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DBA Dissertation Defense

Entitled

*HOW TRANSFORMATIONAL LEADERSHIP IMPROVES INSTRUCTIONAL PRACTICES: THE MEDIATING
ROLE OF TEACHERS' CHANGE-ORIENTED ORGANIZATIONAL CITIZENSHIP AND APPRECIATION*

By

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Abstract

Enhancing educational outcomes in the education system of the United Arab Emirates (UAE) hinges on improving teaching and learning practices. This study investigates the influence of transformational leadership approaches on instructional practices within science classrooms while examining the potential mediating effects of enhanced change-oriented organizational citizenship behaviors and heightened organizational appreciation. Data are gathered from 297 teachers in UAE government schools through survey instruments featuring modified existing organizational context scales and scales inspired by the PISA 2015 cycle's teacher and student questionnaires. The collected data are analyzed using SmartPLS software to reveal the statistical significance, strength, and direction of direct and indirect effects of transformational leadership approaches on instructional practices. The findings of this study indicate that there is no positive relationship between transformational leadership and instructional practices. However, it is worth noting that transformational leadership does have a notable influence on both change-oriented organizational citizenship behavior (OCB) and organizational appreciation. Additionally, empirical findings are presented to support the notion that change-oriented OCB serves as a positive mediator in the association between transformational leadership and instructional practices. Nonetheless, it is important to note that organizational appreciation does not exhibit the same mediating effect. The results bear significant implications for policy makers and educators, shedding light on the vital role of effective leadership approaches in fostering change-oriented organizational behaviors and organizational appreciation to enhance teaching practices in UAE science classrooms.

Keywords: Transformational leadership, instructional practices, change-oriented organizational citizenship behavior, organizational appreciation, teacher development