The Role and Impacts of Authentic Leadership on Staff Engagement and Performance: A Study among School Leaders and Teachers in Private Schools in the UAE

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Abstract: *Authentic leadership is built on ethical foundation. Authentic leaders are positive, honest and promote openness to value the input of the followers. And authentic leadership has positive impacts on staff engagement and performance. This study therefore aimed to explore the role of authentic leadership and the impacts in driving staff engagement and performance. In particular, the research studied the interrelationship of authentic leadership practices of school leaders on school teachers in selected private schools in Dubai, in the United Arab Emirates (UAE). The study used quantitative method gathering data through survey questionnaire among 200 teachers and 45 head-teachers across 4 private schools in Dubai. The data gathered was analysed using descriptive statistical analysis. The findings indicate that authentic leadership plays a crucial role in increasing staff engagement and enhances staff performance, in the schools that were studied. The study recommends that there is a need for effective measures to enhance authentic leadership practices through relevant motivation, development, support and evaluation. School leaders need to be a part of the leadership training programme so that they can develop self-awareness among staff members. School leaders has to collect regular feedbacks of school staffs in the development of school curriculum, pedagogic practices, assessment and other school activities and thereby, improve staff engagement and performance. The study contents that enhanced authentic leadership practices may have enriched impact on staff engagement and performance.*

Keywords: *Authentic Leadership, Staff Engagement, School Leadership, Teacher Engagement, UAE.*

INTRODUCTION

Empowering school teachers and building collaborative cultures can have a significant impact on student needs and improvement in classroom practices (Al-Taneiji and Ibrahim, 2017). Sharing of school leadership by the principals with teachers allow the teachers in becoming more responsible and delivering higher productivity, which creates a highly remarkable impact on the achievements of all students (Al-Taneiji and Ibrahim, 2017). In context to this, this study seeks examination to examine the role of authentic leadership in fostering staff performance at the schools in Dubai. In this regard, it undertakes a detailed and critical examination of the authentic leadership, under which the leadership behaviours help in the promotion and development of positive capacities of the teachers and a positive ethical learning environment at the school, to

determine its impact on driving staff performance of the school teachers in Dubai. While it is well researched and established that authentic leadership focuses on deep personal beliefs and values and facilitate transparent and reliable interactions, this study examines the role of authentic leadership in influencing staff engagement as a means to drive staff performance in the schools in Dubai, thereby addressing the gap in the prevailing literature (Feng, 2016).

The aim of the study is to identify the role of authentic leadership in driving staff performance in UAE, particularly in 4 private schools in Dubai. The study intends to determine the staff engagement level associated with Dubai schools and the extent to which authentic leadership impacts it. For this purpose, some objectives are developed. These are:

- To identify the significance of authentic leadership in the educational context. This objective seeks to examine the concept, principles and significance of applying authentic leadership in the educational context. It will delve into the conceptual theory and principles of authentic leadership to explore its relevance of in the field of education.
- To explore the interrelationship between authentic leadership and staff engagement in 4 private schools in Dubai. The purpose of this objective is to develop a theoretical and conceptual understanding of the interrelationship between authentic leadership and staff engagement to determine the role of authentic leadership in facilitating or hindering staff engagement in the education sector. It will also help establish a theoretical understanding of its relevance in the education sector to improve engagement, such that the outcomes of the schools for students are fulfilled more appropriately.
- To analyse the impact of authentic leadership on staff engagement on 4 private schools in Dubai. The purpose of this objective is to examine the ways and areas in which authentic leadership has helped improvement in the staff engagement in Dubai schools and the areas in which it has hindered staff engagement.
- To determine the interrelationship between authentic leadership and staff engagement in 4 private schools in Dubai. This objective will help in gaining deeper insights into the implementation and role of authentic leadership on staff engagement by examining it in the context of the Dubai schools in the day to day activities of the head teachers and staff members. It will help in identifying specific benefits and challenges of adopting authentic leadership
- To determine suitable and relevant measures to enhance the effectiveness of the authentic leadership in 4 private schools in Dubai. This objective will help explore appropriate measures and their relevance to improve the effectiveness of the authentic leadership in Dubai schools such that the teachers are able to draw maximum benefits out of this approach to enhance the operational efficiency of the schools. It will also provide useful information for all schools in the educational sector to identify and ensure effective application of the authentic leadership to gain operational efficiency.

The research question for this study is, "*What is the impact of authentic leadership on staff engagement in 4 schools from Dubai*?

In addition to this question, some sub-questions are also developed. These are:

- What is the role of authentic leadership in the educational sector?
- What is the implication of authentic leadership on the engagement level of staff in 4 schools in Dubai?
- What are the key benefits and challenges of adopting authentic leadership on staff engagement experienced by the head teachers in 4 private schools in Dubai?
- What suitable and relevant measures can be taken to enhance the effectiveness of the authentic leadership in 4 private schools in Dubai?

The findings of this study will serve to be beneficial in extending the scope of authentic leadership style in the context of education. It will also help in identifying the factors and aspects that illustrate the impact of

authentic leadership on staff engagement in the schools in Dubai. The study will serve to be highly beneficial in assisting the educational sector in the UAE, particularly in the schools in Dubai in identifying the changes in leadership that can help enhance staff engagement. The search also delineated factors that motivate and limit the school teachers in Dubai in practising new roles as teacher leaders and gaining the benefits of staff engagement to be able to deliver higher staff performance. The findings thus gathered will help in determining the suitable practices that can be applied by the schools in Dubai to foster teacher leadership and staff engagement and bring out maximum benefits through the established reforms.

Literature review

A conceptual framework is a structural diagram that describes the context and variations of the study. It comprises of the concepts, theoretical aspects and observational knowledge of the researcher (Adom, Joe and Hussein, 2018). In this literature review, the conceptual framework is developedfor identifying that how authentic leadership style affect the staff involvement in the schools of Dubai. The literature review section has incorporated four theories namely trait theory of leadership, Kahn model of employee engagement, social exchange theory and multi-dimensional theory to acquire in-depth information regarding the impact of authentic leadership on the team or staff engagement.

It is important to define authentic leadership and its relationship with staff engagement by exploring the existing literature on authentic leadership. According to Klenke (2007), in the contemporary world, Authentic leadership style has rapidly growing as it can be defined as the process of influence people to accomplish objectives and goals. This kind of procedure has been performed by the leader through applying his skills and expertise and therefore, a leader must develop the leadership skills through experience and training. Mitchie and Gooty (2005) defined authenticity as being able to be true to others and one-self. Though the meaning of authentic leadership has been continuously refined in recent years, it now means responsible behaviour towards other people as a leader. They are aware about their behaviour, way of thinking, and they have good values as they respect each and every team member.

In the viewpoint of Klenke (2007), authentic leadership and self-awareness are very closely related, and therefore, every individual must work professionally towards the self-betterment in a very authentic way. In this regard, Trait Theories on Leadership postulates that leaders must develop skills of authentic leadership such as analysing the moral values and realising the power of self-love and finding a purpose for one to influence their followers. In the views of Duignan (2014), authentic leadership style was first implied in the educational sector about three decades ago, and a series of conceptual work has resulted in the authenticity of the leaders in the field of education. Creating a difference among the students is the most significant task of teachers and principals and authentic leadership helps them to influence and motivate the students in terms of academics and other moral values.

According to Karadag and Oztekin-Bayir (2018), in this world where the values of people are regularly changing, educational, authentic leadership is based on a value-centred paradigm. Authentic leadership leads to a positive culture, the success of the educational organization, achievements of students, satisfaction level of employees, motivation towards work, trust and commitment of the organisation, whereby all the attributes are enhanced due to a leader who leads the organisation authentically. Lukasinski (2013) describes that the underlying principle here is that the authentic leaders transform into a force that remains steady and strong in this continuously changing and complex world. Various definitions are available to define style of authentic leadership, but at the early stage it is described as the combination of elements such as behaviour, trust, attributions, and context.

In the views of Chebbi (2017), globalisation has affected major businesses, including schools in Dubai and Gulf countries, and has also laid an impact on the type of leadership prevailing in the schools. The education system provided by the UAE government is proliferating following the establishment of the federation system

since 1971. However, the government schools in Dubai face issues related to dropping out of students, repetition of classes and non-completion of studies by the students. Mahdy (2016) stated that mostly innovative leadership style is being followed in the private schools of Dubai. This style of leadership directly impacts the staff and the students of the school. The leadership provided by private schools added to the quality and value of education by facilitating good and healthy communication between students and the staff and also by providing a caring environment for the students.

AlKutich and Abukari (2018) have stated that the liberty of adopting curriculum of developed nations has resulted in a higher number of students enrolling themselves in private schools. Private schools guide the continuous development of the students and not just focus on academic grounds. In the opinion of Azeem and Mataruna (2019), shared vision is a crucial step for the overall performance and improvement of the students of the private schools. Private schools also possess a more committed staff which are able to achieve goals. Dedicated staff members in the private schools also aim at reducing the cases of students' moving out of the school. Sullivan (2015), parents prefer private schools over government schools due to better opportunities available for the students to learn English, better staff leadership qualities, more convenient location of the schools and a large number of non-academic activities. Primarily, the school leaders of the private schools are the Principals of these schools. They play a significant role for framing strategies as ensures that the educational reforms done globally are adopted by their schools.

Kahn (1990) explained the term staff engagement as harnessing the staff of the organisation to their respective work roles. In employee engagement, staff members present themselves to the organisation emotionally, cognitively and physically. Engaged employees are fully committed to the organisation, as they develop themselves in a way that enhances their performance at the job. Saks (2006), the involvement of employees is the emotional commitment made by employees to the organisation, Saks (2006) further added that engagement of employees is also discretionary effort in which they work for the organisation and help it in achieving organisational goals and objectives. According to Pavlovic (2015), attitude of the employee towards the organisation and performance are interrelated with each other. There exists a positive relationship between the staff's feelings about the organisation and their way of performing in this organisation. Carasco-Saul and Kim (2015) supported that authentic leadership and engagement of employees are interrelated with each other as there is existence of positive relationship between employee engagement and authentic leadership. The organisation spends a huge amount of resources in retaining, engaging and developing the human resource of the organisation.

Wang and Hsieh (2013), the essential characteristic of the leadership theory is to treat employees authentically; it is an important characteristic because it boosts the staff morale and ultimately helps in achieving good outcomes for the organisation. Furthermore, Wong and Laschinger (2013) also supported the argument, accordingly the authentic leader takes into account the life experiences, psychological capacity (involving hope, self-efficacy, resilience, and optimism), an encouraging organisational climate, a sound moral perspective and self-regulated positive behaviour, which promotes their own and staff authenticity and development. Gruman and Saks (2011), several theories and models provide a framework for increasing employee engagement in the organisation, one of them is ethnographic study according to which three factors namely Psychological meaningfulness, safety, and availability are some of the factors which are significant for the team involvement. According to Kahn (1990), staff will be fully committed to the organisation and focused on the organisation's goal, when the three conditions of the employee engagement are met. In the views of Wong and Laschinger (2013), authentic leaders invite inputs from the staff members in the form of their positive and negative perspective towards an organisation and consider those decisions while taking materialistic decisions. An authentic leader develops a culture which is open as related to new ideas and suggestions of the employees and encourages staff to be outgoing about their ideas, suggestions, and challenges, resulting in more active and excited staff and improved staff engagement.

Wang and Hsieh (2013), authentic leadership style leaves a positive effect on attitude of team members, outcome of their work, staff behaviours, creativity, organisational citizenship behaviour and staff engagement (Wang and Hsieh, 2013). It can be inferred that the involvement of employees only increase when they are treated sincerely, fairly, and properly supported. Furthermore, Ibrahim and Al-Taneiji (2013) asserted that the leadership styles in the principals of schools influence the teachers to adopt effective leadership (Ibrahim and Al-Taneiji, 2013).

Karadag and Oztekin-Bayir (2018) highlighted authentic leadership style depends on self-awareness and consciousness, and gives a behaviour pattern and builds positive psychological capability and also contributes in the development of trust, openness and transparency. Authentic leadership of principal in the school makes the staff members more liable and comfortable that encourages the staff to be in the school for longer duration and give a proper contribution in the education of the students as well as the development of the school's reputation. Hassan and Ahmed (2011) stated that authentic leadership helps in enhancing the leadership capabilities of an individual and results in an enhancement in the staff's engagement in work and also correlate with ethical culture positively (Hassan and Ahmed, 2011). Staff engagement in the schools predicts positive performance because it enhances the inter-relationship between the staff members and the students and accordingly, makes the education process more relaxed and comfortable for the students. Furthermore, Ibrahim and Al-Taneiji (2013) highlighted that the co-relationship between staff members and students theoretically appears to be simple, but practically, it is complex and unpredictable. Bento and Ribeiro (2013) reviewed that an authentic leader generates self-confidence and creates a positive climate and focuses on transparency, ethics, morals in the school among the students (Bento and Ribeiro, 2013).

Karadag and Oztekin-Bayir (2018) claimed that authentic leadership style is similar with the ethical and effective leaderships it can be used as an emblem in the educational administration (Karadag and Oztekin-Bayir, 2018). The UAE Ministry of Education introduced a school leadership program for the teachers to develop and polish their professional and leadership skills. Many participants participated in the school leadership program to witness and groom their teachers' leadership practices. Biertly, Doyle and Smith (2016) stated that good leadership supports the teachers and enables them to develop their competence that will ultimately improve the students' outcome (Biertly, Doyle and Smith, 2016). Cruickshank (2017) stated that effective leadership enables the academic progress of the students in a school and helps in creating a clear goal for education, plan the curriculums and also evaluate the teachers with quality of their teaching (Cruickshank, 2017). Cropanzanoet al. (2017) have critically reviewed the social exchange theory and stated that administrators should have a collaborative partnership, as it helps to unite the efforts and also helps to overcome the persistent negative attributes. Effective leaders in the schools must have a targeted leadership skill like demonstrating efficacy and promoting growth in professionalism among the faculty members.

Following the exploration of literature on authentic leadership and its relationship to staff engagement both in general and in particular to education and schools, it is necessary to explore the trends in the UAE context. Education in the UAE is expanded with necessary attention to quality and different types of curriculum including American. David (2017a) indicates that there are different types of curriculum offered in the UAE. There are over 17 types of school curriculum offered in the UAE that caters to the expat population. The expat population in the UAE continues to grow which creates demands for schooling. David (2017b) highlights that the student population in the UAE is expected to rise 4% annually in schools and 9% at higher education. Analysing the history of the education system in the Gulf, Almalki (2011) identified that in the past 30 years, the government of Saudi understood the importance of education and schooling. Thus, various reforms have been done to educate the students of Saudi. Responsibility of imparting free education through primary and secondary schools is granted to the Ministry of Education, and approximately 25% of the annual budget is allotted for the education department. Changes in policies have been made in the last two decades to integrate the education system with the development of overall knowledge amongst the students. Alyami (2014), globalisation has increased the pressure of reforming the education system in the Gulf countries.

Education reform policies in the schooling sector are a result of globalisation, wherein these policies are formulated to impart knowledge and necessary skills to the students. Resultantly, the students get prepared for accepting all the challenges and opportunities arising in the competitive world as a result of globalisation. In order to achieve and implement education reforms in the Gulf, it is necessary to define leadership and to assign a leader who would urge for positive changes. Alshehri (2015) suggested various approaches that are followed by the schools to achieve their objectives. One such approach pertains to the professional learning communities in which leaders and staff of the schools, along with the students come together and enhance their leadership qualities by improving the atmosphere of the schools. This would resultantly stimulate the students to improvise their learning.

Research on school leadership is although evolving in the UAE, it is not many on appreciate leadership. Some applied research on school leadership in the UAE offer relevant insights for future school leadership development in the country. Abu Afifeh & David (2016) explored the leadership styles that influence students' learning environment in Abu Dhabi, UAE. Their results suggest that the six prominent leadership traits such as; effective communication, friendly, insightful perspective, self-confidence, persistence and trustworthy were considered as leadership styles influencing student's learning. Al Husseini & David (2017) studied the impact of head teachers' instructional leadership role on teacher's professional practices in four private schools in Dubai, UAE. They identified that school leaders demonstrate instructional leadership abilities by supervising, observing classes, offering feedback, review lesson plans, helping in curriculum and assessments, and encouraging teacher's professional growth. Daraghmeh & David (2017) researched the impact of the technology usage of school leaders. They identified that strong tendency of school leaders in the UAE to use technology tools as a substitution to the conventional ones with null, or minimal functional improvement. The impact of leadership on teachers in the UAE has been explored in several studies in recent times. Bashaireh & David (2019) indicated that appreciative leadership affect teacher's well-being positively. Albasha & David (2019) pointed out that school leaders play important role in supporting teachers in engaging teaching and learning practices. Many UAE based leadership research (David and Abukari, 2019) recommend leadership practices to pay careful attention to local culture and context.

Methodology

Methodology of research is developed for the establishment of a framework in a research study, which incorporates design, evaluation and analysis methods (Flick, 2011). For the analysis of authentic leadership's influence on the engagement in staff in the school in Dubai, this section of research methodology is elaborated with the help of suitable research methods and tools. In this concern, appropriate justifications are provided in this chapter. Exploratory or descriptive design can be applied in research work based on the nature of the study. An exploratory design is applied in studies, wherein information is gathered in the study through primary or secondary sources, due to lack of knowledge about the study topic (Hair et al., 2011). Whereas descriptive design is adopted in research studies, wherein there is a need for developing themes to address the main research problem (Wimmer and Dominick 2010). In this context, the present study incorporates exploratory design, which has benefited the researcher by developing a relationship between the variables and addressing the main problem through real-time information.

In the present research work, a qualitative approach has provided with the theoretical conclusions from the existing literature. The qualitative aspect has helped in understanding the authentic leadership style's conceptualization along with its association with the staff engagement in the educational context by enabling in-depth and detailed explanations. However, the quantitative approach in the study has helped in determining the actual responses through the survey which has presented and realistic and accurate results with greater objectivity. The implications through the quantitative responses from the schools on authentic leadership are being supported through the qualitative literature within the research. In response to this,

mixed research has assisted in providing both, the qualitative method which is involved in gathering descriptive information in the study and quantitative approach which supports the collection of quantifiable data in the research and also overcoming the limitations of each other (Creswell, 2013).

In the context of the present research, the primary focus is on the quantitative form of information; thus, two types of sources can be incorporated in the study, they are, primary and secondary sources (Crowther and Lancaster, 2012). Primary sources enable inclusion of first-hand information while secondary sources enable incorporation of existing data in the research study (Berthold and Hand, 2013). In this manner, this study collected the data from four schools of Dubai, wherein the data has been collected from 200 respondents by undertaking 50 responses from each school. In every school, the responses are being collected from 45 teachers and five head teachers so that the real-time, accurate and reliable information can be obtained. The reputed sites of the schools are undertaken in the study, which follows the high engagement concerning the function of authentic leadership to address the aim and objectives of the research.

A sample refers to the group of respondents that represent the total population in a specific context. The selection of this small group of representatives in research studies, however, is required to be backed by authentic and credible sampling methods such that the credibility and validity of the research is not undermined. There are two methods to select the sampling based on the nature of study. These are probability and non-probability sampling methods (Crowther and Lancaster, 2012). The sample population selected to conduct survey in the study is teachers of four different schools in Dubai and their leaders, head teachers. The purpose behind the adoption of this sampleis that the head teachers and teachers can provide accurate information through their experiences. A sample size consisting of 200 teachers and head teachers belonging to 4 schools in Dubaihas been found to be appropriate for this research considering the scope and nature of this study. The 4 schools are chosen with the support of the method of purposive sampling because the schools adopting authentic leadership and having different KHDA rating (Outstanding or very good– Good/Acceptable/ Weak) had to be selected for this research. The selected schools are large schools of Dubai having multiple branches. The population of the teachers in all the branches of the selected schools was around 200. Thus, a sample of 50 respondents from each school is justifiable as it represents the characteristic and leadership traits of all teachers. Further, the teachers were selected from all experience levels such as senior high school, junior high school, and kindergarten school, which helped to represent diverse characteristics of the style of authentic leadership and its influence on the engagement between the employees. The total sample of 45 head teachers have been chosen. The teachers and head staffs were selected with the help a random sampling technique to help avoid bias in the study from each of the schools. The selection of the sample has been done from four different rating schools ranged from very good, good, acceptable, and weak schools (Crowther and Lancaster, 2012).

On the basis of the chosen method of data gathering, two types of analysis tool can be incorporated into this study. These two tools are descriptive and statistical method (Flick, 2011). For the analysis of survey findings gathered in the study, graphical presentation method is appropriate. With the consideration of graphical presentation method, pie charts and graphs can be included in the study for presenting the statistical information gathered in the study. The rationale behind the incorporation of graphical presentation method is that it involves interpretations of the graphs and pie charts in the study, which leads to the conclusion in an effective manner. For analysing survey data, in the research work, descriptive and graphical analysis tool has been selected in which different theories and models have been reviewed under the light of the evidences collected from primary data. The descriptive data collected from different literature have been discussed in the present research study to validate the selected subject of the research.

With respect to the analysis of the impact of authentic leadership on staff engagement factor through a survey questionnaire in this study, there are certainly ethical considerations that are maintained. In the present research study, realistic and reliable information has been presented by revealing the accurate findings through the survey analysis in order to justify the research questions. In respect to qualitative data, the

information has been cited significantly from the relevant source. Reputed and credible journals and articles are being used to present authentic information in the research study. During the data collection, the consent letters and participant information sheet has been provided to the participants for availing the informed consent of the respondents. For the purpose of enhancing the ethical viability of the research work, an ethical protocol for the research, issued by the university has been followed in the most effective manner. In this context, proper communication, random sampling and multiple verifications have been followed up with the respondents while collecting the information to avoid bias in the study.

Results and Analysis

As per the findings acquired from survey data analysis, it is found that in the field of education, self-awareness is a vital aspect that can help teachers to improve their skills and overcome weaknesses. Teachers should also increase their awareness of their performance and behaviour by taking feedback from students. This process would be helpful for the teachers to have detailed knowledge about their strengths and weaknesses, and it will also enable the teachers to improve their skills and contribute to the success of a school. It is also discussed as per the data findings that transparent interaction between teachers and students is important to develop a better learning environment for students and enrich the learning abilities of students.

It has been analysed from the qualitative data that the role of school leaders is crucial for encouraging and motivating the teachers to contribute to the success of a school. Authentic leadership is useful for enhancing the engagement level of teachers in the school activities (Ahmad et al., 2015). It is also found that the school leaders allow teachers to involve in the decision-making process with respect to the administration and school curriculum (Mortiboys, 2013). This process is helpful for the leaders to motivate and encourage the teachers to enrich their efficiency and develop a learning environment for students. In addition to this, school leaders also focused on boosting the confidence of teachers by providing them with the autonomy to make decisions for the betterment of the school. Thus, it can be stated that authentic leadership has a positive impact on the level of staff engagement in schools. The findings are also evident from the perspective of Mortiboys (2013) that self-awareness among teachers about their performance, weaknesses, perception of students towards them, and strengths is important in order to enhance their capabilities and contribute in the success of school (Mortiboys, 2013).

It is examined from the qualitative findings that leadership practices followed in school generally influence the level of autonomy allocated to the teachers, as it enables the teachers to engage in the process of decision making (Shapiro and Stefkovich, 2016). Furthermore, self-awareness and balance processing among school leaders foster the level of staff engagement in schools. Increasing self-awareness in school about different practices and new regulations encourage teachers to engage in every activity. The findings are also supported according to the views of Shapiro and Stefkovich (2016) that school leaders should maintain internalised moral perspectives, and they should do the right things by considering ethics. Moreover, it is equally important for school leaders to promote relational transparency and internalized morel perspective because it will be helpful in fostering staff engagement in school. The findings are also evident from the study of Ahmad, Zafar and Shahzad (2015) that promoting the environment of ethics and encouraging teachers to maintain relational transparency is helpful for the leaders to increase the degree of staff engagement in school. School leaders should encourage the teachers to follow ethics and maintain transparency (Ahmad et al., 2015).

It is also found from the qualitative findings that school leadership also involve in boosting the confidence of teachers to some extent, which is helpful for teachers to enrich their performance towards school success. Additionally, school administration also facilitates opportunities for teachers to grow and learn which motivate teachers to improve their efficiency. School leaders also listen and consider the ideas provided by the teachers prior to making any decisions. This also motivates teachers to develop an enhanced learning

environment for students. The qualitative findings also affirmed that the practices related to moral values motivate teachers to some extent that further encourage the teachers to perform efficiently. The school leaders should emphasis on considering the opinion of teachers while making a decision related to the school curriculum and bringing any change in rules and regulations. This process is helpful for leaders to encourage and motivate the teachers to perform effectively and provide a better learning environment for students. It is also identified from the findings of qualitative data that school leaders ask teachers to involve in the decision based on their core values and standards of ethical conduct. Apart from this, the leaders of school also consider their different perspective while taking any kind of decision for the betterment of the school.

Discussion and Conclusion

The written report is focused on the impact of authentic leadership on staff engagement in schools in Dubai. Authentic leadership is a new concept and produce a great impact the performance and effectiveness of employees working in schools. Leadership is defined as the process of influencing employees and guiding them towards effective working in organisations. The research methodology that is taken in use for research purpose is quantitative method. The quantitative method is considered to be one of the most appropriate and informative research methods. The data is gathered by using the survey method, as the survey method is beneficial in providing precise information about the research subject. Moreover, graphical data analysis is implemented in the collected data, wherein the graphical representation of the data is adopted for showing the obtained data. For the surveying process, people have been randomly selected regardless of their position in organisations. Furthermore, the conclusion regarding the findings is discussed in the section below.

The research finding depicted that authentic leadership produces remarkable impact on staff behaviour and attention in the schools in Dubai. It has been found that authentic leadership has various attributes that have an important role in deciding its impact on staff engagement in the schools in Dubai. One such aspect is the self-awareness to conduct oneself in the field of education. A majority of the participants in the research identified that self-awareness is highly important for a person to conduct himself in the field of education, which signifies its contribution to the staff engagement and in the area of education in general. The literature findings also support that self-awareness is must for an individual to improve themselves in an authentic way.

Further, it is also analysed from the finding of the research that most of the participants that have taken part in the research support that the personal values, reliable and transparent interactions between staff members and high moral character are highly significant for the education sector. It has been found that moral character and values are essential to creating a positive environment for staff members in the field of education. It has also been noted that transparent interactions and reliability helps in finding a purpose for oneself.

In the similar manner, regarding the impact that leadership produces on autonomy of the teachers in the school, it has been found that most of the participants agree with it that leadership influences the level of autonomy granted to the teachers. The research and literature findings have clearly shown that the autonomy of teachers is directly associated with their efficiency and productivity. The findings also suggest that autonomy also influences the performance of students to a significant extent, which justifies that autonomy is important for teachers in an educational setting.

From the above report it is deduced that self-awareness and balanced processing among school leaders promote staff engagement in school. Though the majority of the participants have identified the impact of balanced processing and self-awareness on the staff engagement; however, a considerable number of participants are yet to find the impact of balanced processing and consciousness of leaders on promoting the staff engagement in the schools. It has also been identified from the findings of the research that the leaders of the school listen to the ideas of the staff members carefully and includes them in the process of decision

making in regards to the curriculum of the school. Such practices in the field of education are found to increase staff engagement. In a similar context, it has also been found that the school leaders encourage the teachers to accept feelings about themselves. It is found to help the teachers in increasing their confidence regarding themselves and in their roles, which is highly important for them to indulge in the engagement with the staff members in the school.

The research findings have also shown that the school leadership motivates the employees to seek the opinion of their peers before they make any decisions so that they can increase the interaction with the staff members. A major of the participants found that itis a healthy practice to take the opinion of their peers as it helps them in engaging with the staff members while they get help in the effective decision making for the school. Similarly, the findings of the research depict that one of the attributes of leadership in the field of education is to motivate the teachers on taking positions based on their core values and ethical standards and conducts. It has been found that the leaders in the school are effectively pushing the teachers to take a position with all values and ethical standards. It is found to create trust between the leadership and teachers, which is highly essential for the school to improve its staff engagement.

Furthermore, the research finding shows that there is a need for relevant measures to enhance the productivity of authentic leadership in the schools of Dubai. It is found that such measures are important for the leaders to increase the operational efficiency of the schools and also proves the authenticity of their leadership. By concluding the overall research, the result found states that authentic leadership is proved to be an essential tool in the schools of Dubai and has impacted the working significantly. The authentic leadership highly influences the staff engagement in the Dubai schools as they constantly work towards the betterment of the school, students, and the teachers.

From key finding of the report, it is recommended that leadership programs should be implemented in the schools of Dubai for the development of leaders. Management could introduce various types of programs for improving the leadership skills of leaders. Personal behaviour, trust, and teamwork are important aspects of leadership; thus, management should improve these ethical values by providing adequate training to leaders. Human Resource Department (HRD) is important for the school as its shapes the working and plays significant role in training leaders to adopt a more authentic approach in the schools. HRD is also responsible for providing training to leaders, and effective training is essential for the ethical growth of leaders in schools (Gardner et al., 2011).

Furthermore, studying the impact of environmental factors on the leaders is very crucial to the management. Environmental factors highly influence leadership skills pertaining to their ethical behaviour and decision making. Only management is not compelled to adopt authentic leadership in the schools; rather, leaders also need to take equal part in the adaptation of authentic leadership. Leaders have to increase their insights into the working of schools and management and have to start from the infancy stage to gain appropriate knowledge about their respective schools. From classes to the working of management, leaders have to get involved in all the actions (Rego et al., 2012). Such actions are important in gaining the trust of the teachers, clerks, other staff, and management.

Leaders need to improve their quality of leadership by interacting more and more with other employees in schools. Building a good relationship with employees in schools is essential for leaders, as this will help them to create a two-way communication channel. Taking the initiative is also crucial for leaders as it will provide them with fundamental decision-making opportunity. Initiatives taken by leaders show their willingness to cater to schools and employees with necessary changes. Hard-working and innovative leaders could actuate their employees towards effective working. Self-control is an essential attribute to be displayed by the leaders, as controlled leaders will work with higher efficiency and produce justified results (Wong and Laschinger, 2013).

Multiple times, leaders fail while dealing with emotional problems and such situations result in the ineffective working of schools. However, self-controlled leaders will cope with the situation and do not let emotions ruin their work. Management decisions cannot be overturned by employees, as the decisions percolate through the top-level; however, courageous leaders can overturn the decision if they find the decision to be inappropriate. Several leaders break their promises when pressurised by the management. Such situations result in the breaking of trust between leaders and students. Authentic leaders have good-relationship with their employees and students; thus, leader needs to be firm on their decision even when under pressure from the top management. Relationships are very crucial for leaders and to be authentic leaders, building a strong relationship with employees and students of schools. Leaders in their journey to be effectively authentic need to trust their decision and motivate their employees to follow their decision. No one is born perfect, and hence, leaders are also prone to make mistakes. However, authentic leaders do not hide them; instead, these leaders learn from their mistakes and rectify them in their future working (Leroy et al., 2012).

In practical life, authentic leadership could be implied in the schools of Dubai to increase the effectiveness of the schools. Furthermore, authentic leadership could benefit schools by increasing their productivity and applying innovative approaches to the working of schools. Authentic leadership plays significant role in gaining a competitive advantage in the market and provide a high amount of revenue to schools. Leaders could develop a high amount of positive psychological capacities and increased transparency, which results in building trust formation between various segments of employees. Authentic leadership will allow the team leaders and team members to work with more flexibility. Optimism could be easily generated even in times of difficulties and challenges with the help of authentic leadership. Authentic leadership implicates employees' leniency in schools, maintain a flexible and realistic perspective, and nurture higher future opportunities for the leaders.

Authentic leadership is an important leadership style; however, there are several issues with authentic leadership. At various times, leaders do not support changes and resist adopting a new leadership style. Authentic leadership depends upon self-knowledge and self-awareness; and to gather knowledge, it takes lots of time and hard work. Leaders at several times fail to build relationships due to lack of knowledge; hence, a leader needs to be authentic. This research provides a great scope for the scholars to further study the topic and conduct future research in the field of the described topic and study the impact on staff engagement in the schools of the UAE, except the schools in the city of Dubai as it has already been covered in this study. The present research study has some limitations as well, such as it has incorporated the quantitative research methodology in which the survey method is used to obtain participants response. The method used for the purpose of survey is not considered to be very detail-oriented regarding the participants' opinions. Therefore, future researchers can use qualitative methodology to get in-depth responses from the participants.

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