



**Investigating the effectiveness of leadership styles on
Instructional Leadership and teacher outcomes**

A thesis submitted for the degree of Doctor of Philosophy

By

Sabah Khalifa Hejres

Dedication

To my Mom, Maraim Abdoulla you have truly supported me through this journey. Mother supports by pray and mercy different from any support, without you, none of his would have been possible. This experience has taught me that people can achieve their goals not by money or intelligent, but by diligence, work hard and determination, and this is what I taught from you and this is the systematic in raising, my son and my daughter. To my Dad, Khalifa Hejres words cannot express my gratitude toward you; I wish you were proud of me, that I deserve to be your daughter. To my son Mahmood and my daughter Eman thank you for your love and hope, as long as I always see it in your eyes. I hope my experience this to be a good example for the development of each one of you towards the path of education and knowledge. To my family and friends thank you for your support and encouragement.

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Abstract:

There are different criteria that affect active leadership styles that enhance the role of a principal as an Instructional Leadership. However, many principals lack such criteria where a strong principal considered as an Instructional Leadership. To become Instructional Leaders, principals must transform their practices from managerial to instructional. They need to exercise their leadership by exhibiting the leadership styles in their role and character, or their role will merely perform administrative duties that are akin to an administrative position. Furthermore, a school principal as a leader should play an important role in enhancing teachers' satisfaction.

This study investigated the moderating effect of four leadership styles Directive, Supportive, Participative, and Achievement-oriented (D, S, P, A) on Instructional Leadership and teachers' outcomes (job satisfaction, job expectancies and acceptance of leader). The study used mixed methods, qualitative survey and quantitative focus group to develop a model based upon empirical data. The findings are based on a survey of 536 participants including teachers, principals and senior chiefs at various levels of primary, elementary and secondary schools across the Kingdom of Bahrain. The statistical and thematic analysis of the data shows that there is a direct and positive relationship between Instructional Leaderships and teacher's outcomes when moderated by the four leadership styles.

The contribution of this study is the empirically tested relationships between Path Goal Theory and Instructional Leadership which shows that there are statistically significant relationships between D, S, P, A and the relationship between Instructional Leadership and the teacher's job satisfaction, job expectancy and acceptance of leader.

Focus group finding shows that Leadership styles D, S, P, A transforms Instructional Leadership into a form that enhances the leadership role in Kingdom of Bahrain that Transactional Leadership influences Job expectancy, whilst Referent Power influences acceptance of leaders.

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Chapter1: Introduction to the Research Area

1.1 Background

The concept of leadership is broad, extensive and associated with various styles and theories such as Transactional and Transformational Leadership (Vecchio et al. 2008), Learning-centered Leadership (Southworth, 2009), Emotional Intelligence (Goldring et al. 2015) and many more. Theoretically, the topic still has prospects for further comparisons and correlations about various types of leadership (Ricard et al. 2017). The researcher aims to find and form stronger relationships and comparisons between specific leadership theories related to educational leadership in the Kingdom of Bahrain.

Instructional Leadership is a type of leadership that has been thought traditionally as one of the means to communicate high expectations for teachers and students, supervising teaching and learning methods, monitoring assessment and student progress, coordinating the school's curriculum, promoting a climate for learning, and creating a supportive work environment (Marks & Printy, 2003; Murphy, 1990). According to Acheson and Smith (1986) Instructional Leadership is leadership that relates to the process of instruction where teachers, students and curriculum interact. Leadership is what "increases the school's capacity for improving teachers' instructional capacity" (Heck & Hallinger, 2014, p. 658). According to Goddard et al. (2015), principals' Instructional Leadership may support, to a degree, teachers working together to improve instruction, and together leadership and teachers' collaboration may contribute to school effectiveness by strengthening collective efficacy. However, the lack of specific factors in the context of the Instructional Leadership concept causes a misunderstanding of leadership. (Duke, 1982, Rowan, Bossert, & Dwyer, 1983; Hallinger & Murphy, 1985; Murphy, 1988; Purkey & Smith, 1983).

Principals as Instructional Leaders often fall into the trap of management practices, which hinders them from their true potentials as Instructional Leaders. According to Barnes et al, (2010), "Principals have to transform their practices from managerial to instructional emphasis" (p.273). Principals need to exercise their leadership by attributing the leadership styles in their role and character, or their role will merely deliver an administrative persona that can fit into an administrative area. This dilemma could be solved if a principal function

as Instructional Leader and develops from the administrative level to a leadership level. The first chapter portrays the historical beginnings of the Instructional Leadership concept (IL), including its inception. It addresses the importance of principals' roles as Instructional Leader as confirmed by other educational leaders in raising levels of teachers performance and student achievement.

Leadership based on building relationships with followers is confirmed in some theories, and in particular; the Path Goal Leadership Theory where the researcher seeks to examine the effectiveness of this theory on the role of school principals as Instructional Leaders and its impact on the relationship with teacher's outcomes.

The high demand to increase school results requires principals to be instructional oriented. Many scholars debate the work of principals as Instructional Leaders. According to Waters & McNulty (2005), the most popular theme adopted for the last 20 years in the educational leadership field is Instructional Leadership. Since the early reform movement in the 1980s, the Instructional Leadership has been the level or goal that principals expected to achieve (Marks & Printy, 2003). Recently, the concept changed and therefore, it is important that a model of Instructional Leadership includes behaviours that may have been previously mistaken for leadership behaviours when they are managerial behaviours, as well as those that traditionally been classified under the Instructional Leadership (Howard, 2016). Such as creating structures, developing a shared mission and vision, coordinating curriculum, building culture, and fostering an environment of continual staff development (Heck & Hallinger, 2014).

There are various terminologies used to describe different models of leadership such as 'leadership for learning', 'learning centred leadership', 'student-centred leadership' and 'leadership of learning' (Dempster, 2012; Hallinger, 2010; Robertson & Timperley, 2011). These models subsume features of leadership including, Instructional Leadership (Hallinger, 2010b).

There has been much discussion on the relative effectiveness of Instructional Leadership. According to Louis, Leithwood, Dahlstrom & Anderson (2010), twenty-first-century principals are considered Instructional Leaders. The concept of Instructional Leadership is

connected with the move to improving teachers' performance and students' achievement. Therefore, school principals play a major role as Instructional Leaders in improving teachers' performance. For example, in America, the National Policy Board for Educational Administration (NPBEA, 2015) developed a set of standards for school leaders. One of these sets is the leader in promoting an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student and form them into an effective education.

The principal plays a major role in teachers' performance. Mead (2011) argues that policymakers and educators recognise the importance of principals in creating effective schools and improving student achievement. Likewise, Smylie (2010) argues that principals alone account for 25 percent of a schools total impact on student learning, while both teachers and principals' quality accounts for nearly 60 percent of the school's impact. Marks & Printy (2003) argue that Instructional Leadership is about the dynamic collaboration between principals and teachers on assessment and curricular and instructional matters to further improve teaching and learning.

Questions about how and when principals engage with teachers to address specific teaching practices are under-researched. The concept of Instructional Leadership connected with improving students' achievements based on effective relationships between teachers and principals (Louis, Leithwood, Wahlstrom, & Anderson, 2010). This research focuses on dynamic collaborations between principals and teachers to highlight the role of the principal as an Instructional Leader. There is an improvement in the effectiveness of teachers and the principal's collaboration, and both are responsible and accountable for taking decisions that influence the school's result.

Some theories relate dynamic collaboration between leaders and followers in presenting positive results. For example, Fiedler (1967) postulates a dynamic relationship between leaders, followers and situations. The Path-Goal Leadership Theory, by House (1974), postulates a leader's behaviour influences the satisfaction, motivation and performance of subordinates (House, 1974).

According to House and Mitchell (1974), the leading features of Path Goal Leadership Theory consist of four leadership characteristics: Directive, Supportive, Participative and Achievement-oriented D,S,P,A. The researcher argues that when principals adopt Path-Goal Leadership Theory and its four leadership styles D,S,P,A, they can behave as Instructional Leaders, develop their expertise in the field, and further improve teachers' motivation and perception of work goals, eventually resulting in the teacher's performance improvement. Sebastian and Allensworth (2012) categorised three overlapping trends of scrutiny on Instructional Leadership, namely, leadership practices, leadership styles, and leadership processes.

Some studies trigger this researcher to choose Path-Goal Leadership Theory to investigate whether there is a positive or negative relationship of leadership styles D,S,P,A at that may enhance the role of principal as Instructional Leader. According to McEwan (2002), Instructional Leaders need to be knowledgeable about learning and leadership theories within the educational sector. Richard et al. (2012) think that Path-Goal Theory is the most sophisticated and comprehensive contingency theory. Ezzat et al. (2017) emphasise that Path- Goal Leadership through the functions of a creative leader is to stimulate creativity among subordinates and guide them by appropriately specifying target goals. Path Goal Theory underpins Transactional Leadership, Conventional Leadership, Authentic Leadership (Bempah et al. 2011), as well as Instructional Leadership (Awan, 2003).

1.2 Problem Statement

The problem highlights the inability of a principal to become an Instructional Leadership because most of their working hours are spent on management rather than leadership. Hallinger & Murphy (1985) assert that principals do not allocate a significant part of their time to managing instructional activities of their schools. Only one-tenth of a principal's time is spent providing Instructional Leadership, and in most schools, principals are not Instructional Leaders or avoid being one; they are either in administrative work or in dealing with student behavioural issues (Strong, 2008). It argued principals spent most of their time on administrative roles and disciplining learners. It further argued Instructional Leadership as that oversees the teaching and curriculum and supervises teachers is not a prominent role of many principals (Hoadley et al. 2009).

Many schools lack a strong Instructional Leadership principal and principals do not see Instructional Leadership as the best tool to increase the pedagogical quality (Fullan 1991; Cotton 2003; Mead 2011, Erik & Vladimir 2013). In addition, the responsibilities of Instructional Leadership tasks received lower importance and performance than administrative tasks. According to Stein (2016), “If we are truly serious about equipping our students to compete globally, then we need to locate and train institutional leaders rather than managers (Stein, 2016, p.29). Markow et al. (2013) conducted a study between 1984 and 2012 with 1000 American teachers; the study has highlighted a decline in teachers’ satisfaction by 23% since 2008. Over the following years, it has dropped from 62% to 39% in the “very satisfied” category, and dropping another 5% in the last year of the study.

There is, therefore, a growing recognition among scholars and practitioners in the education sector calling on principals of school to become Instructional Leaderships. Arguably, one of the most effective roles of a principal is to delegate some of their responsibilities to teachers (Lindberg, 2013; Markow et al. 2013; Steiner & Kowal, 2007). It further argued that principals of schools scarcely directly interact with teachers when regarding instructional practice (Louis, Leithwood, Wahlstrom, & Anderson 2010). In addition, the efficiency of teachers depends on the principal's quality (Townsend, 2002). This issue leads to investigate the principals’ behaviour as Instructional Leader, whether they motivate teachers and influence their performance.

Most literature on Instructional Leadership based on data drawn from a predominantly Anglo-American context that does not consider the context and cultural differences that may influence the efficacy of an Instructional Leadership in other societies. This gap triggered the researcher to investigate how and what affects school’s leader in a different national and cultural system.

Therefore, this thesis examines the effectiveness of Instructional Leadership in the Kingdom of Bahrain especially after the findings of the Kingdom’s National Authority of

Qualifications & Quality Assurance (QAAET) Annual Report 2014, which claims a lack of quality and qualification in many educational institutes. More than half of the schools have an evaluation of «satisfactory» or «inappropriate» in school's leadership. The reason for that assessment is a lack of effective school leadership processes in self-evaluation, and strategic planning based on high goals and standards to meet the challenges faced by teachers.

According to the annual report 2015-2016, the total number of public schools reviewed during the third session (70) schools, got (11) schools rated: "Excellent", and 11 schools rated: "good" and (29) School rated "Satisfactory" and "19" as "inappropriate." The QAA confirmed that school leadership continued to play an important role in further improving school performance. The results of the annual report for 2016-2017 were not available for this study.

1.3 Aims and Objectives

To create an effective relationship with the functional role of the school principal directed toward the teacher's productive collaboration relationship. The purpose of this study is to examine the effectiveness of the principal as an Instructional Leader on teachers' outcomes (job satisfaction, job expectancies and acceptance of leader) when related to leadership styles (directive, supportive, participative, Achievement-oriented).

The following are the objectives of this study:

- 1-To find a theoretical relation of Instructional Leadership from the literature that regards leadership theories and identify relevant criteria influencing Instructional Leadership.
- 2-To provide a model to describe and measure the hypotheses relationship of leadership styles (directive, supportive, participative, Achievement-oriented) that affect the relationship between Instructional Leadership and teacher outcomes.
- 3-To emphasise the existence of specific leadership styles and form stronger relationships and comparisons between theories and leadership styles that influence the Instructional Leadership.

1.4 Research Methodology

The research methodology chosen for this study is a combination of quantitative and qualitative approaches, to test the model's hypotheses by examining the effectiveness of the leadership styles directive, supportive, participative and Achievement-oriented D,S,P,A that impact on the Instructional Leadership and teachers' outcomes. Quantitative data collected by a survey and an interview with a focus group to form the basis of the qualitative data. Quantitative research methods developed within the natural sciences to study natural phenomena and emphasise the use of measurements to describe objects and relationships under study (Saunders et al. 2009; Bryman & Bell, 2007). The questionnaire for this thesis was using a Likert scale, ranging from (1) strongly disagree to (5) strongly agree. A pilot study was carried out using the questionnaires to ensure there was no ambiguity in the questions and the respondents could understand them. All valid responses were coded and analysed using the Statistical Package for the Social Sciences (SPSS) and a significance level of $p < 0.05$ was adopted for the study. Descriptive analysis was performed using SPSS and Analysis of Variance (Chi –Square), Z-test and Simple regression.

A focus group was conducted with the eight senior chiefs of the Kingdom of Bahrain. The purpose of the focus group was to tap into the understanding, insights and expertise of senior chiefs enrich the quantitative information about principals as Instructional Leaders. The eight senior chiefs are the only members listed in the Ministry of Education (MoE) and they all contributed to the study without any exceptions. They are appointed, for their professionalism and experience, by the office of the Undersecretary of Public and Technical Education in the MoE.

The researcher used thematic analysis method for identifying, analysing, and reporting data collected from the focus group. This method is seen as a 'social space' where participants frame their experiences based on how the discussion evolves and how participants interact (Van Teijlingen, Pitchforth & Lehoux et al. 2006). In this study, focus group data are used as a complement to the survey method (Wolff, 1993).

1.5 Research Structure

This study is organised across seven chapters. Chapter 1 outlines the background of the thesis and describes the problem, the aims and the objectives. It highlights the research methodology and identifies the structure of the thesis. Chapter 2 reviews the literature on Instructional Leadership, and the effect of the Path Goal Theory leadership. It also addresses the research gap found in the literature and concludes with the research questions. Chapter 3 develops the theoretical framework and sets out the research relationships that shape the hypotheses. Chapter 4 discusses the methodological approach adopted for addressing the research questions. The chapter expounds on the data collection instruments and analysis tools. Chapter 5 presents the findings and results obtained from the quantitative data and qualitative sources. It also discusses the transcript and thematic analysis within the data collected by focus group. Chapter 6 discusses the research findings in detail and compares them with findings in the literature examined in chapter 2 in the light of the problem identified in Chapter 1. The conceptual framework for Instructional Leadership is refined based on the findings and results from the survey and focus group data. Chapter 7 concludes the thesis by summarising the contributions to knowledge and practice. It provides recommendations and implications and sets out the limitations of the study and directions for the future studies. The thesis structure illustrated in Figure 1.

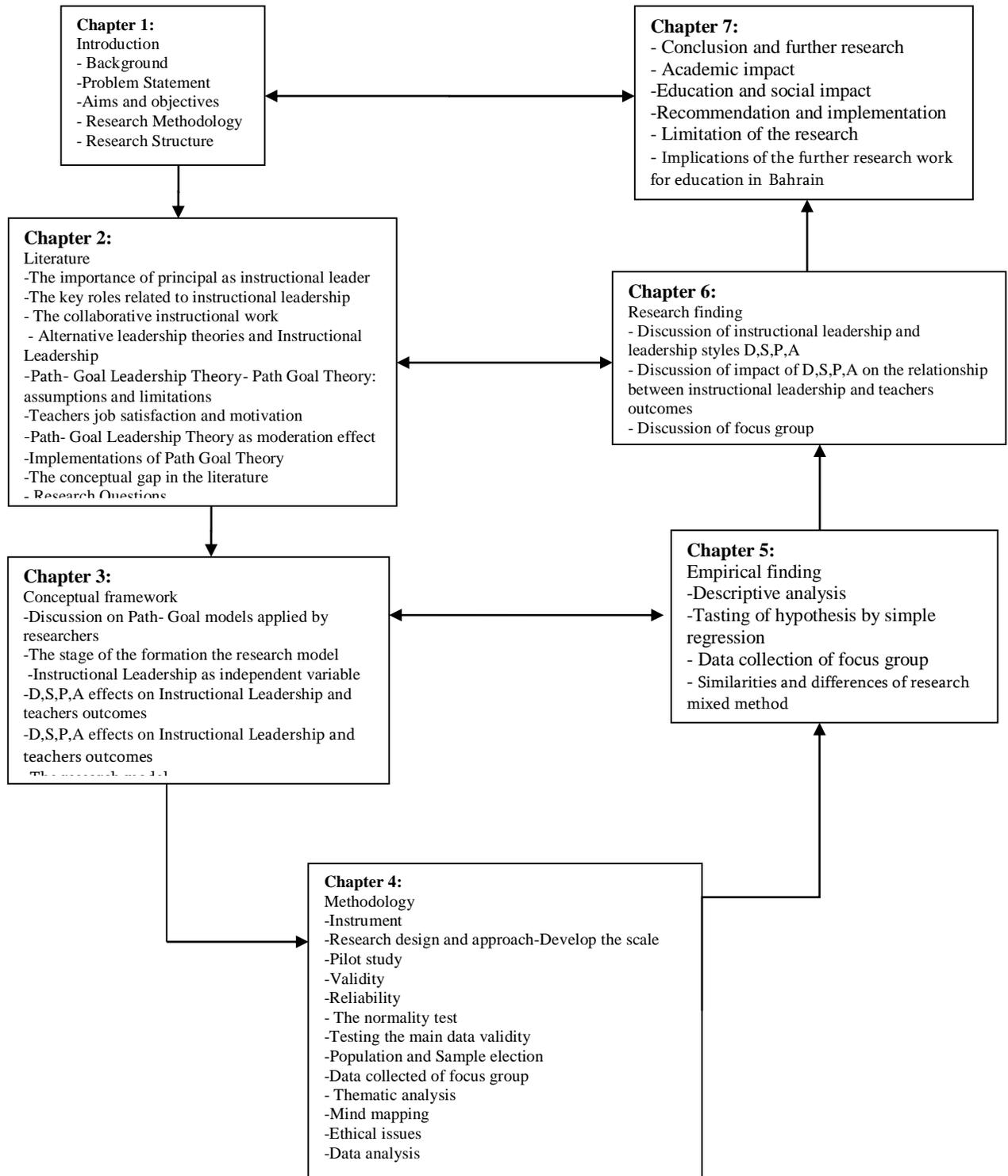


Figure1.1: Research Structure by the author

1.6 Summary

There is a need for more studies on Instructional Leadership based on the call that principals as Instructional Leaderships need to free themselves from management practices because they need to engage and embrace their leadership roles; otherwise, they will remain in administrative areas. This research contributes to the existing literature by developing stronger relationships and comparisons between Instructional Leadership and leadership styles. There is a dynamic, collaborative relationship between principals as Instructional Leaderships and teachers. The objective is to examine whether principals as Instructional Leaderships have more effect on teacher's outcomes. This study aims to investigate the impact of leadership styles (directive, supportive, participative, and Achievement-oriented) on principals. The research methodology chosen for the present study is the quantitative and qualitative approach.

The next chapter will review the literature on Instructional Leadership, and highlight the most prominent theories that relate to Instructional Leadership, The Path Goal Leadership Theory addresses the research gap found in the literature, concluding with research questions.

Chapter 2: Literature Review

2.1 Introduction

Scholars have long argued that principals should be Instructional Leaderships. This chapter reviews, literary studies on practices and theories. It examines the importance of Instructional Leadership, the definitions and the relative comparison between the four leadership styles D,S,P,A of the Path Goal Leadership Theory and Instructional Leadership approach that covers factors influencing elements of leadership styles, and the teacher's outcomes; job satisfaction and motivation. This chapter concludes by assumptions and puts forward major questions verified empirically.

2.2 The importance of the principal as Instructional Leadership

Schools have experienced an increase in responsibilities in a result-oriented era. Research on Instructional Leadership has experienced a marked growth over the last three decades. Education systems throughout the world require principals to assume central responsibility for Instructional Leadership (Hallinger & Lee, 2013; Hallinger & Wang, 2015; Robinson, Lloyd, & Rowe, 2008). Stronge et al. (2008) suggest, "Nothing in the principal's role is more important for ensuring successful school outcomes than effective Instructional Leadership" (p.13). Furthermore, Buyukozturk et al, (2010); OECD, (2009); Pont et.al, (2008); Louse et al. (2010) suggest that school principals are Instructional Leaderships to meet the demands of the 21st century, principals play a more dynamic role in overseeing instructional active leadership ties. According to Leithwood et al. (2004); Robinson, Lloyd, & Rowe (2008), the principal's Instructional Leadership is a critical factor in the success of a school's improvement.

Instructional Leadership skills are essential and are reflected in the standards applied in the Education Leadership Program in U.S such as the National Policy Board for Educational Administration ([NPBEA], 2002). However, Hattie, 2009 and Lashway, 2002 argued that effective schools with principals as Instructional Leaderships who focuses more on curriculum, quality of teaching and learning and less on managerial tasks, have made Instructional Leadership the dominant paradigm for school leaders.

Elmore (2002) argues that the emergence of standard-based accountability and demands that principals take responsibility for student performance has heightened the need for Instructional Leadership in schools. School reforms and recent United States federal policies have reshaped the role of the principal as an Instructional Leadership in special education and enhanced the principal's accountability for ensuring the quality of teaching. Such policies include Individuals with the Disabilities Education Improvement Act (IDEA, 2004) and the No Child Left Behind act (NCLB, 2001).

Principals with effective leadership play an instructional role in a classroom, resulting in an impact on students' achievement. According to Leithwood et al. (2004), leadership is second to classroom teaching about school related factors that contribute to the students' learning journey. The following examples redefine the role of school principals, their knowledge and their impact on teaching as the key to students' achievement.

2.3 The key roles related to Instructional Leadership

Training and development programmes for principals highlight the role of principals as "Instructional Leaderships" because of the increasing demands that school leaders held accountable for student achievement and teachers' performance (Hallinger, 2005). Although the assumption the primary role of the principal is that of Instructional Leadership, yet, the concepts and practices vary from one another. The iterative content analysis and associated comparative matrices brought one underlying prevailing set of ideas around the notion that Instructional Leadership is the primary role of a principal (Rigby, 2014 p.8). Since the 1980s, there has been a significant change in the responsibilities of the principal as an Instructional Leadership; the literature around Instructional Leadership shows a continuing quest for definitions (Hallinger, 2008). Instructional Leadership definitions in different contexts (Rigby, 2014). Table 2.1 shows the key roles since the 80s.

Table 2.1 illustrates school principal as Instructional Leader roles. These roles identified from the literature review. The roles describe the principal behaviour through promoting growth in student learning, motivating staff members focusing on the behaviours of teachers, develop a supportive working environment, shared vision with teachers, evaluate

instruction, mentor teachers, evaluating teaching and the curriculum, connect with innovation and technology, providing professional development.

By author	Key roles of Instructional Leadership
Flath (1989)	Instructional Leadership is an action that a principal takes or delegates to teachers. For example, promote growth in student learning.
Pajak (1989)	Direct assistance to the teacher, group development, staff development, curriculum development, action research, and motivating staff members.
Leithwood & Duke (1998)	Focusing on the behaviours of teachers as they engage in activities that directly affect students' growth.
Murphy (1990)	Instructional Leaderships develop a supportive working environment, shows how an Instructional Leadership establishes organisational structures and procedures that support the teaching and learning process.
Blasé & Blasé (2000)	The principal Instructional Leadership role of promoting professional dialogue among teachers.
Bateman & Bateman (2001) Blasé & Kirby (1992)	Communicating the school's educational mission, managing curriculum and instruction, supporting and supervising teaching, monitoring student progress, and promoting a learning environment.
Blasé & Blasé (2000)	Suggesting, giving feedbacks, modelling effective instruction, giving teachers praise for effective teaching. Soliciting opinions, supporting collaboration, and providing professional development opportunities for teachers.
National Association of Elementary School Principals (2001)	Making student and adult education the priority, setting high expectations for performance, gearing content and instruction to standards, creating a culture of continuous learning for adults and using multiple sources of data to assess learning.
National Association of Elementary School Principals (2001)	Meet teachers regularly to discuss their work, cooperate to solve the problem, reflect on their jobs, and take responsibility for what students learn.
King (2002)	Involve technology in teaching, and learning processes carries more sophisticated views of professional development, emphasises the use of data to make decision

Table 2.1: The key roles of Instructional Leadership by author

Lambert (2002).	Constructing a shared vision with teachers, gather opportunities for professional discourse and conversations among teachers, evoke and support teacher learning, models and participates in collaborative processes, helps to pose questions, and promotes dialogue.
Gupton (2003)	Direct and indirect leadership behaviours that significantly affect teacher instruction and as a result students' learning.
Marks & Printy (2003)	Instructional Leadership is about dynamic collaboration between the principal and teachers when about curricular instructional and help in matters that would further teach and learning.
Nelson & Sassi (2005)	The principal as an Instructional Leadership can evaluate instruction, mentor teachers, and improve instructions to improve student achievement.
Robinson (2010)	Setting goals and expectations, participating in teacher learning, strategic resourcing, planning, coordinating and evaluating teaching and the curriculum.
Fullan (2010) Lunenburg (2003); Marzano & Waters (2010)	Principals as Instructional Leaderships focus on learning, encouraging collaboration, using data to improve learning and providing support.
Gupton (2010)	Instructional Leadership is also about the connection with innovation and school improvement.
Hattie (2012)	Principals have high expectations for teachers and students and a major focus on creating disruption free climate for learning and creating a system of clear teaching objectives.

Based on the table above, several roles in Instructional Leadership require involving principals in different areas. Figure 2.1 show's principals are engaged in several spheres, and the emphasis is on teaching and learning to increase student achievement and teachers' performance. This research focuses on the principal as an Instructional Leadership that impact teachers' performance considering that Instructional Leadership is about a collaborative relationship between principal and teachers.

Recently, the role of an Instructional Leadership has been linked to technology and innovation. (Gupton, 2010; King, 2002). Innovation defines creativity (Amabile, 1983) and one of the main roles of a creative leader is to stimulate creativity among subordinates, guide them by properly specifying the target goal. The target goal considered a major factor

in almost all leadership theories; the element “goal” appears clear as a core component of the Path-Goal Theory Ezzat et al. (2017).

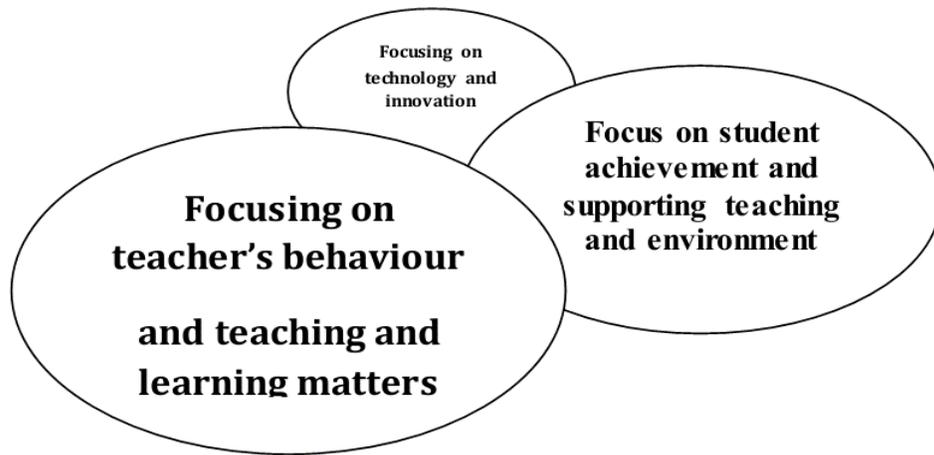


Figure 2.1: The engagement of principal's role in several areas by the author

It is not enough for principals to know the strengths and weaknesses of their teachers, but also to recognise their teachers' desires to acknowledge and appreciated for a job well done. Teachers considered a rich resource of information and up to date effective instructional practitioners.

2.4 The collaborative instructional work

The quality of principals is seen as a crucial factor for their success, while the quality of teachers is assumed to determine the educational quality of our future generations (Chelladurai, 2012). The positive impact of a principal as an Instructional Leadership is not only for students' achievement but also on teachers' performance. Situmorang (2014) argue that an Instructional Leadership has a positive direct effect on teachers. Calik et al. (2012) stated that Instructional Leadership and leadership activities help focus on teaching and learning, such activities include giving teachers feedback on performance.

Furthermore, the Wallace Foundation (2010) commissioned a study, which found that “district policies and practices focused on instruction are sufficiently powerful that teachers can feel them as an animating force behind strong, focused leadership by principals” (p. 203). The report suggests that a better strategy would be to develop the capacity for

Instructional Leadership through developing instructional teams, lending further support for a collective, collaborative approach to improving professional practices (Louis et al. 2010).

Hallinger (2005) argues that an Instructional Leadership principal focuses on curriculum, teaching and learning, work directly and provide feedback to teachers on classroom performance using various means. Principals also work to define the school's mission, manage the instructional programme, and promote a positive school learning environment. Marks & Printy (2003) affirm that Instructional Leadership is about the dynamic collaboration between principals and teachers on instructional, curricular and assessment matters to improve the quality of teaching and learning. Scholars agree that Instructional Leadership involves principals working intensively and continuously with teachers to examine evidence of the quality of their teaching and to use that evidence to improve their teaching methods. (Leithwood et al. 2004; Marsh et al. 2005; Waters, Marzano, & McNulty, 2003). According to Townsend (2002), higher or lower levels of teachers' quality depend on the quality of the principal.

A study by Blasé & Blasé (1998) shows that principals, who did not engage in monitoring and provide feedback on teaching, had an adverse effect on teachers and classroom performance. Therefore, the connection between Instructional Leadership and classroom instructions affects the outcome, including high job expectations of teachers and an instruction-based school climate (Supovitz, Sirinides, & May 2010). In addition, Rose (2007) explores that sharing, Instructional Leadership responsibilities with teachers suggests an improvement in student's achievement, despite pedagogical asymmetries. Likewise, Daft (2001) avers that sharing responsibilities with principals requires focusing on activating relationships between principals and teachers to promote the role of principals as Instructional Leaderships.

2.5 Dimensions of Instructional Leadership

According to Northouse (2016), “leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p.6). Situational theories argue that leadership effectiveness is relying on a leader’s ability to influence followers in various work environments. However, not all situational leadership methods assume that leaders’ behaviour can change, and that all leaders can be effective in all situations. According to Fiedler, (1976) & (PSUWC, 2017), Contingency Theory believes that leaders have dominant behavioural tendencies, and certain situations where they can be more effective than others do, but this theory has received criticism over the years. The major complaints are that it lacks flexibility, and it fails to explain what organisation should do if there was a mismatch between the leader and the situation (Northouse, 2007). Li (2017) recommends organisation should train the managers who are unable to adapt to other leadership behaviours/styles with a more flexible situational theory, namely, the Path-Goal Theory. The aim to define contingency theory, explain its shortcomings with an example, describes Path-Goal Theory and why this theory is more flexible than contingency theory.

Leadership is influencing the relations between leaders and followers who tend to undergo real changes that reflect their common purposes (Daft, 2001). Fiedler (1967) confirms the theory that leadership based on three dimensions and that leadership is a complex phenomenon involving leaders, followers and situations (Figure 2.2).

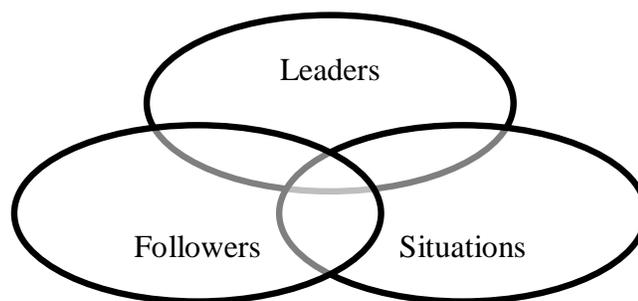


Figure 2.2: The three dimensions of leadership by Fiedler’s leadership theory (1967)

The dynamic context of this study shown in translating the relationship between Fiedler’s (1967) model. First, the leaders. According to Fiedler, the underlying basis for classifying a leadership situation is the degree to which it provides leaders with control and influence

(Fiedler, 1976). MacFarlane (2009) argues leaders have much control and influence in the situation because they are reasonably certain of the support of their subordinates and willingness to follow their instructions. They can hold those who fail to follow instructions accountable. They have a set of specifications or blueprints, which tell them exactly how to advance and what the final product should look like. Instructional Leadership influences the quality of school outcomes through the alignment of school structures with their mission. The principal as an Instructional Leadership supervises classroom teaching and learning, teacher effectiveness, and student achievement (Hallinger & Heck, 1996a, 1996b).

Second, the followers: A Relationship with followers motivates the leader, mostly by their positive correlation with others and tends to accomplish the task through good interpersonal relations with the group in situations in which the follower engages in the performance of the task (Fiedler, 1976). The prevailing logic calls for an Instructional Leadership to set up relationships with teachers, focus on and guide teachers to improve the teaching and learning process (Rigby, 2014).

Third, the situation. According to Fiedler's model, situation dimension concerns task structure. Task Structure is the degree to which the task spells out goals, procedures, and specific guidelines (Fiedler, 1976). Task structure is the idea that provides people with accurate information about both desired outcomes and strategies to use for attaining that result. Importantly, both aspects of task structure, reduce ambiguity (MacFarlane, 2009).

Instructional Leadership, according to Instructional Leadership principals, values the dialogue that consists of five primary talking strategies, including suggesting, giving feedback, modelling, using inquiry and soliciting advice and opinions, and giving praise. Principals use six strategies to promote teachers' professional growth. These emphasise the study of teaching and learning, supporting collaborative efforts and developing coaching relationships among educators encourage and support programmes redesign. Moreover, applying the principles of adult learning, growth and development of staff development phases, and implementing research activities to inform instructional decision making (Blase & Blasé, 2000). In recent years, restructuring school leaders empower teachers and to implement shared school-based decision making has resulted in a step away from

bureaucratic control and toward professionalisation of teaching (Louis et al. 1996). See Figure 2.3

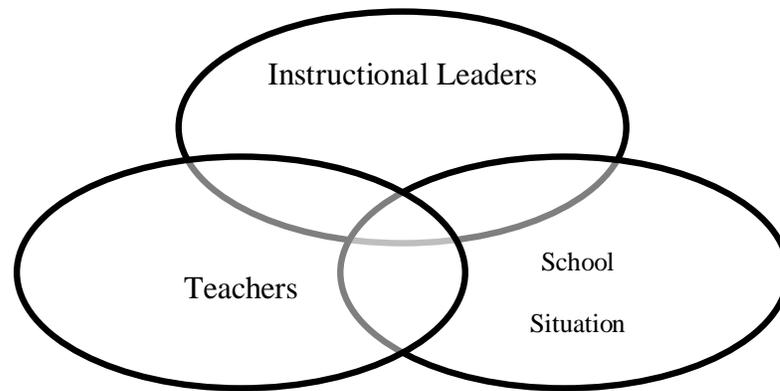


Figure 2.3: The three dimensions of Instructional Leadership fitting to Fiedler Leadership theory by the author

2.6 Alternative leadership theories and Instructional Leadership

There are many alternative leadership frameworks associated with Instructional Leadership, Leadership theories, such as trait, behaviour, contingency, and charismatic, provide a theoretical framework for viewing the historic evolution of Instructional Leadership Alig-Mielcarek (2003). This study provides some examples of leadership alternative leadership styles.

2.6.1 Transformational and Transactional Leadership and instructional leadership

Transformational Leadership inspires people to achieve unexpected or remarkable results. It gives workers' autonomy over specific jobs, as well as the authority to make decisions once they have been trained (Spahr, 2015). Various studies show the relationship between Instructional Leadership and Transformational Leadership. For example, according to Heck & Hallinger, (1999) two of the foremost models, as measured by number of empirical studies, are Instructional Leadership and moreover, Spahr (2015) confirms that Transformational and Transactional Leadership are opposites when it comes to the underlying theories of management and motivation. Transactional Leadership often compared to Transformational Leadership; it depends on self-motivated people who work

well in a structured, directed environment. Transformational Leadership seeks to motivate and inspire workers, choosing to influence rather than direct others.

Moreover, Avolio (1999) confirmed that Transactional Leadership theory was at the base of Transformational Leadership. It is a question usually of needing to reduce one's managing-by-exception and increasing some components of one's Transformational Leadership (Bass 1998, p117). Transformational Leadership's outcomes complicated by recent evidence suggesting that leaders' Transformational behaviour can vary dramatically over time and over how followers experience with in- leader fluctuations in Transformational Leadership behaviour. (Breevaart, Bakker, Demerouti, & Derks, 2016; Johnson, Venus, Lanaj, Mao, & Chang, 2012; Lanaj, Johnson, & Lee, 2016; Tims, Bakker, & Xanthopoulou, 2011). Since most of the theorising is rooted in a relatively static conceptualization of Transformational Leadership as a between-leader construction, there is little theory to draw upon when it comes to explaining Transformations.

An integrated leadership model that encompasses behaviours from Transformational, Transactional, Inspirational, and Instructional Leadership styles can provide positive school-based leadership. There is evidence that an integrated leadership approach has beneficial effects on both teachers' job satisfaction and students' overall achievement (Menon, 2014).

Various studies compared Transformation and Transactional Leadership. According to Spahr (2014), Transactional Leaders are reactive; Transformational Leaders are proactive. Transactional Leadership appeals to the self-interest of individuals, while the Transformational style prioritizes group progress. Spahr added that there was some characteristics of Transactional Leadership that focused on short-term goals, favoured structured policies and procedures, thrive on following rules and doing things correctly, revel in efficiency, very left-brained, tended to be inflexible, and opposed to change.

Transactional Leader is someone who values order and structure. They are likely to command military operations, manage large corporations that require rules and regulations to complete objectives on time. Transactional leaders are not a good fit for places where creativity and innovative ideas are valued (Spahr, 2015). In addition, Transformational

Leader inspiration is not always a solid one. Followers get caught up in this inspiring, believing the leader has the ability to make a big difference in their work of transformational leadership to empower the entire team, leaders must make a concerted effort to include everyone, which sometimes means nurturing, less experienced team members. (Faris, 2018).

2.6.2 Emotional Intelligence and Instructional Leadership

The field has room for further integration and comparison between leadership and theories. For example, another strand of the literature that supports the importance of this core component of Instructional Leadership is Emotional Intelligence. Stone, Parker, and Wood (2005) indicate that emotional intelligence has a significant influence on leadership performance, and this extended to include Instructional Leadership (Cherniss & Goleman, 2001; Stone, Parker, and Wood, 2005). A study by Cook (2006) indicates that Emotional Intelligence has a significant effect on principals as Instructional Leadership performance.

With respect to Emotional Intelligence, according to Dues and Ashkanasy (2005), the measurement of Emotional Intelligence grounded in unstable, psychometrically flawed instruments, which have not demonstrated appropriate discrimination and predictive validity to warrant justify their use. In addition, there is little or no empirical evidence that Emotional Intelligence is related to anything of importance in organisations.

2.6.3 Learning-centred Leadership and instructional leadership

Another type of leadership that has an impact on Instructional Leadership is Learning-centred Leadership. Learning-centred Leadership is a set of strategies, which influences the quality of learning and teaching in classrooms. Leading learning, raising standards and focusing on pupils' achievements is the most important things that leaders do in schools. Learning-centred Leadership has significant effects on Instructional Leadership, which ensures that each student has an adequate opportunity to learn rigorous content in all academic subjects (Murphy & Hallinger, 1985). Therefore, research at the National College for School Leadership (NCSL) has concentrated on studying how leaders make a

difference and suggest that a Learning-centred approach to leadership makes a positive impact (NCSL, 2004). Learning-center Leadership, where leadership examined through the lens of shared activity, designed to promote instructional practices (Spillance et al. 2004). A leadership centered initiative that's designed to improve pupil literacy, achieved limited success illustrated in the effectiveness of leading to learning. While improvement requires much more than just being organised, it requires kinds of organisation such as appropriate student needs assessment and developing aligned intervention (Morrison, 2009).

2.6.4 Path Goal Theory chosen over alternative theories

Having reviewed and understood alternative theories of leadership, specifically, Transformational, Transactional Leadership (Spahr, 2015), Emotional intelligence (Stone Parker, and Wood, 2005), Learning – Centred Leadership (Dempster, 2012; Hallinger, 2010; Robertson & Timperley, 2011), this researcher selected Path Goal Theory for this study. This choice was made because this researcher wanted to study the effects of principals' leadership styles on teacher outcomes. Path Goal Leadership theory directly addresses the relationship between leaders and subordinates, based on specifying a leader's style or behaviour that best fits the employees and work environment to achieve a goal. The goal is to increase employees' motivation, empowerment, and satisfaction so they become productive members of the organisation (House, Mitchell, 1974). Schriesheim (2006) affirms that House & Mitchell (1974) relate Path Goal Theory to the rapidly growing stream of leadership theory. Path Goal Leadership Theory has been associated with some types of leaderships, for example, Transactional Leadership. According to Bempah et al., (2011), it is safe to state that the Path Goal Theory is a basic part of the Transactional Leadership. Basic parties represented in the result of Bass's (1985) conceptualization; Transactional Leadership results in followers meeting expectations, upon which their end of the bargain fulfilled, and they rewarded accordingly. House's (1996) extension of Path-Goal Theory sought to make the theory more comprehensive by including behaviours from Transformational and Transactional views of leadership (Vecchio 2008).

Therefore, this study suggests making Path Goal Theory more comprehensive by including Instructional Leadership and teacher's outcomes. This researcher did not find prior academic studies that provide empirical evidence of the effects of Path Goal Theory on Instructional Leadership, whereas there is a gap in the literature in terms of the relationship between Instructional Leadership and Path Goal Leadership theory. This researcher found a study by Awan (2003), which recommends applying Instructional Leadership with the four leadership styles of Path Goal Theory to conduct studies on the impact of educational institutes on teachers' classroom performance and teaching satisfaction. In addition, according to Allensworth (2012), Instructional Leadership categorised in three trends: leadership practices, leadership styles, and leadership processes.

Therefore, this study suggests that Instructional Leadership still has room for further comparison with other leadership styles. The researcher aims to investigate the influence of leadership styles of Path Goal Theory on Instructional Leadership, which supports the assumption of a dynamic collaboration between Instructional Leadership and teachers on instructional curricular and assessment matters to improve the quality of teaching and learning. According to Mehmet (2017), there is a significant and positive relationship between principals' perceived Instructional Leadership practice and teachers' self-efficacy in classroom management, instruction, and student engagement. Therefore, this research suggests that Path Goal Theory enhances the role of principals as Instructional Leaders to accomplish optimal job satisfaction and job performance.

The next section examines the assumptions that underpins Path-Goal Theory and highlights its limitations and discuss why Path Goal Theory chosen in spite of these limitations.

2.7 Path Goal Theory: assumptions and limitations

Path Goal Theory includes assumptions and propositions and there have been studies designed to test the assumptions and propositions. These results of the studies, based on empirical investigations, are mixed, some showing support and others failing to support the theory.

2.7.1 The assumptions of the reformulated theory

According to the House's paper published in *Leadership Quarterly* (1996), there are four implicit assumptions that underpin Path-Goal Theory; the nature of subordinates' work motivation, individual work motivation of valence-expectancy theory, role ambiguity and strong self-interest and strong rationality.

The assumption of work motivation suggests that individuals choose the level of effort they devote to their tasks because they expect to receive or experience an outcome that is of value to them. Thus, the theory makes a strong self-interest driven assumption about the nature of subordinates' work motivation. The following assumption is that the propositions of valence-expectancy theory of motivation (Vroom, 1964) was adequate to account for individual work motivation. Valence-expectancy theory on which path-goal theory of leadership rests implicitly assumes that individuals cognitively calculate work outcomes contingent on the level of effort they put forth and that they consciously choose the level of effort to be expended which will maximize the attainment of equivalent outcomes. Thus, path goal theory of leadership made strong rationality assumptions about individual work motivation. The assumption of ambiguity suggests that subordinates consider ambiguity to be stressful and unpleasant thus, reducing ambiguity will lead to subordinates' satisfaction and effective performance. Role ambiguity is experiencing a lack of clarity about what is expected of subordinates, how they will be evaluated, and the criteria of evaluation (House, 1996).

2.7.2 Limitation of Path Goal Theory

These assumptions suggest limitations of this theory due to the strong self-interest and rationality assumptions of the theory. It is clear that individual engagement of behaviour is not always driven by self-interest. One example of such behaviour is organisation al citizenship behaviour (Organ, 1988). According to Zehang (2011), organisation al citizenship behaviour refers to anything employees choose to do, spontaneously and of their own accord, which often lies outside of their specified contractual obligations. In other words, it is discretionary (House 1996).

Moreover, the House (1996) reports that the rationality assumption has shown to hold only under rather limited conditions. It is likely that the propositions concerning path-goal clarifying behaviours are most productive when it is possible to assess accurately the probability of attaining valued outcomes, contingent on high, medium, or low levels of effort. Thus, the propositions concerning path-goal clarifying behaviour are most likely invalid when subordinates are under conditions of substantial stress (Fielder & Garcia, 1987) or uncertainty (Simon, 1987). Such conditions made it impossible to formulate accurate, confidential, and rational expectations of rewards contingent on effort expended. It is most likely that propositions concerning path-goal clarifying behaviour hold under conditions of certainty or risk when subordinates are not highly stressed.

Furthermore, House (1996), role ambiguity is experiencing a lack of clarity about what is expected of one, how one will evaluate, and criteria for evaluation. Stinson and Johnson (1975) and Yukl (1994a) note that some people like jobs in which duties and responsibilities are loosely defined and there is ample opportunity to define their own work role. They argue that path-goal theory rests on a questionable assumption that role ambiguity is stressful. In addition, Stinson and Johnson, and Yukl argue that role ambiguity as defined in path-goal theory is concerned with latitude for description, not the ambiguity about evaluation criteria and process. Yukl also notes that the theory assumes that the reduction of role ambiguity will result in increased expectancies and that sometimes role clarification may make it clear to individuals that successful task performance and goal attainment are more difficult than the individual initially expected (1994a, p. 290). This researcher revisits the assumptions of House (1996) in the closing chapter of this thesis to highlight implications on this study's findings.

2.7.3 Path Goal Theory chosen over limitation

The researcher chose Path Goal Theory over alternative theories in order to investigate about the Path-Goal Theory as a theoretical concept of the study despite the limitations of the theory. This researcher did not find these limitations would have adverse effects on the results of this study, on the contrary the result confirms that the assumptions support the study. In addition, this theory provides an expanded framework which combines the

previous works of situational, contingent leadership and expectancy theory. This theory emphasizes the importance of the motivation factors from the subordinate perspective; it defines very practical and clear roles for a leader. Path-Goal Theory provide a useful theoretical framework to understand how different leadership behaviour affects follower's satisfaction and work performance. According to Jermier (1996), Path Goal Theory is the first theory to specify four conceptually distinct styles of leadership, expanding the focus of prior research, which dealt exclusively with task and relationship behaviours. In addition, Path Goal Theory provides a model that in certain ways is very practical.

Despite the limitation of the Path Goal Theory assumptions, this study found that some of these limitations appeared in the research and confirmed the validity of the results and it is valid of in the school situation. However, some limitations may not be consistent with a study it most likely invalid when teachers are under conditions of substantial stress or uncertainty. There are recent research studies that used the Path Goal Theory despite these limitations. Table 2.2 shows some examples of these studies.

Studies adopt Path Goal theory (1974)	Authors	Results
An investigation of Path-Goal Theory, relationship of leadership style, supervisor-related commitment, and gender.	Murdoch (2013)	Utilising Achievement-oriented and Directive styles, that shows no statistically significant differences between genders
Leadership Behaviour and acceptance of leaders by Subordinates: Application of Path Goal Theory in Telecom Sector	Malik, et al. (2014)	There is a significant relationship between linear combination of four leadership behaviours four leadership styles and subordinate's acceptance of leader
Empirical investigation into the Path-Goal Leadership Theory in the central bank fraternity: leadership styles and job satisfaction	Lim (2016)	Subordinates motivated by job satisfaction through Participative Leadership, although such a preference moderator by the task structure.
Strategies to sustain positive Leader-Employee Relationships to increase productivity.	Bont'e & Abrams (2017)	Team leaders in the online, for-profit high school education system and worldwide may find the solution to improved business practices by using Transformational or Path-Goal Leadership style.

Table 2.2: Studies used Path Goal theory by author

2.7.4 The propositions and leadership of reformulated theory

Robert House in his publications in 1971 and with Mitchell in 1974 introduced the notion of Path Goal Theory based on patterns of leadership (Directive leadership, Supportive leadership, Participative leadership and Achievement-oriented leadership).

In 1996, House, based on the widespread use of Path Goal Theory since 1974, published further developments of Path-Goal Theory. House (1996) defined four other behaviours: Work Facilitation Group Oriented, Decision Process, Work Group Representation and Networking and Value Based leadership. The reformulated theory includes eight classes of leader behaviour, individual differences of subordinates, and contingency moderator variables, which relate to 26 propositions.

The essence of House's (1996) reformulated theory is the propositions. There are 26 propositions for leaders, to be effective, engage in behaviours that complement subordinates' environments and abilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction, individual and work unit performance. These propositions are consistent with and integrate the predictions of extant theories of leadership.

This study adopted nine propositions of House's (1996) Path Goal Theory because these propositions relate to the principal's role as Instructional Leader. Table 2.3 shows examples from the literature that apply the propositions that related to school leadership. The numbers of propositions included in this study are 1, 2,4,5,9,10,13,17, and 25. "Clarifying behaviour" (proposition 1, p.336). "High level of performance" (Proposition 2, p.336). "Involved in a decision or a task" (Proposition 4, p.337). "Individuals with a low skill preference need" (Proposition 5, p.337). Achievement oriented leader behaviour enhances the performance and increase the satisfaction" (Proposition 9, p.339). "Work of the unit is characterized by technological" (Proposition 10, p.339). "Reduce obstacles faced by subordinates will facilitate work unit accomplishment" (Proposition 13, p.340). "Solving problems or making effective decisions" (Proposition 17, p.342). "Communicate an ideological vision and shared responsibility" (Proposition 25, p.346).

Propositions	Number and page	Reference
“Clarifying behaviour”	(Proposition 1, p.336)	The role of the principal and in clarifying behaviour through explanation and negotiation is vital. (Denis,1994)
“High level of performance”	(Proposition2, p.336)	There is a positive relationship between principal experience and school performance (Clark, 2009)
“Involved in a decision or a task”	(Proposition 4, p.337)	Teacher job satisfaction levels were predicted significantly by principals’ decision-making styles.
“Individuals with a low skill preference need”	(Proposition 5, p.337).	Study found that teachers with low performance tend to quit teaching (Karbownik,2014)
Achievement oriented leader behaviour enhance the performance and increase the satisfaction”	Proposition 9, p.339).	There is evidence that an integrated leadership approach has beneficial effects on both teachers’ job satisfaction and students’ overall achievement (Menon, 2014).
“Work of the unit is characterized by technology”	(Proposition 10, p.339).	The role of an Instructional Leadership has been linked to technology and innovation. (Gupton, 2010; King, 2002)
“Reduce obstacles faced by subordinates will facilitate work unit accomplishment”	(Proposition 13, p.340)	Individuals with high achievement motivation set goals that are challenging, pursue them persistently and vigorously, take intermediate levels of calculated risk, assume responsibility for goal attainment, anticipate obstacles, establish strategies for goal accomplishment and for overcoming obstacles, and seek and use feedback information (McClelland, 1985).
“Solving problems or making effective decisions”	(Proposition 17, p.342).	Decision-making and problem-solving are basic ingredients of leadership. More than anything else (Maringe,2007
“Communicate an ideological vision and shared responsibility”	(Proposition 25, p.346).	Constructing a shared vision with teachers, gather opportunities for professional discourse and conversations among teachers, evoke and support teacher learning, models and participates in collaborative processes, helps to pose questions, and promotes dialogue. (Lambert, 2002).

Table 2.3: Studies used the propositions by author

According to Northouse (2002), House (1996) reformulated and extended his original Path-Goal Theory from four leadership styles to eight: (a) directive, (b) supportive, (c) participative, (d) achievement-oriented behaviour, (e) work facilitation, (f) group-oriented

decision process, (g) work-group representation (h) value-based leader behaviour, (House, 1996).

This researcher prefers to use these four leadership based on the recommendation of Awan's (2003) study, which recommends applying Instructional Leadership with the four leadership styles of Path Goal Theory to conduct studies on the impact of educational institutes on teachers' classroom performance and teaching satisfaction. Yet, the essence of the Reformulated Path-Goal Theory remains the same as the 1971 Model and the modified 1974 Model; which are effective leaders helping their subordinates by giving them what is missing in their work environment and by helping them to overcome their inabilities (House, 1996; Northouse, 2002). House (1996) calls for his theory to be subjected to empirical tests that will lead to a further improved theory to formulate at some future time.

2.8 Path- Goal Leadership Theory effect

Some studies explain Path- Goal Leadership Theory of the four leadership styles D,S,P,A in specific kinds of leader behaviour. According to Malk (2013), Path-Goal Theory posits employees' performance and satisfaction improved by focusing on their motivation. Likewise, Richard et al. (2012) on Path-Goal Theory suggests that leaders can use various behaviours either with different subordinates or with same subordinates in a range of situations. For several decades, Vroom's (1964) theory of motivation, expectations addressed this theory. Vroom's theory discusses leadership behaviour, perceptions and the impact of certain behaviours (path) in certain styles of leadership that will lead to achieving a result (goal) and outcomes. According to House (1971), the leader's role is to enhance the psychological state of subordinates based on a certain type of leadership that will result in motivating subordinate's performance or their job satisfaction (House, 1971, p. 3).

Scholars have developed a Path- Goal Leadership over the decades. According to Knight et al. (2011), Path-Goal Leadership Theory consists of four leadership styles: Directive, Supportive, Participative and Achievement-oriented. Knight suggests that effective leader directs followers' behaviour by changing their perceptions of the relationship between behaviours and outcomes. Path-Goal Leadership shown in Figure 2.4 consists of the Directive, Supportive, Participative, and Achievement-oriented.

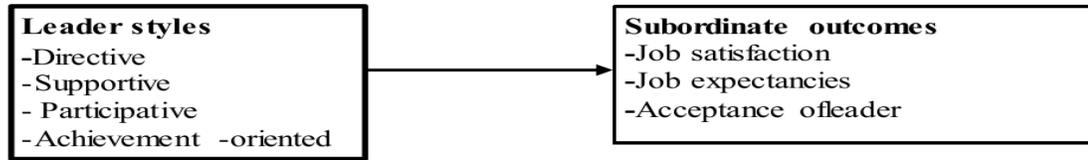


Figure 2.4: Path Goal Leadership Theory by House and Mitchell (1974)

Furthermore, House avers that effective leaders engage in behaviours that complement subordinates' environments and abilities in a manner that compensates deficiencies and is instrumental to subordinate satisfaction, individual and unit work performances (House, 1996).

This study focuses on the leadership styles of Path-Goal theory; Directive, Supportive, Participative, and Achievement-oriented as moderator variables and their impact on the relationship between Instructional Leadership and teacher's outcomes as subordinate's outcomes.

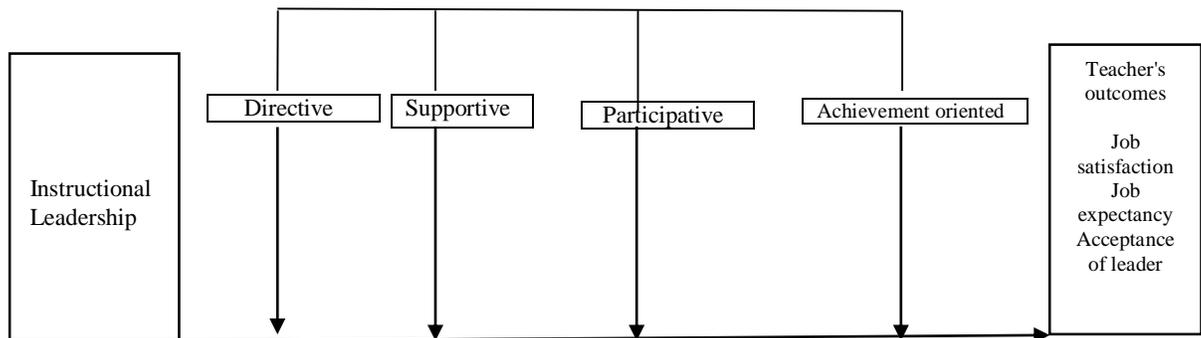


Figure 2.5: The effect of Instructional Leadership on teachers' outcomes

Mitchell (1989) argues the Path-Goal Theory based on four different leadership styles. See Table 2.4 each of this leadership style describes the leader's behaviour toward followers.

Directive style	Tell people what expected of them and provide specific guidance, schedules, rules, regulations and standards.
Supportive style	Treat subordinates as equals in a friendly manner while striving to improve their well-being.
Participative style	Consult with subordinates to seek their suggestions and then seriously consider their suggestions when making decisions.
Achievement-oriented style	Set challenging goals, emphasis excellence, and seek continuous improvement while upholding a high degree of confidence that subordinates will meet different challenges in a responsible manner.

Table 2.4: Leadership styles of Path- Goal Theory by House and Mitchell (1974)

Path-Goal Theory reinforces the idea of motivation playing an important role in the interaction between supervisor and subordinate, and the overall success of the subordinate based on that interaction (Murdoch, 2013). Therefore, the leader's behaviour is motivational to the extent that; (i) such behaviours give satisfaction to the subordinates' needs that are reliant on effective performance. (ii) Such behaviours complement the environment of subordinates by providing guidance, support and rewards necessary for effective performance (Aris, 2009).

On the other hand, Path-Goal Theory based on three different subordinate outcomes: job satisfaction, job expectancy and acceptance of leader. Path- Goal Theory of leadership is a situational theory based on the assumption that the behaviours of effective leaders have a positive impact on subordinates' job satisfaction (House, 1971).

Job satisfaction described as "a positive or pleasant emotional state resulting from a person's appreciation of his or her own job experience" (Demirtas, 2010, p. 1069). Demirtas confirms that teachers with higher job satisfaction provide higher quality teaching and their students are more successful. A study conducted by Leonard (1992) designed to test Path Goal Theory on leadership in an educational setting shows that principals who display higher tolerance of freedom, experience significantly higher levels of degree of confidence, intrinsic, and extrinsic job satisfaction.

The effectiveness of job satisfaction whether there is a positive or negative relation to teacher's outcomes when moderator by directives, supportive, participative and

Achievement-oriented. The effectiveness that creates a possibility of achieving and activating the role of school principals as Instructional Leaders.

Regarding job expectancies, expectant attitudes found significantly related to some measures of efforts and performances (Lawler & Suttle, 1973). Job expectancies scale developed by the House and Dessler (1974) was used for this study to measure job expectancies (I) and expectancy (II) both scales were found to have adequate reliability. Expectancy (I) defined as subordinates expect that expanded efforts will lead to effective performance. Expectancy (II) defined as subordinates expect that effective performances will lead to rewards (House and Dessler, 1974). Richard et al. (2012) argue Path-Goal theory is a cognitive approach to understand motivation where subordinates calculate the likelihoods of effort-to-performance and performance-to-outcome. For example, Awan (2003) conceptual framework avers job expectancies based on effort lead to performance and performance result in reward.

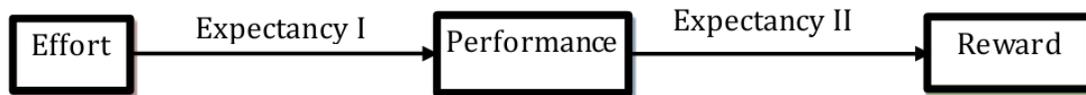


Figure: 2.6 Job expectancy defined by House and Dessler (1974)

Knight et al. (2011) report the behaviours of the leader is acceptable to subordinates when viewed as a source of satisfaction, and a catalyst for them when the need for satisfaction depends on performance. The leader facilitates training and rewards effective performance, while the term leader's acceptance refers to the state where subordinates comply with and accept a leader's directive and orders. It can also refer to subordinates being at a high-level of comfort and are pleased to be working with such a leader (Malik et al. 2014). It is safe to state if the acceptance related to a leader, it would be associated with an effective leader (Denmark, 1973).

Therefore, this study assumes there may be a positive or a negative effect of acceptance of leader and job expectancy on Instructional leadership and teacher's outcomes when moderated by leadership styles D,S,P,A.

2.9 Teachers job satisfactions and motivations

This study assumes the four-leadership styles have an effect on the teacher's outcomes such as job satisfaction. The leadership styles of principals have a significant impact on the working atmosphere in a school and thus on the job satisfaction of teachers (Kiboss & Jemiryott, 2014). Some studies have argued that school environment and principals' leadership style affect the job satisfaction of teachers (Güleryüz, et.al. 2008; Snipes et. al. 2005). Job satisfaction receives considerable attention in different areas of literary studies (Howard-Baldwin, Celik, & Kraska, 2012).

According to Judge et al. (2001), there is a relationship between job performance and job satisfaction. Job satisfaction affects the teaching profession in matters of attitudes, performance, achievement, and commitment (Malik, 2011).

Teachers, as subordinates, report greater satisfaction with schools when principals share information with them, delegates authority, and keeps open channels of communication with the teachers. On the other hand, a low-level of teachers' involvement in decision-making is associated with a low-level of work satisfaction (Impel et al. 1990; Rice & Schneider, 1994). The ways that principals manage their schools and their relationships with teachers influences teacher's job satisfaction (Minarik, Thornton, & Perreault (2003). Moreover, teacher's psychological comfort is needed when the principal provide facilities in work. According to Ogochi (2014), the teachers' workplace needed to clean, safe, comfortable, accessible and near banking and recreational facilities. Teacher's job satisfaction concerned about comfortable working conditions as a factor has a significant influence (Grady 1984).

However, a study by the Australian Education Union (2009) asked 1545 new primary and secondary teachers from across Australia about their job satisfaction. On average, on a five-point scale, 40–45% claimed that they were 'well' or 'very well' prepared when they began teaching. This figure is similar to findings from earlier studies of teachers in NSW, England, USA and New Zealand, which found that only around 42% of teachers rated themselves as 'well' or 'very well' prepared by their pre-service programmes (Dinham & Scott, 2000). Furthermore, the annual MetLife Teacher Survey (2009) reported a slightly lower overall job dissatisfaction rated equal to 18%. In a recent study of teachers living

and working in southern Arizona, only 48% of teachers surveyed reported satisfaction in their jobs (Tucson Values Teachers, 2015). Moreover, a study by Anderson et al. (2011) shows that one of the Instructional Leadership tasks is to support teachers. Teachers experience a sense of efficacy in their professional work, with higher levels of job satisfaction.

Some studies conducted in the Kingdom of Bahrain. For example, a study by Amer (2007) reports that there are a negative correlation relationship and a statistical significance between occupational pressures and the teacher's job satisfaction. Furthermore, Nezar (2007) and Al Wadi (2007), found a positive correlation and statistical significance between organisational school climate and principal's leadership behaviour and teacher's job satisfaction.

Leithwood and Beatty (2007) identify "job satisfaction" as one of the five types of emotions that influence teachers' work. According to Barnabe & Burns (1994), teachers' sense of job satisfaction has been associated with their motivation. Taylor & Tashakkori (1995), aver teachers use the description of job satisfaction to express how they feel about coming to school daily, their feeling of success, or the lack of it, and their performance with students. Students' achievement is a very critical source of teachers' satisfaction. It is evidence of the competence and efficacy of teachers (Dinham, 1995).

On the other hand, principals as leaders within a school have a significant impact on employees' perceptions, satisfaction interpretations, and behaviours in the workplace (Djibo, Desidero, & Price, 2010). The effectiveness of a principal's leadership practice affects the learning community overall and satisfies faculty members (Mlik, Hussain, Noor, & Rehman, 2011). Thus, job dissatisfaction results in high rates of teacher attrition and mobility, a loss of continuity and commitment, financial losses for school districts and taxpayers, and a shortage of qualified teachers (Brown & Wynn, 2007).

Teacher's educational pursuit is dependent on the situational environment and satisfaction of their work with the school leader. According to Heller, Clay & Perkins (1993) a school

leader plays a major role in increasing teacher job satisfaction. Likewise, Mahri and Ramdh (2010) argue performance of teachers rises if driven by an increased competence and motivation, and the job satisfaction stems from the principal's leadership support. The study portrays the principal's support to balance the task of leadership and positioning of the relationship. Hall et al. (1992) reveals that teachers who were planning to leave the profession often had less job satisfaction and more negative attitudes towards teaching as a career and school principal (p.225).

Some studies (Cherian & Daniel, 2008; Richards 2004) report on how principals address the needs of their teachers, suggest that it could affect teachers' satisfaction and their commitment to the organisation. Whereas inadequate support from school principals is a primary complaint by teaching for leaving the teaching profession. Situmorang (2014) suggests that job satisfaction can be determined by knowledge of educational management and of educational administration, which is the prime need to raise the awareness of educational leadership. Therefore, this research examines how leadership styles might raise principal awareness and self-efficiency of Instructional Leadership.

2.10 Implementations of Path- Goal Leadership Theory

Several studies have focused on evaluating the adequate support required for leaders to increase the performance and job satisfaction of their subordinates. Consequently, some studies have adopted Path Goal Leadership Theory's D,S,P,A to reveal their impact on subordinate performance. Malik et al. (2014) suggests there is a significant relationship between subordinate acceptance of leadership, leadership behaviour and situational factors. Leadership behaviours affect subordinates' acceptance of leaders and can be used as a predictor for a leader's acceptance. On the one hand, the regression equation of situational factors of the study and subordinates' acceptance of leaders had a significant effect. However, task structure and stress had a negative contribution to accepting the leader. There are neither gender nor age significant differences in accepting leaders among employees. There are no major differences in accepting leaders who have different qualifications and experiences, as well as no significant differences in the perceptions of lower and middle management.

Negron (2008) suggests adopting a suitable directive style with newly hired or inexperienced subordinates, as well as in situations that need immediate action. The research indicates the directive style is positively related to subordinates' expectations and satisfaction. The participative style is apt when subordinates show a lack of judgment or when procedures have not followed. While the participative style suggests, leaders share responsibilities with subordinates by involving them in the planning, decision-making, and execution phases. Negron argues the supportive style is suitable to motivate subordinates when they show a lack of confidence in their ability to complete a task. He concluded the Achievement-oriented style is suited for unclear tasks and morale booster to increase subordinates' confidence in their capacity to accomplish the given goal.

Lussier & Achua (2010) propose Achievement-oriented leadership is appropriate when follower's ability is high. The tasks are simple, authority is strong, and job satisfaction from co-workers is either high or low. Consequently, Kim (2002) identified the relationship between participative leadership behaviour and employees' job satisfaction as a positive one. Likewise, Nisa et al. (2011) suggest that directive leadership had a positive impact on the acceptance of leaders when the subordinates had an external locus of control, which states that internals always prefer participative leaders, and externals prefer directive leaders. Participative leadership had a positive effect on subordinates' job expectancies, which had an internal locus of control. The results are consistent with path-goal theory, which states that people who have an internal locus of control are more motivated when their leader's behaviour is participative.

Directive leadership has a positive impact on satisfaction when subordinates have an external locus of control and have an adverse impact on satisfaction when subordinates have an internal locus of control. According to Dessler (1973) and Algattan (1983), subordinates do not accept directive leaders when their need for achievement is high. For example, participative leadership has a positive effect on subordinates' job expectancies and motivates those who have a high-need for achievement. On the other hand, supportive leadership helps with the job satisfaction of those with low need for achievement. Metha,

Dubinsky and Anderson (2003) state that leadership styles can lead to higher levels of motivation, which can be associated with higher levels of performance, resulting in a converse relationship: high motivation equates to high-performance, low motivation equates to low performance.

Garbato (2010) states that internal locus of control and democratic leadership styles are associated with greater job satisfaction. Furthermore, Vecchio (2000) states that job satisfaction influenced by experience, especially a stressful one. Accordingly, Path-Goal Leadership Theory, directive, supportive, participative and Achievement-oriented styles have a significant impact on leaders whether in higher education or business organisations. The literature reviewed on Instructional Leadership highlights the necessity of it in schools by emerging standards-based accountability and demands. One of the more popular concepts of Instructional Leadership as a principal is to focus on strengthening relationships between teachers and principals. Therefore, arguments of schools lacking strong Instructional Leadership as principal have led to the search for more leadership-oriented schools.

Some factors can interact with this relationship to show the principal's behaviour as an Instructional Leadership. The four leadership styles D,S,P,A are critical factors in the success of an Instructional Leadership. This study suggests that D,S,P,A improve initiatives and motivate the function of principals to form more dynamic collaborative relationships, to help teachers clarify instructional goals and work collaboratively to improve teaching and learning. Instructional Leaderships assume the impact on teachers' outcomes effectively through job satisfaction, job expectancies and accepted leader. Thus, principals work with teachers collaboratively as well as help them improve and clarify teaching, and learning processes to meet aspired goals.

2.11 The conceptual gap in the literature

According to Allensworth (2012), Instructional Leadership is categorised in three trends: leadership practices, leadership styles, and leadership processes. Therefore, this study suggests that Instructional Leadership still has room for further comparison with other

leadership styles. Schools where teachers and principals collaborate to resolve students' issues and learning problems are more likely to be able to take advantage of leadership styles. Teachers are more apt to continue the learning process when there is a leadership style that promotes the relationship between principal and teachers. Although scholars have examined the relationship between Instructional Leadership and Path- Goal Theory, few, if any, have studied the effects of all the four leadership styles of the Path-Goal Theory as moderating variables. This study, for the first time, uses each leadership style to create a model that explains more clearly the field of Instructional Leadership.

Little or no research empirically supports Instructional Leadership connections with job expectancy and acceptance of leaders. There are studies that show that Instructional Leadership affects teachers' job satisfaction and motivation, for example, Howard-Baldwin, Celik, & Kraska, (2012), Kiboss & Jemiryott, (2014).

Therefore, this study's starting assertion is that there is a positive relationship between Instructional Leadership and the teacher's job satisfaction, job expectancy and acceptance of a leader when moderated by Directive, Supportive, Participative and Achievement-oriented of Path -Goal Leadership styles.

2.12 The research question

This study suggests that Instructional Leaders have responsibility for improving school performance. The Instructional Leadership goal is to exercise leadership-oriented roles. Commitment to leadership behaviour is based on effective support toward teachers. It is necessary to draw conceptual frameworks for this behaviour in the patterns and practices of leadership to determine the path of those relationships where this study assumes the more embedded the behaviour of the principals with other leadership attributes to strengthening the Instructional Leadership practice. The following research question encapsulates the assumptions:

To what extent leadership styles (directive, supportive, participative and achievement – oriented) affect the relationship between Instructional Leadership and teachers' outcomes job satisfaction, job expectancies and acceptance of leader?

Overall, the researcher found from the literature that there was a gap between principal behaviours as instructional leaders that need to promote and teacher's needs of job satisfaction and performance affected, for example, by having higher turnover directive intentions. Teachers need to feel that principals are providing them with adequate training, support, and other developmental programmes that enable them to move forward with their careers, that they rewarded and involved in making decisions. The researcher expects D,S,P,A to have a similar influence on the Instructional Leadership and teacher outcomes. The next chapter will illustrate the framework of testing the hypothesis.

2.13 Summary

Instructional Leadership highlighted by emerging standard-based accountability, that demands principal as Instructional Leaders plays a major role in reform school outcomes. The Path-goal leadership theory based on four-leadership styles (directive, supportive, participative and Achievement-oriented) impact on teachers' outcomes. Teachers' sense of job satisfaction has been associated with their motivation, and these styles influence followers' behaviours and lead to a positive teacher's outcome (job satisfaction, job expectancies and acceptance of leader). To test these questions, the next chapter develops the conceptual framework to measure the relationship between each of these leadership styles.

Chapter: 3 Conceptual Framework

3.1 Introduction

The preceding chapter critically examined patterns of previous models, which apply Path-Goal Theory before advancing to develop an Instructional Leadership model. It presented the research model, set the research question and hypothesis. Furthermore, the preceding chapter highlighted the role of principals by undertaking a collaborative inquiry when addressing important issues. Engaging in a search for solutions that go beyond the leader's current knowledge and expectations and finding ways that promote the Instructional Leadership of the school principal.

The previous chapter analysed critical factors as major components of the Path Goal Leadership Theory, which contribute to the quality aspects of different variables. This study's theoretical framework uses the four leadership styles directive, supportive, participative and Achievement-oriented to influence relationships between Instructional Leaderships and teachers' outcomes job satisfaction, job expectancies and acceptance of leader.

The model of this study is based on the foundation of the effect of factors. The model based on Structural Equation Modelling (SEM), Structural equation modelling is a multivariate statistical analysis technique that is used to analyse structural relationships. This technique is the combination of factor analysis and multiple regression analysis, and it is used to analyse the structural relationship between variables. This method is preferred by the researcher because it estimates the multiple and interrelated dependence in a single analysis. In this analysis, two types of variables are used dependent variables and the independent variable (Anderson & Gerbing, 1988). This study used to measure the variables the dependent variables and the independent variable in a model. The model consists of a series of design that are controllable by the researcher. The model is effectively managed through the shape of the researcher's views and decision of how this model provides the theoretical framework to measure the impact of Instructional Leadership as Independent variable on teacher's outcomes as dependent variable when related to leadership styles D,S,P,A and how this impact enhances the role of Instructional Leadership.

Several studies with different theoretical models that have discussed the application of Path Goal Leadership theory. One of these studies is Awan (2003), which recommends applying Instructional Leadership with the four leadership styles to conduct studies on the impact of educational institutes on teacher's classroom performance and teaching satisfaction. Other studies applied Path Goal Leadership Theory in different sectors; the next section shows authors' application.

3.2 Discussion of Path-Goal Theory models

Several studies applied models associated with the Path-goal theory. These models adopted the four leadership styles in different areas; each of these models has a different impact on followers' outcomes. The studies that used the four leadership styles (directive supportive, participative and Achievement-oriented) had a significant impact on the other variables. This study expands the use of these leadership styles to measure the effect on Instructional Leadership and teachers' outcome. Therefore, this study considers the leadership styles as moderator variables when associated with Instructional Leadership.

3.2.1 Murdoch (2013) Model

Murdoch (2013) suggests the conceptual framework of this leadership model according to subordinates' expectations of gender stereotypes; leaders who practice certain leadership styles could influence subordinates' commitment to superiors. The Path-Goal Leadership styles predict subordinates' commitment to superior regardless of gender-roles; it's based on utilising Achievement-oriented and directive styles. Furthermore, there are no statistically significant differences between male and female leadership styles and subordinates' commitment to the superior when regarding gender roles. See Figure 3.1.

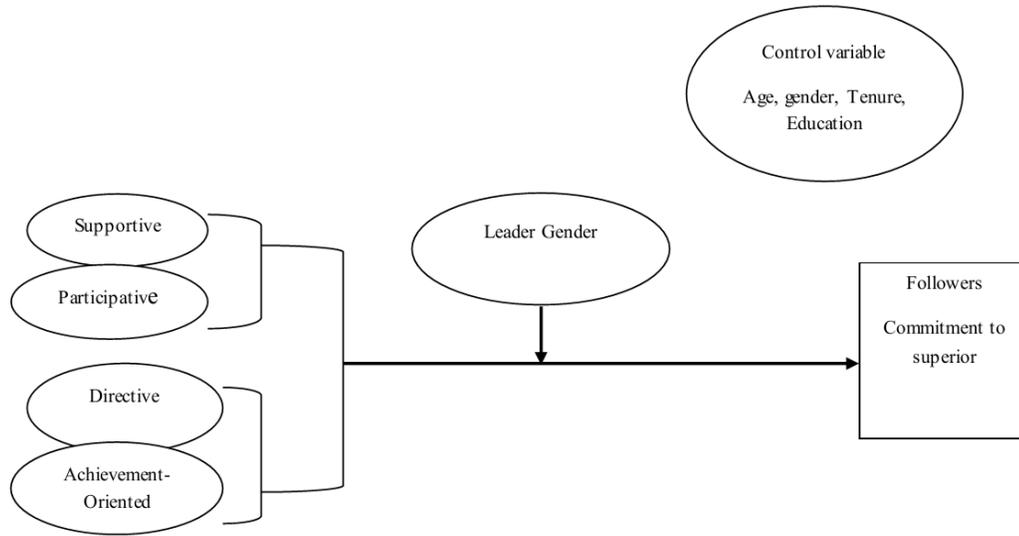


Figure 3.1 Murdoch, 2013 model

According to Murdoch, (2013) the results of the study analysed and compared the impact of the four leadership styles on gender. It is based on utilising Achievement-oriented and directive styles, that shows no statistically significant differences between male and female, while the researcher's study assumes that there are statistically significant differences between male and female as an Instructional Leadership based on utilizing all the leadership styles.

3.2.2 Aris (2009) Model

Aris (2009) shows the dichotomy of leadership styles between Japanese and Singaporean companies. In Japanese companies, leadership is about teamwork whereas in Singaporean companies' leadership focuses on individuals. The result confirms that group cohesiveness in Japanese companies is not affected by any of the Path-Goal leadership behaviours, unlike the Singaporean companies. See Figure 3.2.

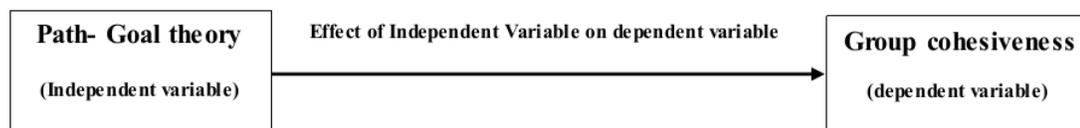


Figure 3.2: Aris (2009) Model

Aris (2009), applied Path Goal Leadership Theory on companies and compared between the leadership based on teamwork and individual leadership while the researcher's study applied the Path Goal Leadership Theory on principals only assuming they are instructional and individual leaders in educational field specifically in the public school sector.

3.2.3 Riffat (2008) Model

Riffat et al. (2008) show the relationship between leadership styles and subordinates' outcomes controls the effect of role ambiguity and stress of the principals. The moderators tested a three-way interaction including the need for autonomy and achievement, perception about ability, the locus of control and task structure. The study found that college principals, who see their role as leaders of equals instead of the top of the hierarchy, could provide the leadership that inspire colleagues to believe in their work, and feel ownership. This ultimately improves the quality of educational provision. Professional training for principals is essential and flexible, and the use of path-goal motivational theory would strengthen such training. See Figure 3.3. Riffat et al. (2008) study asserts that college principals perceive their role as leaders of equals instead of the top of the hierarchy applies the four leadership styles. It assumes that college principals perceive leadership by equality rather than a hierarchical leadership role, and consider participative and supportive leadership as component parts of equal leadership.

However, the researcher's study assumes that school principals perceive their roles as the top of the hierarchy applying the four leadership styles. In addition, the previous study used subordinate and environmental characteristic factors while researcher's study used Instructional Leadership only.

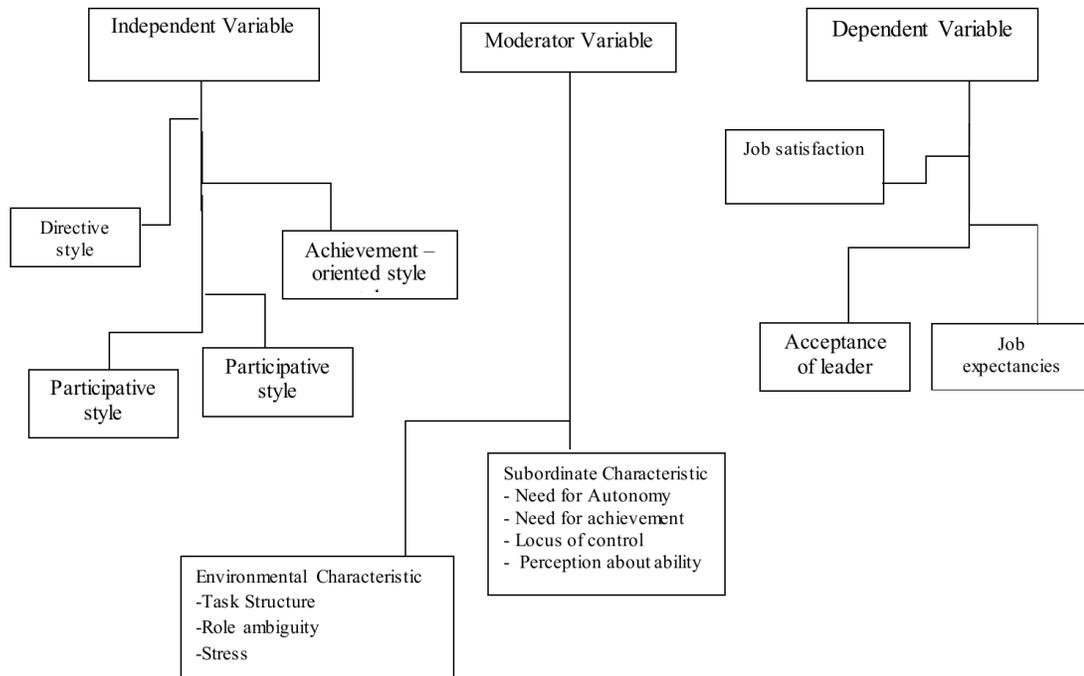


Figure 3.3 Riffat et al. (2008) model

3.2.4 Yang and Lim (2016) Model

Yang and Lim (2016) suggest an effective leader is a motivator that ensures that effective performance and goal achievement rewarded. According to the Path Goal theory, the task of the superior as a leader is to help to change views of subordinates' ability to perform jobs and achieve work goals. The Path Goal theory provides a set of guidelines on how the different leadership styles interact with subordinates' characteristics and task types to influence the motivation of subordinates. It provides leaders with a notion on how to choose an apt leadership style, given a task.

The results also show that subordinates are motivated by way of job satisfaction through Participative Leadership, although such a preference moderator by the task structure. Given that participative leaders include subordinates in decision-making, for practical implementation, supervisors must (1) be flexible enough to exercise their leadership style, according to the situation (2) re-evaluate the communications links with their subordinates, when necessary. The researcher's study assumes that it is possible to replace the task structure with Instructional Leadership and result in subordinates' outcome.

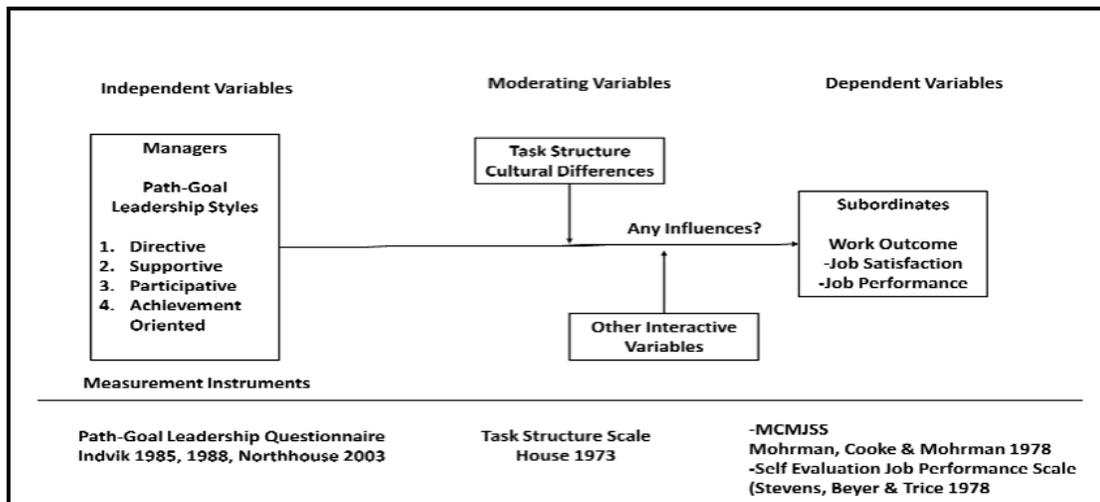


Figure 3.4 Yang and Lim (2016) model

Path goal leadership theory	Independent Variable				Moderator variable	Subordinate outcomes						The research conducted out comes	The results
	Factors	Directive	Supportive	Participative		Achievement oriented	Job satisfaction	Job expectancies	Acceptance of leader	Commitment	Job performance		
Authors' studies													
Murdoch (2013)	√	√	√	√	Leader gender	√	√	√				Social net work	Utilising Achievement-oriented and directive styles, that shows no statistically significant differences between genders.
Aris (2009)	√	√	√	√	-				√			Japanese and Singaporean companies	Group cohesiveness in the Japanese company not affected by any of the Path-Goal leadership behaviours, unlike the Singaporean company who focuses on individuals.
Riffet (2008)	√	√	√	√	Environmental characteristic and subordinate characteristic	√	√	√				College principals	College Principals' who perceive their role as leader of equals instead of as the top of the hierarchy can provide the kind of leadership styles that will inspire their colleagues to believe in their work
Yang and Lim (2016)	√	√	√	√	Task structure cultural differences	√				√	√	Central bank	Subordinates motivated by job satisfaction through Participative Leadership, although such a preference is moderator by the task structure.

Table 3.1: Application of Path Goal leadership by authors

3.3 The stage of the formation the research model

The research represented factors of four leadership styles (Directive, Supportive, Participative and Achievement-oriented) D,S,P,A used to examine the effect of Instructional Leadership that impact on teachers' outcomes (job satisfaction, job expectancies and acceptance of a leader).

The research model for this study suggests new theoretical relationships between Instructional Leadership as an independent variable; leadership styles D,S,P,A as

moderator variables; and teacher's outcomes presented as the dependent variable. The independent variable works separately according to certain criteria to form the roles of a school principal. Each of the D,S,P,A leadership styles have different and separate effects on Instructional Leadership and teacher's outcomes. According to Spillane (2005), sometimes-separate leadership practices spread over the actions and performed in a sequence. In these cases, multiple interdependent tasks arranged sequentially are critical to the performance of leadership routines (p.147). Moreover, according to Richardson, Millage, Lane (2014), separate leadership styles affect the business world in different cultures. In addition, Ratyana, et al. (2013) report that by "applying each one of the leadership behaviour, the managers try to affect the concepts of their subordinates, and pave the way for achieving their goals" (p.49). Overall, this separation supports the assumption of separating each of the D,S,P,A styles to measure their effect on the relationship between teachers and principals.

The figure 3.5 shows that according to previous studies in chapter 2 there is an interactive relation between principal and teachers the study assumes that leadership of Path –Goal Theory when insert between these relations increase the teacher outcomes. Each of these variables has different elements to measure.

3.4 Research variables

This study measures the effectiveness of leadership by participants' view. Leadership effectiveness is measured in many ways, including subjective evaluations from followers, peers, and superiors; by the effect on followers; or by the achievement of organisational goals such as profit and productivity. A holistic view of leadership looks at both the leader's effects on followers and attainment of goals (Reave, 2005). According to Horng (2010), Instructional Leaders inspire teachers to use their exceptional teaching skills to affect student learning. Leaders in religious organisations are shown to score higher on measures of leadership effectiveness than leaders in other settings (Druskat, 1994).

3.4.1 Instructional leadership as Independent variable

Table 3.2 demarcates the Instructional Leader behaviours as independent variable, identified by criteria from the literature. These criteria describe the school principal behaviours as Instructional Leader, focusing on improving the education process,

following up the progress of the curriculum and technology, solving educational problem and increasing student achievement and supporting school environment.

Independent variable	Criteria	Reference
Criteria of Instructional Leadership as independent variable supported by literature review	Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility.	Blasé (2010)
	Principal works to provide optimum conditions the educational climate in the learning rooms.	Murphy (1990)
	Principal directs teachers to meet their needs through environmental resources.	Smily 2010
	Principal works specific criteria for evaluating the performance of teachers.	Blasé (2010)
	Principal has the knowledge and information that may improve student achievement level.	Murphy(1990)
	Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.	Murphy(1990)
	Principal addresses the difficulties that faced by teacher's accordance to the data and information provided in order to maximize utility without cost	Blasé 2010
	Principal allows the teachers to participate in profession programs with no discrimination.	Murphy (2014)
	Principal prepare and supports the teacher with the needs to carry out results analysis process.	Blasé (2010)
	Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.	Phillips, (2010)
	Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process.	Murphy (1990)
	Principals allocate supporting environmental resources to contribute inactivating the educational process.	Blasé (2010)
	Principal supports and follows up the application of technology in the educational process.	Blasé (2010)
	Principal shares ideas and opinion with the teachers.	Blase (2010)
	Principal includes the given suggestion in the decision take.	Blase (2010)
Principal focuses on spreading the concept of teamwork.	Smily (2010)	

Table 3.2: The criteria to identify the independent variable

3.4.2 D,S,P,A as moderator variable

Table 3.3 demarcates the D,S,P,A behaviours as moderator variables, which are identified by criteria from the literature. The moderator variable represents leadership styles based on Path -Goal Theory that describe leader behaviour when related to D, Directive. S, Supportive, P, Participative and A, Achievement – oriented.

Directive leadership is related to giving direction and guidance to followers. According to Directive Leadership Style (DLS) comprises of the following criteria: Allowing teachers to know what's expected of them, explaining how to implement the steps of assignments needed for teachers according to their roles. Charting the work and explains to them to follow the standards according to the task and ask teachers to follow the standard rules of the educational process.

Supportive leadership is related to support the follower's needs teams and individuals in a way that it contributes in the improvement of the product. The criteria for the Supportive Leadership Style (SLS) include the following: Having a friendly relationship with teachers, giving suggestions to teachers about the subject that serve the interest of the educational process. Supporting teacher's cooperation in training and professional development. Seeking to provide teachers with personal luxury, express verbally reward for teacher's achievement and supporting teams and individuals in a way that it contributes to the improvement of the production.

Participative is related to consideration the teacher's fate prior to taking of decisions when facing a problem, sharing their vision and ideas. The Participative Leadership Style (PLS) criteria include the following: Giving suggestions and consult teachers when facing problems before deciding, sharing their vision and responsibilities for all members of the school community. Breaking the difficulties of teachers to enable them to be more involved in the achievement and helping teacher to overcome the problems that prevents the learning process.

Achievement –oriented (ALS) includes the following criteria: Setting clear challenging goals that based on high criteria and showing confidence in the ability of teachers to achieve high performance that contributes to raising the level of students' achievement.

Moderator	Criteria	Reference
Criteria of D as moderator variable supported by literature review	Principal allows teachers to know what expected from them.	Nisa (2003)
	Principal explains how to implement the steps required assignments for teachers according to their tasks.	Path goal theory survey (2015)
	Principal charting the work of teachers that needs to do.	Murdoch (2013)
	Principal asks teachers to follow the standard rules of the educational process.	Path (2013)
Criteria of S as moderator variable supported by literature review	Principal has friendly relationship with teachers	Nisa (2003) + path goal theory survey (2015)
	Principal supports teacher's cooperation in training and professional development	Nisa (2003)
	Principal seeks to provide the teachers with personal luxury	Murdoch (2013)
	Principal supports teams and individuals in a way that it contributes in the improvement of the production.	Murdoch (2013)
	Principal expresses rewarding verbal terms about the teacher's achievement.	Murdoch (2013)
Criteria of P as moderator variable supported by literature review	Principal consults the teacher when facing problems prior to any decision taken	Nisa (2003)
	Principal take in consideration the teachers fate prior to taking to decisions	Path goal theory survey (2015)
	Principals shares their vision to all members of the school community.	Path Goal (1996)
	Principal breaking the difficulties of teachers to enable them to be more involved in the achievement.	Path goal theory survey (2015)
	Principal helps teacher to overcome the problems that cripples or prevent the learning process.	Nisa(2003)
Criteria of A as moderator variable supported by literature review	Principal sets clear unprejudiced goals that are based on high criteria	Murdoch (2013)
	Principal shows confidence in the ability of teachers to achieve high performance goals, which contributes in raising the level of student's achievement.	Nisa (2003)

Table 3.3: The criteria to identify the moderator variable

3.4.3 Teacher outcomes as dependent variable

Table 3.4 demarcates the teacher's outcomes behaviours as dependent variable, which identified by criteria from the literature. The dependent variable represents Teacher's outcomes based on Path Goal Theory that describe the leader behaviour impact on job satisfaction, job expectancy, acceptance of leader.

Job satisfaction relates to teachers. They accept working with principals when they accept the leadership and characteristics of principal this leads school principal gains trust and admiration by the teachers. Teachers are willing to accept the principal's directive orders. In addition, the educational process improved when teachers accept the principal's support level. Moreover, Job Satisfaction (JS) criteria include the following: Teachers are satisfied with the directives and orders when presented comfortably by the principal. Their comfort leads to job satisfaction whenever the principal supports their works' achievement by supplying their needs with the resources available. There is greater satisfaction when principals share their views and empower them; they work on improving their performance to achieve the aspired goals when principals adopt a rewarding method, which increases efficiency and job satisfaction.

Job expectancy is related to high quality educational results when principals direct the teacher's energy on the production and when the principals supports their teacher's individual with all their career entitlements. Achieved high educational productions when the principal promotes teachers' individual performance. In addition, the efforts that come from teachers' performance lead to possible results when the principal prepares teachers to get rewards and motivation. Job Expectancies (JE) criteria include the following: Principals direct teacher's energy towards production and support them (career entitlements); it leads to achieve high-quality educational results. Principals promoting teachers' performance lead to higher educational productions, and the efforts from teaching staff' performance leads to possible results in rewards and incentives.

Acceptance of leader, Acceptance of leader (AL) criteria includes the following: The educational process improved when teachers accept the principal's support, teachers accept working with a principal when they accept the principal's leadership and characteristics. Teacher's outcomes related to accept the leadership and characteristics of the principal, show larger amount of satisfaction when principals share them their views and empowers them, works on rewarding teachers increased efficiency and job satisfaction, effort

expended of the teacher's performance is leading to possible outcomes when brews principal for teachers to gain the reward and motivation.

Dependent variable	Criteria	Reference
Criteria of acceptance of leader as dependent variable supported by literature review	Teachers accept working with principals when they accept the leadership and characteristics of principal.	Hallinger (2010)
	Teachers accept the principal when he gains trust and admiration	Nisa(2003)
	Teachers are willing to accept the principal's directive orders.	Nisa(2003)
	The educational process improved when teachers accept the principal's support level.	Nisa(2003)
Criteria of job expectancy as dependent variable supported by literature review	Achievement leads to high quality educational results when principals direct the teacher's energy on the production.	Smily (2010)
	A high quality educational results are achieved when the principals supports their teachers individual with all their career entitlements.	Path goal theory survey (2015)
	Achieved high educational productions when the principal promotes teachers' individual performance	Mordoch(2013)
	The efforts that come from teachers' performance lead to possible results when the principal prepares teachers to get rewards and motivation.	Hallinger (2010)
Criteria of job satisfaction as dependent variable supported by literature review	Teachers show larger amount of satisfaction when principals share them their views and empowers them	Girma, S. (2016).
	Teachers work on improving their performance to achieve the aspired goals when principals work on rewarding them with increased efficiency and job satisfaction.	Xiaoyan, (2016)
	Teachers are satisfied with the directives and orders when presented comfortably and easily by the principal.	Job satisfaction (2005)
	Teacher's satisfaction leads to job satisfaction whenever the principal supports their work achievement by supplying their needs with the resources available.	Job satisfaction (2005)

Table 3.4: The criteria to identify the dependent variable

3.5 D,S,P,A effects Instructional Leadership and teacher outcomes

Leadership styles as a moderator provide a mechanism to measure the influence on Instructional Leadership. Leadership styles D,S,P,A are the elements of leadership activities organised such that they are activated and enhance the role of Instructional leadership to influence the teacher's outcomes. D,S,P,A include multiple moderator variables; Directive, supportive, participative and achievement oriented, these variables can operate separately at the same stage in a causal model, such that there are several direct effects linking instructional leadership to teacher's outcomes. Multiple moderator variables can be linked sequentially, such that the direct effect of an independent variable on a dependent variable operates through a chain of moderator variables.

There is a statistical analysis to investigate Leadership styles D,S,P,A analysis, whether Directive Supportive, Participative and Achievement-oriented affect the relation between Instructional Leadership as an independent variable on teacher's outcomes as dependent variable.

The four leadership styles D,S,P,A include criteria to test the hypothesis of the impact of Instructional Leadership on teachers' outcomes (JJA) job satisfaction, job expectancy and acceptance of leader when related to D,S,P,A. Each D,S,P,A leadership style used separately as a moderator variable links to measure the relationship between Instructional Leadership as the independent variable and teachers' outcomes as the dependent variable. Each link is expected to measure the hypotheses, whether direct, positive or negative relationship between variables.

Based on the tables 3.2, 3.3 and 3.4 this study determines the criteria, which will be incorporated into questionnaire's questions to find whether a significant impact exists when utilizing D,S,P,A in applying Instructional Leadership on teacher outcomes.

3.6 Hypotheses development

The previous subsections in chapter 2 discussed existing empirical results and theories concerning the relationship between a school principal as Instructional Leadership and teacher's outcomes. The leadership styles; directive, supportive, participative and achievement oriented assumes to enhance this relationship and form the basis for the hypotheses of this study.

The relationship between Instructional Leadership and job satisfaction discussed in chapter 2, showing a significant relation. According to Kiboss & Jemiryott (2014), the leadership styles of principals have a significant impact on the working atmosphere in a school and thus on the job satisfaction of teachers. Moreover, job satisfaction affects the teaching profession in matters of attitudes, performance, achievement, and commitment (Malik, 2011). This research determines the relationship, which will transform into hypothesis to find whether a significant impact exists when utilising D,S,P,A in applying Instructional Leadership on teacher's outcomes. To test the hypothesis of the impact of Instructional Leadership on job satisfaction. The following hypothesis illustrates this relation.

H1: Instructional Leadership has a positive relationship on job satisfaction when moderated by Directive leadership styles.

H2: Instructional Leadership has a positive relationship on job satisfaction when moderated by Supportive leadership style.

H3: Instructional Leadership has a positive relationship on job satisfaction when moderated by Participative leadership style.

H4: Instructional Leadership has a positive relationship on job satisfaction when moderated by an Achievement-oriented leadership style.

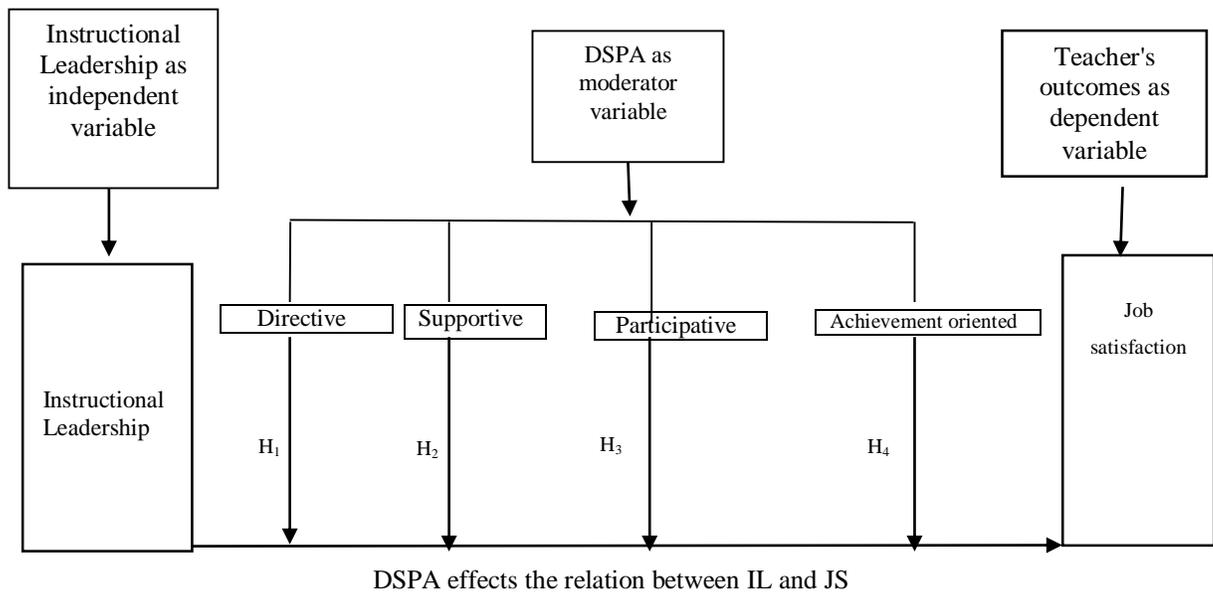


Figure 3.5: The relationship between Instructional Leadership effect job satisfaction when moderated by D,S,P,A by the author

Scholars show the relationship between leadership styles and job expectancy that impact on follower's performance. According to Nisa et al. (2011), participative leadership had a positive effect on subordinates' job expectancies, which had an internal locus of control and states that people who have an internal locus of control are more motivated when their leader's behaviour is participative. In addition, Algattan (1983), subordinates do not accept directive leaders when their need for achievement is high. For example, participative leadership has a positive effect on the subordinates' job expectancies and motivates those who have a high-need for achievement.

This researcher did not find prior academic studies that provide empirical evidence of the effects of Instructional Leadership and job expectancy or acceptance of leader, whereas there is a gap in the literature in terms of the relationship between Instructional Leadership and Path Goal Leadership theory.

Therefore, this study aims to find the impact of leadership styles on Instructional Leadership and teacher's job expectancy. The following hypothesis illustrates this relation. H5: Instructional Leadership has a positive relationship on job expectancy when moderated by Directive leadership style.

H6: Instructional Leadership has a positive relationship on job expectancy when moderated by Supportive leadership style.

H7: Instructional Leadership has a positive relationship on job expectancy when moderated by Participative leadership style.

H8: Instructional Leadership has a positive relationship on job expectancy when moderated by an Achievement-oriented leadership style.

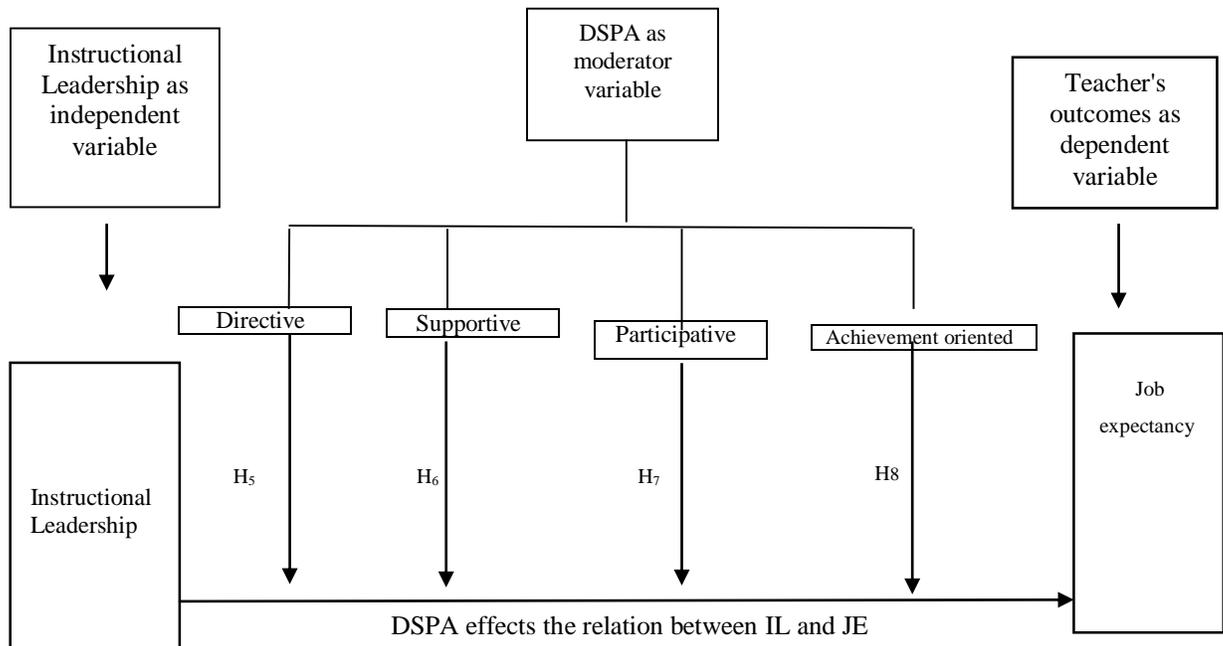


Figure 3.6: The relationship between Instructional Leadership effect job expectancy when moderated by D,S,P,A by the author

There is a significant relation between leadership and acceptance of leader. According to Nisa et al. (2011), suggest that directive leadership had a positive impact on the acceptance of leaders when the subordinates had an external locus of control, which states that internals always prefer participative leaders, and externals prefer directive leaders. Malik et al. (2014) suggests there is a significant relationship between subordinate acceptance of leadership, leadership behaviour and situational factors. Leadership behaviours affect subordinates' acceptance of leaders and can used as a predictor for a leader's acceptance. Therefore, this study aims to find the impact of leadership styles on Instructional Leadership and acceptance of leader. The following hypothesis illustrates this relation.

H9: Instructional Leadership has a positive relationship on acceptance of leader when moderated by Directive leadership.

H10: Instructional Leadership has a positive relationship on acceptance of leader when moderated by Supportive leadership.

H11: Instructional Leadership has a positive relationship on acceptance of leader when moderated by Participative leadership.

H12: Instructional Leadership has a positive relationship on acceptance of leader when moderated by Achievement-oriented leadership.

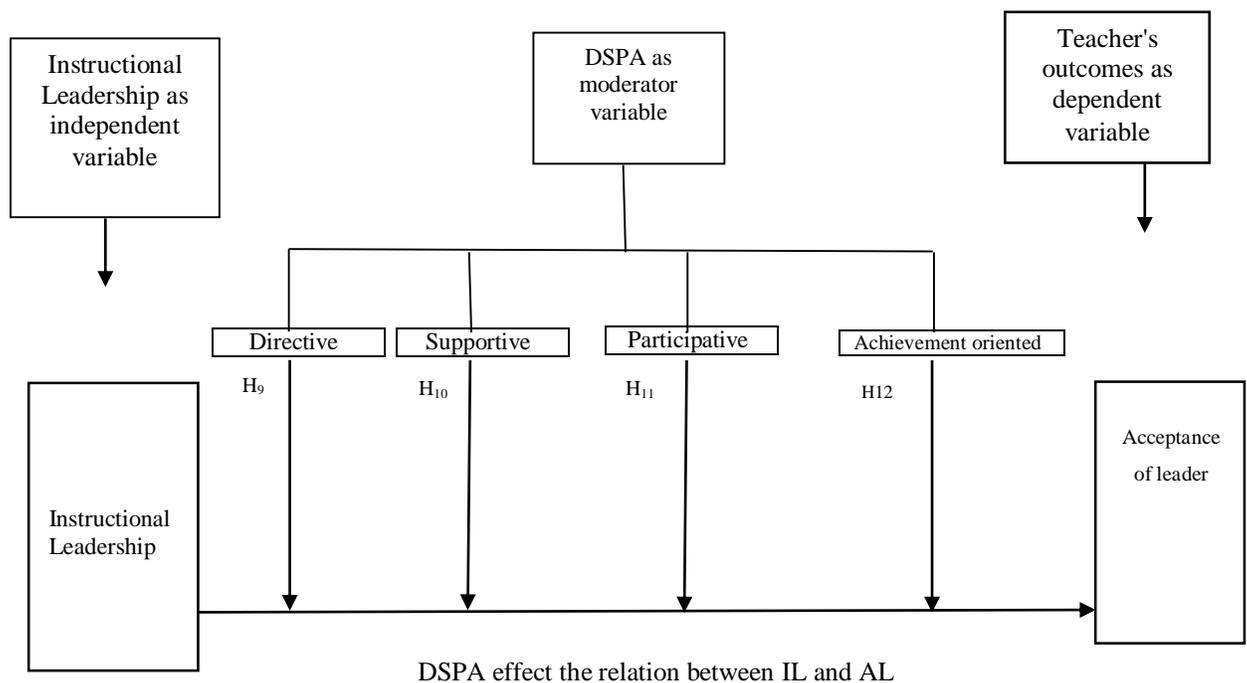


Figure 3.7: The relationship between Instructional Leadership effect acceptances of leader when moderated by D,S,P,A by the author

Consequently, one should expect a positive relationship between the Instructional leadership and leadership styles. This brings us to the main research question of this study question: To what extent do leadership styles D,S,P,A affects the relationship between Instructional Leadership and teacher's outcome job satisfaction, job expectancies and acceptance of leader?. For this question to test the relation, the following hypotheses include (H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, and H12). These hypotheses shape the concepts and characteristics of D,S,P,A and Instructional Leadership and job

satisfaction, job expectancy and acceptance of leader from previous studies. This hypothesis tentative to explain the relation between the study variables in order to answer the research question and investigate the factors and elements to address the research problem.

3.7 The Research Model

This study proposes a structure to develop the model. The model is a composite of all the variables. The model supports the conceptual framework by interacting with the variables of the four leadership styles and influences the Instructional Leadership using hypotheses that measure the degree of impact.

The hypotheses measure how Instructional Leadership influences teachers' performance outcomes when they are under the influence of the four leadership styles. See Figure 3.8

Variables	Hypothesis
The effect of IL on job satisfaction when related to directive leadership, supportive leadership, Participative leadership, Achievement-oriented leadership.	H ₁ , H ₂ , H ₃ , H ₄
The effect of IL on job expectancy when related to directive leadership, supportive leadership, Participative leadership, Achievement-oriented leadership.	H ₅ H ₆ , H ₇ , H ₈
The effect of IL on acceptance of leader when related to directive leadership, supportive leadership, participative leadership, and Achievement-oriented leadership.	H ₉ H ₁₀ , H ₁₁ , H ₁₂

Table: 3.5 Variable and hypotheses to measure the relation of IL and JJA when effects by D,S,P,A by author

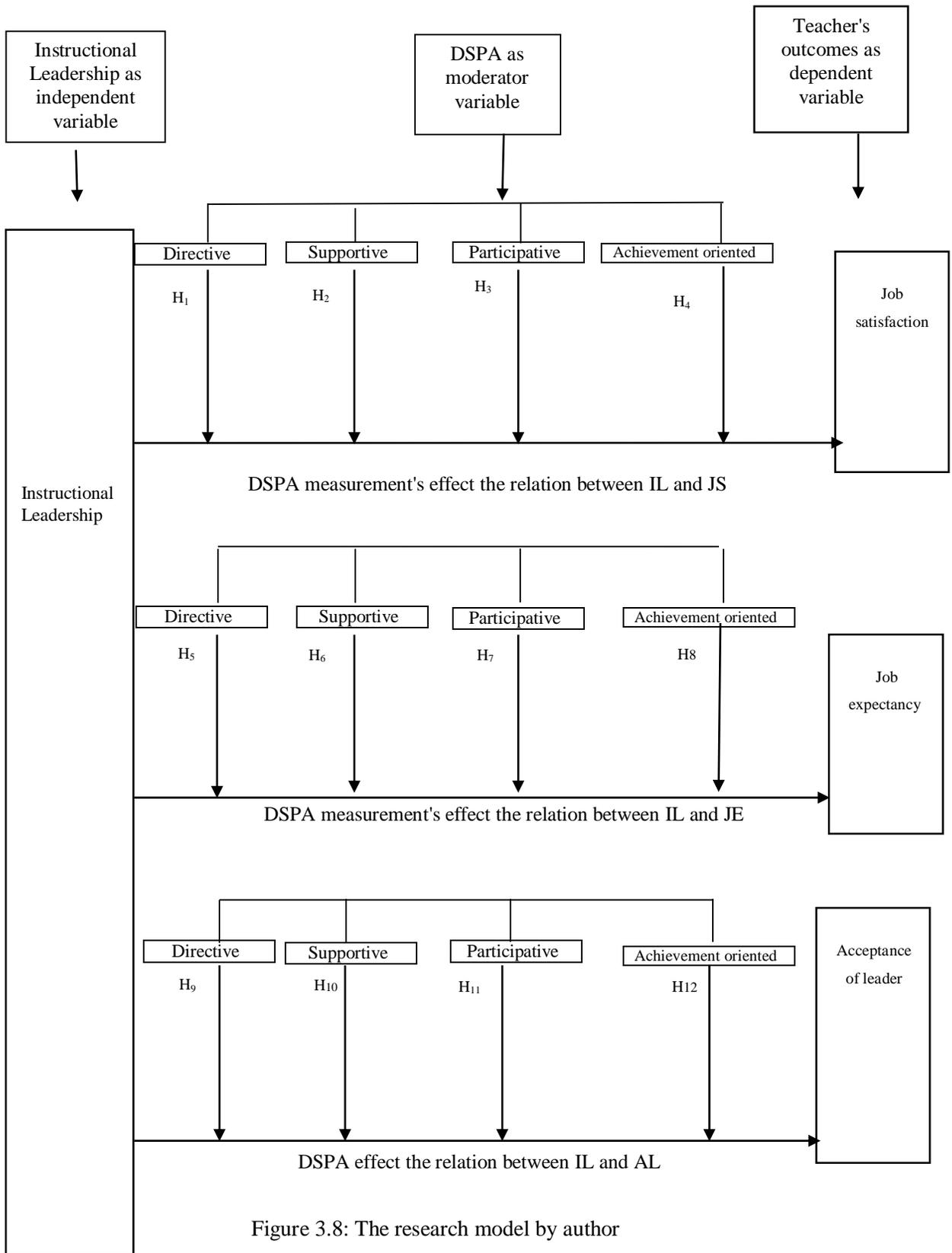


Figure 3.8: The research model by author

3.8 Summary

The purpose of this study is to examine the effectiveness of the four leadership styles directive, supportive, participative, Achievement-oriented on school leaders' Instructional Leadership behaviour, and how these factors are related to teachers' outcome (job satisfaction, job expectancies and acceptance of leader) (JJA). A schematic presentation of the various variables involved in the study provided in Figure 3.8.

The research model identified the relationships to show the impact of Instructional Leadership on teachers' outcome (job satisfaction and job expectancies, acceptance of leader) when associated with the four leadership styles. The evolving model based on previous models that applied path goal theory in a different setting. The model proposes a positive or negative influence on the effective relationship between the variables. This thesis used 12 hypotheses to examine whether the four leadership styles are a proper enhancement to the role and behaviour of a principal as an Instructional Leader and teachers' outcome. The next chapter examines the methods related to the statistics for addressing the research questions. The chapter discusses developing data collection instruments and the data analysis tools.

Chapter 4: Research

4.1 Introduction

This chapter presents the research methods used to estimate the effect of each leadership style by examining the perceptions of school principals, teachers and senior chiefs. It addresses the quantitative and qualitative methods. This chapter presents a description of the research design, statistical approach, validity and reliability. A description of the normality test follows with the main data validity. It discusses and presents a description of the sample and setting, data collection methods and data analysis, with an exposition of the development and description of the questionnaire. This chapter presents a description of focus group and thematic methods. Finally, the chapter concludes with an explanation of the ethical issues considered to protect the rights and privacy of the respondents.

4.2 Research Design and Approach

This study utilises mixed methods: quantitative and qualitative. Mixed methods research is used to conduct research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research (Onwuegbuzie, 2005). Quantitative methods developed originally within the natural sciences to study natural phenomena. Quantitative research can be defined as a research strategy that emphasises quantification in data collection and analysis (Bryman & Bell, 2007, 2011). This approach of research mainly highlights the use of measurement to describe underlying phenomenon and relationships (Saunders et al. 2007). Quantitative research methods encompass survey modelling and statistical analysis (Nyame - Asiamah & Patel, 2009). Therefore, the quantitative approach systemically studies phenomena through mathematical calculations to confirm hypotheses constructed from theory (Saunders et al. 2007).

On the other hand, according to Suter (2006), the qualitative approach explains phenomena through verbal descriptions of peoples' experiences and perceptions rather than testing hypotheses with numerical values. Qualitative research is an interpretive and naturalistic approach. Hoberg (1999) "states that qualitative research is useful when researchers want to gain a deeper, richer understanding of human phenomena, as well as to investigate the meaning of events that people experience" (p.51). This study used focus group discussions,

survey results and reports to triangulate data to provide breadth and depth of understanding and corroborative data.

4.3 Mix method research

Focus groups and surveys are referred to as primary research tools, both collect new or original data. This researcher used the survey and focus group to gather the information for the study. An advantage of using primary data is that this researcher is collecting information for the specific purposes of the study (Deibler, 2012). In essence, the questions the researcher asked tailored to elicit the data that will help her to gain insights into the phenomenon being studied. This Researcher collects the data herself, using surveys, interviews and direct observations.

The most advantageous characteristics of using a survey and focus group is the possibility of triangulation. Moreover, the focus group can use to elaborate and confirm the survey results, illustrate and clarify the findings of the survey. The success of this triangulation method depends on the ability of the research design to accommodate the respective strengths and weaknesses of both methods.

It's necessary and useful to mix the both methods when it needs to validate and substantiate the study results. Therefore, using mixed methods uses the strengths of each research approach, making sure to avoid single method pitfalls.

4.4 Instruments

The tools used in this study were designed to determine whether significant relationships exist between Instructional Leadership and teacher's outcomes (JJA) when moderated by the four D,S,P,A leadership styles. The purpose is to measure the effectiveness of each D,S,P,A leadership styles to moderate IL.

For this study, the survey was used to collect the data from principals, teachers and senior chiefs in the Kingdom of Bahrain. The survey provides a useful mechanism for collecting large amounts of data efficiently from a sizeable population, which allows more control over the research process (Saunders et al. 2007). The survey depends on data collection to answer the research questions or support the research arguments (Jankowicz, 1995). Therefore, the

quantitative method was most suitable to develop the survey because data was collected from various organisations.

The survey strategy allows for more generalised findings as a sample representative of the population. The survey is appropriate for examining many variables as they occur in their realistic settings without the need to manipulate them as in experiments (Kothari, 2004). Therefore, the researcher, distributed the main survey to district employees in public schools in the Kingdom of Bahrain to collect their perceptions and opinions.

Table 4.1 shows the number of participants, the population, and the samples of schools in the Kingdom of Bahrain – (See Appendix A Number of public schools and teachers by sex for the academic year 2014- 2015). This table explains the three categories of participants in this study, which include principals, teachers, and senior chiefs. The participants represent the level of school (primary, intermediate and secondary) in all the districts in the Kingdom of Bahrain. In addition the gender and the qualifications. The number of samples of categories shows that senior chiefs is eight of eight from the population. The number of principals is 123 of 207 of the population and the number of teachers is 405 of 14170 of the population.

Category participants	Number of population	Samples
Senior chiefs	8	8
Principals	207	123
Teachers	14170	405

Table 4.1 Number of participants by senior chiefs, principals and teachers by the author

In addition, this researcher sought to grasp unique or unexpected insights by using qualitative methods. The researcher interviewed senior chiefs by the focus group to shed light on their experiences and their interpretations of the impact of leadership styles and all the variables. The focus group discussion was informed by the findings from the survey. Specifically, the members of the focus group were asked to reflect, elaborate, and develop the findings. The senior chiefs could also contradict the findings if they felt that was the case. The focus group

discussion enabled the researcher to refine the survey findings. Chapter 5 explains how the focus group discussion was informed by the findings from the survey.

4.4.1 Develop the scale

According to Babbie (2009) “a scale is a composite measure of several items (questions/statements) that have a logical or empirical structure among them” (p. 343). The survey used to collect the data of the variables. This study developed the scale to measure the variables based on three steps. According to Morgado et al. (2018) to develop the scale, the first step commonly referred as item generation; here the researcher provides theoretical support based on an extensive literature review (Hinkin, 1995). The second step refers to theoretical analysis, where the researcher assesses the content validity of the scale, ensuring that the initial item pool reflects the desired construct (Arias et al. 2006). To ensure content validity, the researcher seeks other opinions about the operationalized items. The opinions can be those of expert judges that is experts in the development scales or experts in the target construct or target population judges, namely, potential users of the scale, enabling the researcher to ensure that the hypothesis elaborated in the research appropriately to represent the construct of interest (Nunnally, 1967). The third step is psychometric analysis, the researcher should assess whether the new scale has construct validity and reliability. Construct validity is most directly related to the question of what the instrument is measuring—what construct, trait, or concept underlies an individual’s performance or score on a measure (Churchill, 1979).

This study followed the three steps outlined above. According to the first step, item generation the research question criteria of the survey. The survey is based on previous studies Nisa (2003), Murdoch (2013), Path Goal Theory Survey (2015), Instructional Leadership’s criteria (Blasé & Blasé, Phillips, Smylie, 2010) and Murphy(1990), the Job Satisfaction Survey by (Amburgey, 2005) and (Xiaoyan, 2016). These criteria were classified from the review of literature in Chapter 2. Each variable is explained in the form of an integral model in Chapter 3. One of the main objectives of previous academic research projects is to determine the extent of association of variables and to identify any statistical significance to determine which observable associations matter (Johnson, 2011).

The criteria related to Instructional Leadership, and D,S,P,A and other to teacher's outcomes, are extract from literature review and developed to form the questions of the questionnaire to measure each variable of this study.

To measure these questions a combination of regression analysis and correlation methods are used to analyses data collected from participants. Correlation methods are used to determine the impact of the leadership styles (Directive, Supportive, Participative, Achievement-oriented) on the relationships between the perceptions of a principal's behaviour as an Instructional Leader and teacher's outcomes (job satisfaction job, expectancy and acceptance of leader) - see Appendix O Reliability /variable scales. The Reliability Analysis procedure calculates a number of commonly used measures of scale reliability. In addition, provides information about the relationships between individual items in the scale, which are often used in survey instruments to probe underlying constructs that this researcher wants to measure, which are later summed to arrive at a resultant score associated with a particular respondent. For development of scale uses in models the reliability statistics in use are Cronbach's alpha (Cronbach, 1951).

The questionnaire instrument is the main tool that contributes to collecting data and drawing conclusions in this study. The questionnaire distributed to the participant by mail. See Appendix B (the research questionnaire). According to Gable (1994), the survey approach refers to quantitative analysis that use a group of methods where data for many organisations collected through methods such as questionnaires, telephone interviews, or from published statistics, and these data are analysed using statistical techniques. The questionnaire was developed using a Likert scale, ranging from (1) strongly disagree to (5) strongly agree. Within the quantitative approach, the variables measured through the numerical data and analyses by applying statistical tests.

The following tables discussed a classification system that is often used to describe the measurement of concepts or variables that are used to measure the between variables. This classification system categorizes the variables as measured on a ratio scale. Ratio scales, that include time, numbers or units on the scale equal over all levels of the scales. After

introducing the classification system and providing examples of variables, which typically measured on each type of scale, the section of analysis date will note the implications of these measurement scales. Specifically, we discuss the statistical tests, which are most appropriate for data measured on each type of scale. There are certain statistical analyses, which are only meaningful for data, which measured at certain measurement scales such as Frequency, Mean, Standard Deviation, Alpha, Simple Regression, R2, Z Test, Chi- Square, T test., ANOVA. These statistical methods are used in chapter five in Descriptive Statistical and Testing Hypotheses.

The tables in following sections illustrate the reference of the scales, including the measure of the independent variables. This allows us to measure the direction and intensity of a construct. A single module might have several scales if the dimension is multi-faceted. A key characteristic of a scale best measured by several items that reflect various aspects of the construct scale or dimension of interest (Robertson, 2017).

The following tables illustrate the method of the collecting the data, each table allocates the elements for investigation of the effect of each leadership style on instructional leadership and teacher outcomes. This study considers fundamentally finding the measure the effect of D,S,P,A on Instructional Leadership. If there is no effect between D,S,P,A and Instructional Leadership it difficult to find an effective relation between of D,S,P,A on Instructional Leadership and teacher outcomes.

4.4.1.1 Scales of Directive Leadership and Instructional Leadership

Table 4.2 highlights on criteria selected from the different scales that relate to each of the Directive Leadership and directive leadership. The study consists of the independent variable is represented in Instructional Leadership that is measured by directive leadership elements. The Instructional Leadership and Directive leadership style measured separately with 5-item scale with 5-item scale coded 1= 'strongly disagree' to 5 = 'strongly agree'. The items of directive leadership to measure Instructional leadership are (Principal allows teachers to know what is expected of them.

(Nisa, 2003). (Principal explains how to implement the steps required assignments for teachers according to their roles) (Path goal theory survey, 2015). (Principal charting the

work of teachers that needs to do) (Murdoch .2013). In addition, Principal asks teachers to follow the standard rules of the educational process (Path, 2013). The present study found this measure to be robust Alpha ($\alpha = 0.94$). See Appendix O (Reliability /variable scales).

Directive leadership style items	Statistical Measurement	Criteria Independent variable
Principal allows teachers to know what is expected of them.	Frequency, Mean, Standard Deviation , Alpha, Simple Regression, R ² Z Test, Chi- Square, T test. ANOVA	Principal directs the guidance focusing on improving the educational process and optimization attempt to maximize their long-term utility.
		Principal works to provide optimum conditions the educational climate in the learning rooms.
Principal explains how to implement the steps required assignments for teachers according to their roles.		Principal directs teachers to meet their needs through environmental resources.
		Principal works specific criteria for evaluating the performance of teachers.
Principal charting the work of teachers that needs to do.		Principal has the knowledge and information that may improve student achievement level.
		Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.
		Principal addresses the difficulties that faced by teacher's accordance to the data and information provided order to maximize utility without cost.
Principal asks teachers to follow the standard rules of the educational process.		Principal allows the teachers to participate in profession programs with no discrimination.
		Principal prepare and supports the teacher with the needs to carry out results analysis process.
		Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.
	Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process.	
	Principals allocate supporting environmental resources to contribute inactivating the educational process.	
	Principal supports and follows up the application of technology in the educational process.	
	Principal shares ideas and opinion with the teachers.	
	Principal includes the given suggestion in the decision take.	
The Independent Variable Instructional Leadership measured in the term of Directive Leadership styles by Alpha $\alpha = 0.94$		Principal focuses on spreading the concept of teamwork.

Table 4.2: Criteria selected from the different scales that relate to each of the Directive Leadership and Instructional Leadership by author

4.4.1.2 Scales of Supportive Leadership and Instructional Leadership

Table 4.3 highlights criteria selected from the different scales that relate to each of the Supportive Leadership and Instructional Leadership. The study consists of the independent variable is represented in Instructional Leadership that is measured by Supportive Leadership elements. The Instructional Leadership and Supportive leadership style measured separately with 5-item scale with 5-item scale coded 1= 'strongly disagree' to 5 = 'strongly agree'. The items are for example; Principal has a friendly relationship with teachers (Nisa (2003) & path goal theory survey, 2015). Principal supports teacher's faculties faced by teachers according to the data and information (Nisa, 2003). (Principal seeks to provide the teachers with personal luxury) (Nisa, 2003) In addition, Principal verbally expresses reward for teacher's achievement (Path, 2013). The present study found this measure to be robust Alpha ($\alpha = 0.96$). See Appendix O (Reliability /variable scales).

Supportive leadership style items	Statistical Measurement	Criteria Independent variable
Principal has friendly relationship with teachers	Frequency, Mean, Standard Deviation , Alpha, Simple Regression, R ² Z Test, Chi- Square, T test. ANOVA	Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility.
		Principal works to provide optimum conditions the educational climate in the learning rooms.
Principal directs teachers to meet their needs through environmental resources.		
Principal works specific criteria for evaluating the performance of teachers.		
Principal has the knowledge and information that may improve student achievement level.		
Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.		
Principal addresses the difficulties that faced by teacher's accordance to the data and information provided in order to maximize utility without cost		
Principal allows the teachers to participate in profession programs with no discrimination.		
Principal prepare and supports the teacher with the needs to carry out results analysis process.		
Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.		
Principal supports teacher's cooperation in training and professional development	Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process.	
	Principals allocate supporting environmental resources to contribute inactivating the educational process.	
	Principal supports and follows up the application of technology in the educational process.	
	Principal shares ideas and opinion with the teachers.	
Principal seeks to provide the teachers with personal luxury.	Principal includes the given suggestion in the decision take.	
Principal verbally expresses reward for teacher's achievement.		
Principal supports teams and individuals in a way that it contributes in the improvement of the production.		

		Principal focuses on spreading the concept of teamwork.
The Independent Variable Instructional Leadership measured in the term of Supportive Leadership styles by Alpha $\alpha = 0.96$		

Table 4.3: Criteria selected from the different scales that relate to each of the Supportive Leadership and Instructional Leadership by author

4.4.1.3 Scales of Participative Leadership and Instructional Leadership

Table 4.4 demarcates criteria selected from the different scales that relate to each of the Instructional Leadership and Participative leadership style was measured separately with a 5-item scale coded 1 = ‘strongly disagree’ to 5 =‘strongly agree’. The items from this measure are; Principal shares their vision to all members of the school community (Path Goal, 1996). Principal takes in consideration the teacher's fate prior to taking of decisions (Path goal theory survey (2015)). The present study found this measure to be robust Alpha ($\alpha = 0.93$). See Appendix O (Reliability /variables scales).

Participative leadership style items	Statistical Measurement	Criteria Independent variable
Principal consults the teacher when facing problems prior to any decision taken	Frequency, Mean, Standard Deviation, Alpha, Simple	Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility.
		Principal works to provide optimum conditions the educational climate in the learning rooms.
		Principal directs teachers to meet their needs through environmental resources.
Principal takes in consideration the teacher's fate prior to taking of decisions	Regression, R ² , Z Test, Chi- Square,	Principal works specific criteria for evaluating the performance of teachers.
		Principal has the knowledge and information that may improve student achievement level.
		Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.
Principals shares their vision to all members of the school community.	T test.	Principal addresses the difficulties that faced by teacher's accordance to the data and information provided in order to maximize utility without cost.
Principal breaking the difficulties of teachers to enable them to be more involved in the achievement.	ANOVA	Principal allows the teachers to participate in profession programs with no discrimination.
		Principal prepare and supports the teacher with the needs to carry out results analysis process.
		Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.
		Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process.
Principal helps teacher to overcome the problems that cripples or prevent the learning process.	ANOVA	Principals allocate supporting environmental resources to contribute inactivating the educational process.
		Principal supports and follows up the application of technology in the educational process.
		Principal shares ideas and opinion with the teachers.
		Principal includes the given suggestion in the decision take.
		Principal focuses on spreading the concept of teamwork.
The Independent Variable Instructional Leadership measured in the term of Participative leadership styles by Alpha $\alpha = 0.93$		

Table 4.4 Criteria selected from the different scales that relate to each of Participative Leadership and Instructional Leadership by author

4.4.1.4 Scales of Achievement-oriented Leadership and Instructional Leadership

Table 4.5 demarcates criteria selected from the different scales that relate to each of the Instructional Leadership and Achievement-oriented leadership styles were measured separately with a 5-item scale, coded 1 = 'strongly disagree' to 5 = 'strongly agree'. The items

from this measure is principal set clear unprejudiced goals that based on high criteria. There are few studies mention about achievement oriented styles and teacher outcomes. The present study found this measure to be robust Alpha ($\alpha = 0.92$) See Appendix O (Reliability /variable scales).

Achievement-oriented leadership style items	Statistical Measurement	Criteria Independent variable
Principal set clear, challenging goals based on high criteria.	Frequency, Mean, Standard Deviation , Alpha, Simple	Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility..
		Principal works to provide optimum conditions the educational climate in the learning rooms.
		Principal directs teachers to meet their needs through environmental resources.
		Principal works specific criteria for evaluating the performance of teachers.
		Principal has the knowledge and information that may improve student achievement level.
		Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.
		Principal addresses the difficulties that faced by teacher's accordance to the data and information provided in order to maximize utility without cost.
Principal shows confidence in the ability of teachers to achieve high-performance goals, which contribute to raising the level of students' achievement.	Regression, R ²	Principal allows the teachers to participate in profession programs with no discrimination.
	Z Test,	Principal prepare and supports the teacher with the needs to carry out results analysis process.
	Chi- Square,	Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.
	T test.	Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process.
	ANOVA	Principals allocate supporting environmental resources to contribute inactivating the educational process.
		Principal supports and follows up the application of technology in the educational process.
		Principal shares ideas and opinion with the teachers.
		Principal includes the given suggestion in the decision take.
		Principal focuses on spreading the concept of teamwork.
	The Independent Variable Instructional Leadership measured in the term of Achievement -oriented leadership styles by Alpha $\alpha = 0.92$	

Table 4.5: Criteria selected from the different scales that relate to each of the achievement –oriented Leadership and Instructional Leadership by author

4.4.1.5 Scales of Job satisfaction and Instructional Leadership

Table 4.6 demarcates criteria selected from the different scales that relate to each of the Instructional Leadership and teacher's job satisfaction was measured separately with a 5-item scale (Girma, 2016), (Xiaoyan, 2016), coded 1 = 'strongly disagree' to 5 = 'strongly agree'. A sample item from this measure is (Teachers show larger amount of satisfaction when principals share them their views and empowers them) (Job satisfaction, 2005). (Teachers work on improving their performance to achieve the aspired goals when principals work on rewarding them with increased efficiency and job satisfaction) (Path, 2013). The present study found this measure to be robust Alpha ($\alpha = 0.94$). See Appendix O (Reliability /variable scales).

Job satisfaction items	Statistical Measurement	
Teachers are satisfied with the directives and orders when presented comfortably and efficiently by the principal.	Frequency, Mean, Standard Deviation, Alpha, Simple Regression, R ² Z Test, Chi-Square, T test. ANOVA	Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility.
Teacher's satisfaction leads to job satisfaction whenever the principal supports their work achievement by supplying their needs with the resources variable.		Principal works to provide optimum conditions the educational climate in the learning rooms.
Teachers show larger amount of satisfaction when principals share them their views and empower them.		Principal directs teachers to meet their needs through environmental resources.
Teachers work on improving their performance to achieve the aspired goals when principals work on rewarding them in order to increase efficiency and job satisfaction.		Principal works specific criteria for evaluating the performance of teachers.
		Principal has the knowledge and information that may improve student achievement level.
		Principal makes suggestions by the teachers with respect to the subject of interest in the educational process in order to maximize utility without cost.
		Principal addresses the difficulties that faced by teacher's accordance to the data and information provided.
		Principal allows the teachers to participate in profession programs with no discrimination.
		Principal prepare and supports the teacher with the needs to carry out results analysis process.
		Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.
		Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process.
		Principals allocate supporting environmental resources to contribute inactivating the educational process.
		Principal supports and follows up the application of technology in the educational process.
		Principal shares ideas and opinion with the teachers.
		Principal includes the given suggestion in the decision take.
		Principal focuses on spreading the concept of teamwork.
The Independent Variable Instructional Leadership measured in the term of job Satisfaction styles by Alpha $\alpha = 0.94$		

Table 4.6: Criteria selected from the different scales that relate to each of the Job Satisfaction and Instructional Leadership by author

4.4.1.6 Scales of Job expectancy and Instructional Leadership

Table 4.7 demarcates criteria selected from the different scales that relate to each of the Instructional Leadership and of teacher's job expectancy was measured separately with 5-

item scale (Path Goal Theory), coded 1 = ‘strongly disagree’ to 5 = ‘strongly agree’. A sample item from this measure is (Achievement leads to high quality educational results when principals direct the teacher’s energy on the production) (Path goal theory Survey, 2015). (Effort expended of the teacher's performance, is leading to possible outcomes when brews director for teachers to gain the reward and motivation). (Smily, 2010). The present study found this measure to be robust Alpha ($\alpha = 0.90$) See Appendix O (Reliability /variables scales).

Job expectancy items	Statistical Measurement	Reference
Achievement leads to high quality educational results when principals direct the teacher’s energy on the production	Frequency, Mean, Standard Deviation , Alpha, Simple Regression, R ² Z Test , Chi- Square T test. ANOVA	Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility..
A high-quality educational results are achieved when the principals support their teachers individual with all their career entitlements		Principal works to provide optimum conditions the educational climate in the learning rooms.
		Principal directs teachers to meet their needs through environmental resources.
		Principal works specific criteria for evaluating the performance of teachers.
Achieved high educational productions when the principal promotes teachers’ individual performance		Principal has the knowledge and information that may improve student achievement level.
		Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.
		Principal addresses the difficulties that faced by teacher’s accordance to the data and information provided in order to maximize utility without cost.
		Principal allows the teachers to participate in profession programs with no discrimination.
		Principal prepare and supports the teacher with the needs to carry out results analysis process.
		Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.
		Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process.
		Principals allocate supporting environmental resources to contribute inactivating the educational process.
		Principal supports and follows up the application of technology in the educational process.
		Principal shares ideas and opinion with the teachers.
	Principal includes the given suggestion in the decision take.	
	Principal focuses on spreading the concept of teamwork.	
The Independent Variable Instructional Leadership measured in the term of job Expectancy by Alpha $\alpha = 0.90$		

Table 4.7: Criteria selected from the different scales that relate to each of the Job Expectancy and Instructional Leadership by author

4.4.1.7 Scales of Acceptance of leader and Instructional Leadership

Table 4.8 demarcates criteria selected from the different scales that relate to each of the Instructional Leadership and of Acceptance of Leader was measured separately with a 5-item scale coded 1 = ‘strongly disagree’ to 5 = ‘strongly agree’. The item from this measure is (Teachers are willing to accept the principal’s Directive orders.) (The educational process is improved when teachers accept the principal’s support level) (Path goal theory survey, 2015) (Teachers accept working with principals when they accept the leadership and characteristics of principal) (Principals accepted when their stay in the school requested, preferred and wanted by the teachers) (Hallinger, 2010). The present study found this measure to be robust Alpha ($\alpha = 0.93$). See Appendix O (Reliability /variables scales).

Acceptance of leader items	Statistical Measurement	Reference
Teachers are willing to accept the principal’s directive orders.	Frequency, Mean, Standard Deviation ,Alpha, Simple Regression, R ² Z Test, Chi- Square T test. ANOVA	Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility.
		Principal works to provide optimum conditions the educational climate in the learning rooms.
		Principal directs teachers to meet their needs through environmental resources.
		Principal works specific criteria for evaluating the performance of teachers.
		Principal has the knowledge and information that may improve student achievement level.
		Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.
		Principal addresses the difficulties that faced by teacher’s accordance to the data and information provided in order to maximize utility without cost.
		Principal allows the teachers to participate in profession programs with no discrimination.
		Principal prepare and supports the teacher with the needs to carry out results analysis process.
		Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.
The educational process is improved when teachers accept the principal’s support level.		Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process.
		Principals allocate supporting environmental resources to contribute inactivating the educational process.
		Principal supports and follows up the application of technology in the educational process.
		Principal shares ideas and opinion with the teachers.
Teachers accept working with principals when they accept the principal’s leadership and characteristics of principal.		Principal includes the given suggestion in the decision take.
		Principal focuses on spreading the concept of teamwork.
Teachers accept the principals when they gain trust and admiration		
The Independent Variable Instructional Leadership measured in the term of Acceptance of Leader by Alpha $\alpha = 0.93$		

Table 4.8: Criteria selected from the different scales that relate to each of the Acceptance of Leader and Instructional Leadership by author

4.5 The scale development process

This researcher used alpha α to measure internal consistency of the study elements, how closely related a set of instructional leadership, and D,S,P,A group. It considered a measure of scale reliability. All the values have resulted high correlation.

This researcher utilized both an inductive and deductive approach for generating items to assess the Instructional Leadership influence by D,S,P,A. It began inductively deriving a taxonomy of the Instructional Leadership, D,S,P,A and teacher's outcome process, and then developed a questionnaire for future inquiries of the three variables. This researcher asked participants of teachers and school principals. The process developed 49 items that assessed a wide range of the study. These items were created to represent the three variables of the study. Each item addresses only a single issue include instructional Leadership, leadership styles and teacher outcomes. The statements are simple and as short as possible and the language used familiar to target participant, the participants understood items as intended by the researcher. Some content redundancies are desirable when creating multiple items because they are the foundation of internal consistency and reliability. For example, two items are close to meaning and mostly same content, but each has its own purpose. First the items of (principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process). The second is the (principal follow up the evaluation of the teaching process to contribute to the improvement of teaching and learning process). This study used Cronbach's alpha to measure of scale reliability of the items how closely related a set of items are as a group. The next section of The Pilot study shows measurements of the validity and the reliability.

4.6 Pilot study

Vause (1993) confirms that a pilot study enables researchers to assess whether there are any ambiguities in the data collection instrument or whether the respondents have any issues. A pilot study using the survey instrument conducted with 50 participants comprising principals and teachers to respond to the questionnaire and provide the information needed to test the survey instrument and data analysis. The pilot questionnaire was designed in English and

translated into Arabic. Measurement and Evaluation advisers who are specialist and experts at the Ministry of Education (MOE) validated the translation of the questionnaire and revised the initial questionnaire instrument to ensure clarity, accuracy of context and language, fluency and verbal structures as well as to check the Arabic terminology.

According to the theoretical analysis, which refers to the measurement of the validity and the third step “psychometric analysis” which measures, the reliability. Validity and reliability are limited to Cronbach’s Alpha measurement instrument, and its stability coefficient calculated using SPSS. Cronbach’s Alpha evaluates the reliability technique of a given test by a single test administration, providing a unique estimation of this given test’s reliability. Cronbach’s alpha is the average value of the reliability coefficients and increasing the value of alpha is partly depends on the number of items on the scale. It notes that an alpha of 0.8 is a reasonable goal (Gliem & Gliem, 2003).

4.6.1 Validity

Validity tests are assessments of how well an instrument measures the concept, it intended to measure. Validity is concerned with whether we measure the right concept (Sekaran, 2006). This study uses a survey to examine relationships between leadership styles on Instructional Leadership and teacher outcomes. The survey measures what it is intended for when validity is applied to it (Creswell, 2005). For this study, validity is considered to be the degree to which the tool measures what it claims to measure in this case, validity is equivalent to accuracy.

The pilot survey measured the impact of Instructional Leadership on teachers’ outcomes (JJA) when the four leadership styles (D,S,P,A) are applied. The results suggest that D,S,P,A affect teachers’ outcomes. Principals and teachers who took part in the pilot survey stated that they understood the questions in the pilot survey instrument. The pilot survey starts with the objectives of the study, clarifies each leadership style concept based on the criteria that connect leadership styles and Instructional Leadership in each section. The researcher examined the findings from the pilot data analysis and found the pilot survey instrument measured what it designed is. The next section will show the results.

4.6.2 Reliability

Reliability refers to the stability and consistency of measurement of the concept (Sekaran, 2006). Reliability in quantitative research refers to the consistency in results conducted by different researchers or a single researcher throughout the time (Bogdan & Biklen, 2003). According to Yin (1989), reliability needs researchers to follow the same process when repeating the same survey. A previous form of the questionnaire evaluated by a panel of three leadership and statistics experts in the Ministry of Education in the Kingdom of Bahrain.

To ensure reliability the questionnaire was adapted from the multicultural educational survey (Boyle-Baise & Washburn, 1995). Therefore, this researcher's questionnaire is drawn from several literature reviews and used in a pilot study, consisted of 49 statements and used a 5-point Likert scale. According to Sekaran (2006) reliabilities of less than .60 is considered poor, those in the .70 range, are acceptable, and those over .80 good. Cronbach's Alpha ranged from .81 to .85 for the independent variable.

In this study, Alpha reliability coefficients of the pilot test from subscales yielded a range from 74.9% - 93% which is between Excellent and Acceptable. George and Mallery (2003) provide the following: "more than .9 is Excellent, more than .8 is Good, more than .7 is Acceptable, more than .6 is Questionable, more than .5 is Poor, and less than .5 is Unacceptable" (p. 231).

The Table 4.9 illustrates the Reliability and validity results as analysed computer by Alpha reliability Coefficients. See appendix C (Reliability and validity results as analysed by computer based on Alpha reliability coefficients). This researcher used questions to describe the relationship between D,S,P,A and instructional leadership and teacher outcomes.

In order to measure the Directive's effect, four questions coded A1 to A4. To measure the Supportive leadership effect, five questions coded B1 to B5. To measure the Participative leadership effect, five questions coded it from C1 to C5. To measure the achievement – oriented leadership effect, two questions coded D1 to D2.

In addition to measure, the Instructional Leadership effect on Job Satisfaction (JS), four questions coded E1 to E4. To measure the Instructional Leadership effect on Job Expectancy (JE), four questions coded F1 to F4. To measure the Instructional Leadership effect on

Acceptance of Leader (AL), four questions used to code from G1 to G4. The result of Table 4.9 yielded a range from 74.9% - 93%, which is between Excellent and Acceptable.

No	Variables	Number of Questions with coding	Alpha
1	Directive leadership style (DLS) effect on IL and JJA	A1-A9	92%
2	Supportive leadership style (SLS) effect on IL and JJA	B1-B15	91.5%
3	Participative leadership style (PLS) effect on IL and JJA	C1-C11	87.4%
4	Achievement- oriented leadership style (ALS) effect on IL and JJA	D1-D2	74.9%
5	IL's effect on Job satisfaction (JS)	E1-E4	90.9%
6	IL's effect on Job Expectancy (JE)	F1-F4	90.9%
7	IL's effect on Acceptance of leader (AL)	G1-G4	93.7%

Table 4.9: Reliability and validity results as analysed computer by Alpha reliability by author

4.7 Changes made to the main study's survey instrument

Following the pilot study, the survey instrument used for the main data collection amended to reflect lessons learnt from the pilot. These included clarifying the instructions, which were unclear, because of the font of typing questions.

The pilot revealed that the question of the leadership styles and Instructional leadership were overlapping and therefore, needed to be separate. For the data collection, the questionnaire distributed manually in pilot study, but for the main study, it distributed by email, which was much more efficient.

This researcher did not carry out a further pilot after these changes to check that it was readable, valid and reliable before conducting the main survey, because there were no material changes to the questionnaire. The test measures what needs to be measured and validating the questionnaire by peers and experts in educational leadership. The new

instrument was not checked prior to the main study, which is a limitation of the study that will be discussed in chapter 7.

4.8 The Normality Test

This researcher used the Normality test to compare the shape of the study sample distribution to the shape of a normal curve. This test assumes that if the sample is of a normal shape, then the sample from which it came from is normally distributed. A significant test means the sample distribution is not shaped like a normal curve. Shapiro Wilks **use to test normality distribution** Razali & Wah (2011) highlighted that Shapiro–Wilk test has the best power for significance. The formula for the W value is:

$$W = \frac{(\sum_{i=1}^n a_i x_{(i)})^2}{\sum_{i=1}^n (x_i - \bar{x})^2}$$

“Given the sample size, when W is small enough that p (the probability of Type I error) is low, the results are significant, rejecting the ‘H0’ when it is true. Therefore, if p is high, we do not want to reject H0. If p is low, there is a low probability of Type I error (Shapiro & Wilk, 1965). The Normality Test Hypotheses is when the H0 observed distribution fits the Normal Distribution. If we do not reject the H0, we accept or assume normality. Therefore, testing the normality of this study results p < 0.05 the study assumes normality” (Shapiro & Wilk, 1965pp. 591-611).

4.9 Testing the main data validity

A Shapiro-Wilks test was used to ensure an approximation of data to a normal distribution as presented in Table 4.10. The decision basis of this test is to accept the null hypothesis that the data is normally distributed when the sig is >0.05. As shown in the Table 4.3, the researcher observed the (Sh-W) value for all variables was less than 0.05. This ascertains the study data are not normally distributed. To overcome this problem, the natural logarithm of this variable is considered. Moreover, the size of the sample, although large may not influence the credibility of the study (Guiarati, 2003). See Appendix D (Testing non

normality). Testing Data Validity of Normal test to compare the shape of the study on Shapiro- Wilks W and Kolmogorov _ Smirnov. Therefore, this researcher used the nonparametric test to check the variable in the term of Advance Analysis discussed in chapter 5.

Tests of Normality		
Leadership styles and teachers' outcomes	Shapiro-Wilk (Sig.)	Kolmogorov - Smirnov (Sig.)
Directive leadership style	0.000	0.000
Supportive leadership style	0.000	0.000
Participative leadership style	0.000	0.000
Achievement- oriented leadership style	0.000	0.000
Job satisfaction	0.000	0.000
Job expectancy	0.000	0.000
Acceptance leader	0.000	0.000

Table 4.10: Testing Data Validity of Normal test to compare the shape of the study by Shapiro-Wilks and Kolmogorov- Smirnov by author

4.10 Population and sample selection

The population of the study consists of school principals, teachers and senior chiefs of both genders. 207 personnel from public schools of all levels (primary, intermediate and secondary). This research focused on public schools to ensure a representative sample, in which the characteristics of the sample are present in the same proportion as they are in the original population (Watt and Berg, 2002).

The geographical areas of the population consist of governorates in the Kingdom of Bahrain. Each district in a category deals with similar challenges and can draw comparable levels of resources, while districts in different categories are less comparable (NYSED, 2006). According to population size and based on the educational statistic of the Ministry of Education (2014-2015), teachers population in the Kingdom of Bahrain is 14170, include

8680 are females and 5490 are males. See Appendix A (Number of public schools and teachers by sex for the academic year 2014- 2015). Five teachers from each school selected randomly; survey data yielded 405 teachers. According to Wiserma (1995), teacher's survey sample of 500 or 600 should be acceptable when the population is 25000 or more. The population of this study is more than 1300, the total number of principals is 207, and survey data yielded 123 participates. Eight senior chiefs took part in this study.

The sample of this study is 536 participants. The required sample size in case the population size is between 10.000 - 20.000 is 95% confidence and margin error 5% is 370 - 387 participants. See Appendix E (Sample Size Table). Therefore, the sample is sufficiently reasonable. The purpose of the survey research is to generalise perceptions, opinions and attitudes towards principals' Instructional Leadership behaviour in a sample of teachers, principals and senior school chiefs, and to clarify its impact on teachers' performance through the effect of the directive, supportive, participative and achievement-oriented.

Demographic variable information consists of six combined questions to measure the influence of principals, teachers and senior school chiefs with considering geographic regions, age, sex, qualification and experience. According to French (2014), demographic data comprises an array of socioeconomic information, including the breakdown of a population by gender, age, ethnicity, income, employment status, home ownership, and even internet access. Demographic data needed to know where the data comes from and how it derived from using it to make key decisions. Demographics offer a generalisation of a geographical population, based on a sampling of people geographically, what is worth mentioning is that demographic data only provide an aggregate picture of a population and capture a snapshot in time.

4.11 Data collected of focus group

To gain enriched information the research utilized a further method to enhance the quantitative approach. Focus groups can be used as the sole source of data or as a complement to the survey method (Wolff, 1993). According to De Vos et al. (2005), focus groups ranging from six to ten participants allow everyone to participate. Therefore, the researcher conducted a focus group with eight senior chiefs. During the discussions with the senior

chiefs, the respondents shared their experiences. Focus groups provide an excellent opportunity to explore issues in depth and obtain insights that might not occur without the discussion that they provide (Palomba & Banta, 1999). Focus groups provide significant amounts of data in a relatively short time (Mack, 2005). The idea behind the focus group method is that group processes help people explore and clarify their views in ways that would be less accessible in a one-to-one interview. A one-to-one encounter can be intimidating or uncomfortable as opposed to the convenience of a focus group (Kitzinger, 1995; Ritchie, 2013).

Therefore, this researcher was determined to interview senior chiefs via focus groups to investigate, in depth, the differences behind the participants' points of view. The researcher would ask them to assess their perception due to their higher rank than the other participants. Senior chiefs considered vital members of the education staff for their support principals in areas of school leadership, in personal, social and career development. They also engage in improving decision-making and evaluation in schools. Senior chiefs effectively consult and communicate to promote wellness, remove barriers, and implement interventions to meet the needs of the school community.

The senior chiefs were asked two questions. The questions were first written in English and a senior teacher of English translated the focus group questions to Arabic. The first question is on a general concept, that is, introduction to educational leadership. The second question centered on the research questions and the initial findings from the survey results. The researcher conducted a semi-structured interview in Arabic and took the lead initially by providing guidelines for the participants, then allowed the participants to resume the discussion in Arabic so that the conversation could flow naturally. The focus group discussion was transcribed and forwarded to an English language specialist and then was proofread.

Each participant approached individually, and an invitation letter sent to each. Preliminary arrangements were made via telephone for the focus group regarding time and location. On the day of the meeting, the researcher visited the senior chiefs at the time set, the meeting began with six individuals and after approximately 15 minutes, two others joined the meeting. Two participants of the first batch left early 10 minutes approximately before the

end of the meeting, due to work related commitment and preferred to complete the meeting via cell phone. After the meeting was concluded, the rest of the participants left together.

According to Allen, (2014), the strength of telephone focus groups includes the ability to engage participants that are dispersed geographically an opportunity for participants to connect with those who they would unlikely meet otherwise and capacity to conduct focus groups with a lower cost and increased participation rate. During the discussion, each participant expressed his or her opinion regarding the effectiveness of the four leadership styles and its impact on Instructional Leadership and teacher's outcomes.

4.11.1 Thematic Analysis

Thematic analysis is a method of analysing, identifying and reporting patterns in qualitative data. Thematic analysis organises and describes the dataset in rich details (Boyatzis, 1998). This researcher applied thematic analysis to make sense of the focus group's data. According to Braun, (2006), the data transcribed must be an appropriate level of detail. Each data item given equals attention in the coding process. Themes may generate from an anecdotal approach, and coding process must be thorough, inclusive and comprehensive. All relevant extracts for all each theme collated. Themes checked against each other and back to the original data set, to ensure they are internally coherent, consistent, and distinctive. Data analysed and interpreted to make sense rather than just being paraphrased or described. The analysis needs to convince and therefore needs to well organised about the data, topic, and a balance in analytic narrative. Time allocated to complete all phases of the analysis adequately.

4.11.2 Mind Mapping

A mind map is a method used to organize complex ideas and thoughts. It allows researchers to structure ideas visually and to help with analysis and recall. This study used a mind map as a diagrammatic way to represent tasks, words, theoretical concepts, around a central research question using a non-linear graphical layout that allows this researcher to build an intuitive framework around the variables.

Mind maps are used to store all data in a centralized location to stay organised in nearly every activity where thought, planning, recall or creativity are involved (Buzan, 1989). Starting

with a central image and key words, colours, codes, and symbols, mind mapping is rapidly replacing the more traditional methods of outlining and note taking in workplaces around the world (Margulies, 2002). Thematic map eventually produces - an overall conceptualisation of the data patterns. Figure 5.4 shows the mind map of the outcome of the focus group data.

Overall, this study used two methods: focus group and survey data. This study used focus group to explore unclear or complex school principal behaviours when related to four leadership styles: directive supportive participative and achievement oriented. Chapter 5 explains how the two methods to inform each other.

4.12 Ethical issues

This study reviewed all applicable ethical standards described by both the American Psychological Association (APA) and Brunel University London. The surveys were coded with numbers for data analysis purposes. The researcher exclusively secured the raw data. Furthermore, to ensure the protection of the respondents, no personal identification collected (i.e., personal names, employee identification numbers, principal names, or school and school district names). Respondents' identities remained anonymous. According to Creswell (2003), respondents have the right to withdraw at any time without consequences. The survey and procedures were thoroughly explained to the participants. See Appendix A (Number of public schools and teachers by sex for the academic year 2014-2015 and focus group and see Appendix F (Letter to senior chiefs for the interview). The respondents were informed that they had the right to ask questions, request copies of the results, have their privacy protected, and lastly, their participation in this study was voluntary.

4.13 Survey data analysis

The elements of the criteria selected from the different scales that relate to each of the three variables in the model see Table 4:1. This study analysed data collected to measure the degree of effectiveness of Instructional Leadership (IL) on teachers' outcomes (JJA) when associated with (D,S,P,A).

Using SPSS, descriptive statistics were calculated for Instructional Leadership affected by the four styles. The correlations of the variables were tested using correlation analysis; the model was then tested using multivariate statistics. School principal factor analysis of

different criteria was calculated to confirm the number of dimensions observed in Instructional Leadership, as well as to assess the accuracy of the conceptual model. Structural modeling was employed using SPSS to estimate the directive, supportive, participative and achievement-oriented D,S,P,A effect on Instructional Leadership behaviour that has an impact on teachers' outcomes.

Hallinger and Heck's (1996) extensive review of empirical research on the principals' role in school effectiveness suggests that structural modeling provides greater progress in determining principals' role in school effectiveness. The most theoretically and empirically robust models are used to study leadership effects, in which a principal's leadership behaviour aims to influence the internal processes of schools linked to teachers' practices.

The researcher contacted the scientific research directorate in the Ministry of Education to request the necessary applications required to get permission to research the selected government schools in the Kingdom of Bahrain. The researcher completed the application and submitted it to the district with all requested documents. The researcher sent an e-mail to the all-prospective participants, school principal, teachers and senior school chiefs. The e-mail was delivered from this researcher's personal e-mail account that included a general invitation to the study and a link to her website. See Appendix G (General invitation to participate in filling the survey by Senior Chiefs, Principal, and Teachers).

4. 14 Summary

This chapter identified a suitable methodology that includes quantitative methods. The research methodology designed to determine the effectiveness of Instructional Leadership on teachers' outcomes when related to D,S,P,A. The quantitative was suitable due to the nature of this study, as few studies had found that investigated the Instructional Leadership approach in the education sector in the Kingdom of Bahrain. The decision to focus on this based on the need to criticism examine the role of the principal as an Instructional Leadership influencing teachers' outcome in primary, intermediate and secondary schools. The next chapter will present the findings and results obtained from quantitative data and qualitative sources and analysis of transcript from the focus group interviews.

CHAPTER 5: Empirical Findings

5.1 Introduction

The previous chapter discussed the research methodology and described the procedures followed for data collection using quantitative methods through a questionnaire. This chapter presents the findings of the research survey analysis, as well as answers to the research questions concerning the factors influencing Instructional Leadership. A quantitative method based on the non-parametric test was used to analyse the findings. The quantitative data are divided into two sections; section **A** is the descriptive analysis. According to Trochim (2006), descriptive statistics are used to describe the essential features of the data in a study; they provide simple summaries about the sample and the measures. Together with simple graphical analysis, they form the basis of virtually every quantitative analysis of data. Section **A** also includes general demographic information, description Statistic and advance analysis. On the other hand, section **B** includes tests of hypotheses. The standard conclusion drawn from the empirical evidence is based on testing hypotheses and carried out to ensure that the null hypotheses are accepted unless there is substantial evidence against it. The study used a triangulation research strategy utilising mix methods, qualitative and quantitative through focus groups and survey. The study reports the findings from a survey and thematic analysis.

5.2 Section A: Descriptive Statistics analysis

Descriptive statistics make the research logical and realistic based on the analysis of the impact of a variety of variables on a phenomenon. According to Fraenkel & Wallen (1993) and Urdan (2016), data analysis techniques enable researchers to describe data meaningfully with numerical indices or in a graphical form. Descriptive analysis quantitatively conveys the characteristic of principals, teachers and senior schools chiefs in the Kingdom of Bahrain. The information about the respondents' backgrounds for the analysis captured in the survey includes, gender, age, position, educational level, geographic region, and experience.

5.2.1 General demographics

Participants in this study requested to provide information concerning their level of experience, age, gender, position, educational attainment, school level and geographic region. Survey participants described in the data Table 5.1

Variable	Group	All Respondents	
		Frequency	%
Gender	Male	214	39.9
	Female	322	60.1
	Total	536	100
Position	Teachers	405	75.56
	Principals	123	22.95
	Senior chiefs	8	1.49
	Total	536	100
Education level	Diploma	4	0.75
	Bachelor	461	86.01
	Master	57	10.63
	Doctoral	14	2.61
	Total	536	100
Level of school	Primary	227	42.35
	Intermediate	180	33.58
	Secondary	129	24.07
	Total	536	100
Geographic region	Capital	147	27.42
	Moharaq	155	28.92
	Southern	135	25.19
	Northern	99	18.47
	Total	536	100

Table 5.1: Demographic description of respondent

According to Table 5.1, 60% are the female participants, and 40% are male participants, while 42.35% are primary schools, 33% is intermediate, and 24.07% is secondary. It reflects the fact that the females are more than males in the actual population. See Appendix A (Number of public schools and teachers by sex for the academic year 2014-2015).

The information in Table 5.2 described data by age and experience. The participants' age range is between 23 and age 64 years and between 1 year, and 41 of experience. See Appendix H (Age and experience described). Overall, the details of demographics are essential for classification of the population.

Variable	minimum	Maximum	Mean	Std. Deviation
Age	23	64	40.31	7.878
Experience	1	41	13.20	7.617

Table 5.2: Age and experience described

5.2.2 Descriptive statistical

Descriptive statistics are a tool that helps to organise and summarise data (Holcomb, 2016). Descriptive statistics are used to identify which factors of leadership behaviour affect Instructional Leadership functions. According to Grant, Reis, & Thompson (2016) descriptive statistical provides a comprehensive data summary, and insight on internal validity, which improves interpretation of results. Each factor represents the variables of the study; each variable is a set of criteria presented in Chapter 3 and appear in the form of questions formulated in the questionnaire. The following numeric values were assigned to responses for survey questions: strongly agree (AS) =5: agree (A) = 4: Neutral (N) =3: disagree (DA) =2: strongly disagree (SDA) =1.

The information in Table 5.3 represents the role of school principals as Instructional Leaderships. The table include statements describing, for example, (Principal directs the guidance focusing on improving the educational process and optimisation. Principal allows the teachers to participate in profession programs with no discrimination. Principal follows

up the progress of the curriculum application to contribute to the improvement of teaching and learning process).

Overall, the most of the respondents chose the level (Strongly Agree). (Principal shares ideas and opinion with the teachers).

Criteria of Instructional Leadership		Respondents					Mean	SD	Percentage
		SA	A	N	DA	SDA			
1-Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility..	F %	218 40.7 %	207 38.6 %	33 6.2%	65 12.1%	13 2.4%	4.03	1.083	80.6%
2- Principal works to provide optimum conditions the educational climate in the learning rooms.	F %	189 35.3 %	216 40.3 %	48 9.0%	65 12.1%	18 3.4%	3.92	1.107	78.4%
3Principal directs teachers to meet their needs through environmental resources.	F %	214 39.9 %	194 36.2 %	41 7.6%	71 13.2%	16 3.0%	3.97	1.129	79.4%
4- Principal works specific criteria for evaluating the performance of teachers.	F %	184 34.3 %	206 38.4 %	62 11.6 %	65 12.1%	19 3.5%	3.88	1.118	77.6%
5- Principal has the knowledge and information that may improve student achievement level.	F %	158 29.5 %	226 42.2 %	64 11.9 %	73 13.6%	15 2.8%	3.83	1.086	76.6%
6 – Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.	F %	170 31.7 %	196 36.6 %	77 14.4 %	77 14.4%	16 3.0%	3.80	1.125	76%

7- Principal addresses the difficulties that faced by teacher's accordance to the data and information provided in order to maximize utility without cost.	F %	182 34.0 %	212 39.6 %	53 9.9%	70 13.1%	19 3.5%	3.87	1.125	77.4%
8- Principal allows the teachers to participate in profession programs with no discrimination	F %	168 31.3 %	242	48 9.0%	63 11.8%	15 2.8%	3.90	1.057	78%
9- Principal prepare and supports the teacher with the needs to carry out results analysis process.	F %	218 40.7 %	185 34.5 %	38 7.1%	78 14.6%	17 3.2%	3.95	1.160	79%
10Principal focuses on spreading the concept of teamwork.	F %	149 %	189 %	86%	84%	28%	3.65	1.189	73%
11Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.	F %	169 %	214 %	57%	71%	25%	3.80	1.156	76%
12 Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process	F	181. 33%	236 .44 %	44 8.2 %	60 11.2%	15 2.8%	3.95	1.058	79%
13 Principals allocate supporting environmental resources to contribute inactivating the educational process	F %	176 32.8 %	218 40.7 %	54 10.1 %	69 12.9%	19 3.5%	3.86	1.117	77.2%

14 Principal supports and follows up the application of technology in the educational process.	F %	229 42.7 %	190 35.4 %	29 5.4 %	73 13.6 %	15 2.8%	4.02	1.131	80.4%
15 Principal shares ideas and opinion with the teachers.	F %	230 44%	178 33. 2%	45 8.4%	63 11.8%	20 3.7%	4.00	1.165	80%
16 Principal includes the given suggestion in the decision take.	F %	195 36.4 %	211 39. 4%	49 9.1%	60 11.2%	21 3.9%	3.93	1.119	78.8%

Table5.3: Criteria of Instructional Leadership by author

The information in Table 5.4 represents criteria of Directive leadership. The table includes statements describing the roles, for example, (Principal allows teachers to know what is expected of them. Principal explains how to implement the steps required assignments for teachers according to their roles. Principal charting the work of teachers that needs to do. (Principal asks teachers to follow the standard rules of the educational process). Overall, the most of the respondents chose the level (Strongly Agree). (Principal allows teachers to know what is expected of them).

Criteria of Directive leadership style (DLS)	Respondents					Mean	SD	Percentage	
		SA	A	N	DA				SDA
1-Principal allows teachers to know what expected of them.	F %	218 40.7 %	207 38.6 %	33 6.2%	65 12.1 %	13 2.4%	4..03	1.083	80.6%
2- Principal explains how to implement the steps required assignments for teachers according to their roles	F %	189 35.3 %	216 40.3 %	48 9.0%	65 12.1 %	18 3.4%	3.92	1.107	78.4%
3 Principal charting the work of teachers that needs to do.	F %	214 39.9 %	194 36.2 %	41 7.6%	71 13.2 %	16 3.0%	3.97	1.129	79.4%
4- Principal asks teachers to follow the standard rules of the educational process.	F %	184 34.3 %	206 38.4 %	62 11.6 %	65 12.1 %	19 3.5%	3.88	1.118	77.6%

Table5.4: Criteria of Directive leadership by author

The information in Table 5.5 represents the role of school principals as Instructional Leaders and the criteria of Supportive Leadership Style (SLS). The table includes a statement of SLS. (Principal has a friendly relationship with teachers, principal supports teacher's cooperation in training and professional development, principal seeks to provide the teachers with personal luxury. Principal verbally expresses reward for teacher's achievement). Overall, the most of the respondents chose the level (Strongly Agree). (Principal has a friendly relationship with teachers and principal verbally expresses reward for teacher's achievement).

Criteria of Supportive leadership style (SLS)		Respondents					Mean	SD	Percentage
		SA	A	N	DA	SDA			
1- Principal has a friendly relationship with teachers.	F %	257 47.9%	147 27.4%	43 8.0%	69 12.9%	20 3.7%	4.03	1.188	80.6%
2- Principal supports teacher's cooperation in training and professional development	F %	237 44.2%	155 28.9%	53 9.9%	76 14.2%	15 2.8%	3.98	1.167	79.6%
3- Principal seeks to provide the teachers with personal luxury.	F %	29 5.4%	97 18.1%	106 19.8%	190 35.4%	114 21.3%	3.49	1.168	69.8%
4-Principal verbally expresses reward for teacher's achievement.	F %	240 44.8%	167 31.2%	43 8.0%	69 12.9%	17 3.2%	4.01	1.154	80.2%
5- Principal supports teams and individuals in a way that it contributes in the improvement of the production.	F %	212 39.6%	198 36.9%	42 7.8%	67 12.5%	17 3.2%	3.97	1.123	79.4%

Table 5.5: Criteria of Supportive leadership style (SLS) by author

The information in Table 5.6 represents the role of school principals as Instructional Leaderships and the criteria of Participative Leadership Style (PLS). The table includes statement of PLS. (Principals shares their vision to all members of the school community, principal breaking the difficulties of teachers to enable them to be more involved in the achievement. Moreover, principal consults the teacher when facing problems prior to any decision taken).

Overall, most of the respondents chose the level (Strongly Agree) (Principal shares ideas and opinion with the teachers) and (Principal encourages participation, discussions and dialogues in which it pushes the educational process to a higher level of improvement).

Criteria of Participative leadership style (PLS)		Responds					Mean	SD	Percentage
		SA	A	N	DA	SDA			
1-Principal consults the teacher when facing problems prior to any decision taken	F %	164 30.6 %	200 37.3%	68 12.7 %	83 15.5 %	21 3.9%	3.75	1.160	75%
2- Principal take in consideration the teachers fate prior to taking to decisions.	F %	195 36.4 %	211 39.4%	49 9.1 %	60 11.2 %	21 3.9%	3.93	1.119	78.8%
3-Principals shares their vision to members of the school community.	F %	230 42.9 %	178 33.2%	45 8.4 %	63 11.8 %	20 3.7%	4.00	1.150	80%
4-. Principal breaking the difficulties of teachers to enable them to be more involved in the achievement.	F %	228 42.5 %	174 32.5%	44 8.2 %	75 14.0 %	15 2.8%	3.98	1.149	80.6%
5- Principal helps teacher to overcome the problems that cripples or prevent the learning process.	F %	197 36.8 %	194 36.2%	53 9.9 %	77 14.4 %	15 2.8%	3.90	1.133	78%

Table 5.6: Criteria of Participative leadership style (PLS) by author

The information in Table 5.7 represents the role of school principals as Instructional Leaders and the criteria of Achievement-oriented Leadership Style (ALS). The table includes a statement of ALS. (Principal sets clear, challenging goals based on high criteria, principal shows confidence in the ability of teachers to achieve high-performance goals which contribute to raise the level of students' achievement). Overall, most of the respondents chose the level (Strongly Agree) (Principal shows confidence in the ability of teachers to achieve high-performance goals, which contribute to raising the level of students' achievement).

Criteria of Achievement-oriented leadership style (ALS)		Responds					Mean	SD	Percentage
		SA	A	N	DA	SDA			
1-Principal sets clear, challenging goals based on high criteria.	F %	172 32.1%	213 39.7%	54 10.1%	76 14.2%	21 3.9%	3.82	1.145	76.4%
2- Principal shows confidence in the ability of teachers to achieve high-performance goals which contribute to raising the level of students' achievement.	F %	195 36.4%	196 36.6%	50 9.3%	75 14.0%	20 3.7%	3.88	1.158	77.6%

Table5.7: Criteria of Achievement-oriented leadership style (ALS) by author

The information in Table 5.8 represents the role of school principals as Instructional Leaders and the criteria of Job satisfaction (JS). The most of the respondents chose the level (Strongly Agree).The table includes a statement of JS (Teachers show a greater amount of satisfaction when principals share them their views and empower them, teachers work on improving their performance to achieve the aspired goals when principals work on rewarding in order to increase efficiency and job satisfaction).

Criteria of Job satisfaction (JS)		Responds					Mean	SD	Percentage
		SA	A	N	DA	SD A			
1-Teachers are satisfied with the directives and orders when presented comfortably and efficiently by the principal.	F %	172 32.1 %	201 37.5 %	53 9.9%	84 15.7 %	26 4.9 %	3.76	1.19 6	75.2%
2-Teachers satisfaction leads to job satisfaction whenever the principal supports their work achievement by supplying their needs with the resources available.	F %	212 39.6 %	180 33.6 %	54 10.1 %	67 12.5 %	23 4.3 %	3.92	1.17 4	78.4%
3- Teachers show larger amount of satisfaction when principals share them their views and empower them.	F %	229 42.7 %	176 32.8 %	44 8.2%	70 13.1 %	17 3.2 %	3.99	1.14 9	79.8%
4-Teachers work on improving their performance to achieve the aspired goals when principals work on rewarding them in order to increase efficiency and job satisfaction.	F %	226 42.2 %	182 34.0 %	41 7.6%	65 12.1 %	22 4.1 %	3.98	1.16 4	79.6%

Table 5.8: Criteria of Job satisfaction (JS) by author

The information in Table 5.9 represents the role of school principals as Instructional Leaders and the criteria of Job Expectancy (JE). Most of the respondents chose the level (Strongly Agree). The table includes a statement of JE (A high-quality educational results achieved when the principals support their teachers with all their career entitlements).

Criteria of Job expectancy (JE)		Responds					Mean	SD	Percentage
		SA	A	N	DA	SDA			
1-Achievement leads to high-quality educational results when principals direct the teacher's energy on the production	F %	186 34.7 %	214 39.9 %	49 9.1%	62 11.6 %	25 4.7%	3.88	1.145	77.6%
2- A high-quality educational results are achieved when the principals support their teachers individual with all their career entitlements	F %	213 39.7 %	191 35.6 %	40 7.5%	65 12.1 %	27 5.0%	3.93	1.187	78.6%
3-Achieved high educational productions when the principal promotes teachers' individual performance.	F %	179 33.4 %	214 39.9 %	54 10.1%	64 11.9 %	25 4.7%	3.85	1.146	77%
4- The efforts that come from different level of teachers' performance lead to possible results when the principal prepares teachers to get rewards and motivation.	F %	182 34.0 %	198 36.9 %	61 11.4%	70 13.1 %	25 4.7%	3.82	1.169	76.4%

Table5.9: Criteria of Job expectancy (JE) by author

The information in Table 5.10 represents the role of school principals as Instructional Leaders and the criteria of Acceptance of Leader (AL). The table includes statement of AL. Most of the respondents chose the level (Strongly Agree) (Teachers accept working with principals when they accept the principal's leadership and characteristics).

Criteria of Acceptance of leader (AL)		Response					Mean	SD	Percentage
		SA	A	N	DA	SD A			
1-Teachers are willing to accept the principal's directive orders.	F %	186 34.7 %	197 36.8 %	52 9.7 %	84 15.7 %	17 3.2 %	3.84	1.155	76.8%
2-The educational process is improved when teachers accept the principal's support level	F %	216 40.3 %	186 34.7 %	47 8.8 %	67 12.5 %	20 3.7 %	3.95	1.152	79%
3-Teachers accept working with principals when they accept the principal's leadership and characteristics.	F %	237 44.2 %	162 30.2 %	40 7.5 %	78 14.6 %	19 3.5 %	3.97	1.191	79.4%
4- Teachers accept the principal when he gains trust and admiration	F %	225 42.0 %	160 29.9 %	54 10.1 %	75 14.0 %	22 4.1 %	3.92	1.202	78.4%

Table 5.10: Criteria of Acceptance of leader (AL) by author

5.2.3 Advanced analysis

Computations were made by using the Statistical Package for the Social Sciences (SPSS) Software using Chi- Square, to test the hypotheses. The Alpha used to be at the 0.05 level of significance in the hypothesis tests. The researcher conducted independent Z test that indicates a significant difference ($P < 0.05$) to determine the degree of differences of data variables. Table 5.11 shows various levels of perceptions when comparing the View of (teachers), and (principals and senior school chiefs). Table 5.12 demonstrates a significant difference the two categories ($P < 0.05$) using Chi-Square-K-W. The statistical results are shown in Appendix I. (Differences between participant's attitude and perception teachers / principals and senior chiefs - Chi-Square).

The researcher calculates the mean of each variable on the importance of leadership styles and its impact on teachers' outcomes from the participants. The average percentage of the results respectively, senior school chiefs 57%, principals 85.34% and teachers 75.99%.

The average of the senior chief's views was significantly lower than teachers and principals and thus required a further investigation through using the focus group methodology in order to clarify their views.

Table 5.11 shows the Sig. value reported to be less than 0.005. This indicates that the association between the teacher's perceptions and the effect of Leadership style independent variables is statistically significant from the teacher's point of view. The result shows the sig. <0.05. See Appendix I (Differences between participant's attitude and perception teachers / principals and senior chiefs - Chi-Square): Teachers view and perceptions regarding the effect of D,S,P,A on IL and teacher's outcomes.

The statistical hypothesis testing was used to determine whether the results of a data set are statistically significant. The results indicate that according to the teacher's perception relationship between the D,S,P,A on the relation between IL and the teacher's outcome is caused by effectiveness of D,S,P,A other than random chance, the result of a p-value of 5% is lower than 0.005 which considered to be statistically significant.

variables participants of teachers	Mean of Directive style	Mean of Supportive style	Mean of Participative style	Mean of Achievement-oriented style	Mean of Job Satisfaction and IL	Mean of Job Expectancy and IL	Mean of Accepting Leader and IL	%
Teachers	3.8123	3.8235	3.7248	3.7778	3.8327	3.8043	3.8562	75.99%.
Z. Test	.178	.175	.165	.236	.207	.238	.225	
Sig.	0.000	0.001	0.000	0.000	0.000	0.000	0.000	

Table 5.11: Teachers view and perceptions regarding the effect of D,S,P,A on IL and teacher's outcomes by author

Table 5.12 shows the Sig. value reported to be less than 0.005. The result indicates that the association between the principals and senior chief's perceptions and the effect of Leadership style independent variables is statistically significant. The result shows sig. <0.05 See Appendix I (Differences between participant's attitude and perception teachers / principals and senior chiefs - Chi-Square).

Principal and senior chiefs view and perceptions regarding the effect of D,S,P,A. This result confirms that statistically significant is the likelihood that a relationship between D,S,P,A and the relation between IL and Teachers outcome is caused effectiveness by D,S,P,A. The result confirm the Statistical hypothesis testing used to determine whether the result of a data set is statistically significant. This test provides a p-value, of 5% or lower is statistically significant.

variables participants	Means of Directive style	Mean of Supportive style	Mean Participative style	Mean of Achievement-oriented style	Mean of Job Satisfaction and IL	Mean of Job Expectancy and IL	Mean of Accepting Leader and IL	%
Principals & Senior Chiefs	3.7361	3.7361	3.7361	3.7361	3.7361	3.7361	3.7361	85.34% & 57%
Z. Test	1.395	1.685	2.184	1.432	1.604	1.685	1.699	
Sig.	0.041	0.007	0.000	0.033	0.012	0.007	0.006	

Table 5.12: Principal and senior chiefs view and perceptions regarding the effect of D,S,P,A on IL and teacher's outcomes by author

Regarding gender factor, Table 5.13 compares between male and female as shown in the information. The table demonstrates that there is the insignificant difference between male and female $p > 0.05$ in the M.W-Z Test of all cases of gender in relation the leadership styles. The Table shows the mean of the female is higher than male in supportive leadership, participative leadership, job satisfaction and job expectancy. See Appendix J (The relationship between Gender and Variables).

Variables	Gender	N	Mean	z-test	Sig. (2-tailed)
Directive Leadership	Female	214	3.8775	-1.721	.085
	Male	322	3.9224		
Supportive leadership	Female	214	3.9461	-.869	.385
	Male	322	3.9275		
Participative leadership	Female	214	3.8624	-.458	.647
	Male	322	3.7993		
Achievement-oriented leadership	Female	214	3.8084	-1.376	.169
	Male	322	3.8758		
Job Satisfaction)	Female	214	3.9544	-.234	.815
	Male	322	3.8835		
Job Expectancy	Female	214	3.8738	-.791	.429
	Male	322	3.8727		
Acceptance Leader	Female	214	3.9030	-.974	.330
	Male	322	3.9317		

Table 5.13: The relation between the gender and variables by author

The next table 5.14 presents the educational qualifications of the respondents. The highest number of qualification was a Bachelor's degree, with 461- the ratio of up to 86.01%, Masters 10.63%, Doctoral 2.61% and diploma 0.75% respectively. These results show most of the participants have a Bachelor degree, whether teachers, principals or senior school chiefs.

For the qualification variable, the Table 5.14 illustrates no significant differences $P > 0.05$ between the qualifications and the effectiveness of leadership styles and no significant difference when relating $P > 0.05$ to (JJA) in (JS, JE and AL). See Appendix K (The relation between qualification and the variables).

	Variables	Chi- Square	Sig.
Qualification	Directive Leadership	3.581	.310
	Supportive leadership	4.316	.229
	Participative leadership	4.513	.211
	Achievement-oriented leadership	6.238	.101
	Job Satisfaction	1.991	.574
	Job expectancy	2.499	.475
	Acceptance leader	3.478	.324

Table 5.14: The relation between qualification and the variables by author

The data in Table 5.15 shows analysis of the four sectors on the impact of an Instructional Leadership employing the four leadership styles. The Table shows that there was significant difference $P < 0.05$ in the case of Instructional Leadership in school sectors influenced by leadership styles DLS, SLS, PLS and ALS. While it is statistically insignificant between Instructional Leadership and teachers' outcome, job satisfaction, job expectancy, and acceptance leader (JS, JE, and AL) P-value are higher than 0.05 See Appendix L (The relation between the sector and the variables).

Sector	Variables	Chi- Square	Sig.
	Directive Leadership	14.176	0.003
	Supportive leadership	10.489	0.015
	Participative leadership	7.894	0.048
	Achievement-oriented leadership	12.159	0.007
	Job Satisfaction	7.215	0.065
	Job expectancy	7.159	0.067
	Acceptance leader	7.086	0.069

Table 5.15: The relation between sector and the variables

Regarding the school level, the information on Table 5.16 shows there was statistically insignificant difference $P > 0.05$ between school levels and Instructional Leadership when affected by D,S,P,A and their impact on teacher outcomes (JJA). See Appendix M (The relation between the level and the variables).

Level	Variables	Chi- Square	Sig.
	Directive Leadership	3.727	.155
	Supportive leadership	4.229	.121
	Participative leadership	3.761	.153
	Achievement-oriented leadership	3.398	.183
	Job Satisfaction)	3.825	.401
	Job expectancy	.282	.869
	Acceptance leader	2.810	.245

Table 5.16: The relation between level and the variables

On the other hand, Table 5.17 illustrates the relationship between D,S,P,A and Teacher outcomes (JJA). The variables rated high or low based on the mean of the variables to find the relationship between teachers' outcomes (job satisfaction, job expectancy, and acceptance leader) and D,S,P,A leadership styles. The average D,S,P,A was then set in each part; the Z test was used to highlight the differences between teaching staff' outcomes. The Mean for job satisfaction, job expectancy and acceptance of leader become higher when associated with leadership styles. The table shows the P-value is less than 0.05 therefore; there is a statistically significant relationship between teachers' outcomes and leadership styles D,S,P,A. See Appendix N (The relationship between D,S,P,A and (JS, JE, AL)).

Teacher outcomes; JJA Variables	Directive Leadership		Supportive leadership		Participative leadership		Achievement-oriented leadership	
	High	low	High	low	High	low	High	low
Job satisfaction	4.511	3.266	4.585	3.250	4.478	3.136	4.538	3.123
Z-test	-15.674		-16.708		-16.448		-15.550	
Sig.	0.000		0.000		0.000		0.000	
Job expectancy	4.393	2.871	4.443	2.860	4.336	2.742	4.394	2.695
Z-test	-15.463		-15.643		-15.867		-15.394	
Sig.	0.000		0.000		0.000		0.000	
Acceptance leader	4.476	3.279	4.536	3.278	4.420	3.173	4.470	3.170
Z-test	-14.733		-15.310		-14.795		-13.763	
Sig.	0.000		0.000		0.000		0.000	

Table 5.17: The relationship between D,S,P,A and JJA

5.3 Section B: Testing of hypothesis

The data of this study are not distributed according to natural distribution as explained in the methodology chapter. On the other hand, because the variables of the study each include a set of questions, the mean of these questions for each variable was calculated to attain this variable and enter it in the study model. To ensure the proper use of Ordinary Least Squares (OLS) method in the analysis, the researcher took the natural logarithm for each variable of the study. This enhances the use of linear regression method plus large sample size (536 observations). In this case, linear regression can be used in ordinary least squares (OLS) method to test hypotheses and to estimate the unknown parametric in linear regression model.

The researcher tests tentative reasons for the hypothesis and the assertion regarding the occurrence of principals' behaviour as Instructional Leadership implementing leadership styles D,S,P,A. This study assumes that there is a link between Instructional Leadership and the four leadership styles, which have compared with the literature review. The null hypotheses were formulated to explore relationships amongst leadership styles, Instructional Leadership factor and the teachers' outcomes. These hypotheses have mentioned earlier in Chapter 3. They have cited again in this chapter, and the data obtained from 536 principals, teachers and senior school chiefs were used to test these hypotheses. The Simple Regression analysis is broadly applicable to hypotheses generated by researchers in behavioural sciences, health education sciences and business sciences. These hypotheses come from formal theory or previous research (Cohen, West, & Aiken, 2013).

5.3.1 The results of Simple Regression to test the research hypotheses

Based on the research question the hypotheses formulated and subjected to statistical analysis at 0.05 level of confidence for acceptance or rejections. Therefore, the researcher tested the leadership styles by calculating statistically the D,S,P,A influence the relationship between Instructional Leadership and teachers' outcomes forming the relation of Simple Regression; H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, and H12.

The research question was tested based on the hypothesis presented in chapter 3. This study examines the effectiveness of D,S,P,A leadership styles on relationships between Instructional Leadership (IL) and teachers' outcomes - job satisfaction, job expectancies and acceptance leader (JJA).

5.3.1.1 The results of Simple Regression Test of D,S,P,A between IL and JS.

The first stage is the shape of effective relationships between variables based on the Simple Linear Regression formula used to test the effectiveness of D,S,P,A of an Instructional Leadership and job satisfaction (JS):

$$JS_i = \beta_0 + \beta_1 IL_i + \varepsilon_i$$

The slope of β_0 is defined as antecedents of Job Satisfaction before testing the effectiveness of (IL) as shown in previous studies. Using SPSS to analyses this, Table 5.18 shows the effect of Instructional Leadership (IL), $\beta_1 IL$ the ratio error ε_i and presents the relationship between (D,S,P,A) and (IL).

Table 5.18 presents the test using D,S,P,A to examine the relationship between Instructional Leadership and job satisfaction. The table shows the antecedent effect of IL on job satisfaction (JS) before the intervention of each leadership style. Simple Regression used to find the impact and extent of leadership. R is the correlation coefficient that shows the strength of a linear relationship between each Instructional Leadership style and job satisfaction. R square or coefficient of determination shows percentage variation in job satisfaction, which explained by the relationship between IL and JS.

The results of the antecedent correlation between Instructional Leadership and job satisfaction are 84.2% R². This rate of effectiveness is still high correlation when the data for each leadership styles inserted into a set of statistic equations. For example, the impact of Instructional Leadership on job satisfaction became 80.2% R² when associated with the directive leadership style. Similarly, the association between instructional leadership and job satisfaction reach 81.2% R² when associated with the supportive leadership style. In addition, participative leadership style and show high correlation by 81.4% R² and by 75.8% R² shows the impact of Achievement-oriented in the relationship between

Instructional Leadership on job satisfaction. The analysis shows a significant relation of 0.000 and the regression equation resulted a statistical significance of $P < 0.05$. The simple regression analysis demonstrates the impact of D,S,P,A on the relationship between Instructional Leadership and job satisfaction (JS). See Appendix P (Simple regression of leadership styles effect on the relationship between Instructional Leadership and job satisfaction).

Model	Model Summary			
	β	R Square	T-test	Sig.
IL effects on JS	1.025	.842	5.344	.000
(IL *JS) effect by Directive	0.147	.802	4.646	.000
(IL * JS) effect by Supportive	0.316	.812	4.807	.000
(IL *JS) effect by Participative	0,310	.814	4.827	.000
(IL *JS) effect by Achievement-oriented	0.287	.758	4.000	.000

Table: 5.18 Simple Regression Analysis for Instructional Leadership (IL) as Predictor of JS by author

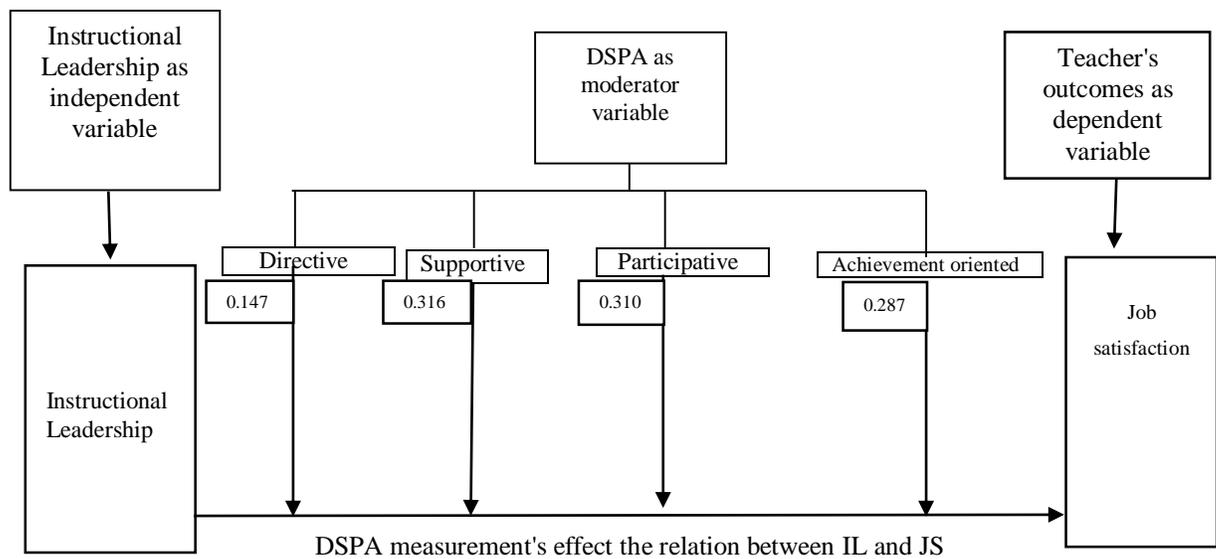


Figure 5.1: The measure of the effect of the leadership style D,S,P,A on the relationship between IL and JS by author

The next section analyses the relationship of D,S,P,A on IL and its impact on job expectancy. Each leadership style (directive, supportive, participative and achievement-oriented) is statistically associated with Instructional Leadership to show the impact on job expectancy.

5.3.1.2 The results of Simple Regression Test of D,S,P,A between IL and JE

The shape of effective relationships between variables based on the Simple Linear Regression formula used to verify the effectiveness of D,S,P,A on the relationship of IL on job expectancies (JE):

$$JE_i = \beta_0 + \beta_1 IL_i + \varepsilon_i$$

The slope of β_0 is defined as antecedents of Job Expectancy before testing the effectiveness of (IL) as shown in previous studies. Using SPSS to analyse this, Table 5.19 shows the effect of Instructional Leadership (IL) $\beta_1 IL$ the ratio error ε_i and presents the relationship between D,S,P,A and IL.

The results in Table 5.19 support the research assumption of the existence of relationships between Instructional Leadership and job expectancies when related to D,S,P,A. The information in Table 5.19 presents a simple regression analysis conducted to evaluate the attributes of (IL) on (JE). Table 5.19 shows the test results of D,S,P,A on the relationship between Instructional Leadership and job expectancies. The Table first shows the IL effect on job expectancies (JE) then compares the impact when related to the other leadership styles. The correlation coefficient demonstrates the strength of a linear relationship of each leadership style on instructional and job expectancies. R square or coefficient of determination shows the percentage variation in job expectancies which is explained by the relationship between IL and JE.

The results of the antecedent correlation between Instructional Leadership and job expectancy are 80.7% R^2 . This rate of effectiveness is still high correlation when the data for each leadership styles inserted into a set of statistic equations. For example, the impact of Instructional Leadership on job expectancy became 74.9% R^2 when associated with the directive leadership style. Similarly, the association between instructional leadership and job expectancy reach 75.4% R^2 when associated with supportive leadership style, In addition, participative leadership style and show high correlation by 76.3% R^2 and by 73.5% R^2 shows the impact of Achievement-oriented in the relationship between Instructional Leadership on job expectancy.

The analysis shows a significant relation of 0.000 and the regression equation resulted a statistical significance of $P < 0.05$. The simple regression analysis demonstrates the impact of D,S,P,A on the relationship between Instructional Leadership and job expectancy (JE). See Appendix Q (Simple regression of leadership styles effect on the relationship between Instructional Leadership and Job Expectancy).

Model	Model Summary			
	β	R Square	T-test	Sig.
IL effects on JE	0.998	.807	4.733	.000
(IL *JE) effect by Directive	0.141	.749	3.988	.000
(IL * JE) effect by Supportive	0.303	.754	4.049	.000
(IL *JE) effect by Participative	0.299	.763	4.144	.000
(IL *JE) effect by Achievement-oriented	0.281	.735	3.845	.000

Table 5.19 Simple Regression Analysis for Instructional Leadership (IL) as Predictor of JE by author

Furthermore, the analysis shows the greater significant relation of 0.000 and the regression equation resulted a statistical significance of $P < 0.05$. The simple regression analysis demonstrates the impact of D,S,P,A on the relationship between Instructional Leadership (IL) and job expectancy (JE).

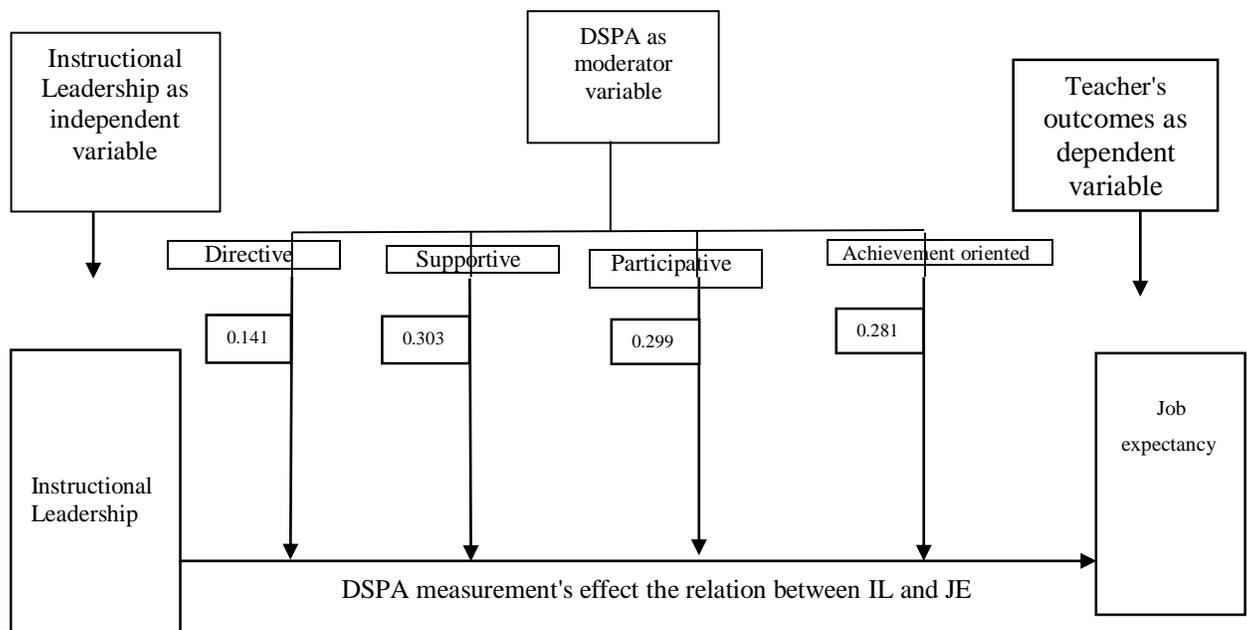


Figure 5.2: The measure of the effect of the leadership style D,S,P,A on the relationship between IL and JE by author

The next section presents the test on the relationship of D,S,P,A on IL and its impact on the acceptance of leader using the four leadership styles (directive, supportive, participative and achievement-oriented) to show the influence of these styles on acceptance of leadership.

5.3.1.3 The Results of Simple Regression Test of D,S,P,A on the relation between IL and AL

The following formula $AL_i = \beta_0 + \beta_1 IL_i + \varepsilon_i$ shows the effective relationships between variables based on the Simple Linear Regression formula used to assess the effectiveness of D,S,P,A on the relationship of IL on Acceptance Leader (AL).

The slope of β_0 is defined as antecedents of Acceptance of leader before testing the effectiveness of IL as shown in previous studies. Using SPSS to analyse this, Table 5.19 shows the effect of Instructional Leadership (IL) $\beta_1 IL$ the ratio error ε_i and presents the relationship between D,S,P,A and IL.

The results in Table 5.20 support the research assumption of the existence of relationships between Instructional Leadership and acceptance of leader when related to D,S,P,A. The information in Table 5.20 presents a simple regression analysis conducted to evaluate the attributes of (IL) on (AL). Table 5.20 shows the test results of D,S,P,A on the relationship between Instructional Leadership and acceptance of leader. The table first shows the IL effect on acceptance of leader AL then compares the impact when related to the other leadership styles. The correlation coefficient demonstrates the strength of a linear relationship of each leadership style on instructional and acceptance of leader. R square or coefficient of determination shows the percentage variation in the acceptance of leader which is explained by the relationship between IL and AL.

The results of the antecedent correlation between Instructional leadership and acceptance of leader are 80.5% R^2 . This rate of effectiveness is still high correlation

when data for each leadership styles inserted into a set of statistic equations. For example, the impact of Instructional Leadership acceptance of leader became 77.4%R² when associated with the directive leadership style. Similarly, the association between instructional leadership and acceptance of leader reach 76.7% R² when associated with supportive leadership style, In addition, participative leadership style and show high correlation by 76.4%R² and by 71.8%R² shows the impact of Achievement-oriented in the relationship between Instructional Leadership on acceptance of leader. The analysis shows a significant relation of 0.000 and the regression equation resulted a statistical significance of P<0.05. The simple regression analysis demonstrates the impact of D,S,P,A on the relationship between Instructional Leadership and acceptance of leader. See Appendix R (Simple regression of leadership styles effect on the relationship between Instructional Leadership and Acceptance of Leader).

Model	Model Summary			
	β	R Square	T-test	Sig.
IL effects on AL	1.006	.805	4.695	.000
(IL *AL) effect by Directive	0.143	.755	4.057	.000
(IL * AL) effect by Supportive	0.308	.767	4.198	.000
(IL *AL) effect by Participative	0.302	.764	4.160	.000
(IL *AL) effect by Achievement-oriented	0.280	.718	3.684	.000

Table: 5.20 Simple Regression Analysis for Instructional Leadership (IL) as Predictor of AL by author

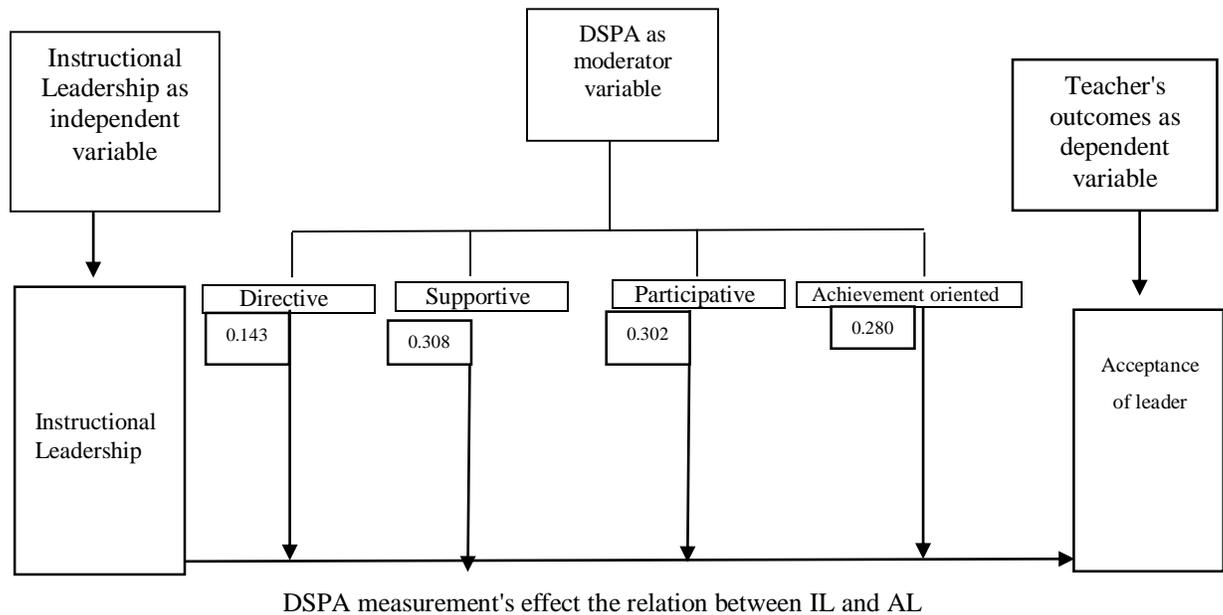


Figure 5.3: The measure of the effect of the leadership style D,S,P,A on the relationship between IL and AL by author

There is a positive impact of D,S,P,A leadership styles on the relationship between Instructional Leadership IL and teachers' outcomes JJA. According to Table 5.18, 5.19 and 5.20, there is a significant impact (0.000) of IL on JJA when related to D,S,P,A. Therefore, the relation $P < 0.05$ results lead to acceptance of $H_1, H_2, H_3, H_4, H_5, H_6, H_7, H_8, H_9, H_{10}, H_{11}$ and H_{12} and reject $H_{01}, H_{02}, H_{03}, H_{04}, H_{05}, H_{06}, H_{07}, H_{08}, H_{09}, H_{010}, H_{011}, H_{012}$.

5.4 Summaries the regression/moderation results.

The results show that there is a positive and direct relation of the directive, supportive, participative and Achievement-oriented leadership styles affect between the relation Instructional leadership and the teacher's job satisfaction, job expectancy and acceptance of leader. The 12 Hypotheses show the direct and positive relation of the research model in Figure 3.8. The Table 5.21 shows clearly of the data analysis of the 12 hypotheses results.

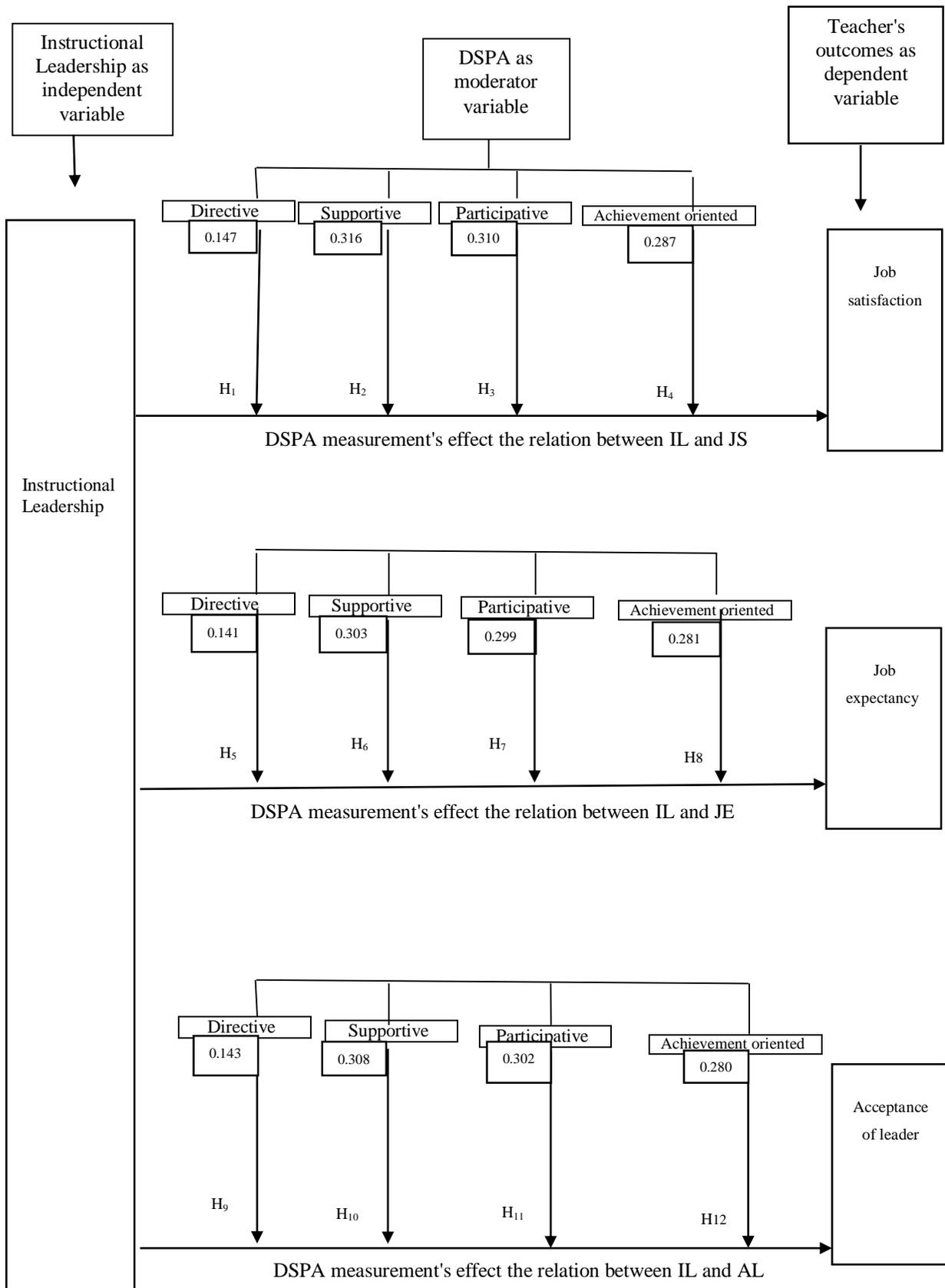


Figure 5.4: The research model measured by author

Hypothesis	The relation	The result	The effect	Sig.
H ₁	Instructional Leadership has a positive relationship on job satisfaction when moderated by Supportive leadership style.	+	80.2%	0.00
H ₂	Instructional Leadership has a positive relationship on job satisfaction when moderated by Supportive leadership style.	+	81.2%	0.00
H ₃	Instructional Leadership has a positive relationship on job satisfaction when moderated by Participative leadership style	+	81.4%	0.00
H ₄	Instructional Leadership has a positive relationship on job satisfaction when moderated by an Achievement-oriented leadership style	+	75.8%	0.00
H ₅	Instructional Leadership has a positive relationship on job expectancy when moderated by Directive leadership style	+	74.9%	0.00
H ₆	Instructional Leadership has a positive relationship on job expectancy when moderated by Supportive leadership style	+	75.4%	0.00
H ₇	Instructional Leadership has a positive relationship on job expectancy when moderated by Participative leadership style	+	76.3%	0.00
H ₈	Instructional Leadership has a positive relationship on job expectancy when moderated by an Achievement-oriented leadership style.	+	73.5%	0.00
H ₉	Instructional Leadership has a positive relationship on acceptance of leader when moderated by Directive leadership	+	75.5%	0.00
H ₁₀	Instructional Leadership has a positive relationship on acceptance of leader when moderated by Supportive leadership	+	76.7%	0.00
H ₁₁	Instructional Leadership has a positive relationship on acceptance of leader when moderated by Participative leadership	+	76.4%	0.00
H ₁₂	Instructional Leadership has a positive relationship on acceptance of leader when moderated by Achievement-oriented leadership	+	71.8%	0.00

Figure 5.21: Summaries the regression/moderation results

5.5 Previous models and the research model

Previous models Figure 3.1 by Murdoch (2013), Figure 3.2 Aris (2009), Figure 3.3 Riffet (2003) and Figure 3.4 Yang and Lim (2016) analyses in chapter 3 show compatibility with the leadership styles of this study. However, the different results of the models added a new contribution when compared to this study. For example, Murdoch (2013) argued that using Achievement-oriented and directive styles have no significant differences between

male and female leadership styles in particular directive and achievement- oriented and commitment of subordinates because of their gender. Likewise, this study found the insignificant difference between the male and female on the impact of IL employing the four leadership styles and teacher's outcome.

Aris (2009) shows that leadership in Japanese companies focuses on teamwork whereas Singaporean companies' leadership style is individualised. The result confirms that group cohesiveness in the Japanese company not affected by any of the Path-Goal leadership behaviours, unlike the Singaporean company. Aris's model of individual and team leadership is not consistent as it may succeed or fail based on the sector and company's leadership style. The researcher assumes that the Aris's leadership can be effective if applied in the public school's sector.

Riffet (2003) argued college principals when using the four leadership styles perceive they are leaders of equals as opposed to the top of the hierarchy. This study found that the principal sees the leadership role at the head of the hierarchy rather than equally. In addition, the researcher found the primary components of participative leadership style are equal and share leadership.

Yang and Lim (2016), on the other hand, argue the predominant leadership style is the participative leadership, however, this study argues, the supportive leadership style is dominant among the four leadership styles.

The subsequent section presents a robust analysis of the impact and relationship between D,S,P,A and Instructional Leadership and teacher's outcomes. Table 5.12, shows responses from senior chiefs, consequently, to verify this low percentage, it is imperative another method is used to gain more insight to the views of the senior chiefs. Therefore, the researcher used interviews to achieve this aim.

The researcher seeks to grasp unique or unexpected events by using the qualitative method focus group. The researcher interviewed senior chiefs using to shed light on their experiences and their interpretations of the impact of leadership styles and all the variables.

Through careful observation and interaction with senior chiefs, their professionalism and experience are based on years spent as school leaders, and their contribution to the Bahrain educational field and how they enable pre-service principals to develop the knowledge, skills, values and attitudes to plan for and manage schools successfully. They aim to develop a strong commitment, enthusiasm and enhance the school leadership, teaching profession and encourages the innovation and development.

Therefore, this study used the focus group transcripts that helped inform the items in survey results of Leadership styles D,S,P,A. Focus group highlight on the most item effect on type of leadership styles that resulted from the survey. For example, senior chiefs confirm the importance of the item in participative leadership regard to the sharing the vision and rewarding teachers fairly based on desirable performance when related to job expectancy. The next sections show, the themes discussions from the focus group that inform the survey results.

5.6 Thematic analyses of focus group

The focus group was conducted and tape-recorded, and its transcription was analyses - see Questionnaire transcript of focus group interview in Appendix (T) (focus group transcript). The following section explains the methods guide to report the themes analysis in orders to create the general themes of each leadership style each of these themes ends with a connecting with the survey results.

5.6.1 The outline to guide Thematic Analysis

This researcher used Thematic Analysis to examine focus group data. Thematic Analysis is a method for identifying, analysing, and reporting patterns (themes) within the data. It minimally organises and describes the dataset in (rich) details (Braun, 2006). Thematic Analysis is a search for themes that emerge as being important to the description of the phenomenon (Daly, Kellehear & Gliksman, 1997). The process involves the identification of themes through “careful reading and re-reading of the data” (Rice & Ezzy, 1999, p. 258). Thematic Analysis is a form of pattern recognition within the data, where emerging themes become the categories for analysis. However, it often goes further than this, and interprets

various aspects of the research topic (Boyatzis, 1998). This researcher applies Thematic Analysis based on criteria, which relates to the survey items of this study, for example, Directive Leadership Style (DLS) includes asking teachers to follow the standard rules of the educational process, allowing teachers to know what is expected of them, explaining to teachers how to implement the steps of assignments needed according to their roles. The criteria for the Supportive Leadership Style (SLS) giving suggestions to teachers about the subject that serve the interest of the educational process, supporting teacher's cooperation in training and professional development, supporting teams and individuals in a way that it contributes to the improvement of the production. The Participative Leadership Style (PLS) criteria include consulting teachers when facing problems before deciding, sharing their vision and responsibilities for all members of the school community. Breaking the difficulties of teachers to enable them to be more involved in the Achievement –oriented (ALS) includes setting clear, challenging goals that based on high criteria and showing confidence in the ability of teachers to achieve high performance that contributes to raising the level of students' achievement.

The following section provides an outline to guide through the six phases of analysis.

5.6.1.1 Familiarising the data

This researcher read and reread the data. It is important to actively read entire data or data corpus that is, all the data that has been collected for this research (Braun & Clarke, the data (Riessman, 1993) and recognise as an interpretative act, where meanings are created, rather than simply a mechanical one of putting spoken sounds on paper (Lapadat & Lindsay, 1999). It is important is that the transcript retains the information which is needed of focus group discussion, from the verbal account, and in a way, which is real and true to its original nature.

5.6.1.2 Generating initial codes

After having read and becoming familiar with the data, this researcher generated an initial list of ideas about what is in the data and what is interesting about focus group discussion. This stage involved the production of initial codes from the data. For example, the study coded the variables as follows (IL;I - Directive; D- Supportive; S- Participative; P -

Achievement-oriented; O – Job satisfaction; J -Job Expectancy; E and Acceptance of Leader; A). Codes identify a feature of the data that appears interesting to the researcher, and refer to the most basic segment, or element, of the raw data or information about the effect of D,S,P,A on the relation between Instructional Leaders and teacher's outcomes that assessed in a meaningful way regarding the phenomenon. These codes connected to the elements that refer to the survey, for example, code Directive D represent the survey questions DI-D4. The Coding done manually by writing notes on the texts, data analysing for each one of the variables. In addition, using highlighters or coloured pens to indicate potential patterns, the researcher initially identified the codes, and then matched them up with all actual data extracts to demonstrate that code to ensure that all actual data extracts coded, then collated together within each code (Braun& Clark, 2006).

5.6.1.3 Searching for themes

After the data initially coded and collated, with different codes identified across the data set. In this stage this researcher re-focused the analysis at the broader level of themes, rather than codes, involves sorting the different codes into potential themes, and collating all the relevant coded data extracts within the identified themes. To find a relationship between codes, between themes, and between different levels of themes. Some initial codes may go on to form main themes, whereas others may form sub-themes, and others still may discard. A collection of candidate themes, and sub-themes, and all extracts of data that coded in relation to them will start to have a sense of the significance of individual themes. It is worth mentioning that the themes of focus group provided others sub-themes that were not in the survey items. For example, when the senior chiefs discussed the effect of acceptance of leader most of senior chiefs confirmed the relation between Acceptance of Leader and concept of "Referent Power". Moreover, they linked Job Expectancy with "Transactional Leadership" and the culture of rewarding. It is important to look whether some need to be combined, refined and separated, or discarded. Referent Power and Transactional Leadership concepts were not factors in the survey. Therefore, these concepts in sub-themes from the focus group considered being as one of the limitations in this study.

5.6.1.4 Reviewing themes

This researcher refined the themes to become evident that some candidate themes are not really themes while others might collapse into each other (e.g., two apparently separate themes might form one theme, such as the teacher's rewarding which mentioned in Supportive leadership styles and Job Expectancy). Other themes might need to be broken down into separate themes such as Job Expectancy, when related to Path–Goal Theory, (the effort leads to performance and then, the performance lead to reward). In considered, that Data within themes should cohere together meaningfully. (Braun& Clark, 2006).

5.6.1.5 Defining and naming themes

This researcher defined and further refined the theme that will present for data analysis within them. By defining and refine the essence of what each theme about. For example, Theme1: Directive Leadership effectiveness. Theme2: Supportive Leadership effectiveness. Theme3: Participative Leadership effectiveness. Theme 4: Achievement-oriented Leadership effectiveness and determining what aspect of the data each theme captures. Therefore, this researcher collated data extracts for each theme and organised them into a coherent and internally consistent account, with accompanying narrative discussion of senior chiefs of what is interesting about themes and why. For each individual theme, this researcher conducts and writes a detailed analysis, considers how it fits into the broader views that are told about the data, in relation to the research question, detailed analysis studied in ordered to find an effective items and connected with the most frequent and highest proportion respond to the survey. The detailed analysis connects to ensure there is not too much overlap between the themes. Therefore, it needs to consider the themes themselves, and each theme in relation to the others. (Braun& Clark (2006).

5.6.1.6 Producing the report

It is important that the analysis provides a concise, coherent, logical, nonrepetitive, and an interesting account of the data tell within and across themes (Lark, 2006). This researcher's write up provides sufficient evidence of the four themes within the data, enough data extracts demonstrate the prevalence of the theme. This researcher chooses particularly

vivid examples or extracts which capture the essence of the point, which demonstrated without unnecessary complexity.

The thematic analysis embedded within an analytical narrative that illustrates the impact of leadership styles by giving evidence. This provides further description of the relationship between variables, and makes an argument in relation to the research question about the extent leadership styles affect the relationship between Instructional and teacher outcomes.

5.7 Thematic analysis approach

Thematic Analysis based on transcribing data shows in detail and in the proper level of discussion focusing on the main theme of the study, which is; Instructional Leadership enhanced by the moderator variable D,S,P,A. Each data of each of the styles Directive, Supportive, Participative and Achievement- oriented were given equal attention in the coding process and each impact on the relationship between Instructional Leadership and teacher outcomes. Some participants focused on elements such as participative leadership, and affirmed its importance amongst other leadership styles, but the researcher emphasise equality. This researcher used the theme as an anecdotal approach in the dialogue with participants, and each leadership style D,S,P,A coded by numbers and process has been thorough, inclusive and comprehensive. According to Boyatzis (1998) account of a thematic code, this model applied and revised in relation to the data. Each data was relevant to each relation between Instructional Leadership and job satisfaction, Job expectancy, and acceptance of leader. For example, (IL;I-Directive;D-Supportive;S-Participative;P-Achievement-oriented; O-Job satisfaction; J- Job Expectancy; E and Acceptance of Leader; A, were relevant to the extent of the requirement to apply D,S,P,A leadership styles amongst school principals. Themes checked against each other and back to the research question.

The themes were internally coherent, consistent, and distinctive with comfortable atmosphere. Each of the participants raised the discussion with the required and necessary information. The data has been analysed interpreted, made sense of and paraphrased. This researcher analysed, organised data, and matched each other with the research topic, which illustrated the analytic claims. The following sections show each detailed analysis theme connected with survey result in a table.

5.7.1 Theme 1: Directive Leadership effectiveness

Directive leadership style plays an important role to promote school leader behaviour. It is essential to strengthen the role of principals in guiding the teacher's work teaching and learning to enhance the teachers' job satisfaction and teachers' outcomes particularly, increase job expectancy. *"I think with respect to Directive leadership, Directive leadership essential to strengthen the role of principals in guiding teachers which enhance the teachers' job satisfaction and teachers' outcomes in general. In particular increase in job expectancy"*R3.

Directive leadership exists in school leaders and needs to be rooted in a principal's behaviour. This type of leadership needed in the schools environment to clarify teachers' performance. *"I think the Directive leadership style plays a prominent role in the principal's behaviour. There is a noticeable support in activating the school environment, yet there is no obvious impact in raising the level of students' achievement and or teacher's satisfaction school principals who are successfully applying the Directive leadership style are needed to be considered as example in leadership field"*R5.

According to *"Directive Leadership style plays an important role in improving teachers' satisfaction and motivation, though it usually does not present the exemplary characteristic in principals' behaviour in any schools due to lack of knowledge"* R1.

"Principals can break these habits if they are willing to take their roles effectively and lead by example" R3.

*"With regard to Directive Leadership that exists in school leaders and needs to be rooted in a principal's behaviour. Some school principals are successfully applying the Directive Leadership style need to consider as example in leadership field"*R2.

To guide teachers, it is important to share the supervision process where guidance given to teachers in general and thus enhances trust and respect between teachers and principal promoting the acceptance of a school leader. However, when it comes to gender, female principals found to show more concerns than male principals regarding this leadership style do.

Directive style is very important and plays a prominent role in schools. Principals need to take this type of leadership style into consideration, especially towards new teachers who are less experienced; this act increases job satisfaction and performance. ”Principals also offer them the opportunity to develop their expertise to help their professional development to improve the quality of teaching”R8.

“I think that Participative and Directive Leadership styles are missing, especially towards new teachers”R3.

“The Directive style is important for new teachers, and I don’t see some principals considering this point. Principals need to take this type of leadership style into consideration, especially towards new teachers who are less experienced this increase job satisfaction and performance and promotes school affiliation”R5.

”I emphasis the effect of the Directive Leadership style, especially for new teachers”R7.

Directive style is important to clarify ambiguity. “The Directive style should be a continuous process from various resources, whether instructional or administrative to clarify ambiguity of regulation or processes which enhances teachers reward based on performance. Whenever there are clear Directive objectives, teachers give a high level of performance”R6.

Apprenticeship programme impact on the teacher’s performance and rewarding their performance depends on their effort. ”It is necessary to point that the Directive Leadership style with an apprenticeship programme and the culture of rewarding needs to be changed by establishing a new understanding that it should never be based on personal relations or emotions to increase teachers’ outcomes”R6.

There are many ways to implement the Directive Leadership style, including directing teachers and allowing them to know what is expected of them, explaining how to implement the steps required in an assignment increases teachers’ job satisfaction and enhance their performances. Moreover, principals charting the work of teachers that need to do based on properties that enable teachers to give their best efforts. Furthermore, clarifying specific criteria to evaluate the performances and ask teachers to follow the standard rules of the educational process provides a better path of rewarding.

Overall, directive leadership styles are very important, especially for new teachers. New teachers with new experience need to know what is expected of them. The principal directs the guidance focusing on improving the educational process and optimisation, clarifying the ambiguity of tasks. Principal works specific criteria for evaluating the performance of teachers and reward them based on the level of effort.

Furthermore, the theme of directive leadership effectiveness is confirmed in the survey results as shown in Table 5.4: Measure the criteria of directive leadership shows the participants respond, strongly agree and agree for the items which were discussed in the focus group and as detailed in the analysis of Theme 1.

Respondents	1-Principal allows teachers to know what expected of them.	2- Principal explains how to implement the steps required assignments for teachers according to their roles	3 Principal charting the work of teachers that needs to do.	4- Principal asks teachers to follow the standard rules of the educational process.
Strongly agree	218 40.7%	189 35.3%	214 39.9%	184 34.3%
Agree	207 38.6%	216 40.3%	194 36.2%	206 38.4%

Table 5.4: Measure the criteria of directive leadership

5.7.2 Theme 2: Supportive Leadership effectiveness

Supportive Leadership is necessary for a teacher's job satisfaction. For example, "If there is a supportive behaviour from the principals, teachers will improve their performances and as a result, will increase teachers' outcomes and job satisfaction in particular" R1. A principal needs to use more initiative in this field by adopting some of its many characteristics such as being friendly, encouraging and motivating teachers for high performance and caring about the surrounding school environment based on the substantive rather than aesthetic needs.

Teachers enhance their performance when they receive supportive behaviour from the principal; therefore, a school leader needs to have a supportive style rooted in his or her behaviour to increase job satisfaction as well as the trust and acceptance of school leader. "Supportive Leadership is obvious in a school environment" R3, where there is an apparent

interest in meeting the physical and service needs of teachers with respect to provide facilities that enhances their individual or group work.

Principals allocate supporting environmental resources and the application of technology in the educational process. *"there is a supportive environment in the schools, particularly in using technology"*R4.

Principals adopting a supportive leadership style affect teachers' motivation and satisfaction positively, leading to achieving high work performances, which enhances the reward recruitment. The principal is encouraged to give suggestions to teachers with respect to the educational process and address the difficulties teacher's faces in accordance to the data and information given. Moreover, principals should motivate and support teacher cooperation in training and professional development to encourage the teacher's job satisfaction. *"With regard to supportive style, supports teacher's cooperation in training and professional"*R5. Furthermore, school principals should support the teacher's individual or teamwork to overcome problems and improve teachers' production to increase acceptance of leader. Principals should express positive feedback on teacher's achievement to increase their job satisfaction and enhance trustworthiness.

A principal's support demonstrated by following up the progress of the curriculum application, directing the teaching process, following up the evaluation of the teaching process to contribute to the improvement of teaching and learning process to increase teacher's job satisfaction and performance. *"Supportive leadership aims to promote the acceptance of a school leader about the trust and respect as well as admiration based on the concept of referent power"*R8.

Overall, Supporting Leadership style is very important to increase teacher satisfaction and performance. Principal supports teacher's cooperation in training and professional development. Principal helps teacher to overcome the problems of learning process, expresses rewarding verbal terms about the teacher's achievement, supports and follows up the application of technology, curriculum and environmental resources.

The theme of supportive leadership effectiveness is confirmed in the survey result as shown in Table 5.5: Measure the criteria of supportive leadership shows the participants responded

strongly agree and agree for the items, which were discussed in the focus group and detailed in the analysis of Theme 2. The item of Principal seeks to provide the teachers with personal luxury did not result highly respond and according to focus group transcript senior chiefs did not focus in this item as important factor.

Respondents	1-Principal Principal has a friendly relationship with teachers.	2- Principal supports teacher's cooperation in training and professional development	3- Principal seeks to provide the teachers with personal luxury	4- Principal verbally expresses reward for teacher's achievement	5-Principal supports teams and individuals in a way that it contributes in the improvement of the production.
Strongly agree	257 47.9%	237 44.2%	29 5.4%	240 44.8%	212 39.6%
Agree	147 27.4%	155 28.9%	97 18.1%	167 31.2%	198 36.9%

Table 5.5: Measure the criteria of supportive leadership

5.7.3 Theme 3: Participation Leadership effectiveness

Participative Leadership is a critical factor in building a constructive relationship between the principal and teachers. The concept of participative style or sharing based on a group of participants is essential as it considers all members in a school environment are leaders. Therefore, participative behaviour leads to increase job satisfaction. For example, *“Participative leadership style does not particularly take the exemplary characteristic in principals' behaviour as it is absent in the school's environment, this impacts teachers' satisfaction and performances” R2.*

School community required participation from different sources. *“Participative leadership style requires all parties, internal or external to take responsibility, thus, making it the most efficient leadership style in enhancing teachers' satisfaction”R6.* Teachers' need to share their decisions and consulting the principal based on knowledge gives them the satisfaction of participation in leadership decisions particularly in teaching and educating processes.

”Participative style impacts teachers' performances that are considered rewarding and teachers rewards should be given based on worthiness, otherwise, they might be subjected to accountability and punishment, which is based on Transactional Leadership”R4.

The acceptance of a leader increases when principals take into consideration the shared visions and opinions of teachers. In addition, teachers accept their leader when there is trust, admiration and respect.

The focus group concludes principals should believe in these leadership styles because they deal with different levels of teachers seeking for their job satisfaction. To increase job satisfaction; principals should share ideas and opinion with teachers and consider their suggestions as well as consult teachers when facing problems prior to any decision taken.

Job satisfaction provided when principal takes into consideration the teacher's fate prior to taking any decisions and share their vision with all members of the school community.

Overall, participative leadership enhances and improves a principals monitoring educational process, which provides better school outcomes and, as a result, influences teachers' satisfaction and promotes their educational effort.

“The focus on solving educational problems rather than behavioural problems leads to enhancing the role of a school principal as instructional leader and increases teacher's satisfaction because teachers need principal's participative and supportive behaviour in the teaching and learning processes”R7.

Participative leadership enables principals to establish a culture of cooperation in a disseminating experience and practice among teachers as well as tends to focus on following up the educational process, progress rather than desktop administrative work; this will result in the promoting of teacher's efforts in classrooms and supporting the teacher performance to meet the educational goals.

Overall, Participative Leadership styles are important to enhance school principal role as Instructional Leader in the Kingdom of Bahrain and enable them to promote the school atmosphere by sharing ideas and opinion with the teachers, given suggestion taken decisions, shares their vision to all members of the school community, solving educational problems rather than behavioural problems. Moreover, establishing a culture of cooperation in disseminating experience and practice among teachers. The tendency to be more focused on following up the educational process progress rather than desktop

administrative work and focusing on spreading the concept of teamwork. The theme of participative leadership effectiveness is confirmed in survey results in Table 5.6: Measure the criteria of participative leadership show the participants responded strongly agree and agree for the items, which were discussed in detailed by focus group members as evidenced in Theme 3.

Respondents	1-Principal Principal has a friendly relationship with teachers.	2- Principal take in consideration the teachers fate prior to taking to decisions	3-Principals shares their vision to members of the school community.	4-. Principal breaking the difficulties of teachers to enable them to be more involved in the achievement	5-Principal helps teacher to overcome the problems that cripples or prevent the learning process.
Strongly agree	164 30.6%	195 36.4%	230 42.9%	228 42.5%	197 36.8%
Agree	200 37.3%	211 39.4%	178 33.2%	174 32.5%	194 36.2%

Table 5.6: Measure the criteria of participative leadership

5.7.4 Theme 4: Achievement- oriented leadership effectiveness

The principals who practice achievement- oriented style reward teachers with high performance because they are concerned about achieving higher goals. For example, *“Teachers, who utilize environmental resources and material support as well as committing to strict guidelines will aid in achieving higher goals and that usually enhances job satisfaction. Principals who apply justice in rewarding and morally encouraging teachers will create a positive climate: Achievement-oriented leadership style is the most challenging styles because it can distinguish the active role of an Instructional Leadership based on achieving high goals. Therefore, principals must consider job expectancy to increase teacher's performances”*R1.

Overall, achievement –oriented leadership style is very importance, especially after the quality assurance annual report. The discussion focused on principal set clear goals based on high criteria to be the approach to reward teachers who have high performance. In addition, principal shows confidence in the ability of teachers to achieve high performance goals, which contributes in raising the level of student’s achievement.

Furthermore, this theme of achievement oriented leadership effectiveness is confirmed in survey result in Table 5.7: Measure the criteria of supportive leadership which shows the participants responded strongly agree and agree for the items, discussed in Theme 4.

Respondents	1-Principal sets clear, challenging goals based on high criteria.	2- Principal shows confidence in the ability of teachers to achieve high-performance goals which contribute to raising the level of students' achievement.
Strongly agree	172 32.1%	213 39.7%
Agree	195 36.4%	196 36.6%

Table 5.7: Measure the criteria of achievement oriented leadership

5.8 Mind mapping of Thematic Analysis

In this study, mind mapping involves writing down the information and an idea, and related ideas, which radiate from the research question. Focusing on key ideas written down in this researcher's own words, and then looking for branches out and connections between the ideas, this is the start of mapping knowledge in a manner which will help to understand and remember new information. This is exemplified by Directive Leadership impact on new teachers, and reward teachers and Achievement –oriented Leadership. This researcher used lines, colours, and arrows, between the four leadership styles and branches as ways of showing connections between the main ideas generated on the mind map. This researcher used her own symbols and designs, constructing visual and meaningful relationships between ideas to assist in recall and understanding. This researcher studied mind map to discover the gaps in knowledge and refer to the source material to fill in any of these gaps. The mind map presents the relationships between the four leadership styles overlapping and linked to each other while the survey presents them with a separate statistical analysis. Leadership is about overlaps process and behaviours. Sebastian and Allensworth (2012) categorised three overlapping trends of scrutiny on Instructional Leadership, namely, leadership practices, leadership styles, and leadership processes. For example, what is the relationship between the instructional leadership and the concept of acceptance of leader based on Path Goal Theory? It is useful to leave space for further

information of the new topic, such as the link between Transactional Leadership and job expectancy and Acceptance of Leader and Referent Power. See Figure 5.5 Mind Mapping.

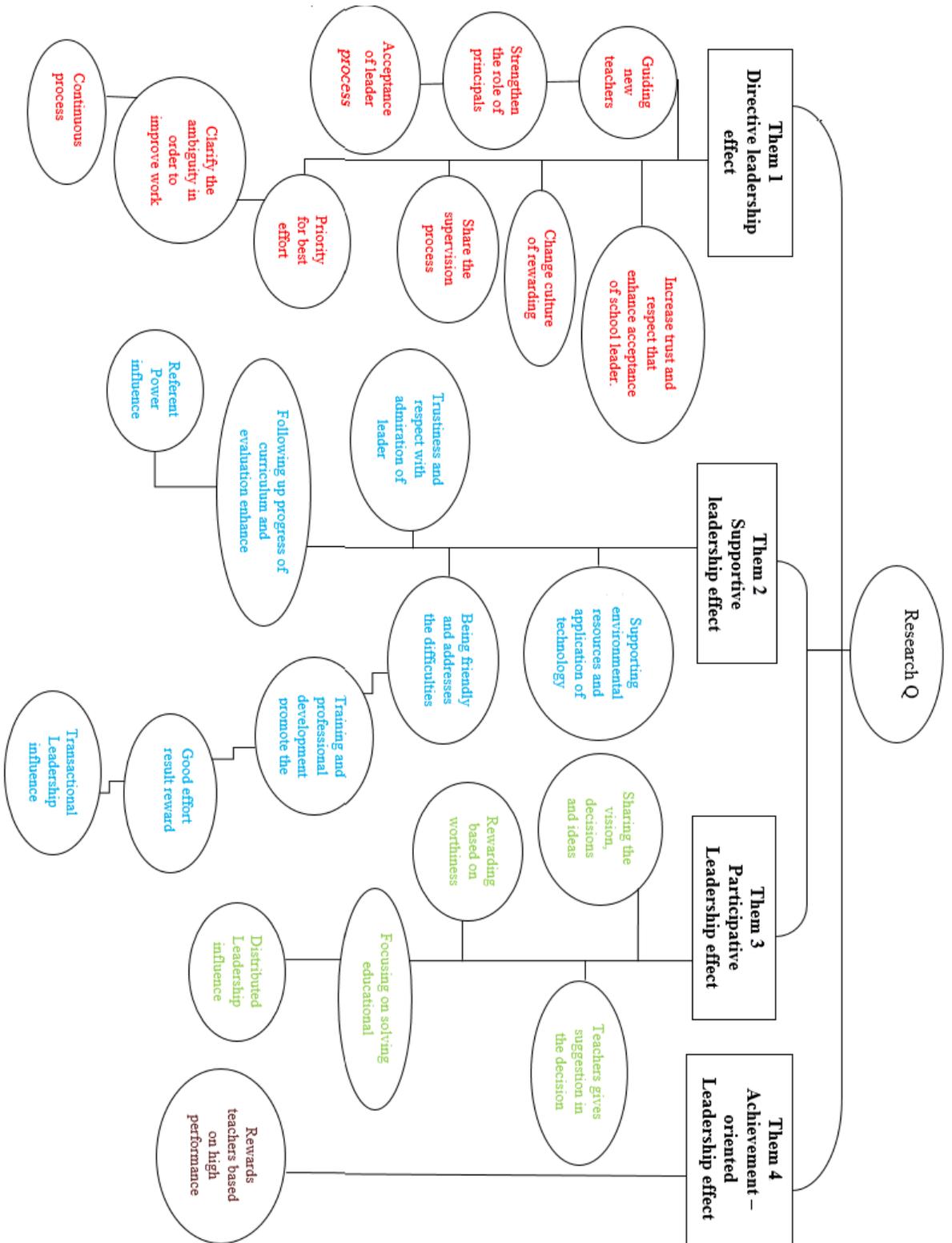


Figure 5.5 Mind Mapping analysis by Author

5.9 Connection across the four themes and the survey data

This study found connections between leadership styles. D.S.P.A. For example, according to directive leadership styles principals allows teachers to know what expected from them and explains to them how to implement the steps required assignments for teachers according to their tasks. This item connects to participative leadership style when principals break the difficulties of teachers face to enable them to be more involved in the achievement. Moreover, according to directive leadership the principal asks teachers to follow the standard rules of the educational process this item connects to achievement oriented when principal sets clear unprejudiced goals that are based on high standards. In addition, regarding supportive leadership when principal expresses praise in verbal terms about the teacher's achievement this connects with achievement oriented when principal shows confidence in the ability of teachers to achieve high performance goals, which contributes in raising the level of student's achievement. Moreover, the principal consults the teacher when facing problems prior to any decision links to participative leadership when principal supports teams and individuals in a way that it contributes in the improvement of the production.

5.10 Similarities and differences of research mixed method

There is agreement on the qualitative and quantitative approach about the importance and effectiveness of the four leadership styles (D,S,P,A) to activate the behaviour of the principal as Instructional Leader. The results of the mix method approach used in the research has confirmed that the Instructional Leadership is positively and directly influenced by the four leadership styles D,S,P,A and contributes to increasing the teacher's outcomes in terms of job satisfaction, job expectancy and acceptance of leader.

For example, the quantitative results show through testing the hypothesis that there is a positive and direct impact of D,S,P,A on the relationship between Instructional Leadership and teachers' outcomes. According to Table 5.17 5.18, and 5.19, the results of Simple Regression to test the effect of D,S,P,A on the relation between IL and job satisfaction, job expectancy and acceptance of leader, there is a statistical significant impact of Instructional Leadership when related to D,S,P,A. Therefore, Sig. results lower than 0.005, $P < 0.05$

which lead to the acceptance of H₁, H₂, H₃, H₄, H₅, H₆, H₇, H₈, H₉, H₁₀, H₁₁, H₁₂ and a rejection of H₀₁, H₀₂, H₀₃, H₀₄, H₀₅, H₀₆, H₀₇, H₀₈, H₀₉, H₀₁₀, H₀₁₁, H₀₁₂.

With respect to qualitative approach, all participants in focus group confirmed the importance of utilising the four leadership styles through school leadership in order to increase teacher's outcomes. For example, "*All leadership styles are very important*" R4.

"All these leadership are important, and we cannot prefer one to the other" R6

"I really appreciate the importance and necessity of all" R7.

*"However, principals believe in all these leadership styles, because they deal with different levels of teachers seeking their job satisfaction"*R8.

There are some differences in some results. For example, based on quantitative approach, according to Table 5.12: Regarding gender factor, Table 5.12 compares between male and female as shown in the information. The table demonstrates Sig. that there is an insignificant difference between male and female $p > 0.05$ in the M.W-Z Test of all cases of gender in relation the leadership styles. The relation between the gender and variables shows that there is no statistical significant difference between male and female school principals in activating the four leadership styles. Males do not show that they are much better than females in utilising the four leadership styles, or females do not show that they are much better than males in applying the four leadership styles. While the qualitative approach indicates that females are better than males in activating the four leadership styles. For example, "*I see that these four leadership behaviours are more evident in female school leaderships rather than males*"R4.

*"I think the males are not much interested about activating the four leadership styles like the female. The QAAET results confirmed that female schools is much better than males schools"*R6.

Moreover, the most prevalent leadership styles in the qualitative approach are participative leadership styles. For example, "*The participatory role in the participative leadership style is a critical factor for building a constructive relationship between the principal and teachers*"R1.

”We need to reconsider the practice of principals as Instructional Leaderships and need to encourage the participative behaviour”R5.

While in quantitative approach based on Table 5.17, 5.18 and 5.19 Simple Regression Analysis for Instructional Leadership (IL) as a predictor of teacher outcomes, confirm that the rate of Supportive leadership is higher than other Leadership styles, which confirm the importance to enhance the relationship between principals and teachers in the Kingdom of Bahrain.

The qualitative approach suggests that Distributed Leadership is a good example of addressing the research problem, regarding the principal dealing with administrative work or student behaviour issues. In addition, the qualitative approach suggests that Transactional Leadership activates rewarding method to obtain the highest level of performance. Furthermore, the features of acceptance of leader converge with the concept of Referent Power.

5.11 Mix methods inform each other

The study used a survey and then a focus group with senior chiefs who participated in the survey to learn in more detail about all survey responses, to understand the thought process of people with experience and perceptions and examine in more detail unexpected results. Therefore, this research aims to find if a causal relationship has established through survey method and wants to understand and explain the causal processes involved through focus group method research.

For example, the result of the average of the senior chief's views was significantly lower than teachers and principals. Thus, this triggered the researcher to carry out further investigation through using focus group methods to elaborate or confirm survey results and to illustrate and clarify the findings of the survey. See Tables 5.11 and 5.12 show the different percentage of the participant's point of view regarding the effect of D,S,P,A on the relationship of Instructional Leadership and teacher's outcome. In addition, due to the expertise and experiences of the senior chiefs. It is important to inform them about the overall result of participants of teachers and principals in the questionnaire. It is necessary

to first inform senior chiefs about what variables are more likely to improve leadership styles from the teachers and principals point of view and influence teachers satisfaction and achievement, and enhance the relationship with their teachers. For example, this researcher started the interview with an introductory question following with the general result of the survey result from the point of view of teachers and principals See Appendix S (focus group transcript).

This researcher was able to elaborate and clarify by using the focus group based on the findings of the elements of the survey methods, For example, the item of (Teachers accept working with principals when they accept the leadership and characteristics of the principal). The senior chiefs elaborate and clarify this item of the survey and expanded the role of instructional leaders to the impact of referent power concept and clarify the role of the respect and trust influence on the relation between the principal and teachers rather than the power of reward or the power of experience.

On the other hand, the focus group method was used to inform and expand on survey findings. Focus group tests the elements of leadership styles D,S,P,A resulting from the survey method. For example, each of the (four Themes) in focus group addressed the elements of leadership styles in the survey. For example, Theme 1, Directive Leadership effectiveness. Theme 2, Supportive Leadership effectiveness Theme 3, Participative Leadership effectiveness and Theme 4, Achievement-oriented Leadership effectiveness See Figure 5.4 (Mind Mapping) . These themes highlight the elements, which were addressed in the survey and explore school leader behaviour among the leadership styles and its impact on the teachers' outcome to expand on survey findings.

5. 12 Summary

The results in this chapter were analysed statistically. The research sample described and provided answers to the research questions. The first question was concerned with the effects of factors that promote the role of principals as Instructional Leaderships. The effectiveness of factor resources is the four leadership styles, Directive, Supportive, Participative and Achievement-oriented. The second question was on the relationship

between Instructional Leadership and teachers' outcomes when affected by D,S,P,A. Both questions assessed through the perceptions of school principals, teachers and senior chiefs. The different perceptions of school principals, teachers and senior chiefs necessitated the need for interviews with senior chiefs via focus group. Data analysis concluded that Instructional Leadership had an effective nexus on teachers' outcome when related to the four D,S,P,A leadership styles, accepting the hypothesis. The next chapter will discuss the research results considering the extant research, examine the findings in detail and compare them with findings of this study.

Chapter 6 – Discussion and revising the framework

6.1 Introduction

The literature presented in Chapters 2 and 3 represented in Path Goal Leadership Theory and Instructional Leadership. The literature suggests there is an absence of academic studies of conceptual frameworks for relationships of leadership styles (directive, supportive, participative and achievement –oriented) to develop collaborative relationships between principals and teachers in order to improve schools' outcomes. This requires principals to be instructional in their orientation. This study examined variables of the study model (See Figure 3.8) to contribute to a better understanding that enhances the role of principals as Instructional Leaderships by applying several aspects of leadership styles. Whereas principals need to exercise, their leadership by applying the leadership styles in their role and character, or their role merely delivers an administrative persona that can only fit into an administrative area.

Chapter 5 responds to the key research questions guiding the study by providing empirical data, reviewing the conceptual framework and variables of Instructional Leadership and other leadership styles. This relation has influenced teachers' outcomes; job satisfaction, job expectancy and acceptance of a leader who displays statistically significant when engaged with the four D,S,P,A leadership styles. The researcher makes the variables more coherent and synthesises the findings with the literature and, based upon empirical data, develops the conceptual framework proposed in Chapter 3. Therefore, in this chapter, a revised conceptual framework of Instructional Leadership presented the revision includes the relationship between each of these leadership styles D,S,P,A effect on the relationship between Instructional leadership and job satisfaction, job expectancy and acceptance of leader.

6.2 Instructional Leadership and leadership styles

The criteria that influence Instructional Leadership discussed in Chapters 3 and addressed via questionnaires. The empirical study that carried out in this research shows that Instructional Leadership approaches can improve by associating it with other types of

leadership. According to Salvador & Salvador (2016), the Instructional Leadership's role includes a commitment to the overall development of teachers with shared leadership styles and plans for continuous professional development. In other words, merging the advantages of Instructional Leadership with the advantages of other styles of similar leadership patterns for overlapping and integrated between the leadership styles images.

Since the early movement of educational leadership, it has become harder to shape Instructional Leadership based on definitions and concepts founded in earlier decades such as the ones from 1980s displayed in Table 2.1 of the key roles of Instructional Leadership in chapter 2. Instructional Leadership is a leadership that has room for further comparisons and correlations with other types of leadership. The principals, as Instructional Leaderships, need to free themselves from management practices because they need to exercise their leadership; otherwise, they remain dealing with administrative matters.

The four D,S,P,A leadership styles plays an important role in the activation of the principal as an Instructional Leadership. According to the reformulated theory of House (1996), the path Goal Leadership Theory is situational and contingent. Several theories include situational, contingency and Transformational Leadership (Rahman, 2012). Early theories on leadership focus on the traits and characteristics of the individual leader. According to Day (2014), research has found certain personality traits and characteristics to be predictive of effective leadership. Those theories determined that great leaders are born with the traits necessary to lead groups of individuals. In the half of the 20th century, leadership theories began to focus on situationally and contingency leadership, which propose that leadership styles or the individual leader must adapt his or her style to the specific situation or traits of the workers (Chemers, 1997). For example, a strong totalitarian leader is a good choice for unskilled workers, while a democratic style works best with creative and skilled workers (Brown, 2016). According to Goldring (2015), "Choosing a measure that was divergent to Instructional Leadership in the sense that it was not rooted in the practice of school leadership, but was valid as a general measure of personality traits associated with leader effectiveness. This was important both from a valid perspective, but also to address the conceptual questions of whether teachers and principals themselves view leadership as

an overall trait, such as getting along with others, or specific to their practices and behaviours in schools' settings" (p.9).

In this study, the researcher shifts the focus to the embodied Instructional Leadership approach in multiple leadership styles, which need to apply according to the situational relationship direction. This has led to develop Instructional Leadership Model, which based on effective D,S,P,A leadership styles. This study's findings show that Instructional Leadership has characteristics that effectively engage with some House (1996) assumptions, for example; on the term of directive leadership style of clarifying ambiguity, some criteria elaborate the role of school leader for example, (Principal charting the work of teachers that needs to do). (Principal directs the guidance focusing on improving the educational process and optimisation).

All these criteria found strong and positive relationship between Instructional Leadership and leadership. It can interact with various leadership styles according to the situation requirement as provided in Path- Goal Leadership Theory.

6.3 Discussion of implication assumptions of theory of the House (1996)

Despite of the limitations of the Path goal theory, the assumptions of the reformulated theory of the House (1996) have shown there is relevance to the results of this study. This study provides supporting results in some implicit assumptions of reformulated House's (1996) of Path Goal Theory. For example, the assumption of the nature of subordinates' work motivation regarding Self-interest refers to actions that elicit the most teachers benefit. According to Adam Smith, the father of modern economics, the best motivation benefit of individuals can usually accomplish when individual act in their own self-interest (Fiori, 1999). Therefore, teachers receive greater motivational benefit when they act in their own self-interest. For example, according to supportive leadership styles when they have a friendly relationship with the principal, when principals support teachers with their training and professional development or principal seeks to provide teachers with personal luxury and principal verbally expresses reward for teacher's achievement.

The rationality assumption highlighted in this study. According to Emenuga (2017), the rationality assumption is the expectation that individuals will select from a series of choices the one that will maximize utility; this utility is subject to definition and can be based on pure economic profit, educational processes, social benefits, and a host of other factors. This study suggests that principals attempt to maximize their long-term utility. Teachers are actually trying to choose from among the multitude of teaching and learning processes and environmental services available for consumption at each point in time, which requires them to process all of the necessary information in order to maximize utility without cost. This is no easy task to achieve, since doing so requires collecting data about student achievement, organising the strategic plan, and storing student achievement data and seek to provide optimal process to achieve high educational goal, requires that teacher individual's preferences obey certain rules of logic. As teachers are likely to have the capacity for strong teaching and learning based school environment. For example, according to Table 5.3 the role of principal is to provide optimal conditions for the educational climate in the classroom. Principals address difficulties faced by teachers according to the data and information about student achievements.

Principal prepares and supports the teacher with the needs to carry out results analysis process. Principals allocate supporting environmental resources to contribute to enhancing the educational process, principal sets clear, challenging goals based on high criteria. However, the rational assumption plan for the long term, is likely impossible to do perfectly in education where new experiments and studies are entering all the time (Beggis, 2017). Therefore, the rationality assumption may not be consistent with this study and is most likely invalid when teachers are under conditions of substantial stress or uncertainty.

Moreover, according to House (1996) the assumption of role ambiguity notes that the theory assumes that the reduction of role ambiguity will result in increased expectancy. The results confirm the role of the principals in clarifying ambiguity through their roles. According to Leithwood (2014), when principals and teachers move into unfamiliar instructional leadership relationships, ambiguity about the proper exercise of their roles naturally results. School leaders' role ambiguity is likely to be extensive in such school leadership contexts leading to very low levels of job satisfaction. Therefore, the items in

Tables 5.3 and 5.6 show the items regarding the reduction of role ambiguity, which explain how principals clarify, explain and overcome difficulties. For example, principals address the difficulties faced by teachers in accordance with the information provided. They allow teachers to know what is expected of them to enable them to be more involved in the achievement by following the standard rules of the educational process.

The study has addressed the assumption of the valence-expectancy theory of motivation were adequate to account for individual work motivation. Valence-expectancy theory on which path-goal theory of leadership rests assumes that individuals cognitively calculate work outcomes contingent on the level of effort they put forth, and that they consciously choose the level of effort to be expended which will maximize the attainment of valence outcomes. Therefore, this study utilized job expectancy based on the effort of individual level lead to performance and the performance lead to reward. Studies have shown that each component of expectancy theory- expectancy, instrumentalist, and valence- are important factors, determining the extent to which an individual is motivated to increase or decrease productivity, ultimately value of productivity perceptions are the highest determinant of effort (Mitchell & Biglan, 1971; Nadler & Lawler, 1977). In addition, according to Estes (2012), expectancy theory research supports the idea that individuals choose to alter inputs based on preferences among desired outcomes and the probability of attaining those outcomes at a satisfactory level. Therefore, According to teacher's job expectancy includes the element that addressed the assumption of the valence-expectancy theory. The items in Table 5.9 highlights in the teacher's individual is motivated to increase the productivity, For example, items of achieving high educational productions when the principal promotes teachers' individual performance and the efforts that come from different level of teachers' performance lead to possible results when the principal prepares teachers to get rewards and motivation.

6.3.1 Instructional Leadership and teacher's job satisfaction effect by D,S,P,A

Based on previous studies of teachers' sense of the job satisfaction has been associated with their motivation. The effectiveness of principals' leadership practices affects the learning community and, teachers' satisfaction. Principals address the needs of teachers to have an impact on their satisfaction (Barnabe & Burns, 1994; Cherian & Daniel, 2008; Richards, 2004; Malik, et al. 2011). According to Waters (2013), teachers' perception of principal leadership styles significantly related to job satisfaction. According to Hui (2014) to significant and positive relationship between the principal leadership style and teacher job satisfaction.

According to Table 5.18, the finding suggests the most effective criteria of instructional on job satisfaction when related to D,S,P,A. This study provides some support for the self-interest assumption about the nature of teachers' work motivation. For example, Teachers show larger amount of satisfaction, when principals share them their views and empower them. The criteria of teachers' satisfaction linked to principals' friendly presentation of directions and orders, as well as principals' support of teachers' work achievement, supplying their needs with the resources available, share their views, as well as empowering and rewarding them when their efficiency increases.

Table 5.8 shows the average percentage responding of the relation between Instructional Leadership and job satisfaction was 78.25% and indicate 3.13 of the mean. According to Table 5.18, the finding indicates that Job Satisfaction has a statistically significant relationship with instructional leadership. There is an antecedent correlation between IL and JS this rate of correlation increases when each of the four leadership styles D,S,P,A collected data inserted into a set of statistically equations. There is a positive and direct correlation relation between job satisfaction and Instructional Leadership. The results show a statistically significant relationship that leads to accept the hypothesis and reject the null hypothesis.

Moreover, the results show the statically significant relationship between leadership D,S,P,A and job Satisfaction P-Value 0.000. Table 5.11 and 5.12 shows there are significant differences when related to job satisfaction between the perception of participants (teacher, principals, and senior chiefs) P-value less than 0.05. The Sig. value is reported to be less than 0.005. This indicates that the association between the teacher's perceptions and the effect of Leadership styles on the independent variable is statistically significant from the teacher's point of view. The result shows sig. <0.05 See Appendix I (differences between participant's attitude and perception teachers / principals and senior chiefs - Chi-Square): Teachers view and perceptions regarding the effect of D,S,P,A on IL and teacher's outcomes.

The statistical hypothesis testing was used to determine whether the results of a data set are statistically significant. The results indicate that according to the teacher's perception relationship between the D,S,P,A on the relation between IL and the teacher's outcome is caused by effectiveness of D,S,P,A other than random chance, the result of a p-value of 5% is lower than 0.005 which considered to be statistically significant.

6.3.2 Instructional Leadership and teacher's job expectancy effect by D,S,P,A

Job expectancy is premised on effort leads to performance and performance leads to rewards (House, 1974). Figure 2.6 depicts the criteria of a teacher's job expectancy based on the achievement which leads to high-quality educational results when principals' direct teachers' energy in productive matters, promote their performance, support and lead them to achieve higher educational productions. The teachers' efforts and performance leads to the possibility of getting rewards and incentives, in other terms, expectations.

According to Table 5.9 the finding indicates the most effective criteria, of instructional leadership on job expectancy when related to D,S,P,A, is Achievement leads to high-quality educational results when principals direct the teachers' energy on the production.

Table 5.9 shows the average percentage responding of the relation between Instructional Leadership and job expectancy was 77.14% and indicate 3.13 of the mean.

According to Table 5.19 the finding indicates that Job Expectancy (JE) statistically significant relationship with instructional. There is an antecedent correlation between IL and JE, this rate shows high correlation when each of the four D,S,P,A leadership styles. There is a positive and direct correlation relation between job expectancy and Instructional Leadership. The result shows a statistically significant relation between IL and JE that leads to accept the hypothesis and reject the null hypothesis.

Moreover, according to Table 5.11 and 5.12 the results show statistically significant relation between D,S,P,A and job expectancy P-Value 0.000. The concept, based that effort leads to performance and performance lead to reward see Figure 2.6. According to House (1990) the reformulated theory based on Valence-expectancy theory, this study indicates that teachers calculate their work outcomes contingent on the level that they choose the level of effort to be expended which will maximize the attainment of outcomes, the level of effort lead to reward. According to Hallinger & Murphy (1986), Instructional Leaders find ways to reward or appreciate the teacher's efforts. Some of these are informal – private words of praise; others are more formal such as recognition before peers, nomination for awards, or letters to the teachers' personal files.

With respect to senior chiefs' opinion, senior chiefs draw attention to the style of Transactional Leadership in activating the reward to gain the highest level of performance. A study by Shah (2015) shows that Transactional Leadership has a positive relationship with job performance. Transactional Leadership style subordinates are motivated if and only if they get money and promotion (Girma, 2016). According to Memduhoglu & Yildiz (2016) to enable teachers in school to work with more energy, teachers need to believe the procedural justice and strict to perceive distributing awards and punishments fairly.

Principals provide job expectancy when they provide job satisfaction and clear direction lead to high level of performance. Further, changing the idea of rewarding and not linking it to personality or emotions are crucial. Principals ought to be aware of rewarding teachers for effort concerned. It needs to change the culture of reward and not link rewards to personalities or emotions, Achievement-oriented leadership is the proper style in providing

a high-level of performance because it based on high-level goals. Applying fairness in rewards plays an important role in increasing teachers' performance. Whenever there clear directive teachers provide a higher level of performance. Senior chiefs draw attention to the style of Transactional Leadership in activating the reward to obtain the highest level of performance. Ezzit (2017) emphasises that Path- Goal Leadership Theory appears as a basic part of the Transactional Leadership.

6.3.3 Instructional Leadership and acceptance of leader effect by D,S,P,A

Acceptance of leaders is based on subordinate's willingness to comply with directives and orders of their leader and being ready to accept decisions made by the leader. The criteria are based on the educational process is improved when teachers accept a principal's support level, teachers accept working with a principal when they accept the principal's leadership and characteristics.

According to Table 5.11 and 5.12, the finding indicates the most effect criteria of instructional on acceptance of leader expectancy when related to D,S,P,A. (Teachers accept working with principals when they accept the principal's leadership and characteristics). Table 5.10 shows the average percentage responding of the relation between Instructional Leadership and Acceptance of Leader was 78.4% and indicate 3.93 of the mean.

According to Table 5.20 the finding indicates that Acceptance of Leader AL statistically significant relationship with instructional. There is an antecedent correlation between IL and AL, this rate show high correlation when each of the four leadership styles D,S,P,A inserted into a set of statistical equations to measure the items of each leadership style.

There is a positive and direct correlation between the acceptance of leader and Instructional Leadership. The result shows statistically significant relation that leads to accept the hypothesis and reject the null hypothesis. Moreover, according to Table 5.18 the result shows statically significant relation between leadership D,S,P,A and acceptance leader P-Value 0.000. Table 5.18 shows a positive and direct correlation relation between acceptance of leader and Instructional Leadership. The result shows a statistically significant relationship that leads to accept the hypothesis and reject the null hypothesis. There are

insignificant differences when related to acceptance of leader between the opinions of the participants (teacher, principals, senior chiefs) P-value 0.006.

Therefore, it is important to bear in mind the relationship between principals and teachers depend on matters where teachers influence in accepting participative opportunities, organising such opportunities or whether they have an influence on the results of the decision-making process. The suggestion that professional learning community improves teachers' involvement in leadership practices and decisions, sharing a sense of meaning, engagement of collaborative efforts, and acceptance of mutual responsibilities for the consequence of their work (Hulpia & Devos, 2010; Gyimah, 2013).

Senior chiefs confirm acceptance of leaders plays a major role in job satisfaction and justice in rewarding; the teachers also play a major role in the acceptance the leader; high job performance may relate to job satisfaction but not necessarily related to acceptance of leader.

6.4 Discussion of Directive Leadership style

Directive leadership in previous studies is described as clear expectations, inform subordinates of their tasks, provide specific guidelines and schedules, clarifying rules, regulating and setting standards of performance (House & Mitchell, 1974; Mitchell, 1989; Northouse, 2013; Lussier & Achua, 2010).

Instructional Leaders combine direct and indirect leadership roles that significantly affect teachers' instruction, principals as Instructional Leaderships can be direct (focus on improving teaching, visiting classes, providing guidance and setting standards of performance) or indirect (focus on creating regulated conditions and clarify the rules for better teaching and learning).

Previous studies show that principals in secondary level focus more on indirect Instructional Leadership when addressing teaching and learning processes than they are in primary school, while middle leaders such as heads of departments focus on direct

Instructional Leadership (Gupton, 2003; Hallinger & Heck, 1996a, 1996b, 1998; Linda, Vivian, and John, 2012).

The finding suggests that the most effect criteria of Directive Leadership Style (DLS) on Instructional Leadership (Principal asks teachers to follow the standard rules of the educational process), (Principal directs teachers to meet their needs through environmental resources) and (Principal allows teachers to know what is expected of them).

There are significant differences between the opinion of participants (Teacher and principals and senior chiefs) when related to directive leadership style P-value 0.000. In addition, there are insignificant differences between school levels and directive leadership. See Table 5.16 unlike studies mentioned in chapter 2 about the difference between the types of directive styles in elementary principal school is more directive than the secondary school.

Table 5.18 shows the impact of directive leadership style on the Instructional Leadership and teacher's outcomes, job satisfaction is a bit higher than a directive leadership style on the Instructional Leadership and job-expectancy and directive leadership style on the Instructional Leadership and acceptance of leader. House and Dessler's report (1994), directive and supportive leader behaviours are sufficiently higher comparing with other leadership styles. This may be because of the nature of school principals functioning, as Instructional Leaderships need regular guidance in improving teaching, visiting classes and setting standards of performance. Teachers involved in educational processes through learning engagement that encompasses a set of behaviours which directly fosters classroom learning, attending the lessons, following directions, complying with classroom rules, self-direction, and persistence (Hughes et al. 2008). The effective relation between Instructional Leadership and directive leadership credited to the positive relation between directive leadership; school commitment and teachers team in-role performance (Somech 2005).

According to the measure of R^2 regression of the relationship between the Instructional leadership and teacher's outcome, directive leadership styles did not exceed the level of the antecedent correlation between Instructional leadership and teacher's outcomes. Confirm

that existed in significant relation between Instructional leadership and teacher's outcome and D,S,P,A enhance this relation based on the statistical significant relation.

According to Table 5.14, there are statistically significant differences between school sector and directive leadership, while there are statistically insignificant differences between school qualification and gender.

The results confirm that directive leadership is needed and important based the component and significant testified of the participant. During the term of senior chiefs' interviews, directive leadership style considered important for new teachers and should be set up within the role of a principal. It should also provide various directions for those teachers with low skills and new experience. Directive leadership styles are needed to achieve motivation and satisfaction.

6.5 Discussion of Supportive Leadership style

Supportive leadership in previous studies described as creating a friendly climate through attending to the human needs and their well-being, demonstrate respect for subordinates, treat everyone equally, and show concern for subordinates through recognising their achievement in some rewarding modus (Graen, Dansereau, Minami, &Cashman, 1973; House & Dessler, 1974; House & Mitchell, 1974; Northouse, 2013).

Instructional Leadership develops a supportive working environment, shows how an Instructional Leadership establishes organisational structures and uses it in teaching and learning processes, provides teachers with occasions to join in and have professional dialogue, involves teachers in school decision- making, perceives the collaborative and facilitating environment. (English, 2008; Northouse, 2010; Murphy, 1990; Lashway, 2002; Smylie, 1992; Joel &Holtzman, 2009).

According to Table 5.5 the finding suggests the most effect criteria of Supportive Leadership Style (SLS) on Instructional Leadership are Principal allows the teachers to take part in professional programmes with no discrimination. Table 5.5 shows the average

percentage responding of the relation between Instructional Leadership and supportive leadership style was 78.68% and indicate 3.93 of the mean.

Moreover, a study by Sirisookslip, Ariratana and Ngang, (2015) reports that supportive leadership styles had the strongest association with teachers' effectiveness, while the directive had the less association with teachers' effectiveness. Gummer (2001) reports the capacity to form supportive relationships at work is one of the main features to promote productive work environments. Based on the criteria of supportive leadership style, supportive leadership style is preferable in the Kingdom of Bahrain may be because of leadership inherently builds a relationship of friendship, moral and material supports between leader and teachers. Such relationships play an active role to achieve intimacy and various aspects of support in classrooms or in environments through providing physical facilities and basic needs for teachers in their schools. There are statistically insignificant differences between school level and qualification and gender, except the sector is significant.

According to the measure of R^2 regression of the relationship between the Instructional leadership and teacher's outcome, supportive leadership styles did not exceed the level of the antecedent correlation between Instructional leadership and teacher's outcomes.

In terms of senior chiefs, they emphasis that principals carry out supportive leadership style; Supportive leadership style is important and obvious, principals should consider and care about the environment in enhancing the educational curriculum in the teaching and learning environment and not only aesthetic view. There is a clear interest in meeting the needs of teachers with respect to the physical and service needs.

6.6 Discussion of Participative Leadership style

Participative leadership in previous studies identified as taking on consultative behaviours, such as soliciting subordinates for suggestions before making a final decision, although, they retain final decision authority, obtain their ideas, opinions and integrate their suggestions into decision making. The participative behaviour in an Instructional

Leadership can build a shared vision with the members of the school community, calls opportunities for professional discourse and conversation among teachers. In addition, participative Instructional Leaderships show their concern towards staff members, assembly meetings regularly to discuss their work, work together and solve the problem, recommend teachers to take part in collaborative processes, help pose questions, and promote dialogues that address the confounding issues educators experience in practice.

Instructional Leaders are expected to share with the group their difficulties in meeting agreed-on instructional goals or in moving their teachers to higher standards of instructional practice. (House & Mitchell, 1974; Northouse; 2013; Lambert, 2002; Elaine & Lauren, 2001).

According to Table 5.5 the finding indicates the most effect criteria of Participative Leadership Style (PLS) on Instructional Leadership (Principals share their vision with members of the school community), (Principal encourages participation), (discussions and dialogues in which it pushes the educational process to a higher level of improvement). In addition, (Principal shares ideas and opinion with the teachers). Table 5.5 shows the average percentage responding of the relation between Instructional Leadership and participative leadership style was 76.7% and indicate 3.82 of the mean.

According to Table 5.18, the finding suggests that participative Leadership Style (PLS) has a statistically significant relationship with instructional. Table 5.12 shows there are significant differences between opinion of participants (Teacher, principals, and senior chiefs) when related to participative leadership style P-value 0.000.

According to the measure of R^2 regression of the relationship between the Instructional leadership and teacher's outcome, participative leadership styles did not exceed the level of the antecedent correlation between Instructional leadership and teacher's outcomes. Confirm that existed of significant relation between Instructional leadership and teacher's outcome and D,S,P,A enhance this relation based on the statistical significant relation.

The result suggests that principals empower teachers and build teamwork based of participative. Somech (2005) results report the existence of a positive relation between participative leadership and teachers' empowering alongside school-staff team innovation. In conclusion, principals as participative leaders collaborate with teachers to focus on student behavioural issues rather than instructional problems. Therefore, it is important that teachers participate in leadership roles while performing and supporting improved a school's instructional initiatives (Criswell & Rushton, 2013). According to Rossberger & Krause (2015), the level of education within a country is positively related to participative leadership.

6.7 Discussion of Achievement – oriented Leadership style

Achievement-oriented leadership in previous studies about setting challenging goals, expectations for subordinates to perform at their highest level, continuously seeking improvement in performance, putting forth effort to accomplish challenging goals and show a high degree of confidence that subordinates assume responsibility (Northouse, 2013; House & Mitchell, 1974). Principals, who work as Instructional Leaderships and are people- centred and Achievement-oriented, set up strong, Achievement-oriented, successful schools. (Day, 2000; Colvin, 2010).

According to Table 5.6, the finding indicates the most effective criteria of Achievement – oriented (AL) on Instructional Leadership is Principal sets clear challenge goals that based on high criteria. Table 5.6 shows the average percentage responding of the relation between Instructional Leadership and Achievement-oriented leadership style was 72.5% and indicate 3.89 of the mean.

According to Table 5.18, the finding indicates that Achievement-oriented Leadership Style (ALS) statistically significant relationship with instructional. The result leads to accept the hypothesis and reject the null hypothesis. According to Table 5.12, there are significant differences when related to Achievement-oriented leadership between the view of participants (Teacher, principals, and senior chiefs) P-value less than 0.05.

According to the measure of R^2 regression of the relationship between the Instructional leadership and teacher's outcome, directive leadership styles did not exceed the level of the antecedent correlation between Instructional leadership and teacher's outcomes. Confirm that existed in significant relation between Instructional leadership and teacher's outcome and D,S,P,A enhance this relation based on the statistical significant relation.

Principals who apply the achievement –oriented style are ambitious leaders, energetic, tenacious, and proactive (Kirkpatrick & Locke, 1991). Therefore, according to achievement –oriented leaders, setting ambitious goals, needs a high degree of confidence. Principals' involvement with teacher's challenges in teaching and learning, they express confidence in being able to achieve high performance (Zygouris-Coe; Senokossoff, & Fang, 2013). According to Locke & Latham (2013), regardless of the leadership styles, most leaders motivate followers by setting challenging goals before a task. Senior chiefs have confirmed that achievement- oriented leadership style is the most challenging among the other styles, it is based on high goals, however, principals place high goals in the strategic plane but for many factors do not achieve in a proper approach in the Kingdom of Bahrain.

6.8 Discussion of senior chief's focus group

This research highlights the perception of the senior chief through a focus group, which considered a part of the measurement instrument using ethnographic coding; this sometimes referred to "thick description" (Geertz, 1973), which is looking for emerging patterns or using simple frequencies and relationships between variables to add valuable information and brings the largest amount of credibility and understanding. The researcher deliberately focuses on senior chief's perceptions that need to know the many ways that can inadvertently bias the results. This method is particularly useful for getting information from a senior chief's experiences through dealing with school principal roles, responsibilities and relationship. Therefore, that can aim for in-depth information around the relation and this used as a follow-up to certain respondents to questionnaires.

The view of the senior chiefs shows the importance of activating those features of leadership for the school principal. However, the reality calls for adopting educational

policies that raise the awareness of the school principal as an Instructional Leadership to be able to determine their needs of leadership roles. Therefore, we must put the programmes of qualification and competencies to be consistent with those in leadership styles.

6.8.1 Distributed leadership related to Instructional Leadership

According to focus group transcript, senior chiefs confirm the lack of applying a proper Instructional Leadership, which is mentioned in the problem of the study, related to the inability of the principal to deliver the functions and roles. For example, senior chiefs suggested a process of cooperation and coordination between internal leadership of the school, which presented in the school assistant principal and senior teacher and between external leadership, which presented in the school educational supervisor; each takes a leadership role to enable principals of functioning in the parallel roles of administrative work and leadership.

The senior chief's remarks highlight Distributed Leadership. According to Göksoy (2015), distributed leadership is a result of reflecting the cognisance on organisational management on the view that leadership roles and positions shared. Distributed leadership addresses the entirety of human resources in organisations, especially the academic staff in educational organisations as a leader. Moreover, school management, which is a complicated and a hard task, cannot be left to a single leader or leadership approach or potential because school structures are not easy to manage effectively with the leadership of a single person. Clifford calls Distributed Leadership (2013) as distributed Instructional Leadership and defines the concept as the generation of an effective learning climate by the leaders for teachers and students.

Moreover, senior chiefs confirm that even the principals as Instructional Leaderships involve themselves in solving students' behavioural issues, which eventually prevents them from paying attention to follow-up the instructional process. (Halverson & Clifford, 2013).

Moreover, participative leadership style is a critical factor in building a constructive relationship decision making which are highly needed to take the exemplary character in

principal's behaviour. According to Naicker & Mestry (2013), the practice of distributive leadership is hindered by non-participative decision-making.

Therefore, distributive leadership plays a major role in sharing the leadership and aiding principals with the administrative and instructional processes. According to Uhl-Bien & Ospina (2012), distributive leadership idea supports the school counsellors' role in solving students' disciplinary issues. School counsellors become a critical partner in a leadership team (Odegard-Koester & 2016). Moreover, according to Skaalvik and Skaalvik (2011a) teaching is often disrupted by students who lack discipline, some students with behavioural problems make it difficult to carry out lessons as planned and controlling students' behaviour takes much time and effort which reduces the potentials of job satisfaction.

6.8.2 Job Expectancy related to Transactional Leadership

According to House (1974), job expectancy based on effort leads to performance and performance leads to rewards. Senior chiefs confirm that job expectancy increases teachers' satisfaction when a rewarding policy adopted. Raising the level of job expectancy leads to raising the performance, which requires clear and just rewards, this idea utilises the concept of Transactional Leadership. Memduhoglu and Yildiz (2016) found that to enable teachers in school to work with more energy and effort, teachers need to believe that the distribution of rewards and punishments are perceived to be fair.

The effect of the justice and Transactional Leadership based on rewarding that increases the performance to achieve the concept of job expectancy based on rewarding achievement. Transactional Leadership style subordinates are motivated if they get promoted. (Girma, 2016). According to Memduhoglu & Yildiz (2016), to enable teachers in school to work with more energy, teachers need to believe the procedural justice concerns fair perceive the distribution of awards and punishments fairly.

Senior chiefs draw attention to the style of Transactional Leadership in activating the reward to obtain the highest level of performance. A study by Shah (2015) shows that Transactional Leadership has a positive relationship with job performance. According to

the reformulation of the theory (1996) - definitely more Contingency Theory oriented, House stated, that leaders, to be effective, engage in behaviours that complement subordinates' environments and capabilities in a way that compensates for deficiencies and is instrumental to subordinate satisfaction and individual and work unit performance. A leader simply may direct the group to do the task, as Transactional Theory would have it. With a Contingency Theory approach, at some points, leaders may engage in a participative leadership style, where they take suggestions from the group on how to do.

6.8.3 Acceptance of Leader related to Referent Power

The features of leader acceptance converge with the Referent Power. The acceptance of leaders depends on school principal personality, trustworthiness and respect this behaviour lead to power known as referent power. French and Raven (1959) describe Referent Power as a person's perceived attractiveness, worthiness and right to others' respect. Referent power is a person's ability to influence others' behaviour because they like, admire, and respect the individual; they like to be close to (Lunenburg 2012). Leaders central in the advice network have referent power that confers acceptance and approval (Foti et al. 2008).

6.9 Discussion of senior chiefs

Considering the participation of senior chiefs in the questionnaire, which shows that they, teachers and principals fully support the implementation of the four-leadership styles directive, supportive, participative, and Achievement-oriented . Printy and Marks (2006) view teachers and principals as complementary contributors of Instructional Leadership. Moreover, to Litchka (2003), teachers and principals are concerned with the importance of Instructional Leadership behaviours, while this study presents senior chiefs as an analytically as a critical factor that affects the promotion of principals as Instructional Leaderships.

The following section the senior chief perception, The four leadership styles directive, supportive, participative and achievement – oriented are important to improve the role of a principal as Instructional Leadership Principals must be made aware and self-efficacy about the new facts about the role principal as Instructional Leadership and not rely on

their personal experience. According to Hallinger, et al. (2017) revealing how school leader self-efficacy beliefs and Instructional Leadership behaviours interact to shape teacher efficacy.

Principal's professional development needs to update to achieve the requirements of the four-leadership style D,S,P,A in the principal behaviour. They must be practical and be a facilitator and role model. The four leadership styles should incorporate into a principal's job description.

Principals consider the importance of Supportive Leadership style school environment. The focus on school resources and materials in activating a learning environment has more attention compared to teaching and learning processes in classes. Therefore, Supportive Leadership style is the most prevalent because of its association with the environment. A study by Urick (2016) recommends that principals and teachers should have a similar high influence on resources, safety and facilities regardless of their degree of shared Instructional Leadership, since these tasks address the fundamental school needs. A Supportive leadership style commonly considered in this study. While according to Yang and Lim (2016), the predominant effective leadership style is the participative leadership.

Directive leadership style is the most proper for new teachers to need specific guidance provided, schedules, rules, regulations and standards at the beginning of their career as well as to know what exactly expected from them. Stinson and Johnson (1975) found that directive leadership is effect subordinates who have lower levels of education and weaker needs for achievement and independence. Due to the lack of effective school leadership. According to Quality Assurance Authority for Education and Training (QAAET) Annual Report 2014 of the Kingdom of Bahrain, the Achievement-oriented leadership style suggests that principals expected to be able to set clear and challenging goals for teacher and establish a high standard of excellence for them to seek continuous improvement in school initiatives. Instructional Leadership has significant impact on teachers' outcomes when associated with leadership styles. Participative leadership is the most effective style in improving teachers' satisfaction. The principal should reconsider of reward and

achievement –oriented leadership styles considering Transactional Leadership that plays an important role in reward teachers.

6.10 Relation of the gender and other variables on Instructional Leadership related to D,S,P,A

In this study, there are statistically insignificant differences between the male and female on applying Instructional Leadership when related to D,S,P,A. A study by Murdoch (2013) supports this result insofar as there are no statistically significant differences between male and female leadership styles and subordinates' commitment to their superior. This may be due to the fact there is no discrimination between male and female, both genders have similar background knowledge, theoretical cognitive and are receiving apprenticeship programs-sum without bias for preparing school leader, while the senior chief view that females play the role of Instructional Leadership better than the male. According to Ayman & Korabik (2010) shows that women possess more participative leadership styles than their male counterparts. While a study by Celikten, (2005); Gumus& Akcaoglu (2013) indicates; teachers rate their female principals' Instructional Leadership skills lower than male principals do.

6.11 Summary

This chapter considers the theoretical background and findings of this study. It is set out to determine the factors influencing Instructional Leadership. It started by discussing the findings of factors affecting Instructional Leadership. This chapter revised the Instructional Leadership when affected by the four – leadership styles directive, supportive, participative, achievement- oriented. Therefore, based on the research gap, which presented, this chapter has revised the conceptual research framework proposed in the study. It considers a new factor is emerging from this study. The new conceptual framework presented is a novel contribution.

This conceptual framework is one of the first attempts to explore the critical factors regarding the Path Goal Leadership Theory; directive, supportive, participative, achievement- oriented effect on Instructional Leadership approach. At the same time, it aims to understand and examine teachers' and senior chiefs' opinions towards Instructional

Leadership when associated with leadership styles. The initial conceptual framework provided a robust and theoretically supported frame of reference for studying Instructional Leadership approach implementation. The important opinions of senior chiefs regarding the grounds that possess experience, the overall outlook on schools environment and the realistic challenges that hinder the application of principals' role as Instructional Leaderships have taken into consideration. The final chapter that follows concludes the thesis by setting out the contributions to knowledge and practice.

Chapter7: Conclusions and Contributions

7.1 Introduction

This chapter presents the theoretical or academic contributions, social impact, as well as recommendations and limitations of research and future research directions. The primary aim of this study is to address the problem regarding the lack of specific factors in the context of Instructional Leadership in -school environments, specifically in the administration area. Such lack causes a misunderstanding of leadership aspects and requires school principals to transform their practices from managerial to instructional. The study presents an Instructional Leadership approach to develop an Instructional Leadership Model influenced by the four leadership styles: directive, supportive, participative, and achievement- oriented in order to build a profound base for school principals to become efficient Instructional Leaderships.

The study concludes that Instructional Leadership approach strengthened when associated with other styles of leadership. It reduces management-oriented practices and enhances leadership characteristics. This study found that Instructional Leadership enhances and makes school leadership more prominent. It reforms traditional embedded leadership styles and the role of a school principal. The research demonstrates that such an approach provides a better impact on teachers' performance within the workplace. Furthermore, when considering the teacher's job satisfaction declaration, the study focuses on rewarding teachers based on high performance. However, the concept of Instructional Leadership strongly connected to the improvement of school outcomes based on effective relationships between teachers and the principals' leadership styles (which includes being directive, supportive, participative, and achievement).

7.2 Theoretical Contribution

This study draws upon several models: Murdoch (2013) Figure 3.2.1, Aris (2009) Figure 3.2.2, Riffat (2008) Figure 3.2.3, and Lim (2016) Figure 3.2.4. This researcher highlighted these models in previous studies where the Path-Goal Theory is applied. The theoretical contribution of this study focuses on the leadership styles of Path Goal Theory, which transforms Instructional Leadership into a form that enhances the leadership role and highlights the influence of other types of leadership such as Transactional Leadership, Distributive Leadership and Referent Power.

Path goal leadership theory	Independent variable				Moderator variable	Subordinate outcomes						The research conducted out comes	The results
						Job satisfaction	Job expectancies	Acceptance of leader	Commitment	Job performance	Work outcome		
Factors Authors' studies	Directive	Supportive	Participative	Achievement oriented									
Murdoch (2013)	√	√	√	√	Leader gender	√	√	√				Social net work	Utilising Achievement-oriented and directive styles, that shows no statistically significant differences between genders.
Aris (2009)	√	√	√	√	-				√			Japanese and Singaporean companies	Group cohesiveness in the Japanese company not affected by any of the Path-Goal leadership behaviours, unlike the Singaporean company who focuses on individuals.
Riffet (2008)	√	√	√	√	Environmenta l characteristic and subordinate characteristic	√	√	√				College principals	College Principals' who perceive their role as leader of equals instead of as the top of the hierarchy can provide the kind of leadership styles that will inspire their colleagues to believe in their work.
Yang and Lim (2016)	√	√	√	√	Task structure cultural differences	√				√	√	Central bank	Subordinates motivated by job satisfaction through Participative Leadership, although such a preference is moderator by the task structure.
Hejres (2018)	Instructional leadership				Directive, Supportive, Participative and achievement oriented D, S, P, A	√	√	√				Teachers, principals and senior chiefs in Public School in the Kingdom of Bahrain	There is statistically significant relationship between D, S, P, A and the relationship between Instructional Leadership and teacher's job satisfaction, job expectancy and acceptance. Focus group result that Leadership styles D, S, P, A transforms Instructional Leadership into a form that enhances the leadership role of school principals in the Kingdom of Bahrain.

Table 7.1: The conceptual contribution of this study focuses on the leadership styles D, S, P, A

7.2.1 Differentiation amongst the studies models

This study enhances the role of principal from being a manager to leader. A key contribution of this study is to establish a linkage between leadership styles and Instructional Leadership models. In chapter 2 this study highlights various leadership terms in vogue, such as Transformational and Transactional Leadership, Emotional Intelligence and Instructional Leadership and Learning-centred Leadership. These concepts are described as subsuming the features of leadership, including Instructional Leadership. Path Goal Theory's leadership styles are chosen over alternative theories to measure the effects of Instructional Leadership on teacher's outcomes. The results found that there are statistically significant relationships between Path Goal Theory's leadership styles, Instructional Leadership and teacher's outcome.

There are previous models applied Path Goal Theory provided in chapter 3. The finding of this study which applies in public-school field compared with the results of these models that used D,S,P,A in different fields; Higher Education College, central bank, companies and social media.

Morduch's (2013) results suggest that there is no statistical significance between males and females in utilising Achievement-oriented and Directive style. These results correspond with this researcher's finding that there is no statistically significant difference between males and females amongst all four leadership styles Directive, Supportive, Participative, and Achievement-oriented and teachers' outcomes. However, senior chiefs suggested that females fulfil the role of Instructional Leadership better than males.

The next model is Aris's (2009) model shows that the individual leader is more likely to be affected by Path- Goal Theory rather than a cohesive group of leaders. This study considered school principals as Instructional Leaders functioning in a cohesive group.

Louis et al. (2010) suggest that a better strategy would be to develop the capacity for Instructional Leadership through developing instructional team and cohesive group, lending further support for a collective, collaborative approach to improving professional

practices. In addition, sharing Instructional Leadership responsibilities with group work of teachers suggests an improvement in student's achievement (2007). This study found that cohesive groups of Instructional Leadership opportunities for applying Path-Goal Leadership styles.

According to Riffet (2008) model, college principals who perceive their role as leaders of equals instead of the top of the hierarchy apply the four leadership styles, while Instructional Leadership encompasses hierarchies and top-down leadership (Liontos, 1992). Therefore, Instructional Leadership is considered the top of the hierarchy that enable the application of the four leadership styles effectively.

Lim (2016) model considers subordinates motivated by job satisfaction through Participative Leadership, although such a preference is moderated by the task structure. Whereas this researcher's study considers leadership styles as moderators that affect the relationship between Instructional Leadership and teacher's outcomes.

7.2.2 A Model of Instructional Leadership

There are many models of Instructional Leadership. The model in this study developed new aspects of relation between Instructional Leadership and the four D,S,P,A leadership styles. This is a clear and a holistic model for the development and implementation of the Instructional Leadership approach.

This research expects that the efforts of using Instructional Leadership framework help clarify the application of the leadership style's contribution of the model. This researcher expects that the implementation of this research facilitates a richer theoretical understanding of the relationship, processes, and the outcomes. For example, implementing this framework in schools can support the principal's decision-making in matters regarding the professional development of teachers, the enhancement of students' performances and further strengthen relationships between the three participants: students, teachers and principals themselves. Furthermore, according to the finding study, the model expects to highlights the stronger and weaker aspects of the school's departments and facilitates the route to develop the strongest points and reform the weaknesses. For example, focus group themes confirm the case of pedagogical problems, Directive leadership can be used to

address weak teaching and learning processes. Participative Leadership styles can be used to enhance the activities of the group work.

This study's model confirms that improving principal skills and knowledge in the Instructional Leadership field reduces costs. For example, the item of principal roles as instructional leaders addresses the difficulties faced by teachers in accordance to the data and information provided in order to maximize utility without cost see Table 5.3.

The model offers the possibility to redesign professional development based on principal needs and offers data on how to achieve optimal leadership behaviours. When there is preparation, development training for school principals, policy makers depend on the priority needs of a school's leadership. Therefore, this model highlights the new positive leadership behaviours to promote the principal roles as Instructional Leaderships, directors, facilitators, designers of school administrative and professional development programmers that present skills and knowledge rather than merely transmitting basic traditional knowledge. For example, school principal assumes a wide range of roles and different types of leadership behaviour to support teachers and student success. Principals build and improve the entire schools capacity, Principals lead using a variety of leadership styles that translate into behaviours. For example, these behaviours show when school leader serves on a committee, such as a school improvement team; supporting department chair; supporting school initiatives; or representing the school on the community or district task forces or committees. A school leader shares with teachers the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole. School principals help teachers by sharing instructional resources and attending professional training. These might include using the technology, instructional materials, and readings. They might also share teachers in such professional resources as articles, books, lesson or unit plans, and assessment tools. Principals help teachers implement effective teaching strategies. This helps might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers, exploring which instructional methodologies are appropriate for the school and sharing findings with colleagues.

School principals exhibit leadership in the multiple, sometimes overlapping, ways. The variety of roles ensures that principals can find ways to lead that fit their leadership styles and interests. Principals as leaders shape the culture of their schools, improve student learning, and influence practice among their teachers.

Principal helps teachers implement effective teaching strategies. This helps might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Exploring which instructional methodologies are appropriate for the school; and share findings with colleagues. School principal exhibits leadership in multiple, sometimes overlapping, ways. The variety of roles ensures that principals can find ways to lead that fit their leadership styles and interests. Regardless of the roles they assume, principals as leaders shape the culture of their schools, improve student learning, and influence practice among their teachers.

The conceptual framework has potential usefulness as a tool to assist researchers to make sense of subsequent findings. It is intended as a starting point to reflect the research and its context assist researchers to develop awareness and understanding of the relationship between Instructional Leadership and leadership styles. As with all investigations in the educational sector, the framework itself forms a part of the agenda for negotiation to scrutinise and test, review and reform because of investigation (Guba & Lincoln, 1989). In addition, the usefulness of a model assists decision-makers and departments that organise professional development programs to improve the performance of school leaders.

According to Halim (1997), the more one understands and applies leadership theories modes, the better one will be able to make decisions and apply them in achieving the objectives. Otherwise, according to Sabatier (1986) top down models start from the perspective of central decision-makers and tend to neglect other actors. Consequently, this approach leads to the view that the framers of a policy decision are the key actors and that others are the instruments and impediments. As a result, politicians and administrators will be unable to control the implementation process when using this approach (Harris, 2007).

7.3 Leadership styles effect on Instructional Leadership

A contribution is that the four D,S,P,A leadership styles derived from Path -Goal Theory play an important role in enhancing leadership skills and in activating the relationship between principals and teachers. There is statistically significant between D,S,P,A and the relationship between Instructional Leadership and teacher job satisfaction, job expectancy and acceptance.

The study revealed a criterion of each of the four leadership styles. Directive Leadership Style (DLS) for example, Principals allows teachers to know what is expected of them, explains how to implement the steps of assignments needed for teachers according to their roles. The criteria for the Supportive Leadership Style (SLS) the principal has a friendly relationship with teachers, gives suggestions to teachers about the subject that serve the interest of the educational process and seeks to provide teachers with personal luxury. Participative Leadership Style (PLS) for example, tend to consider the teacher's fate prior to taking of decisions when facing a problem, sharing their vision and ideas. The criteria for the Achievement-oriented Leadership Style (ALS) include the following: Principals set clear, challenging goals that based on high criteria and show confidence in the ability of teachers to achieve high performance that contributes to raising the level of students' achievement.

These criteria shifts into principal's behaviours, which offer school leadership traits and roles. Traits reflecting psychological and personality characteristics more frequently attributed to leaders, whereas roles focus on beliefs regarding the activities being more appropriate (López-Sáez, Morales, & Lisbona, 2008).

7.3.1 The influence criteria of D,S,P,A

This study revealed the effectiveness of D,S,P,A of Path- Goal Theory on Instructional Leadership. For example, the influence of the Directive Leadership Style on a principal as an Instructional Leadership is portrayed, when principals ask teachers to follow standard rules of the educational processes, direct teachers meet their needs through environmental resources, and inform teachers of what is expected from them. The study further highlights

the most effective criteria of Supportive Leadership Style, when a principal allows the following practice to thrive, teachers' ability to participate in professional development programs with no discrimination. Have a friendly relationship with teachers, make suggestions to teachers with respect to the subject of interest in the educational process, and expresses positive feedback verbally in reference to the teachers achievement or supports and follows-up the application of technology in the educational process. Moreover, the most effective criterion of the Participative Leadership Style is when a principal share his/her vision and responsibilities with members of the school community. Finally, the most effective criterion of the Achievement-oriented Leadership style is when a principal sets clear challenge goals that are based on high aspects.

7.3.2 Distributive Leadership Influence

The senior chiefs' focus group results suggest that to reduce the principal's managerial work; it requires considering the effective influence of Distributive Leadership Theory. Distribution of responsibility enables principals to allocate time for instructional work provide a great opportunity to address leadership styles through utilising Directive and Participative Leadership styles. On the other hand the survey result in Table 3.6, participative leadership style shows an aspect of distribution responsibilities, for example, principal share their vision and responsibilities for all members of the school community, encourage participation, discuss and present dialogue, which promotes educational processes to higher levels of improvement.

Distributive Leadership extends the boundaries of school leadership, which pave the way to the concept of teachers' leadership. In addition, senior chiefs confirm that distributing the tasks internally (with the assistant principal and senior teachers) and externally (with supervisor) based on collaborative, collective and coordinate distribution support the concept of Instructional Leadership in general and particularly the criteria of the D,S,P,A styles.

Distributed Leadership is required when it comes to shared decision-making with staff and distributes both responsibility and power for leadership widely throughout the school (Harris, 2005). Distributed Leadership Theory is a result of reflecting the cognisance of organisational management regarding the view that leadership roles and positions should be shared. Distributed Leadership addresses the entirety of human resources in organisations, especially the academic staff in educational organisations as a leader. According to Göksoy (2015), Uhl-Bien, Maslyn, & Ospina (2012), the distribution of school leadership responsibility is highly important. They suggest that school management is a hard and complicated task, it cannot left to a single leader because school structures are not easy to manage effectively with the leadership of a single person. In addition, to reduce the student's behaviour issue, Distributive Leadership concept supports the school counsellors' role in solving students' disciplinary issues. School counsellors become a critical partner in a leadership team. This study revealed that according to senior chiefs, Participative Leadership is seen as the most appropriate style for dealing with Distributive Leadership; nonetheless, Participative Leadership is important to apply Distributive Leadership (Naicker & Mestry 2013).

7.3.3 Transactional Leadership influence

Focus group results show that according to job expectancy, principals must consider rewarding teachers based on high performance to increase job satisfaction. According to job expectancy, reward requires an effort and effort leads to performance. On the other hand, Table 3.5 shows supportive leadership styles result with regard to rewarding teachers based on desirable performance. For example, principal expresses in verbal terms about the teacher's achievement and the efforts, according to different level of teachers' performance, which lead to results. Therefore, principals seek to prepare teachers to get rewards and motivation based on their performance.

The study confirms that the culture of rewarding should change from principals rewarding based on misplaced emotional and personal appreciation to rewarding based on educational performance and effort. This study found in theme 4 of achievement oriented effectiveness that justice and strict distribution of rewards by principal increases teachers' job

satisfaction and enhances their performances. Moreover, justice and strict reward require estimating the level of performance driven from job expectancy. Therefore, Principals as Instructional Leaders should consider Transactional Leadership theory as a sufficient approach to reward performances. According to Shah (2015) and Girma, (2016), Transactional Leadership has a positive relationship with job performance. Transactional Leadership subordinates are motivated only if they get more money or promotion.

In addition, Memduhoglu and Yildiz (2016) found that to enable teachers in school to work with more energy and effort, teachers need to believe that the distribution of awards follows a transparent procedure.

7.3.4 Referent Power influence

According to the acceptance of leader of Path -Goal Theory, the senior chiefs found that Referent Power is associated with the acceptance of leader. This study's results show that acceptance of leader is based on trust, admiration, respect and the power of character. According to the theme 2, supportive leadership aims to promote the acceptance of a school leader based on the trustworthiness and respect as well as admiration based on the concept of referent power. Table 5.10 includes the item of teachers accept the principals when they gain trust and admiration.

Teachers maintain their relationship with their principal ability to influence others' behaviour because they admire and respect the individual they like to close the leader. The focus group transcript confirmed that Referent Power conferred acceptance and approval upon the leader.

7.4 Educational and social impacts

The definitions of Instructional Leadership presented in the 1980s were developed to view the concept of Instructional Leadership from a new and a modern perspective. So far, most studies on Instructional Leadership focus on the role and the function of an individual rather than personal qualities and traits that shape leaders. This study confirms that

Instructional Leadership is a type of leadership that still has room for further comparisons and correlations with other types of leadership.

The Supportive Leadership style is a bit more common in the Kingdom of Bahrain and can influence the Instructional Leadership approach in the educational sector. Nevertheless, Participative Leadership style comes second in its impact as it has a more significant influence in the schools of the Kingdom when compared to the third and fourth leadership styles participative and achievement – oriented respectively.

The contribution of this research is to assist in decision making in different educational settings to understand the most relevant, critical effectiveness and challenges that expected to arise during the implementation of Instructional Leadership. Therefore, decision-making in educational fields can present critical effectiveness and may increase the chance of a successful implementation of the four D,S,P,A leadership styles while eliminating any obstacles that a principal might face in functioning as Instructional Leadership. Additionally, the findings help decision makers construct and formulate robust decisions suitable for professional development programmes that prepare principals to gain skills, knowledge and promote their experience. According to McEwan (2002), previous studies echoed that the focus on the principal must shift from management to Instructional Leadership. There is a shortage of principals trained the skills needed who can handle the demands of Instructional Leadership. According to Christie, Thompson, &Whitely (2009) getting the right people to become school leaders is very important, when providing these people with the right set of skills to be effective leaders.

7.5 Limitations of the research

This study has limitations that should consider when interpreting its findings. Several areas for further research emerge, not only from the findings but also from limitations inherent in the research presented in this thesis.

The study is based on the four original leadership styles of the Path Goal Leadership Theory (1974), Directive Supportive, Participative and Achievement- oriented. This theory was reformulated (1996) and the propositions increased to eight classes of leader behaviours

that enhance work unit performance and member satisfaction when exercised under conditions specified. This study focused on the original four styles rather than the eight. Furthermore, the reformulated theory, while broader than the original Path-Goal Theory, remains somewhat limited in scope. It does not address emergent-informal leadership, leadership as it affects several levels of managers and subordinates in organisations, political behaviour of leaders, strategic leadership of organisations, or leadership as it relates to change.

In addition, although this study has reached its aim, there were some unavoidable limitations, regarding House (1996) assumptions. This study acknowledges that the assumptions place limitations on this work, yet used, the assumptions because these provide enough evidence to test the impact of the four-leadership styles on Instructional Leadership and teacher outcomes. However, to generalize the study's results more widely, this researcher suggests doing further research and adding more assumptions based on the reformation theory of House (1996). However, House (1996) admits, "All theories, no matter how good at explaining a set of phenomena, are ultimately incorrect and consequently will undergo modification over time. The fate of the better theories is to become explanations that hold for some phenomena in some limited conditions"(p.13). Moreover, Ruston (1964) reports that any theory that cannot be mortally endangered cannot be alive. In addition, Hebb argues, "a good theory is one that holds together long enough to get you to a better theory" (Hebb, 1969, p. 21). Moreover, House's (1996) revised theory adds more with respect to research participation, making it more amenable to use in groups who are knowledgeable. Path-Goal Theory has a commonsense ring to it, and the ideas are easy to convey. The analogy to a path needing to be clear and workers being driven along it is an easy visualisation. Therefore, even with House's (1996) modifications there cannot be too much depended on the leader in an organisation's survival in case. A problem, as with many other theories, there is no quantification of the terms and they are context-free. As House (1996) admits, much testing needs to develop the theory.

Since the researcher herself assessed the pilot study, it is unavoidable that in this study, a certain degree of subjectivity can be found. This research did not test the new instrument prior to conducting the full survey due to time constraints, which is a limitation of the study. Therefore, this research suggests for future research to include re-examining

questions to assess for ambiguous meaning and correct these. When these changes are implemented, it is important to re-evaluate for reliability and validity for better data analysis.

The analysis itself was time consuming, challenging managing, and hard to navigate as data were coded and themes identified from the data from one person only. Completing this process using software such as “NVivo” might have helped as it provides a structured way to organise and manage the material to find insights in the data. It also provides tools that allow researchers to interrogate the data in a more efficient way. However, this process of thematic analysis of this study allowed for consistency in the method and provided multiple perspectives from a variety of senior chiefs with differing expertise. When using this method for another study, the coding of data could involve several individuals with themes' being developed using discussions with other researchers, a panel of experts, and/or the participants themselves.

The extent to which the findings from this study can be generalised is limited. This study is in human and social sciences using mixed methods, but to generalise requires additional validity and reliability such as test-retest reliability. The same research should be undertaken several times, in different contexts and different researchers should treat the analysis before claiming its generalisability.

Because of conducting this study, the following view has formulated for further research. There is a need for further research in the field of Instructional Leadership and its relation to job expectancy and acceptance of leader. Although this study identifies strong support for Path-Goal Theory, still there is a need for further research to support or refute these findings. An important area that could continue to study relates to the use of additional moderating variables related to Path Goal Leadership (1996). Each of the eight Path-Goal Leadership styles (1996) exercised by leaders in any combination with various subordinates and within different organisational environments and situations. Areas that could contribute the educational field other than D,S,P,A, include use of different types of power by the leader', 'conflicts 'and 'culture of the institute'.

This research may be conducted in private schools rather than public school in the country to develop comprehensive data about leadership behaviour and the teacher's job satisfaction, to improve their performance, which impacts all student achievement in the Kingdom of Bahrain.

This study found some sub-themes from the focus group that was not in the survey. It may have been useful to have held a focus group prior to doing the survey and included points from the focus group in the survey in addition to what have found in the literature.

7.6 Implications of the further research work for education in Bahrain

The study achieved the aim that the four leadership styles of Path -Goal Theory have a significant effect on Instructional Leadership and teachers' outcomes. This research studied the theoretical possibilities of Path -Goal Theory, modelling and its effect upon the relationship between Instructional Leadership and teachers' outcomes. This work suggests the need for further study application of the reformulated of Path –Goal Theory by House (1996) using the other leadership styles which defined four other behaviours (Work Facilitation Group Oriented, Decision Process, Work Group Representation and Networking and Value Based leadership).

For future work, suggest developing a framework by reformulating PGT (1996). For example, the application of Value–based Leadership style propositions. According to House & Mitchell (1974) relate Path -Goal Theory to the rapidly growing stream of theory and research on what they refer to as value-based leadership. The Saylor Foundation (2017) results, the value-based leadership, confirms that leadership style leaders never change their fundamental principles and values, only their approach or strategy in a situation including self-reflection, balance, self-confidence, and humility. Using the rest of these leadership styles becomes a comprehensive study and meets all the axes of the Path- Goal Theory.

In the Kingdom of Bahrain, according to the Executive Chairman of the National Commission for Qualifications and Quality Assurance of Education and Training, Al-Mudhaki (2017) commented, “There are factors and multiple reasons for the low

performance of schools and all factors such as influential school management” (Al Wasat, 2016, p.9). As a result, government schools have received an order from the Ministry of Education stating that bonuses have been suspended (Reward for special work) and teachers' incentives (quality of work bonus) after receiving a satisfactory and inappropriate assessment in the National Qualifications Commission review and quality assurance of education and training (Al Wasat, 2016).

Al-Mudhaki, (2017) confirms that in some of the public school administrations in the Kingdom of Bahrain, prepare and schedule for the visits by the assessment team of the National Quality Education Authority. They are interested in presenting a high level of student achievement and the educational process and the school environment before and during the visit for three days only. This is contrary to the representation of professional values, responsibility, honesty and ethics. Furthermore, some school administrations exaggerate the evaluation of the results of their school outcomes. That indicates lack of commitment to objectivity and credibility (Annual Report 2017, p.20).

Therefore, the application of Value-based Leadership style by school principal addressed by ethical issues according to Eikenberry (2010) values are important to leadership because it strengthens the ability to influence, gives clarity, reduces stress and guides decision-making and actions. Being aware of these should persuade leaders to instil values such as honesty, respect, responsibility, integrity, beneficence and accountability that can have an impact on the smooth running of the school that ultimately leads to success the school outcome (Klerk and Rens, 2013).

In the Kingdom of Bahrain principals seek to make all their decisions based on the best interests of the students and teacher. The responsibilities and accountabilities of school principals include ensuring educational strategies are in place that support effective learning for all students. Principals should be aware of the need for ongoing ethics discussions with faculty and staff in order to develop an awareness of the importance of their decisions regard to the fairness of students' academic result, which should reflect the real student achievement based on credibility and transparency.

There should be clear and rigorous educational policies towards school leaders that allow students to score more than their achievement. There should be a set of rigorous accreditation standards that all school leaders must be expected to meet. For example, the qualifications of principals and the processes for initial appointment, evaluation, promotion, and mechanisms to ensure high quality placements for student teaching and alignment with the curriculum of the schools.

The accreditation standards should also take into account the proportion of graduates from the schools that pass the students National Examination. The accreditation system should be run transparently and with a clear governance structure.

This study expands the use of House's (1996) theory, for the first time it's being applied in the Kingdom of Bahrain which is a new context. Further, studies in the Kingdom and possibly the wider Gulf region will provide a good opportunity to evaluate this research model, further test these leadership styles and develop the framework.

This research model with the reformulated theory House (1996) used for creating a new kind of relationship between the Instructional Leadership and teacher's outcomes of value-based leadership. This approach seems to be well-motivated leadership practice in the Kingdom of Bahrain. For real-time applications need to raise the level of school leadership, especially after the Kingdom's National Authority of Qualifications & Quality Assurance (QAAET) Annual Report 2014, 2015 which claims a lack of effective school leadership processes.

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Appendix

Appendix A: Number of public schools and teachers by sex for the academic year 2014-2015

Kingdom of Bahrain
Ministry of Education
Educational Statistics Department
Educational Statistics Section

Number of public schools and teachers by sex for the academic year 2014-201

Sex	Schools	Teachers
Boys schools	105	6966
Girls' schools	102	7204
Total	207	14170

Include 1476 Female teacher in boys' schools

Appendix A: Number of public schools and teachers by sex for the academic year 2014- 2015

مملكة البحرين
وزارة التربية و التعليم
إدارة التخطيط و المشاريع التربوية
قسم الإحصاء التربوي

عدد المدارس الحكومية والمعلمات حسب الجنس للعام
الدراسي 2014 / 2015

المعلمون	المدارس	الجنس
6966*	105	مدارس البنين
7204	102	مدارس البنات
14170	207	المجموع

*يشمل 1476 معلمة في مدارس البنين.



Appendix
C:

Number of Government Schools
by Type of School and Sex 2014/2015

Total المجموع	Female إناث	Male ذكور	Type of School نوع المدرسة
112	55	57	Primary ابتدائية
21	8	13	Intermediate/ Primary ابتدائية إعدادية
36	20	16	Intermediate إعدادية
35	19	16	Secondary ثانوية
3		3	Religious Institute معهد ديني
207	102	105	Total المجموع



Appendix A: Letter for Assistant Undersecretary of General and Technical Education,
regarding of eight of senior chiefs participant

Ministry of Education
Primary Education Directorate
Al-Mutanabi Primary Boys' School
Date: 5 February 2017

Respected / Ms..Latifa Bu Nodha

Assistant Undersecretary of General and Technical Education

We would like to thank you for allowing the chiefs of schools to take part in answering the questionnaire and taking part in the interviews that held. As their experiences in the process of teaching and learning and in the school environments counts a lot.

We would like to thank:

- Ms.Mona Buchiri
- Mr. Sami Al-Ammadi
- Mrs.Safia Shamsan
- Mrs.Alaa Al-Qahtani
- Mrs. Naeema Qaddam
- Mr.A.Redha Qamber
- Mrs.Khadija Al-Sayed
- Mr.Ebrahim Redhi

Kindly attest this document as it is required for the doctorate thesis

Thanking you for your kind cooperation

School's Headmistress

Ms.Sabah Khalifa Hijres

Kingdom of Bahrain
Ministry of Education
Primary Education Directorate
Al Mutanabi Primary Boys School
Tel. 17273143 - Fax: 17257148



مملكة البحرين
وزارة التربية والتعليم
إدارة التعليم الابتدائي
مدرسة المتنبى الابتدائية للبنين
هاتف: ١٧٢٧٣١٤٣ - فاكس: ١٧٢٥٧١٤٨

التاريخ: ٥ فبراير ٢٠١٧ م

حضرة الأستاذة الفاضلة / لطيفة البونوطة
الوكيل المساعد للتعليم العام الفني

تحية طيبة وبعد،،،

يطيب لنا أن نتقدم إليكم بوافر الشكر والتقدير على السماح بمشاركة الرؤساء الأوائل في القيام بملا استبانة الدكتوراة ومشاركة الآخرين في المقابلة التي أجريت، وذلك لما يتمتعون به من خبرة ومهنية بالشئون بالإدارة المدرسية ومتابعة سير العملية التعليمية والبيئة المدرسية.

والشكر موصول لكل من:

- أ.مى بوجيري
- أ. سامي العمادي
- أ. صفيية شمسان
- أ. آلاء القحطاني
- أ. نعيمة قدام
- أ. عبد الرضا قمبر
- أ. خديجة السيد
- أ. إبراهيم رضي

نرجو اعتماد هذه الوثيقة لحاجتنا بمصدر لأطروحة الدكتوراه.

هذا وتفضلوا منا فائق الشكر والاحترام



مديرة المدرسة
أ. صلاح خليفة هجرس

توقيع الوكيل المساعد
التعليم

وزارة التربية والتعليم
مكتب الوكيل المساعد للتعليم العام الفني
استلم

05 FEB 2017

رقم المعاملة	اسم المستلم	الوقت
44	A



Appendix B:

General invitation to participate in filling the survey by senior chiefs, Principal and teachers
Respected chiefs of schools, Principals and teachers

This questionnaire conducted to complete the PhD requirements, under the supervision of Dr. Ashley Braganza (University of Brunel). This survey aims to examine the effectiveness of the four different kinds of leadership (directive leadership, supportive leadership, participative leadership, and achievement -oriented leadership) and their effect on the job satisfaction, job expectancy, and acceptance of the leader. In order to be successful in this questionnaire. The research problem is that many school principals do not consider Instructional Leadership as an effective tool to increase pedagogical quality. This is mainly because principals spend more time doing managerial, administrative functions, and disciplining students. Principals need to exercise their leadership by attributing the leadership styles in their role and character. Principals play an important role in the decline of teachers' job satisfaction, thus requiring further investigation to properly address these issues in a way that motivates teachers and influence their performance.

In order to promote the leadership concept and raise the leadership of the school principal. We hope we request you participate effectively in it and write for us your perceptions about the importance of leadership styles based on the facts of principal behaviour in the schools in order to raise the level of educational leadership in the Kingdom of Bahrain and how they can affect the performance of the teachers.

Thanking you for your kind cooperation.

Sabah Khalifa Hijres



Translation of general invitation letter for participate in filling the questionnaire

عزيزي المعلم/ المدير / رئيس المدارس الفاضل

هذه الدراسة لاستكمال متطلب الدكتوراه باشراف الدكتور أشلي برجنزا من جامعة برونييل والتي تهدف إلى التحقق من فاعلية أربع قيادات وهي القيادة التوجيهية القيادة الداعمة القيادة التشاركية القيادة توجيه الإنجاز

(Directive leadership, Supportive leadership, Participative leadership, Achievement-oriented leadership)

وتأثيرها على سلوك المدير كقائد تعليمي وعلى المخرجات أداء المعلمين من الرضا الوظيفي و توقعات الإنجاز وقبولهم لقائد المدرسة (job satisfaction، job expectancy, acceptance leader)

تكمن مشكلة البحث في إن القيادة التعليمية تتمحور في ادوار يقوم بها المدير لا تفي بالدور القيادي المأمول وتكمن في دائرة العمل الإدارية وحل المشكلات الطلابية السلوكية ,وإنهم لا يمارسون دورهم كقادة للمدارس .الأمر الذي ارتبط بتراجع مستوى الرضا الوظيفي لدى المعلم . وسعياً للنهوض بالمفهوم القيادي والارتقاء بالممارسة القيادية لدى مدير المدرسة فإننا نرجو مشاركتكم الجادة في التعبير عن تصوراتكم حول أهمية كل من القيادات من منظور الواقع القائم على سلوك المدير كقائد تعليمي بمملكة البحرين وكيف يمكن أن تؤثر في رفع مستوى إنتاجية المعلم.

هذا وسوف يتم اطلاعكم على النتائج بعد الانتهاء من تلك الدراسة

وتفضلوا منا فائق الشكر والامتنان

الباحثة صباح خليفة هجرس

٢٠١٥ / ١١ / ١٢



Appendix B: Questionnaire of principal, teacher and school senior chiefs

Dear principal/ Teacher / Senior chiefs

This is a descriptive study. The purpose of this study is to investigate the effectiveness of leadership styles (Directive, supportive, participative and achievement oriented) and its impact on the school principal as Instructional Leadership and teacher outcomes. In order to enhance the performance and motivate teacher outcomes (job satisfaction, Job expectancy and accept of the school leader) in the under a circumstantial factor in schools in the Kingdom of Bahrain. Your help needed very much to insure the success of this study. It is my hope that your interest and concern for the improvement of school leadership will outweigh any inconvenience that you might experience from completing the following questionnaire.

Thank you for your cooperation in this undertaking.

Researcher
Sabah Hejres

Name: (optional).....
 Position: Principal (.....) Teacher (.....) School senior chiefs
 Age: (....)
 Gender: Female (...) Male (...)
 Qualification:
 Diploma (...)
 B. Sc (....)
 Maste (...)
 PhD (...)
 Educational level (...)
 Years of services Principal (...) Teacher (...) Senior chiefs (.....)
 Province:

For more information: 39634436

First question: To what extent leadership styles (directive, supportive, participative and achievement – oriented) effect on principal as Instructional Leadership in the reality of Bahrain schools?

Please put (√) to the response that comes closest to reflecting your views regarding to your job.
1-Directive leadership style effects on Principal as Instructional Leadership

Appendix B:

Please put (√) to the response that comes closest to reflecting your views regarding to your job.

1- Principal as Instructional Leadership

No	Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Principal directs the guidance focusing on improving the educational process and optimization to maximize their long-term utility.					
2	Principal works to provide optimum conditions the educational climate in the learning rooms.					
3	Principal directs teachers to meet their needs through environmental resources.					
4	. Principal works specific criteria for evaluating the performance of teachers.					
5	Principal has the knowledge and information that may improve student achievement level.					
6	Principal makes suggestions by the teachers with respect to the subject of interest in the educational process.					
7	Principal addresses the difficulties that faced by teacher's accordance to the data and					

	information provided to maximize utility without cost.					
8	Principal allows the teachers to participate in profession programs with no discrimination.					
9	Principal prepare and supports the teacher with the needs to carry out results analysis process.					
10	Principal follows up the progress of the curriculum application to contribute in the improvement of teaching and learning process.					
11	Principal follows up the evaluation of the teaching process to contribute in the improvement of teaching and learning process					
12	Principals allocate supporting environmental resources to contribute inactivating the educational process					
13	Principal supports and follows up the application of technology in the educational process.					
14	Principal shares ideas and opinion with the teachers					
15	Principal includes the given suggestion in the decision take.					
16	Principal focuses on spreading the concept of teamwork.					

2-Directive leadership style effects on principal as Instructional Leadership roles

No	Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Principal allows teachers to know what expected of them.					

2	Principal explains how to implement the steps required assignments for teachers according to their roles.					
3	Principal charting the work of teachers that needs to do.					
4	Principal asks teachers to follow the standard rules of the educational process.					

2- Supportive leadership style effects on Principal as Instructional Leadership

No	Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Principal has a friendly relationship with teachers.					
2	Principal supports teachers faculties faced by teachers according to the data and in					
3	Principal seeks to provide the teachers with personal luxury.					
4	Principal verbally expresses reward for teacher's achievement.					
5	Principal supports and follows up the application of technology in the educational process.					

3-Participative leadership style effects on Principal as Instructional Leadership

No	Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Principal consults the teacher when facing problems prior to any decision taken					
2	Principal take in consideration the teachers fate prior to taking to decisions					

3	Principals shares their vision to all members of the school community.					
4	Principal breaking the difficulties of teachers to enable them to be more involved in the achievement.					
5	Principal helps teacher to overcome the problems that cripples or prevent the learning process					

4- Achievement- oriented leadership style effects on Principal as Instructional Leadership

No	Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Principal sets clear, challenging goals based on high criteria.					
2	Principal shows confidence in the ability of teachers to achieve high-performance goals, which contribute to raising the level students' achievement.					

5- Leadership style impact on the relationship between Instructional Leadership teacher's job satisfactions

No	Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers are satisfied with the directives and orders when presented comfortably and efficiently by the principal.					
2	Teacher's satisfaction leads to job satisfaction whenever the principal supports their work achievement by supplying their needs with the resources available.					
3	Teachers show a greater amount of satisfaction when principals share them their views and empower them.					

4	Teachers work on improving their performance to achieve the aspired goals when principals work on rewarding them in order to increase efficiency and job satisfaction.					
---	--	--	--	--	--	--

6- Leadership style impact on the relationship between Instructional Leadership and job expectancy

No	Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Achievement leads to high-quality educational results when principals direct the teacher's energy on the production					
2	A high-quality educational results are achieved when the principals support their teachers individual with all their career entitlements					
3	Achieved high educational productions when the principal promotes teachers' individual performance.					
4	The efforts that come from teachers' performance lead to possible results when the principal prepares teachers to get rewards and incentives.					

7- Leadership style impact on the relationship between Instructional Leadership and acceptance of leader

No	Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers are willing to accept the principal's Directive orders.					
2	The educational process is improved when teachers accept the principal's support level					

3	Teachers accept working with principals when they accept the principal's leadership and characteristics.					
4	Principals accepted when teachers do not want to get rid of him or her.					

Comments

Thank you for your cooperation

Translation letter of

Thanks letter for arbitration the questionnaire by a panel of three leadership and statistics experts from professor with expertise in the Ministry of Education (MOE) in The Kingdom of Bahrain

Date 28/Feb/2017

The respected Dr. Intisar Qaed AlBannaa, acting chairperson of the Measurement and Evaluation Center

Greetings, we are pleased to express our appreciation to your directorate for allowing the arbitrators to participate in the questionnaire titled “Investigating the effectiveness of leadership styles on Instructional Leadership and Teacher outcomes”.

Thanks and gratitude to:

Dr. Abdulhakim Ali AlHussain AlMuhaidat, acting chair of Test’s Classification and Formation.

Dr. Ebrahim Mohammed AlMuhasna, Measurements and Evaluation First Specialist.

Dr. Khalid Salah AlBaz, Measurements and Evaluation Consultant.

Please submit this certificate as a source to a doctoral thesis.

With regards and respect

Chairman Signature

The Center’s Stamp

Kingdom of Bahrain
Ministry of Education
Primary Education Directorate
Al Mutanabi Primary Boys School
Tel. 17273143 - Fax: 17257148



مملكة البحرين
وزارة التربية والتعليم
إدارة التعليم الابتدائي
مدرسة المتنبى الابتدائية للبنين
هاتف: ١٧٢٥٧١٤٨ - فاكس: ١٧٢٧٣١٤٣

التاريخ: ٨ فبراير ٢٠١٧ م

حضرة الدكتورة الفاضلة / انتصار قائد البناء.....الموقرة

القائم بأعمال رئيس مركز القياس والتقويم

تحية طيبة وبعد....

يسعدنا ويطيب لنا أن نتقدم إليكم بوافر الشكر والتقدير على تفضل إدارتكم الرشيدة للسماح
لمحكي استبانة أطروحة الدكتوراه والتي بعنوان (التحقق من فاعلية الأنماط القيادية على
القيادة التعليمية ومخرجات أداء المعلمين).

والشكر والامتنان موصول لكل من:

- الدكتور عبد الحكيم علي الحسين المهيدات (قائم بأعمال رئيس بناء وتصنيف الاختبارات).
- الدكتور إبراهيم محمد المحاسنة (إحصائي قياس وتقويم أول).
- الدكتور خالد صلاح الباز (مستشار القياس والتقويم).

نرجو اعتماد هذه الوثيقة لحاجتنا لها كمصدر لأطروحة الدكتوراه.

هذا وتفضلوا منا فائق الشكر والاحترام

توقيع الرئيس:

ختم المركز:



Appendix C: Reliability and validity results as analyzed on computer based on Alpha reliability coefficients

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.920	9

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded	0	.0
	Total	50	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.915	15

Reliability

Scale: ALL VARIABLE

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.874	11

Reliability**Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.749	2

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.909	4

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability**Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.909	4

RELIABILITY
/VARIABLES=G1 G2 G3 G4
/SCALE ('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability**Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.937	4

Reliability**Scale: ALL VARIABLES**

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.975	49

Appendix D:

Non Normality

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
D	536	100.0%	0	0.0%	536	100.0%
S	536	100.0%	0	0.0%	536	100.0%
P	536	100.0%	0	0.0%	536	100.0%
A	536	100.0%	0	0.0%	536	100.0%
JS	536	100.0%	0	0.0%	536	100.0%
JE	536	100.0%	0	0.0%	536	100.0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
D	.173	536	.000	.868	536	.000
S	.171	536	.000	.858	536	.000
P	.158	536	.000	.882	536	.000
A	.233	536	.000	.858	536	.000
JS	.205	536	.000	.852	536	.000
JE	.225	536	.000	.850	536	.000

a. Lilliefors Significance Correction

Appendix E:

Sample Size Table

From The Research Advisors

The table below presents the results of one set of these calculations. It may be used to determine the appropriate sample size for almost any study.

Many researchers (and research texts) suggest that the first column within the table should suffice (Confidence Level = 95%, Margin of Error = 5%). To use these values, simply determine the size of the population down the left most column (use the next highest value if your exact population size is not listed). The value in the next column is the sample size that is required to generate a Margin of Error of $\pm 5\%$ for any population proportion.

Thus, if the population 5000 and need sample a sufficient number to generate a 95% confidence interval that predicted the proportion who would be repeat population within plus or minus 2.5%, you would need responses from a (random) sample of **1176** of all your customers.

Required Sample Size†

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006). All rights reserved.

Appendix F: Letter to senior chiefs for the interview

In the name of Allah, Most Gracious, Most Merciful

Respected Mr. (senior chief of schools)

We would to invite you to participate with us in the interview, which will held with a group of senior chiefs of schools, about the reality of educational leadership in the kingdom and the effect of different leading patterns. The interview will held at 9 a.m. on Thursday on 22 December 2015 in Umm Al Hassum Primary Boys' School.

Thanking you for your kind cooperation

Note:

If you are unable to come, we can contact you through the phone or you can come personally according to the time that suits you.

Sabah Hijres

Headmistress Umm Al Hassum of Primary Boys' School

بسم الله الرحمن الرحيم

الأستاذ الفاضل سامي العمادي رئيس أول مدارس الموقرة

يطيب لنا دعوتكم للمشاركة في المقابلة التي ستعقد مع عدد من رؤساء
الأوائل بشأن واقع القيادة التعليمية المملكة وتأثير الأنماط القيادية عليها
وذلك في تمام الساعة التاسعة من صباح يوم الخميس الموافق 22 ديسمبر
2015 بمدرسة أم الحصم الابتدائية للبنين.

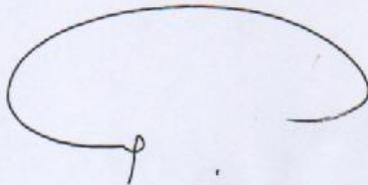
هذا وتفضلوا منا فائق الشكر والاحترام

ملاحظة:

في حال عدم قدرتكم على الحضور يمكننا التواصل معكم عبر
الهاتف او الحضور فرديا حسب الوقت المتاح لديكم .

صباح هجرس

مديرة مدرسة أم الحصم الابتدائية للبنين



تمت الموافقة والموافقة
رئيس مدارس
سامي العمادي
مدير

Appendix G:

General invitation to participate in filling the survey by senior chiefs, Principal, teachers

Respected chiefs of schools, Principals and teachers

This survey aims to examine the leadership patterns (the guiding leadership, supporting leadership, participatory leadership, guided achievements leadership) on the role of the principal as an educational leader and his effect in raising the aspiration of the teachers, job expectations and accepting the school's principal as a leader. In order to be successful in this survey, we request you fill the questionnaire sent to you accurately, to get the correct results. Which will indeed help us to improve the role and methodologies of the school principals

Best regards

Ms. Sabah Hijres

For enquiries: 39634436

Date: 19-11-2015

Respected Mr.Senior chief of school

Good Morning

We would like to thank you for all the efforts you did to improve the level of schools performances. We would like to inform you that we are doing a questionnaire that will examine the effectiveness of the different leadership patterns upon the educational leadership. The questionnaire sent online. We request you to kindly do the following:

1. Ask the chiefs of schools in your cluster to fill the questionnaire, which sent to the website of each school.
2. Ask the principal of each school and five teachers to fill the questionnaire.
3. We would also be glad if you could fill the questionnaire for us and email it to us, in order to benefit from your valuable experiences.

Your cooperation will surely encourage the schools' principals to participate, which will indeed help us to improve the leadership methodologies of the school principals.

Thanking you for you kind cooperation

Attachments:

1. Research tools approval letter
2. Copy of the letters sent to the schools' principals
3. A questionnaire sent by the email

Note: For any further details you may contact Umm Al Hassam Primary Boys' Schools headmistress through
-----39634436-

https://docs.google.com/forms/d/1a0Yj4oZiISitJL_drC8nAhXaNmNsALfVX3QzIQ3YC_w/viewform

Letter to senior chiefs for direct the school's principal

التاريخ: ٢٠١٥/١١/١٩ م

بسم الله الرحمن الرحيم

الأستاذ الفاضل أول مدارس الموقع

السلام عليكم ورحمة الله،،،

يطيب لنا أن نتقدم إليكم بالشكر والعرفان لما تولونه من جهد ومتابعة لتحسين مستوى أداء المدارس. ونفيدكم علما بقيامنا بتطبيق استبانة تهدف إلى التحقق من فاعلية الأنماط القيادية على القيادة التعليمية حيث تم توزيع الاستبانة على المدارس الكترونيا وعليه نرجو التعاون معنا في ما يلي:

١. توجيه مدراء مدارس المجموعة لديكم بملء الاستبانة المرسله على الموقع الالكتروني الخاص لكل مدرسة من مدارس المجموعة.
 ٢. تملى الاستبانة من قبل مدير المدرسة وخمسة من المعلمين ويفضل للمواد الأساسية.
 ٣. كما يسرنا أيضا مشاركتكم بملء الإستمابنة عبر الإيميل لما تتمتعون به من دراية وخبرة.
- مشاركتكم الجادة وحرصكم على توجيه مدراء المدارس بالمشاركة يسهم في تحسين منهجية السلوك القيادي لمدير المدرسة بمملكة البحرين.

وتفضلوا منا فائق الشكر والاحترام،،،

المرفقات

١. خطاب بالموافقة من إدارة البحث العلمي.
٢. نص الرسائل الموجهة إلى مديري المدارس.
٣. استبانة خاصة للمشاركة مرسله عن طريق لنك على بريدكم الالكتروني الخاص.

ملاحظة

- في حال عدم وصول الاستبانة على البريد الإلكتروني للمدرسة إرسال البريد الإلكتروني الصحيح على هاتف رقم: ٣٩٦٣٤٤٣٦
- لأي استفسار الإتصال على هاتف رقم: ٣٩٦٣٤٤٣٦ مديرة مدرسة أم الحصم.

صباح هجرس

مديرة مدرسة أم الحصم الابتدائية للبنين

Appendix H:

Age and experience described

Descriptive

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	473	5	64	40.31	7.878
Experience	479	1	41	13.20	7.617
Valid N (listwise)	467				

Appendix I:

Differences between participant's attitude and perception teachers / principals and senior chiefs - Chi-Square

Oneway

Test Statistics ^{a,b}							
	D	S	P	A	JS	JE	AL
Chi-Square	9.547	16.032	12.824	5.069	4.257	1.864	1.779
df	1	1	1	1	1	1	1
Asymp. Sig.	.002	.000	.000	.024	.039	.172	.182

a. Kruskal Wallis Test

b. Grouping Variable: Job

NPar Tests for 2 & 3

Notes

Output Created		31-JAN-2018 12:35:59
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax		NPARTESTS /K-S= D S P A JS JE AL BY Job(2 3) /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Number of Cases Allowed ^a	241979

a. Based on availability of workspace memory.

		D	S	P	A	JS	JE	AL
Most Extreme Differences	Absolute	.509	.615	.797	.522	.585	.615	.620
	Positive	.049	.065	.089	.008	.033	.033	.041
	Negative	-.509	-.615	-.797	-.522	-.585	-.615	-.620
Kolmogorov-Smirnov Z		1.395	1.685	2.184	1.432	1.604	1.685	1.699
Asymp. Sig. (2-tailed)		.041	.007	.000	.033	.012	.007	.006

a. Grouping Variable: Job

Descriptive

		Notes	
Output Created			31-JAN-2018 12:43:14
Comments			
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav	
	Active Dataset	DataSet1	
	Filter	Job=2 (FILTER)	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File		123
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.	
	Cases Used	All non-missing data are used.	
Syntax		DESCRIPTIVES VARIABLES=D S P A JS JE AL /STATISTICS=MEAN STDDEV MIN MAX.	
Resources	Processor Time		00:00:00.03
	Elapsed Time		00:00:00.03

Descriptive Statistics for (2)

	N	Minimum	Maximum	Mean	Std. Deviation
D	123	2.00	5.00	4.2186	.68993
S	123	2.00	5.00	4.3165	.69788
P	123	2.00	5.00	4.1781	.74716
A	123	1.00	5.00	4.1341	.91229
JS	123	1.75	5.00	4.2154	.80363
JE	123	1.75	5.00	4.1504	.75391
AL	123	2.00	5.00	4.1870	.78966
Valid N (listwise)	123				

Descriptives

Notes

Output Created		31-JAN-2018 12:44:34
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	Job=3 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	8
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=D S P A JS JE AL /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Descriptive Statistics for (3)

	N	Minimum	Maximum	Mean	Std. Deviation
D	8	3.00	4.33	3.7361	.48953
S	8	3.13	4.33	3.7083	.36330
P	8	3.00	3.73	3.4318	.23681
A	8	2.00	4.00	3.0625	.77632
JS	8	2.25	4.00	3.2500	.64087
JE	8	2.25	4.00	3.0938	.68057
AL	8	2.50	4.00	3.0625	.62321
Valid N (listwise)	8				

Descriptive

Notes

Output Created		31-JAN-2018 12:46:45
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	Job >= 2 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	131
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=D S P A JS JE AL /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Descriptive Statistics for 2 & 3

	N	Minimum	Maximum	Mean	Std. Deviation
D	131	2.00	5.00	4.1891	.68780
S	131	2.00	5.00	4.2794	.69681
P	131	2.00	5.00	4.1325	.74772
A	131	1.00	5.00	4.0687	.93801
JS	131	1.75	5.00	4.1565	.82587
JE	131	1.75	5.00	4.0859	.78921
AL	131	2.00	5.00	4.1183	.82411
Valid N (listwise)	131				

Appendix J
The relationship between Gender and Variables
NPar Tests
Mann-Whitney Test

Test Statistics^a

	D	S	P	A	JS	JE	AL
Mann-Whitney U	31437.0 00	32928.5 00	33651.0 00	32094.5 00	34046.5 00	33077.0 00	32764.5 00
Wilcoxon W	54442.0 00	55933.5 00	85654.0 00	55099.5 00	86049.5 00	56082.0 00	55769.5 00
Z	-1.721	-.869	-.458	-1.376	-.234	-.791	-.974
Asymp. Sig. (2-tailed)	.085	.385	.647	.169	.815	.429	.330

a. Grouping Variable: Sex

Appendix K:
The relation between qualification and the variables

NPar Tests

Kruskal-Wallis Test

Test Statistics^{a,b}

	D	S	P	A	JS	JE	AL
Chi-Square	3.581	4.316	4.513	6.238	1.991	2.499	3.478
df	3	3	3	3	3	3	3
Asymp. Sig.	.310	.229	.211	.101	.574	.475	.324

a. Kruskal Wallis Test

b. Grouping Variable: qualification

Appendix L:
The relation between sector and the variables
NPar Tests
Kruskal-Wallis Test

Test Statistics^{a,b}

	D	S	P	A	JS	JE	AL
Chi-Square	14.176	10.489	7.894	12.159	7.215	7.159	7.086
df	3	3	3	3	3	3	3
Asymp. Sig.	.003	.015	.048	.007	.065	.067	.069

a. Kruskal Wallis Test

b. Grouping Variable: Sector

Appendix M:
The relation between level and the variables
NPar Tests
Kruskal-Wallis Test

Test Statistics^{a,b}

	D	S	P	A	JS	JE	AL
Chi-Square	3.727	4.229	3.761	3.398	1.825	.282	2.810
df	2	2	2	2	2	2	2
Asymp. Sig.	.155	.121	.153	.183	.401	.869	.245

a. Kruskal Wallis Test

b. Grouping Variable: Level

Appendix N:
 The relationship between D,S,P,A and (JS, JE, AL)
 D,S,P,A on JS
 NPar Tests

Group Statistics					
JS >= 4.250000 (FILTER)		N	Mean	Std. Deviation	Std. Error Mean
D	Selected	275	4.5107	.43430	.02619
	Not Selected	261	3.2656	1.01279	.06269
S	Selected	275	4.5855	.38825	.02341
	Not Selected	261	3.2496	1.00931	.06247
P	Selected	275	4.4777	.42214	.02546
	Not Selected	261	3.1362	.99814	.06178
A	Selected	275	4.5382	.56462	.03405
	Not Selected	261	3.1226	1.08411	.06710

Mann-Whitney Test

Test Statistics ^a				
	D	S	P	A
Mann-Whitney U	7846.500	5968.500	6443.500	8666.000
Wilcoxon W	42037.500	40159.500	40634.500	42857.000
Z	-15.674	-16.708	-16.448	-15.550
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

a. Grouping Variable: JS >= 4.250000 (FILTER)

D,S,P,A on JE
NPar Tests

Group Statistics					
	JE >= 4 (FILTER)	N	Mean	Std. Deviation	Std. Error Mean
D	Selected	364	4.3926	.47616	.02496
	Not Selected	172	2.8714	1.00697	.07678
S	Selected	364	4.4430	.46808	.02453
	Not Selected	172	2.8597	1.00517	.07664
P	Selected	364	4.3362	.49667	.02603
	Not Selected	172	2.7415	.97419	.07428
A	Selected	364	4.3942	.59770	.03133
	Not Selected	172	2.6948	1.06575	.08126

Mann-Whitney Test

Test Statistics ^a				
	D	S	P	A
Mann-Whitney U	5467.000	5142.000	4775.500	6135.500
Wilcoxon W	20345.000	20020.000	19653.500	21013.500
Z	-15.463	-15.643	-15.867	-15.394
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

a. Grouping Variable: JE >= 4 (FILTER)

D,S,P,A on AL
NPar Tests

Group Statistics					
	AL >= 4.250000 (FILTER)	N	Mean	Std. Deviation	Std. Error Mean
D	Selected	280	4.4762	.46217	.02762
	Not Selected	256	3.2791	1.03794	.06487
S	Selected	280	4.5357	.44619	.02667
	Not Selected	256	3.2779	1.04414	.06526
P	Selected	280	4.4205	.48526	.02900
	Not Selected	256	3.1726	1.03829	.06489
A	Selected	280	4.4696	.60905	.03640
	Not Selected	256	3.1699	1.14079	.07130

Mann-Whitney Test

Test Statistics ^a				
	D	S	P	A
Mann-Whitney U	9500.500	8443.000	9372.000	11762.500
Wilcoxon W	42396.500	41339.000	42268.000	44658.500
Z	-14.733	-15.310	-14.795	-13.763
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

a. Grouping Variable: AL >= 4.250000 (FILTER)

Appendix O:

Develop scales

Reliability /VARIABLES=S2 S3 S5 S10 S11 S13 S14 S15
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA.

Notes

Output Created		07-JAN-2018 14:14:46
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	536
	File	
	Matrix Input	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=D3 D4 D5 D7 D9 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.06

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	536	100.0
	Excluded ^a	0	.0
	Total	536	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.947	5

RELIABILITY

/VARIABLES=S2 S3 S5 S10 S11 S13 S14 S15 /SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability**Notes**

Output Created		07-JAN-2018 14:15:47
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	536
	File	
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=S2 S3 S5 S10 S11 S13 S14 S15 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	536	100.0
	Excluded ^a	0	.0
	Total	536	100.0

Cronbach's Alpha	N of Items
.966	8

a. Listwise deletion based on all variables in the procedure.

RELIABILITY

```
/VARIABLES=P1 P2 P6 P7 P8 P9 P10 /SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.
```

Reliability

		Notes
Output Created		07-JAN-2018 14:16:14
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	536
	File	
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=P1 P2 P6 P7 P8 P9 P10 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	536	100.0
	Excluded ^a	0	.0
	Total	536	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.939	7

a. Listwise deletion based on all variables in the procedure.

```
RELIABILITY /VARIABLES=A1 A2 /SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.
```

Reliability

Notes

Output Created		07-JAN-2018 14:16:51
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	536
	File	
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=A1 A2 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	536	100.0
	Excluded ^a	0	.0
	Total	536	100.0

Cronbach's Alpha	N of Items
.927	2

a. Listwise deletion based on all variables in the procedure.

```
RELIABILITY /VARIABLES=JS3 JS4 /SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
```

Reliability

Notes

Output Created		07-JAN-2018 14:17:20
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	536
	File	
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=JS3 JS4 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	536	100.0
	Excluded ^a	0	.0
	Total	536	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.947	2

a. Listwise deletion based on all variables in the procedure.

RELIABILITY /VARIABLES=JE1 JE4 /SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability**Notes**

Output Created		07-JAN-2018 14:17:49
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	536
	File	
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=JE1 JE4 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	536	100.0
	Excluded ^a	0	.0
	Total	536	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.907	2

a. Listwise deletion based on all variables in the procedure.

RELIABILITY /VARIABLES=AL4 AL3 /SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability**Notes**

Output Created		07-JAN-2018 14:18:09
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	536
	File	
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=AL4 AL3 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
--	--	---	---

Cases	Valid	536	100.0
	Excluded ^a	0	.0
	Total	536	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.936	2

Appendix P

Appendix P: The results of Simple Regression Test of D,S,P,A between IL and JS.

Regression

Output Created		06-JUL-2018 17:10:09
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JS /METHOD=ENTER NewIL.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	NewIL ^b	.	Enter

- a. Dependent Variable: JS
 b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.918 ^a	.842	.842	.43644

- a. Predictors: (Constant), NewIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	543.931	1	5.439	28.556	.000 ^b
	Residual	101.717	534	.190		
	Total	645.647	535			

- a. Dependent Variable: JS
 b. Predictors: (Constant), NewIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.037	.076		-.479	.632
	NewIL	1.025	.192	.918	5.344	.000

- a. Dependent Variable: JS

```
REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN
/DEPENDENT JS /METHOD=ENTER DIL.
```

Regression

Notes

Output Created		06-JUL-2018 17:12:54
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JS /METHOD=ENTER DIL.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	DIL ^b	.	Enter

- a. Dependent Variable: JS
 b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895 ^a	.802	.801	.48970

- a. Predictors: (Constant), DIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	517.592	1	5.176	21.584	.000 ^b
	Residual	128.055	534	.240		
	Total	645.647	535			

- a. Dependent Variable: JS
 b. Predictors: (Constant), DIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.538	.055		27.817	.000
	DIL	.147	.316	.895	4.646	.000

- a. Dependent Variable: JS

REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10)/NOORIGIN /DEPENDENT JS
 /METHOD=ENTER SIL.

Regression

Notes

Output Created		06-JUL-2018 17:16:06
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JS /METHOD=ENTER SIL.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SIL ^b	.	Enter

- a. Dependent Variable: JS
 b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.901 ^a	.812	.812	.47643

- a. Predictors: (Constant), SIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	524.438	1	5.244	23.105	.000 ^b
	Residual	121.210	534	.227		
	Total	645.647	535			

- a. Dependent Variable: JS
 b. Predictors: (Constant), SIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.093	.082		1.127	.260
	SIL	.316	.066	.901	4.807	.000

- a. Dependent Variable: JS

REGRESSION

```

/MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JS
/METHOD=ENTER PIL.

```

Regression

Notes

Output Created		06-JUL-2018 17:17:04
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JS /METHOD=ENTER PIL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	PIL ^b	.	Enter

- a. Dependent Variable: JS
 b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.902 ^a	.814	.813	.47482

- a. Predictors: (Constant), PIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	525.257	1	5.253	23.298	.000 ^b
	Residual	120.391	534	.225		
	Total	645.647	535			

- a. Dependent Variable: JS
 b. Predictors: (Constant), PIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.294	.078		3.777	.000
	PIL	.310	.064	.902	4.827	.000

- a. Dependent Variable: JS

```

REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT JS
/METHOD=ENTER AIL.

```

Regression

Notes

Output Created		06-JUL-2018 17:18:39
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JS /METHOD=ENTER AIL.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	AIL ^b	.	Enter

a. Dependent Variable: JS

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.758	.758	.54060

a. Predictors: (Constant), AIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	489.586	1	4.896	16.752	.000 ^b
	Residual	156.061	534	.292		
	Total	645.647	535			

a. Dependent Variable: JS

b. Predictors: (Constant), AIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.600	.084		7.125	.000
	AIL	.287	.070	.871	4.000	.000

a. Dependent Variable: JS

Appendix Q: The results of Simple Regression Test of D,S,P,A between IL and JE

REGRESSION

/MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JE
 /METHOD=ENTER NewIL.

Regression

Notes

Output Created		06-JUL-2018 17:20:26
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JE /METHOD=ENTER NewIL.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	NewIL ^b	.	Enter

a. Dependent Variable: JE

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899 ^a	.807	.807	.47982

a. Predictors: (Constant), NewIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	515.682	1	5.157	22.399	.000 ^b
	Residual	122.941	534	.230		
	Total	638.623	535			

a. Dependent Variable: JE

b. Predictors: (Constant), NewIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.029	.084		.341	.733
	NewIL	.998	.211	.899	4.733	.000

a. Dependent Variable: JE

REGRESSION

/MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN
 /DEPENDENT JE /METHOD=ENTER DIL.

Regression

Notes

Output Created		06-JUL-2018 17:21:19
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JE /METHOD=ENTER DIL.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.03
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	DIL ^b	.	Enter

a. Dependent Variable: JE

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865 ^a	.749	.748	.54829

a. Predictors: (Constant), DIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	478.089	1	4.781	15.903	.000 ^b
	Residual	160.534	534	.301		
	Total	638.623	535			

a. Dependent Variable: JE

b. Predictors: (Constant), DIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.592	.062		25.711	.000
	DIL	.141	.004	.865	3.988	.000

a. Dependent Variable: JE

```
REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN
/DEPENDENT JE /METHOD=ENTER SIL.
```

Regression

Notes

Output Created		06-JUL-2018 17:21:59
Comments		
Input	Data	D:\allam hamdan backup\Desktop\Backup\MBA\Sabah PhD\Untitled2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT JE /METHOD=ENTER SIL.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SIL ^b	.	Enter

a. Dependent Variable: JE

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.754	.754	.54205

a. Predictors: (Constant), SIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	481.727	1	4.817	16.396	.000 ^b
	Residual	156.896	534	.294		
	Total	638.623	535			

a. Dependent Variable: JE

b. Predictors: (Constant), SIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.213	.093		2.277	.023
	SIL	.303	.075	.869	4.049	.000

a. Dependent Variable: JE

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN

/DEPENDENT JE /METHOD=ENTER PIL.

Regression

Notes

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	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	PIL ^b	.	Enter

a. Dependent Variable: JE

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873 ^a	.763	.762	.53264

a. Predictors: (Constant), PIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	487.126	1	4.871	17.170	.000 ^b
	Residual	151.498	534	.284		
	Total	638.623	535			

a. Dependent Variable: JE

b. Predictors: (Constant), PIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.389	.087		4.457	.000
	PIL	.299	.072	.873	4.144	.000

a. Dependent Variable: JE

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN /DEPENDENT JE /METHOD=ENTER AIL.

Regression

Notes

Output Created		06-JUL-2018 17:23:32
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
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	Memory Required	5280 bytes
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Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	AIL ^b	.	Enter

- a. Dependent Variable: JE
 b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.857 ^a	.735	.734	.56338

- a. Predictors: (Constant), AIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	469.135	1	4.691	14.781	.000 ^b
	Residual	169.488	534	.317		
	Total	638.623	535			

- a. Dependent Variable: JE
 b. Predictors: (Constant), AIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.631	.088		7.193	.000
	AIL	.281	.073	.857	3.845	.000

- a. Dependent Variable: JE

Appendix R: 5.3.1.3 The Results of Simple Regression Test of D,S,P,A on the relation between IL and AL

```
REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT AL
/METHOD=ENTER NewIL.
```

Regression

Notes

Output Created	06-JUL-2018 17:24:53	
Comments		
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	Cases Used	Statistics are based on cases with no missing values for any variable used.
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Resources	Processor Time	00:00:00.00
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Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	NewIL ^b	.	Enter

a. Dependent Variable: AL

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.897 ^a	.805	.805	.48770

a. Predictors: (Constant), NewIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	524.267	1	5.243	22.042	.000 ^b
	Residual	127.011	534	.238		
	Total	651.278	535			

a. Dependent Variable: AL

b. Predictors: (Constant), NewIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.044	.085		.515	.607
	NewIL	1.006	.214	.897	4.695	.000

a. Dependent Variable: AL

REGRESSION

/MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN
 /DEPENDENT AL /METHOD=ENTER DIL.

Regression

Notes

Output Created	06-JUL-2018 17:25:37
Comments	

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	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT AL /METHOD=ENTER DIL.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	DIL ^b	.	Enter

a. Dependent Variable: AL

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.755	.755	.54660

a. Predictors: (Constant), DIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	491.732	1	4.917	16.458	.000 ^b
	Residual	159.546	534	.299		
	Total	651.278	535			

a. Dependent Variable: AL

b. Predictors: (Constant), DIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.607	.062		26.030	.000
	DIL	.143	.035	.869	4.057	.000

a. Dependent Variable: AL

REGRESSION

/MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN
 /DEPENDENT AL /METHOD=ENTER SIL.

Regression

Notes

Output Created		06-JUL-2018 17:26:14
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	N of Rows in Working Data File	536
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT AL /METHOD=ENTER SIL.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SIL ^b	.	Enter

a. Dependent Variable: AL

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.876 ^a	.767	.767	.53254

a. Predictors: (Constant), SIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	499.835	1	4.998	17.625	.000 ^b
	Residual	151.443	534	.284		
	Total	651.278	535			

a. Dependent Variable: AL

b. Predictors: (Constant), SIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.192	.092		2.088	.037
	SIL	.308	.073	.876	4.198	.000

a. Dependent Variable: AL

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN /DEPENDENT AL

/METHOD=ENTER PIL.

Regression

Notes

Output Created		06-JUL-2018 17:26:52
Comments		
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	N of Rows in Working Data	536
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT AL /METHOD=ENTER PIL.
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	Elapsed Time	00:00:00.03
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	PIL ^b		Enter

a. Dependent Variable: AL

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874 ^a	.764	.764	.53626

a. Predictors: (Constant), PIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	497.716	1	4.977	17.307	.000 ^b
	Residual	153.562	534	.288		
	Total	651.278	535			

a. Dependent Variable: AL

b. Predictors: (Constant), PIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.398	.088		4.535	.000
	PIL	.302	.073	.874	4.160	.000

a. Dependent Variable: AL

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT AL

/METHOD=ENTER AIL.

Regression

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT AL /METHOD=ENTER AIL.
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	Elapsed Time	00:00:00.00
	Memory Required	5280 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	AIL ^b	.	Enter

a. Dependent Variable: AL

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.718	.717	.58688

a. Predictors: (Constant), AIL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	467.352	1	4.674	13.569	.000 ^b
	Residual	183.926	534	.344		
	Total	651.278	535			

a. Dependent Variable: AL

b. Predictors: (Constant), AIL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.685	.091		7.487	.000
	AIL	.280	.076	.847	3.684	.000

a. Dependent Variable: AL

Appendix S

Transcript of focus group

A focus group interview conducted, and its transcription provided and analysed between this researcher and eight senior chiefs (Interviewees). See Questionnaire transcript of focus group interview in the Appendix (S) as follows;

Q1 (introduction)-To what extent does a school principal function as an Instructional Leadership in the schools of the Kingdom of Bahrain?

Q2 (Research question)-To what extent leadership styles (directive, supportive, participative and achievement – oriented) affect the relationship between Instructional Leadership and teacher outcomes.

Interview transcription of a focus group.

Interviewer- (The researcher) -1 mention in the transcript (I)

Interviewees- (The senior chiefs) -8 mention in the transcript (R)

I: I would like to thank you for allowing me to have this conversation with you and I am grateful to do this debate. Your name will not mention because of the confidentiality of our interview. I would like to state at the beginning that all the information and input will use for research purposes only. After taking notes of your opinions via questionnaire I think it is important to show you that teachers and principals opinions show a significant relation between teacher's outcome and principal as instructional leader when related to leadership styles (Directive, supportive, participative and achievement- oriented). I have concluded that it is best to do the interview for further investigation of your point of views because of your position, as senior chiefs of the Kingdom of Bahrain schools, for your opinions are essential for decision-makers.

Please, state your exact opinion and do not worry, we are here to exchange opinions and add to our experience in general. We are here mainly to express the importance of Instructional Leadership and the reality of school leadership in the Kingdom of Bahrain. We would like to discuss the effects of engaging other leadership styles in Instructional

Leadership that can enhance the principals' role as leaders of schools. Moreover, these styles contribute to raising the levels of teacher's job satisfaction.

I: Now, my first question: To what extent do school principals demonstrate Instructional Leadership IL in the schools of the Kingdom of Bahrain?

R 1: According to my perception, school principals are not aware of Instructional Leadership roles, and professional development programs did not achieve this requirement, and unfortunately. It is obvious in several principals who do not comply with the conduct of an Instructional Leadership because of their dependence on their personal experience and knowledge. Furthermore, I believe principals need to increase their awareness of the concept of Instructional Leadership to support and develop their Self-efficacy.

R 2: I think practicing Instructional Leadership is a necessity and it needs time management for it to exercise with teachers and students. Principals spend most of their time on administrative tasks or in meeting with parents to solve students' behavioural issues, to change the poor time management they need to distribute responsibilities among the school management and teachers to achieve desired results.

R 3: My view about principals as Instructional Leaderships, is that principals do not provide proper guidance nor do they improve teachers' performances through encouraging and monitoring their teaching methods. Principals can break these habits if they are willing to take their roles effectively and lead by example.

R 4: According to my view, a principal does not apply for his or her role as Instructional Leadership. I think they are not interested in being Instructional Leaderships because of the overwhelming managerial tasks. Principals need to distribute their responsibilities with consideration of the accountability to assess the stakeholder's responsibilities.

R 5: I believe that principals are doing their job well, but need developing their practices. Some challenges can become barriers between principals, teachers' competency, students' behaviour, parents contact, and office work.

R 6: I think that principals' job description does not focus on their role as Instructional Leaderships.

R7: I can say that school principals lack the skills and knowledge to be effective Instructional Leaderships. Principals must be familiar with the aspects of their role as Instructional Leaderships, but unfortunately, most of their work is exclusive to the role of managers rather than leaders.

R 8: Principals exercise their roles as leaders, but they did not reach the level that qualifies them to be Instructional Leaderships.

I: Well, thank you very much for your opinion. Moving on to my second question, to what extent does the four leadership styles “directive, supportive, participative and achievement – oriented” affect the Instructional Leadership approach?

R 1: I think these leadership practices are essential for principals to strengthen their role and their ability to guide. Teachers do not find the support and guidance of academic representatives. In addition, some teachers stated that principals care about the environment in terms of aesthetics rather than substantive. The participatory role of the participative leadership style is a critical factor for building a constructive relationship between the principal and teachers while the Achievement –oriented style is important for a school quality outcome.

R 2: I think these four leadership practices do not differ much from a principal role. If you are asking if the school leadership practices any of these four leadership styles, I am telling you that it exists. However, if your question is whether these leadership behaviours are rooted in principal, I would say that I hope they are rooted in an Instructional Leadership principal, but I also think there is a clear interest in meeting the physical and service needs of teachers for a principal to act as an effective Instructional Leadership.

R 3: According to these four leadership styles, I do not think the principal present an exemplary character when exercising these leadership styles, particularly the participative leadership and the directive leadership styles are missing, especially towards new teachers.

R 4: All leadership styles are very important, and I see that these four leadership behaviours are more evident in female school leaderships rather than males. Participative leadership is missing in schools in general, but there is a supportive environment in the schools particularly in using technology.

R 5: The directive style is important for new teachers, and I do not see principals considering this point. I think the directive leadership style plays a prominent role in the behaviour of the principal and there is a noticeable support in activating the school environment, yet there is no obvious impact in raising the level of students' achievement and or teacher's satisfaction. We need to reconsider the practice of principals as Instructional Leaderships and need to encourage the participative behaviour.

R 6: I believe that these styles are very important and have an impact without a doubt. School principals need to involve these leadership behaviours in their daily routine. All of which are important and we cannot prefer one to the other. I also agree with the idea that participative leadership does need all parties, whether internal or external to take their responsibility.

R 7: I really appreciate the importance and necessity of all, but I think Achievement-oriented leadership style is the most challenging among these leadership styles. I think this style is the one that will distinguish the active role of Instructional Leaderships because they based on higher goals, which based on performing on high output. In addition, I emphasise the effect of the directive leadership style, especially for new teachers.

R 8: These are very important leadership practices and must apply effectively. I find it necessary to point them in the apprenticeship programmes because of their active role in raising the level of principals as Instructional Leaderships. Participative leadership style is appropriate to an extent. Principals take part with teachers to understand their needs and requirements and inform them of the training programmes provided, yet teachers do not get enough support from this training programme because principals are not the ones who organise this professional programme. I would like to add the directive style must adopt when managers focus on preparing school leader.

It noticed that school principals place high goals in strategic plans, but for many factors do not achieve these goals in the proper manner.

I: Thank you for expressing your views and opinions. Now for the last question. How does implementing Instructional Leadership approach affect the teacher's outcome "job satisfaction, job expectancies and acceptance of leader" (JJA) when related to the four leadership styles (D,S,P,A)?

R 1: Of course, if school principals are keen on their commitment to these leadership styles, they will achieve an active and positive impact especially on job satisfaction. As we noticed, many teachers are dedicated to retiring at the beginning of their professional stage. We emphasise the participative style leadership also if there is a supportive behaviour from the principals; teachers will improve their performances and as a result, will increase teachers' outcomes. Justice is the magic word for satisfaction and acceptance of leader if there is justice in rewarding teachers, the acceptance of leader will increase.

R:2 The relationship between a principal role as Instructional Leaderships and teachers will be positive if it represents those qualities of leadership styles directive, supportive, participative, Achievement-oriented . It will affect teacher's motivation and satisfaction, increase their motivation towards achievement and workmanship as well as generate a positive relationship with the school leader.

Acceptance of a leader requires teacher's satisfaction, although occasionally, high job performance does not necessarily mean accepting a leader, nevertheless, whenever teacher's satisfaction is high the job performance becomes high.

R:3 I think it is necessary to stand up to review the behaviours of the principal as an Instructional Leadership. Is he or she really an Instructional Leadership? Those four leadership styles will affect inevitably if established properly and their implementation followed up within evaluating the performance of a principal. As a result, we will end with programmes that seek increasing, performing teachers, improving their satisfaction and outputs, which, reflected mostly in students' achievement. To increase teachers' performance, we should start to look for the best methods, direct the teachers, especially those who are less experienced, support them and engage them in decision-making. In

addition, I think that principals who are achievement- oriented reward teachers who have an exceptional performance because they are concerned about high goal achievement.

R: 4 I think the achieving teachers' satisfaction is not hard on a school principal, but accepting a school leader is considered more of a personal matter.

Teachers who use environmental resources and material support as well as committing to strict guidelines will aid in achieving high goals. While principals contribution to creating a participative environment will lead them to high outcomes. Moreover, a principal's keenness to achieve justice rewarding and morally encouraging teachers will create a positive climate, in addition, his or her commitment to consultation and taking their opinions will build trust and confidence. A principal should be strict in rewarding; an aspect also known as a Transactional Leadership; to reward there is a task to fulfil.

We desperately need school principals to comply with these behaviours and put their priorities in teacher's satisfaction based on the high performances. I think acceptance of the leaders may be related to personal relationships, or related to referent power and convicting the personality of the principal.

R:5 I strongly agree, if a school principal commits to the criteria of the directive, supportive, participative and achievement –oriented leadership styles, he or she will play an important role in increasing teacher's satisfaction, expectation and acceptance of leader.

I think there is an input based on the criteria of a principal's behaviour that effectively promote and strengthen the normal practices in which will lead to efficient outputs. I think that leadership styles as described will strengthen the role of the school principal as an Instructional Leadership and as a result will affect the relationship between the principal and the teachers' satisfaction, expectancy and acceptance of leader effectively.

R 6: I think it is not related to only this outcome (teacher's satisfaction, teachers' expectancy and acceptance of leader) but the four leadership styles will impact effectively beyond this; on the results of students' achievement and satisfaction of parents. For example. Participative leadership is the most effective in enhancing teacher's satisfaction. Teachers need to share their decisions and consult the principal particularly in teaching and

educating processes. Moreover, I believe that principals should appreciate and reward the teachers who make their best efforts towards achieving the school objectives and high goals and the achievement-oriented style is the proper style for this case. In terms of acceptance of a leader, I think the meaning of leader's acceptance related to personality, trust and respect of the leader no matter what are his or her qualifications. I think that job satisfaction leads to acceptance of leader and for that, I believe the supportive leadership style is the proper style to gain acceptance of a leader.

R 7: Without a doubt, the most important outcomes we aspire to have if the application of those four leaderships is the teachers' satisfaction, an important factor in the success of the educational process. Important and necessary. Most schools are giving attention to the environment and using the resource with the staff I also think that Rewarding should give based on worthiness; otherwise, teachers might subjected to accountability and punishment. When the teacher receives support, participation and guidance, they convert these aspects into a fuel to achieve the goals based on quality standards. We recommend those four leadership practices that improve the role of a principal as an Instructional Leadership. I think that when teachers feel supported by what they need for educational resources or participative approaches, they achieve job satisfaction. Furthermore, the acceptance of leader increases when principals consider the teachers shared visions and opinions. In addition, I think that teachers accept their leader when there are trust, admiration and respect. For example, some teachers still contact their principals even after they have retired or even moved. This because of the impression and the strength of the personality of a principal.

R 8: According to the directive, supportive, participative and achievement-oriented leadership styles, I believe there are principals that direct teachers and guide them. However, principals should believe in all these leadership styles because they deal with different levels of teachers seeking their job satisfaction. Principals also offer them the opportunity to develop their expertise to help their professional development to improve the quality of teaching.

Whenever there is a clear directive approach from the principals teachers provide a high-level of performance. I think that to increase teacher's outcomes we need to change the

culture of rewarding in a way that does not link the rewarding approach to personal relations, personalities or emotions. Characterising Instructional Leadership is to consider teaching and learning a priority. Moreover, I agree the power of trust given to the principal translated as accepting a leader.

I: I would like to thank you for your participation, and as I have previously mentioned, your identities are confidential, and your opinions and views will use for research purposes only.

Thank you for the time that allowed us to do this interview.

Translating of Approval on research method application

Date: 7th of July 2015

Dear Mrs. Sabah Khalifa Hijress,

Subject: Approval on research method application

In reference to your proposed request dated 22/06/2015 regarding applying research method titled “Investigating the effectiveness of leadership styles on Instructional Leadership and teacher outcomes in the Kingdom Of Bahrain”, we are glad to inform you of the approval on applying the research method in the following departments:

Primary Education Department
Intermediate Education Department
Secondary Education Department

Provided that the research method application subjected to the following instructions and conditions:

1. The researcher is obliged to apply the approved method/s only with no adding or omitting any method.
2. Collected data shall be preserved and used strictly for scientific research purposes.
3. The researcher must provide the public library department at the Ministry Of Education with a copy of the research after completion.
4. All the necessary procedures and steps to apply the research method are the responsibility of the researcher only and he or she has no right to rely on the ministry’s staff to accomplish this duty.

Wishing you success, please accept our regards.

**Kingdom of Bahrain
Ministry of Education**
Secretariat General of the Higher
Education Council
Scientific Research Directorate



مملكة البحرين
وزارة التربية والتعليم
الأمانة العامة لمجلس التعليم العالي
إدارة البحث العلمي

الرقم: 6/5/ت م ب
التاريخ: 7 يوليو 2015م

الفاضلة الأستاذة صباح خليفة يوسف هجرس المحترمة

تحية طيبة وبعد،،،

الموضوع: الموافقة على تطبيق أدوات بحث

بالإشارة إلى طلبكم المقدم بتاريخ 2015/06/22م بشأن تطبيق أدوات البحث المعنون "التحقيق من فاعلية نظرية مسار الهدف على القيادة التعليمية ومخرجات إدارة المعلمين في مملكة البحرين"، يسرني إعلامكم بالموافقة على تطبيق أدوات البحث في الإدارات التالية:

- إدارة التعليم الابتدائي.
- إدارة التعليم الإعدادي.
- إدارة التعليم الثانوي.

على أن يتم تطبيق الأدوات وفق التعليمات والشروط التالية:

1. الالتزام عند التطبيق بإدانة / أدوات البحث التي تمت الموافقة عليها دون إضافة أو حذف.
2. المحافظة على المعلومات التي يتم جمعها، وعدم استخدامها إلا لأغراض البحث العلمي.
3. تزويد إدارة المكتبات العامة بوزارة التربية والتعليم بنسخة من البحث بعد الانتهاء منه.
4. جميع الإجراءات والخطوات اللازمة لتطبيق أدوات الدراسة تقع على عاتق الباحث نفسه ولا يحق له الاعتماد على كوادر الوزارة لأداء هذه المهمة.

مع تمنياتنا لكم بالتوفيق، وفضلوا بقبول خالص التحية والاحترام.

د. فرزانة عبد الله المراغي
مدير إدارة البحث العلمي

