also the willingness to put in an effort for the organization.

Transformational Leadership and Teacher Commitment to Educational Reform

Commitment denotes an employee's level of involvement within the organization. An understanding of teachers' level of commitment is essential because it reflects teachers' interpretation of the extent to which their job experience is engaging and meaningful. Commitment describes an outcome in which an employee agrees with a decision or mandate and makes a remarkable effort to carry out that decision or mandate effectively (Yukl, 2013). For multifaceted and complicated tasks, commitment is required to achieve a successful outcome from the viewpoint of the leader who influences effort (Yukl, 2013).

Research shows that leaders who possess more self-efficacy to communicate show exceptional performance expectations to students and teachers (Tschannen-Moran, & Gareis 2007; Leithwood & Jantzi, 2008). Eventually, the expectations of leaders begin to develop collective efficacy and organizational commitment of teachers (Aydin et al., 2013; Geijssel et al., 2003; Ross and Gray, 2006; Tschannen-Moran and Gareis, 2004). Affective commitment

theoretically and empirically relates to transformational leadership (Herold, Fedor, Caldwell, & Liu, 2008). Shamir, House, and Arthur (1993) indicate transformational leaders intensify followers' performance, as a result of the effect they have on how followers identify with the group and internalize the group's values. According to Bycio, Hackett, & Allen (1995), evidence indicates that transformational leadership positively relates to affective commitment, association, and connection to the group (Shamir et al., 1993).

A substantial amount of research has explored the connection between principal leadership and teacher commitment (Geijsel et al., 2003; Hallinger & Lu, 2014; Marshall, 2015; Ross & Gray, 2006), and these studies confirm that different leadership approaches such as distributed, instructional, and transformational, can positively impact the organizational commitment of teachers (Hallinger & Lu, 2014; Marshall, 2015).

Research shows that a positive relationship exists between the level of transformational leadership and employees' commitment to the organization (Bass & Riggio, 2006; Koh, Steers, & Terborg, 1995) and to the leader (Kark & Shamir, 2013), and very little research evidence exists relating to the relationship between transformational leadership and individuals' commitment to specific attempts to implement change. Previous research indicates that teacher commitment has a significant correlation with teacher effectiveness (Ebmeier, 2003; Ross, 1992) and student learning (Caprara et al., 2006; Fancera & Bliss, 2011; Goddard et al., 2000, 2004; Leithwood & Jantzi, 2008).

Factors that influence school effectiveness and organization are leadership and teacher commitment (Day 2000; Fullan, 2002). School leadership significantly affects teachers' levels of commitment to and engagement with newly introduced initiatives and reforms. Principals can sustain teachers' commitment by paying attention to teachers' personal and school context

factors. The principal has the responsibility for dealing with elements within the school system that reduce teacher commitment (Day et al., 2005).

Summary

Two concepts that collectively contribute to the overall success of educational reform are transformative leadership and teacher commitment. Many reform efforts intend to align content, teaching, and assessment. The probability of educational reforms being successful is unlikely unless teachers buy-in and embrace the educational changes. Transformative leaders are essential for enhancing the effectiveness of an organization. An approach for increasing school effectiveness is to ascertain the traits transformative principal leaders and match them up with factors that promote teacher commitment.

The preliminary review of the literature provides ample evidence pointing out that transformative leadership and teacher commitment to change are connected. Making attempts to understand one concept without a good grasp of the other concept will not achieve the preferred outcomes. Irrespective of the efforts of the most accomplished leaders in schools, achieving school goals depends mainly on an understanding of the sources, nature, and development of a teacher's commitment (Danetta, 2002). Therefore, school leaders must have a thorough understanding of their role in promoting teacher commitment to educational reform, as well as the appreciation of the leadership approach that is most appropriate for supporting teacher commitment. The anticipation is that this study will add to this body of knowledge and support schools in the process of choosing the most exceptional leaders to improve the effectiveness of the organization.

Chapter III: Methodology

This correlational study sought to investigate the relationship between transformational leadership practices of primary school principals and the perceived commitment of teachers in implementing educational reforms of private primary schools in the UAE. The study also evaluated how decisions and leadership practices of primary school principals are predictive of commitment or resistance to mandated educational reforms, which are driven by the UAE national agenda.

Philosophy and Justification

This research used a quantitative research model and employed a cross-sectional survey research design to identify teachers' in Ras Al Khaimah private school's perception of the school principal's role in leading successful reform. The study aimed to examine which specific factors contribute to principals' successful implementation of educational reform. The study surveyed teachers currently implementing the UAE national agenda education goals in private primary schools in Ras Al Khaimah. This study collected data from participants using two surveys, the Survey of Transformational Leadership (STL) and the Organizational Commitment of Teachers Scale (OCTS).

A pre-existing instrument, the Survey of Transformational Leadership (STL; Edwards, Knight, Broome, & Flynn, 2010) was used to gather information about the transformational leadership behaviors of the school principals in Ras Al Khaimah. The researcher employed the Organizational Commitment of Teacher six-item scale developed by Jo (2014) to collect data about teachers' commitment to educational reforms.

This study would benefit school principals in the UAE leading the National agenda education reforms by highlighting the factors that serve as barriers or catalysts to principal's

transformational leadership approaches when implementing educational reform initiatives in the UAE. The study also provides information for school principals to reflect on their present leadership practices. Data from this study will be useful for teacher preparation programs when modifying school leadership training courses in the UAE.

The population of the study included teachers and principals working in private primary schools in Ras Al Khaimah. The researcher collected the data for the proposed research from 10 private primary schools selected from among the 33 private primary schools in Ras Al Khaimah using simple random sampling method. Data were analyzed using Pearson's product-moment correlation analysis, t-test, and one-way analysis of variance (ANOVA) tests.

The methodology chapter has five sections. The first section reiterates the research questions and hypotheses. The second section states the characteristics of the subjects who took part in this quantitative research. The third section explains the measurement instruments that were used to collect data and investigate the research questions. The fourth section runs through the procedures that were used to gather the data. The last section of the chapter describes the methods for analyzing data with the Statistical Package for the Social Sciences (SPSS). The researcher administered the instruments to principals and teachers from the schools that volunteered to take part in the study.

School leaders and teachers face many difficulties when implementing educational reforms. This study examined in detail the attributes principals with the transformational leadership approach have that enable them to support teachers to implement educational changes compared to principals who do not adopt transformational leadership practices.

Restatement of Purpose

This study examined the transformational leadership practices of principals to find out if there is a correlation with teachers' commitment to the implementation of educational reforms. The study examined teachers' perception of the school principal's leadership style.

This research examined the extent to which school principals in Ras Al Khaimah practice transformational leadership in their schools. The researcher used the existing STL scale, a global measure of transformational leadership used to reveal the extent employees perceive leaders as being transformational in their leadership style.

This study also investigated whether transformational leadership practices can prepare school teachers to implement mandated reform in the United Arab Emirates School Context.

Research Questions

RQ1: What factors serve as barriers or catalysts to the principal's transformational leadership approaches when implementing educational reform initiatives in the UAE?

RQ2: What transformational leadership practices impact teachers' commitment to change?

Null hypothesis two (H₀₂): There are no transformational leadership practices that impact on teachers' commitment to change.

Alternate hypothesis two (H₁₂): There are transformational leadership practices that impact on teachers' commitment to change.

RQ3: What statistical differences, if any, exist in principals' perceived transformational leadership style based on gender?

Null hypothesis three (H₀₃): Gender has no impact on the principals' perceived transformational leadership style.

Alternate hypothesis three (H₁₃): Gender has an impact on the principals' perceived transformational leadership style.

RQ4: What statistical differences, if any, exist in principals' perceived transformational leadership style based on years of experience?

Null hypothesis four (H₀₄): Years of experience has no impact on the principals' perceived transformational leadership style.

Alternate hypothesis four (H₁₄): Years of experience has an impact on the principals' perceived transformational leadership style.

RQ5: What relationship, if any, exists in teacher commitment to change based on specific demographic factors?

Null hypothesis five (H₀₅): There is no statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

Alternate hypothesis five (H₁₅): There is a statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

Transformation Leadership Components

Transformational leadership is a process that leads to advancement between leaders and employees that has a positive impact on the effectiveness of an organization (Burns, 1978). The transformational leadership theory assumes that employees will follow a leader who shows charismatic behaviors, inspires employees, leads with a clear vision and passion, and offers intellectual stimulation (Bass, 1990). Transformational leaders provide support to enable employees to reach their full potential and create higher performance levels (Bass & Avolio, 1990).

This study investigated transformational leadership theory because academic school

principals are part of the team of leaders responsible for leading the UAE in attaining the national agenda educational goals. The Survey of transformational leadership (STL) instrument views leadership as a set of measurable behaviors that can be learned and taught and enables individuals and organizations to assess and measure their competencies as leaders (Edwards, Knight, Broome, & Flynn, 2010).

Variables

The independent variables for the study are transformational leadership practices, while the dependent variable is teacher commitment to educational reform. The variables analyzed in this study are discrete and continuous. Demographic variables are as follows: The researcher acknowledged gender as a single item that has two categories: a) male, and b) female. Years of experience was measured on an ordinal scale by one item with five categories: a) < 1 year, b) 1 to 3 years, c) 4 to 5 years, d) 6 to 10 years, e) 11 to 15 years, f) 16 to 20 years, g) 21+ years.

The Survey of Transformational Leadership

The Survey of Transformational Leadership (STL) is an assessment instrument that thoroughly reveals the approaches to the conceptualization and measurement of transformational practices (Edwards, Knight, Broome, & Flynn, 2010). The STL instrument considers leadership as a measurable, learnable, and teachable set of behaviors. The STL (Edwards, Knight, Broome, & Flynn, 2010) was used to measure the independent variable transformational leadership practices in this study.

The STL enables people and organizations to measure the competencies of leadership by exploring five core components, four of which are usually conceptualized as domains of transformational leadership: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration; the fifth component, empowerment, is infrequently

measured (Edwards, Knight, Broome, & Flynn, 2010). The STL includes items that focus on each theme to permit differentiation between leaders based on the use of specific strategies.

Given specific leader practices, the STL examines conceptual themes within each of the five core transformational leadership components (Edwards, Knight, Broome, & Flynn, 2010). Also, the instrument assists leaders with assessing the extent to which they use the transformational leadership approaches and thereby develop improvement plans (Bass & Avolio, 1997; Edwards, Knight, Broome, & Flynn, 2010; Kouzes & Posner, 1993). Figure 2 describes the leadership components.

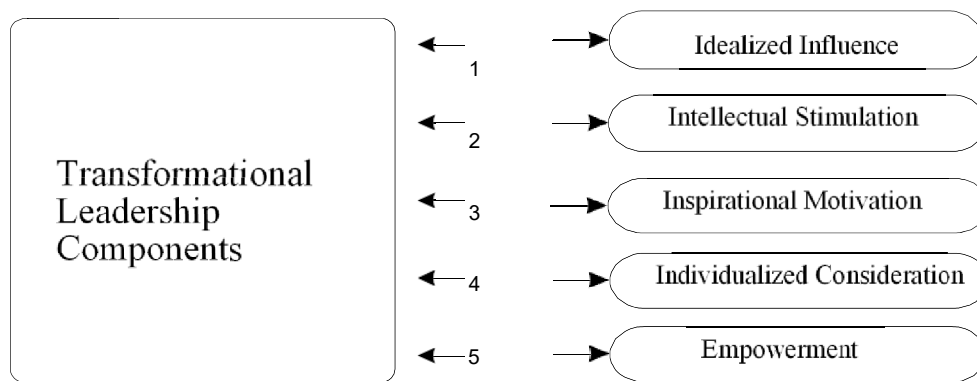


Figure 2. Five leadership components from the Survey of Transformational Leadership (STL). From Edwards, J. R., Knight, D. K., Broome, K. M., & Flynn, P. M. (2010). The Development and Validation of a Transformational Leadership Survey for Substance Use Treatment Programs. *Substance Use & Misuse*, 45(9), 1279–1302.

The researcher analyzed data from the questionnaire to find out the extent to which school principals in Ras Al Khaimah practice transformational leadership in their schools.

The STL was used to gather data about every principal’s transformational leadership practices. The researcher used a five-point Likert scale to measure the 96 statements for the matching empirical themes under each leadership component (Edwards, Knight, Broome, &

Flynn, 2010). The highest value on the Likert scale is 5, and this shows a more significant demonstration of leadership practice. Table 1 shows the essential descriptors for transformational leadership components.

Table 1

Descriptors for Transformational Leadership Components

<i>Descriptors for Transformational Leadership Components</i>	
Core Components	Descriptors for themes of Transformational Leadership
Idealized Influence	Character; integrity; taking sensible risks
Intellectual Stimulation	Encouraging innovation; demonstrating innovation
Inspirational Motivation	Prepares for change; develops a mission; promotes the vision
Individualized Consideration	Develops others; supports others
Empowerment	Task delegation; expect excellence; high expectations

Validity and Reliability

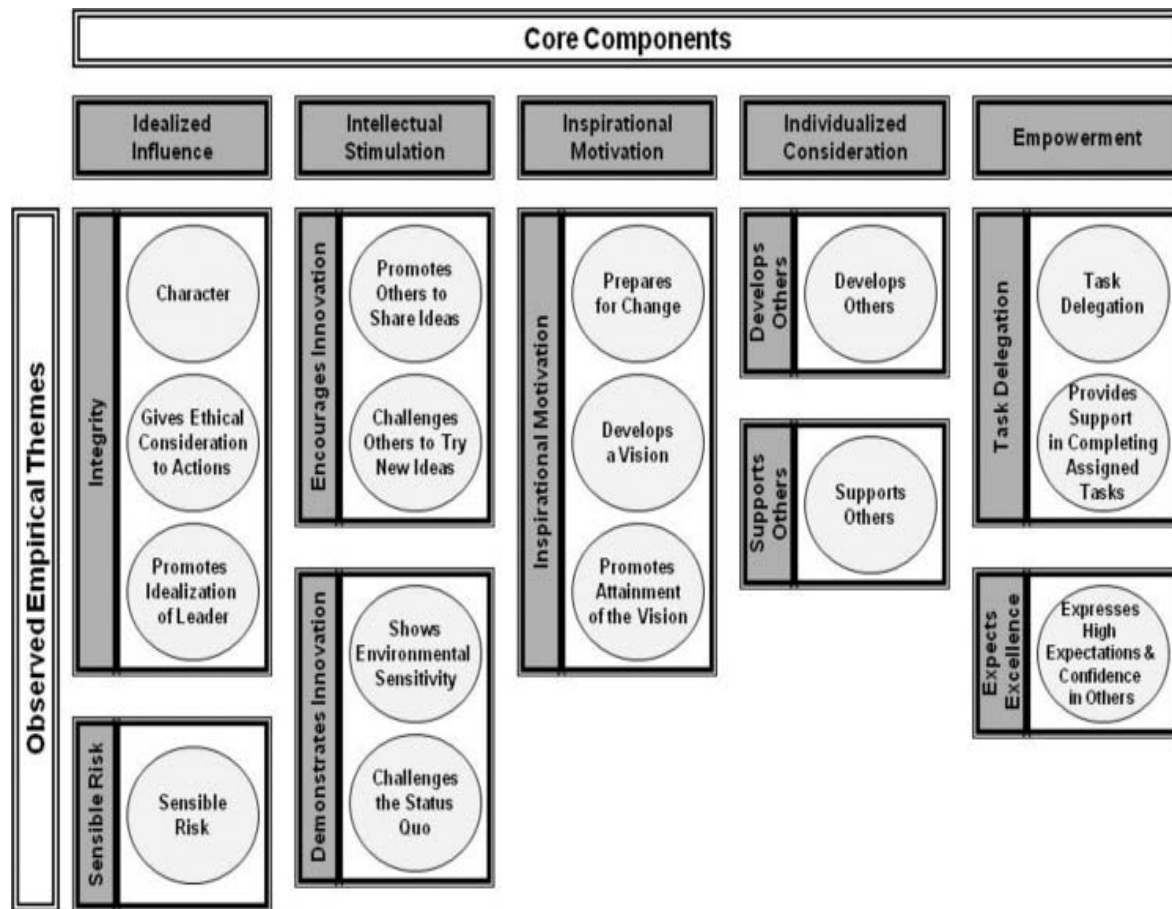
Edwards, Knight, Broome, and Flynn (2010) developed and established psychometrics for the Survey of Transformational Leadership by utilizing focus groups, factor analysis, and validation instruments. An assessment battery made up of carefully selected items from the Attributes of Leader Behavior Questionnaire (ALBQ), Multifactor Leadership Questionnaire (MLQ), and Survey of Organizational Functioning (SOF) and the Survey of Transformational Leadership (STL), were used to create and validate the new transformational leadership tool. Edwards, Knight, Broome, and Flynn (2010) used factor analysis, focus groups, and validation instruments, to develop and establish psychometrics for the Survey of Transformational

Leadership by evaluating clinical directors on leadership practices by 214 counselors in 57 programs in four regions in the United States. The study represents both genders.

To consider the reliability and validity of the Survey of Transformational Leadership Edwards, Knight, Broome, and Flynn (2010) evaluated the instrument in two stages: first-order analysis on the STL core components and second-order analysis on transformational leadership.

For the first order analysis, the authors of the study held three focus groups that included counselors and directors from two agencies within outpatient substance use treatment in the Gulf Coast. During the First-Order Analysis of STL Core Components, Edwards, Knight, Broome, and Flynn (2010) conducted separate exploratory factor analyses within each of the five first-order conceptual core components. For the second-order analysis Edwards, Knight, Broome, and Flynn (2010) contacted and surveyed counselors with direct client contact from outpatient substance use treatment programs currently involved in the Treatment Costs and Organizational Monitoring for Programs located in four geographic regions of the United States including the Northwest, the Gulf Coast, the Southeast, and the Great Lakes.

According to Edwards, Knight, Broome, and Flynn (2010), the alpha coefficient to measure the internal consistency of the scale had scores ranging from 0.84 (Supports others) to 0.97 (Inspirational Motivation). The high coefficients derived backs the conclusion that first-order transformational leadership practices are measured reliably by STL. Convergent and Criterion-Related Validity: Cronbach alpha coefficient to validate factors ranged between 0.94 and 0.88.



Note: Circles represent proposed conceptual themes within observed empirical themes.

Figure 3. Core Components and Themes of Transformational Leadership.

From Edwards, J. R., Knight, D. K., Broome, K. M., & Flynn, P. M. (2010). The Development and Validation of a Transformational Leadership Survey for Substance Use Treatment Programs. *Substance Use & Misuse*, 45(9), 1279–1302.

Each transformational leadership component has a description of the component, the number of survey items per component, and the reliability for each component represented using a Cronbach’s alpha coefficient. The five leadership component variables from the STL instrument will be analyzed, as shown in Table 2. The five leadership components each correspond with statements from the empirical themes.

Table 2

The Five Leadership Component Variables of the Survey of Transformational Leadership Instrument.

Transformational Leadership Components and Matching Statements	
Leadership Component	Matching Statement Numbers
Idealized Influence	1, 10, 16, 17, 21, 27, 31, 37, 42, 47, 53, 64, 69, 73, 76, 82, 88, 92, 94
Intellectual Stimulation	2, 11, 17, 22, 28, 38, 48, 54, 59, 70, 77, 79, 81, 84, 86, 95
Inspirational Motivation	3, 12, 15, 19, 23, 26, 29, 33, 36, 39, 41, 43, 46, 49, 52, 57, 60, 63, 66, 71, 75, 83, 89, 91
Individualized Consideration	4, 13, 34, 50, 61, 67, 85, 87
Empowerment	5, 9, 20, 25, 30, 35, 40, 45, 51, 56, 62, 68, 72, 78, 80, 93, 96

Note. Edwards, J. R., Knight, D. K., Broome, K. M., & Flynn, P. M. (2010). The Development and Validation of a Transformational Leadership Survey for Substance Use Treatment Programs. *Substance Use & Misuse, 45*(9), 1279–1302.

The first leadership component, idealized influence, involves a leader’s ability to express self-determination (Shamir, Arthur, & House, 2018), honesty, and openness (Alban-Metcalfe & Alimo-Metcalfe, 2016), and take reasonable risks in situations where 100% possibility of success is not guaranteed (Conger & Kanungo, 1994; Sashkin & Sashkin, 2003). The leader places importance on employees’ beliefs and always acts with them (Bass & Avolio, 1990). A leader with idealized influence gains the trust of subordinates, beyond their respect and pride (Sashkin & Sashkin, 2003; Yukl, 1999). Idealized influence reduces stress and burnout in the place of work (Seltzer et al., 1989). This transformational leadership component has 19 items, and the Cronbach’s alpha coefficient for the two observed empirical themes under this transformational component is 0.862 for integrity and 0.831 for sensible risk.

The second leadership component involves creating intellectual stimulation by encouraging employees to question their usual ways of carrying out tasks by trying new things

and engaging employees in the process of discovering and sharing remedies to common problems (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). The leader stimulates new ideas by assessing the environment for innovative opportunities (Conger & Kanungo, 1998; Yukl, 1999) as well as limitations and opportunities inside and outside of the organization (Conger & Kanungo, 1994). The intellectual stimulation component has 16 items, and the Cronbach's alpha coefficient for the two observed empirical themes under this transformational leadership component is 0.864 for encourages innovation and 0.783 for demonstrates innovation.

The third leadership component, inspirational motivation, involves getting employees ready for change and conveying confidence, enthusiasm, and positivity in accomplishing the vision (Alimo-Metcalfe & Alban-Metcalfe, 2005; Avolio & Bass, 2004). Transformational leaders create a vision that gives employees meaning and challenge to their specific organizational tasks (Bass & Riggio, 2006) and this leads to more commitment to the leader (King & Anderson, 1990), fewer reports of employees leaving the job (Vancouver & Schmitt, 1991), and improvements in performance (Barling, Loughlin, & Kelloway, 2002). The inspirational motivation component has 24 items, and the Cronbach's alpha coefficient for this observed empirical theme is 0.882.

The fourth leadership component, individualized consideration, is linked with improving skills and expressing self-efficacy (Yukl, 1999) as well as with increasing employee commitment and task competency by providing opportunities for professional development (Bass & Riggio, 2006). The leader respects employees as individuals and this leads to less adverse reactions to organizational change (Rafferty & Griffin, 2006). The individualized consideration component has eight items, and the Cronbach's alpha coefficient for develops others is 0.874 and for supports others is 0.741.

The final leadership component, empowerment, is a characteristic of leaders who set high-performance expectations for their employees and show confidence that employees can perform and complete tasks (Podsakoff et al., 1990). To conceptualize transformational leadership as participatory and directive, Bass (1996) left out empowerment as a core component, but Yukl (1999) argued that empowering practices such as consulting, delegating and communicating relevant information help connect decisions to employees' self-worth, consequently leading to ownership of common goals. The empowerment component has 17 items, and the Cronbach's alpha coefficient for the two observed empirical themes under this transformational component is 0.862 for task delegation and 0.496 for expects excellence.

The Organizational Commitment of Teacher Scale

The Organizational Commitment of Teacher Scale (OCTS) is a six-item scale designed by Jo (2014), to measure teachers' commitment to their profession and school. The study investigated the connections between teachers' relationships and teacher commitment, and the mediating role of teacher emotions. This instrument has six items that assess teachers' commitment to their organization. Existing scales and related literature were used to develop the items on the scale (Katz & Kahn, 1966; Konovsky & Organ, 1996; Somech & Drach-Zahavy, 2000; Wiener & Gechman, 1977).

The developed scales consist of behaviors like additional energy investment, acceptance of more extensive responsibilities, setting a higher goal for role activities, and taking the initiative in supporting quality education. The scale was developed and validated with a sample of elementary and middle school teachers in South Korea. Exploratory factor analysis of the scale revealed a two-factor result. The first factor describes the anticipated organizational commitment, and the second factor includes cross-loadings that show "opportunism." The

second factor was taken out to generate a single-factor structure. The study established the construct reliability and convergent validity of the scale.

The Organizational Commitment of Teacher Scale (OCTS), designed by Jo (2014) was used to gather data about the teachers' commitment to educational reforms. Items in the OCTS are about the past two months and are rated on a 7-point scale, which ranges from 1 (not at all true of me) to 7 (very true of me). For each item, the participant rated what they perceived best reflects their commitment to the school. Each of the six OCTS items uses the same scale. Five of the items on the scale were reversely scored and negatively worded to decrease response bias.

To evaluate the constructs preliminary exploratory factor analyses, the researcher conducted varimax rotation. For the teachers' relationships, one factor appeared in all five sets of six items. The factor analysis undertaken for the emotion items gave rise to a three-factor solution under the standard rule that the eigenvalues go above the value of one (Hair, Black, Babin & Anderson, 2014). The first factor related to positive emotions, and the remaining two were about negative emotions. Factor analysis of the commitment items was based on a two-factor solution. The first factor described organizational commitment expected from employees, while the second factor had limited cross-loadings that showed initiative and creativity. As a result of the results derived from the factor analyses, constructs were reduced by excluding the negative- emotion from the final measurement model because they lead to a two-factor solution, which is not meaningfully embraced by the present conceptual framework.

Only items with higher standardized loading estimate 0.7 or higher were selected to measure latent variables to get ideal levels of convergent validity (Hair et al., 2010). The average variance extracted (AVE) was calculated as the mean-variance removed for the items loading on a construct. All the constructs in the refined measurement model revealed sufficient convergence,

with an AVE greater than 0.5. The researcher also calculated estimates of construct reliability (CR) for all constructs as an added technique of estimating convergent validity. All the CR values derived were more significant than 0.8, signifying excellent reliability.

The discriminant validity was assessed by the researcher to confirm that each construct was independent of all other constructs. The analysis showed that the AVE for Organizational commitment of teachers was 0.61, and construct reliability was 0.90 was more significant than the estimate. Findings also indicated that all latent variables had significant correlations and coefficients that ranged from 0.30 to 0.79.

Research Method

The research adopted the quantitative methodology. The approach for this research was a correlational research method. Quantitative research yields numerical data that can be analyzed using statistics when researchers write summaries, measure relationships between variables, and make inferences. (Muijs, 2011; Patten, 2014; Pyrczak, 2014). The primary purpose of quantitative research is to calculate and categorize features to create statistical models and data that describe the problem or issue.

Instrumentation and Measures

Two quantitative survey instruments were needed to accomplish this study. The Survey of Transformational Leadership (STL), was used to measure the independent variable, transformational leadership practices of the school principals. The Organizational Commitment of Teacher six-item scale developed by Jo (2014), was used to measure the dependent variable teachers' commitment to educational reform.

Question one on the survey instrument measured gender, and question four on the survey instrument measured years of experience.

Quantitative Online Surveys

The STL and OCTS online surveys were used as the method to collect the data from private schools in the Ras Al Khaimah Emirate for many advantages. Ground mailing would be expensive, and the process will take a longer time due to various circumstances. The Internet is a productive way to conduct survey research (Roberts & Allen, 2015). Surveys carried out online can be a beneficial, cost-effective method of disseminating questionnaires to reach more respondents in less time and at a reduced price (Hewson & Stewart, 2014; Tuten, 2010), and have a more refined appearance with many interactive features and directions that may facilitate the process for participants and make it more appealing to complete the surveys.

During the quantitative data collection process for the study, participants were emailed the consent letter and link to the questionnaire and reminded once after two weeks, and once more after a month. Participants who do not wish to be contacted can unsubscribe from the researcher's mailing list.

The online surveys for this study closed on July 15, 2019, to retrieve all completed online surveys from the STL and OCTS.

Field Test

The researcher selected five experts in the education field to field review the survey questions to ensure that the survey questions will accurately answer the proposed research questions.

Pilot Test

The purpose of carrying out a pilot test is to increase the reliability of the survey questions using repeated measurement (Mujis, 2011). After the field test, the researcher obtained Institutional Review Board (IRB) approval from Bethel University, Minnesota, USA. The

researcher used school leaders and teachers from private secondary schools who will not partake in the study for the pilot test. The pilot study was carried out to verify how sound the survey design is and to collect information before commencing the quantitative research. The participants in the pilot study were asked to ascertain if the questions in the questionnaire were appropriate to make up for deficiencies in the survey questions and design and recommend modifications. Of the 10 requests for participation, three participants agreed to participate and made suggestions for modification that centered predominantly on typographical mistakes; the participants in the pilot study indicated the location of errors. These errors were modified on the questionnaires before administering the survey to the principals and teachers in private primary schools randomly selected for the study in Ras Al Khaimah UAE.

Data Collection

The population was a convenience sample. The STL and OCTS online instruments were delivered electronically to K-5 teachers in 10 private primary schools in Ras Al Khaimah, one of the northern emirates in the United Arab Emirates (UAE) from May 2019 to July 2019. The data gathered was analyzed quantitatively to address the research questions and hypotheses.

The quantitative data collected from the surveys were used to measure leadership behaviors associated with STL characteristics and the relationship between the principals' observed transformational leadership style and teachers' level of commitment to change. The principals were asked to complete the STL while teachers were asked to complete a survey that includes the STL and the OCTS.

Permission to execute the study was obtained from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) of Bethel University in Minnesota. The collection of data took place from May 2019 to July 2019. Permissions at the various private primary schools

in Ras Al Khaimah was arranged through each school's principal's office in advance with a request to allow subject participation. The choice to participate in the study was on a volunteer basis.

Following receipt of the necessary permissions to administer the survey, an email that included an attachment with the informed consent form was sent to invite the subjects to participate in the study. The researcher included the link to the online questionnaire in the email. The email informed participants in the study that participation is entirely voluntary.

Data Analysis

The study examined the transformational leadership practices of the principals by using the STL to gather responses about the current school leadership experience of the participating principals and the perception of teachers. The quantitative data analysis measured the correlation between transformational leadership practices of the school principals and teacher perception of how successfully principals implemented educational reforms at private primary schools in the United Arab Emirates, and also determined to what degree the leadership practices of the principals influenced teacher commitment in implementing educational change.

The study examined the frequency of how specific factors serve as barriers or catalysts to the principal's transformational leadership approaches when implementing educational reform initiatives in the UAE. Analysis of Variance (ANOVA), t-tests, and Pearson's correlation coefficients was used to examine gender and years of experience as they related to the transformational leadership practices of primary school principals and teachers' commitment to the implementation of education reform.

RQ1: What factors serve as barriers or catalysts to the principal's transformational leadership approaches when implementing educational reform initiatives in the UAE?

The study examined the frequency of specific factors that act as barriers or catalysts that occur compared to others.

RQ2: What transformational leadership practices impact teachers' commitment to change?

Null hypothesis two (H_{02}): There are no transformational leadership practices that impact on teachers' commitment to change.

Alternate hypothesis two (H_{12}): There are transformational leadership practices that impact on teachers' commitment to change.

To collect data about the teachers' commitment to educational reforms, the researcher will employ the "Organizational Commitment of Teacher six-item scale" developed by Jo (2014). The researcher used the Pearson Correlation Coefficient to explore the perceived positive correlation between transformational leadership practices and commitment to change.

RQ3: What statistical differences, if any, exist in principals perceived transformational leadership style based on gender?

Null hypothesis three (H_{03}): Gender has no impact on the principals' perceived transformational leadership style.

Alternate hypothesis three (H_{13}): Gender has an impact on the principals' perceived transformational leadership style.

The independent T-Test analysis was used to analyze the gender variable.

RQ4: What statistical differences, if any, exist in principals perceived transformational leadership style based on years of experience?

Null hypothesis three (H_{04}): Years of experience has no impact on the principals'

perceived transformational leadership style.

Alternate hypothesis three (H₁₄): Years of experience has an impact on the principals' perceived transformational leadership style.

The independent T-Test analysis was conducted for the years of experience variable.

RQ5: What relationship, if any, exists in teacher commitment to change based on specific demographic factors?

Null hypothesis five (H₀₅): There is no statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

Alternate hypothesis five (H₁₅): There is a statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

The t-test was used to examine the differences in teacher commitment to change based on gender and an ANOVA to examine the differences in teacher commitment to change based on teaching experience.

Sampling Design

The target population for this research comprised of primary school principals and teachers. The study population included principals and teachers working in private primary schools. Out of the 33 private schools in Ras Al Khaimah, the researcher collected the data for the current research from 10 private primary schools selected from among the private primary schools in Ras Al Khaimah using simple random sampling method. The surveys were administered to principals and teachers from the schools that voluntarily participate in the study. Principals from the private primary schools took the STL survey and teachers took both the STL and OCTS surveys. Both the principals and teachers also respond to a series of demographic questions.

Limitations and Delimitations

The scope of the sample was limited to private primary schools in Ras Al Khaimah. Using this criterion reduced the number of schools that participated in the study. The study was also limited when primary school principals refused to participate in the study in a private school randomly selected for the study. Therefore, the results of the study will be difficult to generalize because the sample size is smaller as the public primary school in Ras Al Khaimah did not participate in the study, and there is a potential bias in studying only the schools that willingly participated.

The data collected was based on teacher's perception or opinion of principal leadership and teacher commitment. Both positive and negative experiences can influence perceptions and opinions in the school context. Perception the participant thinks is true, may not be an entirely accurate reflection of the principal's leadership or teacher commitment.

The survey was delivered electronically, and some teachers and school principals may not have technical skills to complete an online survey. Qualtrics software was used to collect the survey data. The general layout of the survey was simple enough for novice technology users to follow, so participants in the study did not have difficulty navigating the survey. Teachers in the pilot study provided feedback and concerns about the online surveys. Hewson and Stewart (2014), indicated that using electronic surveys have comparable or even better results than conventional mailed surveys.

Ethical Considerations

Approval to conduct this research was given by the Institutional Review Board for the Protection of Human Subjects (IRBPHS) at Bethel University, Minnesota, USA. The collection of data posed minimum risk to subjects.

An essential ethical aspect that this research considered before commencing was an understanding of informed consent (American Educational Research Association, 2011). Patten (2014) recommended that researchers provide informed consent forms to all participants to signify that participants have voluntarily agreed to take part in the study. This researcher included her personal contact information and that of her dissertation advisor with the consent to take part in the study form so that participants could contact someone with their concerns about the study (Creswell, 2014). The researcher also provided participants with informed consent forms for the surveys.

Permission to conduct the research was solicited from school principals in private schools in Ras Al Khaimah that were selected randomly for the proposed research. This study made use of online surveys and protected the identity of all participants by ensuring the questionnaires remained anonymous. The researcher made the participants aware that participation in the study was entirely voluntary. The researcher ensured that the survey responses remain confidential by using study codes; all personal information was stored by the researcher alone. To increase the level of confidentiality, the researcher asked participants to generate a unique code using these five prompts: the first letter of the participants' first name, date of birth, the participants' month of birth, the first letter of the participants' middle name, and the first letter of the city or town in which participants were born.

The instrument did not request any personal information. Participants were asked to indicate their role at their school and years of experience. The resulting questionnaire had 96 questions about transformative leadership and six questions about teacher commitment.

Each school principal was sent a sample email meant for notifying the faculty and staff of the impending survey. The email reviewed the purpose of the study and indicated the incentives.

On the planned start date of survey collection, emails that recapped the purpose of the study were sent. Two reminder emails were sent to participants who had started but not completed the survey, or participants who had not begun at all. Once the data collection period ended, the researcher downloaded the data from respondents and began to analyze the data.

This research adopted the ethical considerations in the standards laid out in the Belmont Report (1979). Three principles guide ethical research that involves human subjects: respect for persons, beneficence, and justice. The research data, data analysis, and reporting were handled carefully to demonstrate respect and justice for participants. The Belmont Report identified respect for persons as an overriding principle. Principals and teachers may have had apprehensions that they could be identified easily from the results of the study. It was essential to provide participants with a detailed explanation of how their identity would be protected from exposure to minimize the possibility of putting their professional reputation or employment at risk for being candid with their responses. Precautions were taken to ensure participation in the study was voluntary, and all data remains confidential. While teachers were encouraged to participate, no individual was required to participate in the study. It was essential to code the demographic information included in the study as an additional measure of confidentiality.

The researcher will archive the information amassed from the study until the researcher presents the findings. The researcher will delete all confidential information. Once the research is completed, the researcher will strip all school level identifiers from the data. The researcher provided all principals and teacher participants with a copy of the consent form, including the explanation of participant rights, and how the researcher will maintain confidentiality.

Chapter IV: Data Analysis

Introduction

This chapter presents the quantitative findings of the study, the results of the data analysis, and outcomes related to each of the research questions.

This study examined the extent that principals in private primary schools in Ras Al Khaimah, UAE, practice transformational leadership. This study investigated if there is a correlation between teachers' commitment to the implementation of educational reforms and transformational leadership. This study further examined the extent to which teachers perceived the principal's leadership approach as demonstrating the five factors of transformational leadership (idealized influence, intellectual stimulation, inspirational motivation, individualized consideration, and empowerment), and how their leadership approach influenced teachers' commitment to change in private primary schools in the UAE education setting.

The Qualtrics survey platform was used to gather data, and statistical analysis was carried out by making use of the Statistical Package for Social Sciences (SPSS) with support from Dr. Joel Frederickson. Demographic data and inferential statistical analysis of the hypotheses were completed on the five research questions: (a) What factors serve as barriers or catalysts to the principal's transformational leadership approaches when implementing educational reform initiatives in the UAE? (b) What transformational leadership practices impact teachers' commitment to change? (c) What statistical differences, if any, exist in principals' perceived transformational leadership style based on gender? (d) What statistical differences, if any, exist in principals' perceived transformational leadership style based on years of experience? (e) What relationship, if any, exists in teacher commitment to change based on specific demographic factors? This chapter ends with a summary of the findings.

A total of 33 private primary schools in Ras Al Khaimah met the set criteria for the study. Random sampling was used to select 20 schools that participated in the study to increase the generalizability of the study. Permission to conduct the research was asked for, and 10 private primary schools agreed to participate in the study. The remaining 10 schools were excluded from the study as the administration did not grant permission for their teachers to take part in the research, which led to a 30.3% response rate from private primary schools in Ras Al Khaimah.

There were 300 likely teacher participants at the 10 schools that decided to participate in the study. Of those likely to participate, 84 teachers and 10 principals completed the survey, providing an approximately 28% teacher response rate. A higher response rate for the teacher survey would have been preferred. Van Mol (2017) explained that the effects of over-surveying have given rise to a decline in the overall response rate; participants are reluctant to take part in surveys. Some teachers may have been unwilling to respond because they felt uncomfortable rating the principal’s leadership abilities.

Table 3

Frequency and Percent of the Principals by Gender

		Frequency	Percent
Gender	Male	6	60.0
	Female	4	40.0
	Total	10	100.0
Missing		0	0
	Total	10	100.0

Table 4

Frequency and Percent of Teachers by Gender

		Frequency	Percent
Gender	Male	18	21.4
	Female	63	75
	Total	81	96.4
Missing		3	3.6
	Total	84	100.0

There were 18 (21.4%) male teachers and 63 (75%) female teachers who responded to the survey. Therefore more female participants responded to the survey than males. Three participants did not indicate their gender.

Table 5

Number of Years of Leadership Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 to 5 years	1	10.0	10.0	20.0
	6 to 10 years	1	10.0	10.0	20.0
	11-15 years	2	20.0	20.0	40.0
	21 + years	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

Most of the principals that responded to the survey had more than 21 years of leadership experience. There were 6(60%) of the principals that had more than 21 years of experience, and 2 (20%) of the principals that had between 11 to 15 years of experience. 1 principal (20%) had 6 to 10 years of leadership experience. 1 (20%) principal had four to five years of experience.

Table 5 displays the frequency and percentage of years of leadership experience for the principals.

Research Question One

The first research question asked, what factors serve as barriers or catalysts to the principal’s transformational leadership approaches when implementing educational reform initiatives in the UAE?

Two items on the Survey of Transformational Leadership addressed barriers, the factors that deter the process of reform in the institution. For the first item, which focused on the credibility of the leader (i.e., “I do not display honesty”), the majority (66.7%) of principals replied, “not at all true of me.” Interestingly, one principal replied, “frequently if not always” to this item.

Table 6

Credibility of the Leader

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	6	60.0	66.7	66.7
	Once in a while	1	10.0	11.1	77.8
	Sometimes	1	10.0	11.1	88.9
	Frequently if not always	1	10.0	11.1	100.0
	Total	9	90.0	100.0	
Missing		1	10.0		
Total		10	100.0		

The second barrier focused on a lack of sustained leadership support. The second item stated, “I do not respect individual staff members' personal feelings. ” Again, the majority (87.5%) of principals replied, “not at all true of me” to this item.

Table 7

Lack of Sustained Leadership Support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	7	70.0	87.5	87.5
	Sometimes	1	10.0	12.5	100.0
	Total	8	80.0	100.0	
Missing		2	20.0		
Total		10	100.0		

The catalysts to the principal's transformational leadership approaches that received the most endorsements from principals when implementing educational reform initiatives in the UAE involved keeping commitments, making attempts to improve the school by preparing for challenges that may result from changes in the school, and being respectful in handling staff member mistakes.

Table 8

Catalyst Items that Received the Highest Percent of Principals who Responded: “Frequently if not always.”

Item: As the principal of the school, I -	Valid Percent
keep commitments.	80.0
attempt to improve the school by taking a new approach to business as usual.	80.0
prepare for challenges that may result from changes in the school.	80.0
am respectful in handling staff member mistakes.	80.0
display enthusiasm about pursuing school goals.	77.8
display confidence that school goals will be achieved.	77.8
communicate the school needs.	70.0
convey hope about the future of the school.	70.0
obtain staff assistance in reaching school goals.	70.0
promote teamwork in reaching school goals.	70.0
provide information necessary for task completion.	70.0
expect that staff members will give tasks their best effort.	70.0
take into account individual abilities when teaching staff members.	66.7
encourage staff behaviors consistent with the values shared by all members.	66.7

In this study, fostering relationships and respect for teachers was a highly endorsed catalyst by principals that support transformational leadership approaches.

Table 9

Catalyst Items that Received the Least Percent of Principals who Responded, “Frequently if not always.”

Item: As the principal of the school, I -	Valid Percent
take bold actions in order to achieve school objectives.	20.0
enable staff to make decisions, within contractual agreements, on how they get their work done.	22.2
turn challenges into opportunities.	22.2
take personal risks in pursuing school goals.	30.0
allocate some school funds for the sole purpose of acknowledging high staff performance.	30.0
coach staff members on an individual basis.	30.0
provide opportunities for staff members to take primary responsibility over tasks.	40.0
assign individual staff members to lead the implementation of school objectives.	40.0
involve other staff members in performing leadership activities.	40.0
see that authority is granted to staff in order to get tasks completed.	44.4
delegate tasks that build up the school organization.	44.4
make bold personal decisions, if necessary, to improve the school.	50.0
provide requested support for task completion.	50.0
demonstrate tasks aimed at fulfilling school goals.	50.0
share leadership responsibilities with other staff members.	50.0
convey confidence in staff members' ability to accomplish tasks.	50.0

This finding indicated that factors such as delegation of tasks, sharing leadership responsibilities, involving staff in performing leadership activities, questioning the status quo, and coaching staff on an individual basis received the least endorsements from principals in this study. This indicates that the factors with the least endorsements serve as barriers to implementing reforms. If principals do not involve teachers and staff in decision making, delegate tasks and leadership responsibilities, challenge the status quo, substantial educational reform will not happen when implementing educational reform initiatives in the UAE.

Research Question Two

The second research question asked, what transformational leadership practices impact teachers' commitment to change?

This question explored whether a relationship existed between teachers' perceptions of their principals' transformational leadership abilities and teachers' commitment to change.

The null hypothesis two (H_{02}) for research question two was that there are no transformational leadership practices that impact on teachers' commitment to change. The alternative hypothesis two (H_{12}) was that there are transformational leadership practices that impact on teachers' commitment to change. Pearson product-moment correlation methods were used to analyze the data. Adequate evidence was found to justify the rejection of the null hypothesis and accept the alternative hypothesis. Findings indicated a statistically significant positive relationship exists between the five factors of transformational leadership (idealized influence, intellectual stimulation, inspirational motivation, individualized consideration, and empowerment) and teacher commitment.

The five components of the Survey of Transformational Leadership (STL) were all highly correlated with one another (see Table 10, with correlation coefficients ranging from $r = .912$ to $r = .967$; all $p < .001$). The Organizational Commitment of Teacher Scale (OCTS) was significantly correlated with all five components of the STL (see Table 10). All correlations were positive; the higher the score on the OCTS the higher the score on the STL components. The highest correlations were with the idealized influence ($r = .478, p < .001$), the intellectual stimulation ($r = .465, p < .001$), and the inspirational motivation ($r = .451, p < .001$) components. This means that the greater a teacher perceives their principal as being a transformational leader, the more likely they are to be committed to implementing educational reforms. In contrast, the

less a teacher perceives their principal as being a transformational leader, the more likely they are to resist the educational reform. The correlation was significant at the $p < 0.01$ level; this signifies that there would be less than a 1% chance of falsely rejecting the null hypothesis. The relationship between the two variables is statistically significant since $p < .001$. Thus, the null hypothesis was rejected (see Table 10).

Table 10

Correlation Coefficient for the Outcome of Principal Transformational Leadership as Defined by the STL and Teacher Commitment as Defined by the OCTS

		IDEALIZED INFLUENCE	INTELLECTUAL STIMULATION	INSPIRATIONAL MOTIVATION	INDIVIDUALIZED CONSIDERATION	EMPOWERMENT	OCTS
IDEALIZED INFLUENCE	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	84					
INTELLECTUAL STIMULATION	Pearson Correlation	.996**	1				
	Sig. (2-tailed)	.000					
	N	84	84				
INSPIRATIONAL MOTIVATION	Pearson Correlation	.963**	.963**	1			
	Sig. (2-tailed)	.000	.000				
	N	84	84	84			
INDIVIDUALIZED CONSIDERATION	Pearson Correlation	.912**	.913**	.919**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	84	84	84	84		
EMPOWERMENT	Pearson Correlation	.935**	.935**	.967**	.929**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	84	84	84	84	84	
OCTS	Pearson Correlation	.478**	.465**	.451**	.370**	.383**	1
	Sig. (2-tailed)	.000	.000	.000	.001	.000	
	N	84	84	84	84	84	84

** . Correlation is significant at the 0.001 level (2-tailed).

Research Question Three

The third research question asked, what statistical differences, if any, exist in principals' perceived transformational leadership style based on gender?

This question investigated whether a relationship existed between gender and the observed elements of transformational leadership. Independent *t*-tests were used to investigate differences between men and women principals on each component of the Survey of Transformational Leadership (STL).

First, Levene's test for equality of variances was conducted to ensure that variances between men and women were not significantly different from one another on each of the five components. None of the variances was significantly different; the assumption for homogeneity of variances was not violated (see Table 12). Next, mean differences between men and women on each of the five STL components were analyzed. There were no significant gender differences for any of the STL components (see Table 12). Given the small sample sizes ($n = 6$ for men and $n = 4$ for women) it would be unlikely that a significant difference would be found because of the lack of power. However, the Cohen's d effect sizes for each of the components ranged from $d = 0.22$ to $d = -0.47$, about medium in size (see Table 11) for means, standard deviations, and Cohen's d).

The null hypothesis for research question three (H_03) was gender has no impact on the principals' perceived transformational leadership style. The alternate hypothesis for research question three (H_13) was gender has an impact on the principals' perceived transformational leadership style. These findings show it does not make a difference whether a principal is male or female for any of the STL components. Therefore, the null hypothesis failed to be rejected (see Table 12).

Table 11

Means, Standard Deviations, and Cohen's d for All Five Components of the STL by Gender of Principal

	Are you:	N	Mean	Std. Deviation	Cohen's <i>d</i>
IDEALIZED INFLUENCE	Male	6	4.4610	.36546	0.39
	Female	4	4.3018	.44624	
INTELLECTUAL STIMULATION	Male	6	4.3125	.46098	0.22
	Female	4	4.2200	.37527	
INSPIRATIONAL MOTIVATION	Male	6	4.3819	.35494	-0.47
	Female	4	4.5729	.45053	
INDIVIDUALIZED CONSIDERATION	Male	6	3.9306	.33506	-0.45
	Female	4	4.1563	.67218	
EMPOWERMENT	Male	6	4.2647	.41218	-0.43
	Female	4	4.4412	.40895	

Table 12

Independent Samples t-Tests for All Five Components of the STL by Gender of Principal

		Levene's Test for Equality of Variances					t-test for Equality of Means	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
IDEALIZED INFLUENCE	Equal variances assumed	.058	.815	.620	8	.552	.15926	.25670
	Equal variances not assumed			.593	5.610	.576	.15926	.26840
INTELLECTUAL STIMULATION	Equal variances assumed	.239	.638	.333	8	.748	.09255	.27811
	Equal variances not assumed			.348	7.511	.737	.09255	.26575
INSPIRATIONAL MOTIVATION	Equal variances assumed	.186	.678	-.752	8	.474	-.19097	.25402
	Equal variances not assumed			-.713	5.438	.505	-.19097	.26785
INDIVIDUALIZED CONSIDERATION	Equal variances assumed	3.689	.091	-.714	8	.495	-.22569	.31597
	Equal variances not assumed			-.622	4.010	.568	-.22569	.36286
EMPOWERMENT	Equal variances assumed	.013	.911	-.665	8	.525	-.17647	.26528
	Equal variances not assumed			-.666	6.618	.528	-.17647	.26481

Research Question Four

The fourth research question asked, what statistical differences, if any, exist in principals' perceived transformational leadership style based on years of experience?

This question investigated whether a relationship existed between years of experience and the observed elements of transformational leadership. Independent *t*-tests were used to compare principals on the five components of the STL by their years of experience. Principals were categorized into two years of experience groups based on a median split. There were four principals in the group with less than 21 years of experience and six principals in the group with

21 or more years of experience. First, Levene's test for equality of variances was conducted to ensure that variances between the years of experience groups were not significantly different from one another on each of the five components. None of the variances were significantly different, meaning that the assumption for homogeneity of variances was not violated (see Table 14).

Next, mean differences between years of experience groups on each of the five STL components were analyzed. There were no significant differences for any of the STL components (see Table 14). Again, given the small sample sizes, it would be unlikely that a significant difference would be found because of the lack of power. However, the Cohen's *d* effect sizes for each of the components ranged from $d = -0.22$ to $d = 0.49$, about medium in size (see Table 13) for means, standard deviations, and Cohen's *d*).

The null hypothesis for research question four (H_04) was years of experience have no impact on the principals' perceived transformational leadership style. The alternate hypothesis for research question three (H_14) was years of experience has an impact on the principals' perceived transformational leadership style. The findings from the study reveal that the number of years a principal has been leading does not make a difference for any of the STL components. Therefore, the null hypothesis failed to be rejected (see Table 14).

Table 13

Means, Standard Deviations, and Cohen's d for All Five Components of the STL by Years of Experience of Principal

	Years of Experience	N	Mean	Std. Deviation	Cohen's <i>d</i>
IDEALIZED INFLUENCE	Less than 21 years of experience	4	4.3018	.44624	-0.40
	21+ Years of experience	6	4.4610	.36546	
INTELLECTUAL STIMULATION	Less than 21 years of experience	4	4.2200	.37527	-0.22
	21+ Years of experience	6	4.3125	.46098	
INSPIRATIONAL MOTIVATION	Less than 21 years of experience	4	4.5729	.45053	0.49
	21+ Years of experience	6	4.3819	.35494	
INDIVIDUALIZED CONSIDERATION	Less than 21 years of experience	4	4.1563	.67218	0.47
	21+ Years of experience	6	3.9306	.33506	
EMPOWERMENT	Less than 21 years of experience	4	4.4412	.40895	0.43
	21+ Years of experience	6	4.2647	.41218	

Table 14

Independent Samples t-Tests for All Five Components of the STL by Years of Experience of Principal

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
IDEALIZED INFLUENCE	Equal variances assumed	.058	.815	-.620	8	.552	-.15926	.25670
	Equal variances not assumed			-.593	5.610	.576	-.15926	.26840
INTELLECTUAL STIMULATION	Equal variances assumed	.239	.638	-.333	8	.748	-.09255	.27811
	Equal variances not assumed			-.348	7.511	.737	-.09255	.26575
INSPIRATIONAL MOTIVATION	Equal variances assumed	.186	.678	.752	8	.474	.19097	.25402
	Equal variances not assumed			.713	5.438	.505	.19097	.26785
INDIVIDUALIZED CONSIDERATION	Equal variances assumed	3.689	.091	.714	8	.495	.22569	.31597
	Equal variances not assumed			.622	4.010	.568	.22569	.36286
EMPOWERMENT	Equal variances assumed	.013	.911	.665	8	.525	.17647	.26528
	Equal variances not assumed			.666	6.618	.528	.17647	.26481

Research Question Five

RQ5: What relationship, if any, exists in teacher commitment to change based on specific demographic factors?

Null hypothesis five (H₀₅): There is no statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

Alternate hypothesis five (H₁₅): There is a statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

The t-test was used to examine the differences in teacher commitment to change based on gender and an ANOVA to examine the differences in teacher commitment to change based on teaching experience.

Table 15

Means and Standard Deviations on Teacher OCTS Scale by Gender

	Are you:	N	Mean	Std. Deviation	Cohen's <i>d</i>
OCTS	Male	18	4.2870	.54174	.32
	Female	63	4.4524	.49942	

The independent variable represented the genders, male and female. The dependent variable was the average score for teacher commitment to change. Any participants who did not respond to the gender demographic question or who preferred not to comment were eliminated from the sample before carrying out the statistical analysis. A total of 81 participants were included in the analysis. Data indicate the male group mean score for teacher commitment to change was a bit lower than the female group mean score for teacher commitment to change.

Table 16

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
OCTS	Equal variances assumed	.002	.966	-1.216	79	.228	-.16534	.13599
	Equal variances not assumed			-1.162	25.840	.256	-.16534	.14235

There was no significant difference between women and men on the Organization Commitment of Teachers Scale (OCTS), $t(79) = -1.29, p = .228, d = .32$ (see Table 15) for means and standard deviations). These findings reveal it does not make a difference whether a teacher is

male or female in terms of commitment to change in the organization. Therefore, the null hypothesis failed to be rejected (see Table 16).

Table 17

Means and Standard Deviations for the Organizational Commitment of Teachers Scale (OCTS) by Years at Current Job

OCTS								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					0-11 months	15		
1 to 3 years	22	4.4182	.58225	.12414	4.1600	4.6763	3.33	5.00
3 to 5 years	13	4.3846	.37506	.10402	4.1580	4.6113	3.83	5.00
over 5 years	34	4.4059	.54695	.09380	4.2150	4.5967	3.33	5.00
Total	84	4.4206	.50790	.05542	4.3104	4.5309	3.33	5.00

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.094	3	.031	.118	.949
Within Groups	21.317	80	.266		
Total	21.411	83			

There were no significant differences in the Organizational Commitment of Teachers Scale (OCTS) based on teachers' years at their current position, $F(3,80) = .118, p = .949$ (see Table 17 for means and standard deviations). These findings reveal teachers' years of experience at their current position do not make a difference in teachers' commitment. Therefore, the null hypothesis failed to be rejected (see Table 17).

Table 18

Means and Standard Deviations for the Organizational Commitment of Teachers Scale (OCTS) by Years of Experience in the Educational Sector

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
					Lower Bound	Upper Bound	Minimum Maximum	
< 1 year to 10	31	4.3882	.53198	.09555	4.1930	4.5833	3.33	5.00
10 to 20 years	30	4.4156	.48595	.08872	4.2341	4.5970	3.33	5.00
More than 20 years	23	4.4710	.52139	.10872	4.2455	4.6965	3.50	5.00
Total	84	4.4206	.50790	.05542	4.3104	4.5309	3.33	5.00

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.092	2	.046	.174	.840
Within Groups	21.319	81	.263		
Total	21.411	83			

There were also no significant differences in the Organizational Commitment of Teachers Scale (OCTS) by years of experience in the Educational Sector, $F(2,81) = .174, p = .840$ (see Table 18 for means and standard deviations). These findings show years of experience in the educational sector do not make a difference in teachers' commitment. Therefore, the null hypothesis failed to be rejected (see Table 18).

Chapter V: Results

This chapter discusses the research findings, conclusions, and implications of the study. Section one comprises an outline of the methodology and information on the results of the study. The second section consists of the discussion of the results and conclusions related to the study. This chapter also explains the recommendations for future research.

The purpose of this study was to explore the relationship that connects transformational leadership and teacher commitment to change in the context of United Arab Emirates primary schools, considering factors such as gender and years of experience. Ten private primary schools from the emirate of Ras Al Khaimah, UAE, participated in this study. The faculty and staff of these campuses were implored to complete two surveys (STL and OCTS). This study used descriptive statistics and inferential statistics, such as the Pearson's product-moment correlations, analysis of variance tests, and independent t-tests, to investigate the relationships between (a) transformational leadership and teacher commitment, (b) the effect of transformational leadership on teacher commitment to change and (c) the impact of gender and years of experience on teacher commitment to change.

Summary of Findings

The research questions addressed whether there was a relationship between a principal's level of transformational leadership and teacher commitment to change; it also took into consideration factors such as the principals' gender and years of experience, and assessed the effect of transformational leadership on teacher commitment to change. Transformational leadership includes five factors (idealized influence, intellectual stimulation, inspirational motivation, individualized consideration, and empowerment). The following research questions, null and alternate hypotheses guided this study:

RQ1: What factors serve as barriers or catalysts to the principal's transformational leadership approaches when implementing educational reform initiatives in the UAE?

RQ2: What transformational leadership practices impact teachers' commitment to change?

Null hypothesis two (H₀₂): There are no transformational leadership practices that impact on teachers' commitment to change.

Alternate hypothesis two (H₁₂): There are transformational leadership practices that impact on teachers' commitment to change.

RQ3: What statistical differences, if any, exist in principals perceived transformational leadership style based on gender?

Null hypothesis three (H₀₃): Gender has no impact on the principals' perceived transformational leadership style.

Alternate hypothesis three (H₁₃): Gender has an impact on the principals' perceived transformational leadership style.

RQ4: What statistical differences, if any, exist in principals perceived transformational leadership style based on years of experience?

Null hypothesis four (H₀₄): Years of experience has no impact on the principals' perceived transformational leadership style.

Alternate hypothesis four (H₁₄): Years of experience has an impact on the principals' perceived transformational leadership style.

RQ5: What relationship, if any, exists in teacher commitment to change based on specific demographic factors?

Null hypothesis five (H₀₅): There is no statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

Alternate hypothesis five (H₁₅): There is a statistical difference in the relationship between teacher commitment to change based on specific demographic factors.

Research Question One

What factors serve as barriers or catalysts to the principal's transformational leadership approaches when implementing educational reform initiatives in the UAE?

Two items on the survey of transformational leadership addressed barriers that could negatively impact change processes in an organization: lack of leader credibility and lack of continued leadership support. With regard to leader credibility, a higher number of principals (66.7%) responded "not at all true of me" to the leader credibility item "I do not display honesty." Northouse (2018) asserted that when transformational leaders pay attention to the emotions, values, ethics, standards, and long-term goals, leaders stimulate the growth and development of the employees, as well as the organization. Handford and Leithwood (2013) indicated that principals' leadership practices influence the level of trust teachers have for the principal of the school.

The second barrier item on the survey of transformational leadership stated, "I do not respect individual staff members' personal feelings." A higher number of principals (87.5%) responded "not at all true of me" to this item.

The catalysts emphasized in the survey of transformational leadership that impact improvement processes in organizations were communication, adequate support from the leader, buy-in to the vision of the organization, outlining the scope of the reform to employees, the credibility of the leader of the organization, shared values, and the ability of the leader to implement change.

The provision of tailored support to teachers is related to the behavior of the principal that points toward respect for teachers and concern for teachers' needs and personal feelings. According to Bass (1990), tailored support involves providing individual attention to teachers and supporting teachers when they deal with problems. In this study, a high rating was given by principals to indicate they value teachers' opinions when making decisions that can influence the teachers' work. Leithwood and Riehl (2003) also supported this notion by asserting that leaders display emotional intelligence when they are paying attention to the needs of workers. When principals in private primary schools in Ras Al Khaimah, UAE, pay attention to teachers' anxieties and needs, principals have adopted a positive stance in developing teachers by making sure that the necessary resources for teachers are sufficiently in place.

Research Question Two

What transformational leadership practices impact teachers' commitment to change?

Leadership is a crucial component in successfully implementing education reform initiatives in schools. Northouse (2013) described transformational leaders as role models who are agents of change with the ability to create and communicate a clear vision for an organization, empower employees to reach higher standards, lead employees to trust them, and offer meaning to employees' work in the organization. Transformational leaders promote a favorable working environment for employees by encouraging teamwork and collaboration using motivation rather than competition (Kumar, 2014). Transformational leaders have the potential to positively impact teachers' commitment to change (Bass & Riggio, 2006). Sun, Chen, and Zhang (2017) explained that transformational leaders promote cultural norms that enable high levels of employee motivation, commitment, and higher productivity. Teachers' commitment to change is closely linked with capacity building in organizations, especially the

change process in K-12 schools (Leithwood, 1993). Yang (2014) indicated that transformational leadership is an essential quality of principals that increases teachers' commitment. In this study, the five factors of transformational leadership all revealed significant positive relationships with teacher commitment to change, emphasizing the importance of leadership when leading educational reform. These results point back to the findings of Leithwood, Tomlinson, and Genge (1996), who affirmed that organizational commitment significantly and positively correlates with transformational leadership as transformational leaders have an impact on teachers' psychological states, which in turn facilitates professional commitment and that impacts student learning.

Idealized Influence

The degree to which the principal serves as a positive role model promotes cooperation among members of the school organization by assisting them in working together toward common goals (Jantzi & Leithwood, 1996). Findings in this study indicate a significant relationship between teacher commitment to the implementation of educational reform and principals' transformational leadership. The highest correlation in this study was with the idealized influence ($r = .478, p < .001$).

The five components of the Survey of transformational Leadership (STL) were highly correlated with one another (see Table 10), with correlation coefficients ranging from $r = .912$ to $r = .967$ (all $p < .001$). The Organizational Commitment of Teacher Scale (OCTS) was correlated significantly with all five components of the STL (see Table 10). All correlations were positive; the higher the score on the OCTS the higher the score on STL components, indicating that the more teachers perceive their principal as being a transformational leader, the more likely they are to be committed to executing educational reforms. These findings backed

the results of Ha and Nguyen (2014) who discovered that transformational leadership influences employee performance. However, the results of this study refuted Datche and Mukulu's (2015) findings which established that idealized influence negatively influenced employee commitment and performance.

Intellectual Stimulation

The intellectual stimulation factor of transformational leadership refers to the extent to which the leader intellectually challenges followers to be innovative and creative problem solvers and active participants in making decisions in the organization (Limsila & Ogunlana, 2008). This research found a significant positive relationship between the intellectual stimulation component of transformational leadership and teacher commitment to change ($r = .465, p < .001$). This supports the findings of a prior study done by Jantzi and Leithwood, 1996, who indicated that transformational leaders challenge members of the organization to review their thinking about their work and performance. When principals support the development of teacher strengths, they motivate teachers to implement educational reforms by carrying out new instructional strategies. Teachers are more willing to implement a reform when the principal supports new initiatives and assist teachers through problems encountered while implementing educational reforms. The amount of support teachers receive from the principal positively influences teachers' commitment to the educational reform.

Inspirational Motivation

Inspirational motivation is the extent to which the principal talks about the future of the organization and what the organization needs to achieve. The principal creates, conveys, and motivates teachers with a vision of the future and identifies new opportunities for the organization (Jantzi & Leithwood, 1996). The results of this study found a positive correlation

between the inspirational motivation factor of leadership and teacher commitment to change. Previous research supported the findings of this study that inspirational motivation positively and significantly influenced staff performance and commitment.

This study found a positive relationship between inspirational motivation and teacher commitment; the Organizational Commitment of Teacher Scale (OCTS) was significantly correlated with all five components of the STL, as indicated in Table 10. The correlations were positive for Inspirational Motivation ($r = .451, p < .001$) components as well. This indicates that the more teachers identify their principal as being a transformational leader, the more likely they are to be committed to executing educational changes. Respondents mostly agreed that motivation from the principal supports the achievement of the goals and objectives of the organization and encourages team building. When principals demonstrate the tasks that teachers need to accomplish and assist teachers in finding meaning in their work, principals increase teacher motivation. This means that when inspirational motivation increases, there is an increase in teacher performance. The findings of this study supported Mwangeli and Juma's (2016) findings that inspirational motivation significantly affected employee performance. However, this study refuted Brown and Arendt's (2010) findings that suggested that inspirational motivation had no significant effect on employee performance. When teachers think that their principal displays a high level of inspirational motivation, teachers identify better with their leader, and teachers develop a positive feeling about the direction of the institution (Allen, 2015).

Individualized Consideration

Individualized consideration is the degree to which the school principal cares about teachers' feelings and needs, and respects teachers (Jantzi & Leithwood, 1996). When school

principals show individualized support and confidence in the abilities of their teachers, the support provided by principals positively influences teachers' commitment to change. In this study, there was a significant positive relationship between the individualized consideration component of transformational leadership and teacher commitment, ($r = .370, p < .001$) which back the findings of previous research by Hauserman and Stick (2013), and Leithwood and Jantzi (2005). Principals who arrange for professional development opportunities will positively influence teacher commitment and collaboration when implementing educational reform. School leaders can affect the implementation of changes when they build trust and promote collaborative relationships with teachers and acknowledge the individual aspirations and needs of teachers. Effective principals know that the teacher is an essential component of student success. School principals need to ensure that teachers feel valued as partners in the school, and not merely as staff members when implementing educational reform.

Empowerment

Yukl (1999) argued that empowering practices such as consulting, delegating, and communicating relevant information help connect decisions to employees' self-worth, consequently leading to ownership of common goals. Martino (2003) discovered a significant correlation between transformational leadership style and job satisfaction but found no significant relationship between leadership style and teacher empowerment. In contrast, research by Dono-Koulouris (2003) revealed a significant correlation between transformational leadership and the status and professional growth facets of teacher empowerment.

Findings in this study indicate a significant relationship between the empowerment factor of transformational leadership exhibited by a leader and the level of teacher commitment. This supports the findings of previous research carried out by Ismail, Mohamed, Sulaiman,

Mohamad, and Yusuf (2011), which revealed that transformational leadership has a positive and significant correlation with the empowerment and the organizational commitment of employees; participants in their study observed that transformational leaders improved employee empowerment and increased the level of employee commitment to the organization. Principals who believe in teacher capacity encourage teacher empowerment. Principals have a great impact on teacher efficacy when they acknowledge teacher achievements, offer support, deal with student behavior, and promote a sense of community.

Findings in this study indicate that all five factors of transformational leadership have a statistically significant impact on teacher commitment. The development of transformational leadership is difficult to interpret without a clear understanding of the circumstances and conditions that promote transformational leadership. Leithwood and Jantzi (2005) indicated that an inadequate range of variables has been examined to date and there is no accumulation of evidence about the role of antecedents and their effect on transformational leadership, despite the plethora of educational leadership literature indicating that the context in which leaders operate is of immense importance in defining what leaders do. Future research needs to focus on how differences in context are linked to differences in transformational leadership practices in K-12 schools. Further studies need to investigate the interior and exterior antecedents of transformational leadership and the impact of their effects (Leithwood & Jantzi, 2005). Future studies in educational leadership research can focus on external antecedents of leadership, such as early family and professional socialization experiences, and high interest policy in current educational research (Judge, Woolf, Hurst, & Livingston, 2006). Popper and Mayseless (2013) discovered examples of internal antecedents of leadership, such as leader motivations, self-efficacy beliefs, capacities, and personality characteristics.

Researchers indicated that transformational leadership usually emerges in times of crisis. Transformational leaders create a shared sense of direction, clear goals, support, and encouragement. These research findings indicated a high amount of compatibility between transformational methods to leadership and the typical settings that schools find themselves presently. Future studies need to focus on providing more evidence on the antecedents to transformational leadership.

Research Question 3

What statistical differences, if any, exist in principals perceived transformational leadership style based on gender?

There were no statistically significant differences in principals perceived transformational leadership style based on gender. Table 10 displays the means, standard deviations, and Cohen's *d* for all five components of the STL by gender of the principal.

The third hypothesis explored potential differences in principals' perceived transformational leadership among teachers based on gender, as displayed in Table 11. An independent samples t-tests for all five components of the STL by gender of principal was used to determine there was not a statistically significant difference in principals' perceived transformational leadership based on gender. Because of this, the null hypothesis failed to be rejected. The results from this study align with previous empirical findings as Mohammed, Othman, and D'Silva (2012), which found no significant difference between male and female leaders by conducting an independent sample t-test to compare male and female leaders with regards to their leadership styles. Levene's test for equality of variances was carried out to test whether the variance of scores for male and female was similar and to test the assumption of equality of variance. The results showed that gender was not a significant factor in principals'

perceived transformational leadership among teachers. AlFahad, Alhajeri, and Alqahtani (2013) also indicated there was no effect for the sex demographic factor with respect to perceptions of heads of instructional departments; there were no statistically significant differences among the participants' perceptions regarding their school principals' transformational leadership styles based on gender. The result obtained from this study contradicts the findings of Larocca (2003) who noted a significant difference between leadership styles and gender. Eagly and Johnson's (1990) findings suggested that there is a difference between gender and leadership; their results indicated that female leaders were more democratic than male leaders. Therefore, it can be concluded that differences between the two groups might not be due to gender manipulation when compared with transformational leadership styles. The goal of transformational leaders is to encourage ethical policies and procedures by setting high standard of morals that employees use to create a basis for morals and action. Additionally, according to Avolio and Bass (1995), male leaders display more transformational leadership behavior than their female colleagues in terms of goal setting.

Research Question 4

What statistical differences, if any, exist in principals perceived transformational leadership style based on years of experience?

There were no statistically significant differences in principals perceived transformational leadership style based on years of experience. Table 13 presents the means, standard deviations, and Cohen's *d* for all five components of the STL based on the years of leadership experience of principals.

The fourth hypothesis explored potential differences in principals' perceived transformational leadership based on years of leadership experience, as displayed in Table 14.

An independent samples t-tests for all five components of the STL by years of leadership experience of principals was used to reveal there was not a statistically significant difference in principals perceived transformational leadership based on years of experience. Thus, the null hypothesis failed to be rejected. Valentine and Prater (2011) used the Pearson product-moment (zero-order) correlation coefficients to calculate for the relationships between principal demographic variables and principal leadership factors measuring transformational leadership. They used three principal demographic variables, gender, total years of experience in education, and years of experience in the current school. They found that the variables had no significant correlations with principal leadership factors.

In conclusion, there was no statistically significant difference in the transformational leadership methods of principals based on gender and years of leadership experience. The findings of this study indicate social demographic factors do not determine leadership styles. Burns (1978) asserted that transformational leadership is a process of bringing about increased levels of motivation and commitment among employees by creating a vision and values for employees and building a feeling of fairness, devotion, and trust. Transformational leadership is about changing the performance of employees.

Research Question 5

What relationship, if any, exists in teacher commitment to change based on specific demographic factors?

Research question five examined the difference in teacher commitment based on two specific demographic factors. The first question explored differences in teacher commitment based on gender. The researcher conducted an independent t-test that showed there was no statistically significant difference between male and female teacher commitment. Consequently,

the null hypothesis failed to be rejected. Findings in previous research indicated mixed findings when analyzing the difference between male and female employee commitment. Female employees were observed as being more committed than their male colleagues (Angle & Perry, 1981; Mathieu and Zajac, 1990). The findings in many studies put forward that male employees were likely to be more committed to change than female employees (Cho & Mor Barak, 2008). The results from this research support previous empirical findings that gender does not play a significant factor in primary school teachers' commitment to change in private primary schools in Ras Al Khaimah. The findings from this study add to the bank of research indicating there is no difference in commitment to change among teachers based on gender.

The second demographic factor explored potential differences in commitment to change among teachers based on varying years of teaching experience. Results from the independent t-test showed no statistically significant difference in commitment to change among teachers based on varying years of teaching experience. Therefore, the null hypothesis failed to be rejected. Previous research showed that years of experience of employees in higher education institutions significantly influenced job satisfaction and commitment (Amzat & Idris, 2012; Sukirno & Siengthai, 2011; Toker, 2011). Previous research indicated that years of experience were positively related to organizational commitment (Iqbal, Kokash, & Al-Oun, 2011; Mathieu & Zajac, 1990; Meyer & Allen, 1997; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Salami, 2008).

Meyer and Allen (1997) affirmed that the positive relationship suggested that extremely committed employees tend to stay in an organization while employees who are not committed tend to leave. Toker (2011) indicated that demographic factors significantly influenced job satisfaction and commitment of academic employees. Meyer and Allen (1997) stated that

employees might develop an emotional connection with the organization during their employment. This emotional attachment is enhanced over an extended period, which makes it hard for the employee to change jobs (Iqbal et al., 2011; Meyer & Allen, 1997). Iqbal et al. (2011), discovered that years of experience in the organization is the main positive predictor of employee commitment. Iqbal et al. also suggested that the longer an employee stays in the organization, the greater is his or her responsibility toward the organization. Years spent in an organization can be regarded as an employee's investment in the organization. Becker's 1960 side-bet theory (as cited in Iqbal et al, 2011) emphasized personal investments such as time, promotion, pay, and position. These personal investments increased the level of commitment and deterred employees from leaving the organization (Iqbal et al., 2011).

However, Walumbwa, Orwa, Wang and Lawler (2005) had divergent results. Their study of employees revealed that years of experience correlated negatively to organizational commitment. Similarly, Balfour and Wechsler (1996) found that in public organizations, years of experience were not an antecedent of organizational commitment of employees. Chughtai and Zafar (2006) found that years of experience were not connected to organizational commitment. Other literature suggested that the analysis of the demographic variable years of experience in the organization showed no significant impact on job satisfaction and commitment (Alonderiene & Majauskaite, 2016). To better understand the meaning of these conflicting findings and results, it is necessary to conduct further research.

Table 19

Research Question Hypotheses Outcomes

Null Hypothesis	Outcome
H ₀ 2: There are no transformational leadership practices that impact on teachers' commitment to change.	Rejected the null hypothesis
H ₀ 3: Gender has no impact on the principals' perceived transformational leadership style.	Failed to reject the null hypothesis
H ₀ 4: Years of experience has no impact on the principals' perceived transformational leadership style.	Failed to reject the null hypothesis
H ₀ 5: There is no statistical difference in the relationship between teacher commitment to change based on specific demographic factors.	Failed to reject the null hypothesis

Implications

The findings of this quantitative research have implications for teachers involved in the study, as well as for any school principal interested in the relationships between transformational leadership and teacher commitment, especially if they are part of the school improvement process and UAE national agenda linked to education. The findings of this study can be employed by school principals to improve teacher commitment by focusing on the strengths and weaknesses of the school. School boards and the MOE should provide opportunities for professional development that can build up the transformational leadership characteristics of school principals and increase teacher effectiveness (Allen, 2015). professional development programs for working principals need to be enhanced to eliminate barriers to principals' transformational leadership approaches. For principals to implement school reform successfully, preparation programs for school leaders and the school board need to increase the capacity of principals in areas such as delegation of responsibility, coaching, staff involvement in decision making, and shared leadership responsibilities.

As transformational leadership is a critical factor that contributes to the implementation of educational reform, it would be logical to conduct a frequent evaluation of principals' leadership characteristics and provide prompt feedback to principals to ensure that they provide proper leadership to their staff and can implement changes if required.

Also, principals can work on developing their transformational leadership skills to impact the commitment of teachers positively. Other internal and external school factors that influence teachers' commitment to change, aside from transformational school leadership, need to be explored such that external factors such as ADEC, KHDA and Ministry of Education policies at the local and national level would improve teachers' commitment to change. Limited studies have been conducted on the effect of the contribution of transformational leadership to the educational change process in the UAE context and to teacher emotion. It is essential for the policymakers in the education sector in the UAE to be concerned about teachers' emotions and their link to teachers' commitment to change; the success of education reforms depends on whether teachers have enough motivation to be part of the education reform. During the recruitment process for a school principal, schools need to be aware of the leadership style of probable candidates to ensure the selection of a principal who exhibits transformational leadership characteristics. Schools can administer the STL to potential principals to assess whether or not a candidate exhibits transformational leadership characteristics.

Recommendations for Future Studies

Some recommendations are suggested for future research investigating the relationships between transformational leadership, teacher commitment, and student achievement. Replication of this study should be done with a larger sample size of schools, using middle school and high school campuses in public and private schools, and using qualitative data to

investigate the relationships between the constructs; it should also include qualitative data collected from teachers and principals to understand their perceptions better. This study used only 10 private primary schools in Ras Al Khaimah, UAE. This study also focused strictly on private primary schools, which could have an entirely different environment from that of middle and high schools. The implication is that there is a need to replicate this study with a different level of schools to find out if similar results would be derived.

Also, this study focused on commitment to the organization as a whole. Bass and Avolio (1994) affirmed that transformational leaders inculcate organizational commitment among their employees. This study is regarded as an introductory study, especially in the UAE educational context, where there is limited study available. Therefore, similar studies need to be conducted involving more private and public primary schools to validate the outcomes for educational reforms.

A potential area for future research is using qualitative data to explore the relationships among the constructs. This study used only quantitative data. A qualitative study would enable researchers to explore the perception of participants in the study about leadership and teacher commitment. More research needs to be carried out to expound on how a principal encourages commitment in teachers when implementing education reforms. Including qualitative data could provide insight into this area of interest. A qualitative study would provide useful insights into the ways that principals in K-12 schools in the UAE practice elements of Edwards, Knight, Broome, and Flynn's (2010) survey of transformational leadership.

Conclusion

The purpose of this study was to explore the relationship between transformational leadership and teacher commitment. This study found: (a) a statistically significant relationship

between the five factors of transformational leadership and teacher commitment, (b) the factors of transformational leadership influenced teacher commitment (c) gender is not a significant predictor of principals' transformational leadership, and (d) years of experience is not a significant predictor of principals' transformational leadership.

Hallinger, Heck, and Murphy (2014) indicated that a positive work environment, acknowledgment of employee achievement and input, opportunities for employee development, and backing from leaders increased the organizational commitment of employees. The findings of this research supported cited research concerning the relationship between transformational leadership and teacher commitment.

The theory of organizational commitment by Meyer and Allen (1997) found that when leaders understand the way in which commitment develops, it enhanced attitudes and behaviors that put organizations in a better position to predict the effect of the change and helped leaders manage change more effectively.

Presently in the UAE, education is viewed as a way to improve the economy and lives of a nation's people, so teachers in the UAE are under pressure to raise the quality of education to a globally competitive level. To achieve this objective, the UAE needs to investigate the leadership approaches of school principals and upskill principals in public and private K-12 schools to equip them with the skills they require to effectively lead the implementation of the educational goals of the UAE. Evidence from this study and previous empirical research indicates there is a connection between transformational leadership and the academic success of students and the performance of schools (Leithwood & Jantzi, 2008; Leithwood et al., 2004).

The changing nature of K-12 education suggests that effective leadership and committed employees are required to cope with the demands imposed upon K-12 schools. With the

differing changes and reforms in K-12 education around the world, K-12 schools must examine the effectiveness of their leadership as well as the level of commitment among their personnel.

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Appendices

Appendix A: Permission to Use Survey of Transformational Leadership

Becan, Jennifer <j.becan@tcu.edu>

Mon, Jul 23,
2018, 8:43 PM

Dear Valerie,

Thank you for your interest in using the Survey of Transformational Leadership (STL). You do have my permission to use the survey.

Please see the attached published article demonstrating psychometrics and the following website for the scoring guide.

<https://ibr.tcu.edu/forms/organizational-staff-assessments/>

I would be interested in about your results! If there are other questions not addressed by the manuscript, please let me know.

Jenny

Jennifer Edwards Becan, Ph.D.

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ibr.tcu.edu

child.tcu.edu

Appendix B: Survey of Transformational leadership

Questionnaire Items

Integrity.

- IN1 shows determination on the job
- IN10 does not display honesty (R)
- IN16 is approachable
- IN37 considers the ethical implications of actions
- IN42 expresses values shared by program staff members
- IN47 encourages staff behaviors consistent with the values shared by all members
- IN53 acts consistently with values shared by program staff members
- IN64 keeps commitments
- IN69 is trustworthy
- IN73 behaves in ways that strengthens respect from staff members
- IN76 is someone that staff members are proud to be associated with
- IN82 models behaviors other staff are asked to perform
- IN94 shows self-confidence

Sensible Risk

- SR17 takes appropriate personal risks in order to improve the program
- SR21 takes personal chances in pursuing program goals
- SR27 is willing to personally sacrifice for the sake of the program
- SR31 makes bold personal decisions, if necessary, to improve the program
- SR88 performs tasks other than own, when necessary, to fulfill program objectives
- SR92 seeks program interests over personal interests

Encourages Innovation

- EI2 attempts to improve the program by taking a new approach to business as usual
- EI48 positively acknowledges creative solutions to problems
- EI54 encourages ideas other than own
- EI59 is respectful in handling staff member mistakes
- EI70 encourages staff to try new ways to accomplish their work
- EI77 suggests new ways of getting tasks completed
- EI81 asks questions that stimulate staff members to consider ways to improve their work performance
- EI95 does not criticize program members' ideas even when different from own

Demonstrates Innovation

- DI7 accomplishes tasks in a different manner from most other people
- DI11 tries ways of doing things that are different from the norm
- DI22 seeks new opportunities within the program for achieving organizational objectives
- DI28 identifies limitations that may hinder organizational improvement
- DI79 challenges staff members to reconsider how they do things
- DI84 takes bold actions in order to achieve program objectives
- DI86 searches outside the program for ways to facilitate organizational improvement

Inspirational Motivation

- IM3 makes staff aware of the need for change in the program
- IM12 conveys hope about the future of the program
- IM15 communicates program needs
- IM19 identifies program weaknesses

Appendix C: Permission to Use Organizational Commitment of Teachers Scale

Organizational Commitment of Teachers Scale

Version Attached: Full Test

PsycTESTS Citation:

Jo, S. H. (2014). Organizational Commitment of Teachers Scale [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t60688-000>

Test Format:

Respondents rate the extent to which each of the 6 behaviors coincide with their actual behaviors at school using a 7-point scale ranging from 1 (not at all true of me) to 7 (very true of me). Items are in reference to the past two months prior to testing.

Source:

Jo, Seog Hun. (2014). Teacher commitment: Exploring associations with relationships and emotions. *Teaching and Teacher Education*, Vol 43, 120-130. doi: 10.1016/j.tate.2014.07.004, © 2014 by Elsevier. Reproduced by Permission of Elsevier.

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Appendix D: Organizational Commitment of Teachers Scale

Organizational Commitment of Teachers Scale

Items

1. I am eager to find better ways of doing my job through attentive reflection.
2. I seek high-quality job performance.
3. I make additional effort to acquire information and skills for my job.
4. I try to make proper changes congruent with my professional beliefs even when I am not accustomed to the situation.
5. When I participate in decision making, I place a higher priority on my job than on my personal interests.
6. I take part in school affairs without fringe benefits, which I can deal well with.

Note. Items are in reference to the past two months and are rated on a 7-point scale ranging from 1 (not at all true of me) to 7 (very true of me).

Appendix E: Qualtrics Survey of Transformational Leadership for Principals

Transformational Leadership Survey

Start of Block: Default Question Block

Transformational Leadership Survey

Instructions

This survey asks questions about your leadership approach. You will judge how frequently each statement fits you. The survey begins with a short demographic section that is for descriptive purposes only. The Anonymous Linkage Code is requested so that information you give now can be "linked" to your responses to similar questions you may be asked later.

To complete the form, please click on the appropriate circles. If you do not feel comfortable giving an answer to a particular statement, you may skip it and move on to the next statement. If an item does not apply to you or your workplace, leave it blank.

The anonymous linkage code below will be used to match data without using your name or information that can identify you. Please complete the following items for your anonymous code:

The first letter of your first name (4)

Day of birth (5) _____

Your month of birth (6) _____

The first letter of your middle name (7)

The first letter of city or town you were born in. (8)

Write your anonymous linkage code in this box e.g F59EA (9)

Q1 Are you:

Male (1)

Female (2)

Q2 Highest Degree Status: [Mark One]

- No high school diploma or equivalent (1)
 - High school diploma or equivalent (2)
 - Some college, but no degree (3)
 - Bachelor's degree (4)
 - Master's degree (5)
 - Doctoral degree or equivalent (6)
 - Other (7)
-

Q3 Current Job Position:

- Teacher (1)
- Coordinator (2)
- Student Support (3)
- Guidance Counselor (4)
- Teacher Librarian (5)
- Deputy Head of School (6)
- Head of School (7)
- Other (8)

Q4 How much experience do you have in the education sector?

- < 1 yr (1)
 - 1-3 years (2)
 - 4 to 5 years (3)
 - 6 to 10 years (4)
 - 11-15 years (5)
 - 16-20 years (6)
 - 21 + years (7)
-

Q5 How long have you been in your present job?

- 0-6 months (1)
- 6-11 months (2)
- 1 to 3 years (3)
- 3 to 5 years (4)
- over 5 years (5)

Q6 How many students are you currently teaching?

- 0 (1)
 - 1-10 (2)
 - 11-20 (3)
 - 21-30 (4)
 - 31-40 (5)
 - > 40 (6)
-

Q7 Select the statement that best describes you.

- I am at a HIGHER organizational level than the person I am rating. (1)
 - I am at the SAME organizational level as the person I am rating. (2)
 - I am at a LOWER organizational level than the person I am rating. (3)
-

Q8 Select the statement that best describes the person you are rating.

- I consider this person UPPER management. (1)
- I consider this person MIDDLE management. (2)
- I consider this person LOWER management. (3)

Q10 Use the following rating scale:

THE PERSON I AM RATING . . .

	Not at all (1)	Once in a while (2)	Sometimes (3)	Fairly often (4)	Frequently if not always (5)
shows determination on the job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attempts to improve the school by taking a new approach to business as usual. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes staff aware of the need for change in the school. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
treats staff members as individuals, rather than as a collective group. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides opportunities for staff to participate in making decisions that affect the school. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
performs leadership functions as a part of a leadership team. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>accomplishes tasks in a different manner from most other people. (7)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>expresses appreciation on an individual basis for high staff performance. (8)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>provides opportunities for staff members to take primary responsibility over tasks. (9)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>does not display honesty. (10)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>tries ways of doing things that are different from the norm. (11)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>conveys hope about the future of the school. (12)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>treats individual staff members with dignity and respect. (13)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

assigns individual staff members to lead the implementation of school objectives. (14)

communicates the school needs. (15)

is approachable. (16)

takes appropriate personal risks in order to improve the school. (17)

provides team incentives for high staff performance. (18)

identifies school weaknesses. (19)

provides encouragement to staff members. (20)

takes personal risks in pursuing school goals. (21)

seeks new opportunities within the school for achieving organizational objectives. (22)

considers staff needs when setting new school goals. (23)

allocates some school funds for the sole purpose of acknowledging high staff performance. (24)

delegates tasks that build up the school organization. (25)

encourages staff feedback in choosing new school goals. (26)

is willing to personally sacrifice for the sake of the school. (27)

identifies limitations that may hinder school organizational improvement. (28)

develops new school goals. (29)

assigns tasks based on staff members' interests. (30)

makes bold personal decisions, if necessary, to improve the school. (31)

takes time to communicate appreciation for high staff performance. (32)

talks about goals for the future of the school. (33)

does not respect individual staff members' personal feelings. (34)

enables staff to make decisions, within contractual agreements, on how they get their work done. (35)

displays enthusiasm about pursuing school goals. (36)

considers the ethical implications of actions. (37)

turns challenges into opportunities. (38)

uses metaphors and/or visual tools to convey national agenda and school goals. (39)

follows delegation of a task with support and encouragement. (40)

displays confidence that school goals will be achieved. (41)

expresses values shared by school staff members. (42)

expresses a clear vision for the future of the school. (43)

provides individual incentives for contributing toward school goals. (44)

sees that authority is granted to staff in order to get tasks completed. (45)

clearly defines the steps needed to reach school goals. (46)

encourages staff behaviors consistent with the values shared by all members. (47)

positively acknowledges creative solutions to problems. (48)

sets attainable objectives for reaching school goals. (49)

offers individual learning opportunities to staff members for professional growth. (50)

provides requested support for task completion. (51)

helps staff members see how their own goals can be reached by pursuing school goals. (52)

acts consistently with values shared by school staff members. (53)

encourages ideas other than own. (54)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creates staff groups to discuss defining new school goals. (55)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allocates adequate resources to see that tasks are completed. (56)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates tasks aimed at fulfilling school goals. (57)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wants staff members to encourage each other in their work. (58)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is respectful in handling staff member mistakes. (59)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allocates resources toward school goals. (60)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

takes into account individual abilities when teaching staff members. (61)

provides information necessary for task completion. (62)

obtains staff assistance in reaching school goals. (63)

keeps commitments. (64)

shares leadership responsibilities with other staff members. (65)

secures support from outside the school when needed to reach school goals. (66)

coaches staff members on an individual basis. (67)

provides feedback on progress toward completing a task. (68)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is trustworthy. (69)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourages staff to try new ways to accomplish their work. (70)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promotes teamwork in reaching school goals. (71)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expects excellence from staff. (72)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
behaves in ways that strengthens respect from staff members. (73)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involves other staff members in performing leadership activities. (74)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

expresses confidence in staff members' collective ability to reach school goals. (75)

is someone that staff members are proud to be associated with. (76)

suggests new ways of getting tasks completed. (77)

expects that members of the staff will take the initiative on completing tasks. (78)

challenges staff members to reconsider how they do things. (79)

expects that staff members will give tasks their best effort. (80)

asks questions that stimulate staff members to consider ways to improve their work performance. (81)

models behaviors that other staff are asked to perform. (82)

prepares for challenges that may result from changes in the school. (83)

takes bold actions in order to achieve school objectives. (84)

recognizes individual staff members' needs and desires. (85)

searches outside the school for ways to facilitate organizational improvement. (86)

develops new school goals. (87)

performs tasks other than own, when necessary, to fulfill school objectives. (88)

encourages staff to share suggestions in how new school goals will be implemented. (89)

shows appreciation when the staff collectively strive toward reaching school goals. (90)

behaves consistently with school goals. (91)

seeks school interests over personal interests. (92)

conveys confidence in staff members' ability to accomplish tasks. (93)

shows self-confidence. (94)

does not criticize school members' ideas even when different from own. (95)

helps staff members set attainable goals to accomplish work tasks. (96)

Transformational Leadership Survey

Start of Block: Default Question Block

منح التحولية

تعليمات

ي طرح هذا استبط عنك حول لبلوب التي ادق لميرال مدرسة بيتختم في عدد الامرات التي يين لبلوب هالك لبي ان للشخص الذي يتقوم
توييم هيداً استبي ان يقسم في موع فلي قصير غراض وصفي فقط يتم طب رمز الريبط الامج موليبي شي لكن" بط" الام موعومات التي
عطيها ريب رودك في اسئلة الام مة التي قديتم طرحها حقاً .
ك م ال لن مودج ي رجى للقر في الدو طر ال فلبه .
اذالنت تش عربا رباح عطاء اجم فلي ان م عين في لمعنا كخطي لك و اتق ال الى العارة للتلي . اذال ان فاك عرصر يين طبق
فيك او في لكن علك ، نترك فارغاً .

يتم بلت خدام رمز الريبط الامج مول انا مل طلبة لليل انا دون بلت خدام بل مكم او م موع مة لك التي لمكن من خ ل ه الت تعرف فيك .
ي رجى لم ال ل عرصر للتلي طر مكم الامج مول :

ال حرف ا ول من بل مكم ا ول (4)

يوم ل ه د (5)

ش م ه دك (6)

ال حرف ا ول من بل مكم ا و س ط (7)

ال حرف ا ول من ل مة ل التي (8)
ل دتفي ه .

ل كتب رمز الريبط الامج مولي في (9)

هذا الامج ع ، في سبيل المثال F59EA

هل أنت Q1:

(1) نكر

(2) نثنى

أعلى درجة غيبة: [اختر واحد فقط Q2]

(1) يوجد نيلوم لمدسة النلبية أو ملى على ها

(2) ش هادة لدرلس النلبية أو ملى على ها

(3) بعض اللطيات ، ولكن يوجد درجة

(4) درجة البائل يوس

(5) ماجيدير

(6) درجة الفتوراها أو ملى على ها

(7) آخر

لموقف الوظيفي لـ [حللي] بضع ع مة فؤى كل ملون طبق Q3]

- (1) مقيم لصف
 - (2) مئسق
 - (3) دعم لاط ب
 - (4) مؤج ه
 - (5) أمهن لمقبة
 - (6) نئاب وؤيس لـ مدرسة
 - (7) مقرر لـ مدرسة
 - (8) آخر
-

م/ مدى خبت القسي للتدريس؟ Q4

- (1) سنة
- (2) من سنة لى 3 سنوات
- (3) من 4 لى 5 سنوات
- (4) من 6 لى 10 سنوات
- (5) من 11 لى 15 سنة
- (6) من 16 لى 20 سنة
- (7) لفر من 21 سنة

منذ متى وارتفعي عنك الحلبي؟ Q5

- 0-6 (1) أشهر
- (2) من 6 إلى 11 شهراً
- (3) من 1 إلى 3 سنوات
- (4) من 3 إلى 5 سنوات
- (5) أكثر من 5 سنوات
-

كم عدد لاطب التي نتقو هبتدويس هم الحلبي؟ Q6

- 0 (1)
- 1-10 (2)
- 11-20 (3)
- 21-30 (4)
- 31-40 (5)
- > 40 (6)
-

حدد البيان افضل وصف لك Q7

- (1) أنا غيبي هبتوي متنظي مي أغبي من اللش خص لذي هتيامه.
- (2) أنا غيبي فبس ل هبتوي التنظي مي اللش خص لذي فو هبتصر فييه.
- (3) أنا غيبي هبتوي متنظي مي فو ل من اللش خص لذي هتيامه.

حدد العبارة التي تصنف أفضل لشري الشخص الذي تقوم بتقييمه Q8 .

- (1) أنا أعتبر هذا الشخص غلي ا دارة.
- (2) أنا أعتبر هذا الشخص يتوسط ا دارة.
- (3) أنا أعتبر هذا الشخص ضعيف ا دارة.

ليست خدم في اس للتقييم التالي :

لشخص لذي فيم Q10 ...

(1) في ا ط ق	(2) واحفي عمن	(3) عضا ا عمن	(4) في اغير من ا عمن الى حد ما	(5) في اغير من ا عمن انزل عمن طام
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(1) في ظمر
للتصميم في
لوظيفة.

(2) في ح اول
ت حرين ل م درسة
من خ ل تباع
ن ه ج في ذلك عمل
لكل معاد.

(3) في ج عمل
ل موظين في
در في قب ل حاج ل ل
ل في في
ل م درسة.

(4) في ع امل
ل موظين ل أفراد ،
في س ك م ج موعة
ج م عية.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(5) في فرصاً للـ موظفين للـ مشاركت في اتخاذ القرارات التي تؤثر على المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(6) يؤدي وظائف التي كجزء من فريق التي.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(7) ينجز لمام ب طريقتين مختلفتين معظم الناس أخريين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(8) يعبر عن تقديره على الناس فردية للـ موظفين للعللي.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(9) يتيح فرص للـ موظفين لتحميل المسؤولية التي عن لمام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(10) يتصرف بالصدق.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(11) يحاول طرق التي يمكن مختلفة عن القواعد.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(12) يتلقى بالمفاتيح من قبل المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(13) يعمل الموظفون بكفاءة واحترام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(14) يعين الموظفين أفراد لتهيئة تقييد أهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(15) يتصل بالتحقيقات المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(16) هو ودود، يتمكن للوصول إليه
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(17) يأخذ المخاطر لشخصية الطالب من أجل تحسين المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(18) يوفر حقلز داء الموظفين للعلمي

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(19) بي حدردق اط للمن عففي لامدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(20) ويقوم ببتخصيز افراد لاموظين
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(21) ي أخذ لامخاطر لشخصي في تبلع أهداف لامدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(22) ييسعى للحصول على فرص جيدة داخل لامدرسة لتحقيق اهداف للتخطيطية.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(23) ي أخصب ا عبارات لاموظين وضع اهداف لامدرسية الجيدة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(24) ي تخصص بعض رؤوس أموال لامدرسة لغرض ومجد ا يعرف أداء لاموظين الاعلى.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(25) ي يثمل الامهات للتعيين في لامدرسية.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(26)يشجع ردودالموظفين ففي اختيار أهداف المدرسةالجيدة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(27)شجى لمتعدالتفتحة شخصيا من أجل المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(28)يحدد القيود للتحقق للتحسين التثقيمي للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(29)يطور أهدافالمدرسة الجيدة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(30)يعين الام شجى لمواس انجازات الموظفين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(31)يتخذ قراراتشخصية جوهية، إذالزم امر، لتحسين المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(32)يتغرق وتأطير ل ب غ عن التثقيري داء الموظفين لعللي.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(33) يتحدث عن أهداف الامتثال للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(34) يشرح مزايا الامتثال للشخصية.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(35) يشرح الوظيفة الرئيسية لقرارات في إطار انقذات للتعليق ، لنهي عن اجاز علم.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(36) يشرح لحامس حول مفاهيم أهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(37) يشرح أثار أخوية لجراءات.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(38) يشرح مبطلات للإفص.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(39) يشرح أستراتيجيات و / أو أدوات للإفص لعمل الوطني وأهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(40) يشرح نقطة مع الادعم والتشجيع

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(41) يرضى من التلق قب أن أهداف للمدرسة قسيت تحقق.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(42) يعبر عن التقييم للمشارك قبين أعضاء هيئة التدريس.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(43) يعبر عن رؤية واضحة للمتقبل للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(44) يقدم حوافز فكري ذلك مهمة فبيت تحقيق أهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(45) يرى أن يتتم منح للبرلة للموظفين من أجل لنجاز للمهام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(46) يحدد بوضوح الخطوات لزم ذلك وصول الى أهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(47) يشرح سبل وليات للموظفين لم يتحقق مع التقييم للمشارك ببين جميع الاعضاء.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(48) يعرف بشركه لى جليل بلا لى لى ابداعية للشركه.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(49) يحدد أهلاً ملمن ذلك وصول الى أهداف لامدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(50) ويقدم فرص للتنظيم لى ردى للوظائف من أجل للنمو لى لى.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(51) يوفر لى دعم لامطوب نجاز لامه.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(52) ساعد للوظائف لى معرف لى لى لى للوصول لى أهلاً من لى تقبل أهداف لامدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(53) يتصرف ببلى لى لى لى للشركه لى لى أعضاء لى لى للتنظيم.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(54) يشجع افكار لى لى لللخص.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(55) يجمع مجموعات للوظائف لى لى تحدى أهداف لامدرسة لى لى.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(56) يخصص الموارد للفنية لتنهاء من الامهام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(57) يوضح الامهات للتيت هدف لايتتقق اهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(58) يري من المهني نيش محي بمضهم للعضف علمهم.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(59) يتصرف باخترفي للتعامل مع اخطاء المهنيين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(60) يخصص الموارد نحو اهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(61) اخف عين ايعبار القدرات الفنية اعضاء هيئة التدريس.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(62) يوفر المثومات لزمه نجاز لامههه.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(63) يحصل على من اعدة المهني رفي لوصول الى اهداف المدرسة.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(64) يخلط غي التزم
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(65) يشارك المسؤوليات التجارية مع الموظفين الآخرين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(66) يؤمن لدعم من خارج المدرسة عند الحاجة للوصول إلى أهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(67) يقوم بتدريب الموظفين غياً لسفره.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(68) يقدم ملاحظات حول التقدم حول المهمة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(69) جري للثقافة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(70) يشجع الموظفين غياً تجربة طرق جديدة نجاز عملهم.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(71) يعزز العمل لاجم اعيفي للوصول الى اهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(72) يتوقع التهيؤ من الموظفين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(73) يتصرف بطرق عزز اخترام من الموظفين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(74) يقوم ببثراك موظفين اخري في القيام بالنشطة التي ادة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(75) تعرب عن تقني القدرة الاجماعي ذلك الموظفين للوصول الى اهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(76) موش خص ببخرال موظفون باضمام اليه.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(77) يقترح طرقاً جديدة نجاز لامهام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(78) يتوقع أن يقوم أعضاء الطلب بمزام المبادئ التي نجاز لامهام.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(79) يتحدى الوظائف عادة للظرفي لغيره قيامه بمبائير.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(80) يتوقع أن يقوم الموظفون بإعطاء الامه قصارى جدهم.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(81) يشرح السكنة التي يتخضع للوظائف للنظر في طرق التحسين أداء العمل.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(82) يعرض البروليفات للنموذجية التي يطلب من الموظفين الآخرين أداءها.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(83) يبتعد التحريات التي قد تتجم عن التغييرات في المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(84) يتخذ إجراءات جوية من أجل تحقيق أهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(85) يعرف باحتياجات ورغبات الموظفين فكري.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(86) يباحث خارج لمدرسه عن طرق لتسويل للتجربين للتخطيطي.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(87) يطور أهداف لمدرسه لجيدة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(88) يفوض م هام أخرى غير م هام ه ، عند الضرورة ، لتتبع أهداف لمدرسه.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(89) يمشجج ال موظفين على مشاركة اقتراحات حول لتحسين تفيذ أهداف لمدرسه لجيدة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(90) يظن للتقدير عدم ييسر على الموظفين بشرك لجماعي للوصول إلى أهداف لمدرسه.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(91) يتصرف بشكل متكرر مع أهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(92) يبدي المرحاح للمدرسة في المرحاح لشخصي.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(93) يتقبل الثقة في قدرة الموظفين في إنجاز المهام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(94) يدل في لثق قبله.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(95) يتقد فأفكار أعضاء المدرسة في عن دمج مختلف فأفكاره.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(96) يبراع الموظفين في وضع أهداف قابلة للتحقق إنجاز مهام العمل.

Transformational Leadership Survey Teachers Version

Start of Block: Default Question Block

Transformational Leadership Survey Teachers Version

This survey asks questions about the leadership style of your School Principal. You will judge how frequently each statement fits the person you are rating. The survey begins with a short demographic section that is for descriptive purposes only. The Anonymous Linkage Code is requested so that the information you give now can be "linked" to your responses to similar questions you may be asked later.

To complete the form, please click on the appropriate circles. If you do not feel comfortable answering a particular statement, you may skip it and move on to the next statement. If an item does not apply to you or your workplace, leave it blank.

The anonymous linkage code below will be used to match data without using your name or information that can identify you. Please complete the following items for your anonymous code:

The first letter of your first name (4)

Day of birth (5) _____

Your month of birth (6) _____

The first letter of your middle name (7)

The first letter of city or town you were born in. (8)

Write your anonymous linkage code in this box e.g F59EA (9)

Q1 Are you:

Male (1)

Female (2)

Q2 Highest Degree Status: [Mark One]

- No high school diploma or equivalent (1)
 - High school diploma or equivalent (2)
 - Some college, but no degree (3)
 - Bachelor's degree (4)
 - Master's degree (5)
 - Doctoral degree or equivalent (6)
 - Other (7)
-

Q3 Current Job Position:

- Teacher (1)
- Coordinator (2)
- Student Support (3)
- Guidance Counselor (4)
- Teacher Librarian (5)
- Deputy Head of School (6)
- Head of School (7)
- Other (8)

Q4 How much experience do you have in the education sector?

- < 1 year (1)
 - 1-3 years (2)
 - 4 to 5 years (3)
 - 6 to 10 years (4)
 - 11-15 years (5)
 - 16-20 years (6)
 - 21 + years (7)
-

Q5 How long have you been in your present job?

- 0-6 months (1)
- 6-11 months (2)
- 1 to 3 years (3)
- 3 to 5 years (4)
- over 5 years (5)

Q6 How many students are you currently teaching?

- 0 (1)
 - 1-10 (2)
 - 11-20 (3)
 - 21-30 (4)
 - 31-40 (5)
 - > 40 (6)
-

Q7 Select the statement that best describes you.

- I am at a HIGHER organizational level than the person I am rating. (1)
 - I am at the SAME organizational level as the person I am rating. (2)
 - I am at a LOWER organizational level than the person I am rating. (3)
-

Q8 Select the statement that best describes the person you are rating.

- I consider this person UPPER management. (1)
- I consider this person MIDDLE management. (2)
- I consider this person LOWER management. (3)

Q9 Please rate the extent to which each of the 6 behaviors coincides with your actual behaviors at school using a 5-point scale ranging from 1 (not at all true of me) to 5 (very true of me). Items are about the past two months before testing.

	not at all true of me Scale point 1 (1)	Scale point 2 (2)	Scale point 3 (3)	Scale point 4 (4)	very true of me Scale point 5 (5)
I am eager to find better ways of doing my job through attentive reflection. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek high-quality job performance. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make additional effort to acquire information and skills for my job. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to make proper changes congruent with my professional beliefs even when I am not accustomed to the situation. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When I participate in decision making, I place a higher priority on my job than on my personal interests. (5)

I take part in school affairs without fringe benefits, which I can deal well with. (6)

Q10 Use the following rating scale:

THE PERSON I AM RATING . . .

	Not at all (1)	Once in a while (2)	Sometimes (3)	Fairly often (4)	Frequently if not always (5)
shows determination on the job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attempts to improve the school by taking a new approach to business as usual. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes staff aware of the need for change in the school. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
treats staff members as individuals, rather than as a collective group. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides opportunities for staff to participate in making decisions that affect the school. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
performs leadership functions as a part of a leadership team. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

accomplishes tasks in a different manner from most other people. (7)

expresses appreciation on an individual basis for high staff performance. (8)

provides opportunities for staff members to take primary responsibility over tasks. (9)

does not display honesty. (10)

tries ways of doing things that are different from the norm. (11)

conveys hope about the future of the school. (12)

treats individual staff members with dignity and respect. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assigns individual staff members to lead the implementation of school objectives. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicates the school needs. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is approachable. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes appropriate personal risks in order to improve the school. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides team incentives for high staff performance. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

identifies school weaknesses. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides encouragement to staff members. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes personal risks in pursuing school goals. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seeks new opportunities within the school for achieving organizational objectives. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
considers staff needs when setting new school goals. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allocates some school funds for the sole purpose of acknowledging high staff performance. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

delegates tasks that build up the school organization. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourages staff feedback in choosing new school goals. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is willing to personally sacrifice for the sake of the school. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
identifies limitations that may hinder school organizational improvement. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develops new school goals. (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assigns tasks based on staff members' interests. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes bold personal decisions, if necessary, to improve the school. (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>takes time to communicate appreciation for high staff performance. (32)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>talks about goals for the future of the school. (33)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>does not respect individual staff members' personal feelings. (34)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>enables staff to make decisions, within contractual agreements, on how they get their work done. (35)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>displays enthusiasm about pursuing school goals. (36)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>considers the ethical implications of actions. (37)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>turns challenges into opportunities. (38)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

uses metaphors and/or visual tools to convey national agenda and school goals. (39)

follows delegation of a task with support and encouragement. (40)

displays confidence that school goals will be achieved. (41)

expresses values shared by school staff members. (42)

expresses a clear vision for the future of the school. (43)

provides individual incentives for contributing toward school goals. (44)

sees that authority is granted to staff in order to get tasks completed. (45)

clearly defines the steps needed to reach school goals. (46)

encourages staff behaviors consistent with the values shared by all members. (47)

positively acknowledges creative solutions to problems. (48)

sets attainable objectives for reaching school goals. (49)

offers individual learning opportunities to staff members for professional growth. (50)

provides requested support for task completion. (51)

helps staff members see how their own goals can be reached by pursuing school goals.
(52)

acts consistently with values shared by school staff members.
(53)

encourages ideas other than own.
(54)

creates staff groups to discuss defining new school goals.
(55)

allocates adequate resources to see that tasks are completed.
(56)

demonstrates tasks aimed at fulfilling school goals.
(57)

wants staff members to encourage each other in their work. (58)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is respectful in handling staff member mistakes. (59)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allocates resources toward school goals. (60)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes into account individual abilities when teaching staff members. (61)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides information necessary for task completion. (62)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
obtains staff assistance in reaching school goals. (63)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
keeps commitments. (64)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shares leadership responsibilities with other staff members. (65)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

secures support from outside the school when needed to reach school goals. (66)

coaches staff members on an individual basis. (67)

provides feedback on progress toward completing a task. (68)

is trustworthy. (69)

encourages staff to try new ways to accomplish their work. (70)

promotes teamwork in reaching school goals. (71)

<p>expects excellence from staff. (72)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>behaves in ways that strengthens respect from staff members. (73)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>involves other staff members in performing leadership activities. (74)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>expresses confidence in staff members' collective ability to reach school goals. (75)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>is someone that staff members are proud to be associated with. (76)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>suggests new ways of getting tasks completed. (77)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>expects that members of the staff will take the initiative on completing tasks. (78)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>challenges staff members to reconsider how they do things. (79)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>expects that staff members will give tasks their best effort. (80)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>asks questions that stimulate staff members to consider ways to improve their work performance. (81)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>models behaviors that other staff are asked to perform. (82)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>prepares for challenges that may result from changes in the school. (83)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>takes bold actions in order to achieve school objectives. (84)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>recognizes individual staff members' needs and desires. (85)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>searches outside the school for ways to facilitate organizational improvement. (86)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>develops new school goals. (87)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

performs tasks other than own, when necessary, to fulfill school objectives. (88)

encourages staff to share suggestions in how new school goals will be implemented. (89)

shows appreciation when the staff collectively strive toward reaching school goals. (90)

behaves consistently with school goals. (91)

seeks school interests over personal interests. (92)

conveys confidence in staff members' ability to accomplish tasks. (93)

shows self-confidence. (94)

does not criticize school members' ideas even when different from own. (95)

helps staff members set attainable goals to accomplish work tasks. (96)

Transformational Leadership Survey Teachers Version

Start of Block: Default Question Block

مرحبا بالقيادة التحويلية

تعليمات

يُطرح هذا السؤال حول أسلوب القيادة الذي تفضل استخدامه في المدرسة. يرجى اختيار عدد من المرات التي يمينها هالك لبيان الشخص الذي يتقوم
تقييمه يبدأ استبياناً يتقسم في مؤرخ فلي قصير غراض وصفي هق ط يتم طب رمز للربط الامج مولب جي شي لكن" بط" الامجومات التي
عطيها اا رب رددك في اسئلة الامثلة التي قد يتم طرحها حقاً.
كذلك ان نموذج يرجى للقر في الدوائر اليمين.
اذ كنت تتشعبا رباح عطاء ايجل فليان معين في لمنك خطي لك و انتقال الى العبارة التالية. اذ ان فيك عاصر ينطبق
فيك او في لمنك عليها، بترك فارغاً .

يتم بلت خدام رمز للربط الامج مول ان امل مطبقه لليل اات دون بلت خدام بلنك او م مومك التي لمن من خ ل هالتعرف فيك.
يرجى اكمال العاصر التالي لمرمك الامج مول:

ال حرف ا ول من بلنك ا ول (4)

يوم لاي د (5)

ش مر في دك (6)

ال حرف ا ول من بلنك ا وسط (7)

ال حرف ا ول من الامينة التي (8)
لدينيها.

لقتب رمز للربط الامج مول في (9)

هذا المبع ، في سبيل ال F59EA

هل أنت Q1:

(1) نكر

(2) نثنى

أعلى درجة غيبة: [اختر واحد فقط Q2]

(1) يوجد نطق لمدسة النونية أو ملى على ها

(2) ش هادة لدرسة النونية أو ملى على ها

(3) بعض اللطيات ، ولكن يوجد درجة

(4) درجة الباطل يوس

(5) ما يجيد

(6) درجة الفتوراه أو ملى على ها

(7) آخر

لموقف الوظيفي لـ [حللي] بضع ع مة فؤى كل ملون طبق Q3]

- (1) مقيم للصاف
 - (2) مفسق
 - (3) دعم لاط ب
 - (4) مؤج ه
 - (5) أمين لمقتبة
 - (6) نئاب وؤيس لـ مدرسة
 - (7) مقرر لـ مدرسة
 - (8) آخر
-

ما مدى خيت القسي للتدريس؟ Q4

- (1) سنة
- (2) من سنة 3 - سنوات
- (3) من 4 لى 5 سنوات
- (4) من 6 لى 10 سنوات
- (5) من 11 لى 15 سنة
- (6) من 16 لى 20 سنة
- (7) أكثر من 21 سنة

من ذنبي ولن تنفي علهك الـ حللي Q5:

- 0-6 (1) نمر
- (2) من 6 لى 11 ش مرًا
- (3) من 1 لى 3 سنوات
- (4) من 3 لى 5 سنوات
- (5) أكثر من 5 سنوات
-

نم عدد لاط ب الـ نيقو هبتدويس هم الحللي Q6:

- 0 (1)
- 1-10 (2)
- 11-20 (3)
- 21-30 (4)
- 31-40 (5)
- > 40 (6)
-

حدد البيان افضل وصف لك Q7:

- (1) أنا غي منوى متنظي مي أغى من اللش خص لذي قىم ه.
- (2) أنا غي فبس ل منوى التنظي مي اللش خص لذي قىم هبتصر في ه.
- (3) أنا غي منوى متنظي مي قىم من اللش خص لذي قىم ه.

حدد العبارة التي تصنف أفضل لشري والشخص الذي تقويمه Q8 .

- (1) أنا أعتبر هذا الشخص غلي ا دارة.
- (2) أنا أعتبر هذا الشخص يتوس طا دارة.
- (3) أنا أعتبر هذا الشخص ضعيف ا دارة.

برجى تقييم مدى التزامك لسرلوك من السرلوكيات البتة م عمل ولهيكلك لك لى في ال مدرس قبلت خدام قياس من 5 رقا طيتراوح من 1 لى ص ص ح ح ا ط ق (لى) 5 ص ص ح ح ج تلب التوب لى . (لبنود هي عن لش هي ن ل م ض ر ي ن قبل ا عتبار Q9 .

(1) لى ص ص ح ح ا ط ق قياس اللقطة 1	(2) قياس اللقطة 2	(3) قياس اللقطة 3	(4) قياس اللقطة 4	(5) ص ص ح ح ج ا ق قياس اللقطة 5
--	----------------------	----------------------	----------------------	--

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(1) أن احيص غوى على جاد طرق فلأفضل داء على من خ ل للفليخ للقظ
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(2) بلعى للحصول غوى أداء وظي على لجودة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(3) فوج مد بضفلي للحصول غوى لم فومام ولام هارات ل زمه لعلى.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(4) أحاول إجراء تغييرات فففة نتفلق مع مففى لم فففة مضى عقدم لئون مففاداً غوى للمقف.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(5) عقدم ففرك ففى صرغ القرار ، لضع أولففة أففى غوى وففى فففد من اففام ففى لش فففة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(6) ففرففى لشؤون لمدرففة دور ففوفد ففرففة ، وللففى فففى للعامل مع ففشركل مفد.

لوتخدم فياس التقييم التالي:

لشخص لذي فيم Q10 ...

(1) بوى ا ط ق	(2) واحفسي عين	(3) اعضا عجان	(4) بي لثيير من ا عجان لى حد م	(5) بي لثيير من ا عجان ازل عيكن طام
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(1) يظمر للتصميم غي لوظيفة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(2) ي حاول لتحريين لمدسة من خ لتبداع ن ه ج جي طلب عمل لكل معاد.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(3) ي جعل ل موهلين غي دري قبل حاج لى للتغي روي ل مديسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(4) ي عامل ل موهلين لملراد ، وييس كمج موعة جماعية.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(5) ي وفرصاً لل موهلين للكش ارك في تخذ لقرارات لتي تؤثر غي ل مديسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(6) ي ودي وظائف للزيادة كجزء مرفيق لزيادة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(7) ين جز لام هام ب طوق م صفة عن معظم الناس اخوين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(8) ي يعر عن نتقيره غي لئاس فردية داء ل موهلين لعللي.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(9) يتيح فرص للـموظفين لتـحـمـل المسؤولية الأسرية عن الأمهات.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(10) يتصرف بالصدق.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(11) يـحـاول طرق التـفـهـيم مـتـفـهـمة عن القواعد.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(12) يتلقى بالمفاتيح المدرس.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(13) يـعـامل الموظفين بالتكريم والاحترام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(14) يـعـين الموظفين أفراد لتحسين المدرس.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(15) يتصل باحتياجات المدرس.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(16) هو وودود، يـكـن للوصول إليه.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(17) أي أخذ لامخاطر لشخصية لملبسة من أجلت حريين لامدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(18) أي فسر حفلز داء لاموظفين لعللي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(19) أي حددرقاط لضغفسي لامدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(20) أي قوم ببتخصيز افراد لاموظفين
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(21) أي أخذ لامخاطر لشخصية في مفليعة أهداف لامدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(22) أي عى للصول لى فرص جيدة داخل لامدرسة لتيق اهداف للتخطيطية.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(23) أي أخف عين ا عبار اي حاجات لاموظفين عى وضع اهداف لامدرسية لاجيدة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(24) أي خصص بعض رؤوس أموال لامدرسة لغرض ومجد مو ا عرافب أداء لاموظفين لعللي.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(25) يمثّل لام هـ ام التي يتبين يـ ال في ظمّة لام مدرسيّة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(26) يثبّث جمع ردود لـ موهّنين في اختيار أهداف لام مدرسيّة لاجديّة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(27) يغيّ لمتعدّد اللّغويّة شخصيّات من أجل لام مدرسيّة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(28) يحدّد التّعبير التي قيقت عيّن التّحريين اللّغويين لام مدرسيّة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(29) يطور أهداف لام مدرسيّة لاجديّة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(30) يعيّن لام هـ ام يغيّ لمّاس انقمامات لام موهّنين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(31) يبتخّذ قرار انتشخصيّة جوهيّة، إذالزم امر، لتّحريين لام مدرسيّة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(32) يبتغرق وتأطوي لـ ب غ عن التّقيير داء لام موهّنين لـ غلي.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(33) يبتحدث عن أهداف لام مدرسيّة لام مدرسيّة.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(34) يصرم شراعر لالموظفين للشخصية.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(35) ييسم لالموظفين يبتخذ لقرارات في إطار انقلات للتعليق ، لحي لنحية لجاز علمم.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(36) يظمر لحامس حول نقل أهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(37) يأخفي لإبهار اثار لأخوية لجراعات.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(38) يقوم لبتحيل للتحديات للفرص.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(39) يبتخدم لإستعارات و / أو لدوات للبرية لنقل جدول لعمال الوطني وأهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(40) يبتبع لنسيض الامهمات مع الدعم وللشجيع
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(41) يرضمر للتق بأن أهداف للمدرسة قبتحقق.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(42) يصر عن للتقييم لالمترك قبتين لأعضاء هيئة للتدريس.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(43) يعبر عن رغبة ولضحة لمن تقبل للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(44) يقدم حفل فري ذلك من أهمية فيتها تحقيق أهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(45) يرى أن يتم منح للطلبة للموظفين من أجل لنجاز للمهام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(46) يحدد بوضوح الخطوات الزم ذلك للوصول إلى أهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(47) يشرح سبل وكليات للموظفين من حيث مع القيم التي تركت بجانبها المجتمعات.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(48) يعرف بشركه التي تجلب بإلحاحها ابداً للمشركه.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(49) يحدد أهدافاً ملمنة ذلك للوصول إلى أهداف للمدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(50) يقدّم فرص للتعليم للطلبة للموظفين من أجل للمنح للموظفين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(51) يوفر الدعم للمطوبون من أجل للمهمة.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(52) ساعد الموظفين في معرفة تلميذ فيمكن للوصول إلى أهدافهم من خلال تقبل أهداف المدرسة</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(53) يتصرف بسهولة مع التلاميذ المختلفين أعضاء هيئة التدريس.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(54) يشرح افكار غير الخاصة.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(55) يشرح مجموعات الموظفين في تحديد أهداف المدرسة الجديدة.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(56) يشرح الموارد المتاحة من المدرسة.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(57) يوضح المهام التي تهدف إلى تحقيق أهداف المدرسة.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(58) يشرح الموظفين بمجرد علاجه.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(59) يتصرف باعتدال مع أعضاء الموظفين.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(60) يشرح الموارد المتاحة المدرسة.</p>

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(61) بي أخف بعين ا عبار القدرات قري ة ع أعضاء هيئة لتدريس.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(62) يوفر لام فقوم ات ال زمة نجاز لام هم ة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(63) ي حصل قوى من اعدة الموظفين للوصول إلى أهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(64) ي غلظ قى ال التزام
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(65) يشارك الموظفات القياية مع الموظفين ا خرين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(66) ي ؤمن ال دعم من خارج المدرسة عبدال حاج ة للوصول إلى أهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(67) ي قوم بتدري ب ال موظفين قوى لئ اسف ردي.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(68) ي قدم م حظات حول للقدمن حول كمال لام هم ة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(69) جي رب للثق ة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(70) ي شجع الموظفين قى ت حبة طرق جيدة نجاز عملها م.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(71) يعزز العمل لاجم اعيفي للوصول الى اهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(72) يتوقع التحيز من الوظفين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(73) يتصرف بطرق عزز اخترام من الوظفين.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(74) يقوم ببثراك موظفين اخري في القيام بالشطة التي ادة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(75) تعرب عن تقني القدرة لجماعي ذلك الموظفين للوصول الى اهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(76) موش خص بخرال موظفون بامضام اليه.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(77) يقترح طرقاً جديدة نجاز لامهام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(78) يتوقع أن يقوم أعضاء الطلب بزم ام للمبادر في الاجاز لامهام.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(79) يتحدى الوظفين عادة لنظري لغيره قيام مبلثراء.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(80) يتوقع أن يقوم الموظفون باعطاء لامهام قصارى جدمم.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(81) بي طرح السرعة التي يتفضّل الموظفين للنظر في طرق التحسين أداء العمل.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(82) بي عرض البرلمانيات لأن نموذجة التي يطلب من الموظفين الآخرين أداءه.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(83) بي يتعد التحريات التي قد تتجم عن التغييرات في المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(84) بي خذ إجراءات جوية من أجل تحقيق أهداف المدرسة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(85) بي يعرف باحتياجات ورغبات الموظفين فكريّة.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(86) بي بحث خارج المدرسة عن طرق لتسلي التحسين للتلميذ.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(87) بي طور أهداف المدرسة الاجدية.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(88) بي يقوّم هام أخرى غير هامه ، عند الضرورة ، لتحقيق أهداف المدرسة.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(89)يشجع ال موظفين على شراكة اقتراحات حول أهمي تنفيذ أهداف ال مدرسة الجديدة.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(90)يظهر التفكير عن عدم ييسر على الموظفين بشكل جماعي للوصول إلى أهداف المدرسة.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(91)يتصرف ببساطة مع أهداف المدرسة.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(92)ييدي ال جراح المدرسة على الجراح لشخصية.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(93)يقبل الثقة في قدرة الموظفين على إنجاز المهام.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(94)يبدل على للق قبل الفس.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(95) يتخذ فكار أعضاء المدرسة على عن دعت خلف عن فكاره.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>(96)ييسر ال موظفين على وضع أهداف قابلة للتحقيق إنجاز مهام العمل.</p>

Appendix G: Permission Letters

AC Executive Principal Steven Geraghty <steven.geraghty@rakacademy.org>

May 19, 2019,
8:13 AM

to LMT, me

Dear Valerie,

Please go ahead with the study. We wish you the best of luck.

Kind regards,

Steve

Steven Geraghty

Executive Principal

Email : steven.geraghty@rakacademy.org

Web : www.rakacademy.org

Valerie Aimakhu <uga29259@bethel.edu>

May 21, 2019,
11:55 AM

Dear Steven,

I am so glad RAK Academy primary schools will be participating in my study.

I have attached a copy of the letter which you need to sign and tick to indicate you have given me approval to conduct the study.

I ask Joud for the email addresses of the faculty/staff in the four primary schools and the international secondary school participating in the study.

I will send you the date when I will commence data collection and the sample email for your staff.

I can come and pick up the form when it is ready.

Thanks for your support.

Valerie

AC Joud Sarmini <joud.sarmini@rakacademy.org>

May 22, 2019,
2:04 PM

Hi Valerie

Please find your letter attached.

Regards

Joud Sarmini

Principal's PA

Admin

RAK Academy

Email : joud.sarmini@rakacademy.org

Web : www.rakacademy.org

18th May 2019

The Executive Principal
Ras Al Khaimah Academy

Dear Dr. Geraghty,

I am a student researcher from Bethel University Minnesota USA. I am requesting for permission to conduct an academic study that seeks to explore the effects of transformational school leadership on teachers' commitment to change in the United Arab Emirates primary school context.

The surveys will be administered to teachers and school leaders from the schools that voluntarily participate in the study. The survey is made up of a consent form, a short demographic questionnaire, and questions on principal leadership and teacher commitment. The survey should take about 15 minutes to complete on the computer. The attached print copy of the survey is longer as a result of formatting. I am offering a 100AED gift card to one participant from each school and an overall chance for one respondent to win a Samsung Tablet.

Participation in the study is entirely voluntary. I will make use of an online survey and protect the identity of all participants. The surveys are entirely anonymous as an anonymous linkage code on the online survey will be used to match data without using participant's names or information that can identify a participant.

I will be responsible for sharing the link to the online survey to your teachers. I would like to request that you inform teachers that I will be sending the link to the questionnaire and I am soliciting your support for the completion of the survey once a date range has been decided upon. I will use your staff list to create an email group for your school.

I will send you a sample email meant for notifying teachers of the impending survey. On the planned start date of survey collection, teachers will be sent an email with a link to the survey. Two reminder emails will be sent to participants who have started, but not completed the survey, or participants who have not begun at all. I will run the survey for four weeks.

Any information I obtain in connection with this study that can be identified with participants will remain confidential and will be disclosed only with participants' permission. In any written reports or publications, no participant will be identified or identifiable and only aggregate data will be presented. Participants are free to discontinue participation at any time.

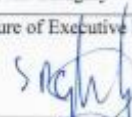
I hope you will grant my humble request.

With Kind Regards,



Valerie Aimakhu
Bethel University Minnesota USA

- I give my permission to you to conduct the research as describe above.
 I do not give my permission to you to conduct the research as describe above.

Dr. Steven Geraghty	
Signature of Executive Principal RAK Academy	Date
	21/5/19.

Dan Curry <Dan.Curry@tws-rak.org>

Hi Valerie,

Our admin team met and agreed to participate in your research. Let me know how you want to proceed.

Regards,
Dan

Daniel Curry
Head Principal

Valerie Aimakhu <uga29259@bethel.edu>

May
21, 2019,
11:44 AM

Dear Dan,

I am so glad you and your team have agreed to participate in my study.

I have attached a copy of the letter which you need to sign and tick to indicate you have given me approval to conduct the study.

I will also need the email addresses for your faculty/staff participating in the study.

I will send you the date when I will commence data collection and the sample email for your staff.

I can come and pick up the form when it is ready.

Thanks for your support.

Valerie

20th May 2019

The Principal
Wellspring School

Dear Mr. Dan Curry,

**RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN YOUR PRIVATE
PRIMARY SCHOOL IN RAS AL KHAIMAH.**

I am a student researcher from Bethel University Minnesota USA. I am requesting for permission to conduct an academic study that seeks to explore the effects of transformational school leadership on teachers' commitment to change in the United Arab Emirates primary school context.

The surveys will be administered to teachers and school leaders from the schools that voluntarily participate in the study. The survey is made up of a consent form, a short demographic questionnaire, and questions on principal leadership and teacher commitment. The survey should take about 15 minutes to complete on the computer. The attached print copy of the survey is longer as a result of formatting. I am offering a 100AED gift card to one participant from each school and an overall chance for one respondent to win a Samsung Tablet.

Participation in the study is entirely voluntary. I will make use of an online survey and protect the identity of all participants. The surveys are entirely anonymous as an anonymous linkage code on the online survey will be used to match data without using participant's names or information that can identify a participant.

I will be responsible for sharing the link to the online survey to your teachers. I would like to request that you inform teachers that I will be sending the link to the questionnaire and I am soliciting your support for the completion of the survey once a date range has been decided upon. I will use your staff list to create an email group for your school.

I will send you a sample email meant for notifying teachers of the impending survey. On the planned start date of survey collection, teachers will be sent an email with a link to the survey. Two reminder emails will be sent to participants who have started, but not completed the survey, or participants who have not begun at all. I will run the survey for four weeks.

Any information I obtain in connection with this study that can be identified with participants will remain confidential and will be disclosed only with participants' permission. In any written reports or publications, no participant will be identified or identifiable and only aggregate data will be presented. Participants are free to discontinue participation at any time.


I hope you will grant my humble request.

With Kind Regards,



Valerie Aimakhu
Bethel University Minnesota USA

- I give my permission to you to conduct the research as describe above.
- I do not give my permission to you to conduct the research as describe above.

Mr. Daniel Curry	
Signature of Head Principal Wellspring School RAK 	Date 21 MAY 2019

22nd May 2019

The Principal
Ideal English School

Dear Mrs. Prasanna Bhaskar,

RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN YOUR PRIVATE PRIMARY SCHOOL IN RAS AL KHAIMAH.

I am a student researcher from Bethel University Minnesota USA. I am requesting for permission to conduct an academic study that seeks to explore the effects of transformational school leadership on teachers' commitment to change in the United Arab Emirates primary school context.

The surveys will be administered to teachers and school leaders from the schools that voluntarily participate in the study. The survey is made up of a consent form, a short demographic questionnaire, and questions on principal leadership and teacher commitment. The survey should take about 15 minutes to complete on the computer. The attached print copy of the survey is longer as a result of formatting. I am offering a 100AED gift card to one participant from each school and an overall chance for one respondent to win a Samsung Tablet.

Participation in the study is entirely voluntary. I will make use of an online survey and protect the identity of all participants. The surveys are entirely anonymous as an anonymous linkage code on the online survey will be used to match data without using participant's names or information that can identify a participant.

I will be responsible for sharing the link to the online survey to your teachers. I would like to request that you inform teachers that I will be sending the link to the questionnaire and I am soliciting your support for the completion of the survey once a date range has been decided upon. I will use your staff list to create an email group for your school.

I will send you a sample email meant for notifying teachers of the impending survey. On the planned start date of survey collection, teachers will be sent an email with a link to the survey. Two reminder emails will be sent to participants who have started, but not completed the survey, or participants who have not begun at all. I will run the survey for four weeks.

Any information I obtain in connection with this study that can be identified with participants will remain confidential and will be disclosed only with participants' permission. In any written reports or publications, no participant will be identified or identifiable and only aggregate data will be presented. Participants are free to discontinue participation at any time.

I hope you will grant my humble request.

With Kind Regards,



Valerie Aimakhu
Bethel University Minnesota USA

- I give my permission to you to conduct the research as describe above.
 I do not give my permission to you to conduct the research as describe above.

Mrs. Prasanna Bhaskar	
Signature of Principal Ideal English School RAK	Date May 22/5/19 22-9-2019

22nd May 2019

The Principal
New Indian School

Dear Bina Rani,

**RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN YOUR PRIVATE
PRIMARY SCHOOL IN RAS AL KHAIMAH.**

I am a student researcher from Bethel University Minnesota USA. I am requesting for permission to conduct an academic study that seeks to explore the effects of transformational school leadership on teachers' commitment to change in the United Arab Emirates primary school context.

The surveys will be administered to teachers and school leaders from the schools that voluntarily participate in the study. The survey is made up of a consent form, a short demographic questionnaire, and questions on principal leadership and teacher commitment. The survey should take about 15 minutes to complete on the computer. The attached print copy of the survey is longer as a result of formatting. I am offering a 100AED gift card to one participant from each school and an overall chance for one respondent to win a Samsung Tablet.

Participation in the study is entirely voluntary. I will make use of an online survey and protect the identity of all participants. The surveys are entirely anonymous as an anonymous linkage code on the online survey will be used to match data without using participant's names or information that can identify a participant.

I will be responsible for sharing the link to the online survey to your teachers. I would like to request that you inform teachers that I will be sending the link to the questionnaire and I am soliciting your support for the completion of the survey once a date range has been decided upon. I will use your staff list to create an email group for your school.

I will send you a sample email meant for notifying teachers of the impending survey. On the planned start date of survey collection, teachers will be sent an email with a link to the survey. Two reminder emails will be sent to participants who have started, but not completed the survey, or participants who have not begun at all. I will run the survey for four weeks.

Any information I obtain in connection with this study that can be identified with participants will remain confidential and will be disclosed only with participants' permission. In any written reports or publications, no participant will be identified or identifiable and only aggregate data will be presented. Participants are free to discontinue participation at any time.

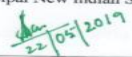
I hope you will grant my humble request.

With Kind Regards,



Valerie Aimakhu
Bethel University Minnesota USA

- I give my permission to you to conduct the research as describe above.
 I do not give my permission to you to conduct the research as describe above.

Mrs. Bina Rani	
Signature of Principal New Indian School RAK 	Date 22/05/2019

22nd May 2019

The Principal
Scholars Indian School

Dear Prof. M. Abubaker,

**RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN YOUR PRIVATE
PRIMARY SCHOOL IN RAS AL KHAIMAH.**

I am a student researcher from Bethel University Minnesota USA. I am requesting for permission to conduct an academic study that seeks to explore the effects of transformational school leadership on teachers' commitment to change in the United Arab Emirates primary school context.

The surveys will be administered to teachers and school leaders from the schools that voluntarily participate in the study. The survey is made up of a consent form, a short demographic questionnaire, and questions on principal leadership and teacher commitment. The survey should take about 15 minutes to complete on the computer. The attached print copy of the survey is longer as a result of formatting. I am offering a 100AED gift card to one participant from each school and an overall chance for one respondent to win a Samsung Tablet.

Participation in the study is entirely voluntary. I will make use of an online survey and protect the identity of all participants. The surveys are entirely anonymous as an anonymous linkage code on the online survey will be used to match data without using participant's names or information that can identify a participant.

I will be responsible for sharing the link to the online survey to your teachers. I would like to request that you inform teachers that I will be sending the link to the questionnaire and I am soliciting your support for the completion of the survey once a date range has been decided upon. I will use your staff list to create an email group for your school.

I will send you a sample email meant for notifying teachers of the impending survey. On the planned start date of survey collection, teachers will be sent an email with a link to the survey. Two reminder emails will be sent to participants who have started, but not completed the survey, or participants who have not begun at all. I will run the survey for four weeks.

Any information I obtain in connection with this study that can be identified with participants will remain confidential and will be disclosed only with participants' permission. In any written reports or publications, no participant will be identified or identifiable and only aggregate data will be presented. Participants are free to discontinue participation at any time.


I hope you will grant my humble request.

With Kind Regards,



Valerie Aimakhu
Bethel University Minnesota USA

- I give my permission to you to conduct the research as describe above.
 I do not give my permission to you to conduct the research as describe above.

Prof. M. Abubaker	
Signature of Principal Scholars Indian School RAK 	Date 22/05/19

PROF. M. ABUBAKER
Principal
Scholars Indian School L.L.C.
Ras Al Khaimah - U.A.E.

Valerie Aimakhu <uga29259@bethel.edu>

**Permission to Conduct Academic Research at Emirates National School
Ras Al Khaimah**

Mon, Jul 1, 2019 at 6:26 AM

Anjumanara Rahman <a.rahman@rak.ens.sch.ae>
To: Valerie Aimakhu <uga29259@bethel.edu>

Done.

Kind Regards,

Anjumanara Rahman
Assistant Principal of KG & Primary
Emirates National Schools RAK

On Mon, Jun 10, 2019 at 3:25 AM Valerie Aimakhu <uga29259@bethel.edu> wrote:
Hello Anju
I attached the translated consent form and email for Arabic staff.
Thanks
Valerie

On Thu, May 23, 2019 at 12:09 PM Valerie Aimakhu <uga29259@bethel.edu> wrote:
Hello Jim,
I am so glad ENS RAK will be participating in my study.
I have attached a copy of the letter which you need to sign and tick to indicate you have given me approval to conduct the study.

I will send you the date when I will commence data collection and the sample email for your staff.

Please send me a scanned copy of the permission letter.

Thanks for your support.
Valerie

Appendix H: Data Collection Letter to Principals

Valerie Aimakhu <uga29259@bethel.edu>

Jun 9,
2019, 4:49
AM

Dear Heads of RAK Primary Schools,

Hope you had a restful Eid break.

Thank you for granting me permission to conduct my academic study.

I am beginning the data collection for my study this week. I need the principal, deputy principal and all teachers in Year 1 to Year 6 to participate in the principal and teacher survey.

The principals and deputy principals in the primary schools will complete the principal survey. Please follow the link below to complete the online survey for principals.

[Survey for Principals and Deputy Principals](#)

Should this not work, please select the whole link (https://bethel.qualtrics.com/jfe/form/SV_bfkq8og0sY8xDdb), copy it and paste this into your internet browser.

2. Please follow the on-screen instructions while completing the survey for principals.

I attached the consent form. Each participant needs to read it before participating in the survey.

Appendix I: Data Collection Letter to Faculty

Dear Teachers,

As your principal has informed you, I am a student researcher from Bethel University, Minnesota, USA. I am conducting an academic study that seeks to explore the effects of transformational school leadership on teachers' commitment to change in the United Arab Emirates primary school context. The survey will first obtain your consent and ask you a few background questions. Please read the attached consent form before participating in the study.

Each respondent is entered for a 100AED gift card from each school and an overall chance for one respondent to win a Samsung Tablet. Prizes will be awarded in early July 2019.

Participation in the online survey is entirely voluntary. The online survey is completely anonymous as an anonymous linkage code on the online survey will be used to match data without using participant's names or information that can identify a participant. The survey should take about 15 minutes to complete, and I appreciate your participation.

How to access the Survey:

1. Click on the link below. This will give you access to the survey.

[Begin Survey](#)

Should this not work, please select the whole link (https://bethel.qualtrics.com/jfe/form/SV_2raYNVvu8u3X6kZ), copy it and paste this into your internet browser.

2. Please follow the on-screen instructions while completing the survey.

With Kind Regards,

Valerie Aimakhu
Bethel University Minnesota USA

Appendix J: Bethel University Institutional Review Board Approval



BETHEL
UNIVERSITY

Institutional Review Board
3900 Bethel Drive
PO2322
St. Paul, MN 55112

May 31, 2019

Valerie Aimakhu
Bethel University
St. Paul, MN 55112

Re: Project SP-40-19 Primary school teachers' perceptions of the principal's role in leading successful school reform

Dear Valerie,

On May 31, 2019, the Bethel University Institutional Review Board completed the review of your proposed study and approved the above referenced study.

Please note that this approval is limited to the project as described on the most recent Human Subjects Review Form documentation, including email correspondence. Also, please be reminded that it is the responsibility of the investigator(s) to bring to the attention of the IRB any proposed changes in the project or activity plans, and to report to the IRB any unanticipated problems that may affect the welfare of human subjects. Last, the approval is valid until May 30, 2020.

Sincerely,

A handwritten signature in black ink, which appears to read 'Peter Jankowski'.

Peter Jankowski, Ph.D.
Chair, Bethel University IRB