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Leadership Styles of the Principal and the Head of Department and Their Relationship to Teamwork Productivity in Al Ain Private Schools

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LEADERSHIP STYLES OF THE PRINCIPAL AND THE HEAD OF DEPARTMENT AND THEIR RELATIONSHIP TO TEAMWORK PRODUCTIVITY IN AL AIN PRIVATE SCHOOLS

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

Under the Supervision of Dr. Ali Said Ali Ibrahim

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Declaration of Original Work

I, Eman Hany Abdelrahman Mohamed Azzam, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled *"Leadership Styles of the Principal and the Head of Department and their Relationship to Teamwork Productivity in Al Ain Private Schools"*, hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Ali Said Ali Ibrahim, in the College of Education at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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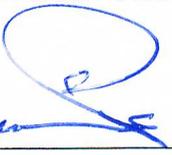
Abstract

The purpose of this study was to examine teachers' perspectives of leadership styles of school principals and the Heads of Department (HoD), and how they affect teamwork performance in Al Ain private schools. This study addressed three research questions: (A) What is the relationship between principals' leadership styles and HoDs' leadership styles? (B) What is the relationship between HoDs' leadership styles and teamwork performance among teachers? (C) What are the challenges, if any, which teachers face when working as teams?

The study participants were 355 teachers from 15 private schools in the City of Al Ain. Data was collected using a questionnaire with five sections: demographic questions, leadership behaviors practiced by the Principal and HoD, behaviors practiced by teachers in the department, behaviors of teachers working in teams, and the challenges faced by teachers while working in teams. The data was analyzed using descriptive statistics (frequencies, means and standards deviations) and the Pearson correlation test. The study results and findings indicated that there is a significant positive relationship between principals' leadership styles and HoDs' leadership styles in that both groups lean toward adopting similar styles. Moreover, it was discovered that the head of departments, more than the principals, have great influence on teamwork performance. Finally, this study illustrated some challenges faced by teachers while working in teams such as teachers rely on other team members to complete their work and some team members have maintained to their ideas and do not accept others opinions.

Keywords: Heads of Departments (HoDs), School Leadership Team (SLT), ADEK, Leadership style, Teamwork productivity.

Title and Abstract (in Arabic)

الأساليب القيادية لمديري المدارس ورؤساء الأقسام وعلاقتها بإنتاجية العمل الجماعي في مدارس العين الخاصة

الملخص

إن الهدف من هذه الدراسة هو دراسة وجهات نظر المعلمين حول أساليب القيادة لمديري المدارس ورؤساء الأقسام (HoD)، وكيف تؤثر على أداء العمل الجماعي في مدارس العين الخاصة. تناولت هذه الدراسة ثلاثة أسئلة بحثية: (أ) ما هي العلاقة بين أساليب القيادة الخاصة بمديري المدارس وأساليب قيادة رؤساء الأقسام؟ (ب) ما العلاقة بين أساليب قيادة رؤساء الأقسام وأداء العمل الجماعي بين المعلمين؟ (ج) ما هي التحديات، إن وجدت، التي يواجهها المعلمون عند العمل كفريق؟

كان المشاركون في الدراسة 355 معلماً من 15 مدرسة خاصة في مدينة العين. تم جمع البيانات باستخدام استبيان يحتوي على خمسة أقسام: أسئلة ديموغرافية وسلوكيات القيادة التي يمارسها المدير ورؤساء الأقسام والسلوكيات التي يمارسها المعلمون في القسم وسلوكيات عمل المعلمين في الفريق والتحديات التي يواجهها المعلمون أثناء العمل في الفريق. تم تحليل البيانات باستخدام الإحصاء الوصفي (ترددات، وسائل وانحرافات معيارية) واختبار ارتباط بيرسون.

أوضحت نتائج الدراسة أن هناك علاقة إيجابية كبيرة بين أنماط القيادة لدى مديري المدارس وأساليب القيادة لدى رؤساء الأقسام. أن كلتا المجموعتين تميل نحو تبني أساليب مماثلة. علاوة على ذلك، تم اكتشاف أن رؤساء الأقسام، لهم تأثير كبير على أداء العمل الجماعي أكثر من المدراء. وأخيرًا، أوضحت هذه الدراسة بعض التحديات التي يواجهها المعلمون أثناء العمل في فرق مثل: المعلمين يعتمدون على أعضاء الفريق الآخرين لإكمال عملهم وقد يحافظ بعض أعضاء الفريق على أفكارهم ولا يقبلون آراء الآخرين.

مفاهيم البحث الرئيسية: رؤساء الأقسام، فريق قيادة المدرسة، أسلوب القيادة، إنتاجية العمل الجماعي.

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Dedication

To my father Hani Azzam, my mother Wasfia Azzam, my sisters Rasha and Rana, and my brothers AbdAlrahman, Yousif and Ahmad who supported, encouraged and prayed for me to be able to get such success and honor.

To my husband and my soulmate, Mohammed, who patiently provided me with enduring love and steadfast support throughout my journey.

To my sons Ghazi and Hani, to my lovely daughter Mahra, may Allah bless them all.

To Mrs. Mahra Alhumairi, who inspired and supported me to achieve my goals and to get my higher educational certificate.

Thank you all

Table of Contents

List of Tables

List of Abbreviations

ADEK   Abu Dhabi Department of Education and Knowledge

HoD   Head of Department

PD   Professional Development

SLT   School Leadership Team

UAE   United Arab Emirates

UAEU   United Arab Emirates University

Chapter 1: Introduction

1.1 Overview

Schools are complicated societies that include principals, vice principals, Heads of Departments (HoDs), teachers, students, and stakeholders. All of them should be working collaboratively in order to achieve the school goals of enhancing students' learning, improving their skills and abilities and creating an effective learning environment (Sullo, 2011). According to Babatunde and Emem (2015), to enhance teachers' performance in teaching and learning, schools need to employ qualified leaders with specific skills such as effective communication and accountability skills. These key expertise, when applied skillfully, will provide excellent leaders.

In Abu-Dhabi, the capital of the United Arab Emirates (UAE), Abu Dhabi Department of Education and Knowledge (ADEK) was seeking to build a strong educational system. The process of developing the education policy agenda began by defining the collective principles, goals, and objectives of the education system. ADEK prepared school leaders and teachers in Abu Dhabi by means of a multitude of different events and workshops that improved their skills to work within a school (ADEK, 2013).

In addition, ADEK supported and encouraged principals, leaders, and teachers to develop their skills and capabilities in order to increase students' performance, and was done through several programs, such as the e-performance evaluation system which was introduced in 2011 to evaluate principals' and teachers' performance (ADEK, 2013).

Recently ADEK introduced School Leadership Teams (SLTs) to help build qualified leaders in schools. The SLT consists of principals, middle leaders and heads of departments. Chrispeels et al. (2008) illustrated that because school leaders have many responsibilities, they cannot lead their schools alone and thus, steps forward should be taken in order to establish the school leadership team.

In fact, SLTs have essential roles in schools. Chrispeels et al. (2008) mentioned that the SLT can carry out some of the principals' tasks and responsibilities such as gathering information from teachers and discussing it during meetings. This can help in the school's improvement, especially if they use good leading strategies to deal with grade-level teachers.

In addition to SLTs, a decision was made by ADEK to oblige schools to have leaders or heads for each department because of their effective roles in the educational process. Jaca (2013) mentioned that the Heads of Departments, who are part of the SLTs, play an essential role in the teaching and learning process through the tasks and duties they are responsible for. These responsibilities include supporting and encouraging teachers in their departments to achieve their goals, while teaching students. In addition, HoDs have to provide the resources needed by their teachers and report and document the activities in their departments. One of the most important roles of HoDs is evaluating teachers, which should be done by formal and informal classroom observation. Classroom observation aims at improving the quality of teaching, since it provides teachers with the knowledge that supports them to improve their teaching skills (Jaca, 2013). Moreover, HoDs should have the ability to communicate with other stakeholders and motivate a teamwork culture.

To fulfill their roles, it is necessary that HoDs have training sessions on supervision, curriculum development, department planning, and professional development (ADEK, 2013). ADEK conducted many professional development programs such as "Empowering Educators" which facilitate an ongoing self-improvement process for HoDs and leaders in general (ADEK, 2013).

SLT and HoDs cannot work alone. They need to foster a teamwork culture in their schools where teachers are encouraged to collaborate and work together as teams. Professional teachers work with others to share their experiences and to improve their performance. In fact, working in teams helps teachers to advance their teaching and improve students' learning. Moreover, principals, leaders, and HoDs who deal with teams can get benefit from them. Meschtl (2008) noted that leaders can spread or delegate their school or department work to their teams. He also mentioned that teachers feel more powerful while working in teams, which helps them to share experiences and opinions and pushes them to grow.

There is a wide variety of leadership styles that school leaders can adopt throughout their journey. Such styles may affect teamwork differently. According to Lewin et al. (1939), leadership styles can be classified into autocratic leadership, democratic leadership, and laissez-faire leadership. Brown et al. (2012), on the other hand, pointed that there are four different styles of leadership that affect teamwork performance; the transformational style, the transactional style, the relationship-oriented style, and the task-oriented style.

Improving the education field is one of the most important priorities of the United Arab Emirates government. According to the national agenda of 2021, the UAE is seeking to have a high percentage of effective leaders and high-quality teachers.

Concentrating on the Emirate of Abu Dhabi, ADEK aspires to increase students' and teachers' performance in schools. Moreover, ADEK left no stone unturned to support leaders and teachers. ADEK also provided leaders and teachers with professional development sessions to improve their skills and abilities. ADEK believes that leaders and teachers progress will affect students' performance and it also encourages schools' principals to work with HoDs to lead their teams of teachers effectively.

1.2 Statement of the Problem

Throughout the past few years, I have come across several challenges as a Head of the ICT Department at the school in which I currently am working. Having to deal with principals and teachers from various backgrounds and who have different levels of experiences has been the most challenging issue, especially at the start of my journey. In order to overcome this challenge and all its consequences, I took many training sessions and workshops in order to improve my communication and accountability skills. This thesis topic was motivated by several questions that were inspired by all the challenges I confronted as a head of the department. Such questions include:

1. What is the relationship between the principal's leadership style and the HoD's leadership style from the perspectives of teachers?
2. What is the relationship between the HoD's leadership styles and teamwork performance among teachers from the perspectives of teachers?
3. What are the challenges, if any, which teachers face when working as teams, from the perspectives of teachers?

The answers to such questions may pave the road to better teachers and improved student performance and a higher quality of educational process carried out in my school and the educational zone at large.

1.3 Purpose of the Study

The purpose of this study attempted to examine whether a relationship exists between the leadership styles of schools' principals and the leadership styles of Heads of Departments. In addition, it examined whether a correlation exists between leadership styles of HoDs and teamwork performance among teachers at Al Ain Private Schools. Finally, the study examines the challenges, if any, faced by teachers when they work in teams.

1.4 Research Question

This study was guided by the following main research questions:

1. What is the relationship between principal's leadership style and HoD's leadership style from the perspectives of teachers?
2. What is the relationship between the HoD's leadership styles and teamwork performance among teachers from the perspectives of teachers?
3. What are the challenges, if any, which teachers face when working as teams from the perspectives of teachers?

1.5 Significance of the Study

The findings of this study are important because they examine whether there is a relationship between the principal's leadership style and the style of leadership of the HoDs, and whether HoDs' styles of leadership are affected by those of their

principals. These findings are important additions to knowledge about SLTs in the UAE since it will give an indication that perhaps HoDs follow the leadership styles of their principals. It follows that policymakers can expect to have schools where the principals and HoDs are adopting similar leadership styles.

Additionally, the study identifies whether HoD's leadership styles affect teachers' team performance, which is important for HoDs and principals to learn about as they work toward increasing teamwork dynamics in their schools. Moreover, the study highlighted the challenges faced by teachers in working with teams and the demands of the teams to maintain high performance.

1.6 Limitations of the Study

Although the research had reached its goals, there were some unavoidable limitations. First, because of the time constraint, this research was conducted on a small number of Al Ain Private Schools and the researcher opted for a non-probability sample. Therefore, the results cannot be generalized to all teachers and schools in the private or government sector in the UAE. Second, at the time of data collection, teachers had given their opinions which might have been affected by their relationships with the principals and HoDs. Therefore, while the results provide evidence of the relationships, teamwork performance, and challenges, more studies need to be done to validate current results.

1.7 Terms and Acronyms

Heads of Departments (HoDs): The middle managers who are responsible for ensuring the good teaching and learning process in schools. Moreover, they are responsible for providing stocks and resources for their teams, as noted by a study by Bennett et al.

(2003). This study mentioned the role of HoDs in schools and how the HoDs leadership styles affect the teamwork performance.

School Leadership Team (SLT): A team that consists of a principal, middle leaders, and heads of departments. This team can carry out some of the principals' tasks and responsibilities. And is seen as an important element in schools nowadays (Chrispeels et al., 2008).

ADEC: Abu Dhabi Education Council. It was established in 2005 to improve the education system and support the schools' staff to achieve national development in accordance with the highest international standards (ADEK, 2018). ADEC has changed into Abu Dhabi Department of Education and Knowledge (ADEK) since 2016.

Leadership style: This is a process made by leaders to influence the followers to implement specific tasks in order to achieve the desired goals of the organization. Leaders have to be effective in order to reach their goals (Nan and Swamy, 2014).

Teamwork productivity: Teams are considered to be effective if they are flexible enough to cooperate with each other to achieve the organization's' goals. Moreover, team members should be aware of teamwork progress and new ideas. They have to have specific skills that allow them to communicate with each other (Tarricone and Luca, 2002).

1.8 Study Chapters

This study consists of five chapters. Chapter one provides the problem that made clear what the significance of the study is. The research questions are posted in this chapter. In the introduction, some of the leadership styles are mentioned. Chapter

two presents the literature review of the leadership styles. Principals', schools' leadership teams and heads of departments' responsibilities are noted. The effective leadership styles are discussed. Moreover, it discusses the teachers' teamwork performance in the school. Finally, it discusses the challenges faced by teachers when working as teams. Chapter three presents the methodology used in this study (the research design, the population, sampling, the instrument, and its validity and reliability and the procedures). Chapter four presents the findings based on the analysis of the questionnaire statement using the SPSS program. Chapter five provides a discussion of findings, conclusion and the recommendations.

Chapter 2: Literature Review

2.1 Introduction

The literature presented in this chapter has identified the different leadership styles. The criteria for effective leaders, school leadership teams, and teachers' teamwork performance are also discussed. Furthermore, the principals' and heads of departments' roles and responsibilities, as well as the challenges faced by teachers when working as a team, are explained.

2.2 Leadership Definition

Being a leader is one of the most essential roles for any principal. Several studies (Sharma and Jain, 2013; Eyal and Roth, 2011) defined leadership as "the process of applying influence and power using leaders' knowledge and skills on a group of people to guide them in obtaining a specific purpose and achieving their schools' goals." This can be extrapolated to the school environment.

To attain schools' goals and objectives, it is important for a leader to work on strengthening the relationship with his/her followers. A strong relationship will improve the employees' productivity and their performance. In addition, it will allow a leader to guide their followers effectively toward the goals of the school. Moreover, it will enhance the leader's ability to inspire their staff, so that they can spare no effort to achieve the organization's goals and improve the quality of their work (Babatunde and Emem 2015). However, in addition to the relational aspect of leadership, a leader must also be effective.

2.3 Effective Leaders

Effective leaders have had to develop their leadership skills due to the rapid changes in schools' environments. Ward (2017) in his article entitled "What is leadership? And can you be a good leader?" indicated that anyone can be a leader. He suggested that people can be shaped to become leaders by training on specific skills which help them to encourage others and guide them towards attaining their organizations' goals. Additionally, Travis (2007) clarified that leaders have to have more knowledge and skills than others in the organization or school. They should collaborate with team members and deal with them as a coach not as a boss so that they will be able to make good decisions (Babatunde and Emem, 2015).

Babatunde and Emem (2015) found that leaders must know the methods, skills, and techniques of effective leadership. Travis (2007) showed that there are some skills leaders need to have in order to be effective. One of these skills is coaching. Coaching means that leaders must be aware of members' ideas and then respond to it effectively to achieve certain goals. Another important skill is treating all team members fairly. Team members should have equal opportunities to discuss their ideas and leaders have to be innovative and creative in order to deal with new ideas to improve teamwork productivity. Moreover, leaders have to be explorers. They need to search, explore and find solutions to deal with risks and difficult situations. Effective leaders have to encourage their team members continuously in order to improve their performance and they should have the ability to know how their team members think and react to situations (Babatunde and Emem 2015; Sharma and Jain 2013). Sharma and Jain (2013) also emphasized that leaders should have different skills because they will face different situations depending on the followers' circumstances.

Moreover, as illustrated by Sharma and Jain (2013), leaders have to prove that they deserve to be trusted by their followers and to use different leadership styles according to different followers who have different experiences. Furthermore, they stated that a strong relationship must be built among leaders and their followers in order to achieve the goals of their organization. In the end, for any action, there should be a reaction. This reaction should be taken by the leaders depending on the situation.

2.4 Types of Leadership Styles

There are many types of leadership styles that can be used in schools. Majoni (2015) specified three types of leadership styles. These styles are the autocratic, democratic and the participation leadership styles. While other researchers such as Marks and Printy (2003), Blase and Blase (2000) and Morley (2018) talked about different leadership styles such as the instructional, transformational and the transactional leadership style.

2.4.1 The Autocratic Leadership Styles

Majoni (2015) explained that autocratic leaders make their own decisions without involving others and that this may lead to dissatisfaction or resistance. The autocratic leaders always only permit minimal participation from their followers and employees as they prefer to take the full responsibility for the decision making (Majoni 2015). In addition, the autocratic style separates the leader and the followers. Majoni (2015) suggested that the rules and the decisions made by autocratic leaders must be implemented and not questioned by the followers. Autocratic leaders are fully responsible for planning, giving details, and assigning deadlines. Iqbal et al. (2015) advised not to overuse this style as the extreme application of this style can negatively affect the productivity and the innovation of the team members.

2.4.2 The Democratic Leadership Styles

Majoni (2015) specified that this style involves others in making decisions. He said that although leaders have the right to take final decisions and the last word is for them, they try to listen to others' opinions and that often individuals feel satisfied to work with this type of leaders. Iqbal et al. (2015) explained that in the democratic style, leaders' exchange experiences with employees, and the employees' thoughts and points of views are appreciated by the leaders. They stated that a democratic leader usually distributes the responsibilities, assigns tasks to members and discusses the results with the followers. This, in turn, would result in achieving the organization's goals and improves employees' performance and commitment to their duties. It is also useful when creative solutions to a problem are needed.

The democratic leadership assigns team members more responsibilities. In addition, team members are encouraged to express their feelings and share their opinions. They are more involved and committed to projects. Team members will be more likely to care about the results and achieve their goals perfectly. Moreover, creativity will be encouraged and rewarded. However, the main downside of this style is that it requires plenty of time. It needs time for planning, discussing, voting and decision-making process (Eken et al., 2014).

2.4.3 The Participation Leadership Styles

Majoni (2015) explained that leaders of the participation leadership style delegate the whole responsibility of making decisions to the followers. Followers here will have the freedom to make decisions without leaders' participation. Iqbal et al. (2015) specified that this leadership style gives employees a great chance to make decisions. It improves the productivity of the organizations as employees have the

authorization and the power to make decisions. In addition, this style can be used when having talented and responsible employees who have the inspiration to innovate.

2.4.4 The Instructional Leadership Styles

Marks and Printy (2003) argued the instructional leadership style is one of the most important styles used in school. They wrote that the instructional leadership re-appeared in the 1980s. Its history dates back to the 1900s when a principal was considered as the school's community representative and not their boss. In the 1980s, the school's principal was viewed as a leader of the instructional program in a school and the key source of the educational process. Marks and Printy (2003) further clarified that the school's principal was required to monitor the students' performance, manage the school's curriculum and take care of the whole educational process. At that time, instructional leadership style focused on the tasks that had a direct relationship with both teaching and learning. In other words, it included activities that the principal did to guarantee that students were achieving well and teachers were mastering their tasks. Also, the researchers explained that leading the instructions does not mean that the principal renounced his management duties (Marks and Printy, 2003). Still, he/she have to manage the school operations. In order to lead the instructional program, the leader or school principal should develop the school's vision and mission which should focus on developing teaching and learning.

Instructional leadership style is mainly used in education for observing students' performance, monitoring the instructional progress and ensuring the proficiency of the school teachers (Al Hosani, 2015; Kabetal et al., 2013). Hallinger (2005) added that the instructional leadership style focuses on three basic aspects. The first aspect is defining and evaluating the school's vision and mission. Managing and

evaluating the educational progress is the second aspect. The third is ensuring the most comfortable learning environment for students. These aspects define schools' goals as well as communicate and highlight the role of the leader. The leader is required to work with the subordinates to set up clear and accessible goals that are concentrated toward the school's progress. Moreover, these aspects focus on managing and assessing the educational progress to ensuring that students have the best learning environment.

Blase and Blase (2000) revealed that effective instructional leaders encourage instructors to collaborate among each other, as this collaboration is essential for teaching and learning and it enhances teachers' performance. They also encourage teachers to exchange field visits to classes either within the same school or to other schools. This gives teachers a chance to observe the teaching practices applied by different teachers. Consequently, the teachers' positive criticism skills, as well as the teachers' proficiency, creativity, and innovation, will be enhanced which enhances learning.

Leaders who use instructional leadership style help in achieving high-quality learning for their students, as the process of learning and teaching will be more effective (Al Hosani, 2015; Kabetal et al., 2013). This is because, as Al Hosani (2015) indicated, the instructional principals show high commitment toward improving students and school. This means that leaders should reach a high level of involvement with teachers and students in their academic lives. Kabetal et al. (2013) explained that this will increase the teachers' abilities to use reflection and innovative ideas as well as the latest teaching strategies to simplify their lessons and curriculum. They will then be able to deal effectively with the students' differentiation and they use more

active lesson plans. This will lead to teachers feeling more comfortable, self-confident and motivated. Blase and Blase (2000) discussed further the impact of instructional leaders on teachers and students. Teachers will replace their traditional teaching strategies with newer and more attractive approaches. They will also be more satisfied and motivated and consequently, they will be encouraged to give their best. On the other hand, they also discussed in the article that teachers who deal with a non-instructional leader will always suffer from being neglected, annoyed and frustrated. Consequently, the students' level of performance will decrease.

2.4.5 The Transformational Leadership Styles

This style is one of the most important styles used to inspire staff to change and improve after creating a new vision. There are four dimensions of transformational leadership style. The first dimension is the individual consideration. Leaders use this in order to give more attention to individuals, encouraging, guiding and monitoring them. The second dimension is the intellectual stimulation. Leaders encourage the followers to think out of the box, try new things, and update the known ideas and to be creative. The third is the inspirational motivation; the leaders here offer a suitable environment for staff to work as an effective team. Finally, the idealized influence dimension through which leaders act as a model so all the followers will follow them and act like them (Morley, 2018).

Zellman (2017) described the transformational leaders as people who communicate well with their followers, care about them, inspire them and motivate them by being good models. In addition, Barten (2017) wrote that transformational leaders encourage their followers to accomplish the organization's vision by creating suitable working atmosphere. One of the transformational leaders' challenges is to

know the followers' needs and to try to teach them the right skills in order to cover the organization's needs. Brown et al. (2012) added that the transformational leadership concentrates on leading by example; the leaders interact with team members and encourage them. This may create an emotional relationship between leaders and team members. Consequently, they will work effectively to achieve their goals. Moreover, Cherry (2017a) pointed to the importance of believing in followers' abilities that would encourage them to work more in achieving the organization's vision.

Consequently, as Zellman (2017) found, followers would feel comfortable and stay in the same organization for a long time. The organization may save money by not issuing so many training courses money for the new staff. Moreover, transformational leaders can inspire their followers and encourage them to accept organizational changes. Then, the followers' performance will be improved and, as Cherry (2017b) indicated, the teamwork will be positively affected.

However, Kokemuller (2017b) revealed some drawbacks of transformational leadership style. One of these drawbacks is that the team members may miss some details while concentrating on the big picture of the organization vision. Another drawback is that the leader cares too much about the followers' feelings, which leads to negligence in their job performance.

2.4.6 The Transactional Leadership Styles

Transactional leadership style occurs when the leader rewards or disciplines the followers depending on their performance. This style has two types, the first one is the contingent reward when both sides, followers, and leaders, make an agreement about the work to be done and the type of reward. The second is management-by-

exception which is used for giving feedback and correcting errors (Lampton-Holmes, 2014; Brown et al., 2012).

Spahr (2016) illustrated that if the organizations serve the creative and innovative goals, transactional leadership styles can't be used. Transactional leaders use systematic plans in order to guide their followers to achieve organizations' goals, which could also be applied to schools.

2.4.7 Others

Kokemuller (2017a) indicated that there are two more behaviors and styles for leaders. These are task-oriented and relationship-oriented leadership styles.

Kokemuller (2017a) mentioned that task-oriented leaders focus on achieving the goals of the organization before the deadlines, no matter who is doing what. Leaders create projects' plans and schedules and a tracking system to manage the work progress.

In addition, it is mentioned by Spahr (2015) that the leaders who use task-oriented style have the ability to build up effective plans which keep their followers on the right track and to break down the project into smaller parts in order to meet the requirements.

Leaders who use a task-oriented style must have a clear view of the organization's goals (Bell, 2017; Spahr, 2015). Furthermore, Bell (2017) mentioned that task-oriented leaders are similar to autocratic leaders since leaders are the only ones who take decisions. Therefore, leaders should be task-oriented, with the new team members who are unfamiliar with the work rules and regulations or when a quick decision that needs to be taken (Iqbal et al., 2015).

Spahr (2015) mentioned some advantages of a task-oriented leadership style, such as having specific and clear goals. This style also reduces creativity and innovation because employees are going to follow ready made plans. This could have far reaching impacts when used in a school context.

The other type is the relation-oriented leader. This leader communicates effectively with their teams and inspires employees to meet the organization's goals by helping them feel positive about their work. This leadership is sometimes referred to as emotional leadership (Gill, 2014).

Iqbal et al. (2015) specified that the relationship-oriented or the people-oriented style is suitable in most situations especially when an organization has an urgent need to find creative solutions for the problems they face and when there is an attempt to train new leaders.

Bell (2017) said that relationship-oriented style leader requires a high level of communication between leaders and the team members. Sandling (2014) showed that these leaders focus on how to improve their followers' skills, motivate them, and make their staff happy and how to have effective teamwork. They are good listeners and their followers always feel that they are supported by their leaders.

2.5 Principals Roles and Responsibilities

The principal, as one of the most important members of school teams, has to focus on school's development and perform many roles and responsibilities in order to support other stakeholders and meet the overall objectives of schools. Kokemuller (2017a) emphasized that staff management is one of the roles of the principal. Principals create a positive school culture by motivating teachers to do their work

professionally. This could be achieved, as Alkhawwar (2012) described, by spreading the spirit of honesty and trust among teachers in an atmosphere that is full of respect and cooperation. Moreover, the principal should avoid a personal relationship with teachers as this would make others feel uncomfortable. In addition, Kokemuller (2017a) added that in some schools in the USA, principals help in setting the main goal of teaching and learning. Meador (2017) further mentioned principals can assist teachers, inform teachers of what they are expected to do during the lesson and to evaluate them. Moreover, principals play a vital role in developing, implementing and evaluating programs. Another important role of the principals is to improve students' knowledge and skills at the school. This can be done by planned programs which have to be evaluated yearly to measure the improvement of the students.

Further to this, Meador (2017) pointed out that principals can also write the policies and procedures for the student handbook. These policies differ from one school to another. It is also their responsibility to ensure that all stakeholders know the policies.

Principals are also responsible for hiring new teachers. They need to know how to employ the right person in the right place by focusing more on candidates' criteria such as their knowledge and personality. Effective principals use a systematic way in order to hire suitable teachers.

Moreover, it is the principles' duty to improve the school's environment. They need to communicate with stakeholders in order to increase the degree of trust among them as their suggestions and ideas could be useful to improve the school's environment.

Furthermore, to these many skills and tasks, Meador (2017) wrote that principals nowadays have to be effective leaders in order to achieve schools' goals. With the school goals in sight, effective principals understand the needs of everyone in the school and cooperate with them to reach school aims.

These leaders are ideals for others. Teachers keep their eyes on their principals. They imitate them. Therefore, principals should act perfectly. This can be demonstrated by coming to school early, leaving on time, respecting and assisting others. Moreover, effective principals should have a clear vision, think about the future, never give up and continue learning to be professional in the field.

Competent principals force others to respect and listen to them even if they have different points of view. They have the ability to think in various ways in order to solve the schools' problems. Every day, schools have new challenges and the principals have to find perfect solutions to let them fit all Meador (2017).

There are many responsibilities internally within the school for a principal as well as outside the school environment as Kokemuller (2017a) added that principals are in charge of sharing the school's information and activities in front of others.

According to Abu Dhabi 2030 vision, Abu Dhabi Department of Education and Knowledge is seeking to hire principals who lead their schools to improve teaching and learning. Principals in ADEK are responsible for supervising, monitoring and evaluating teachers in their schools. Moreover, principals are required to support teachers and deal with their issues in order to develop teaching strategies (ADEK, 2006).

2.6 Challenges Faced by Principals

As has already been mentioned, principals aim to achieve the school's goals and develop relationships among the staff. However, Bagi (2016) illustrated that because of the new responsibilities and the heavy workload, principals who have no experiences will face some challenges. One of these challenges is making everyone happy. Moreover, building an effective teamwork and supporting team members will put the new principals under pressure. Principals have to understand the culture of the school community and new principals will suffer from having different staff, different minds, and different cultures. In addition to these challenges, being a public figure, principals are the real model for all teachers and students and they have to follow the rules. Nowadays, as Meador (2017) indicated, principals have a huge number of responsibilities. It will be difficult for them to handle all of these responsibilities alone. That is why effective principals authorize and assign some of their duties to trusted people (Kokemuller, 2017a).

2.7 Heads of Departments Roles and Responsibilities

Heads of departments or the middle leaders are the senior teachers or the middle managers who have important instructional roles for leading teachers' teams during the teaching and learning process. They should support teachers, encourage them and communicate with them. Heads of departments have to give instructions to their team members in order to guide them towards achieving schools' goals (Bennett et al., 2003).

According to Mpisane (2015), HoDs have many responsibilities. HoDs have to set up department meetings in order to discuss critical issues and guide their teams to achieve the school's vision. HoDs have to ensure that learning and teaching are

progressing effectively by discussing the problems and sharing different ideas with their team members. It is also the HoDs role to ensure that no learner is left behind. They need to supervise and monitor teachers to make sure they have done their jobs effectively by regularly attending their classes. HoDs should communicate with teachers to make yearly plans that help all teachers to know what they are expected to do. They use many ways to communicate with other teachers. Moreover, HoDs as instructional leaders have to assess their teachers and motivate them especially if they are new. They should have good relationships with their teachers and they must encourage their teamwork.

Mpisane (2015) specified that there are two types of meetings that can be held by HoDs. The first one wishes to discuss subjects' contents when meeting with their teachers such as teaching strategies. The second one is a departmental meeting in which HoDs discuss issues related to the goals, plans, curriculum issues, and assessments.

In order to do their jobs properly, Majoni (2015) emphasized that HoDs need to attend training courses. These courses would improve their ways of dealing with their teachers and orient them to the importance of involving teachers during staff meetings.

Au et al. (2003) found that the HoDs' vision has a strong influence on collaborative working and leadership support. Moreover, there are many factors that affect the teachers' perceptions of student performance such as HoDs' characteristics, HoDs leadership styles, and collaborative working with teachers.

Aunga and Masare (2017) added that effective HoDs can lead the school to achieve its goals perfectly. However, poor leadership styles of heads of departments will lead to low teachers' performances.

2.8 Challenges Faced by HoDs

A study conducted by Stephenson (2010) in New Zealand, examined the main challenges or issues faced the HoDs during their duties in New Zealand secondary schools. One of these challenges was education issues. Because of the regular changes in curriculums, HoDs become under pressure. This is because they need to conduct lots of meetings to discuss curriculum and develop plans. As a result, they will have no time to visit teachers. Second is the leadership issue. HoDs are not engaged in professional development training that helps in developing their leading skills. The third is the management issue. In addition to their work, HoDs have an administrative workload. They have insufficient time to do their job effectively. Jaca (2013) noted that one of the challenges faced by heads of departments is that they have no time to communicate with their teachers.

2.9 Teamwork in Schools

In successful schools, all stakeholders are working together in order to achieve the school's vision, mission, and goals (Ferguson, 2006). However, bringing teachers together does not ensure the improvement of teaching. Teamwork is useful when it is used to support the development of teaching (Nielsen, 2008). Moreover, Nielsen (2008) specified that teachers' teams can consist of only two members dealing with each other daily. However, some teams can be made up of up to twelve members who meet twice a year to share and discuss their experiences.

Teamwork in schools, as defined by Al Mansouri (2014), is when teachers, principals, and other stakeholders work together to increase schools' productivity. Ferguson (2006) described the group work as a collaborative work where a group of educators or teachers agree to share their ideas and experiences in teaching. In group work, everyone is responsible for his/her work after discussing the issues with their group members and each individual can get benefit from the ideas and the thoughts discussed and exchanged by the group members. This would help teachers in performing better. They will be able to deal with different kinds of students and give the best solutions to the problems faced by most of the teachers.

Al Mansouri (2014) also indicated that teams play an important role in ensuring that all students are learning. A team can be a powerful tool in education as they can accomplish complicated tasks and hard projects.

Al Mansouri (2014) also asserted that effective teamwork is not only related to teachers and students but also to leaders' efforts. Most teams are built by administrators. Thus, having teamwork is important for exchanging teachers' ideas and lessons, exploring different cultures, supporting students and new teachers and communicating with others effectively.

According to Al Mansouri (2014), three factors can affect teamwork. These factors are the communication factor, the work factor and the personal factor. Having effective communication skills will help in building strong teams. Furthermore, sharing a common language, listening, and trying to understand others would help team members to communicate better and avoid misunderstandings. Therefore, the learning process will be more effective.

2.10 Challenges Faced by Teamwork

There are many challenges faced by teachers who work collaboratively. One of these challenges is that teachers do not usually have time to collaborate and discuss with each other (Johnson, 2003; Ferguson, 2006). Dieker and Murawski (2003) added that teachers may not have sufficient time to prepare well the contents of their lesson or they lack the skills needed to master the content in their hands. Many cooperative teachers considered the lack of planning time as the number one dilemma in the cooperative learning process and this is due to the fact that even when the discussion time for those teachers is available, they sometimes lack the ability to use it productively. Johnson (2003) said that the issue of lack of time can be solved by rescheduling staff meetings and concentrating on working on a project and doing the important things during these meetings instead of giving information.

Many school principals implemented teamwork at their schools and depend on it to improve the productivity of the students and the academic level for the school as well. However, to work in a team, teachers need training and they need to attend professional development courses and workshops. Teachers should not think that if they prepare their lessons, set some rules, close their rooms and start explaining their lessons, their students will do better (Ferguson, 2006).

2.11 Importance of Teamwork

Teamwork is very crucial in running organizations such as schools, especially when it has been implemented correctly. It can greatly affect the development of the academic process. Sparks (2013) indicated that students will feel the difference and will get the highest benefit when teachers and administration work together as a team. He suggested that team members have to be cooperative, productive, supportive and

accountable. Such a team can help students in solving their problems and in providing them with the needed support. Moreover, Sparks (2013) noted that working as a team would benefit both the teaching staff and the administration in having more time to face their challenges.

Teams at schools differ according to the objectives of the team. This means that there could be academic staff teams, managerial teams, supervision teams, and student teams. Each team can represent a specific component of the school. It is the school principal's job to form the team and to assign suitable responsibilities for each member of a team. One important component of the school is the curriculum. Every curriculum has special objectives and goals that need to be met by both teachers and students. Managing the curriculum highly relies on the effective work of teachers and administration. These members are responsible for planning, evaluating, and managing changes and developments of the curriculum (Chantathai et al., 2015).

2.12 Criteria of Effective Teamwork

To have effective teamwork, there should be cooperation between group members. This will allow them to perform tasks and gives team members satisfying results. Members of the team should have a common goal that will be reached if they share knowledge, experiences, and ideas. Therefore, cooperation and a unified goal are two main criteria for having successful teamwork.

Tarricone and Luca (2002) explained that a successful and effective team must be characterized by several attributes. An example of these attributes which they gave, is the full commitment to team success in order to achieve team goals. Team members have full awareness that their dependence on each other increases their strength and

makes them achieve the goals that themselves alone cannot achieve. They need to recognize the importance of encouraging each other and learning from each other. Moreover, they stated that team members should have good social skills like being honest, truthful, open-minded, caring and helpful.

Team members should care and support each other and are required to communicate effectively, use constructive criticism, and give feedback to each other. They also need to care about the concerns and needs of each other. Furthermore, team members need to have a full understanding of their responsibilities and duties toward their team. The structure of the team plays a vital role in building an effective team. In addition, team members should be accountable for their involvement in the team, they need to be informed with the new ideas and decisions (Tarricone and Luca, 2002).

Tarricone and Luca (2002) suggested that generally, successful teams must always have a clear vision and goal from the beginning. The vision, mission, and goals must be clarified to all team members. They must be committed to the goals and objectives of the organization. They also said that everyone in the team must take an equal chance to speak about the problems at hand and suggest possible solutions. At the same time, other team members must listen, encourage and constructively criticize with the aim of helping them to overcome the problems they face (Tarricone and Luca, 2002).

However, it has been suggested that there are some attributes that can corrupt the teamwork at school and destroy its main goal. These attributes are the disregarding the results of an allocated work, having little or no responsibility toward the team and the organization, the absence of commitment to goals, having problems in dealing with clashes, and finally the lack of mutual trust between the team members (Sparks, 2013).

Sparks (2013) mentioned that the performance of any school depends mainly on the effectiveness of the teamwork implemented in it. Effective leadership and teachers' teams are very crucial for improving both the teaching and learning process. Successful teamwork supports the leadership, enhances learning and teaching, fosters relationships, improves the teachers' satisfaction, and greatly assists the new teaching staff who join the school by providing guidance and supervision.

2.13 How to Do Leadership Styles Influence Teamwork Performance

Teams can often achieve higher levels of performance because of a combination of its members. Moreover, team members can have different talents and abilities. But, does leadership style have any impact on the success or failure of teamwork? Bhatti et al. (2012) stated that effective leadership means the ability to smoothly direct your followers to achieve high performance, as the leadership style is directly connected to job satisfaction.

There are many characteristics that describe the behaviors of leaders who lead their team to be a high-performing team. One of these factors which is mentioned by Folkman (2016) is that the team leaders should increase the cooperation between team members. This requires a high level of maturity. Moreover, he stated that leaders should not make competitions to avoid conflicts among team members. Leaders have to set their goals to be achieved properly. Folkman (2016) also suggested that leaders should communicate and build a good relationship with their teams' members as this will increase members' trust and that team members have to be informed and updated with all the needed information in order to enhance their work satisfaction. Team leaders should also be trustworthy as the lack of trust slows down team performance.

Several studies have shown that leadership styles have a great influence on teamwork performance. According to Iqbal et al. (2015), different leadership styles have a great and substantial impact on the performance of each member in an organization. They found that leadership styles reflect the behaviors of the leader and that they also reflect how leaders act when facing a specific situation, as well as how leaders define their personal characteristics and their different points of view. Moreover, different leadership styles can be applied in accordance with existing situations.

Bhatti et al. (2012) compared two types of leadership styles, the democratic and the autocratic leadership style. They found that when leaders use a democratic leadership style, teachers will be able to share their experiences with their leaders. This would therefore trigger them to share better opinions. Consequently, teachers will be more creative and they can solve their schools' problems effectively. Surbhi (2017) added that the democratic leadership style requires a high degree of independence and may result in great job satisfaction.

However, Bhatti et al. (2012) indicated that when leaders use the autocratic leadership style, teachers will be excluded from sharing in the decision and the power will be centralized to the leader. Consequently, teachers would not like working under this control as they feel uncomfortable while sharing their ideas (Bhatti et al., 2012).

Although Goleman (2000) showed that using the democratic leadership style requires spending more time for meetings with teachers and it is sometimes considered as a waste of time since many decisions have to be taken immediately, Surbhi (2017) found that democratic leadership is a step ahead over autocratic leadership.

2.14 Previous Studies

Many studies have been conducted to understand the roles of principals and heads of departments in schools and the challenges faced by them while dealing with their team members. Consequently, many questions are being raised regarding the relationship between the leadership styles of principals and heads of departments and if these styles affect the process of teaching and learning.

Smith (2016) conducted a study to analyze the role that the leadership style of school administration has on overall school effectiveness, including school culture, student learning, and teacher satisfaction. The researcher gathered data through an in-depth analysis of scholarly articles and searched a variety of education-related databases to find relevant, peer-reviewed articles, journals, and books.

Smith (2016) theorized that in order to improve leadership roles in schools it is imperative for leaders to receive adequate professional development. This professional development will increase the leader's expertise and their understanding of various leadership roles. He said that the professional development could be offered singularly or with co-workers working collaboratively to learn and implement new skills. Gradually, as leaders feel supported and more confident about their newly acquired skills, they will be dedicated to consistently improving their proficiency. The results of this study showed that most leaders will show strengths or preferences for one leadership style. The personality of a leader could influence that leader's ability to adequately incorporate this exemplary. Therefore, it must be understood that every leader does not need to be proficient in every style. This study also showed that due to the basic, yet ever-evolving nature of school leadership, leaders must be aware of its impact on teacher gratification as well as student achievement. Smith (2016) stated

that instructors who are content and satisfied at work will be highly motivated and dedicated. This, of course, will have a favorable impact on student performance. He also noted that effective leaders, who follow the people first leadership style, are well aware of this and consequently are sincerely dedicated to the satisfaction and repletion of their staff members. Effective 'people first' leaders also know that this will ultimately result in a positive school climate (Smith, 2016).

One more study by Al Bloushi (2015) was about the head of faculties approaches and process of supervision in Al Ain cycle one schools. This study had had many purposes, one of which was to investigate the approaches of supervision for teachers adopted by heads of departments in Al Ain cycle one schools. It examined if the heads of departments utilize the directive, collaborative, or non-directive approaches of supervision. In addition, it investigated the ways in which the process of supervision in Al Ain cycle one schools can be improved. This study used a mixed method research design. Therefore, two instruments were used to collect data and answer the research questions: a questionnaire and semi-structured interviews. The target sample of the study was 278 teachers or 28% of the population at a confidence rate of 95%. The actual sample of teachers was 300 which was around 30% of the population. The researcher distributed the questionnaire to 24 schools out of the 45 schools. In each of these schools, 30 questionnaires were distributed for the teachers. Three questionnaires were also given to each school for the heads of departments. In order to conduct the interview, the researcher asked some teachers and heads of departments to volunteer. Two teachers and two heads of departments responded and were interviewed. One of the heads of departments had been interviewed by telephone, due to her health conditions. The participants were informed that their personal information will not be mentioned in the study. The results of this study illustrated

that the heads of departments use the directive-control approach throughout setting the classroom objectives. This is because they have to follow ADEK instructions. However, they use the non-directive supervision approach for making plans or preparing for new lessons. Teachers indicated that they have a collaborative relationship with their heads of departments which facilitates their duties and encourages them to have more trust and self-confidence when sharing their opinions. Moreover, during the interviews, some interviewers mentioned that heads of departments have to follow systematic professional development coaching in order to extend their performance and so far to achieve schools' goals.

In addition, a qualitative study was conducted regarding the effectiveness of teamwork in Al Ain schools, done by Al Mansouri (2014) under the title of " The Effectiveness of Teamwork of National and Expatriate KG Teachers in Al Ain Schools: A Qualitative Study". The study's main question was: "How effective are teams of expatriate and national KG teachers in Al Ain Schools?" The population in this study was all female national and expatriate teachers of government kindergarten schools in Al Ain city. Then the researcher identified five KG schools in Al Ain city and selected two participants from each school as the interview sample. The sample consisted of five national and five English licensed teachers. The interviews had been conducted inside the schools. Each interview lasted for about 15 to 20 minutes. This study revealed that the team has an essential role in ADEK schools. One aspect among the foremost vital factors that have a good influence on teams, is having a typical language among team members. Teachers can communicate simply if they perceive each other's languages. A language gap could lead to conflict and miscommunication between the educators. In addition to that, team members have to comprehend the cultures and backgrounds of alternative team members. This study showed that some

teachers faced challenges working with their colleagues and they found that it's a waste of time. However, others found that it is an effective way to increase students' performance.

Another study was conducted to investigate the extent to which professional development provided by the Abu Dhabi Education Council helped principals in Al Ain government schools to lead the new five components (leading strategically, leading teaching and learning, leading the organization, leading people, and leading the community) of change in their schools. This study was entitled "The Effectiveness of ADEC's Professional Development for Principals in Al Ain Government Schools" and it was conducted by AI-Ghafri (2014). The study was guided by three research questions and used the mixed research method. Data was collected through a questionnaire, individual interviews, and focus group interviews. The questionnaire was distributed to principals and teachers in 110 schools in Al Ain from all cycles (K-12). It was completed by 62 principals and 702 teachers. This study revealed that the professional development program provided by ADEC for Al Ain principals was generally effective. ADEC contracted with different companies to provide principals with professional training to be able to lead their schools effectively.

At the same time, ADEC provided these partners with specific standards and criteria for training school principals so they can meet their leadership practice. Some interviewees mentioned that some leadership skills already existed before taking the professional development sessions. On the other hand, it was noted that some new and useful skills were introduced and the training supports teachers to refresh and rearrange their skill and ideas. Moreover, the study found that the perceptions of the effectiveness of ADEC's professional development programs differed according to

position, gender, and experience. Teachers rated the effectiveness higher than principals. Male teachers also rated the programs as more effective than female teachers did. Finally, school principals and teachers agreed that the programs could be improved further by designing individual professional development plans for each school principal. The study concluded that involving school teachers and principals will increase the effectiveness of the PD program.

2.15 Conclusion

Due to the rapid changes in the education sector, schools need effective leaders. Leaders can be principals, vice principals, heads of departments and even teachers. Those should work together in teamwork in order to achieve schools' goals.

There are different type of leadership styles. Each one has its own characteristic. Effective leaders should have various skills to deal with teacher situations. In the autocratic leadership style, the leaders make their own decisions without the follower participation. In the democratic leadership style, teachers are involved in making a decision, however; the last decision will be taken by leaders. In the participation leadership style, the followers have a chance to make their own decisions. Effective leaders who use the instructional leadership style encourage teachers to cooperate with each other in order to improve their performance. In the transformational leadership style, there are four dimensions. These dimensions are individual consideration, intellectual stimulation, inspirational motivation, and idealized influence dimension. Moreover, transformational leaders are those who collaborate, support and motivate their teams to achieve the organization's' goals. On the other hand, in the transactional leadership style, the leaders guide their followers

using rewards or disciplines. Transactional leaders concentrate on the day-to-day process toward achieving the organization's goals.

Different leaders have different styles. There is no specific leadership style that will ensure the success of the organization. Moreover, leaders are advised to use a mixture of these styles and behaviors depending on the situations they face and the followers' experiences.

In addition, principals' roles and responsibilities are represented in this chapter. Some examples of these responsibilities are supporting teachers and creating positive school environments by motivating them to achieve the schools' goals.

HoDs also have many essential roles such as leading teachers' teams during the teaching and learning process.

Moreover, it is important to know that there are several criteria that influence teamwork efficiency. Being commitment to team goals, having a clear vision and mission are examples of these criteria.

Chapter 3: Methodology

3.1 Introduction

The main purpose of this research was to examine whether a relationship exists between the leadership styles of schools' principals and the leadership styles of Heads of Departments. In addition, it examined whether a correlation exists between leadership styles of HoDs and teamwork performance among teachers at Al Ain Private Schools. Finally, the study examined the challenges faced by teachers when they work in teams. This study provided a profile of school principals and heads of departments as leaders and the effective leadership styles which are used by them.

This chapter includes a description of the research methodology, population and sample, the instrument and its validity and reliability, procedures of data collection, and the statistical methods used to analyze the data.

This study attempted to answer the following questions:

1. What is the relationship between the principals' leadership style and the HoD's leadership style from the perspectives of teachers?

2. What is the relationship between the HoD's leadership styles and teamwork performance among teachers from the perspectives of teachers?

3. What are the challenges, if any, which teachers face when working as teams from the perspectives of teachers?

3.2 Research Design

In this study, the researcher used a quantitative method of research. The researcher described the perspectives of teachers regarding principals' and HoD's leadership styles and the challenges faced by teachers in order to work as teams.

3.3 Instrumentation

Teachers' responses were collected using one questionnaire with five sections. The first section was demographic questions, which included teachers' general information, such as teachers' gender, nationality, years of experience, education level, school level, and teacher's department. Teachers had to check the suitable box to answer the questions.

The second section contained questions about the behaviors practiced by the principals and heads of departments, to figure out whether there is a relationship among principals' leadership styles and HoDs' leadership styles. The third section contained the behaviors practiced by teachers in the department to discover if there is a relationship between HoDs' leadership styles and teamwork performance. The fourth section contained questions about working in teams. This section aimed to find out if teachers are active or non-active while working in a team and the fairness of work distribution. Moreover, it asked if teachers consider working in a team as wasting their time. It aimed to discover if teachers have enough knowledge of their tasks and if they have the opportunity to make a decision. Finally, the last question addressed illustrated if teachers care about the professional growth of their team or not. These three parts included 37 five-point Likert scale items. Items in this section were rated on a five-point Likert-type scale: 1 = almost never, 2 = seldom, 3 = sometimes, 4 = frequently, and 5 = almost always.

The last section of the questionnaire was an open-ended question. It provided the researcher an opportunity to ask teachers' views on the challenges they face while working in teams.

3.4 Validity

The researcher compiled the questionnaire in English. Then, the researcher translated it into Arabic and created an English-Arabic version (see Appendix A). Then, the questionnaire was shared with five faculty members from the College of Education, UAEU, to check its validity. The researcher tested the content validity of the instrument by the approval of the experts who gave their opinions, notes, comments, and suggestions about the questionnaire. The experts checked if the questionnaire is relevant to the purpose of the study and whether the research questions can be answered if the questionnaire is completed. They checked the language and the clarity of the items. After modifying the questionnaire and considering the experts' opinions, the researcher tested if the questionnaire is suitable for teachers by distributing it to four teachers (two Arab teachers and two English teachers).

3.5 Reliability

Upon obtaining the validity of the questionnaire using the two steps mentioned above, a pilot study was conducted on twenty teachers to test the reliability of the questionnaire of this study. The reliability was tested using Cronbach's alpha, which was calculated for each of the four sub-scales individually and for all survey items together.

The following table summarized the result of the four scales:

Table 1: Cronbach's Alpha for each part of the questionnaire

Questionnaire section	Number of items	Cronbach's Alpha
Principals leadership Styles	19	.935
Heads of Departments leadership Styles	19	.956
Teachers' practices and behaviors that indicate teamwork performance	9	.878
Challenges and Opportunities of teamwork	9	.848
All items	56	.947

As Table 1 shows, all coefficients for test results are above 0.7 for the subsections and the whole questionnaire, which indicates a high reliability.

3.6 Population and Sample

A Convenience technique was used by the researcher to get the sample. Fifteen schools from Al Ain private schools were selected which can be easily accessed. In each of these schools, 20 to 30 teachers were selected to respond to the questionnaire items. Those teachers were selected by the principals who distributed the questionnaires to teachers who do not have teaching duties at the time of data collection. The researcher was responsible for distributing the questionnaire to schools and collecting completed questionnaires.

The sample of this study was 355 male and female teachers at a confidence level of 95%. The sample included teachers from grade 1 to grade 12 in Al Ain Private Schools. Of this sample, the number of female teachers was 278 and the number of male teachers was 77 of all the different grades. The researcher chose Al Ain educational zone purposively because of the easy access to schools and the presence of colleagues who would help in distributing and collecting the questionnaire.

3.7 Study Procedures

The researcher obtained a consent letter from the College of Education at United Arab Emirates University to facilitate the task of the researcher at Al Ain private schools. Then, the researcher followed the procedures to get the approval from Department of Education and Knowledge to access the private schools. ADEK provided the researcher with an approval letter. This letter was important in contacting the targeted schools to facilitate the task of the researcher and help her to access participants in a proper way.

Upon obtaining the necessary approval process, the questionnaires were distributed among 500 male and female teachers in Al Ain private schools. The process of distributing the questionnaires to the intended respondents among the schools which were selected as a part of the research sample took one month.

3.8 Data Collection and Analysis

The researcher visited the schools to explain the purpose of the study to principals and teachers. The instrument was distributed to teachers who have adequate time to respond independently and in isolation from the study researcher. The researcher followed up several times with teachers to maintain high response rate. The

researcher collected the data. Data for the principals' and HoDs' questionnaires was inserted into and performed by using Statistical Package for the Social Sciences (SPSS) version 20.0 for windows.

The main statistics used to answer the research questions were descriptive frequencies (percentages, means, and standard deviations). This was used to describe the leadership styles of the principals and HoDs, the behaviors of teachers, and teamwork behaviors. For answering the question about the relationship between the leaders' styles (principals and HoDs), the Pearson r test was used. To answer the third question of the challenges teachers face in working in teams, the open-ended questions were tallied and the most recurrent challenges were reported.

3.9 Ethical Considerations

All participants had been informed of the purpose of the study. All participants were informed that they have the freedom to agree or refuse completing the questionnaire. Moreover, participants were informed that if they participate or not in the study, it will not affect their professional evaluation. Participants were informed that their responses will be kept confidential and no identifying information will appear in case the results are to be published.

Chapter 4: Results

4.1 Introduction

The purpose of this research was to examine whether a relationship exists between principals' leadership styles and HoDs' leadership styles from teachers' perspectives. Moreover, it explored whether a correlation exists between leadership styles of HoDs and teamwork performance among teachers at Al Ain Private Schools. Finally, the study identified the challenges faced by teachers who work in teams.

This chapter will represent the data collected from the questionnaire which was distributed during the study. To find answers for each question, different descriptive and correlational methods were used to analyze the data using SPSS Program as shown in chapter three.

4.2 Results of the First Question

In order to answer the first question, which was "What is the relationship between a principal's leadership style and HoD's leadership style, the researcher analyzed the first part of the questionnaire. The first part of the questionnaire included 19 statements (items 1 to 19 below) that targeted the practices of principals and heads of departments in three main leadership styles: instructional leadership, relational leadership, and transactional leadership.

In this part, the researcher divided these 19 statements into three main tables depending on their leadership styles. These tables show the percentage of teachers agreement of principals' and HODs' leadership behaviors, according to teachers' answers.

1. Instructional leadership style represented by items 1, 3, 5, 7, 9, 11, and 15.

2. Relationship leadership style represented by items 2, 8, 12, 14, 17, and 19.

3. Transactional leadership style represented by items 4, 6, 10, 13, 16, and 18.

Table 2: The percentage of teachers agreement of principals' and HoDs' instructional leadership style

Instructional Style	Principal					HoD				
Questions 1,3,5,7,9,11,15	A.N%	Sel%	ST%	O%	A.A%	A.N%	Sel%	ST%	O%	A.A
1-Discusses the school academic goals with teachers	4.5	5.1	18.3	34.9	37.2	3.9	5.6	13.8	36.9	39.7
3- Reviews student work when evaluating classroom instruction	5.1	7.0	18.0	32.4	37.5	2.3	5.9	15.2	33.0	43.7
5- Provides specific weaknesses and strengths in teachers' instructional practices in post-observation feedback	5.1	6.2	16.9	30.1	41.7	3.1	3.4	11.0	33.5	49.0
7- Conducts unscheduled informal observations in classrooms on a regular basis	3.7	11.0	21.7	33.5	30.1	3.1	7.3	20.0	37.7	31.8
9- Works with teachers to improve students achievement using assessment data analysis	6.2	9.0	17.7	31.8	35.2	4.8	5.1	14.4	34.4	41.4
11- Ensures that teachers' practices are consistent with the schools' goals.	3.4	4.5	15.8	36.3	40.0	3.9	3.7	10.7	38.0	43.7
15- Participates actively with teachers in the review of curricular materials	7.1	11.0	22.0	28.8	31.1	5.9	4.5	15.0	32.2	42.4

Key
A.N - Almost Never
Sel -Seldom
ST - Sometimes
O - Often
A.A - Almost Always

The teachers' responses in Table 2 indicate that both the principals and the HoDs use the instructional leadership style intensively. When their answers to the choices "often" and "almost always" are summated, the results would range to around 60%-83%. The highest degree of the HoDs' behaviors according to the teachers' agreement was on item number five (82.5% for HoDs) for the statement: "Provides specific weaknesses and strengths in teachers' instructional practices in post-observation feedback." While the highest degree of the principal according to the teachers' agreement was on item number eleven (76.3% for principal), for the statement "Ensures that teachers' practices are consistent with the schools' goals". The lowest degree after adding the percentages of often and almost always of the HoDs' behaviors according to teachers' agreement was on item number seven (69.5% for HoDs), for the statement "Conducts unscheduled informal observations in classrooms on a regular basis". While the lowest degree of the Principals' behaviors according to teachers' agreement was on item number seven (59.9% for the principals), for the statement "Participates actively with teachers in the review of curricular materials." From these two statements it is noticed that while principals and HoDs practice instructional leadership, they vary in their behaviors.

Table 3: The percentage of teachers agreement of principals' and HoDs' relationship leadership style

Relationship style	Principal					HoD				
Questions 2,8,12,14,17,19	A.N%	Sel%	ST%	O%	A.A%	A.N%	Sel%	ST%	O%	A.A%
2- Shows high level of informal and warm communication.	8.5	9.3	17.7	30.1	34.4	5.1	7.0	18.3	30.1	39.4
8- Makes teachers feel that they make a difference in the school.	7.3	6.2	17.5	33.2	35.8	4.8	5.1	13.2	38.9	38.0
12- Pays attention to the personal well-being of teachers.	5.4	8.7	15.8	35.8	34.4	4.8	4.5	15.2	35.5	40.0
14- Ensures that teachers are satisfied with the work they do.	8.5	10.2	22.0	31.6	27.7	5.6	9.9	17.2	34.1	33.2
17- Makes work enjoyable for teachers.	9.6	10.1	19.2	31.5	29.6	7.0	7.6	17.7	32.4	35.2
19-Supports teachers' social gathering and fun activities.	7.6	12.4	14.9	32.1	33.0	6.8	11.0	13.2	31.0	38.0

Key
A.N - Almost Never
Sel -Seldom
ST - Sometimes
O - Often
A.A - Almost Always

Table 3 illustrates teachers' points of view on principals' and HoDs' relationship leadership style. When teachers' answers to the choices "often" and "almost always" are summated, the results would range from around 59.3% to 77%.

The highest degree of teachers' agreement on HoDs' style was 76.9% on item number eight, "Makes teachers feel that they make a difference in the school". However, the teachers' agreement on principals' relationship style on the same item was 69%. The highest degree of teachers' agreement on Principals' style was 70.2% on item number twelve "Pays attention to the personal well-being of teachers".

The lowest degree of teachers' agreement, was on item number fourteen (67.3% for HoDs and 59.3% for the principals) for the statement: "Ensures that teachers are satisfied with the work they do".

This means that principals and HoDs have different reactions when using the relationship leadership style.

Table 4: The percentage of teachers agreement of principals' and HoDs' transactional leadership style

Transactional style	Principal					HoD				
Questions 4,6,10,13,16,18	A.N%	Sel%	ST%	O%	A.A%	A.N%	Sel%	S.T%	O%	A.A%
4- Monitors the schedule to ensure that tasks will be completed on time	3.4	6.8	15.5	33.0	41.4	2.8	3.4	11.8	34.6	47.3
6- Focuses on tasks more than people.	4.8	6.5	21.7	33.2	33.8	3.7	8.2	18.0	34.9	35.2
10- Gives teachers direct instructions on what to do to accomplish their tasks.	3.4	8.5	13.5	38.9	35.8	3.7	4.5	11.0	40.8	40.0
13- Reminds teachers of their responsibilities and penalties of not doing their jobs.	1.7	3.9	14.9	38.0	41.4	2.0	3.9	14.1	37.5	42.5
16- Sets clear objectives and strategies for teachers to help them achieve school goals.	3.7	8.7	18.9	33.5	35.2	3.9	5.1	18.9	29.9	42.3
18- Holds teachers accountable for the results of their tasks.	3.9	4.2	16.6	34.9	40.3	3.7	5.1	16.9	32.4	42.0

Key
A.N - Almost Never
Sel -Seldom
ST - Sometimes
O - Often
A.A - Almost Always

Table 4 shows the percentage of teacher agreement of principals' and HoDs' transactional leadership style. When their answers to the choices "often" and "almost always" are summated, the results would range from around 68.7% to 81.9%. The teachers' answers indicate that the principals and the HoDs are quite similar in four items of the transactional styles. However, in item number four, "Monitors the

schedule to ensure that tasks will be completed on time," the principal percentage was lower than the HoDs' percentage (principals was 74.4% while HoDs was 81.9%), Moreover, in item number ten "Gives teachers direct instructions on what to do to accomplish their tasks," the principals' percentage was lower than the HoDs' percentage (principals was 74.7% while HoDs was 80.8%).

The highest percentage of the HoDs' behaviors according to teachers' agreement was 81.9% on item number four for the statement: "Monitors the schedule to ensure that tasks will be completed on time". While the highest percentage for the principals was 79.4% on item number thirteen for the statement "Reminds teachers of their responsibilities and penalties of not doing their jobs."

The lowest percentage was 67% for the principals' behaviors according to teachers' agreement and this was on item number sixteen for the statement: "Sets clear objectives and strategies for teachers to help them achieve school goals". The lowest percentage was 70.1% for the HoDs' behaviors according to teachers' agreement and this was on item number sixteen for the statement: "Sets clear objectives and strategies for teachers to help them achieve school goals". Moreover, this means that while principals and HoDs practice instructional leadership, they are similar in most of the behaviors however there are some behavioral differences.

Table 5: The cumulative means and standard deviations of principals' and HoDs' behavior from the perspectives of school teachers

	HoD		Principal	
	Mean	Std. Deviation	Mean	Std. Deviation
Style 1: Instructional Style	4.0559	.85061	3.8710	.88560
Style 2: Relationship Style	3.8944	.94424	3.7227	1.00712
Style 3: Transactional Style	4.0653	.77643	3.9784	.75737
All Styles	4.0079	.80302	3.8580	.82205

The highest cumulative mean for both principals' and HoDs' leadership styles was the transactional leadership style (Principals mean = 3.97 and HoDs = 4.0653) (see Table 5).

The lowest cumulative mean for both principals and HoDs leadership styles was the relationship leadership style (Principals mean = 3.7227 and HoDs = 3.8944).

Table 6: The correlation between all the principals' and HoDs' styles

Correlations			HoDs Styles	Principals Styles
HoDs' and all leadership Styles	Pearson Correlation		1	.808**
	Sig. (2-tailed)			.000
	N		355	355
Principals and all leadership Styles	Pearson Correlation		.808**	1
	Sig. (2-tailed)		.000	
	N		355	355

** Correlation is significant at the 0.01 level (2-tailed).

As Table 6 shows, a Pearson product-moment correlation coefficient was computed to assess the relationship between the HoDs and all the styles and the principals and all the leadership styles. There is a strong positive correlation among principals' leadership styles and HoDs' leadership styles, r = 0.808.

4.3 Results of the Second Question

In order to answer the second question which was "What is the relationship between HoDs' leadership styles and teamwork performance among teachers from teachers' perspectives", the researcher analyzed part 2 of the questionnaire. Table 7 includes 9 statements (questions 1 to 9) that targets the practices and behaviors of teachers within a team in the same department.

Table 7: The percentage of teachers' opinions on teachers' practices and behavior of a team in the same department

Item	A.N%	Sel%	ST%	O%	A.A%
1. Seek opportunities to observe each other teaching.	3.4	2.5	9.6	36.6	47.9
2. Work with each other to improve student achievement using assessment data.	3.1	4.5	9.9	38.0	44.5
3. Discuss how to improve their teaching to meet the different needs of students	2.0	5.4	13.2	44.5	34.9
4. Pay attention to the concerns and needs of each other.	3.1	5.6	15.8	38.9	36.6
5. Criticize each other in a constructive way.	2.8	7.3	18.6	35.2	36.1
6. Express their opinions honestly and openly to each other.	2.8	3.7	13.2	36.9	43.4
7. Are serious about achieving goals on time as requested by the heads of department or team leader.	3.9	6.8	16.6	33.5	39.2
8. Are committed to the direct instructions given by the heads of departments or team leaders on what to do to accomplish their tasks	2.0	3.9	9.6	32.4	52.1
9. Know exactly what the team leader expects from them.	2.8	5.9	15.8	38.6	36.9

Key
A.N - Almost Never
Sel -Seldom
ST - Sometimes
O - Often
A.A - Almost Always

In Table 7 and after adding the percentages of the last three columns shows that most of teachers, 94.1% agreed with item number one which was "Seek

opportunities to observe each other teaching". Moreover, it is noticed that 92.4% of teachers agreed on the second item which was "Work with each other to improve student achievement using assessment data".

Although, as seen in table 7 and after adding the percentage of (almost never and seldom), only 6.5% of teachers express their opinions honestly and openly to each other, and that will decrease the efficiency of team, however, most of them 72.7% approved that it provides a framework which will increase the ability to achieve their goals on time as seen in question 7 in Table 7.

The previous table shows that 84.5% of teachers are committed to direct instructions which are given by the HoD in order to accomplish their task.

In addition to that, this study found the correlation between HoDs' leadership styles and teamwork performance. Tables 8, 9 and 10 show the result of this correlation.

Table 8: Correlation between HoDs' instructional leadership style and teamwork performance

		Instructional Leadership Style	Teamwork Performance
Instructional Leadership Style	Pearson Correlation	1	.657[**]
	Sig. (2-tailed)		.000
	N	355	355
Teamwork Performance	Pearson Correlation	.657[**]	1
	Sig. (2-tailed)	.000	
	N	355	355

** Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows that there is a positive moderate correlation among Instructional HoDs' leadership styles and teamwork performance as the value of r = 0.657.

From Table 8, it is noticed that the Instructional leadership style has the highest correlation among other three styles.

Table 9: Correlation between HoDs' relationship leadership style and teamwork performance

			Relationship Leadership Style	Teamwork Performance
Relationship Leadership Style		Pearson Correlation	1	.631[*]
		Sig. (2-tailed)		.000
		N	355	355
Teamwork Performance		Pearson Correlation	.631[**]	1
		Sig. (2-tailed)	.000	
		N	355	355

** Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows that there is a positive moderate correlation among the relationship leadership style in HODs' and teamwork performance as the value of r is 0.631. From Table 9 it is noticed that the relationship leadership style has the lowest correlation among other three styles.

Table 10: Correlation between HoDs' transactional leadership style and teamwork performance

			Transactional Leadership Style	Teamwork Performance
Transactional Leadership Style		Pearson Correlation	1	.635**
		Sig. (2-tailed)		.000
		N	355	355
Teamwork Performance		Pearson Correlation	.635**	1
		Sig. (2-tailed)	.000	
		N	355	355

** Correlation is significant at the 0.01 level (2-tailed).

Table 10 shows that there is a positive moderate correlation among relationship leadership styles of HODs' and teamwork performance as the value of r = 0.635.

From Table 10 it is noticed that the transactional leadership style comes in the middle between instructional and relationship correlation.

4.4 Results of the Third Question

In order to answer the third question that was "What are the challenges, if any, which teachers face when working as teams", the researcher analyzed part 3 of the questionnaire. The third part of the questionnaire includes 9 statements (questions 1 to 9). Table 11 shows teachers' opinions on their colleagues' performance while working within the same team.

Table 11: Challenges and opportunities of teamwork

Item	A.N%	Sel.%	ST%	O%	A.A%
1. I prefer working in a team.	3.7	8.2	19.7	43.4	25.1
2. The school supports and encourages teachers to work in teams.	3.7	7.6	15.2	42.3	31.3
3. Members in my team trust the professional judgement/opinion of each other	2.0	4.8	17.5	40.0	35.8
4. Members in my team do care about other members' professional growth.	2.5	5.6	16.9	44.5	30.4
5. All members in my team are involved in the decision making process.	4.2	7.9	23.9	38.0	25.9
6. Everyone in my team knows exactly what is required to do the tasks.	3.1	7.0	22.5	40.0	27.3
7. Work assignments are distributed fairly in my team.	3.1	3.9	12.1	41.7	39.2
8. The pace of achieving the tasks is faster when we work in a team	3.1	3.7	13.8	36.1	43.4
9. In my team, all members are equally active in completing their tasks	2.5	4.2	14.6	39.4	39.2

Key
A.N - Almost Never
Sel -Seldom
ST - Sometimes
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When their answers to the choices "often" and "almost always" are summated, the results would range from around 63.9% to 80.9%. The highest percentage was 80.9% for item number seven and its statement was "Work assignments are distributed fairly in my team", however, the remaining of the teachers, which are around 19.1% still face a problem of unfair distribution of the work while dealing with a team. The lowest percentage was 63.9% for item number five "All members in my team are involved in the decision making process".

From Table 11, it is noticed that more than 68% of teachers prefer teamwork environment, while 31.6% do not. In addition, 73.6% of the same group of teachers mentioned that the school has an important role in supporting and encouraging them in order to collaborate with each other.

4.5 Result of Open-Ended Question

To answer this question the "frequency" of each challenge of the open-ended question in the questionnaire was calculated. Table 12 shows that the item of "Teachers rely on other team members to complete their work" was the most important challenge that faces them while working with a team in their school (Frequency = 24). "Some team members have maintained to their ideas and do not accept others opinions " was the second challenge that faces teachers while working with teams (Frequency = 14). The third challenge was "Working within a team can cause chaos and it can be a waste of time" (Frequency = 13). "Unfair task distribution among team members so some members performance will not be recognized" was also considered as a challenge that faces teachers in private schools when they worked with teams (Frequency = 12).

Table 12: Frequency of the challenges faced by teachers while working with teams as mentioned by teachers

Challenges	Frequency
Teachers rely on other team members to complete their work	24
Some team members have maintained to their ideas and do not accept others opinions	14
Working within a team can cause chaos and it can be a waste of time	13
Unfair task distribution among team members so member performance will not be recognized.	12

Chapter 5: Discussion and Recommendations

The purpose of this study was to examine whether there is a direct correlation between principals' leadership styles and HoDs' leadership styles from teachers' perspectives. Moreover, this research examined whether a correlation exists between leadership styles of HoDs and teachers' teamwork performance in various Al Ain Private Schools. Finally, the study examined the challenges faced by teachers who work in teams.

This chapter discusses the results of the study according to the answers of the three inquiries. In addition, the researcher provides some recommendations based on the research and practice based on the study results.

Before discussing the most significant results of the research questions, the reader should know that this discussion is based on the ideas and perspectives of the researcher. The researcher is a teacher who is closely involved in the educational field and is acutely aware of the most recent directions and procedures promoted by ADEK and the Ministry of Education to improve the practices of Principals, HoDs and team members.

5.1 Discussion of the First Question

The first question to be discussed: What is the relationship between principals' leadership styles and HoDs' leadership styles from teachers' perspectives? This study revealed that in general, there is a strong correlation between principals' and HoDs' leadership styles.

First of all, the percentage of teachers' who agreed that there is a strong connection between the instructional leadership styles of principals and HoDs was

primarily high. Sixty to eighty two point five percent of teachers believe that most HoDs' leadership style, closely reflected that of the principal. This is a relatively high percentage. These findings might come as a result of the ADEK guidelines provided for principals and HoDs. These guidelines were set in place to ensure that all private school principals and HoDs meet the instructional leadership practices requirements, such as managing curriculum training, evaluating teachers and monitoring lesson plan sessions. In addition, Jaca (2013) maintained that in the instructional leadership style, the effective leaders have to report and document the activities in their department.

Moreover, Al Hosani (2015) and Kabetal et al. (2013) mentioned that the instructional leadership style is used for monitoring the instructional progress and proficiency of the school teachers. In addition to the first finding, it was noticed that in some statements which relate to reviewing the curricula and giving feedback, the percentage of teachers who agreed that the HoD's instructional leadership style is higher than the principals' leadership style percentage, This is because this style is committed to learning, teaching and helping students to learn more effectively. These aspects of student and teacher performance are clearly the most important roles of HoDs.

Table 2 shows that the percentage of teachers agreement concerning principals' and HoDs' relational leadership style ranged from 59.3% to 77%. The results indicate that this is a lower percentage compared to instructional and transactional leadership styles. In addition to this fact, these findings show that there are differences between the percentages of principals and the HoDs when they use relational leadership style. This is because each administrator plays a very specific role within the school's infrastructure. The principal directs more of his attention and relational leadership

responsibilities towards middle management and other stakeholders, such as parents and school board members. Conversely, the private school HoD is dedicated to other stakeholders and has various responsibilities that are more teacher related.

For example, looking to the statements which were related to supporting and encouraging teachers, it is noticed that HoDs care about their teachers more than the principals do. This is because supporting and encouraging teachers to achieve their goals professionally is one of the main roles of the HoD (Jaca, 2013). Moreover, Travis (2007) illustrated that effective leaders should have coaching skills which means that the leader must be aware of members' ideas and respond to them effectively in order to achieve the goals. Therefore more teachers would have closer, more positive relationships with their HoDs. Principals may have positive interactions with teachers, however, their time spent actually helping teachers reach their professional goals is limited.

One of the thought-provoking findings and perhaps not very surprising is the statement "Ensures that teachers are satisfied with the work they do" which got the least percentage (67.3% for HoDs and 59.3% for the principals). Teachers who work with principals will be satisfied if leaders share information about school with them, and involve them more in school decisions (Hui et al., 2013). According to ADEK professional standards, one of the leaders' main roles is to involve teachers, inspire them and support them by building good relationships and sharing information with them. However, it seems that principals' and HoDs' first priority is to complete their work before the deadlines. Unfortunately, administrators were seen as making other aspects of administrative details a priority, rather than caring about their teachers' satisfaction.

In addition, from the teachers' responses in Table 3, it is noted that the principals' transactional leadership styles have a great influence on the transactional leadership styles of the HoDs in the same schools. Table 3 indicates that the principals and the HoDs are quite similar in four items of their transactional styles. However, there were differences in two other items. The percentage of teachers' perspectives of HoDs' transactional leadership style statement, which was about ensuring that the tasks will be completed on time, was higher than the percentage of that of the principals' transactional leadership style on the same statement. According to the criteria listed in ADEK professional standards, the effective principals should establish timelines and targets for staff in order to meet the schools' goals. However, HoDs had higher percentage than principals because they are the direct supervisors of their teams.

This result may stem from the importance placed on deadlines and teacher completion of various duties and assignments of projects. Lewin et al. (1939) mentioned that any project can go off-track if the team members have no experience to complete the project on time. In addition to that, one of the transactional leadership style factors is to manage the team by giving them feedback and correcting their errors. These factors could be the reason that principals are perceived to have a difference in transactional leadership styles. One more difference was about giving direct instructions to teachers in order to accomplish their tasks. In this statement, the HoDs' percentage was higher than principals' percentage (principals 74.7%, HoDs 80.8%). This is because the HoDs are the direct supervisors of the teachers. In addition, as mentioned by Jaca (2013) that one of the main responsibilities of the HoDs is to provide teachers with the required resources and knowledge they need to support them and improve their teaching. This could also be the reason that some teachers have a closer connection with the HoDs and therefore their relational leadership style is

perceived to be higher. HoDs are evaluated more carefully on their ability to affect a change in teacher performance. This would indeed cause HoDs to be more involved with teachers on this point.

While principals and HoDs practice transactional leadership, they are almost similar in most of the behaviors and they vary in few of them. Upon finding the cumulative mean of the three styles (Relationship, Instructional, and Transactional leadership styles), it is noticed that both principals and HoDs have highest cumulative mean for the transactional leadership style (principals= 3.9784, HoDs = 4.0653). This can tell us that the principals and HoDs mostly use the same transactional leadership style.

From Table 4, it is illustrated that there is a strong relationship between principals' and HoDs' styles. Both of them mostly use a similar Transactional Leadership Style. Transactional Leadership Style rewards the follower according to their performance (Lampton-Holms, 2014).

To conclude, the correlation table indicates noticeable evidence that there is a clear similarity between principals' and HoDs' leadership styles (correlation > 80%). The most commonly used style according to this analysis is the transactional leadership style which has its own benefits, but is not enough for carrying out the educational project in the schools. This can lead to a smooth running of the schools, but also minimizes autonomy and critical viewpoints. But again, as HoDs are part of the SLT teams, some sort of synergy with their principals is expected.

5.2 Discussion of the Second Question

Question two was "What is the relationship between HoDs' leadership styles and teamwork performance among teachers from the teachers' perspectives?".

Since teamwork performance is something hard to be measured or defined, it cannot be considered as an indicator. However, this study dealt with teamwork performance as teamwork behavior within the school and it measured the correlation among the three different leadership styles and teamwork performance.

This study showed that there is a positive moderate correlation among HoDs' leadership styles and their followers in general. The highest correlation was the correlation between teamwork performance and instructional leadership style. This is because in the instructional leadership style, the HoDs support their teams with clear goals, sufficient resources and organized curriculum. Moreover, HoDs monitor the lesson plans and evaluate the teachers regularly during formal and informal visits.

It is important to HoDs to know their team weaknesses and strengths in order to provide them with sufficient resources and constructive feedback. In instructional leadership styles, HoDs motivate their subordinates and inspire them to achieve their schools' goals as well as teachers' individual professional goals. All of these factors can help the HoDs build trust and establish an atmosphere conducive to improving relationships, teamwork, and overall performance of the team members. This would also lead to higher rate of participation and would encourage their work efficiency.

Adding to that, the instructional HoDs are good communicators, which will empower teachers and motivate them to do more. Principals may also be good communicators, however in this study it was noticeable that HoDs communicated

more clearly and more often with teachers, than principals. Teachers thereby felt that HoDs were more approachable and relatable. This is an especially important criteria for building relationships with teachers and improving their quality of instruction. This is could be very helpful moving forward, when considering how school administrators can improve their schools and comply with ADEK and Ministry guidelines and school inspections.

5.3 Discussion of the Third Question

The third question was "What are the challenges, if any, teachers face when working as teams?".

This study found that 68.4% of teachers prefer a teamwork environment, while 31.6% do not. In addition, 73.6% of the same group of teachers mentioned that the school has an important role in supporting and encouraging them in order to collaborate with each other. Teachers feel that administration should facilitate the groups more closely. The presence and guidance of administration throughout the process of teacher collaboration, makes the team, as well as the individual, feel more accountable. This allows teachers who are doing the majority of the work to feel less guilty if they require more effort from their team members.

High percentages of teachers like to work collaboratively in order to increase students' performance and achieve school goals using data assessment. Ferguson (2006) mentioned that working with a team in the educational field can facilitate dealing with different kinds of students and solve their problems. Most teachers in the study agreed with this statement and were quite verbal about their experiences.

As illustrated in this study, 84.5% of teachers followed the direct and detailed HoD instructions to complete their tasks and this might be because of ADEK's policies, where teachers should follow the HoDs instructions. If HoDs provide their teachers with clear objectives and plans, they can go easily through these organized and detailed plans to achieve school goals.

It is mentioned by Al Hosani (2015) and Kabetal et al. (2013) that effective leaders encourage their team to collaborate with each other and to exchange their experiences by visiting each other's classes. By exchanging their experiences, teachers will be more motivated, more comfortable and more self-confident. In fact, team members will have better opportunities for professional development.

The results of this research showed that 73.6% of teachers are getting support and encouragement from their leaders and 63.9% are involved in the decision making process. Leaders who involve others in decision making are considered as effective leaders. Teachers in the study expressed that they had more of a stakeholder's position when they were involved in the process of making decisions, creating, mapping out, and revising goals for their teams and schools.

This result indicates that a very high percentage from the team members actually trust and value others' opinions and genuinely care about other members' professional growth. Teachers can have good social relationships with each other. This will increase their job satisfaction and their performance. Teachers who feel connected to their colleagues and HoDs were less likely to be absent and more likely to model the same type of cohesiveness in their classrooms. Teachers felt more accountable for implementing effective instruction, utilizing best practices, and enhancing their own professional development.

5.4 Discussion of the Open-Ended Question

Teamwork in school has a positive impact on teachers' and students' performance. However, the open-ended data in this study found that teachers face many challenges while dealing with team members. As stated previously, most teachers benefit from working in groups. As with any educational or professional strategy there are challenges. And the teachers in this study were expressive about these challenges.

These challenges, as discussed by the teachers, included several different aspects. Most were about the amount of work completed by individual team members. Some teachers rely on other team members to complete their work. This is not helpful to any of the teachers involved, as no one is learning or sharing ideas or strategies. Obviously, to have an effective team, the roles and responsibilities associated with the tasks should be identified from the beginning. Teachers would like for HoDs to ensure that all members involved carry out those assigned duties.

Teachers mentioned that some team members are not flexible and are unwilling to edit and revise some of their ideas and opinions. They can be unwavering and refuse to accept others' opinions. If team members do not come up with an agreement about the decision and/or how to resolve the conflicts of the team, they will not be able to achieve their team goals. This can lead to more serious issues that cause, both the individual and the team, stress and quite possibly reprimands or warnings from administration in severe cases.

Some teachers expressed that working within a team can cause chaos and it can quite frankly waste valuable planning time. In fact, team leaders should identify the task priorities and encourage team members to move toward the intended outcome.

Moreover, teachers mentioned that they suffer from unfair task distribution among team members and therefore member performance will not be recognized. All members of the team will receive the same recognition although all members of them did not complete the same number of tasks. Using well defined collaborative processes is the best way to achieve full success as a team. Team members should acquire the skills necessary to work together effectively.

5.5 Recommendations

Although most of the teachers' responses are classified as often and almost always on the Likert scale and, thus, recorded high percentages, some responses with lower percentages should be taken into consideration. Here are some recommendations based on those responses:

5.5.1 Recommendation for Further Research

Further researches should be conducted using in-depth qualitative methods in order to have more information from teachers via interviews, about their principals' and head of departments' leadership styles. Moreover, this study can be replicated with the focus on more stakeholders' opinions on the principals' and head of departments' leadership styles. In the future the researchers should focus on the differences of teachers' genders and years of experiences. These two independent variables may affect the results. Finally, the research should include more schools from all around the UAE. School's range shouldn't be limited to Al Ain private schools.

5.5.2 Recommendation for Practices

First of all, ADEK should develop policies in order to regulate the relationship between the leaders (principals and heads of departments) and their subordinates.

Second, balanced leadership professional development plans should be designed for both principals and heads of departments, to focus on the leadership styles that have great influence on teachers' performance.

Third, arrange professional development sessions in order to overcome the obstacles facing by leaders such as lack of time and communication skills.

Finally, it is important to take into consideration teachers' points of view when developing professional development for principals and head of departments since they are directly influenced by their leadership styles.

5.6 Conclusion

To conclude, this study examined the relationship between principals' leadership styles and HoDs' leadership styles. Principals' leadership styles have great influence on HoDs' leadership styles. The cause for this is the impact of ADEK guidelines for private school leadership.

Moreover, this study findings indicated that there is a strong positive relationship between HoDs' instructional leadership style and teamwork performance in a school. Team members are usually regarded as the most effective machinery through which the schools' goals and objectives can be easily achieved.

In addition, it is important to say that what works for one person may not work for another and leaders should use different leadership styles depending on the situation and on their personality.

Teachers sometimes face some challenges while working within a team. Leaders should consider these challenges while planning and structuring teams, to

avoid unnecessary conflicts, lack of success, and poor achievement. When a school has effective leaders, everyone will have specific responsibilities. The appointing and implementing roles and responsibilities will improve overall school performance.

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Appendix A: Principals' and Heads of Departments' Questionnaire

Questionnaire's Cover Letter

Principals' Styles Questionnaire

Dear Participants,

My name is Eman Hani Azzam, I am currently enrolled in Educational Leadership program at the United Arab Emirates University, Al Ain, and I am in the process of writing my thesis.

You are cordially invited to participate in a research study entitled "The Effectiveness of Leaderships' Styles on Teamwork Productivity in Al-Ain Private Schools". The purpose of the research is to find to what extent principals' leadership styles affect heads of department leadership styles, and how heads of department affect teachers and teamwork performance. Moreover, it will identify the challenges if any, faced by teamwork members.

The researcher appreciates your accurate responses to the survey. Your participation in this research project is completely voluntary. You may decline altogether, or refuse to answer any question you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your individual answers to this interview questions.

If you have any questions about this project, feel free to contact the researcher

Thank you

The researcher Eman Hani Azzam

E-mail: 201570091@uaeu.ac.ae

Contact number: 050-3363212

Leadership Style's Questionnaire

This questionnaire is designed to provide a profile of leadership styles. It consists of 37 statements that describe leader's job practices and behaviors and the teamwork productivity. You are asked to consider each question in terms of your observations of the leaders' styles and teamwork behavior over the past school year. Read each one carefully, then, use the following scale, decide the extent to which it actually applies to your leader and team. For best results, answer as truthfully as possible.

Please use the following marking scale:

1= Almost Never

2= Seldom

3= Sometimes

4= Frequently

5= Almost Always

Try to answer the questions fairly quickly, without rushing your response.

Direction: choose the correct answer:

Demographic Questions

Gender	☐ Male		☐ Female		
Nationality	☐ UAE	☐ Arab Expatriate ----------------------	☐ Foreigner Expatriate -------------------------		
Years of Experience	☐ 1-5 years	☐ 6-10 years	☐ Above 10 years		
Education Level	☐ Secondary school	☐ Diploma	☐ Bachelor	☐ Master	☐ PhD	☐ Others ------------
School Type	☐ Government		☐ Private		
School Level	☐ First Cycle Primary School	☐ Second Cycle Preparatory School	☐ Third Cycle Secondary School	☐ More than one level ……………… …………	
To which department are you belong	-- ---				

Directions: Choose the behavior practiced by your principal and Head of Department from the five choices:

Head of Department					Statements	Principal				
1	2	3	4	5	1. Discusses the school academic goals with teachers	1	2	3	4	5
1	2	3	4	5	2. Shows high level of informal and warm communication.	1	2	3	4	5
1	2	3	4	5	3. Reviews student work products when evaluating classroom instruction	1	2	3	4	5
1	2	3	4	5	4. Monitors the schedule to ensure a task or project will be completed in time.	1	2	3	4	5
1	2	3	4	5	5. Identifies specific weaknesses and strengths in teacher instructional practices in post-observation feedback	1	2	3	4	5
1	2	3	4	5	6. Focuses on the task more than the people.	1	2	3	4	5
1	2	3	4	5	7. Conducts informal unscheduled observations in classrooms on a regular basis	1	2	3	4	5
1	2	3	4	5	8. Makes teachers feel that they make a difference in the school.	1	2	3	4	5
1	2	3	4	5	9. Works with teachers to improve student achievement using assessment data	1	2	3	4	5
1	2	3	4	5	10. Gives teachers direct instructions on what to do to accomplish their tasks.	1	2	3	4	5
1	2	3	4	5	11. Ensures that the classroom practices of teachers are consistent with the goals of the school	1	2	3	4	5
1	2	3	4	5	12. Shows concern for the personal well-being of teachers.	1	2	3	4	5
1	2	3	4	5	13. Reminds teachers of their responsibilities and penalties of not doing their jobs.	1	2	3	4	5
1	2	3	4	5	14. Cares for teachers' satisfaction about what they work on.	1	2	3	4	5
1	2	3	4	5	15. Participates actively with teachers in the review of curricular materials	1	2	3	4	5
1	2	3	4	5	16. Identifies clear objectives and strategies for teachers to achieve school goals.	1	2	3	4	5
1	2	3	4	5	17. Makes work fun for others.	1	2	3	4	5
1	2	3	4	5	18. Holds teachers accountable for the results of their tasks.	1	2	3	4	5
1	2	3	4	5	19. Supports social gatherings and fun activities for teachers.	1	2	3	4	5

Directions: Choose the behavior practiced by teachers in your department from the five choices:

Teachers at my department:					
1. Seek opportunities to observe each other teaching.	1	2	3	4	5
2. Work with each other to improve student achievement using assessment data.	1	2	3	4	5
3. Discuss how to improve their teaching to meet the different needs of students.	1	2	3	4	5
4. Care about the concerns and needs of each other.	1	2	3	4	5
5. Communicate effectively and criticize each other in a constructive way.	1	2	3	4	5
6. Express their opinions honestly and openly to each other.	1	2	3	4	5
7. Are serious about achieving goals on time as requested by the HOD or team leader.	1	2	3	4	5
8. Have full commitment to the direct instructions given by HOD or team leader on what to do to accomplish their tasks.	1	2	3	4	5
9. Have clear and specific goals and know exactly what the team leader expects from them.	1	2	3	4	5

Directions: Dealing with others while working in a team can be challenging for some teachers and enjoyable for others. **Choose the best answer from the five choices to describe teamwork at the school:**

	1	2	3	4	5
1. I prefer working in a team.	1	2	3	4	5
2. The school supports and encourages teacher to work in teams.	1	2	3	4	5
3. Members in my team trust the professional judgment/opinion of each other.	1	2	3	4	5
4. Members in my team care about other members' professional growth.	1	2	3	4	5
5. All members in my team are involved in the decision making process.	1	2	3	4	5
6. Everyone in my team knows exactly what is required to do the tasks.	1	2	3	4	5
7. Work assignments are distributed fairly in my team.	1	2	3	4	5
8. The pace of achieving the tasks is faster when we work in a team.	1	2	3	4	5
9. In my team, all members are equally active in completing their tasks.	1	2	3	4	5

Could you share some positive and negative points about working with a team?

-Thank You

Appendix B: ADEK Approval Letter

دائـرة الـتـعـلـيـم والـمـعـرفـة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Date: 11th March 2018	التاريخ: 11 مارس 2018
Ref:	الرقم:
To: Private Schools Principals,	السادة/ مديري المدارس الخاصة
Subject: Letter of Permission	**الموضوع:** تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education and Knowledge would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لدائرة التعليم والمعرفة أن يتوجـه لكم بخـالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ EMAN HANY ABDELRAHMAN MOHAMED AZZAM, to complete her research on:	ونود إعلامكم بموافقة دائرة التعليم والمعرفة على موضوع الدراسة التي ستجريها الباحثة/ **إيمان هاني عبد الرحمن محمد عزام**، بعنوان:
The Effectiveness of Leaderships' Styles on Teamwork Productivity in Al-Ain Private Schools	**The Effectiveness of Leaderships' Styles on Teamwork Productivity in Al-Ain Private Schools**
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمـة الباحثـة ومسـاعدتها على إجراء الدراسة المشار إليها.
For further information: please contact **Mr Helmy Seada** on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سعدة على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،
	أ.د. مسعود عبد الله بدري مدير وحدة البحوث والتخطيط وقياس الأداء