

“ Leadership practices of administrators and their impact on the performance of employees by applying to educational facilities”

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- Educational Administration -

Preparation of the learner
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ملخص البحث

الممارسات القيادية للإداريين وأثرها على أداء العاملين بالتطبيق على المنشآت التعليمية

إعداد

حمزة سميح شحادة

استبرق عثمان العايدى

تسعى هذه الدراسة الاستكشافية متعددة الحالات إلى تحديد المحفزات والمسارات التي دفعت المديرين من مديريين إلى قادة وكيف أثر ذلك على نتائج المؤسسة التعليمية وأداء الموظفين عبر الأدوار والوظائف. ولتحليل نجاح هذه المؤسسات التعليمية وتطورها، تم جمع بيانات مؤسسة مدارس الإمارات في البداية. بعد ذلك، تم إجراء مقابلات مع خمسة مديريين بهدف الحصول على بيانات تنمية المهارات القيادية. تم تحديد المواضيع والنسب المتغيرة من خلال التسجيل الصوتي للمقابلات ونسخها وترميزها استقرائياً. واستخدمت الإحصائيات لتقديم نتائج متنوعة.

تشير الإحصائيات إلى أن ٦ من كل ١٠ مدارس تحتاج إلى تعديلات جدية. ومن الممكن أن يؤدي تحسين القدرات القيادية إلى تحسين أداء هذه المدارس. تظهر الأبحاث أهمية قيادة المدير لنجاح المدرسة والحاجة إلى بناء القيادة. سعت هذه الدراسة إلى مساعدة أولئك الذين يريدون أن يصبحوا مديريين أفضل بممارسات إدارية وقيادية أفضل أو مساعدتهم في التطوير الكامل لمؤسساتهم التعليمية، بدءاً من نتائج الطلاب وحتى أداء الموظفين، بما في ذلك المعلمين والإداريين.

وقام تحليل البيانات بقياس عدة متغيرات مهمة عند تحسين القدرات القيادية للمديرين، بما في ذلك الرغبة في تحسين النتائج التنظيمية في المؤسسات التعليمية؛ الدافع لتطوير الموظفين مهنيًا وأكاديميًا. تأثير التوجيه؛ برامج الشهادات الإدارية الجامعية؛ خبرة في العمل؛ الدافع الشخصي؛ المعرفة الضمنية؛

لتحسين الفعالية الشاملة للمديرين، قم بزيادة التوجيه بشكل أكبر ولفترة أطول في بداية حياتهم المهنية أو كجزء من خطط تحسين الأداء؛ تمكين المديرين بالممارسات القيادية لتطوير النتائج المؤسسية؛ وزيادة التوجيه والدعم الأكاديمي والقيادي. وعلاوة على ذلك، ينصح بإجراء البحوث الكمية والنوعية.

الكلمات المفتاحية: القيادة - القدرات - المهارات - تطوير - الإدارة - المؤسسات.

Study Abstract

Leadership Practices of Administrators and Their Impact on Employee Performance: A Case Study on Educational Institutions

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This multi-case exploratory study seeks to identify the catalysts and pathways that propelled administrators from managers to leaders and how this affected educational institution outcomes and employee performance across roles and functions. To analyze these educational institutions' success and development, Emirates Schools Establishment data was initially collected. Next, five purposive-sampled managers were interviewed for leadership development data. Themes and variable proportions were identified by audio-recording, transcribing, and inductively coding the interviews. Statistics were used to present varied results.

Statistics show that 6 out of 10 schools need serious modifications. Improved leadership abilities could improve these schools' performance. Research shows the relevance of a manager's leadership for the school's success and the need to build leadership. This study sought to help those who want to become better managers with better administrative and leadership practices or assist them in fully developing their educational institutions, from student outcomes to staff performance, including teachers and administrators.

The data analysis measured several variables that are important when improving managers' leadership capabilities, including the desire to improve organizational outcomes in educational institutions; motivation to develop employees professionally and academically; the influence of guidance; university administrative certification programs; work experience; personal motivation; tacit knowledge;

To improve managers' overall effectiveness, increase guidance more and for a longer time at the start of their careers or as part of performance improvement plans; empower managers with leadership practices to develop institutional outcomes; and increase guidance and academic and leadership support. Furthermore, quantitative and qualitative research was advised.

Keywords: leadership - capabilities - skills - development - management - institutions.

Chapter One

General framework of the study

Introduction

Leadership appears to be one of the cornerstones of educational institutions in the environment of continual administrative advancements and quick changes. Effective management growth requires leaders and administrators to activate this empowerment. Their management structures must be coordinated and uniform to handle new problems. It appears that second- and third-cycle schools must apply this principle to succeed. Kinda. Managers should empower administrative and teaching staff. In educational institutions, organizational visions must be developed using this notion to promote efficiency and speed. (Ritchie & Genoni, 2002).

Effective administrative leadership is crucial to meeting the needs of educational organizations like public schools in the face of increased administrative costs and rapid change. Successful leadership is especially important when school members must adopt new beliefs or when the institution's primary aims must be reconfigured. Successful managerial leadership helps this shift. Ritchie & Genoni (2002) state that successful leadership promotes knowledge sharing, where learning in the context of work is more effective than theoretical learning, develops knowledge and collective commitments, stimulates thinking, and fosters managerial creativity. (Altman 2007).

Allowing rights and responsibilities, fostering initiative and decision-making, offering independence, creating trust, and providing emotional support to teachers, administrators, and students can lead to successful administrative leadership. This exploits the potential of all school members to develop work and promote a healthy work climate without managerial guidance. Actively empowering individuals improves performance, creates a positive work atmosphere, and promotes positive interactions. (Mohammed, 2012).

Successful managerial leadership can be achieved by enhancing the leadership traits of individuals and encouraging them to develop their personal and professional skills. Promoting a motivating climate at work and building trust in the team play a major role in promoting successful leadership and increasing effectiveness in implementing the institutional goals of public schools.

Teacher empowerment is a key element in all educational efforts in most countries of the world. Empowerment fosters leadership responsibility and commitment to educational work and empowers teachers to take on responsibilities and face challenges in the field of education. Empowerment patterns are assumed to be commensurate with the nature of the work and encourage in-depth decision-making (Abou Tohme and Ashour, 2016).

We build confidence between administration and teachers and encourage them to engage in decision-making to empower them in public schools for the second and third cycles. Administrative and organizational borders between administration and instructors must be crossed to achieve this. School principals organize teamwork and promote goal-setting.

Note that strong school principal leadership reduces principal workload and increases teacher administrative efficiency, resulting in positive results. This study seeks to understand government school principals' second and third-cycle leadership perceptions in the Eastern Region of the UAE.

Research problem

Not everyone who wants to be a principle, is asked to be a principal, or is a principal can lead good schools. At best, Gandhi, many may be good managers. What will we find and how do we nurture these leaders? I've focused on school leaders, but there's plenty to learn about how principals may meet your needs. schools' communities.

Appreciating the manager's role more. Now is the time to improve school leadership. According to "Our Schools are Our Responsibility" (UAE Ministry of Education, 2018), strengthening vulnerable schools will be challenging without effective managers.

This study seeks to understand what drove principals who followed the principals' technique to become leaders who improved their schools' academic output. We also try to determine if these leadership theories are needed to develop effective teacher leaders because transformational and educational leaders often help schools reach their full potential (Schermerhorn, 1997). Whether non-transformational and educational managers can become them is the secondary purpose. My hope is that this research will benefit managers and anyone who want to support them.

Several sub-questions arise from this question, including:

1. What are the common themes between the second- and third-cycle school principals who have developed their practice from administrators to effective leaders?
2. What knowledge (inherent, implicit, or explicit) in organizational leadership, educational improvement, organizational culture, and change do successful managers or effective leaders share?
3. What processes or experiences did public school principals participate in for the second and third cycle that actually led to their development and making them effective leaders?

Importance of research

Education systems need principals, especially in second- and third-cycle schools. He noted in a Wallace Foundation article that "A principal must be in position for 5–7 years to improve the school. Researchers in Minnesota and Toronto found that principals lasted an average of 3.6 years at 80 schools (Harvey and Holland, 2012, p. 13).

As mentioned, not everyone can, wants, or needs to be a manager with strong leadership skills. Most of these are decent managers but poor leaders, at best.

Successful schools require leaders, not managers. Management creates factories. Maintaining status quo is management. Responsible educational leaders are needed in schools. Our national education project, "Leadership Practices", makes enhancing school leadership one of four essential education reform topics. One of these areas says "the concept of communities of professional leadership practices must be implemented on social education systems, In which the importance of the human factor in teaching and learning and the transition from individuality to participatory performance, learning and development was highlighted." UAE Ministry of Education (2020).

Many principals want their schools to succeed but lack the leadership training to do it. Principal leadership enhancement techniques to boost school academic success will be examined in this project. It will also be seen if managers with natural skills in transformational leadership, instructional leadership, and culture formation help them become effective leaders. Share these techniques, information, and abilities. With principals who want to assist their schools succeed and with those who improve principal performance.

The importance of this study is divided into theoretical and practical aspects as follows:

In theory:

1. This study targets a recent topic in the field of educational administration for schools of the second and third cycle, which is the concept of successful leadership, which is a key factor in enhancing the performance of educational institutions and achieving educational excellence. Thus, the study will contribute to enriching the theoretical knowledge about the concept of successful administrative leaders and the roles of academic support specialists.
2. The study contributes to enriching the Arabic library with new and useful information about the concept of successful leadership and the roles of academic support specialists.

In practice:

1. The study reveals the extent to which public school principals perceive the second and third cycle in the United Arab Emirates for the concept of successful leadership, which contributes to directing development planning and training programs towards points that need development and improvement.
2. The study also enables academic support specialists and school principals to develop development plans and training programs based on an understanding of the aspects of principals' practice of successful leadership and its impact on teacher performance.
3. This study is expected to be useful for school administrators and teachers seeking excellence and development in education.

Research Objectives

1. Identify the factors driving the transformation of school principals from administrators to leaders who promote academic improvement.
2. Examine the impact of transformational and educational leaders on the realization of school potential.
3. Assess the role of knowledge and leadership skills in developing the skills of teacher leaders.
4. Explore the potential for managers who are not leaders by nature to evolve into effective leaders.
5. Provide support to current principals and principal candidates in achieving success in educational leadership.
6. Knowing how to use successful administrative leadership functions in government schools for the second and third cycle in improving the performance of the organization completely.
7. Reaching results and recommendations that contribute to the development of leadership qualities of school principals

Methodology

The study will be based on two approaches: the descriptive approach and the quantitative analytical method.

Descriptive approach: The best way to do this is by in-depth discussions with school administrators for the target area of study. According to Cresswell in his book *Qualitative Inquiry and Research Design* (1998), this type of research should be conducted through qualitative inquiry. There are compelling reasons to undertake a qualitative study, in a nutshell, these reasons include: (a) starting the research question with the word "how" or "what"; (b) the need to explore the topic; (c) the need to provide a detailed view of the topic; and (d) the need to study individuals in their natural environment. All these reasons apply to your chosen topic.

Analytical method: It is a research approach used to analyze and understand data and information through systematic and logical analytical processes. This approach involves the use of analytical tools and techniques to extract information, patterns, and relationships from data.

Study Population: Principals and Assistant Principals of Government Schools for the Second and Third Cycle in the Eastern Province of the United Arab Emirates

Study sample: They are the principals of government schools for the second and third cycle in the Eastern Province of the United Arab Emirates who where their students' performance has improved significantly over four to five years. More specifically in this study, the aim is to identify principals within this category in a variety of environments who, through their growth as leaders, have contributed to improving their schools' ability to achieve academic success for students.

Limitations of the study

Research boundaries are divided into spatial, temporal, and objective boundaries as follows:

Spatial boundaries: The study will focus on principals and assistant principals of public schools for the second and third cycles in the Eastern Province of the United Arab Emirates.

Time limits: The study will be conducted in the second semester of the academic year 2023 - 2024

Objective limits: The research will address the subject of the perceptions of public school principals, the second and third cycle of successful leadership, by applying the principals and assistants of public school principals for the second and third cycle in the United Arab Emirates

Chapter Two

Theoretical framework and review of previous studies

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First: Theoretical Framework

In this chapter, the researcher dealt with the theoretical framework that talks about the impact of administrative leadership on the performance of employees by applying to educational facilities, in addition to a number of previous studies related to administrative leadership and its consequences on educational institutions and staff.

The importance of administrative leadership

Educational research emphasizes the role of administrative leadership in school achievement. Hausman and Goldring (2001) stated that "reformers have turned to school management as the key to improving school conditions" (p. 400). Day and colleagues (2001) note that "school principals play an essential role" (p. 39) and that much research has been done on the positive and negative effects of school leadership on school culture and performance.

While the principal is crucial to the school's performance, this role has altered over time. In the early days of general education, a school needed a leading teacher, hence the word "principal". With school sizes growing and administrative and leadership duties emerging in the 1850s, the leading teacher became known as "Teacher Director" (Olson). By decreasing teaching obligations, he dropped the "teacher" component of the term and renamed these roles "school administrators." Leadership, like school leadership, has evolved over time. Huber and West (2002) identified four leadership phases.

1. The first stage is the personality stage, where successful leaders are considered as possessing the qualities and characteristics of good leaders. According to this theory, those wishing to become good leaders should study the lives of great leaders such as the Prophet (peace be upon him) and the Rightly-Guided Caliphs, and model their behaviors and details.
1. The second stage deals with the study of what good leaders are actually doing. The theory of this stage is that if these behaviors are copied by others, they will eventually become effective leaders.
2. The third phase deals with newer theories about leadership and is referred to as the postural leadership approach. This approach focuses on the context in which leadership is practiced. The previous approach to postural leadership focused on the efforts of leaders in completing tasks and people's concentration behaviors.
3. The fourth stage involves linking the organization's culture to the leader, which is included in the transformational model of leadership, which this researcher hopes to identify – that they have the knowledge that they are causing significant improvement in leadership in schools.

Definitions of leadership vary. Definitions and descriptions of leadership are abundant in literature. Contemporary definitions require further definition, vision facilitation, alliance building, organization culture knowledge, trust maintenance, and community unity (Baer and Ruhl-Smith, 1996). To make things happen, leaders must act (1994 Brubaker). He began his 1992 book *Debre* with practical leadership thoughts and smart visions. Quote: Leadership is a job, not a position. Job is challenging, exciting, and good. It also affects others seriously. Through hypotheses, beliefs, systems, and understanding, leadership is examined. Riel and Leithwood (2003) offer another leadership perspective. In addition to growing their organizations, great school administrators cultivated their people. Leadership is humanized by this philosophy. Leaders offer instructors "intellectual stimulation" and support (Leithwood and Riel, 2003). Leadership should build good relationships with adults and children to enhance schools. A leader must help people mentally, physically, and intellectually. In 2013, Glover says school principals should do more than manage.

As literature shows, leadership can take many forms. The following section highlights some well-known leadership stereotypes.

Leadership Frameworks

This course requires studying leadership paradigms. In this section, many intelligible leadership frameworks are compared. A study hypothesis suggests that great managers use transformational and instructional leadership approaches. Other school leadership frameworks must be understood because principals have numerous. Schermerhorn (1997) states, "Research evidence clearly suggests that there is no one-size-fits-all driving style". A number of leadership styles are identified and explored in the following paragraphs, but transformational and educational leadership are expected to be crucial to this study.

To clarify leadership style, define it. This section discusses several methods of leadership, which can be complicated and entail multiple leadership actions. The Sun described leadership style as "sets of leadership behaviors or actions that can be measured or compared." in 2004. Leadership style in this study is the behaviors and actions officials take as building leaders.

Transformational Leadership

Transformational leaders work with followers. According to the study, transformative leadership involves delegation and engagement.

Leaders should value employees' diligence and capabilities. Leadership is "a person's ability to reach the souls of others in a way that elevates human consciousness, builds meaning, and inspires the human intention that is the source of strength" (Leithwood and Duke, 1998). To achieve the school's vision and goal, change-based leadership requires administrators and teachers to work together respectfully. Teachers follow each other. Instead, they lead school-wide choices. Transformational leaders create school leaders from teachers.

Some transformational leadership principles may help us comprehend this style: School restructuring (improvement) methods are unknown. Insecurity necessitates transformational leadership. Transformational leaders believe that others will follow them if they believe in the vision. Control may not be appealing.

Transformational leaders motivate followers to prioritize their organization over themselves. Leaders and followers of transformational leaders are motivated and ethically elevated. Not control, but shared investment for the school's betterment.

Educational Leadership: A Contemporary View

The 1980s effective school movement spawned educational leadership. The educational leader leads curriculum and education (Hallinger, 2003). Educational leadership suggests that leaders should focus on teachers' behavior in activities that affect student growth. Teaching methods were standardized to increase student achievement. The organizational pyramid is topped by managers and followed by teachers.

Co-leadership or teacher empowerment is not desirable here. At the school, the principal was the only leader and expert. Curriculum and education-focused educational leaders are active. To improve teaching and learning has been the principal's main goal.

To comprehend educational leadership in a management job, knowing numerous key components is crucial. A curriculum-focused vision and goals are developed by educational leaders first. Secondly, educational leaders monitor and evaluate the program. School leaders create a positive learning environment. To improve academic performance, educational leaders support instructors.

First, the principal designs the school's vision and goals. Staff and professors are expected to execute the vision and goals in their classes. The principal's evaluation and classroom monitoring of teachers improves his expertise in curriculum and instruction. The principal sets the school's climate, fostering academic performance. For the fourth aspect of educational leadership, the administrator must enable instructors to educate.

The manager should be a specialist in curriculum and instruction who can advise his workers, according to educational leadership. Crew leadership is limited by the manager's expertise. School leadership no longer revolves around the "principal as an expert". In contrast to the teacher empowerment movement, the four aspects of educational leadership require the principal to supervise all aspects of teaching and learning.

Integrated Leadership

We have studied and evaluated two key educational leadership styles that school principals adopted in the 1980s and 1990s. We was happy to see a fresh driving style in these research. Education and transformation are combined under this "integrated leadership." The demands imposed on managers require leadership in numerous areas, and in my experience, there is no one best way to accomplish everything that needs to be done. The more we read about this leadership style, the more We think it will help this study succeed. The Marx and Brainity (2003) study and literary criticism proposed this idea.

Integration combines transformational and educational leadership. They focus on education. Transformational leaders who teach with teachers are this type of principal. By encouraging students to make decisions and think for themselves, they can keep this instructional focus. Principals and teachers run integrated schools. In a learning community, teachers collaborate and think through problems. The principle helps teachers innovate instructional methods, not as an educational expert.

Hallinger proposed that the points of contact between two emerging pioneering models of student-centered school leadership, educational leadership and transformational leadership, are sufficient to develop an integrated and more sophisticated model of educational leadership in a scientific paper, which will be shown in the previous studies section.

Participatory Leadership

Participatory leaders involve others in decision-making. Leaders should prioritize collective decision-making in participatory leadership. Participating leaders encourage team decision-making and collective problem-solving. Participating in school decisions should make teachers more devoted to school life. In the correct culture, teachers will cooperate more when making decisions. Inclusive decision-making empowers instructors. Teachers feel involved when principals remove decision-making power. The procedure makes instructors proud. When teachers take responsibility for school decisions, they feel good.

Driving with parking

The idea that "successful leaders are those who can adapt their behavior to meet their unique situation requirements" (Schermerhorn, 1997). This style of leadership is based on an interaction between

- (1) The amount of guidance provided by the leader (mission behavior)
- (2) The amount of social and emotional support provided by the leader (relationship behavior)
- (3) The level of readiness of followers for the assigned task.

Task behavior is described as the amount of guidance provided by a leader (Schermerhorn, 1997), as this refers to the amount of one-way communication that a leader engages in to guide followers. Relationship behavior describes the interaction in which the leader engages in two-way communication (Schermerhorn, 1997). The behaviors used by the leader depend on the situation he or she faces, and based on the importance of that situation, the leader has a specific behavior as necessary. A particular situation may require task behavior and lack of relationship behavior, or if the level of readiness Followers are low, the leader may use more two-way communication. This concept associated with conditions leads to another description of postural leadership.

The central focus is that a leader may respond using a variety of skill sets or strategies depending on the unique task or situation he or she faces and the willingness of followers to carry it out.

Transitional Leadership

Compared to transformational leadership, the idea of transitional leadership is associated with "reciprocal relationships between leaders and their followers" (Bolger, 2001). Transitional leaders have three characteristics. One of those traits is working with teams to set goals, and then ensuring that workers in those teams receive rewards for achieving those goals. The second characteristic is to offer rewards or promises of rewards to workers to motivate them. An additional feature that emerges is the response to the immediate personal interests of workers if they can be achieved while performing Work. Transitional leadership does not bind leaders and followers in any permanent way; therefore, it leads to a static environment that is not innovative, but stable compared to the responsive and innovative environment that a transformational leader creates.

School Culture

Understanding the workforce within a school that promotes or hinders success is critical to its leader. Understanding the school culture and applying knowledge about it to help improve performance is believed to be one of the areas where the principal's movement from managerial to leader is emerging.

Definition of culture

Organizational culture developed from social culture. Company culture creates powerful forces. Leaders who want to enhance schools must understand and embrace an organization's culture. School culture is defined by most leaders. They usually define it by referring to the school's environment or atmosphere, although it takes study to define. With research and understanding, significance deepens. For a more full definition, numerous components of the organization's culture are studied.

Organisational culture evolves throughout time according to group norms (Schein, 1968). In competition or collaboration, these laws decide who receives what and why. An organization's culture may also be based on observed behavioral laws. Organizational culture is "basic assumptions and beliefs shared by members of a particular organization." (Schein, 1985). "A number of people face a problem and have to solve it together." describes cultural formation. Org culture is how we do things here. Opposite. Group values and behaviors are the emphasis of these definitions. Because of their influence, company values affect everything. To function instinctively, these essential principles define the organization's picture of itself and its surroundings 'takes for granted' deeply.

Beyond school culture's signs, symbols, impacts, and climate, leaders need to comprehend culture. After cultural reflections, we must examine school rules, procedures, and practices. These depend on the team's values and behaviors, which shape the fundamental culture from which they emerge. Due to their rudimentary awareness of school culture, principals are responsive. Threw it backwards. Well-informed principals know they can change school culture and lead rather than react. Further cultural vestiges include common values and beliefs, heroes and heroines, ceremonies and rituals, elders, stories and legends, symbols, customs, practices, legacy, customs, and traditions. Some of these are broadened to better appreciate school culture's influences. Understanding social processes may help principals develop leadership abilities to determine when their school culture encourages high academic achievement, positive student development, and change when it doesn't.

Leadership in organizational cultures

After discussing the organization's culture and the people who help build, preserve, and transmit its values, the principal's position in school culture is examined. Although all schools have a culture, it may not foster education and achievement. Thus, one wonders how a principal might change culture to meet educational aims. Any major change in school culture is difficult, but this may be less concerning in this century (Sarason, 1999).

Leadership, unlike management, creates and manages culture, despite the hurdles. This takes patience and care for the manager to seize opportunities from everyday difficulties to push the culture in certain directions. Cultural change must occur naturally as a response to a situation, not by force. Patience is needed. Managers lead with patience and attentiveness.

Knowing from the manager that many employees dislike change helps decide when a change is needed and when the moment is suitable. Unpleasant and disruptive. Balanced. Due to the principal's efforts to transform our culture. Changes in the school setting involve updating the rules. Intentional outcomes include altering, eliminating, or creating a rule (Sarason, 1999).

After identifying reality, the leader should use the cultural network to guide his leadership role, confirm the desired cultural change, and seek support from an academic support and recognition specialist. Communication infrastructure at the educational institution is this cultural network. Memos and instruction are important, but wise leaders use the cultural network to achieve their goals. Story kind and number of persons told The leader should examine those who convey similar stories. A leader must break the old culture's oppression. This can be done by adding new stories to the cultural network. Additionally, large symbolic acts like reinforcement in many ways add these aspects.

Environment links and agreements must be recognized and handled by a leader trying to change the organization's culture. Second-form links exist. Administrative ties are official, permanent relationships that guide an institution. Saving money, time, or consultants are bureaucratic linkages. According to Wilson and Firestone (1987), cultural linkages are a shared system. Cultural links can involve teacher collaborative, information-sharing, and teamwork. Leadership involves carefully influencing these linkages to foster cultural change.

As the culture changes, leaders must know that personal agreements will change. Reciprocal and implicit personal agreements define the connection between employees in corporations. Recognizing cultural effects is crucial whether the management wants change or someone else does. Societies' attachments to goals and connections depend on duties, not contracts. Personal agreements include these bonds and commitments. It exists despite relying less on personal profit and financial reward and more on communal goals. Fellowship in an educational setting demonstrates an attempt to attain mutual aims. The degree to which a school has transitioned from organizational to collective mindset reflects a substantial cultural shift. Leaders excel at higher turnaround rates. Asking questions allows the team to reframe its internal workflow culture and decide what's proper or wrong. Misinterpreting these personal agreements may prevent culture change.

Based on this chapter, a change in mindset is needed for the principal to be effective. Learning about school culture and how to improve it should be part of this transformation. In whatever the school does, leadership must promote and encourage a culture of effectiveness (Cunningham and Grisso, 1993). All cultural aspects and their relationships must be understood to lead this. Leadership must manipulate culture uniquely.

Second: Previous Studies:

Helen M. Marks and Susan M. Printy (2003) Managerial Leadership and School Performance: Integration of Transformational and Educational Leadership

This study focused on the relationships between school leaders and teachers, examining the possibility of their effective collaboration on educational issues to enhance the quality of teaching and student performance. The analysis is based on two leadership perceptions: transformational leadership and educational leadership. The sample consists of 24 schools selected at the national level, including 8 primary schools, 8 middle schools, and 8 secondary schools.

In line with the multi-level structure of data, the main analytical technique is linear pyramid modeling (HLM). The study shows that transformational leadership is a necessary, but not sufficient, condition for educational leadership. When transformational leadership and shared educational leadership are available in an integrated form of leadership, they have a significant impact on school performance, which is measured by the quality of its teaching and student achievement.

Philip Hallinger (2007) Research: Research on Educational and Transformational Leadership Practice: Retrospective and Expectations

This study touched on the new concepts that have emerged in the past twenty-five years of the history of this research. In contrast to many previous leadership models applied to school management, these models clearly focus on the way in which leadership exercised by school principals and teachers improves learning outcomes. Two of the leading models, measured by the number of empirical studies, are educational leadership and transformational leadership. With this study, the researcher synthesized the results of research on these models in an attempt to understand what was previously studied about learner-centered leadership.

Study (Tony Bush, 2007) entitled: Educational Leadership and Management: Theory, Policy and Practice

This research aims to study the theoretical foundations of the field of educational leadership and management, evaluate different leadership models, and discuss the evidence for their relative effectiveness in developing successful schools.

A study (Rafiq Attia Tawfiq Al-Ajla, 2009) entitled: " Understanding the reality of administrative creativity and its relationship to the performance of managers working in the ministries of the Gaza Strip"

In his 2009 study conducted by Rafiq Attia Tawfiq al-Ajla, the aim was to understand the reality of administrative creativity and how it affects the performance of managers in the ministries of the Gaza Strip. The researcher followed the descriptive approach and used a questionnaire as a data collection tool, and it was distributed to a selected sample in a form and class. 305 questionnaires were analyzed using hierarchical statistical modeling (HLM), and SPSS software was used at 82% of the original sample size to obtain significant results that support the study subject.

The study showed several remarkable results, as it was found that managers in the ministries of the Gaza Strip have a full range of distinctive personal abilities associated with creativity. Organizational variables have shown a varying impact in providing a creative environment. The study pointed out that the reality of administrative creativity in the ministries of the Gaza Strip in general is considered acceptable, and revealed that the performance evaluation process in those ministries is generally acceptable.

Sheppard, Hurley Ribbon & Noel (2010) study entitled: "The relationship between the distributed leadership of the school principal and the role of the school principal in facilitating distributed leadership in the school and its impact on the morale and enthusiasm of the school teacher"

The study sample consisted of (96) secondary school teachers randomly selected from three secondary schools in addition to the principals of these schools, and the results of the study indicated that there is a correlation between the distributed leadership "participatory" in the school and the high morale and enthusiasm of teachers;

The study of Shepard, Hurley and Depont; Aktas, Isik Cicek, Mithat Kayak, 2011) entitled: "The relationship between the distributed leadership of the school principal and the role of the school principal in facilitating distributed leadership in the school and its impact on the morale and enthusiasm of the school teacher"

The study showed that achieving an effective level of managerial creativity is a goal that attracts the attention of academics, educators and managers, and the study examined the main factors that affect the efficiency and administrative creativity of managers and administrative leaders. This mainly included organizational culture. The study also examined the correlation between organizational culture and managerial creativity, shedding light on the internal and external influences on this relationship. A questionnaire was used to collect data, and the study was carried out on a group of university managers. The results showed that understanding aspects of organizational culture is significantly related to the creative ability of managers and managerial leaders.

A study (Ebtisam Abdel Hamid, 2016) entitled: " Identifying the extent of the practice of administrative creativity by the leaders of sports institutions in the State of Kuwait from the point of view of the employees of these institutions"

The study aims to explore the extent to which leaders of sports institutions in the State of Kuwait adopt administrative innovation, from the point of view of those employees in those institutions. The researcher relied on the descriptive approach, where a survey questionnaire was carried out on a sample of 18 participants.

The study showed various results, as it indicated that the practice of administrative leaders of administrative creativity is estimated at an average, according to the evaluation of workers in these institutions. Among the main recommendations of the study is to encourage management leaders in sports organizations to experiment with modern management methods and explore creative ideas. The study also stresses the need for leaders to continue development and training programs for employees in order to enhance administrative creativity practices. It recommends training young administrative leaders, with the aim of preparing qualified administrative leaders, capable of adopting administrative innovation practices and developing the performance of sports institutions.

A study (Abu Tohme and Ashour, 2016) entitled "Identifying the Role of Public School Principals within the Green Line in Palestine Occupied in 1948 in Empowering Teachers, and its Relationship to Some Demographic Variables from the Teachers' Point of View."

Abu Toama and Ashour (2016) conducted a survey in Palestine with the aim of understanding the role played by school principals inside the Green Line in Palestine occupied in 1948 in empowering teachers. The study also focused on some demographic variables from the teachers' point of view. A sample of 454 teachers was used, and the study used a well-known scale known as the Short and Renewt scale developed for the Arab environment. The results of the study showed that public school principals have a prominent role in empowering teachers, and this role was high. The results also indicated that there is an impact of the gender variable on the empowerment of teachers in general and in the areas of participation in decision-making in particular, where differences were observed for the gender variable in terms of decision-making and influence. The study also found differences due to the variable of years of experience. It should be noted that there were no significant differences in the overall level of school in the areas of participation in decision-making and professional growth for primary schools.

Johnson (2017, Johnson) study examined the interactions between principals and trainers participating in the Personal Empowerment of Principal Leaders Training Program, conducted by a university in the Rocky Mountains region of the United States of America.

Johnson (2017) conducted an analysis of interactions between principals and coaches who participated in the Personal Empowerment Program for School Principals Leaders. The study took place at a university in the Rocky Mountains region of the United States of America. The study sample was selected from among (7) school principals and (7) trainers who trained principals. Quantitative and qualitative methods were used to collect data on interactions between principals and coaches, and changes in managers' leadership practices resulting from the personal empowerment program. Done Analyze the results to identify interactions and differences in managers' and coaches' perceptions about the personal empowerment program. The results showed a positive change in the practices of school principals after the completion of the empowerment program. The study also made recommendations to improve the personal empowerment program for school principals at the university and for developers of similar personal empowerment programs. The study also called for consideration of strengthening relationships and processes to enhance interactions between coaches and school administrators.

Study (Raj Mestry, 2017): Empowering School Principals to Effectively Lead and Manage Public Schools in the Twenty-First Century

This study examined the importance of fostering a culture of professional development that would prepare school principals to face the challenges and obstacles facing education. Fifteen principals were selected to define their perceptions and expertise on how to prepare and develop them professionally to lead and manage schools. The results revealed that in South Africa, there is no formal preparation for aspiring or practicing school principals to assume leadership and management positions, and very few in-service professional development programmes are available. Education authorities are urgently needed to introduce mandatory training and development programs for aspiring and practicing school leaders to successfully lead and manage their schools.

A study (Angelo Paletta & Christopher Bezzina, 2018) entitled Governance and Leadership in Public Schools: Opportunities and Challenges for School Leaders in Italy

This study aims to explore the evolution of school leadership in Italy towards a model of leadership for learning. Italy is undergoing radical changes in governance structures (school autonomy and accountability) affecting schools in general, and school principals in particular, based on the way they promote, manage and monitor the improvement of student learning. This has created an interesting and fertile ground for researchers to review how policy-mandated initiatives affect learning leadership in schools. This study addresses two main questions. The first question explores how new management structures facilitate or hinder an effective approach to leadership for learning. The second question explores whether accountability reforms recognize and respect the history and traditions in which leadership is culturally rooted. This article concludes by presenting the implications of future policy initiatives based on the need to link school accountability and school improvement.

A study (Ahmed Abdel Moaty, Neamat Ahmed, Shouq Al-Rashidi, 2023) entitled A proposed conception of organizational development to develop administrative creativity among leaders in the intermediate education stage in the State of Kuwait.

The research aims to provide a model of the mechanism of organizational development and how it affects the academic creativity of leaders in public educational schools in the State of Kuwait. She built a research using descriptive models and relied on descriptive statistics to analyze the results data collected from the field. A questionnaire was designed consisting of four main axes, and the questionnaire contained a total of 95 statements. The aim of the questionnaire is to understand the actual regulatory and regulatory authorities of office staff in general education levels in the State of Kuwait.

Commenting on previous studies:

1. Some studies have found the importance of administrative leadership and its relations to administrative organizational development and their role in the success of educational institutions.
2. Some studies have tried to identify the requirements of administrative development in educational institutions to reach administrative leadership

The current study benefits from previous studies by:

1. Identify the conceptual framework of administrative leadership and administrative creativity.
2. Identify the nature of administrative leadership and the types of leadership and its practices such as administrative creativity and the benefits of using them in educational institutions.

The current study is similar to previous studies in emphasizing the theoretical framework in the following:

1. The theoretical foundations of administrative and leadership development and creativity and its importance in the educational process
2. Requirements for organizational development to reach administrative creativity in institutions |
3. The requirements for development and creativity of administrators and its obstacles and difficulties in achieving it.

The current study differs from previous studies in the following:

1. Previous studies did not address the subject of administrative leadership and its relationship to institutional development in all its forms in the education stage for the second and third cycle in the United Arab Emirates.
2. The current study seeks to present a proposed conception of administrative leadership and its relationship to institutional creativity to develop the second and third cycle of education in the United Arab Emirates.

Based on the above, it is clear that most of the previous studies dealt with the issue of organizational development and administrative creativity in a comprehensive manner, and did not address the issue of administrative leadership in particular and its relationship to the development of the second and third stages of education in the United Arab Emirates.

Chapter Three Methodology Chapter Three Methodology

Introduction:

Through this research, We sought to find out what managers choose to do, what happens to them, or what they address, which actually improves their leadership abilities. Perhaps the goal could be described in another way as We was looking for motivating factors and pathways that lead to managers shifting from the role of manager to becoming an effective leader. To achieve this goal, We identified managers who had undergone significant improvements in their leadership abilities, and whose schools experienced a sense ofIn academic performance, according to the results of the central tests of the Emirates Schools Establishment, as well as those whose schools have witnessed an improvement in the public system, whether for students or teachers, and whose school teachers show a good image of a persistent and dedicated employee. After identifying these managers, We interviewed them to find out who caused the shift from a managerial to a leadership role. Next, they identified common elements of their experiences and formulated guidelines that others could follow.

Theoretical basis:

We thought this was best achieved by detailed discussions with managers representing the main category. This type of research is considered optimal for conducting a qualitative investigation. He pointed out that there were compelling reasons for a qualitative study, and these reasons were to some extent as follows: (a) The research question begins with the word "how" or "what"; (b) The topic needs to be explored; (c) A detailed view of the topic needs to be provided; and (d) Individuals in their natural environment should be studied. All these reasons apply to Your chosen topic.

Multiple Studies

As We planned to research the events or joint actions that improved the capacity of principals working in second- and third-cycle schools in the Eastern Province of the UAE, conducting multiple case studies seemed to be the qualitatively better approach to this research.

In my study, the multiple cases were managers who moved from manager roles to leader roles, and the confined system was the length of time that transition occurred. The context for those cases was the schools in which they worked. (Creswell, 1998) used the sample to determine which cases to include in the study, and the researcher recommended that no more than five should be selected Cases. He went on to explain that by collecting and analyzing the collected data, the researcher identifies the topics that appear and then provides confirmations about these cases. In the final stage, the researcher identifies the topics that have emerged and provides assurances about the events that managers go through that make them more effective leaders. These lessons learned, We hope, will provide guidance for those who want to improve their personal leadership or help others improve their leadership.

Study Sample

The study focuses on the principals of second- and third-cycle schools in the Eastern Province of the United Arab Emirates, whose students' performance and staff satisfaction, including teachers and administrative staff, have improved significantly over the recent period. The main objective of the study is to identify principals within this geographic area in a variety of settings, who, through their growth as leaders, have contributed to improving the ability of their schools to better provide academic success to students.

Purpose-oriented sampling from the researcher's Teaching and Learning Support Department was used to determine which managers would be interviewed. The goal of this type of selection is to identify the cases that provide the best information for the study. The researcher used the maximum variance sample strategy to identify participants. He explained that this strategy aims to capture and describe central themes that express great variation, and that any common pattern that emerges from this variation is of particular interest and value in capturing the basic experiences and common central dimensions of a particular phenomenon.

Five cases were selected for this study to achieve the desired diversity. To achieve this goal, five principals were selected, of both genders, and from diverse backgrounds and ages, serving in a variety of school settings. The ideal goal was to find continuous principals in schools that have seen continuous improvement in student performance over the last period of time, which includes both large and small environments, rural and urban, and both boys and girls, second and third cycles schools in the Eastern Province of the UAE.

The purpose sampling process began with a survey of a group of academic support specialists within the Teaching and Learning Support Team of the Emirates Schools Establishment who work in the Eastern Province, including an English language specialist, a mathematician and a researcher himself as a physicist and science. After obtaining approval from the leaders, emails were sent to the general assembly requesting recommendations. These messages included information to clarify the type of managers the researcher wished In obtaining recommendations for them to be studied as cases, the key school leadership functions described by the Emirates Schools Establishment included reflecting managers who are able to develop a team that works to improve the effectiveness of education in schools.

Tools & Design

It was important that each manager surveyed responded to the specific areas we seek information about. Therefore, a standardized format for targeted open interviews was used to guide the interview process.

In addition, the concept of "emerging design" was used to allow the researcher to discover new insights that emerge as interviews progress. Appendix A contains the guide to the standardized guided open interview that you followed.

To ensure the effectiveness of the managers' interview guide, a field test was conducted. To test the Principals Interview Guide, We presented interview questions to several principals with a clear role in school leadership, and then made the necessary adjustments to achieve clarity of the tool based on the recommendations.

Stages of study

Approval for interviews was obtained from the department management in which the researcher works before communicating with any of the interview candidates. Once permission was obtained to begin interviewing specific managers, the first step in the communication process began by seeking approval from senior department managers to conduct research in their systems. Each manager was contacted directly by phone based on personal knowledge and practical fellowship between the researcher and the managers to provide a brief explanation of the research and the reason for requesting permission to include a director of his school system. The conversation also contained assurance that schools and staff would remain anonymous in the study, that identification data would not be included, that the confidentiality of information would be maintained, that scientific research policies related to the research would be followed, and agreement to schedule an interview in the near future. After obtaining the manager's approval, the next step was to schedule the interview. During the meeting with the director, a copy of the proposal was presented along with a review of the reason for choosing the person to study and an explanation of the stages of the process. After getting With the approval of the director, the data collection phase for the study began.

Each educational institution was visited to interview the target manager. The duration of the interview during each visit depended on the managers' schedules. The goal was for each interview to last approximately an hour. We was able to achieve this goal within a few minutes with each manager. Each session was recorded and notes were also taken. After each visit, We analyzed the data by recording the topics or patterns that emerged during the interview. After completing the first rounds of interviews, an attempt was made to identify any topics Or common patterns have appeared. After the completion of the fifth interview, the final analysis of the data took place. The final analysis of the data has been ongoing since the beginning of the interviews. The analysis was reviewed by an external auditor. After review by the reviewer, the topics that proved correct for this analytical examination appeared to reflect the "lessons learned" from the study. These lessons have been used to develop effects for use by managers seeking to improve their leadership, executives looking for effective strategies to improve their managers' leadership, or higher education institutions seeking to improve their school leadership training programs.

Data Analysis

Interviews were recorded and observations were taken during each session. After each session, the researcher listened to the recording and added any additional relevant information to the notes from the interview. After completing the feedback process for each session, the data was organized for analysis.

In the case study research, a set of cases of data called category aggregation was developed with the aim of giving rise to significant issues. He also suggested that the case study researcher identify patterns and look for the correlation between two or more categories. He pointed out that the final stage of case study analysis requires the development of natural generalizations from which people can benefit from the qualitative data analysis process as a round that begins with organizing and transforming data, followed by a description of what the researcher saw.

Using the above guidelines and after completing the feedback process, We organized the data into categories, topics, interdependencies, and commonalities.

As topics emerged from data analysis, We shared them with participants during a round of interviews to determine how much they agreed or objected to until a reduction was achieved, which means no new information was created. After the data collection from the interviewers was completed, the interpretation phase began. The explanation included making the data collected and analysed understandable or, as already noted, identifying lessons learned from the case study. As part of the final phase of the study, each case is described in detail and comparisons between cases are provided in Chapter IV. We hope that the results that have emerged show specific steps that Mirin can take to improve their leadership abilities. These findings and recommendations are presented in Chapter V of this study.

Reliability

To ensure the reliability of the study, the researcher relied on several procedures that are considered quality and verification criteria. Use the terms "credibility", "portability", "reliability" and "confirmability" to describe what it takes to achieve reliability in a qualitative study. One of the criteria adopted by the researcher in the study is the examination of the study members which involves sharing analyses, interpretations and conclusions with them so that they can assess the accuracy and credibility of the work. It also provided a detailed description which allowed the results to be transferred to other environments. Finally, the researcher used Peer review by someone with a PhD in Educational Leadership to provide an external audit of data collection and analysis.

Summary

This chapter provides justification for using qualitative research and explains why a multiple case study seems to be considered the best. The sample under study is discussed and how the sample was determined. A time series of the stages of study is provided with a description of the tools used. An explanation of how data is collected and analyzed as well as standards to ensure reliability are included.

Chapter Four results

Study Case Files

The following sections provide deeper information about the principals selected to study and the schools they were serving in during their transition to higher levels of leadership effectiveness. The enrollment data and tests used for all schools were taken from the researcher's field of work as an academic support specialist.

First principal

The first principal, 45 years old and nineteen years in education, runs a third-cycle boys' school in an Eastern Province city. He has a bachelor's degree in Arabic, a higher diploma in school leadership, and an Emirates Schools Establishment educational specialist degree in educational leadership. When this study documented leadership progress, he had finished the educational specialist degree in educational leadership. Professional development participation. School leadership comprises Emirates Schools Establishment Leadership Transformation Programs in Cycle III schools, principals as educational leaders, school leadership licenses, learning-focused schools, and teacher and principal classroom assemblies.

The first principal rose quickly from junior instructor to school manager. After the first year, he taught Arabic and assisted with administrative tasks in a different school system for two years. After gaining institutional accreditation from the Ministry of Education and the Emirates School Education, he worked in that job for several years, developing a boys' school to a second cycle before becoming the principal of a third cycle school in the same city. He became Third Cycle School for Boys principal this year. His qualitative change from management to leadership occurred at this school.

During his tenure as principal, the third cycle school for boys, which had grades nine to twelve and 477 students, achieved higher but unexpected levels of student achievement, employee satisfaction, work efficiency and productivity, and the school's reputation. Students from several city areas attend the school in the Eastern Province of the UAE. Student diversity is 98% nationals and 2% expats. After the principal's first semester, student achievement improved significantly. In several areas, including student behavior, student control, staff efficiency, and dedication to work, the school has been completely removed from the danger zone. It has become a model school for controlling student behavior, staff efficiency, and student scientific and moral results, and parents are transferring their children there.

Second principal

An Eastern Province city's 45-year-old third-cycle boys' school principal has nineteen years of experience. Arabic bachelor's degree, higher diploma in school leadership, and Emirates Schools Establishment educational specialist degree in educational leadership. This study documented leadership improvement after he earned an educational specialist degree in leadership. Career development. Cycle III Emirates Schools Establishment Leadership Transformation Programs, principals as educational leaders, school leadership licenses, learning-focused schools, and teacher and principal classroom assemblies comprise school leadership.

Junior teacher to school management, the first principal rose swiftly. He spent two years teaching Arabic and helping with administration in another school after the first. He grew a boys' school to a second cycle after receiving institutional certification from the Ministry of Education and the Emirates School Education, then became the principal of a third cycle school in the same city. This year he became Boys' Third Cycle School principal. He became a leader at this school from management.

Third cycle school for males, with grades nine to twelve and 477 pupils, achieved greater but unexpected levels of student accomplishment, employee happiness, work efficiency and production, and the school's reputation throughout his tenure as principal. Several UAE cities send students to the Eastern Province school. Expats make up 2% of students. Student achievement increased after the principal's first semester. The school is safe in student behavior, control, staff efficiency, and work ethic. Parents are shifting their children to this model school for controlled student conduct, staff efficiency, and student scientific and moral results.

Third principal

In a major city in the Eastern Province of the United Arab Emirates, the third principle, 44, leads a third-cycle school for girls from ninth to twelve grade with general, advanced, elite, and applied streams. Bachelor of English Language and Literature was her first degree. After 15 years, she earned a master's in educational leadership from a UAE institution. After earning her master's degree, she returned to university to get a school administration credential and never stopped reading and studying education, administration, and leadership. When she documented her leadership improvement through this study, she wanted to earn a PhD in administrative leadership. She has undertaken leadership training that facilitates solutions, practical learning theory, three TQM training sessions, and professional learning communities. Before and during this study on leadership improvement, she built professional learning networks.

As a first-cycle English and field teacher, she taught for nine years. She started teaching English, then became a field teacher teaching Emirati youngsters English, science, and math, which was difficult. Cycle II Girls Schools hired her to teach fifth-to-eighth-grade English. As a Reading Through Teacher Arts, she activated English learning approaches during her semester. Her scale and state initiatives included traveling to the US with a group of prominent teachers to share educational and administrative expertise. The city's senior and main Cycle Girls School hired me as principal and senior principal for two years after We taught English in Cycle II Schools for Girls. She is in her sixth year as principal at this school after the former principal retired. For leadership development, the study focused on this school. Her five years as principal of the school, which was moved to all scientific, sports, ethical, organizational, and leadership levels, led to an offer to become the director of the

entire range, but she declined because she stuck to this school.

Public high school Third Cycle School for Girls, with an average enrollment of 600 pupils, offered grades nine to twelve for all general, advanced, elite, and applied programs. The school served students from the same city, neighboring cities, and even villages due to its many educational streams, especially elite streams, and applied that exist in only a few schools. UAE students are 99% diverse and Arab expats 1%.

The third principal notes that when We became head of this school, there was a lot of sloth in preparation and ineffectiveness among the faculty, and high graduation rates were not expected. She had school test results for her first two years in office. Due to the researcher's experience teaching physics and arithmetic at this school, pupils' Arabic and English scores increased beyond expectations. Also. In her second year, 88.9% of these tests were passed. At 90.1% in its third year under Corona, the ratio stabilized. Afterward, the ratio rose to 93% in the fourth year and 93.4% in the fifth. Since everyone is responsible and knows what to do, the school's institutional staff, which includes administrative and educational staff, integrates and works hard. It displays collaboration and phased planning. The activation of the third director of the transformational leadership strategy in her organization reflects the school's leadership and organizational spirit.

Fourth principal

In a community in the Eastern Province of the UAE, the fourth principal, 47, runs a huge first, second, and third cycle school for girls. Her education comprises a bachelor's degree in social studies and a UAE public university pedagogical professional diploma. During growth Due to her leadership skills, she received an educational leadership license from the Emirates Schools Establishment and an IELTS certificate in English. At the Emirates Schools Establishment's comprehensive Principal's Fellows Programmer and the Centre for Creative Leadership, the fourth principal received leadership training.

The fourth principal's schools followed her village's structure. As a first-cycle field teacher, she taught various subjects. She was the principal of a 180-student first-cycle school after six years. Moved to a larger school with 260 children in grades one to four first cycle after three years. She was principal of this school for the first, second, and third cycle for girls in grades one to twelve for the general and advanced streams, after three years there. During this time, the school has evolved from technology and architectural development to education and quality, and the diversity of institutional staff from several nationalities and teaching languages in this school, which is located in one of the villages of the Eastern Province of the United Arab Emirates, has enriched experiences and knowledge. They shared leadership, education, organizational, and administrative best practices. Leadership progress of the principle is examined during her time as school leader.

As the principal of this school for twelve years, she has dealt with several changes in the educational and organizational environment and the transfer of school administration from the Ministry of Education to the Emirates Schools Establishment, showing great flexibility in dealing with variables and even exploiting them to serve the public interest of the educational institution she leads.

With an average enrollment of 444 students, the first, second, and third cycle females school for grades one to twelfth led to greater student success. The technologically advanced school serves local students. Arab expats make up 13% and nationals 87% of students.

When We became principal, student attainment was high. The UAE Ministry of Education identified it as an excellent school of excellence, meaning 80% to 90% of students received a grade. Academically, the school was excellent after its first year. The school outperforms national standards in literacy (87.6%) and arithmetic (92.1%).

The UAE Ministry of Education designated the school a Distinguished Honour School after two years if at least 90% of students were grade level. The school's students again outperformed expectations in reading and math, with pass rates of 88.3% and 95%, respectively. Overall reading and math pass rates climbed again in my last year as principal. Increased Reading results ranged from 2.4% to 90.7%, while math scores exceeded 95% again. Student achievement kept the school's exceptional status and earned it higher-than-expected recognition for the third year.

Most staff members showed a positive attitude and worked together to benefit the institution and students, activating the fourth director of leadership with attitudes and transformational leadership.

Fifth principal

Emirates Schools Establishment's fifth principal, 46, directs one of its educational departments. The UAE's public university awarded her a bachelor's degree in physics and a professional certificate in education. She earned a professional master's degree in educational leadership from a UAE institution during this study's leadership advancement. Together with a Swiss university, she earned a professional doctorate degree after traveling more than 1,000 hours of training in educational leadership and presenting her research in this specialization. The Emirates Schools Establishment's comprehensive Principal's Fellows Program and the Centre for Creative Leadership provided the fifth principal's leadership training.

Before becoming the director of one of the Emirates Schools Establishment's departments in Dubai, she worked in different Eastern Province cities and villages. Physics teacher in Eastern Province third-cycle girls' schools was her first job. After eight years, she became Eastern Province Assistant to the Domain Manager. Directors' Assistant Principals The range includes 72 public and private schools, boys and girls, national and foreign curriculum, general, advanced, elite, applied, British, American, Indian, and Pakistani programs. As Assistant Domain Manager, the Fifth Principal developed extensive leadership skills from working with teachers from more than twenty nationalities and principals of schools of various experiences and degrees. She also worked on the constructive integration of public and private schools in the Eastern Province by refining their skills and reflecting on field reality.

Then she became a full domain manager in the Eastern Province of the UAE. After five years, she became a department manager at one of the Emirates Schools Establishment's UAE departments. This department has evolved from technology and academic specialists' depth of knowledge to management and practical support for teaching and learning and their quality, as well as contributed to the diversity of the institutional staff of several nationalities and the spoken languages of the staff within this department, which develops the state's teaching and learning processes. The manager's leadership evolution is examined in this study during her stint as department head.

In her role as Director of this crucial department at the Emirates Schools Establishment, she had to adapt to several changes in the educational and organizational environment and the transfer of school administration from the Ministry of Education to the Establishment, using her flexibility to serve the public interest of the educational institution she leads. Testing and a measuring expert.

In various fields, including the development of teaching and administrative staff, institutional empowerment, student results, tests, curriculum review, facilitating access to resources for teachers, and establishing learning communities for the excha, this department is a cornerstone of the Emirates Schools Establishment. Dubai's Emirates Schools Establishment houses this highly advanced department, which services all schools in the country. Citizens have 3% speciality diversity and expatriates 97%.

Field visits were low before she took office, but in a short time, purposeful and impactful field visits developed specialists' work, and many training and development programs for the cadre, including an academic support specialist and a training and development specialist, arose. We have a department structure, weekly staff reports, and an annual performance evaluation with clear and measurable criteria.

This department classified fieldwork very well and reflected on all schools, including teachers and administrators. Another year of above-average reading and math pass rates meant all children performed better than expected. It focused on basic abilities lacking in schools throughout this time. The reading exam pass rate rose 2.4% to an excellent level. Annually, math scores have increased more than normal. While physics and English results challenge management, student achievement has remained high.

In this department, most employees of different positions and job titles showed a positive spirit of work and integrated teamwork that benefits the institution and all schools, students, administrative, and teaching staff, activating the fifth director of leadership with attitudes and transformational leadership.

The impact of administrative leadership on employee performance

Here, charts will show how the administrative leadership of the five managers affected the performance of teachers, administrators, academic support specialists, training and development specialists, and students in the educational institutions selected for this study. These data were extracted from field studies and questionnaires conducted by the Emirates Schools Establishment to measure the progress and development of educational institutions' work environments in all respects, including student discipline, student problems, and compl The Emirates Schools Establishment Development and Training Department measures staff satisfaction.

To develop and train institutional staff, the institution provides specialized and vocational training three times a year, of which the researcher is one of the authors and providers. Departments of various universities then give training and development based on field needs.

Finally, the Emirates Schools Establishment measures student outcomes, which are the focus of teaching and learning and encompass academic, ethical, and health success. The Measurement and Evaluation Department of the Emirates Schools Establishment conducts this study at the end of each semester to assess students' progress and areas for improvement.

Results from interviews

Evidence was acquired using eight-part open guide deep interviews. Sending three experienced managers the guide and having them read and consider the questions like interviewees tested it. After each manager read and considered the questions, we got their input. For the final question, list external and internal factors that drove progress. Answer the fourth question with leadership styles.

These comments led to the emerging design being used in interviews to follow up on comprehensive investigation or new discoveries. For four weeks, interviews were held. To improve study credibility, an independent reviewer assessed fieldwork observations, analysis, and interpretation. Regular member verification ensured data accuracy. Member verification needs reaction representation data confirmation. My interview notes were sent to each manager. Check the notes and report any errors. After the interview, we reviewed my notes from the participants' audio recordings and requested them to correct any errors. The final interview reviewed handwritten notes and requested corrections. All participants provided accurate data. My transmissions categorized, decoded, and analyzed all audio.

Answers to the study's three questions from eight open questionnaire sections were coded differently. Chapter V covered participant viewpoints and experiences. Responses to the eight regions follow in this chapter. The interview began by reviewing the study's case criteria and asking participants if they were successful managers and if their leadership had improved. Everyone was managers, learners, observers, or a mix of these when they became managers, and their leadership improved with time. All managers resisted success. Instead, they said "I've always been trying to be the best," "I've grown over time in terms of school leadership," and "I've achieved some goals and if you want to make that synonymous with effective, it is." They emphasized humility and progress. Manager: "Once you think you're good, you stop improving and are satisfied." Four managers said, "We always strive to improve, so everything we do can be improved." We used the interview guide to interview managers after reviewing their example process criteria.

Chapter Five Findings, conclusions and recommendations Chapter Five Findings, conclusions and recommendations

Introduction

This multi-case study qualitative research examined how five educational institution directors became successful and effective leaders. After particular interviews, five principals—one man and four women, of varying ages and backgrounds, serving in various schools and educational institutions—became successful leaders. Using interview question design, the researcher interviewed these five over four weeks to decide how to move between rounds. Individual audio-recorded interviews.

Over three to six years, research participants accurately described their leadership growth variables. Researchers encoded audio transcripts inductively. Similar-coding comments and phrases were categorized to provide comparable meanings. These aggregations produced an organizational structure for data analysis. Managerial procedures and motivations to improve efficiency were examined in the study. Also explained was how organizational leadership and culture effect performance.

Literature research found a strong link between principle leadership and school success. Principals need an Emirates Schools Establishment license, yet some schools fail. Principals who wish to be more effective need a better leadership development process.

Results

This study examines each manager's knowledge, self-efficacy, and development. University management certificate programmes, scale and EFS-level leadership training events, independent leadership development programmes, leadership research, mentoring, professional experience (learning by doing), internal motivation, and external pressure.

It was examined how much tacit and intrinsic leadership knowledge affected a manager's effectiveness. These categories were covered in the original questionnaire questions and guided the design of dense and rich data collection questions. These data analysis outputs were leadership influence, undergraduate management degree programs, job experience, personal motivation, tacit knowledge, unique leadership development programs, and improvement routes. Delivered results Every analysis and statistics inquiry. Study findings informed conclusions for future research and practice.

Overall results

1. The development of the outcomes of educational institutions is linked to the leadership practices of managers
2. Public order in educational institutions and work discipline are the result of the leadership practices of managers
3. Comprehensive professional development and its repercussions in educational institutions is what the leadership practices of managers reap
4. Learning through individual manager experiences is more effective than programs offered by universities and the state and local system.
5. The qualities and skills required for leaders include listening and communication, positive interaction, belief in qualities and passion for learning.
6. Improving managers into effective leaders depends on a combination of internal and external factors.
7. The results of the study support the validity of several leadership development indicators that have been mentioned.
8. There may be other indicators that can facilitate better leadership of managers.
9. The five managers said the biggest development of their leadership capabilities came from their work experiences.
10. The importance of learning to drive through life experiences was emphasized.
11. Practical experience in the classroom and classroom is the main source for developing their leadership skills.
12. Confidence in the manager's self-abilities and development as a leader comes from practical experiences rather than formal educational activities.

Guidance

Mentoring, or any activity that puts these managers in a position to learn from other educational leaders, repeatedly improves their efficacy. For principals, early school guidance was crucial. He said she was "saved by the emotional manager" in her first year and "a key factor in the development of my leadership." Third principle: "She was doing what her principal saw" at her first job and her teacher was "one of the The main things that helped me develop." The fourth principle described her many mentorships and how they helped her evolve as a leader. She worked with numerous people to enhance her high-priority school.

A Ministry of Education supervisor visited her school regularly, a restructuring trainer did too, and a supervisor did too. In each case, talks were "horizontal" and partnerships were work fellowships. These professional talks and relationships increased its effectiveness.

The first, third, and fifth managers also offered feedback about strengthening their leadership by meeting with other managers to learn from each other. The third manager stressed the value of observing and learning from others' experiences. She said you can learn procedure dos and don'ts. First and fifth principals valued getting together at school improvement workshops to discuss how to implement the finest ideas in their schools.

Motive

The interviews showed that all of these principals were very motivated to be good principals and to make their schools successful. Their motivation came from a variety of sources such as their desire for their schools to succeed, their desires to help children, their desires not to fail, competitiveness, etc. Share with each other another motivating aspect: their ongoing evaluation, or reflection on how they can do things better.

During interviews, three managers questioned how to get managers who are passionate about improving if they are not enthusiastic. The following discovery speaks of a possible answer to this question.

Optimization pathways

When asked if they thought the path to improving the effectiveness of school leadership was, or should be, the same for everyone, the consistent response from all five principals was that it wasn't. The first manager confirmed that it is different for different people. "Some people learn by experience, some learn by watching and listening, some learn by doing things," he said.

Implications for future research

1. Foresee what university programs offer to identify the need for research on how these programs affect leadership effectiveness after graduates assume the positions of school principals.
2. Conduct research on the existence, relevance, and effectiveness of field experiences in university degree programs.

Challenges and opportunities

1. Draw attention to the role of managers' tacit knowledge in leadership decision-making and identify how to enhance their ability in this regard.
2. Support research on the use of coaching to improve managers' leadership skills, with a focus on developing appropriate concepts and programs for continuous improvement.

summary

This multi-case survey examined factors leading to more effective leadership capabilities among managers and their impact on staff in educational institutions. The findings conclude that to improve the results of educational institutions in all academic and educational aspects, as well as to develop the work skills and job dedication of the employees of these institutions, the skills of managers must be developed into comprehensive and diverse leadership skills and practices. The literature emphasizes the importance of the leadership role of principals in the overall success of schools and the need to develop their leadership skills. Interviews with five principals showed that they were able to become effective educational leaders.

Some important outcomes to consider when working to improve managers' leadership capabilities stand out, such as the role of an academic support specialist, management university degree programs, work experience, personal motivation, tacit knowledge, local and private leadership development programs, and pathways to improvement.

Recommendations

1. Empowering managers with leadership practices to develop the outcomes of educational institutions.
2. Increase academic and leadership guidance and support at the beginning of a manager's career path or as part of performance improvement plans.
3. Promote the study of cultural and educational leadership in management certificate programs.
4. Provide more field experiences in management certificate programs.
5. Develop individual leadership improvement plans based on the needs, interests and learning styles of managers.

More Research

1. Study the use of tacit knowledge in making leadership decisions.
2. Discuss the use of coaching to improve managers' leadership skills.

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