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Assessing Institutional Effectiveness of the American College of Dubai, UAE

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Abstract:

The purpose of this paper is to assess the organizational effectiveness of the American College of Dubai using the disciplines of learning organization and educational leadership practices as measures. The study works in the premise that with the rate of change accelerating at such a remarkable pace, flexibility, learning skills and enthusiasm for change are more critical than ever before. Organizations in different service orientations are facing insurmountable issues brought about by changes in its environment. However, there is much more challenge to adopt if not innovate in the education sector especially in a place as developed as Dubai because of the numerous colleges and institutes that promise specialized education to the aspiring students. Many of the schools in Dubai have promise to provide the best training to students especially in the field of Business. In the face of a highly competitive education market in Dubai and the need of the people to improve educational attainment to be able to work competitively, it is imperative to schools to adopt new techniques on how to manage its organization to become in tune with the rapidly changing environment in the business world. Preparing the students in this reality requires that schools be the first catalyst to change. It would be interesting as well as helpful to inquire about the performance of the college using emerging educational leadership and the learning organization as gauge to measure the extent of their organizational effectiveness

1. Introduction

The world out there is seen by many as a jungle, businesses and institutions which are farsighted and are committed to go further and dominate in their own fields have to use as many strategies as they can in order to sustain if not improve their existence. In a jungle, one can meet many predators and allies but the possibility that one may not survive is eminent. This is why for businesses and institutions, it is imperative that they need to find ways and means to keep their fight going and trying to win, which means surviving at the same time.

With the rate of change accelerating at such a remarkable pace, flexibility, learning skills and enthusiasm for change are more critical than before. Organizations in different service orientation are facing insurmountable issues brought about by changes in the environment. However, there is much more challenge to adopt, if not innovate in the education sector because much is expected from the new breed of graduates, since these graduates are seen as hope to provide light on how to address challenges and opportunities brought about by such remarkable changes in the organization's environment (Brown 2000).

David Garvin of Harvard University writes, "Continuous improvement requires a commitment to learning" (Garvin 1994 pp19). Change is the only constant we should expect in the workplace, and therefore, we must rid ourselves of traditional, hierarchal organizational structures that are often "change-averse," undergo change only as a reaction to external events (Johnson 1993). There are likely small chances of organizations and this encompasses all types of organization to effectively effect and manage change if it is to become a Learning Organization. (Senge, The School that Learn, pp22). If organizations wish to ensure success, they are encouraged to embrace change and constantly create the reference points to precipitate an ever evolving structure that has a vision of the future built in. Such organizations are called "learning organizations".

Organizations must also develop a mechanism to establish a form of inquiry assessing to know how their organizations are doing and how it is dancing with the times. These forms of inquiry enable the organization to see in fact, what things they are missing and missing in order to come up with realistic solution and strategies to sustain their existence.

The aspects of educational leadership are one of the many things that educational institutions have to evaluate. Leadership as it is described by Manasse 1989 says is that which facilitates change. Leaders are now seen as agents of change. Experts are saying that there should be a balance in instruction, transaction and transformation guided leadership because these will assure success in effecting changes (Pajack and Glickmand 2000).

Apart from leadership, inquiries about how educational institutions are responding effectively to measure its performance management is also important.

The overall result of designing an organization with in the areas of leadership and performance management may contribute to the capability of the organization to embrace change and thus become a learning organization. As Senge puts it, learning organizations are “healthier places to working because they garner independent thought, increase a person’s ability to manage change, improve quality, develop a more committed work force, give people hope that things can get better, stretch perceived limits, and in touch with a fundamental part of being human which are the need to learn, to improve the environment, and to be active actors, not passive recipients”. This has been noted empathically by Richard Karash (1995).

In the face of a highly competitive education market in Dubai and the need of the people to improve educational attainment to be able to work competitively, it is imperative for schools to adopt new techniques on how to manage its organization to become in tune with the rapidly changing environment in the business world. Preparing the students in this reality requires that schools be the first catalyst to change. It would be interesting as well as helpful to inquire about how the American College of Dubai is effectively managing its institution to be able to dance with the times and continue to survive.

1.1. Statement of the Problem

This study aims to determine the relationship of leadership style in ACD as A learning organization.

It specifically attempts to answer the following questions:

1. To what extent are the following variables manifested in the school setting
 - 1.1. Learning Organization
 - 1.2. Educational leadership
2. What is the level of performance management of the respondents in the school setting?
 - 2.1. Governance and Management
 - 2.2. Quality of Teaching and Learning
 - 2.3. Support for Students
 - 2.4. Relations with Community
 - 2.5. Management of Resources
3. On the basis of the findings, what intervention design maybe formulated?

1.2. Significance of the Study

The findings of the study will be beneficial to the following:

- The Respondents. The findings of the study can provide the respondents a benchmark on evaluating its own organization by using the concept of learning organization. The findings would also provide them a venue for administering remedial actions to address the possible inadequacy in the performance of educational leadership and in the dimension of the learning organization.
- American College of Dubai. This study will be used to create a venue to assess the organization’s learning capacity and capability and the findings of this study will provide venues for the school to consider in becoming a learning organization while trying to improve, if there is a need, its educational leadership.
- Future researchers. This study can be utilized by other interested researchers should they conduct a similar investigation covering a different sample and a different research environment.

1.3. Scope and Limitations of the Study

This study will focus on educational leadership aspect and the extent of being a learning organization as well as measures of performance management of the American College of Dubai. The learning organization variables will focus only on the five dimensions of learning organization which are shared vision, personal mastery, team learning, mental models and systems thinking. The educational leadership are focused only on three aspects, on instructional transactional and transformational aspects of educational leadership and the performance measures are focused only on 5 areas, governance and management, support to students, support to instruction, relationship with the community and management of resources.

1.4. Definition of Terms

The major variables used in this study are defined operationally to understand their meaning.

- Educational leadership. This term refers to the practices of the school that have sizeable influence on the school’s overall performance.
- Governance and Management. This term refers to a performance management indicator which measures the governing body of the school, whether it demonstrates integrity and objectivity in the transaction of its business.
- Instructional Leadership. This term refers to the aspect of educational leadership which deals on how school leaders attend to making the curriculum and its management responsive to the needs of the students, community and the expertise of their faculty
- Learning Organizations. This is a variable which refers to group of people which continually works for the achievement of what they truly desire to achieve in a workplace.

- Management of Resources. This term refers to the performance indicator which measures the profile of the faculty, the use of Information Technology and Library resources and its resource generation.
- Mental Models. It is one of the core disciplines of learning organization concept which refers to a framework from the cognitive processes of one's mind. It refers to a practice of an organization where it sees a definite purpose of what it is doing, how it is done and where it is heading.
- Performance management. This term includes activities in the school to ensure that goals are consistently being met in an effective and efficient manner.
- Personal Mastery. This term refers to one of the disciplines of learning organization where personnel are engaged in a continuous learning and reflection activities among others to achieve personal growth.
- Quality of Teaching and Learning. This term refers to the performance management indicator which measures management, financial control and quality assurance policies sufficient to manage the operations of the school.
- Relations with Community. This term refers to the performance indicator which measures the relevance of the programs of the school and the needs of the community and its linkages to several sectors in its community.
- Shared Vision. This term refers to a discipline of a learning organizations where it involves the skills of unearthing shared pictures of the future that fosters genuine commitment and enrolment rather than compliance
- Systems Thinking. It is one of the core disciplines of learning organization which refers to a practice of an organization of viewing the organization holistically in identifying problems and its solutions.
- Support for Students. This term refers to the performance management indicator which measures the employment of recruitment, admission, academic support, student scholarship and programs for student services to support non-academic needs of students.
- Team Leadership Style. This is a variable which refers to a leadership style where the leader balances a high degree of work performance while maintaining a high degree of employees' morale.
- Team Learning. This is a term which refers to a practice of the process of aligning and developing the capacity of a team to create the results its members truly desire.
- Transactional leadership. This term refers to the aspect of educational leadership which includes the manifestation of a mutual beneficial exchange between the teachers and administrators of a school that affects the smooth flow of a school's operations.
- Transformational Leadership. This term refers to the aspect of educational leadership which demonstrates the behaviors that enhance the collective ability of a school to adapt and solve problems as strategy to improve performance

2. Review of Related Literature

Various tools have been used by many organizations to assess how effectively they have been performing in their organization. This chapter summarizes the tools used for assessing organizational effectiveness using Learning Organization, Educational Leadership and Performance Management.

Author	Variables	Methodology	Findings
Johnson, Bob L. jr and Fauske, J 2005	Organization theory educational leadership and educational research	predicated on the following assumptions: a collective recognition of the rich theoretical and conceptual contributions the field of organization has made to the understanding of educational organizations and leadership	The numerous activities witnessed in educational organizations - leading, teaching, learning, counseling, coaching, etc. - take place in an organizational context. One cannot discuss these activities without considering the context in which they occur.
Szeszo, Elson et al 1995-2014	Educational leadership	The study first identifies a clearly delimited body of relevant literature comprised of empirical, non-empirical and review/synthesis types of studies in a total of 161 published research articles from the eight journals.	Hongkong educational institutions need to reshape its education in a multi-faceted quest for quality education in the twenty-first century. A variety of inter-related issues emerged as policymakers and education administrators sought to implement a full plate of imported globally recognized education reforms. Themes for improvement were identified as "leadership development," "leadership for learning," "organizational change," "multi-level performance focus." The findings also further highlight the impact of "education policy borrowing" on system-level efforts to

			revamp the structural conditions in which school leaders operate and reshape managerial, as well as teaching and learning processes in schools.
Kantabitra, Sooksan 2010	Gaps in educational leadership	Empirical study	a model is proposed for the relationships between vision components and faculty performance. Performance measures of faculty has to be compared to what the institution has emphasized as their vision for the organization
Fillion, Gerard Koffi, Vivi Ekiona, Jean PierriBooto 2014	Learning Organization	Evaluative research	Learning organization as an approach used to assess organizational effectiveness is useful to implement within contemporary and future organizations, and which can assuredly provide them with significant positive results. Organizations must persevere by putting a greater emphasis on the understanding of the five core disciplines underlying the learning organization and on the ways to put into practice these five disciplines as a whole in everyday life.
Caldwell, R 2011	Leadership, learning, learning organization	Empirical study on the values of each of the variables	For an organization to truly succeed it has to perform effectively and efficiently. The ways to get their is for the organization to adhere to the disciplines of the learning organization and jibe its leadership that supports learning
Cathon, Doughlas2000	Learning organization	Descriptive research	There are disciplines which are needed for organizations to make a jump to a learning organization and to foster individual growth, Senge describes five disciplines designed to direct this change. Remember that change takes time and that converting a large organization could take years, but it has to start somewhere. The five disciplines are (1) personal mastery, (2) mental models, (3) shared vision, (4) team learning, and (5) systems thinking
Onorato, Michael 2012	Transformational leadership	Exploratory research	transformational leadership framework can ultimately change and elevate individual performance beyond expectations. Michael Fullan (2005) reminds us that the status quo is not acceptable, and only through a change orientation can leaders realize true effective results.
Holloway, David 2012	Total Quality management, Learning Organization Post compulsory education	Exploratory research	Total quality management is offered as a strategy, a set of tools and applications that will enable educational institutions adapt and become learning organizations. Total quality management is a journey towards becoming a learning organization

ArashShahin, NedaRamazanpourGita Amirsadri et al... 2010	Total quality management, learning organziation	Exploratory research	Learning organizations are among innovative and active organizations that have created much dynamicity, creativity and evolution and have expanded the relationship between levels of management and organizational employees. These organizations are actually new organizations based on new knowledge and their employees act in various fields. Success of TQM is related to the ability of learning, absorption, adaptation and performing changes in organizational attitude and their integration in the organization. It seems that learning organization, considering the dimensions for which it is intended, can be appropriate for performing TQM and facilitates its implementation in the organization. Regarding the necessity of organizations to be learner and dynamic in today's world and the importance of quality as a competitive advantage, in this survey it is tried to investigate the relationship between learning organization and TQM.
Debevoise, 1984	Educational leadership factors	Evaluative Research	Educational leadership tasks involve: defining the purpose of schooling; setting school-wide goals; providing the resources needed for learning to occur; supervising and evaluating teachers; coordinating staff development programmes; and creating collegial relationships with and among teachers
Flath, 1989	Instructional Leadership	Descriptive Research	certain instructional leadership activities could be grouped together and they are presented in the following four categories: Goal emphasis. Set instructional goals, high expectations and focus on student achievement. Coordination and organization. Work for effectiveness and efficiency. Power and discretionary decision making. Secure resources, generate alternatives, assist, and facilitate to improve the instructional program. Human relations. Deal effectively with staff, parents, community, and students.
Thomas Sergiovanni 1990	Educational leadership	Descriptive research	transformational leadership a first stage and central to getting day-to-day routines carried out
Bass ,2000	Transactional Transformational leadership	Descriptive	The best leadership is both transformational and transactional. Transformational leadership augments the effectiveness of transactional leadership; it does not replace transactional leadership
Liethwood, 2000			that transformational leaders pursue three fundamental goals these are first helping <i>staff develop and maintain a collaborative, professional school culture.</i> This means staff members often talk, observe, critique, and plan together. Norms of collective responsibility

			and continuous improvement encourage them to teach each other how to teach better. Transformational leaders involve staff in collaborative goal setting, reduce teacher isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate the school's norms and beliefs. Second, fostering <i>teacher development</i> . One of Leithwood's studies suggests that teachers' motivation for development is enhanced when they internalize goals for professional growth. This process, Leithwood found, is facilitated when they are strongly committed to a school mission.
Konidari and Abernot 2006	Educational Effectiveness	Descriptive Research	new systems have to be explored and employed to effect efficiency, accountability and quality. Moreover, that accessibility to education in this modern era has to be paired with a parallel accessibility to an environment of quality. The governance and management for this study looks into the management, financial control, and quality assurance policies whether they are sufficient to manage existing operations to respond to developmental change. The quality of teaching and research looks into the program approval whether the programs offered are responsive to the needs of the society. Research capability is also one the core indicators of this area as well as recruitment, admission and academic support, student's scholarship, programs for students' services.

Table 1

3. Research Methodology

This chapter deals with the methods, approaches and procedures in the conduct of this study. This includes the statistical treatment applicable to each of the research problems.

3.1. Research Design

The descriptive research design is used in this study. This is because it falls under Adaza's definition that a descriptive research is an investigative design which gathers information about the present, existing and prevailing conditions and describes the nature of the situation as it existed at the time of the study.

The researcher's chosen respondents were the deans or its equivalent of the American College of Dubai and their support staff. They helped the researchers gather raw data in order to establish whether their organization as perceived by the deans or its equivalent and their support staff manifest a learning organization. The same respondents provided the researcher data to determine the educational leadership aspect which is dominant in the school and the extent of performance management elicited by the school.

3.2. Research Setting

The American College of Dubai, drawing on its central location and affordable fee structure, offers its Bachelor of Business Administration (BBA) via a unique BBA Evening Program oriented toward working adults in the Northern Emirates. The Program is designed to meet the needs of full and part-time students who hold regular employment or are only available for classes in the evening hours.

ACD offers small-sized classes with fully equipped surroundings in one of Dubai's most convenient locations—with free parking and excellent Dubai Metro access. Students are taught by a dedicated, experienced faculty and have available free WIFI Internet, well-equipped IT and computer laboratories, and a large, well-stocked library.

The Program is organized along a convenient academic calendar for working students and offers a special reduced fee structure that is substantially lower than the daytime course fee schedule. Transfer students from accredited institutions are welcome and also those just starting their path towards their degree.

This study was conducted utilizing 18 of the _____ school educators that had been working at the American College of Dubai, whose experience ranged from 1 year to 5 years or more.

3.3. Respondents and Sampling Procedure

The respondents of the study consist of all the deans or their equivalents in the school and the regular faculty members.

3.4. Research Instrumentation

The researchers have prepared three questionnaires to measure the extent the American College of Dubai manifests a learning organization, to measure the educational leadership elicited and the level of performance management.

3.5. Data Gathering Procedure

The data contained within this study were collected using the institutional assessment survey questionnaire. Information regarding teacher perceptions on institutional assessment focusing on three areas, educational leadership, learning organization and performance management, was collected from a self-administered survey instrument. The survey was administered in the fall of 2015. The survey was expected for the participants to complete approximately in 30 minutes. Participants in the study included the school educators of ACD and support staff. Participants were notified of the survey dates via formal letter duly approved by the VP in Academics, and each school educator was provided with a questionnaire in order to keep all responses private and confidential. The survey results were then collected by the researchers. From this, the researchers took the collected data and used an excel software in order to analyze the information utilizing a weighted mean transcript.

3.6. Statistical Techniques

The results of the survey were analyzed to determine the extent, if any, in perceptions of school educators in regard to the institutional effectiveness. Descriptive statistics were generated on each of the 119 individual questions, which were then separated under their three main headings. These descriptive statistics included the mean scores for each question, as well as the frequency distribution for each response. Weighted mean was used in this study so that the results reflect better what is known about the population

4. Presentation, Interpretation and Analysis of Data

This chapter presents, analyzes and interprets findings which answered the specific problems of the study.

- Problem 1.1 To what extent are the learning organization dimensions manifested in the school setting in terms of personal mastery, mental models, team learning, building shared vision and systems thinking?

Table 2 shows the extent of manifestation in the school setting of learning organization elements in terms of personal mastery. As shown, the overall mean (3.66) is verbally described as agree.

The highest mean (4.28) falls in item 6 “administrators/personnel strive to supplement their lack of skills and knowledge in their own task”, verbally described as strongly agree, while the lowest mean (3.24) falls in item 13 “Administrators/personnel view the current reality more clearly in terms of targeting their career goals “verbally described as uncertain.

The results show that the personnel of the American College of Dubai are people who recognize their personal weaknesses especially identifying their needed skills to perform their tasks well and look for ways in order to supplement them so that they continue to perform what is required of them in their tasks. They have the initiative where they are able to address their identified weaknesses.

Indicators	μ	Interpretation
In my organization	3.52	Agree
1. Administrators/personnel engage in continuous learning and reflection activities to achieve personal growth	3.52	Agree
2. Administrators/personnel continually work to clarify their professional goals.	3.29	Uncertain
3. Administrators/personnel view the current reality more clearly in terms of targeting their career goals.	3.24	Uncertain
4. Administrators/personnel have learning opportunities in their administrative or other professional work	3.83	Agree
5. Administrators/personnel continually learn to bridge the gap between their current reality and the desired future.	3.48	Agree
6. administrators/personnel strive to supplement their lack of skills and knowledge in their own task	4.28	Strongly Agree
7. People desire to learn more	3.78	Agree
8. People have clear visions	3.89	Agree
9. The vision is viewed as a calling rather than simply a good idea	3.47	Agree
10. People openly discuss mistakes in order to learn from them	3.89	Agree
11. People identify skills they need for future work tasks.	3.28	Uncertain
12. People are sent to venues which hone their existing skills and are expected to write it up and share what they have learned.	3.82	Agree
13. Managers at all levels create a climate which encourages experimentation, and acknowledge that	3.83	Agree

mistakes are an inevitable part of honing their capabilities.		
14. People at all levels are encouraged to draw lessons from their work and to feed this learning to other parts of the organization	3.78	Agree
15. People have developed attitude to grab opportunities for them to learn.	3.52	Agree
OVERALL MEAN	3.66	Agree

Table 2: Extent of Manifestation in the School Setting of Learning Organization Elements in Terms of Personal Mastery

LEGEND: Hypothetical Mean Range

4.21 – 5.00 - Strongly Agree: 3.41 – 4.20 - Agree: 2.61 – 3.40 - Uncertain: 1.81 – 2.60 - Disagree: 1.00 – 1.80 - Strongly disagree

The results further show that the personnel of the American College of Dubai agree that they continually put an effort at clarifying and deepening their personal vision. They agree that if they aspire for personal mastery they will be able to successfully manage their deficiency needs which consequently will make them self-sufficient and develop high levels of self-esteem. To become a learning organization, the personnel must possess a high level of independence and self-worth. It is through this that they are able to contribute more and are motivated to develop them as they become an active part in the change process. Organizations can advance only through individuals who continually learn.

While the respondents have shown an agreement to the areas in personal mastery, the researchers believe that there is a need for the human resource department of this organization to design activities and involve its personnel to actively learn individually and consequently contribute to organizational learning. Through the discipline of personal mastery, the individuals take responsibility for their own learning and the methods they will use to achieve it. Managers with high levels of personal mastery are more committed. They have a broader and deeper sense of responsibility in their work. In this way, they learn and generate learning faster, more profoundly and more generatively (McGill et al., 1992; Senge, 1990; Senge et al., 1994). For an organization to truly learn and adopt to changes, it has to have managers who provide the enabling conditions for people to lead the most enriching lives they can.

Table 3 shows the extent of manifestation in the school setting of learning organization elements in terms of mental models. As shown, the overall mean (3.60) is verbally described as agree.

The highest mean (4.28) falls in item 6 “Our administrators change their own pattern or unique teaching style to implement new approaches”, verbally described as agree, while the lowest mean (3.24) falls in item 7 “People give open and honest feedback to each other”.

The results show that the personnel of the American College of Dubai have administrators who are capable and willing to change their ways of doing things in order to implement new approaches. This means further that the administrators are open to changes of the ways of thinking and doing things in the organization. However, there is a need for administrators to give open and honest feedback among its personnel in order to make sure that the personnel are able to be given opportunities to address ways of thinking that needs improvement or changes in order to welcome new approaches and systems.

Indicators	μ	Interpretation
In my organization		
1. Administrators adjust their leadership styles as a result of the reactions of its personnel.	3.71	Agree
2. Our administrators change their own pattern or unique teaching style to implement new approaches.	3.94	Agree
3. Administrators and personnel actively explore their assumptions and ideas with each other about administrative practices.	3.53	Agree
4. Administrators often use the significant events in the organization to think about their beliefs of administration.	3.76	Agree
5. Administrators are very aware of how their beliefs and assumptions affect their administrative practices	3.59	Agree
6. Different venues are created to supply and develop new skills for responsive to each personnel’s individuality.	3.71	Agree
7. People give open and honest feedback to each other.	3.24	Uncertain
8. People listen to others views before speaking	3.65	Agree
9. Whenever people state their views, they also ask what others think	3.29	Agree
OVERALL MEAN	3.6	Agree

Table 3: Extent of Manifestation in the School Setting of Learning Organization Elements in Terms of Mental Models

LEGEND: Hypothetical Mean Range

4.21 – 5.00 - Strongly Agree: 3.41 – 4.20 - Agree: 2.61 – 3.40 - Uncertain: 1.81 – 2.60 - Disagree: 1.00 – 1.80 - Strongly disagree

The results also show that the American College of Dubai personnel agree that the college provide a venue where its personnel are able to ‘mediate reality for their minds and help them categorize and organize an endless stream of information they take every day.’ (DeBono, 1991).

Providing venues where personnel are able to enhance their imagination to get key information to better improve their individual performance which will consequently produce better performance of the organization. This requires that the organization provides more venues where its personnel are able to create frameworks of interpreting ideas and activities which will assist in restructuring existing information in the inculcation of new information or methods of doing things as maybe demanded from them in the performance of their jobs. People with very good mental models are not satisfied with status quo. These are people who challenge the

status quo and if ever change is supposed to happen, they are the people who ask the necessity of the change so that the reason for the change becomes these ideas and beliefs they will use to guide their actions. "They use them to explain cause and effect as they see them and give meaning to their experience" (O'Connor, 1997).

The danger of mental models is that if they go unrecognized they go unrecognized. A mental model unrecognized is a mental trap, a trap that prevents further learning. (Hamel 2002)

The lack of mental models is just as much a problem as having the wrong mental model. The lack of mental model makes all stimuli a priori equal. The decision maker without mental models to apply is overwhelmed.

Table 4 shows the extent of manifestation in the school setting of learning organization elements in terms of shared vision. As shown, the overall mean (3.78) is verbally described as agree.

The highest mean (3.94) falls in item 6 and 7 "Administrators agree on principles necessary to achieve school vision", and "All activities are anchored toward the achievement of the school's vision." verbally described as agree, while the lowest mean (3.47) falls in item 1 "Administrators and subordinates together build the school's vision and goals".

The results show that the personnel of the American College of Dubai agree that the organization provides a venue where they can bring into alignment the vision and efforts of people organization-wide. An organization which cultivates shared vision manages the most productive use of human capital and technologies so that its members will all be coordinated towards achieving the same vision. Senge (1990) explains in his book that shared vision is "what you and the other members want to create or accomplish as part of the organization." It is not imposed by one or a few people as an organizational obligation. Rather, it is derived from the members of the organization, creating common interests and a sense of shared purpose for all organizational activities. Organizations with high shared visions are organizations who can readily adopt to changes and seek for changes, because they would like to become an integral part of the whole, making themselves the strongest links in the organization's thrust for effectiveness and competence

Indicators	μ	Interpretation
In my organization		
1. Administrators and subordinates together build the school's vision and goals	3.47	Agree
2. Administrators and personnel develop their personal goals to align with the whole school vision or goals.	3.65	Agree
3. Administrators and personnel align their goals with the school vision and goals.	3.82	Agree
4. Administrators feel comfortable in sharing ideas with the personnel about the school vision.	3.71	Agree
5. Administrators agree on principles necessary to achieve school vision	3.94	Agree
6. When changing educational practices, administrators consider the impact on the school vision and goals.	3.94	Agree
7. All activities are anchored toward the achievement of the school's vision.	3.94	Agree
8. It does not matter how diverse opinions would be in a particular concern, it is usually resolved when anchored to the schools' vision.	3.89	Agree
9. Administrators ensure that the organization's actions are consistent with its values.	3.72	Agree
10. Individuals, groups and departments view each other as working partners bonded by the same goal.	3.67	Agree
OVERALL MEAN	3.78	Agree

Table 4: Extent of Manifestation in the School Setting of Learning Organization Elements in Terms of Shared Vision

LEGEND: Hypothetical Mean Range

4.21 – 5.00 - Strongly Agree: 3.41 – 4.20 - Agree: 2.61 – 3.40 - Uncertain: 1.81 – 2.60 - Disagree: 1.00 – 1.80 - Strongly disagree

Table 5 shows the extent of manifestation in the school setting of learning organization elements in terms of team learning. As shown, the overall mean (3.77) is verbally described as agree.

The highest mean (3.94) falls in item 4 and 5 "Personnel believe that sharing information or knowledge through team activities is useful for solving complex schooling problems.", and "Administrators/ personnel respect other colleague's ideas and opinions by viewing them from their colleague's perspective.." verbally described as agree, while the lowest mean (3.56) falls in item 3 and 6 "Relevant information that fosters collective efforts are shared among each other, and Our teachers participate in open and honest conversations to share their educational best practices"

Indicators	μ	Interpretation
In my organization		
1. Administrators and personnel feel free to ask questions among each other regardless of gender, age, and professional status at the school.	3.83	Agree
2. Group or team activities are used in teacher professional development activities.	3.72	Agree
3. Relevant information that fosters collective efforts are shared among each other	3.56	Agree
4. Personnel believe that sharing information or knowledge through team activities is useful for solving complex schooling problems.	3.94	Agree
5. Administrators/ personnel respect other colleague's ideas and opinions by viewing them from their colleague's perspective.	3.94	Agree
6. Our teachers participate in open and honest conversations to share their educational best practices.	3.56	Agree
7. Staff are encouraged to share information using the internet, intranet, bulletin boards and the like	3.83	Agree
OVERALL MEAN	3.77	Agree

Table 5: Extent of Manifestation in the School Setting of Learning Organization Elements in Terms of Team Learning

LEGEND: Hypothetical Mean Range

4.21 – 5.00 - Strongly Agree: 3.41 – 4.20 - Agree: 2.61 – 3.40 - Uncertain: 1.81 – 2.60 - Disagree: 1.00 – 1.80 - Strongly disagree

Team learning occurs when individuals coordinate knowledge and behaviors in order to reach a team goal. (Kayes, Kayes & Kolb, 2005) As a social process, team learning differs from individual learning in that it requires interaction and coordination between individuals. Specifically, these individuals are members of groups that 1) work interdependently on a common task or objective, 2) have defined boundaries, and are 3) identified with a team which is also recognized as such by exposure to individuals with different expertise and experience is a vital source of team learning. Interaction with dissimilar others promotes learning by exposing actors to new paradigms and by enabling the cross-fertilization of ideas (Van DerVegt, Bunderson, & Stuart, 2005). The more these aspects of learning are shared, the more the team, rather than the individual, can be said to be learning (Edmondson, 1999).

Table 6 shows the extent of manifestation in the school setting of learning organization in terms of systems thinking. The result shows an overall mean of (3.82) with a verbal description of agree.

The highest mean is (4.00) with a verbal description of strongly agree which is found in item number 8 “When changing and creating school rules, consistency with the policy of the governments and educational Acts is considered.” The lowest mean is (3.44) with a verbal description of agree falls under item number 1 “It uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings”.

The results further show that the American College of Dubai agrees that the college has structures in place that help personnel to quickly identify the real causes of issues in the organization and know just where to work to address them. They further agree that problems in the organization may come from its different subsystems and thus, solution may also be taken upon the circumstances that these subsystems are in. The fundamental rationale of systems thinking is to understand how it is that the problems that organizations all deal with, which are the most vexing, difficult and intransigent, come about, and to give some perspective on those problems give some leverage and insight as to what might be done differently.

Indicators	μ	Interpretation
In my organization		
1. It uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings	3.44	Agree
2. It enables people to get needed information at any time quickly and easily.	3.89	Agree
3. The databases of employees' skills are maintained to be up-to date.	4.12	Agree
4. Systems are created to measure gaps between current and expected performance	4.00	Agree
5. My organization makes its lesson learned available to all employees.	3.65	Agree
6. Results of the time and resources spent on training are deliberately measured.	3.53	Agree
7. People can access to needed and valuable information for the system at any time quickly and easily.	4.00	Agree
8. When changing and creating school rules, consistency with the policy of the governments and educational Acts is considered.	4.29	Strongly Agree
9. Uses education to tell its people that they are not working alone rather they belong to a pig picture.	3.94	Agree
10. Policy-making involves people at most levels in the organization, according to what they can contribute to the process and not simply their status within the organization.	3.47	Agree
11. All written reports and key documents are cross-referenced and made easily accessible to staff.	3.65	Agree
12. My organization enters into open cooperation with other organizations to share and encourage mutual learning from each other's experience	3.65	Agree
13. Administrators consider the effect on students when dealing with school challenges	4.00	Agree
OVERALL MEAN	3.82	Agree

Table 6: Extent of Manifestation in the School Setting of Learning Organization in Terms of Systems Thinking

LEGEND: Hypothetical Mean Range

4.21 – 5.00 - Strongly Agree: 3.41 – 4.20 - Agree: 2.61 – 3.40 - Uncertain: 1.81 – 2.60 - Disagree: 1.00 – 1.80 - Strongly disagree

- Problem 1.2: To what extent are the educational dimensions manifested in the school setting in terms of instructional, transactional and transformational

Table 7 shows the extent of manifestation in the school setting of educational leadership in terms of instructional leadership. As shown, the overall mean (2.50) is verbally described as usually evident.

The highest mean is (1.73) verbally described as strongly evident falls in item 19 “The deans or their equivalents manifest knowledge about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation”, While the lowest mean is (3.11) falls in item 9 “The college through their deans or their equivalents make research-in-practice a high priority” this item is verbally described as sometimes evident.

The results further show that the American College of Dubai personnel finds usually evident the management of curriculum and instruction by the college head. It is also noteworthy to recognize that the college personnel sometimes see evidence that the teachers are involved in the process for instructional quality and in making instructional designs. Also the personnel observe that the updating of curriculum is sometimes evident so that it becomes responsive to the community it serves.

Indicators	μ	Interpretation
In my organization		
1. The college defines the purpose of schooling as a basis of motivation for both teacher and students through different venues.	2.47	usually evident
2. The deans or their equivalent sets school-wide goals.	2.61	usually evident
3. The deans or their equivalents provides the resources needed for learning to occur	2.65	usually evident
4. The deans and their equivalents have regular supervision and evaluation schedule for its teachers	2.17	usually evident
5. There is an effort done by the deans or their equivalents to coordinate staff development programs	2.35	usually evident
6. The dean or its equivalent tries to create an atmosphere to develop and strengthen collegial relationships with and among	2.61	usually evident
7. The deans or their equivalents have a good use of their time while at work.	2.11	usually evident
8. The deans and their equivalents emphasize the concept of a school as a learning community in revising the school's mission or vision.	2.83	sometime evident
9. The college through their deans or their equivalents make research-in-practice a high priority.	3.11	sometime evident
10. The college does not spend much time on supervising supervisors.	3.00	sometime evident
11. The curriculum of every programs are revised to be more responsive to the needs of the community	2.78	sometime evident
12. The college through the deans or its equivalents sets instructional goals and high expectations focused on student achievements.	2.61	usually evident
13. The college develops a work ethic to their faculty and staff for effectiveness and efficiency	2.50	usually evident
14. The colleges through the deans or their equivalents generate alternatives, assists and facilitate faculty and staff to improve instructional programs.	2.33	usually evident
15. The college deals effectively with staff, parents, community and students.	2.61	usually evident
16. The teachers are always involved in the process to improve instructional quality; they are made to feel that it is their responsibility to create a strong school culture, enabling teachers to collaborate with them in redesigning the instructional program so that all students can learn.	2.94	sometime evident
17. There is a regular in-service training schedule or staff development done by the college.	2.19	usually evident
18. The deans or their equivalents are also practicing teachers.	1.94	usually evident
19. The deans or their equivalents manifest knowledge about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation	1.73	strongly evident
OVERALL MEAN	2.5	usually evident

Table 7: Extent of Manifestation in the School Setting of Educational Leadership in Terms of Instructional Leadership

LEGEND: Hypothetical Mean Range 1.00 – 1.86 = strongly evident : 1.87 – 2.72 = usually evident : 2.73 – 3.58 = sometime evident : 3.59 – 4.44 = neutral: 4.45 – 5.30 = slightly evident: 5.31 – 6.16 = rarely evident : 6.17 – 7.00 = never evident

Table 8 shows the extent of manifestation in the school setting of educational leadership in terms of transactional leadership. As shown, the overall mean (2.80) is verbally described as sometimes evident.

The highest mean is (2.59) verbally describe as usually evident falls in items 3 and 5 “The school encourages creativity for it is seen as a function of the faculty’s relationship with the school” and “The school provides venues for faculty to learn then asks output on how they can apply their learning to improve the “goings” of the school.” While the lowest mean falls under item number 1 “The school provides rewards in any form if faculty performs in accordance with what is expected from them”.

Indicators	μ	Interpretation
In my organization		
1. The school provides rewards in any form if faculty performs in accordance with what is expected from them.	3.25	sometime evident
2. The school avoids giving directions if the old ways are working and allows the teacher to continue doing their jobs as always if performance goals are met.	2.76	sometime evident
3. The school encourages creativity for it is seen as a function of the faculty's relationship with the school.	2.59	usually evident
4. The school encourages its faculty to increase their qualifications and provide reward system that attracts faculty to do as expected.	2.82	sometime evident
5. The school provides venues for faculty to learn then asks output on how they can apply their learning to improve the "goings" of the school.	2.59	usually evident
OVERALL MEAN	2.8	sometime evident

Table 8: Extent of Manifestation in the School Setting of Educational Leadership in Terms of Transactional Leadership

LEGEND: Hypothetical Mean Range

1.00 – 1.86 = strongly evident : 1.87 – 2.72 = usually evident : 2.73 – 3.58 = sometime evident : 3.59 – 4.44 = neutral :
4.45 – 5.30 = slightly evident : 5.31 – 6.16 = rarely evident : 6.17 – 7.00 = never evident

The result also shows that the personnel of the American College of Dubai observe that managerial leadership, focuses on the role of supervision, organization, and group performance in which the leader promotes compliance of his/her followers through both rewards and punishments are sometimes evident.

Table 9 shows the extent of manifestation in the school setting of educational leadership in terms of transformational leadership. As shown, the overall mean (2.51) is verbally described as usually evident.

The highest mean is 2.24 which has a verbal description of usually evident are seen in items 3 and 5. The items are "The school transmits to the faculty and staff its sense of mission" and "The school provides coaching and teaching mechanisms and treats each faculty and staff as individuals" respectively. While the lowest mean is 2.82 with a verbal description of sometimes evident.

The result further shows that the personnel of the American College of Dubai observe that it is usually evident that their leaders work with employees to identify the needed change, create a vision to guide the change by inspiring them, and executing the change in tandem with committed members of the group.

Indicators	μ	Interpretation
In my organization		
1. The school instills pride, respect and faith among its faculty and staff.	2.71	usually evident
2. The school has its way of seeing what is really important and makes it felt by the rest.	2.76	sometime evident
3. The school transmits to the faculty and staffs its sense of mission.	2.24	usually evident
4. The school delegates project to stimulate learning experiences among the faculty and staff.	2.47	usually evident
5. The school provides coaching and teaching mechanisms and treats each faculty and staff as individuals.	2.24	usually evident
6. The school arouses faculty and staff to think in new ways in the conduct of its individual activities for the good of the school	2.35	usually evident
7. The school emphasizes problem solving and the use of reasoning before taking action	2.82	sometime evident
OVERALL MEAN	2.51	usually evident

Table 9: Extent of Manifestation in the School Setting of Educational Leadership in Terms of Transformational Leadership

LEGEND: Hypothetical Mean Range

1.00 – 1.86 = strongly evident : 1.87 – 2.72 = usually evident : 2.73 – 3.58 = sometime evident : 3.59 – 4.44 = neutral :
4.45 – 5.30 = slightly evident : 5.31 – 6.16 = rarely evident : 6.17 – 7.00 = never evident

- Problem 3. What is the level of performance management in the school setting in terms of governance and management, quality of teaching and learning, support for students, relations with the community, and management of resources?

Table 10 shows the level of performance in the school setting in terms of governance and management. The overall mean is (2.60) which has a verbal description of excellent.

The highest mean is (1.89) with a verbal description of excellent is found on item 1, "The college has clear guidelines and protocols in a form of manuals in its operations", while the lowest mean is found in item 10 with a verbal description of good, "Programs and offerings as well as projects are always supported by a feasibility study".

IN TERMS OF GOVERNANCE AND MANAGEMENT		
Indicators	μ	Interpretation
In my organization		
1. The college has clear guidelines and protocols in a form of manuals in its operations	1.89	excellent
2. The college has a clear guideline on procedures of selection of its members which are followed by the administrators.	2.61	Very good
3. There is a clear line of communication followed in the organization	2.67	excellent
4. The college has a mechanism of informing timely information to its stakeholders	2.50	excellent
5. Most often, the stakeholders find the governing body's decision fair and transparent	2.89	Very good
6. The governing body of the school approves and supports the strategic plans of the institution.	2.39	excellent
7. There are strategic plans made and it is communicated to key personnel in the college through hard copies and or minutes of the meetings.	2.83	Very good
8. There are processes in place for the regular internal/external financial audit of the institution	2.50	excellent
9. There is a unit responsible for overseeing the sound financial management of the school.	2.50	excellent
10. Programs and offerings as well as projects are always supported by a feasibility study	3.00	good
11. There are structures such as financial planners that put financial strategies, annual operating plans and budgets in place.	2.78	Very good
12. There is a regular monitoring of performance against its planned strategies and operational targets.	2.67	excellent
OVERALL MEAN	2.60	excellent

Table 10: Level of Performance Management in the School Setting

LEGEND: Hypothetical Mean Range

1.00 – 1.86 = exceptional : 1.87 – 2.72 = excellent : 2.73 – 3.58 = very good: 3.59 – 4.44 = good
4.45 – 5.30 = fair: 5.31 – 6.16 = poor: 6.17 – 7.00 = very poor

The result further showed that the personnel of the American College of Dubai are saying that the college is excellent in terms of demonstrating probity, strategic vision, accountability, awareness and management of risk, and has effective monitoring of performance. They further say that the institution's management, financial control, and quality assurance arrangements are sufficient to manage existing operations and to respond to development and change.

Table 11 shows the level of performance management in the school setting in terms of quality in teaching and research. The overall mean shows (3.07) with a verbal description of very good.

The highest mean is (2.44) with a verbal description of excellent is found in item number 1 "The college sets tools to assess whether the programs offered are relevant and responsive to the needs of their immediate public and the society". While the lowest mean (4.00) with a verbal description of good is found in item number 5 "The College has a research center or its equivalent that publishes functional research programs"

IN TERMS OF QUALITY OF TEACHING AND RESEARCH		
Indicators	μ	Interpretation
In my organization		
1. The college sets tools to assess whether the programs offered are relevant and responsive to the needs of their immediate public and the society	2.44	excellent
2. The college have tools to assess the effectiveness of the faculty in delivering the goods to the students.	2.63	excellent
3. The college have 70% to 80% or even higher, passing rate of their programs requiring licensure exams.	2.92	Very good
4. The college have tracers to know whether their graduates are employed.	3.18	Very good
5. The college has a research center or its equivalent that publishes functional research programs.	4.00	good
6. The college has a program to encourage faculty to involve in research activities.	3.24	Very good
OVERALL MEAN	3.07	Very good

Table 11: Level of Performance Management in the School Setting

LEGEND: Hypothetical Mean Range

1.00 – 1.86 = exceptional : 1.87 – 2.72 = excellent : 2.73 – 3.58 = very good: 3.59 – 4.44 = good
4.45 – 5.30 = fair: 5.31 – 6.16 = poor: 6.17 – 7.00 = very poor

The result further shows that the personnel of the American College of Dubai find the area where the institution sets the objectives and learning outcomes of its programs are at appropriate levels, and has effective mechanisms to ensure that its programs achieve those objectives and enable students to achieve the intended outcomes is very good. The personnel also describe the efforts of the college to engage in continuous research writing among its personnel as very good.

Table 12 shows the level of performance in the school setting in terms of support for students. The results show the overall mean of 2.41 with a verbal description of excellent.

The highest mean is (1.94) with a verbal description of exceptional is found in item 6 “The classroom accommodates enough number of students to assure students comfort in learning and teacher’s effectiveness”. The lowest mean is 2.65 with a verbal description of excellent is found in item 1 “The college set standard grades as bases on accepting students upon enrolment”

The results further showed that the personnel of American College of Dubai find the ability of the college in effectively recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low level income classes, foreign students, and other special groups is excellent. Further, the personnel of the college also said that the college is excellent in operating effective arrangements to direct scholarships and study grants on merit to support the ablest students on programs that compete needed to support the Dubai economy and to enable the country to compete in global labor markets. The institution has programs for student services, to support the non-academic needs of the students.

IN TERMS OF SUPPORT FOR STUDENTS		
Indicators	μ	Interpretation
In my organization		
1. The college set standard grades as bases on accepting students upon enrolment.	2.65	excellent
2. The college has clear retention and promotion policies known to the student to be followed to maintain student quality.	2.53	excellent
3. The college provides different venues so as to aid students who need attention so they be helped to graduate according to the number of years they are expected to graduate from their course enrolled.	2.53	excellent
4. The college provides student scholarships	2.35	excellent
5. The college provides venues for student empowerment.	2.47	excellent
6. The classroom accommodates enough number of students to assure students comfort in learning and teacher’s effectiveness	1.94	excellent
OVERALL MEAN	2.41	excellent

Table 12: Level of Performance Management in the School Setting

LEGEND: Hypothetical Mean Range

1.00 – 1.86 = exceptional : 1.87 – 2.72 = excellent : 2.73 – 3.58 = very good: 3.59 – 4.44 = good
4.45 – 5.30 = fair: 5.31 – 6.16 = poor: 6.17 – 7.00 = very poor

Table 13 shows the level of performance in the school setting in terms of relations with the community. The results show the overall mean is (2.78) with a verbal description of excellent.

The highest mean is (2.24) with a verbal description of excellent is found in item 1 “The college offers programs that take into consideration the social, economic and developmental needs of the country at local, regional and national” and the lowest mean is (3.12) with a verbal description of very good is found in item 2 “The college has a partner agency or community in doing community development works.”

IN TERMS OF RELATIONS WITH COMMUNITY		
Indicators	μ	Interpretation
In my organization		
1. The college offers programs that take into consideration the social, economic and developmental needs of the country at local, regional and national	2.24	excellent
2. The college has a partner agency or community in doing community development works.	3.12	Very good
3. The college is valued by its local community as a provider of extension programs that are responsive to the needs of the community.	3.00	Very good
OVERALL MEAN	2.78	Very good

Table 13: Level of Performance Management in the School Setting

LEGEND: Hypothetical Mean Range

1.00 – 1.86 = exceptional : 1.87 – 2.72 = excellent : 2.73 – 3.58 = very good: 3.59 – 4.44 = good
4.45 – 5.30 = fair: 5.31 – 6.16 = poor: 6.17 – 7.00 = very poor

The results further reveal that the college personnel find the college’s efforts in addressing cultural, economic and developmental needs of the country at the local and national levels is very good as well as the college’s efforts to effectively compete in the global market. The personnel also find it very good for the college, value given to the local community being a provider of extension programs which respond to the needs of the community and self-reliance.

Table 14 shows the level of performance in the school setting in terms of management of resources. The results show the overall mean is (2.83) with a verbal description of very good.

The highest mean is (2.17) with a verbal description of excellent in found in item 1 “The College has adequate number of faculty members with appropriate expertise and competence to teach the offered courses”. The lowest mean is (3.33) with a verbal description of very good is found in item 2 “The college provides programs so as the faculty will be encouraged to go on further studies”.

The results show that the personnel of the American College of Dubai observed that the college is very good in providing adequate number of faculty with appropriate expertise and competence to teach the course it offers and in the institution's use of communication technology to support learning, and the institution's efforts to source out needed resources to support its developmental plans.

IN TERMS OF MANAGEMENT OF RESOURCES		
Indicators	μ	Interpretation
In my organization		
1. The college has adequate number of faculty members with appropriate expertise and competence to teach the offered courses	2.17	excellent
2. The college provides programs so as the faculty will be encouraged to go on further studies.	3.33	Very good
3. The college has adequate supply of information and library facilities and are accessible to students and faculty	2.94	Very good
4. The college has a viable, sustainable and appropriate income to support its development plans	2.89	Very good
OVERALL MEAN	2.83	Very good

Table 14: Level of Performance Management in the School Setting

LEGEND: Hypothetical Mean Range

1.00 – 1.86 = exceptional : 1.87 – 2.72 = excellent: 2.73 – 3.58 = very good: 3.59 – 4.44 = good
4.45 – 5.30 = fair: 5.31 – 6.16 = poor: 6.17 – 7.00 = very poor

5. Summary, Conclusions and Recommendations

This chapter presents the summary of significant findings, conclusions and recommendations

5.1. Summary

This study aimed to determine the educational leadership, the learning organization and performance management of the American College of Dubai. The variables include the education leadership aspects which are transactional, instructional and transformational leadership. The second variable is the learning organization which consists of the five (5) dimensions which are systems thinking, personal mastery, mental models, shared vision and team learning. The last variable is performance management which measures on quality of teaching and learning, support for students, relations with community, governance and management and management of resources.

The study employed the descriptive research design. The respondents of the study comprise the deans or their equivalent and the tenured faculty members of the American College of Dubai.

5.2. Summary of Findings

The following are the significant findings of the study.

In terms of the learning organization manifestation of the American College of Dubai, it showed that the college agrees to manifest the learning organization's dimension on personal mastery, mental models, shared vision, team learning and systems thinking. The lowest rated among the dimensions however is mental models with an overall mean of 3.60. The results suggest that there is a need for an intervention in all the areas of the learning organizations dimensions since all of these were observably rated low.

In terms of educational leadership, it showed that the American College of Dubai manifests the aspect of educational leadership and felt that they have the leadership aspect that leads them to transform, using the indicators of transformational leadership at 2.51; leadership in instruction is 2.83 verbally described as usually evident and the lowest is transactional leadership with a mean of 2.80 verbally described as sometimes evident. It showed that the American College of Dubai just sometimes observes that the personnel are receiving what they deserve in exchange of the services that they give to the college.

In terms of performance management, the American College of Dubai showed that among the five (5) performance measures, the college felt highly on support for students with an overall mean of 2.41 verbally described as excellent. The lowest in the rating is management of resources with an overall mean of 2.83 verbally describes as very good. This means further that the personnel of the American College of Dubai feels that the college needs to effectively and efficiently use the expertise of their employees, the use of technology and library resources as well as effectively manage their resource generation.

5.3. Conclusions

On the basis of the findings, the following conclusions were drawn:

1. The administration and faculty excelled in Systems thinking. This means that the college manifests a discipline that fuses all other dimensions of the learning organization. The personnel observe that the college makes sure that the rules are consistent not only internally but also with the policies of the government and it has systems within the college that enable it to measure gaps between its current and future performance and employ databases of employee skills which are updated efficiently.

It was also found out that the College finds the transformational aspect of the educational leadership usually evident and that the personnel believe that the college shows evidences that the aspects of educational leadership are present.

2. The administrators and the faculty of the American College of Dubai observe strongly that the college has excellent support for students. The personnel feel that the college set standard grades as bases of accepting students, has clear retention and promotion policies applied to students, provides different venues to aid students who need attention so they will be helped to graduate, provide or accept scholarship grants/ grantees and that its classrooms accommodate enough number or students to assure students comfort in learning and teachers' effectiveness.

3. The College shows lower ratings in the aspects of the learning organization as it is compared to educational leadership and performance management.

5.4. Recommendations

On the basis of the findings and conclusions the following recommendations are presented.

1. The administrators of the college must conduct an In-Service Training/ Workshop focusing on developing an attitude of personal mastery, mental model and systems thinking. And, strengthening educational leadership effecting a more effective governance and management by carefully assessing the different parts of the organization using concrete performance measure and understanding each measures clearly. Such development session shall be made a part of the semestral calendar of activities of the school. The following concerns are suggested:
 - 1.1. Re-orientation of schools vision and goals
 - 1.2. Assessment of the relevance of the school's vision to the demands of time and the society.
 - 1.3. Enhancing Skills on commitment to learn for personal and group development.
 - 1.4. Ways on valuing people and in creating a climate of openness and trust.
 - 1.5. Assessment of accomplishments and identifying significant experiences to learn from them.
 - 1.6. Assessment of present reality vis-à-vis desired reality.
2. Weak manifestations in both educational leadership and the learning organization need to be revisited for enrichment.
3. In-service training or workshop that will counter the common obstacles to becoming a learning organization maybe conducted. These concerns include which can be topics for such training:
 - 3.1. Creating time to sit back and think strategically
 - 3.2. Reluctance to train or invest in training
 - 3.3. Too top-down driven, over tight supervision which results to lack of real empowerment.
4. Future researches on similar topic could be replicated by other researchers in another school environment with a different research design. The following questions are implication for further research
 - 4.1. Do the results discussed represent a composite picture of colleges that manifest an attitude for effecting managing educational change or there are characteristics that have not surfaced?
 - 4.2. Is there a unique formula for educational leadership or a quick fix when organizations shows little manifestation of a learning organization that the colleges or the schools in general should seek to possess or know about?
 - 4.3. Do the results in performance measures really meet standards of the governing body of the educational system? .

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