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Master Thesis Defense

Entitled

*INVESTIGATING TRANSFORMATIONAL LEADERSHIP PRACTICES IN PRIVATE SCHOOLS FROM
TEACHERS' PERSPECTIVES*

by

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<https://eu.bbcollab.com/guest/a261671c414f4cfc7f08ea8922f5bfc>

Abstract

This study investigates teachers' perceptions of transformational leadership as practiced by private school principals in Al Ain, United Arab Emirates. The study examines the leadership goals of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, analyzed by selected demographic variables, i.e., (gender, level of qualification, and years of experience). The study was guided by three research questions. The first examined the extent to which school principals practice transformational leadership, as seen from the teachers' perspectives. The second considered statistical differences in the practice of transformational leadership due to gender, qualifications and experience, while the third looked at teachers' suggestions for enhancing transformational leadership practices. The researcher uses a quantitative methodology, incorporating a descriptive-inferential survey and data collected by an online questionnaire created on SurveyMonkey®. The questionnaire has 29 closed ended-questions and one open-ended question. The instrument rates responses on a five-point Likert scale with ratings from "always" to "never". The convenience sample comprised 363 teachers at 15 private schools in Al Ain. The data were analyzed using the Statistics Package for Social Sciences. Descriptive statistics were used to determine how well the perceptions of participants align with the conceptualization of transformational leadership. One-way analysis of variance and multiple comparisons were used to explore differences in perceptions of transformational leadership according to participant qualifications and years of experience. T-tests were used to find differences in perception by gender. The results of the study showed that principals usually practice transformational leadership in Al Ain's private schools. The study found significant differences in teachers' perspectives according to their qualifications and experience; however, there was no significant difference between the perspectives of men and women. It is hoped educational institutions will benefit from the study by identifying factors that may help learners and researchers to understand the most effective ways to implement a transformational leadership style in this setting.

Keywords: Transformational leadership; leadership practices; idealized influence; inspirational motivation; school principals.