

The Influence of Headmaster's Servant Leadership and Teacher Motivation on Student Performance in Sharjah Primary Schools in UAE

Yousef Hanan I H^a, Rosnah Ishak^{a*}

^a *Faculty of Management and Economics, Sultan Idris Education University
35900 Tanjung Malim, Perak, Malaysia*

**Corresponding author: hanan.hamam@gmail.com*

To cite this article (APA): Yousef, H. I. H., & Rosnah Ishak. (2024). The Influence of Headmaster's Servant Leadership and Teacher Motivation on Student Performance in Sharjah Primary Schools in UAE. *International Business Education Journal*, 17(2), 55–69. <https://doi.org/10.37134/ibej.Vol17.2.5.2024>

To link to this article: <https://doi.org/10.37134/ibej.Vol17.2.5.2024>

Abstract

Today, every school strives to achieve a reasonable level of student performance and to enhance student performance in order to improve educational quality. Despite the fact that the UAE's population has high literacy rates and people of United Arab Emirates (UAE) are fairly educated, whereas the enrolment in primary and secondary schools has expanded in recent decades, the UAE's educational systems have a number of challenges that must be addressed, such as the performance of pupils in primary schools in the majority of schools is not high and not satisfactory according to OECD. In addition, several evaluations indicate that student performance in all subjects is average according PISA Database. Thus, the aim of this study is to examine the influence of headmasters' servant leadership and teacher motivation on student performance in UAE primary schools. This study applied quantitative methods to analyze relationships between these variables. The population is the teachers in Al-Sharjah primary schools. Data instrument is self-administrated questionnaire. The data collection has been conducted on a sample of 382 respondents. Simple random sampling technique has been applied in the survey procedure. SPSS software is deployed to conduct data analysis. To test the hypotheses, simple linear regression was applied for data analysis. The result revealed that headmaster's servant leadership and teacher motivation have significant effects towards student performance. Based on this result, this paper suggests Al-Sharjah school headmasters create a friendly and empowering atmosphere for both teachers and students. This can be done by encouraging open communication, teamwork, and instructor appreciation. Additionally, providing teachers with professional development to improve their abilities and expertise can boost their intrinsic and extrinsic motivation, which in turn should enhance student achievement. The results of this study will help principals in Al-Sharjah schools as well as policymakers in the Ministry of Education in the UAE to understand why headmasters' servant leadership and teacher motivation are essential factors for fostering student performance.

Keywords:

Headmaster's Servant Leadership, Teacher Motivation, Student Performance

INTRODUCTION

Today, every school strives to achieve a reasonable level of student performance and to enhance the skills of students in order to improve educational quality. This goal is shared by all school components, including the principal, instructors, and even student parents. As a result, school leaders must constantly improve the learning process in order to achieve high levels of student achievement. At the school level, educational leadership had an intermediate

and systematic influence (Jacobson, 2011). Thereby, the influence of educational leadership on student performance has always been related with leadership attributes that affect students' academic achievement (Karadağ, 2018). The leadership in education domain should always be studied in every country and to challenge the problems that affect students' academic achievement (Heaven & Bourne, 2016). Several studies, on the other hand, demonstrated the impact of servant leadership on the entire educational process. Some researchers argue that organizations that can retain long-term motivation are more likely to succeed (Benrazavi & Silong, 2013; Simmons, 2014; Shao & Skarlicki, 2014). This assumption applies to all levels of educational institutions (Roman, 2021).

Furthermore, views of servant leadership had a favorable impact on individual motivation (Rodríguez-Carvajal et al., 2018). As servant leaders encourages people to have positive experiences and pleasure at work, the role of this leadership style in education should be studied from various perspectives (Kashyap & Rangnekar, 2014). According to some authors, servant leadership is used in the workplace to prevent emotional weariness and improve job performance (Tang, 2016). In other words, delegating school management to servant leaders will improve teacher performance due to extrinsic incentive considerations. Accordingly, the motivation of teachers is a positive factor for academic success in schools, whereas numerous studies have shown that there is a positive correlation between student performance and teacher motivation (Ahmed & Rizwana, 2012; Roohani & Dayeri, 2019; Safdari, 2018; Dörnyei, 2018). When a school's leader motivates teachers, they are much more interested in using resources and opportunities to improve student performance (Anyim et al., 2012; Dörnyei, 2018). Accordingly, teacher motivation has significant implications not only on the teachers themselves but also for the classroom experiences of students and the overall stability and effectiveness of educational systems (Stirling, 2014). Thereby, principal servant leaders could be the solution for these issues because they have the personal traits and ability to motivate people around them, i.e., teachers and students in primary schools (Achmadi & Suryadi, 2023; Bradley et al., 2023); whereas teacher motivation is one of the factors that enhance cognitive and affective-motivational learning outcomes for students in primary classrooms (Barbier et al., 2022; Zhan et al., 2022). However, these relationships have not been reported yet in UAE. Therefore, the aim of this study is to examine the influence of headmasters' servant leadership and teacher motivation on student performance in UAE primary schools.

Education System in UAE

The UAE's public education model has undergone multiple adjustments to reach the present level of education quality (Ridge et al., 2017). In the 1950s, curriculum was imported from Bahrain, Kuwait, and Saudi Arabia, with the Egyptian model being used from the 1970s until the late 1980s. The UAE National Curriculum was adopted in 1985, followed by a new English language curriculum in the 1990s. The Abu Dhabi School Model was also launched from 2010 to 2018, with a focus on deeper learning, outcomes-based curriculum, technology-rich classrooms, and multilingual. However, until the current time, many schools in the UAE struggle to specify the leadership style in educational institution that fit the culture of UAE. Whereas the majority of schools focus on hiring qualified teaching staff but little is done with respect to leadership, so that school principals have always been characterized for lacking effective communication with students, despite building strong communications with teachers and establishing good collaboration and consistency with teachers (José Sá et al., 2020).

The concern of low student performance in UAE's primary schools can't be denied. While the situation in Al-Sharjah is not an exemption, the fact that most school administrations

in Al-Sharjah face a lot of difficulties and challenges concerning the management process, it becomes necessary for them to adopt a real change and search for new leadership style in a way to achieve the desired change (Nada, 2016). It is found that poor academic achievement in UAE primary schools have not been related solely to the type of leaderships in the past, but rather to other factors such as students' behavior and parents' education (Dukmak, 2015), language and curriculum (Ali, 2020), students' perceptions of parental involvement and student's background (Shaikha, 2008), while a recent research by OECD (2020) showed that effectiveness of teachers can positively influence student performance without neglecting the importance of extrinsic motivational factors. However, no evidences have been reported in the literature to the present on the role of servant leaders in this scenario, which this paper aimed to know and examine in Al-Sharjah primary schools.

The Challenges of Student Performance in UAE

Despite the fact that the UAE's population has high literacy rates and is fairly educated, and enrolment in primary and secondary schools has expanded in recent decades, the UAE's educational systems have a number of challenges that must be addressed (IvyPanda, 2020). As education has an ultimate objective that is taxonomically characterized as the cognitive, psychomotor, and affective domains (Tasrif et al., 2023), achieving this goal in every school is difficult. The authors of the original education taxonomy examined cognitive and affective aims in education and provided a hierarchy of different types of capabilities in these domains that could be used as evidence for achievement (Begam & Tholappan, 2018). In this regard, Al-Sharjah's private schools have numerous issues related to administration and teacher motivation. Because school administrations in Al-Sharjah appear to lack knowledge in motivational approaches, it is vital for them to adopt a genuine shift and work on viable methods to achieve this change (Nada, 2016). To that end, additional reports on this subject are required to address the issue from a different angle and present new evidence to the source of the problem, namely, the lack of an effective leadership style that is appropriate for the sort of education provided in Al-Sharjah private schools. Student performance concerns at Al-Sharjah schools are closely related to the cognitive and affective domains.

It has been acknowledging that the performance of pupils in primary schools in the UAE is a significant challenge. Several evaluations indicate that student performance in the majority of schools in UAE in all subjects is not high rather moderate. However, officials in the UAE Ministry of Education are aiming for high rankings in academic performance when compared to wealthy countries such as Europe and the United States. The OECD's evaluation program is the Program for International Student Assessment (PISA). PISA assesses kids under the age of 15's capacity to use their skills in reading, science knowledge, and mathematics in order to solve real-life issues in the future. According to PISA, pupils in the UAE performed worse than the OECD average in reading, mathematics, and science. As shown in Figure 1 (OECD, 2019), a smaller proportion of students in the UAE performed at the highest levels of proficiency (Level 5 or 6) in at least one subject compared to the OECD average; at the same time, a smaller proportion of students achieved a minimum level of proficiency (Level 2 or higher) in at least one subject. The UAE's National Agenda targets a national PISA ranking of 20th by 2021. However, as of yet, this target has not been met.

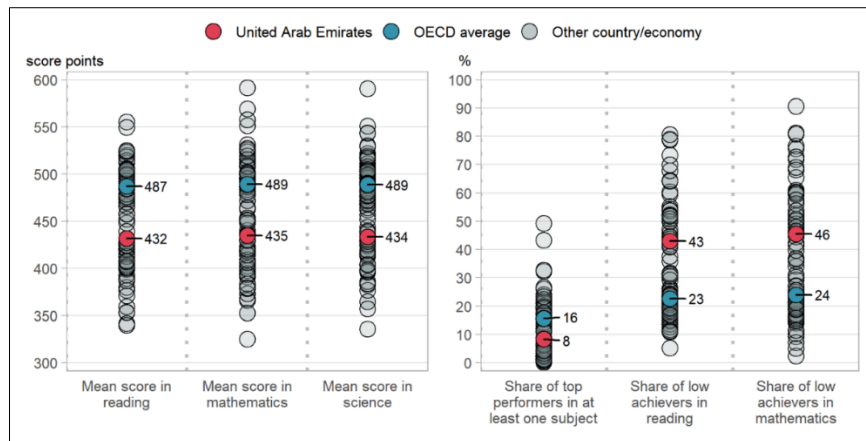


Figure 1: Snapshot of students' performance in UAE in term of reading, science, and mathematics (Source: OECD, 2019, PISA 2018 Database)

The UAE first participated in PISA in 2009. Since then, results in reading, mathematics, and science have remained stable, ranging between 430 and 440 points, but falling short of OECD minimum averages (490 points). As shown in Figure 1, 5% of students in the UAE scored at level 5 or higher in mathematics (OECD average: 11%), 5% of students were top performers in reading, meaning they attained level 5 or 6 in the PISA reading test (OECD average: 9%), and only 3% of students in the UAE were top performers in science, meaning they were proficient at level 5 or 6 (OECD average: 7%). These factors indicate a severe problem with students' academic performance and achievement in UAE schools (both private and public). In other words, academic performance of students in the UAE are lower than those of students in other countries with comparable GDPs (Burton, 2017; World Economic Forum, 2017). The UAE initially took part in PISA in 2009. Since then, performance in reading, mathematics, and science have remained consistent, ranging between 430 and 440 points, but falling short of the OECD average (about 490 points). Only in mathematics did the UAE show a slight improvement in 2019 (José Sá et al., 2020). All these scores are an indication of the current issues in the performance of students in UAE which requires further investigations, especially the role of leaders and motivation of teachers in boosting the performance of students.

LITERATURE REVIEW

Servant Leadership

In today's world, leadership plays a critical role in every industry. As a result, it is critical to go over some of the well-known leadership theories and figure out what kind of leadership approach adds the most value in a certain industry (Gandolfi & Stone, 2018). Leaders in schools have a significant impact not just on pupils but also on teachers. Servant leadership is a modern leadership style which attracted the interest of authors in recent decades. Those leaders enable the workforce rather than control them, they use special ways of persuading them instead of forcing them to do the job, in addition to encouraging the followers to participate and to be part of a creative team. In other words, those leaders do not seek self-interest or privileges. Instead servant leaders think of helping the followers in order to achieve organizational goals (Al Hila & Al Shobaki, 2017). In other words, the role of headmaster's servant leadership is critical for the problems reported in this study because this leadership style can guide the teachers who in

turn motivate the students to boost their academic performance (Zulfikar & Akhairuddin, 2022).

Servant leadership is a multifaceted leadership philosophy that covers all aspects of leadership (Liao et al., 2021), including ethical, relational, and outcome-based components (Christensen, 2014). As with other current leadership theories, it is related to but also distinct from other leadership models because of its focus on long-term outcomes for people as well as groups and society as a whole (Blanchard, 2010). Servant leadership includes certain ways that are known to last in high-performing organizations, such as establishing a higher purpose plan and goal; creating standardized and streamlined procedures; nurturing client orientation; guaranteeing ongoing growth and development; authority and information sharing; and having qualified employees (Lee et al., 2020). Five traits of servant leadership have been identified by researchers in servant leadership theory, these traits are specially found in servant leaders. First trait is empowerment which is means encouraging self-confidence and pro-active behavior in followers, and encourage self-directed decision-making, share information (Uribe, 2020; Tran & Truong, 2021); second, accountability which means keeping people accountable for outcomes they can influence, and assigning responsibility for outcomes to individuals and teams (Greenleaf, 2003; Dodd et al., 20018; Uribe, 2021); third trait is authenticity which means one's inner ideas and feelings and being genuine to oneself is authentically representing internal states (Greenleaf, 2003; Hermanto & Srimulyani, 2022); fourth trait is interpersonal acceptance which means displaying the leader's capacity to comprehend and experience the sentiments of others, and the ability to let go of perceived wrongdoings and not carry a grudge into future situations (Kulachai et al., 2018; Murphy, 2021); the fifth trait is stewardship which means the willingness to serve the broader institution rather than focus on one's own self-interest, as well as inspire others to perform in the common good by acting as a role model (Greenleaf, 2003; Tran & Truong, 2021).

Teacher Motivation

Teacher motivation is an intriguing topic that has piqued the interest of many scholars in the disciplines of learning and education. Over the last decade, there has been an increase in the number of researches on teacher motivation, which has been proven to be a vital element strongly linked to a number of critical factors in the education sector, such as job satisfaction and teaching competencies (Kumar & Upadhaya, 2019). In general, individual motivation improves the quality of one's job, and this is true for those who work in educational institutions. Today, it is difficult for any school to achieve success if the teaching staff is not sufficiently motivated (Ibok, 2020). Many scholars claimed that the motivation of teachers is linked to teachers' satisfaction and could be reflected on the performance of students (Nwakasi, 2019; Rajini, 2018; Ibok, 2020). Thus, the leaders in schools should have the primary objective is to motivate teachers through financial and non-financial incentives (Trigueros et al., 2020). As a result, teacher motivation has enormous ramifications not only for teachers but also for students' classroom experiences and the general stability and efficacy of educational systems. It is evident that school headmaster plays a significant role in inspiring teachers (Nabila & Doina, 2019). Whereas several studies have shown that school headmaster who focus on motivating teachers and assisting them in developing their abilities will improve the quality of teaching performance (Pourtoussi et al., 2018; Ryan & Deci, 2019).

In theory, there are certain dimensions related to individual motivation based on well-known theories that should be identified to measure teacher motivation. The Herzberg's theory (2008) has been widely considered for measuring individual motivation and this model could be applied on the employees in educational institutions, i.e., teachers (Mehrad, 2020). As

mentioned earlier, Herzberg’s theory led to a conclusion that motivation of individuals is based on two main dimensions, namely intrinsic motivation and extrinsic motivations (Roohani & Dayeri, 2019; Ibok, 2020; Trigueros, 2020). However, there have been limited studies on the challenges of teaching in primary schools in UAE from the perspective of teaching motivation, specifically the perspective of Herzberg’s. In other sense, the literature reveals a significant impact of motivation on individuals in various industries, but does that apply in educational institutions as well, and why motivated teachers boost the performance of students, these questions require a robust answer and in-depth analysis.

Student Performance

Student performance often refers to how well a student is performing in their academics or a certain task at the moment. It is frequently measured in terms of grades, test or assessment scores, or other quantifiable criteria (Wiggins, 1993). Performance is typically a short-term review that focuses on specific learning tasks or assignments completed within a specific time frame. Student performance refers to achievement in the learning process (Yazdani et al., 2014). In the 1950s, educational psychologist Benjamin Bloom created what is known as a bloom taxonomy, which is a technique for measuring learning performance. This taxonomy of educational objectives is used in classrooms to promote critical thinking abilities. This paradigm divides learning objectives into three categories. The first domain is the “cognitive domain”, which focuses on knowledge acquisition in schools. The second is the “affective domain”, which focuses on students' emotions and attitudes and is linked to student involvement. The third area is the “psychomotor domain” which focuses on students' actions and motor abilities as they relate to exercises in physical education class; motor skills include running, walking, stretching, catching, bending, and throwing. The cognitive domain is the most significant, and educators use it to define learning targets and objectives, as well as come up with class activities. Figure 2 depicts the three domains of bloom taxonomy.

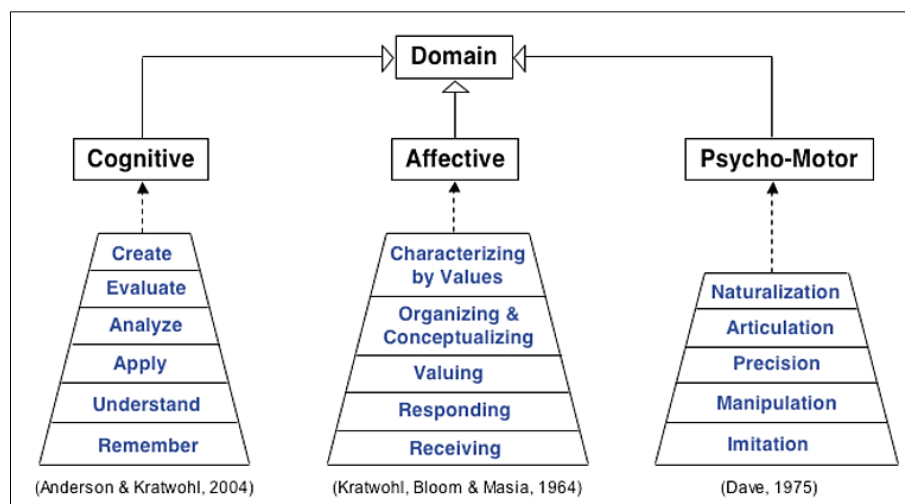


Figure 2: Bloom taxonomy domains (Bloom, 1956)

In this regard, the teacher can play a significant role in fostering the academic performance of students, e.g., employ specific learning tactics or methods during the teaching and learning process. Virtual discussions, for example, can be used to improve students' cognitive, affective, and psychomotor abilities. This practice allows students to sit and listen while speaking and thinking critically, clearly, and reasonably (Sari & Rahmah, 2019). Moreover, affective dimension focuses on student’s behavior, his/her motivation to study, the

desire to participate in school, and assessment of what has been learned can be done through affective domain (Kasilingam et al., 2014).

HYPOTHESIS DEVELOPMENT

Lots of studies in the education field explored the impact of educational leadership on students' academic performance. Researchers in this field have discovered a positive association between educational leadership and student accomplishment (Boyer, 2012; Harris-Smith, 2012; Jafar et al., 2023). The impact of school leaders on students' learning and success levels, which are among the school's outputs (or results), is a complicated topic (Karadağ, 2020). Almost all leadership styles have a significant effect on students' outcome (Kiersch & Peters, 2017; Cox & Mullen, 2023). Based on findings of a study conducted by Poobalan and Talip (2020), servant leadership practices have helped to enhance teacher professionalism in increasing the excel of students. In this regard, servant leadership has demonstrated the importance of the model on school climate, as well as student performance (Stewart, 2017; Liu et al., 2022). In other words, servant leadership qualities of school's headmaster influence the students to raise their academic achievement (Chan, 2020). Based on this assumption, this study will test the following hypothesis statement in Al-Sharjah primary schools.

Hypothesis 1:

“Headmasters’ servant leadership has a significant effect on student performance”

In the same context, researchers found that the academic performance of students is strongly associated with the degree of motivation among the teachers (Affuso et al., 2023). The role of a teacher is more than only teaching in classrooms, contrary to popular belief. It necessitates the involvement of teachers in order to address students' personal and academic concerns on an emotional level (Ingsih et al., 2021). They require a positive learning atmosphere for the students (Kumar & Upadhaya, 2019). To that end, teacher motivation and student outcomes are linked to each other (Bardach & Klassen, 2021). Likewise, Klyachko et al. (2019) reported that teacher ability to provides a collaborative environment and motivation and can positively affect student performance. Another study conducted by Nyakundi et al. (2019) investigated the influence of teacher motivation to the academic achievement of pupils in primary schools. Their study concluded that the teacher motivation had a significant influence to academic performance of standard eight pupils. In the same context, Nyakundi et al. (2019) recommended that teachers should give better motivation in terms of salaries, letters of recommendations and promotions. In sum, the empirical studies reveal that students' academic achievement appears to be correlated with teachers' motivation in various cultural setting confirmed the strong association between teacher motivation and student performance (Gilbert, 2018; Mok & Moore, 2019; Ingsih et al., 2021). Based on these findings and reports, this study will test the following hypothesis in Al-Sharjah primary schools.

Hypothesis 2:

“Teacher motivation has a significant effect on student performance”

RESEARCH METHODOLOGY

This study applied quantitative methods to analyze the effect of headmaster's servant leadership and teacher motivation towards student performance. The population of this study

is the teachers in Al-Sharjah primary schools. Data instrument is self-administrated questionnaire. The data collection has been conducted on a sample of 382 respondents. Simple random sampling technique has been applied in the survey procedure to collect the data. SPSS software is deployed to conduct data analysis. Regression analysis was the principal approach used to conduct data analysis and test the hypothesis of this study.

RESULT AND DISCUSSIONS

To test the hypotheses, a simple linear regression to provide evidence of a significant relationships between headmaster’s servant leadership and student performance (H1), as well as teacher motivation and student performance (H2). The evaluation of relationships is made through R-square, ANOVA, and regression coefficients tables. The model summary provides the initial information related to the regression strength between two variables. To support the statements of hypotheses, the significance of relationship is based on the p-value which should be less than 0.05 to accept the hypothesis. The findings from analysis are explained in the following Table 1.

Table 1: Model summary of simple linear regression output

Hypotheses	ANOVA	R²	Regression coefficient	P-value	Result
H1: Servant leadership has a significant effect on student performance	193.467	0.337	0.621	0.00	Accepted
H2: Teacher motivation has a significant effect on student performance	185.723	0.328	0.516	0.00	Accepted

It is evident that the first hypothesis which states that “servant leadership has a significant effect on Student performance” is accepted (p-value ≤ 0.05). Based on this finding, this study suggests that putting the needs of students first, servant leaders create a sense of trust and belonging among students, which has been shown to enhance their motivation and engagement in the classroom. Additionally, the personal characteristics of servant leaders is critical in helping student to outperform, such as encourage open communication and collaboration, allowing students to feel valued and empowered in their educational journey. This, in turn, leads to increased student participation, active involvement in discussions, and a higher level of critical thinking.

The second hypothesis states that “teacher motivation has a significant effect on student performance”, which is accepted (p-value ≤ 0.05) and provide evidence that motivated teachers are more likely to be enthusiastic and passionate about their subject matter, which can inspire and engage students. When teachers are excited about what they are teaching, it creates a positive learning environment that encourages students to actively participate and excel in their studies. Additionally, this study suggests that motivated teachers are more likely to go above and beyond in their teaching methods, seeking out innovative strategies and resources to enhance student learning. This dedication and commitment to their craft can greatly impact student performance, as it provides students with a well-rounded and comprehensive education.

CONCLUSION

The aim of this study was to examine the influence of headmasters’ servant leadership and teacher motivation on student performance in UAE primary schools. This paper concludes that

students are more motivated and involved in their study when their headmaster demonstrate servant leadership attributes such as empowerment, responsibility, authenticity, interpersonal acceptance, and stewardship, as well as the teachers in the schools are highly motivated. As a result, motivated teachers are more likely to create a happy learning environment, give effective education, and foster close relationships with their students, which improves student performance. Overall, the servant leadership style of a headmaster has a cascading influence on teacher motivation and, eventually, student success. Teachers are inspired to mimic servant leadership traits in their own classrooms when they watch their headmaster showing servant leadership skills. Thus, a headmaster's servant leadership style has a far-reaching impact that reaches well beyond the particular teacher, favorably influencing the entire school community and finally improving student achievement. Based on the findings reported in this paper, establishing a supportive and empowering environment by the headmaster of schools in Al-Sharjah city for both teachers and students is highly recommended. This status can be achieved by fostering open communication, encouraging collaboration, and recognizing and appreciating the efforts of teachers. Additionally, providing professional development opportunities for teachers to enhance their skills and knowledge will help increase their motivation, which in turn will positively impact student performance.

REFERENCES

- Achmadi, D., & Suryadi, E. S. (2023). The influence of principal servant leadership, work motivation, and work environment on the performance of primary school teachers in Lampung Utara district. *International Journal of Social Science and Human Research*, 6(1), 184-193
- Affuso, G., Zannone, A., Esposito, C., Pannone, M., Miranda, M. C., De Angelis, G., & Bacchini, D. (2023). The effects of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time. *European Journal of Psychology of Education*, 38(1), 1-23.
- Ahmad, S., & Rizwana, M. (2012). Job motivation of male and female secondary school teachers in Karachi. *Interdisciplinary Journal of Contemporary Research in Business*, 4(6), 462-467.
- Al Hila, A. A., & Al Shobaki, M. J. (2017). The role of servant leadership in achieving excellence performance in technical colleges-provinces of Gaza strip. *International Journal of Management Research and Business Strategy*, 6(1), 69-91.
- Ali, I., Najwa, A., & Tanya, V. (2020). Impact of language and curriculum on student international exam performances in the United Arab Emirates. *Cogent Education*, 7(1).
- Anyim, F. C., Chidi, C. O., & Badejo, E. A. (2012). Motivation and employee's performance in the public and private sectors in Nigeria. *International Journal of Business Administration*, 3(1), 31-40.
- Barbier, K., Struyf, E., Verschueren, K., & Donche, V. (2022). Fostering cognitive and affective-motivational learning outcomes for high-ability students in mixed-ability

primary classrooms: A systematic review. *European Journal of Psychology of Education, 1*-25.

- Bardach, L., & Klassen, R. M. (2021). Teacher motivation and student outcomes: Searching for the signal. *Educational Psychologist, 56*(4), 283-297.
- Begam, A. A. A., & Tholappan, A. (2018). Psychomotor domain of Bloom's taxonomy in teacher education. *Shanlax International Journal of Education, 6*(3), 11-14.
- Benrazavi, S. R., & Silong, A. D. (2013). Employees' job satisfaction and its influence on willingness to work in teams. *Journal of Management Policy and Practice, 14*(1), 127-140.
- Blanchard, K., Blanchard, M., Blanchard, S., Blanchard, M., Carew, D., Parisi-Carew, E., Cuff, K., Demarest, G., Edmonds, C., & Finch, F. (2010). *Leading at a higher level: Blanchard on leadership and creating high performing organizations*. Upper Saddle River, NJ: FT Press.
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain*. New York: McKay.
- Boyer, D. P. (2012). *A study of the relationship between the servant leader principal on school culture and student achievement in the lower Kuskokwim school district*. (Unpublished doctoral dissertation). Grand Canyon University, Arizona.
- Bradley, A., Dowell, M. M. M. S., & Csaszar, I. E. (2023). Situating Servant Leadership Within Educational Leadership: Case Study of Trust as a Relational Element in Teacher-Principal Relationships. In *Cases on Servant Leadership and Equity* (pp. 1-28). IGI Global.
- Burton, G. (2017). Improving assessment in Dubai's education system. Mohammed Bin Rashid School of Government. Available at: <https://www.mbrsg.ae/home/research/educationpolicy/improving-assessment-in-dubai%E2%80%99s-education-system>.
- Chan, K. W. (2020). Learners perceptions of servant-leadership in classrooms. *Global Servant-Leadership: Wisdom, Love, and Legitimate Power in the Age of Chaos*, 201.
- Christensen, L. J., Mackey, A., & Whetten, D. (2014). Taking responsibility for corporate social responsibility: The role of leaders in creating, responsible firm behaviors. *Academy of Management Perspectives, 28*(2), 164-178.
- Cox, J. S., & Mullen, C. A. (2023). Impacting Student Achievement: Principals' Instructional Leadership Practice in Two Title I Rural Schools. *Journal of School Leadership, 33*(1), 3-25.
- Dodd, R., Achen, R. M., & Lumpkin, A. (2018). Servant leadership and its impact on ethical climate. *The Journal of Values-Based Leadership, 11*(1), 11.

- Dörnyei, Z. (2018). Motivating students and teachers. In Liantas, J. I. (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 4293-4299). Alexandria, VA: TESOL.
- Dukmak, S. (2015). Factors Influencing the Academic Achievement of Students in the Preparatory and Secondary Schools of the United Arab Emirates. *European Journal of Social Sciences*, 46(2), 132-147.
- Gandolfi, F., & Stone, S. (2018). Leadership, leadership styles, and servant leadership. *Journal of Management Research*, 18(4), 261-269.
- Gilbert, M. (2018). Student performance is linked to connecting effectively with teachers. *Journal of Research in Innovative Teaching & Learning*.
- Greenleaf, R. K. (2003). *The servant leader within: A transformative path*. Mahwah, NJ: Paulist Press
- Harris-Smith, C. E. S. (2012). *A study of the effect of secondary school leadership styles on student achievement in selected secondary schools in Louisiana*. (Unpublished doctoral dissertation). University of Louisiana, Louisiana.
- Heaven, G., & Bourne, P. (2016). Instructional Leadership and Its Effect on Students' Academic Performance. *Review of Public Administration and Management*, 4(1), 10.
- Hermanto, Y. B., & Srimulyani, V. A. (2022). The role of servant leadership and work engagement in improving extra-role behavior and teacher performance. *International Journal of Productivity and Quality Management*, 35(1), 57-77.
- Herzberg, F. (2008). One more time: How do you motivate employees? *Harvard Business Review Press*.
- Ibok, E. (2020). The Effect of Teacher Motivation on Students' Performance in Biology in Calabar Municipality. Available at SSRN 3530543.
- Ingsih, K., Astuti, D., Suhana, S., & Ali, S. (2021). Improving teacher motivation and performance through communication, work discipline, leadership and work compensation. *Academy of Strategic Management Journal*, 20(1), 1-16.
- IvyPanda. (2020). Educational Challenges in the UAE. <https://ivy panda.com/essays/educational-challenges-in-the-uae/>
- Jacobson, S. (2011). Leadership effects on student achievement and sustained school success. *International Journal of Educational Management*, 25(1), 33-44.
- Jafar, L., Sutisna, A., & Margono, G. (2023). Academic School Supervision of Teachers' Performance: Independent Learning Paradigm for Student Learning Achievement. *Journal of World Englishes and Educational Practices*, 5(1), 38-46.
- José Sá, M. (2020). The secret to successes. Becoming a successful student in a fast-changing higher education environment. *European Journal of Higher Education*, 10(4), 420-435.

- Karadağ, E. (2018). The effect of educational leadership on students' achievement: A cross-cultural meta-analysis research on studies between 2008 and 2018. *Asia Pacific Education Review, 21*(1), 49-64.
- Karadağ, E. (2020). The effect of educational leadership on students' achievement: A cross-cultural meta-analysis research on studies between 2008 and 2018. *Asia Pacific Education Review, 21*(1), 49-64.
- Kashyap, V., & Rangnekar, S. (2014). Servant leadership, employer brand perception, trust in leaders and turnover intentions: A sequential mediation model. *Review of Managerial Science, 10*(3), 437-461.
- Kasilingam, G. (2014). Assessment of Learning Domains to Improve Student's Learning in Higher Education. *Journal of Young Pharmacists, 6*(4), 27-33.
- Kiersch, C., & Peters, J. (2017). Leadership from the Inside Out: Student Leadership Development within Authentic Leadership and Servant Leadership Frameworks. *Journal of Leadership Education, 16*(1).
- Klyachko, T., Semionova, E., & Tokareva, G. (2019). Success and failure of school students: Parental expectations and teachers' perceptions. *Educational Issues, 4*(ed).
- Kulachai, W., Pongnairat, K., Petchprasert, S., Snitwongse, P., Benchakhan, K., & Homyamyen, P. (2018). Servant leadership: A second-order confirmatory factor analysis. In *Conference of the International Journal of Arts & Science* (Vol. 11, p. 86).
- Kumar, S., & Upadhaya, G. (2019). Exploration and validation of servant leadership factor structure in academic organizations.
- Lee, A., Lyubovnikova, J., Tian, A. W., & Knight, C. (2020). Servant leadership: A meta-analytic examination of incremental contribution, moderation, and mediation. *Journal of Occupational and Organizational Psychology, 93*(1), 1-44.
- Liao, C., Lee, H. W., Johnson, R. E., & Lin, S. H. (2021). Serving you depletes me? A leader-centric examination of servant leadership behaviors. *Journal of Management, 47*(5), 1185-1218.
- Liu, Y., Li, L., & Huang, C. (2022). To what extent is shared instructional leadership related to teacher self-efficacy and student academic performance in China? *School Effectiveness and School Improvement, 33*(3), 381-402.
- Mehrad, A. (2020). Evaluation of academic staff job satisfaction at Malaysian universities in the context of Herzberg's Motivation-Hygiene Theory. *Journal of Social Science Research, 15*, 157-166.
- Mok, M. M. C., & Moore, P. J. (2019). Teachers & self-efficacy. *Educational Psychology, 39*(1), 1-3.

- Murphy, M. L. (2021). Does emotional intelligence predict servant leadership? (Doctoral dissertation, Our Lady of the Lake University).
- Nabila, K-F., & Doina, D. (2019). The influence of leadership style on teachers' job motivation and satisfaction. *Timisoara Journal of Economics and Business*, 12(1), 17-42.
- Nada, R. A. A. B. (2016). Managing change process: A case study of a private school in Sharjah. *Master Thesis. The British University of Dubai*.
- Nwakasi, C. (2019). Teacher motivation and JP: A case study of North West Nigeria. *Global Journal of Educational Research*, 17.
- Nyakundi, E. N., Raburu, P. A., & Okwara, M. O. (2019). Influence of teacher motivation to academic performance of pupils in primary schools in Kenya.
- Organization for Economic Cooperation and Development (OECD). (2019). United Arab Emirates - Country note - PISA 2018 results. Available at: http://www.oecd.org/pisa/publications/PISA2018_CN_ARE.pdf.
- Organization for Economic Cooperation and Development (OECD). (2020). Teaching in the United Arab Emirates: 10 lessons from TALIS. Available at: https://www.oecd.org/education/talis/Teaching_in_the_UAE-10_Lessons_from_TALIS.pdf.
- Poobalan, G., & Talip, R. (2020). The servant leadership practice among school leaders promotes the development of teacher professionalism in Malaysia: A conceptual review. *International Journal of Academic Research in Business and Social Sciences*, 10, 2222-6990.
- Pourtoussi, Z., Afsaneh, G., & Vahid, M. (2018). A qualitative in-depth analysis of the determinants and outcomes of EFL teachers' motivation and demotivation. *International Journal of Instruction*, 11(4), 175-190.
- Ridge, N., Kippels, S., & Farah, S. (2017). Curriculum development in the United Arab Emirates. Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research. Available at: <https://publications.alqasimifoundation.com/en/curriculum-development-in-the-united-arab-emirates>.
- Rodríguez-Carvajal, R., Herrero, M., van Dierendonck, D., de Rivas, S., & Moreno-Jiménez, B. (2018). Servant leadership and goal attainment through meaningful life and vitality: A diary study. *Journal of Happiness Studies*, 20(2), 499-521.
- Roman, S. A. H. A. (2021). The degree of practicing servant leadership among the principals of governmental secondary schools in Amman governorate and its relation to teachers' motivation towards work. *Journal of Educational and Psychological Sciences*, 5(51), 141-124.
- Roohani, A., & Dayeri, K. (2019). On the relationship between Iranian EFL teachers' burnout and motivation: A mixed methods study. *Iranian Journal of Language Teaching Research*, 7(1), 77-99.

- Ryan, R. M., & Deci, E. L. (2019). Brick by brick: The origins, development, and future of self-determination theory. In *Advances in motivation science* (Vol. 6, pp. 111-156). Elsevier.
- Safdari, S. (2018). Iranian EFL learners' perception of the importance and frequency of teachers' motivational strategies. *Eurasian Journal of Applied Linguistics*, 4(1), 17-25.
- Sari, I. D. P., & Rahmah, T. H. (2019). Virtual discussion for EFL students establishing three domains: Cognitive, affective, and psychomotor. *International Journal for Educational and Vocational Studies*, 1(3), 249-253.
- Shaikha, A-T. (2008). Students' perceptions of parental involvement in United Arab Emirates secondary schools. *Journal of Educational & Psychological Sciences*, 9(2), 11-29.
- Shao, R., & Skarlicki, D. P. (2014). Service employees' reactions to mistreatment by customers: A comparison between North America and East Asia. *Personnel Psychology*, 67(1), 23-59.
- Simmons, B. L. (2014). Organizational characteristics of happy organizations. *Wellbeing: A Complete Reference Guide*, 1-18.
- Stewart, J. G. (2017). The importance of servant leadership in schools. *International Journal of Business Management and Commerce*, 2(5), 1-5.
- Stirling, D. (2014). Teacher motivation. *Aichi Universities English Education Research Journal*, 33, 11-28.
- Tang, G., Kwan, H. K., Zhang, D., & Zhu, Z. (2016). Work-family effects of servant leadership: The roles of emotional exhaustion and personal learning. *Journal of Business Ethics*, 137(2), 285-297.
- Tasrif, N., Ferdian, F., & Andres, F. S. (2023). Cognitive and psychomotor on university student study outcome in apparel basic pattern making using CAD. In *Unima International Conference on Social Sciences and Humanities (UNICSSH 2022)* (pp. 149-155). Atlantis Press.
- Tran, T. K. P., & Truong, T. T. (2021). Impact of servant leadership on public service motivation of civil servants: Empirical evidence from Vietnam. *The Journal of Asian Finance, Economics and Business*, 8(4), 1057-1066.
- Trigueros, R., Padilla, A., Aguilar-Parra, J. M., Lirola, M. J., García-Luengo, A. V., Rocamora-Pérez, P., & López-Liria, R. (2020). The influence of teachers on motivation and academic stress and their effect on the learning strategies of university students. *International Journal of Environmental Research and Public Health*, 17(23), 9089.
- Uribe, T. K. (2021). The relationship between emotional intelligence and servant leadership among nonprofit military service organization volunteers (Doctoral dissertation, Our Lady of the Lake University).

- Wiggins, G. P. (1993). *Assessing student performance: Exploring the purpose and limits of testing*. Jossey-Bass.
- World Economic Forum. (2017). The future of jobs and skills in the Middle East and North Africa: Preparing the region for the fourth industrial revolution. Available at: http://www3.weforum.org/docs/WEF_EGW_FOJ_MENA.pdf.
- Yazdani, K., & Sane Godbole, V. (2014). Studying the role of habits and achievement motivation in improving students' academic performance. *European Online Journal of Natural and Social Sciences*, 3(4), 827-834.
- Zhan, Z., He, G., Li, T., He, L., & Xiang, S. (2022). Effect of group size on students' learning achievement, motivation, cognitive load, collaborative problem-solving quality, and in-class interaction in an introductory AI course. *Journal of Computer Assisted Learning*, 38(6), 1807-1818.
- Zulfikar, A., & Akhairuddidn, A. (2022). The relationship between the principal servant leadership and school productivity at madrasah aliyah in West Sumbawa. *Journal of Educational Administration and Leadership*, 3(2), 108-115.