

Appendix A

The following are selections from the Qur'aan which refer to women primarily and which have been referred to in the text of Section 2.2.2 of this dissertation. These translations are from Ali (1946).

Surah 2 ayat 177

It is not righteous that ye turn your faces towards east or west, but it is righteousness to believe in God and the last day and the angels and the book and the messengers. To spend of your substance out of love for him, for your kin, for orphans, for the needy, for the wayfarer, for those who ask and for the ransom of slaves to be steadfast in prayer and practice regular charity; to fulfill the contracts which ye have made and to be firm and patient. In pain (or suffering) and adversity and throughout all periods of panic. Such are the people of truth, the God-fearing.

Surah 2 ayat 229

A divorce is only permissible twice, after that the parties should either hold together on equitable terms or separate with kindness. It is not lawful for you (men) to take back your gifts (from your wives) except when both parties fear that they would be unable to keep the limits ordained by God. If ye (judges) do indeed fear that they would be unable to keep to their limits ordained by God there is no blame on either of them if she gives something for her freedom. These are the limits ordained by God so do not transgress them. If any do transgress the limits ordained by God such persons wrong (themselves as well as others).

Surah 2 ayat 231

When ye divorce women and they fulfill the term of their (*Iddat*) either take them back or set them free on equitable terms, but do not take them back to injure them (or) to take undue advantage. If anyone does that he wrongs his own soul. Do not treat God's signs as a jest but solemnly rehearse God's favors on you and the fact that he sent down to you the Book and wisdom for your instruction and fear God and know that God is well acquainted with all things.

Surah 2 ayat 233

Your wives are as a tilth unto you so approach your tilth when or how ye will but do some good act for your souls beforehand and fear God and know that ye are to meet him (in the Hereafter) and give (these) good tidings to those who believe.

Surah 2 ayat 240

Those of you who die and leave widows should bequeath for their widows a year's maintenance and residence. But if they leave (the residence) there is no blame on you for what they do with themselves provided it is reasonable and God is exalted in power, wise.

Surah 4 ayat 4

And give the woman (on marriage) their dower as a free gift; but if they of their own good pleasure remit any part of it to you take it and enjoy it with right good cheer.

Surah 4 ayat 5

To those weak of understanding make not over your property which God hath made a means of support for you, but feed and clothe them therewith and speak to them words of kindness and justice.

Surah 4 ayat 7

From what is left by parents and those nearest related, there is a share for men and a share for women, whether the property be small or large – a determinate share.

Surah 4 ayat 19

O ye who believe! Ye are forbidden to inherit women against their will. Nor should ye treat them with harshness that ye may take away part of the dower ye had given them- except when they are guilty of open lewdness. On the contrary, live with them on a footing of kindness and equity. If ye dislike them it may be that ye dislike a thing and God brings about through it a great deal of good.

Surah 4 ayat 21

And how can you take it when ye have gone in unto each other and they have taken from you a solemn covenant.

Surah 4 ayat 25

If any of you have not the means herewith to wed free believing women, they may wed believing girls from among those whom your right hand possess. And God hath full knowledge about your faith, ye are one from another. Wed them with the leave of their owners and give them their dowers according to what is reasonable: they should be chaste, not lustful nor taking paramours: when they are taken in wedlock if they fall to shame their punishment is half that of a free woman. This (permission) is for those among you who fear sin; but it is better for you that ye practice self-restraint. And God is oft forgiving most merciful.

Surah 4 ayat 34

Men are the protectors and maintainers of women because God had given the one more (strength) than the other and because they support them from their means. Therefore the righteous women are devoutly obedient and guard in (the husbands) absence what God would have them guard. As to those women on whose part ye fear disloyalty and ill conduct, admonish them (first), (next) refuse to share their beds (and last) beat them (lightly), but if they return to obedience seek not against them means (of annoyance) for God is most high, great (above you all).

Surah 4 ayat 124

If any do deeds of righteousness– be they male or female and have faith, they will enter heaven and not in the least injustice will be done to them.

Surah 6 ayat 151

Say: “Come I will rehearse what God hath (really) prohibited you from”: join not anything as equal with him; be good to your parents, kill not your children on plea of want. We provide sustenance for you and for them – come not high to shameful deeds whether open or secret.

Take not life which God hath made sacred except by way of justice and law. Thus doth he command you that ye may learn wisdom.

Surah 7 ayat 189

It is he who created you from a single person and made his mate of like nature in order that he might dwell with her (in love) when they are united she bears a light burden and carries it about (unnoticed). When she grows heavy they both pray to God their Lord (saying): "If thou givest us a goodly child we vow we shall (ever) be grateful."

Surah 16 ayat 97

Whoever works righteousness, man or woman and has faith, verily to him will we give a new life, a life that is good and pure and we will bestow on such their reward according to the best of their actions.

Surah 17 ayat 31

Kill not your children for fear of want: we shall provide sustenance for them as well as for you. Verily the killing of them is a great sin.

Surah 20 ayat 114

High above all is God, The King, the Truth! Be not in haste with the Qur'aan before its revelation to thee is completed but say, "O my Lord! Advance me in knowledge."

Surah 24 ayat 30

Say to believing men that they should lower their gaze and guard their modesty. That will make greater purity for them. And God is well acquainted with what they do.

Surah 24 ayat 31

And say to believing women that they should lower their gaze and guard their modesty; that they should not display their beauty and ornaments except what (must ordinarily) appear thereof; that they should draw their veils over their bosoms and not display their beauty except to their husbands, fathers, their husband's father, their sons, their husband's sons, their brothers or brother's sons or their sister's sons or their women, or the slaves whom their right hand possess or male servants free of physical needs or small children who have no sense of the shame of sex; and that they should not strike their feet in order to draw attention to their hidden ornaments. And O ye believers! Turn ye all together towards God that ye may attain bliss.

Surah 33 ayat 35

For muslim men and women, for believing men and women, for devout men and women, for true men and women, for men and women who are patient and constant, for men and women who humble themselves, for men and women who give in charity, for men and women who fast (and deny themselves), for men and women who guard their chastity and for men and women who engage much in God's praise, for them has God prepared forgiveness and great reward.

Surah 33 ayat 59

O Prophet! Tell thy wives and daughters and the believing women that they should cast their outer garments over their person (when abroad) that is most convenient that they should be known (as such) and not molested. And God is oft forgiving most merciful.

Surah 39 ayat 9

Is one who worships devoutly during the hours of the night. Prostrating himself or standing (in adoration), who takes heed of the hereafter and who places his hope in the mercy of his lord – (like one who does not)? Say: “Are those equal, those who know and those who do not know?” It is those who are endued with understanding that receive admonition.

Surah 81 ayat 8-9

When the female (infant) buried alive is questioned, “For what crime she was killed?”

Appendix B

United Arab Emirates
Ministry of Education & Youth

UNDERSECRETARY'S OFFICE



دولة الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب

مكتب الوكيل

Ref. No:

Date:

الرقم ٣٤٦ / ٤ ٤ ٣

التاريخ ٤٠٢ / ٢ / ٤٥

المحترم

الدكتور / عميد كلية الآداب والعلوم
جامعة زايد - أبوظبي

تحية طيبة .. وبعد :

رداً على طلبكم بتاريخ ٢٠٠٣/٣/٨م بشأن تسهيل مهمة الطالبة/ خديجة أدام بكلية الآداب والعلوم لاجراء دراسة ميدانية حول تمكين المرأة والقيادة في التربية: توطين أدوار المرأة القيادية في دولة الإمارات.

نحيطكم علماً بأنه لا مانع لدينا من تسهيل مهمة الطالبة لاجراء بحثها ومقابلة المعنيات بالأمر، للموظفات العاملات في حقل التربية والتعليم.

ونرفق لكم طيه رسالة التسهيل برجاء إرفاقها عند إجراء الدراسة في المقابلات.

وتفضلوا بقبول فائق التحية والاحترام..

د. جمال محمد المهيري

وكيل الوزارة



Appendix C

ZAYED UNIVERSITY
College of Family Sciences



جامعة زايد
كلية علوم الأسرة

23 September 2002

Dear Ms. Kathija Adam:

We are pleased to inform you that your application to the Research on Human Subjects Committee for the project entitled, *Women Empowerment and Leadership in Education: A key factor for Emiritization in the United Arab Emirates*, has been approved. The committee has reviewed your proposal and found the proposed research sound and with minimal risk to the participants.

Good luck and we look forward to seeing your results.

Yours sincerely

Dr. Deborah Wooldridge
Dean, College of Family Sciences
Chairperson Research on Human Subjects Committee

Appendix D

P.O. Box 4783
Abu Dhabi
United Arab
Emirates

31 August 2002

Dear _____

I am conducting research on national women educators for the fulfillment of a Master's degree in Education Management. I am, therefore, writing to invite you to participate in my research project entitled,

Women's Empowerment And Leadership: A Key Factor For Emiratisation In The United Arab Emirates

A brief background and outline of the study is provided below.

Women educators in the United Arab Emirates have a role to play in the development of the country's political, economic, educational and social goals. Although social constraints do exist for women and work in the UAE., they are dominating traditional occupation areas like the education and health sectors. In these areas, opportunities exist for women to assume leadership roles, however, international evidence shows that women face challenges of overcoming barriers, which limit or slow down their progression into management. The general trend in the education sector is that women teach and men manage. When women overcome barriers to employment, they form an integral part of the workforce where opportunities for leadership exists. Such empowerment will be a key factor for the government's goal of Emiratisation.

The main research question of this study is as follows:

How can national women in education be empowered and their leadership developed for Emiratisation in the United Arab Emirates?

The specific objectives are as follows:

- To identify barriers that make it difficult for national female educators to enter the education sector and/or progress in their careers;
- To consider the expectations and experiences of novice teachers entering the education sector;
- To explore the experiences and perspectives of national female educators in terms of career planning and career progression;
- To define the concept of leadership as perceived by national female educators;
- To consider the practice of leadership amongst female educational leaders in terms of leadership style; and
- To explore the participation of educational leaders in the decision-making process.

In terms of data collecting instruments, I would like to conduct focus group sessions and individual interviews with a sample of national female educators. The duration of the interview is likely to be one and a half to two hours long and will be conducted in English.

Your comments will be tape recorded to facilitate transcription. You will be provided with a transcript to check for accuracy. You can add or retract any information at any stage during the duration of the research. I would like to take this opportunity to assure you that your comments are confidential, that you will remain anonymous and that your views will be published in a way that does not identify you. You are also free to withdraw from the study at any stage.

Based on your current status in the education sector, I believe that you can make a valuable contribution to the study. If you agree to participate, please sign the consent form attached and post it to me at the above address. Once your forms are received you will be contacted to arrange an interview time.

Please feel free to contact me on 02-4079629 or by e-mail at Kathija.Adam@zu.ac.ae should you require additional information relating to this study. I hope that you will find the time to participate and I would like to thank you in advance for your time.

Yours sincerely

Kathija Adam

CONSENT FORM

PROJECT TITLE

Women's Empowerment and Leadership in Education: A Key Factor for Emiratisation in the United Arab Emirates

I have read the letter of information and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction and I understand that I may ask further questions at any time.

By allowing for my interview responses to be used in this study I am contributing to a body of knowledge about women's empowerment and leadership in education. This will benefit the people of the United Arab Emirates by providing information about ways that the participation of women in the education sector can be encouraged as part of the process of Emiratisation in the United Arab Emirates.

I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study. I agree to provide information to the researcher on the understanding that it is completely confidential, my real name will not be used in the dissertation, and that the information collected will be used for the purposes of this study only.

I, _____, have read the information letter and agree/do not agree (underline the option desired) to be interviewed for the purposes of this study and that my contribution may be used for study purposes only.

Signed..... Date.....

For further information contact Kathija Adam at 02-4079629 or by e-mail at Kathija.Adam@zu.ac.ae

Appendix E


**WOMEN EMPOWERMENT AND LEADERSHIP IN EDUCATION:
A KEY FACTOR FOR
EMIRATISATION IN THE UAE**

Researcher
Kathija Adam

1

STRUCTURE


- Introduction
- What is a focus group?
- Women and work
- Leadership



2

INTRODUCTION


- Purpose of the study
- Why were you invited to participate?



3


WHAT IS A FOCUS GROUP?

- Group discussion
- EVERYONE is expected to participate
- You are the EXPERTS



4

WOMEN & WORK



1. Why do national women prefer employment in the public education sector?
2. What types of strategies can women use to balance their domestic responsibilities with their careers?
3. Describe the difficulties women face when they seek employment and/or when they wish to apply for promotion?
4. What kinds of changes or policies would you propose so that employment and career progression is made easier for women?

5

LEADERSHIP

1. How would you define a good leader?
2. Describe women as leaders? Consider your leadership style or the leadership style of your superior.
3. What criteria are important for promotion in education but are challenging for women to achieve?
4. What can be done to encourage more women to seek leadership roles?

THANK YOU FOR YOUR PARTICIPATION

6

SAMPLE TRANSCRIPT (Focus Group)

Date : 18/12/02
Time of Interview : 10:00am
Place : Seminar Room X-108
Interviewees Code Names : Hessa, Farah, Moza, Sanaa, Zeitoun and Salaama
Group : Educational leaders
Length of Interview : 1 hour 5 minutes 15 seconds

Researcher: Welcome ladies, thank you so much for making the time to be here today. It is a pleasure to meet you all and hopefully you had a chance to meet each other already. Before we begin I would like to reiterate some information that you already know. Remember that whatever you say in this focus group session is strictly confidential and will only be used for the purposes of this study. Your comments may be used as part of my data analysis but if these are used then you will not be identified by name. Your interviewee codes are on name tags in front of you. I invite you please wear these and assume for the next hour or two your new names because these will identify you in the transcripts later on. This conversation or rather this discussion is going to be audio taped so I hope that the microphone does not bother you. Feel free to stop me at any time if you don't understand my questions or if you have trouble responding in English. This by the way is Sheikha, our translator, who will assist us with any language problems and she will also be taking short notes during this session. Firstly, lets consider why you are hear, why you have been invited to participate. The aim of this study is to determine how national women in education can be empowered and their leadership developed for Emiratisation in the UAE. Considering this broad aim, we want to talk about your experiences relating to barriers that made it difficult for you to enter the education sector and also what kinds of hurdles you may have faced you wanted to develop or plan your career. We want to talk about leadership like define it and the talk about the kind of way in which women educators I mean yourselves, how do you lead. [pause 10 seconds]. Now, then before we begin let me talk a little bit about focus groups because most of you told me that this is the first time you participate in a focus group. So lets talk about what a focus group is. A focus group is really a group discussion, consider this forum to be an open discussion in which you can share your experiences and your perspectives. There is no need for everyone to answer all the questions and we're not going around the table each one giving an input, no, we will talk with each other, interrupt if need be and we want you share your views and experiences. You can disagree on matter or challenge your colleagues. Your input is very valuable to us and I will facilitate this conversation by making certain that everyone gets a chance to speak and to share and by redirecting conversation if required because of the time [pause 2 seconds]. Any questions before we start? [pause 5 seconds]. Okay let's start. All the questions are on the screen, you can see it in front of you. National women prefer working for the government, I mean at the MOEY why is that? Anybody can start, yes Zeitoun.

Zeitoun: *Asalaamuallaykum* everyone, I'm Zeitoun principal of...yes that's true that nationals want to work for the government because they pay a good salary and there is sensitivity to the fact that national women can work mostly in places where they don't come into contact with foreign men.

Moza: Yes I mean most families prefer that their daughters work in a safe environment with other women. It's easier to get permission to work because in the private schools it's a mixed environment and you will be working with foreign children in these mixed classrooms. Very few private schools here are segregated I think just a fewschool, ...school only in Abu Dhabi. Employment by the MOEY was easily available because there was a demand for national teachers. Now its not that easy even though we need more teachers. Anyway you are paid very little in private schools and there is no guarantees. The starting salary in the

government is about nine and a half thousand and these schools you'll get about two and a half if you are lucky. It's not worth it. Locals won't work for this.

Farah: I agree with them there is no point in the private schools even the hours, workload and the general management is poor. I would never work in there, no way.

Researcher: I see, granted that these are all problems, but which do you consider the most important problem here that stops you and other national women from applying to the private schools.

Salaama: I would have to say the poor salaries and benefits and the mixed environment.

Hessa: Yes, I really think all of them in fact.

Researcher: And you all agree?

Interviewees together: Yes. Yep. I think so.

Researcher: Okay then lets move on. I know that most of you have children and I think the universal trend is that women with children find it more difficult to manage to balance their duties at home and also to maintain their careers. What type of strategies do women use to achieve a balance, at home and their careers?

Sanaa: For me the housemaids are there to take care of most of the chores and she will generally to see to things like the housework and the children. But its not always easy to leave the children with the housemaid. In these parts it's not easy to get a good one who can handle everything especially the children. I always worried when the kids were younger because you need to be home with them and then at the same time you want to work. The husbands don't help us in this area, this is generally your job and it comes first. Other mothers are lucky because they have family that live with them.

Hessa: Ya, I was just going to say *yaanny* that most families in the UAE live together communally so generally its not so much of a concern, especially if your mother or mother-in-law takes care of the children. The housemaid everybody has at least two or three housemaids so the jobs around the house will get done anyway. You feel better if the children are with family. The women here also have many children some five or more, so as the children grow, they also take care of each other. The thing that we don't usually do is leave the children in nurseries, although these days some people do, mostly it's the expatriates because they don't have family but then you have to worry about the hygiene and how they treat your child and so on.

Salaama: Usually families support each other mainly the females, there is a really strong sisterhood because the men cannot help and we don't trust the housemaid.

Researcher: The trend at the moment in most Western countries is that women are getting married later and also having their children after they've established their careers. Is that possible in UAE society?

Zeitoun: No, not here. Generally you cannot say that you will not get married or that you'll not have children because you need to establish a career. That is not acceptable. In fact in our days women generally got married early continued to study and in most cases have their children immediately after marriage. No, no still today, girls get married late only because they study but generally if a good proposal comes the girl has to be married. You can say that this is part of the tradition.

Farah: Yes, I didn't have much of a choice in marriage, I got married at sixteen and had my children quickly thereafter. In fact people would start asking you about children a few months after marriage. Most women I know have their children early.

Researcher: Okay, so that's out of the question. What about friends or developing networks outside the family?

Sanaa: I'm originally from Ajman and moved to Dubai after getting married because my husband got a good job here in Dubai. So all my family is in Ajman so I was not that lucky to have family nearby. The society is really closed because females can't openly mingle or get help from friends who are really strangers. That would not be acceptable. We socialise with others but not to the extent of asking them to help with your children and so on. In this society a woman's foremost priority is her home and children, the career comes last.

Moza: Agreeing with Sanaa I must say that its hard if the family is not around. Also the community is such that families stick together, women in particular never mix with foreign men. So it's hard to maintain friendship at the level you are implying. In the work environment respectable women interact with men as little as possible then too, on business issues, nothing else.

Researcher: Okay. Let's talk a bit about barriers and consider the next question which really has two parts. Firstly, what difficulties do women face when they seek employment? That is when they want to find work and then what barriers do they encounter when they seek promotion? Let's consider barriers to employment?

Salaama: These days there are really two fundamental problems. Teachers are not respected anymore, which means that fewer students want to get into teaching. Its not a popular profession when females want to study, but after they are done and the want to work, then the teaching environment becomes attractive. We have seen this all the time. Many graduates get into teaching without teaching qualifications and that is fundamentally a sad fact. While in the past it was easy to get into teaching because there was a demand for local teachers and one would have expected that this would also be the case today but it generally is not that easy. I mean there are application procedures and delays. Also many of the new teachers do not qualify in the disciplines that is needed in schools. Like these days we need math, computer, science and English teachers but you will still find many more graduates in Arabic or Islamic or social studies. There's a break in the communication somewhere and we are not getting the expertise we want, moreso

Moza: and even when the schools are short of teachers we cannot employ people because the application procedures are long and tedious. It's not really straightforward like we need so many teacher then the Ministry employs them. There is always a question of budget and even part-time employment is difficult to come by. Most schools just cope.

Zeitoun: From my point of view, I think it's easier these days for graduates to enter the workforce. Back when we started the whole concept of a career woman or working mother was not acceptable to families and communities. It was a woman's job to stay home and look after the children while it is the husband's duty to take care of his family. That is in many ways still the structure of our society, but these days its easier to convince the family to allow you to work and particularly in education because of the segregated environment. I just think that there are more opportunities for women today compared to the past.

Researcher: So just to summarise what you all have said, these days it is definitely more acceptable for women to choose a career in education and families support this, but then the complicated application procedures, waiting time for employment by the Ministry and the inconsistency between the areas required compared to the areas that new teachers graduate in

are all really problems to employment in this sector, right. And then of course national women would not consider working in private in schools anyway. Now, even with these problems the MOEY is still the highest employer of national females, in fact compared to most other government ministries so there should be a chance for them to develop their careers. Is this the case? I mean are women easy progressing into management.

Farah: I wish that were the case, I mean yes there are promotions but when you think about the skills you need as a manager rather than a teacher, then you feel as if these new appointments have a long way to go. There isn't enough thought given to careers in general, I mean people want to apply and get it for the prestige and so on but they fail to plan or to develop themselves and often times experience is just not enough, other training and skills are needed.

Hessa: I would agree with Farah totally. I mean many of us were promoted and then received on-the-job training with a whole host of other responsibilities. It certainly is not preparatory and you just pick things up along the way. It could be that people do not feel confident about applying because they feel like they lack the skills and knowledge. Some preparation would be a good idea. Even so women generally have a lot of problems like you cannot think that you'll go to conferences and workshops also. Women are generally not allowed to travel alone so going to conferences and workshops out of town is out of the question. So meeting other people is not always easy or possible. You end up feeling your way in the dark.

Sanaa: Teaching is really a tough job by itself, so women are generally too tired to think about their own careers. There just isn't enough time, to plan, acquire the skills and network. This is especially the case for women with children. It's tough really. This is the one problem. The other thing is that you need to know about opportunities to take advantage of them. The way it's been in my case is that my supervisor made me aware of a promotion and she asked me to apply. Until that point I never gave any thought to moving or being promoted and such. The job was enough. A pre-requisite especially these days is a higher qualification and there is no opportunities to study further really. In the military, the men can get study leave for two years even and go abroad to get their degrees but we cannot do that, it's not possible. Also very few places here, universities I mean offer postgraduate degrees through correspondence so even if you wish to study further it's a hard thing. And really after promotion you have intensive training and quick solutions, and then they expect you to get on with the job as well. And Hessa is so right, we cannot get fresh ideas by even meeting people because most of us cannot travel by ourselves. Males network through majlis gatherings, which are informal and cannot be directly accessed by women due to a strong culture of seclusion ethics. It can be frustrating.

Researcher: So when considering promotions consideration is given to experience, higher qualification, and professional development, but really the latter two issues are problematic for women.

Salaama: Well it's not that easy for women as a whole, I mean you are exhausted from the day and then you go home to the children and to other kinds of work. It's stressful. As a young teacher I don't think you even think about promotions or develop your career. Usually women just wait to be asked. I think that act has prestige in itself, you get confidence by someone else seeing you as fit for that move. In my experience, most teachers apply only when they are asked. It's not a planned thing. But after some time on the job often ten to fifteen years then you think where to next and then you start thinking about where all the time has evaporated, where it has all gone to. For me I think this is important.

Zeitoun: Yes I mean she has a point there. Even I was asked to apply, it never came from me as such.

Researcher: So then what changes would you like to see so that employment and career development is made easier for women?

Hessa: More opportunities for training and development. More skills in management rather than only upgrading teaching skills.

Moza: More opportunities for development as part of the job and we can host gatherings and conferences here in the UAE. Just some annual events to help us keep abreast.

Sanaa: Career training, perhaps some early development of skills on how to plan and develop your career may help. Better support for married women and more resources.

Salaama: umm. You know that it is just as important that we as women support each other and make each other aware of things, too little of that happens around here.

Researcher: Great. Let's take a 15 minute break. There are refreshments on the side. Please help yourself & refresh yourself thinking over leadership when we get back.
[20 minutes later]

Researcher: Hope that gave you all a small break, we're doing well on time. So let's continue going back to the issue of leadership. I would like you all to think about leadership and help me define it, by what you understand what leadership means.

Farah: Leadership is a multifaceted concept, but really a leader to me is a person who is responsible for the development and upliftment of their people. A leader has to be someone with vision and intelligence and who can motivate the people to do their best.

Sanaa: Yes, the epitome of leadership is Sheikh Zayed, he is a role-model, he has integrity and strength of character. I think that looking at him as an excellent example because he has qualities that suit successful and good leadership, I mean he is honest, loyal, courageous, fair and he has integrity. He does what's right for the people and he has a vision.

Salaama: Yes, I think we all agree that it is the quality of leader that makes good leadership.

Researcher: Now all of you are leaders in your own right because of your positions. Considering your own styles and of women generally can you describe women as leaders?

Moza: For my own view I think that women are more active as leaders of their teams. I feel that I need to work with my people. My job is not to be locked up in an office dictating to my staff, I want to be part of the pulse of what goes on out there. I don't agree with the old dictator style and you can keep ordering your staff. If they see you as good leader and they respect you then that makes all the difference, I mean

Hessa: In my opinion, women tend to be very critical leaders and they tend to want their staff to do their best and in fact to do their jobs. They are perhaps not as lenient but being tough does not mean being feared or being aggressive. You can still be tough by standing your ground. As a leader it is not more important to convince and persuade rather than by being tough. For example, how often are teachers accused of using outdated teaching and management techniques this concerns me and I try to improve the quality of my staff by leading them. Training them where there are deficiencies and so on.

Zeitoun: In our society people are almost brainwashed into thinking that only men make better leaders and that they can get things done. In reality, there is no connection with the people or understanding so women are more sensitive but also more realistic in their expectations. Women manage differently because they don't want to be boss, they just want a

well running operation, everything going smoothly and for their staff to progress. There's nothing more fulfilling than seeing someone under you develop and become someone.

Researcher: So what happens then, I mean some of you have male subordinates how do you help them? I mean is it different?

Sanaa: No not really, the only thing which I can say is a bit different is that they are a bit stubborn if their point of view is different. It is sometimes necessary to address the disputed issue at another place or time.

Researcher: Right I realise that the time is running away and *Zuhr* will be soon, so one last question ladies. What do you think can be done to encourage women to take up leadership roles?

Moza: Building up self confidence and opportunities should be visible. Awareness of opportunities and the tools you need to get there.

Hessa: More visibility of female leaders as role models will help.

Zeitoun: Yes, like the Women's Union we need more women like them in education.

Researcher: The Women's Union, what is that?

Zeitoun: It's the UAE women's voice. Sheikha Fatima runs it and it's really a place which supports women. I mean it's a good place to network with others and if there are problems it could be taken there.

Researcher: Okay ladies, I think the time is about up. Is there anything else anybody would like to add before we close this session? [pause 3 seconds]. Alright then, thank you very much for participating it is much appreciated.

END

Appendix F

Date: _____

Time of Interview: _____
Place: _____
Interviewee Code: _____

Welcome _____ (participant's name) to this interview session. Thank you for agreeing to be here today and for sharing your perspective and experiences relating to employment, barriers and leadership which is important to the aim of this study. Before we begin, I would like to remind you that any information you impart to me during this interview is strictly confidential. You also have the right to refuse answering any question I ask. We will commence with some biographical questions about yourself and then move on to some questions relating to this study. Please feel free to stop me at any time if you don't understand the question or if you're unable to respond in English. We have a translator, [introduce translator] who will assist if you need her.

Shall we begin?

1. Biographical Data

How old are you?

What is your current status (single, married or divorced)?

At what age did you get married? (**Married & divorced participants only**)

Do you have any children? If yes, how many children do you have?

What is your current position/job title?

How long have you been employed at the Ministry?

How many years have you been in your current position?

What academic qualifications do you have? *

2. Interview Questions

2.1 Depending on * Why did you choose a career in education?
 Why didn't you pursue a career
 in your area of study?

2.2 Describe your career as an educator?

Explore in depth any personal, social and/or organisational difficulties encountered by the participants during employment and/or during career progression.
If problems were encountered with employment, is employment in the private sector an option?

2.3 Where do you see yourself in five years time?

Explore participant's self development plans if any.
Explore promotion criteria that participants consider important for career progression.
Does any of the promotion criteria pose a problem for participants?
Request details of difficulties encountered in the case of participants whose promotions were turned down or in the case of those that opted for a career break.

2.4 Explain some of the strategies you will use to achieve your goals? (**Experienced & Novice Teachers**) or Explain some of the strategies you have used to achieve promotion and career development? (**Educational Leaders**)

Explore further education and training prospects, available resources socially and at home, networking etc.
The influence of role models or mentors., if any.
Is the participant in a mentoring relationship? If yes, details

2.5 Explain how you achieve a balance between your role as care-giver and as working mother or career woman? (**Married or divorced participants with children**)

Is choosing a time for marriage and/or starting a family an option for participants?
What strategies does the participant employ to cope with domestic and career responsibilities?
Where participant took a career break, what were the effects of taking a career break?
Does the concept of peer-marriage exist in the UAE?

2.6 How would you describe yourself as a leader? (**Educational Leaders**) OR What has been your experience with being supervised by female superior? (**Experienced and Novice Teachers**)

Explore participant's opinion and experience of women's ways of leading.
Exploration of leadership styles.
Explore details if difficulties are experienced by participants with their female superiors.

2.7 How do you feel women make a contribution to decision-making at the Ministry?

Explore leadership roles (particularly **Education Leaders**).
Discuss differences between staff meetings and Ministry meetings. Why do women appear inhibited/lack dynamism seen in staff meetings.
Explore male-female interaction in meetings. When a male colleague disagrees with you what strategies do you use to convince him?
Explore ways in which women can be encouraged to participate more actively.
Are there any 'silences' (Gold, 1996) experienced by Educational Leaders

2.8 What career advice would you give to female teachers entering the workforce?

Explore the concept, "If I could have done it over again, how would I have done it differently?"

2.9 Is there anything else you would like to contribute from your experience which may be pertinent to this study?

Thank you very much for taking the time to share with me your experiences. It was a privilege speaking to you.

SAMPLE OF TRANSCRIPT (Individual Interview)

Date : 19/03/03
Time of Interview : 3:30pm
Place : Recording Studio Y-027
Interviewee Code : Shamma¹
Group : Experienced Teacher
Length of Interview : 58 min. 7 sec.

Researcher: Welcome to the interview session, Shamma and thank you very much for agreeing to share your experiences with me.

Shamma: Yes, sure. I'm pleased to be here.

Researcher: Before we begin, I would like to remind you again that anything you say in this conversation is strictly confidential and if you are not comfortable with answering any of the questions, you can refuse to answer or comment. This conversation will be audio taped so I hope that the equipment and this room is not a problem for you. This is simply a conversation between us, in which I hope to learn from you, okay [pause 2 seconds]. First, let me start by asking you some questions about yourself and then we'll talk about aspects relating to this study. Please feel free to stop me at any time if you don't understand my questions or if you have trouble responding in English. This is Sheikha, our translator, who will assist us with any language problems. Shall we begin?

Researcher: Shamma how old are you?

Shamma: I'm forty years old.

Researcher: What is your current status? I mean are you single, married.

Shamma: I'm married.

Researcher: How many children do you have and how old are they?

Shamma: I have two girls and three boys. My oldest daughter is twenty-seven years old, then I have three boys after her who are twenty-three, twenty and eighteen and then my baby daughter is fifteen.

Researcher: *Mashallah*, I would have never said that you have grown up children Shamma. So at what age did you get married?

Shamma: I got married at the age of sixteen.

Researcher: What is your position or job title at the Ministry?

Shamma: I am a secondary school English teacher.

Researcher: How many years have you been in this position?

Shamma: Twelve years.

Researcher: How long have you been employed at the Ministry?

¹ Participant's real name has been changed as a measure of confidentiality.

Shamma: I have fifteen years of service.

Researcher: Wow that is a long time. Was your service with the Ministry continuous? I mean did you work anywhere else besides the Ministry schools or did you take a career break at any time?

Shamma: I worked only for the Ministry and besides my maternity leave I did not stay away from work.

Researcher: Shamma, what academic qualifications do you have?

Shamma: I have a degree in literature from the University of Kuwait.

Researcher: Oh, so you were one of the fortunate women who was allowed to leave home to study in Kuwait.

Shamma: Yes, [pause, 2 seconds]. I was quite fortunate because I got married soon after completing secondary school and my husband was working in Kuwait at that time, so I had the opportunity to study there. It was a good way of occupying my time since I was away from my family, away from home. In fact I was amongst the first group of women in the UAE to get a degree in those days.

Researcher: So, why did you choose a career in education?

Shamma: In those days it was rare for local women to work and families and the community in general felt that women should be home to take care of the children. There would be comments like “Oh you can’t afford to keep your wife at home?” and so on. Fortunately, our or rather my husband’s perception had changed somewhat compared to what prevailed in the UAE. I thinking living in Kuwait, though it was another Arab country helped because in Kuwait it was not unusual for local women to work in some areas so my husband didn’t see it negatively. Coming to the UAE, choosing a career in education was a natural thing to do. The government is seen as part of the family, I mean in most Ministries you work in an environment sensitive to Emirati culture and you feel as though you are helping to build your country. Women and their families are comfortable with this. It was also easier to my get my husband’s permission to work. He may have objected if I worked in an office with other men. Also, another good thing is that teachers have good working hours which was better for me because I had two children at that time. I tried to find something so that I could get out of the house but at the same time also accommodate the needs of my family. Working as a teacher would not keep me away all day or working a split shift and so on, so it’s good.

Researcher: Shamma, you mention accommodating the family with regards to your career choice. How did you achieve a balance between your role as care-giver and working mother?

Shamma: I cannot say that I am able to it by myself because when I am at work I needed someone to be there with my children. My mother has been an enormous help to me, raising my children from when they were small, so I have been lucky. When I’m at work I know that the children and my home are in good hands. She’s getting old now, about 88 but my children are now grown up and don’t need too much. But when they were younger yes my mother was a great help.

Researcher: Yes, you are fortunate that your mother reared the children. Do you have any other help at home?

Shamma: Of course we have a housemaid who takes care of the manual work at home, but my mother sees to her as well. Had I been forced to keep the children with the housemaid, I

don't know if I would have stayed that long at work. After all, the children would come first. My husband too doesn't believe in a housemaid taking care of the children, if my mother were not there I would have had problems. I mean a teacher's work doesn't end with the school day. You have marking and preparations also after teaching at school. Particularly when the children were younger and I just started teaching it was really hard to accommodate my home and my work. Thinking back it was not that easy.

Researcher: Research in most industrialised countries show that more and more couples are sharing the household and child care responsibilities. Do you think this true for the UAE also?

Shamma: [smiles] No, men don't think that's their job, it's really a woman's responsibility. In my case my husband did not really concern himself over household matters but as the children got older he spends more time with them. But definitely if my mother was not there it would have been a problem. You'll probably find that most national women would carry the responsibility herself.

Researcher: Okay, so the UAE has yet to experience this?

Shamma: Yes

Researcher: So, you have had fifteen years of service with the Ministry, can you describe for me your career as an educator? Provide as many details as you can about your experiences and in particular about the history behind your previous application for promotion.

Shamma: Well, like I said before, it's a long-term of service, about fifteen years. We came back to the UAE from Kuwait in 1987, no 1988. I immediately applied to the Ministry for a teaching position and I was placed in a primary school as an English teacher. I spent three years teaching at this school. I had good experiences at the primary school which was good grounding for me. I can say that I learnt how to teach there. Everyone, my colleagues, the students and the principal were great and I felt part of them very quickly after joining. With their help I was able to face most of my initial difficulties. I can say that even though I worked with so many expatriate teachers in that school, I never felt isolated, they were certainly not intimidated by the fact that I was a national. They were all very experienced and their way of working, being so organised, motivated me to do my best. I established myself quickly there and after about three years, my principal and my supervisor suggested that I apply for a transfer to a secondary school because good English teachers were needed in these schools. My supervisor felt that I had the capability to teach the older girls. So when they asked me, I applied for the transfer and was quickly given a position in a secondary school. My transition to the secondary school was not easy at all and I faced a few difficulties. The school was a bit of a distance away so I had a problem getting there. In the end my husband arranged a car and driver which helped but I still traveling over two hours everyday. I picked up some trouble managing the classroom also my older students many of them found English difficult since its a foreign language for us. Nearly all my classes had weak students with backlogs and compounding language problems. I realised very soon after getting there that I needed more training in teaching English as a foreign language. There were times when I felt as though I was not getting through to the girls, they were frustrated and so was I. I decided to apply for study leave to get EFL training but the leave was rejected, so I would have to resign and then study full time. My new principal was not very happy about sending me to study full time because they were already short of teachers. After some negotiation and perseverance, I had went for further training but at my own expense. My colleagues all seemed tired, burned out and were not very motivated. They were extremely tolerant with the students and some were not concerned about student learning or in assessing their teaching skills. I was keen to learn from them but quickly discovered that not only were their methodologies outdated but they were not open to suggestions or new ideas. Very few of them were concerned about the students. You felt as if they all were there to do a day's job and that's it. Not more not less. It

was not a motivating environment and all my expectations vanished after a few weeks. Part of this attitude was because the principal was actually quite a strict woman. She would never leave her office and she lacked people skills generally in fact she rarely spoke to you. In the beginning she often reminded me more than once about how young and inexperienced I was. After a few years of trying to work within this system I felt like I wanted to quit teaching. My family was also suffering because I was so frustrated. At one point, my husband also told me to leave because I didn't need the job to financially support my family. My mother on the other hand was most annoyed that I wanted to give up just like that. I will never forget her words, "So you're going to give up your job and sit at home? I never taught you to quit. You get back into that ring and fight." Her words became my motto, my mission. She really is a profound woman with so much of wisdom. With her encouragement, I survived did my best despite all the obstacles. Usually your supervisor would ask you to apply for a promotion or they may announce these at staff meetings. About a year later my supervisor asked me to apply so I did but I think that I had some evaluations that were less than excellent so they turned me down. I did not get promoted so, here I am still teaching doing my job close and close to retirement.

Researcher: That is quite a lot of insightful information you've given me Shamma, thank you for sharing. But do you mind if we go back and talk a little bit more about some of your experiences?

Shamma: Sure, sure no problem.

Researcher: So you applied to the Ministry for a job and you were placed after a few months.

Shamma: Yes

Researcher: Was there any reason why you applied to the public sector and not to the private sector?

Shamma: I would never consider working for the private sector at all. There were also very few private schools in those days and over the years their numbers have grown, but I would never consider working in a private school. No.

Researcher: Why is that?

Shamma: Private schools are a business and their employment policies are not like the Ministry. I mean you have to work in a mixed environment with men and the salaries are very low at private schools. I mean that would never be an option for me at all.

Researcher: You mentioned that your experiences at the primary school where you were first employed was good grounding for you as a novice teacher. Can you elaborate more on some of the things that helped you feel secure as a new teacher?

Shamma: Well there were several things that helped me. My colleagues and the principal of the school were extremely supportive, showing me the ropes and guiding me as a young teacher. The principal too was a fair and very organised woman who ran her school well. It's not like she favoured me or anything. She criticised me when she thought I needed it and praised me when she thought I deserved it. There are not many people around who are like that, who are fair and who can judge you without bias. Communication was the key and we still are friends. She always encourage me and said things like "if you are good then to everyone I am best." She had the ability to be like this with all her staff not just me. I can say that the people you work with matter and depending on how they are you will be the best you can be or you will not achieve anything.

Researcher: Tell me more about the primary school principal?

Shamma: Besides my mother she was probably the most influential person in my life. She was really very modest, and maybe I would say slightly conspicuous, but she was a great motivator, she would, you would have so much respect for her that you would do things right way and you would know how to organise things, because she asks for a certain standard. Of all types of tasks, you do, whether teaching or training or even punctuality, and though she never says to people you're late or you haven't been doing well she is able to push people to a certain direction, and you feel she has clear objectives. She is very organised, and she knows what she wants from people and, all the teachers who work with her would usually know where they are and what they are supposed to do. As a teacher, I always noticed that she knew what she wanted from the school and the teachers, and the teachers were moving in that direction usually. She wasn't forceful or she - her personality, didn't dominate others, but they knew she was there, they knew they had to respect, what path she wants the school to go through. People knew how to speak to her, and how to negotiate, and in many instances we would say the idea, and she would say no, and then after two days, she would think about it, we would know, she would think about it and then come back and would say "Okay, let's experiment on this, or try that" so she is not the person who would just answer things on the spot, or do things out of - without thinking or planning.

Researcher: Your experiences at the secondary school was not the same in fact it was a contrasting experience. What do you have to say about this?

Shamma: Well, the same thing it all depends on the people around you, especially when you're starting your career. It's important to have help and support but you need a leader with vision. Someone who can direct me, help me to do what's right for me because at that time you are naïve and you don't know much. I was lucky to have three years of good training, so when I had to face a contrasting set-up I think I knew enough to teach well so that was okay. But if that had not been the case, I may have not built my teaching skills and knowledge.

Researcher: What then in your opinion are the qualities of a good leader?

Shamma: I think yes, I think a really good leader is a person who has a vision of what they imagine people under them should achieve and they would lead them towards that, they would lead them to this vision or these objectives, with clear steps and in a timely manner, and would lead them to achievement at the end, not necessarily a big achievement, but even smaller - small achievements at the time, and would know how - when and how to praise people, and when to lend them a helping hand, or to push them into the direction they need to go through, and it also - all of this requires a great deal of organisation, and perception and maybe lots of patience and someone would wait for results to appear, even if they take some time to appear. I also think that a good leader should take responsibility, not only for her own actions but those of others too. Of course a good leader is knowledgeable and has adequate experience so that she can guide others.

Researcher: Shamma, you mention that you had some bad evaluations and your promotion was turned down because of these bad evaluations. Can you tell me more about this?

Shamma: Well teacher evaluations are conducted by the supervisor and is like an assessment of teaching, but once a year a combined evaluation is conducted both by your supervisor and principal which is placed in your file at the Ministry. When you apply for promotion, these are the evaluations that would be considered. Well, it was no secret what I think of the principal, she knows that I don't approve of her management style and that I am being inhibited by her. She is closed to new ideas or suggestions for improvement and she can't understand why I want to change things. Anyway she has stopped telling me that I am young and inexperienced. I knew that my evaluation was not very good therefore I did not get the

promotion. My experience and qualifications are adequate. Well my supervisor I know is generally happy with my teaching but the principal and I fail to see things in the same way so even though I don't know what my final evaluation looks like I know that it must be less than excellent.

Researcher: So you didn't see the final evaluations?

Shamma: No.

Researcher: Then how do you know they are bad?

Shamma: Well, you can call it like an unwritten rule. If your promotion is declined and you have the qualifications and experience needed, then you just know that your evaluation was not good because it is an important criteria when you are considered for promotion. The current system, that is the checklist as it leaves you at the mercy of your evaluators and if your evaluation is poor then there isn't much you can do about it. It is so broad that it is open to interpretation.

Researcher: I see. So the evaluation may be an area that needs improvement since it is an important promotion criteria that is not standardised and may be subjective. Am I right?

Ameena: Exactly.

Researcher: How do you think this can be done?

Shamma: Research I guess, perhaps a consideration of how these are done in other countries or education systems. I don't know but it needs attention. Most of us have been saying this for sometime now. I think there is a general lack of confidence from the teachers. It will benefit everyone if they do something to improve the current system. I mean I don't think that managers intentionally prevent people from being promoted. I see people around me getting promoted but the current situation does not give us a very clear vision of what professional development is, what promotion is, what to be higher in position or more senior in position is. It took me a really long time and some effort to realise that, information was scarce and there wasn't that knowledge of what I could be, what could I work towards. And there isn't clear objectives for the system. Like they wouldn't tell you that we expect you by this and this to be at this stage and evaluation was another thing, you would never know what your grade was, people wouldn't clearly tell you, how good or bad you are, and even if they tell you, your not doing so well they wouldn't give you the lead on where to go or how to develop. so I think these were the basic three issues evaluation, lack of information about the job and about how to do – how to go about doing this kind of promotional professional development and the lack of let's say general aims or objectives that might take you to that.

Researcher: Shamma did you engage in any kind of career planning in these fifteen years?

Shamma: I don't think it was planning, in - career planning as I know it right now - I think I wanted to better myself, and to improve my ideas about teaching and to improve my style and to learn more about my field, and to do what professional people do, and at the time I started reading more and I think maybe I - not reading more - but not really listening to the teacher's when they complained about assignment they have been giving - given, like we would do assignments about how to teach writing, or how to work with under achievers and the teachers just hated those, and I think that stage maybe was my fourth year or third year, you know when you are just a novice you just look at people around you but then at a certain stage I started thinking, that people shouldn't complain, we are learning through these, and I did things willingly and maybe sometimes I chose some difficult topics and then I started going to conferences and subscribing to professional periodicals like "Practical English Teaching" or

"ELT magazine" or "ELT gazette" and then I started knowing what a professional teacher - I started a Master's degree program, I didn't finish it unfortunately, but I got my higher diploma in Education and Language teaching, but I don't really call it planning because I did not have clear objectives, my main objectives were to improve myself and be a better teacher. I think that for a new teacher the first two years are very critical, I know that teachers - some teachers did survive the job until they get their pension, but I think that many teachers can be excellent teachers or they can be excellent experts whether in assessment or curriculum design or supervision or teacher training or whatever, if at the beginning they were helped a lot in being good teachers, at the first two years are very critical, the teacher should get high self esteem during that time, she should be helped to know what to do, and what is expected of her, I mean many teachers say "we have been in the position for so long and we just stay here, just like that without any- anything to look forward to and it's very dangerous because this kind of attitude will reflect to the students and the students are so young to think of that way but they would feel it through the teacher , so if the first two years the kind of evaluation and the kind of training and the kind of care that is given to the new teachers is really different from what it currently is, there should be more time for ongoing assessment of the teacher, more time to one-to-one problem solving sessions between the teacher and whoever is mentoring her, whether it is the supervisor or the school principal or a colleague teacher, and a different way of evaluation than the veteran teachers, I mean you can't evaluate a veteran teacher on visual aids and the use of visual aids after fifteen years, they've been hearing that nonsense for ages, or lesson planning, but for the novice teacher, yes, they don't even know how to handle a lesson planning notebook so this is a different style, it should have, the evaluation should be different and they should be provided with as much information as possible to them and then after these two years they would be given the choice of a career path, would you like after so many years, would you like to be this or this or this, and be given enough information about each field and what it means and what degree they should reach to be in that field or this field

Researcher: What kind of advice would you give to young teachers that are entering into the workforce?

Shamma: I think they should focus on individual performance issues of their own, and try to solve them one by one, that they shouldn't think that they would be able to reach the ability of an experienced teacher in one year , and that they – they should be patient with themselves, and consider one thing at a time when they are working, first they would consider the things like classroom management, and then lesson - good excellent lesson planning, and after lesson planning maybe good performance in the classroom, it's not enough to prepare well, but to able to implement it in the classroom well, and to really reach the learning objectives, I always think that any teacher with all the other considerations, their first one priority, is that the students are able to learn, at least for the main part, they are able to learn what they are supposed to learn, or what they are expected to learn so I think they should take things step by step and be patient with themselves, but never leave things to, to ripen on their own, and they have to deal with that immediately. They should start thinking about the careers and opportunities early in their careers, engaging in the process of lifelong learning. The ability to sit down and take your career seriously is important but since there are no tools available at the moment in the Ministry it is important that our superiors particularly principals and supervisors help teachers to achieve their goals. This is probably why many people see teaching as not a very rewarding career because you don't get anywhere. After all these years I have realized that its up to you in the end. How motivated and strong you are to overcome the problems.

Researcher: That seems to be firm advice, thank you. Is there anything else you would like to contribute from your experience which may be important to this study?

Shamma: Not really, I think we covered most things

Researcher: Thank you very much for your input Shamma. It was a pleasure talking to you. As I mentioned before, we will transcribe the tapes and then provide you with a copy of the transcript to approve the discussion we had. Thanks again.

END