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إقــــــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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Evaluating the Scholarships Managed by the British Council in Palestine on the Leadership Capacity Building of the Alumni

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تقييم المنح التي يديرها المجلس الثقافي البريطاني في فلسطين على تنمية القدرات القيادية للمبتعثين

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

</div>

DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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The Islamic University- Gaza

Deanship of Graduates Studies

Faculty of Commerce

Business Administration Department

Evaluating the Scholarships Managed by the British Council in Palestine on the Leadership Capacity Building of the Alumni

تقييم المنح التي يديرها المجلس الثقافي البريطاني في فلسطين على تنمية القدرات القيادية للمبتعثين

Submitted by

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Thesis submitted in partial fulfillment of the requirement for

the degree of Master in Business Administration

May 2015

الجامعة الإسلامية – غزة
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2015/06/18

نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ محمد صالح عبد المالك الرنتيسي لنيل درجة الماجستير في كلية *التجارة*/ قسم إدارة الأعمال–إدارة موارد بشرية وموضوعها:

تقييم المنح التي يديرها المجلس الثقافي البريطاني في فلسطين على تنمية القدرات القيادية للمبتعثين

Evaluating the Scholarships Managed by The British Council in Palestine on the Leadership Capacity Building of the Alumni

وبعد المناقشة التي تمت اليوم الأربعاء 30 شعبان 1436هـ، الموافق 2015/06/18م الساعة الثانية عشرة ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

د. وائل حمدي الدّايــــة	مشرفًا ورئيساً	....
د. وسيم إسماعيل الهابيل	مناقشاً داخلياً	....
د. محمود محمد عوض صبرة	مناقشاً خارجياً	....

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية *التجارة*/ قسم إدارة الأعمال– إدارة موارد بشرية.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

أ.د. فؤاد علي العاجز

Dedication

I would like to dedicate my work to:

My mother, who has sacrificed everything in her life for us,

My father, my model example to be followed,

All those who taught me,

My patient wife and kids

My brothers and sister, with whom I am having a good life

Acknowledgement

Abstract

This study aims to identify the extent to which scholarships managed by the British Council in Palestine have contributed to the development of leadership skills for alumni. The study the researcher uses the descriptive analytical approach and data were collected by a questionnaire based on the Five Practices of Exemplary Leadership model originally developed by James M. Kouzes and Barry Z. Posner (2003) and analyzed using SPSS (20). The study sample consists of 160 alumni who were granted a scholarship between 1990-2014. The study uses whole sample population.

The study concluded that 98% of the alumni thought that the scholarships managed by the British Council in Palestine have positively developed their leadership capacity.

The study also showed that the scholarships have developed practice one (Model the way) of the Leadership Practices Inventory model (LPI) with 98% of the alumni. Practice two (inspire a shared vision) developed with 95%. The third practice (challenge the process) scored 98 %. The fourth practice (enable others to act) also scored 98% and finally the fifth practice (encourage the Heart) scored 98%.

The study strongly recommends that the British Council should build a comprehensive database to enable communication with alumni. There is also a need to activate the Alumni forum and to consider some activities that would contribute to setting a personal example of what leaders expect of others.

Arabic Abstract

ملخص الدراسة

تهدف هذه الدراسة الى التعرف على مدى مساهمة المنح المدارة من قبل المجلس الثقافي البريطاني في فلسطين في تنمية المهارات القيادية للمبتعثين. وقد استخدم الباحث الاستبيان كأدة رئيسة لجمع البيانات و قد اعتمد الباحث على نموذج مقياس ممارسات القيادة و الذي تم تطوره من قبل James M. Kouzes and Barry Z. Posner (2003). و قد طبقت الدراسة على 160 من الحاصلين على المنح من المجلس الثقافي البريطاني في فلسطين , و هي (Chevening, Said Foundation, Higher Education Scholarships for Palestine (HESPAL) and Essex Open Society Foundation) ما بين عامي 1990 – 2014. و قد اعتمد الباحث على المنهج الوصفي التحليلي باستخدام (SPSS −20).

وقد خلصت الدراسة الى ان المنح المدارة من قبل المجلس الثقافي البريطاني في فلسطين يؤثر تاثيرا ايجابية بنسبة 98 % و هذا من وجه نظر المبتعثين انفسهم. و خلصت الدراسة ان المنح قد اثرت بنسبة 98 % في تطوير مهارة (كن القدوة). و قد خلصت الدراسة ان المنح قد طورت مهارة (كن الملهم لرؤية مشتركة) بنسبة 95 % و مهارة (تحدي العملية) بنسبة 98 % و مهارة (تمكين الاخرين من التصرف) بنسبة 98 % و اخيرا مهارة (شجع القلب) 98%

و قد قدمت الدراسة عدد من التوصيات اهمها بناء قاعدة بيانات فعالة شاملة تعمل على توفير سبل تواصل افضل مع المبتعثين , وذلك للتاثير الايجابي على المجتمع. ضرورة العمل على تفعيل منتدى الخريجين .وتطوير بعض النشاطات التي تسهم في تنمية مهاراة (يضع نموذجا شخصيا لما يتوقعه من الاخرين).

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Leadership Practices Inventory	LPI
United Kingdom	UK
British Council	BC
Department for International Development	DFID
Foreign and Commonwealth office	FCO
Higher Education Scholarships for Palestine	HESPAL
Not-for-Profit Organization	NGO
United States Treasury Department	USTD
Leadership Practices Inventory	LPI
European Foundation for Quality Management.	EFQM
University College of Applied Sciences	UCAS
United Nations Relief and Works Agency	UNRWA
Human Resources	HR
The Islamic University of Gaza	IUG

Chapter 1

Study Framework

1.1 Introduction

Recent studies have emphasized the close link between higher education and socioeconomic development. Education converts ignorance into knowledge. According to a great scholar 'the more we study the more we discover our ignorance ([Douglas 1917](#), [Brungardt 1997](#)). However completing higher education is not always possible for most people for many reasons. Social pressures, inadequate financial aid, motivation, poor academic preparation, lack of knowledge about applying, fear of a crushing student loan debt and the list goes on. However economic reasons could be the most pressing as it is not within a student's control. Many people achieve their dreams and complete their higher education through available academic scholarships.

The importance of the academic scholarships is not limited to helping individual to complete their higher education outside their home countries; it also contributes to the development of that individual's society. This can be done through the development of an individual's capacity, especially how an individual can successfully achieve their own goals as well as affecting their community through their enhanced leadership capacity building.

Studying in the United Kingdom (UK) is very expensive especially for overseas students. According to the UK's official website for education "Educationuk.org", to complete a Master's Degree in the UK, students need to pay university fees ranging from £10000 to £18000, depending on the nature of the course. Moreover, students wishing to study in the UK are expected to pay around £1500 monthly for accommodation and living expenses. On average, studying in the UK for international students costs around £35000

Funders of such scholarships need to make sure that such a sizable investment pays off, that this important investment in people has made a positive contribution to scholars' skills and talents and consequently to those scholars' societies.

In this study, we will answer a basic question "To what extend do the scholarships managed by the British Council (BC) in Palestine build the Leadership Capacity of the alumni?"

1.2 Research Problem

Scholarships are one of the most important means to develop an individual hence the whole society. This can even be more important in developing societies where there is a need for positive leaders who are able to contribute effectively towards the challenges that face their societies. Leaders who can make good plans that can be realized and leaders who can motivate teams and maximize their achievements

Knowledge and skills acquired in entrepreneurship education can serve as a motivational drive for the creation of new ventures(Cho 1998). Because education in the advanced counties is very expensive, many of the aspirant students look for scholarship opportunities as the ideal means to achieve their life dream. However there is a need to examine the extent to which scholarship programs help in developing an individual's leadership capacity. Applicants for awards funded by the Department of International Development (DFID), the Foreign and Commonwealth Office (FCO) and the Department of Innovation, Universities and Skills (DIUS) are expected to demonstrate not only academic merit and high-quality study proposals, but also the likely impact of their work on their home countries (Commonwealth Scholarship Commission 2007).

This study evaluates the effect of the scholarships that are managed by the British Council on the leadership capacity-building of scholars in Palestine.

According to the Scholarship Program manager, although there were some efforts to follow up with alumni, no evaluation study has been made to check whether the program had achieved its objectives in developing the leadership capacity building for the scholars, or what implications the program had for the alumni.

1.3 Research Objectives

The main objective of this study is to empirically evaluate whether the leadership characteristics lead to the capacity building of the alumni (BC). The specific objectives are as follows:

1. To identify the effect of British Council-Managed Scholarships on Modelling the way for other people connected to the scholars

2. To identify the effect of British Council-Managed Scholarships on Inspire a shared vision of the scholars

3. To examine whether British Council-Managed Scholarships develop Challenge the process skills of the scholars

4. To evaluate the effect of British Council-Managed Scholarships on developing the Ability to enable others to act

5. To identify the effect of British Council-Managed Scholarships to Encourage the heart of the scholars.

1.4 Significance of the Study

This study examines the improvement of the skills of underlying respondents. The improvement of these skills leads to the development of their capacity building.

The British Council needs to know if the various components of the scholarships program are working well and whether those candidates who were selected to pursue their education in the UK came back with more developed competencies. The BC also need to know if the alumni play essential role in developing their immediate society.

Other funders involved also need to see how well their programs helped in building the leadership capacity building of the scholars. Can all the efforts and money that were spent on sending scholars to the UK to obtain master's degrees be justified?

1.5 Research Variables

Research variables are based on The Five Practices of Exemplary Leadership model developed by James Kouzes and Barry Posner. In the early 1980s Kouzes and Posner started to ask people what they did when they were at their "personal best" in leading others. They noticed that there are identifiable actions and practices that made them successful leaders. Kouzes and Posner analyzed thousands of actions and practices, and agreed on five main practices that make good leaders. Firstly: Model the way.

Kouszes and Posner say "you must first be clear about your own guiding principles .You must clarify values by finding your voice" (Kouzes and Posner 2014). The second practice is "Inspire a shared vision" that is a leader should always seek to

build a vision that everyone can strive to achieve. You cannot command commitment; you have to inspire it. You have to enlist others in a common vision by appealing to shared aspiration" (Kouzes and Posner 2014). The third practice is "Challenge the process". The fourth practice is "Enable others to act". Leaders should always seek to promote

strengthening people who work with them. Leaders foster collaboration by "building and facilitating "(Kouzes and Posner 2014). The fifth and last practice is "Encourage the Heart". This practice highlights that good leaders should appreciate people's achievements. It is part of a leader's job to show appreciation for people's contributions and to create a culture of celebrating the values and victories by creating a spirit of community (Kouzes and Posner 2014).

According to Kouzes and Posner these are the main practices and competences that good leaders use when they are at their personal best.

- **Dependent Variables:**

 The effectiveness of British Council scholarships

- **Independent variables:**

Leadership Practices according to The Leadership Challenge model (Kouzes and Posner, 2012) are:

- Model the way

- Inspire a shared vision

- Challenge the process

- Enable others to act

- Encourage the heart

Based on the relationship between dependent and independent variables, we observe that the effectiveness of a BC scholarship is a function of Leadership Practices: Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and

Encourage the heart. Therefore the improvement in the independent variable leads to the effectiveness of the scholarship managed by BC and hence improves capacity building.

Independent variables are clarified in Fig (1.1)

Model the Way	• Clarify Values • Set the Example
Inspire a Shared Vision	• Envision the Future • Enlist Others
Challenge the Process	• Search for Opportunities • Experiment and Take Risks
Enable Others to Act	• Foster Collaboration • Strengthen Others
Encourage the Heart	• Recognize Contributions • Celebrate the Values and
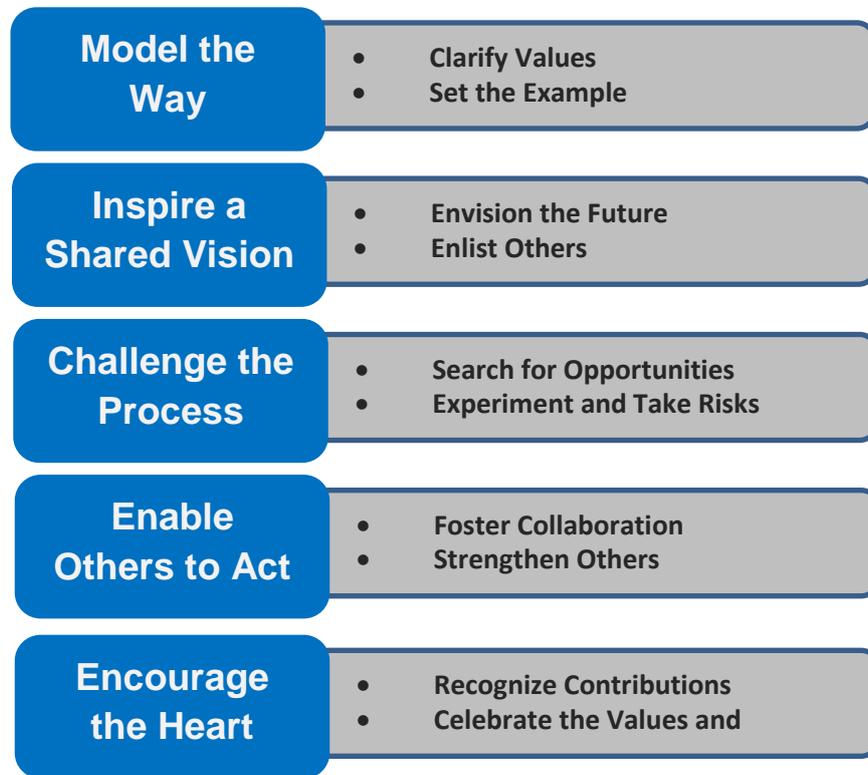
Figure (1.1) Leadership model as suggested by Kouzes and Posner (2007:26)

1.6 Research hypotheses:

In order to evaluate the effect of the scholarships managed by The British Council in Palestine on the leadership Capacity Building of the Alumni five hypotheses are suggested:

H1: There is a significant positive relationship at the level ($\alpha \leq 0.05$) between Modelling the Way and the effectiveness of the British Council-Managed scholarships

H2: There is a significant positive relationship at the level ($\alpha \leq 0.05$) between Inspire a Shared vision and the effectiveness of the British Council-Managed scholarships

H3:   There is a significant positive relationship at the level (α ≤ 0.05) between Challenge the Process and the effectiveness of the British Council-Managed scholarships.

H4:   There is a significant positive relationship at the level (α ≤ 0.05) between Enable Others to act and the effectiveness of the British Council-Managed scholarships

H5:   There is a significant positive relationship at the level (α ≤ 0.05) between Encourage the Heart and the effectiveness of the British Council-Managed scholarships

       This thesis is organized as follows: Chapter two highlights some important literature which discusses leadership development and evaluation; Chapter three outlines the research methodology and data collection; Chapter four presents the data analysis; Chapter five outlines the main findings and suggests key recommendations.

Chapter 2

The Literature Review

2.1 Introduction

In this chapter the researcher aims to identify Leadership and the main theories that have attempted to explain it. Also this section provides a review of previous studies, both international and local, written Leadership Capacity building. I review studies that focus on theories and mechanisms used to measure the impact of various capacity building programs. With every study I look into the theory of the author, the population and data collection method, the findings and the author's recommendations. Furthermore, I look into what Leadership models have researchers used to measure the leadership development and what competency and skill they used.

In his book "Skyhooks for Leadership" Shtogren (1999) defines leadership as the achievement of intended change in both the organizations the leaders work in and the people who work there. Scholars have classified leadership theories into two main parts: Traditional and Modern. Traditional leadership theories emphasize rational processes and decision-making. The main theories that are considered traditional are**:** trait theory, the behavioral theory and the contingency theory. Modern theories of leadership emphasize the importance of effect and values (Yukl 1999). Modern Theories in leadership include Transformational leadership. According to (Von Eck and Verwey 2007), this refers to leaders who guide or motivate their followers toward established goals by clarifying role and task requirements. It is a style of leadership in which the leader identifies the needed change, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group. It focuses on the role of supervision, organization, and group performance.

It is hard to argue that evaluating leadership programmes is an extremely important stage in any leadership development program. However, researchers vary in the way they study the evaluation process.

2.2 Leadership

"Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall." **(Spence 1994)**

The word "leadership" can bring to mind a variety of meanings. For example: a country's president leading the country towards a prosperous future like Mahathir Mohammad , a spiritual leader striving for freedom like Nelson Mandela, a military leader, leading an attack on an enemy position, like Salah Edin Al Ayoubi or an executive developing his company's strategy to beat the competition like Bill Gates.

In the past leadership was often viewed in the context of innate ability that a human being has no way of influencing. The concept of leadership started to appear in academia through schools of administration, which then gave way to schools of management and business. In 1954 Peter Drucker radically changed the tone of management studies by introducing the idea of leadership as a practice, like that of medicine or law (Bommarito and LeMire 2012).

There has been and will continue to be strong disagreement over the elusive definition of leadership, along with debates about different personal qualities that specifically frame a leader. Leadership is often defined in general terms, such as Dwight D. Eisenhower's definition: "Leadership is the art of getting someone else to do something you want done because he wants to do it" (Weigel 2012).

According to Kouzes and Posner leadership is not a position, but a collection of practices and behaviors. These practices serve as guidance for leaders to accomplish their achievements or "to get extraordinary things done" (Abu-Tineh, Khasawneh et al. 2008).

Gardner (1990) stated that leadership represented the process of persuasion in which an individual (or leadership team) influences a group to pursue objectives held by the leader or shared by the leader and his or her followers (Beinecke 2009).

Hersey and Blanchard (1993) defined leadership as the process of influencing the activities of an individual or a group in the effort toward goal achievements in any given situation. Shtogren (1999) said that good leadership is defined by the achievement of

intended change in both the organizations the leaders work in and the people who work there.

Leadership as a term is widely used in every aspect of life and this explains the vast range of definitions it has; every scholar defines it according to his/her environment. Leadership means different things to different people around the world, and different things in different situations. For example, it could relate to community leadership, religious leadership, political leadership, and leadership of campaigning groups.

Leadership in this research refers to the qualities, skills and behaviors that qualify and enable leaders in their various fields to ensure positive social change.

2.3 LEADERSHIP THEORIES:

Various leadership theories have been developed in the last eight decades (Van Schalkwyk 2011) that try to explain the essence of leadership. This section focuses on the most well-known leadership theories, Traditional as well as Modern.

2.3.1 Traditional leadership theories

Traditional leadership theories consist of the trait theory, the behavioral theory and the contingency theory:

- **Traits theory**

The birth of the traits theory dates back to the turn of the 20th century. Trait theory focuses on those managers who had desirable traits and who utilized them to accomplish important goals, not half hearted results (Blanch 1998).

The focus of the trait theory was on an individual's physical, social and personal characteristics such as height, integrity, intelligence, self-confidence, strong values, attractiveness and creativity. It was assumed that some people are born with these traits or characteristics and those will be better leaders (Van Schalkwyk 2011).

- **Behavioral theory**

    Behavioural theory was the second theory approach to leadership. This theory tried to address the weaknesses of the trait theory.

    The behavioral theory developed from the trait theory in the 1950s. Researchers focused more on the behaviour of leaders that led to improved organizational effectiveness as well as increased productivity and satisfaction of followers. The focus was on how leaders behaved towards followers, that is, the interaction between leaders and followers. Research on the behavioural theory identified two types of behaviours, namely task- and person-oriented behaviour.

- **Contingency theory**

    It was developed in the late 1960s. Researchers found that leaders with the same traits and behaviours displayed various success rates in different situations. The focus of this theory is on the interaction between the leader's traits and behaviours and his or her specific situation. A desired outcome will thus be reached depending on contextual factors contributing to the way in which the leader approaches a certain situation. Leadership effectiveness therefore depends on the leader, the follower and situational factors such as the external and internal environment and the type of work.

2.3.2 Modern leadership theories

    As social science is highly dynamic scholars have been and will continue to search and try to answer the big question "what makes good leaders". During the 1970s the focus of many researchers was to investigate the trait and behavioral theories. This gave rise to the modern theories. The history of modern leadership theories started in the early 20th century (Rathore 2013).

- **Transformational leadership**

    James Macgregor Burns first introduced the concept of transformational leadership in his book Leadership (1978) (Goertzen, Nollette et al. 2011). Burns defined transformational leadership as occurring when "one or more persons engage

with others in such a way that leaders and followers raise one another to a higher level of motivation and morality" (Burns 1998).

Transformational leadership is the process of building commitment to organizational objectives and then empowering followers to accomplish those objectives. The concept of transformational leadership is closely aligned with the five practices of exemplary leadership upon which the LPI instrument is based.

"Transformational leaders raise the consciousness of the followers by appealing to higher ideals and values such as liberty, justice, peace and equality" (Sarros and Santora 2001).

- **Transactional leadership**

In transactional leadership, leaders and followers exchange services to achieve their objectives. This theory is based on a contractual commitment where the leader rewards his or her followers for objectives achieved. It involves exchanges or transactions between leaders and followers such as agreements or contingent rewards on a daily basis. The leader takes the initiative to make contact with his or her followers for the purpose of exchange. "Transactional leadership pursues a cost-benefit economic exchange with followers. In this relationship followers' material and psychic needs are satisfied in return for expected work predominance "(Sarros and Santora 2001).

2.3.3 The Leadership Challenge

The Leadership challenge is a leader development model based on "five exemplary practices of leadership" (Kouzes and Posner 2007). The five exemplary practices of leaders include Model the Way (earning respect through setting an Example), Inspire a Shared Vision (enlisting others to reach a shared goal), Challenge the Process(taking risks and looking for innovative ways to change the status quo), Enable Others to Act(trusting and empowering others), and Encourage the Heart (celebrating shared values and recognizing individuals) (Kouzes and Posner 2012).

The Five Practices of Exemplary Leadership first appeared in 1983 by asking people "What do you do as a leader when you're performing at your personal best? Originally it was developed in a business context; Kouzes and Posner expanded their

model to include college students and published a handbook in 2008 specifically targeted toward college students' applications of the five practices. The Leadership Challenge model asserts leadership is a relational process that is available to everyone and can be learned and cultivated in anyone (Kouzes and Posner 2012).

Kouzes and Posner's (2007) transformational leadership model focuses on establishing a caring relationship between the leaders and their followers. (Padykula and Wexell 2013). It is about the practices leaders use to transform values into actions, visions into realities, obstacles into innovations, separation into solidarity and risk into rewards (Kouzes and Posner 2012).

This Model has been translated into 20 languages and was used by many institutions including the United States Treasury Department (USTD) and the American Red Cross.(Cunningham 08 August 2012).

2.3.4 Leadership Practices Inventory (LPI)

Developed out of the key traits found within "The Five Practices of Exemplary Leadership" is the Leadership Practices Inventory, or LPI, a print and online assessment, which the authors called a "360 assessment tool", which leaders can use to allow staff to be surveyed about specific leaders in their organization. It also provides self-assessment tools for leaders to learn more about behavioral tendencies which affect their leadership. The tool has been used by Cracker Barrel, the United States Treasury Department and the American Red Cross.

Empirical studies

2.3.5 Local Studies

(Saada 2013). Applying Leadership Criterion of EFQM Excellence Model In Higher Education Institutions: University College of Applied Sciences (UCAS) as a Case Study

This paper examines the application of the leadership standards in Higher Education. (Saada 2013) uses UCAS as a case study for this research. UCAS is the first higher education institution to have ISO 9001:2008 in the Gaza Strip. Saada (2013) applies the model of European Foundation for Quality Management (EFQM) Excellence.

The methodology applied by this study is based on a descriptive analytical approach and the data collected by a questionnaire based on the items of the leadership sub-criteria of EFQM Excellence. He distributed the questionnaire to 64 administrative and academic staff members of UCAS.

This study shows that UCAS apply the leadership standards based on the EFQM Model with 75.97%. The other standards[1] are also applied with a similar percentage. The study reveals a high level of application of the third standard of the model[2] which is related to the interaction of the leaders with the students and other related groups with 79.11%. The second standard[3] which is related to the efforts of the leaders to apply and develop the administrative system scored 71.6% (4.13) 6. In regard to the fifth standard which is related to efforts of the leaders to provoke positive competition among staff, it scored 73.92%. The fourth standard[4], which is related to the support and encouragement of the leaders and promoting the culture of distinction, scored 73.8%, a mild difference.

The recommendations include that the UCAS Leadership promote the culture of distinction among UCAS leaders and other staff and start training its staff on the principles and mechanisms of distinction. He also encouraged other Higher Education institutions to follow UCAS in applying the Quality Standards.

1- These standards include: develop the Mission, Vision, Values, and role models of a culture of Excellence by percentage
2- Involvement and interaction with customers, partners and representatives of society
3- Assurance of developing, implementing and continuously improving university management systems
4- Motivating, supporting and recognizing the university's people, and nurturing a culture of excellence

([Saqer 2009](#)). The Effects of the Perceived Leadership Style on Organizational Commitment

This study investigates the effect of the leadership style of the United Nations Relief and Works Agency (UNRWA) local staff on the organizational commitment. Sager (2007) uses the Full Range Leadership Theory.

The total number of participants included in the study is 589 local staff from the West Bank, Gaza Jordan, Syria and Lebanon. Sager (2007) uses a questionnaire concerning leadership styles based of the Multifactor Leadership Questionnaire developed by Avolio and Bass (1995 and 1997), and the Organizational Commitment Questionnaire based on Meyer and Allen's (1997) model .

The findings show that there was no dominant leadership style among UNRWA supervisors from the point of view of their subordinates. The organizational commitment was mild where effective commitment goes slightly over normative and continuance commitment. There was a positive relationship between the leadership style and the organizational commitment, however the relationship is even stronger with transformational than transactional. The study also finds that there were varied patterns of differences at $\alpha \leq 0.05$ level between the respondents' perception of the leadership style and the organizational commitment, due to place of work, gender, age, academic qualifications, experience, job grade, number training course and marital status.

The recommendations include that supervisors should be aware of the effect of Organizational Development on their subordinates. Saqer (2007) recommends that UNRWA introduce changes to its regulations in order to help supervisors show a transformational leadership style more than a transactional one. The study also recommends building trust and the empowerment of staff in the decision-making process, a "participative" approach in order to enhance the attachment of the staff member to UNRWA.

([Salha 2013](#)). The Degree of Practicing Transactional Leadership Behaviour by the Directors of the Ministry of Education and its relationship with the Development of High Schools' Headmasters managerial performance

This paper investigates the degree of practicing Transactional Leadership by the Directors of the Ministry of Education and its relationship with the development of High Schools' Headmasters managerial performance. Moreover, the paper examines the effect of variables such as sex, qualifications, years of experience and the educational region on the average estimates of those headmasters for such a relationship.

([Salha 2013](#)) uses the descriptive analytical approach. The study uses two questionnaires as a tool to collect the study data: the first one is entitled the interactive leadership behaviour to measure the degree of practicing of the interactive leadership behaviour for the Directors of Ministry of Education. This questionnaire was based on the section of Transactional leadership in the questionnaire of Multi-Factor Leadership Behaviour of Bass and Avolio (1995). The questionnaire consisted of 14 items in three Domains: contingent reward, management through positive exception and Management through negative exception. The second questionnaire was entitled the development of the administrative performance for secondary school headmasters. The study sample included all the population of the study which consisted of 133 headmasters of secondary schools in Gaza Governorate for the academic your 2012 – 2013, both male and female head teachers.

The findings show that the degree of practising transactional leadership behaviour by the directors of the Ministry of Education is high whilst the average for all Items related to transactional leadership behavior[1] is 3.43, with relative weight 68.65%, and T test value is 11.92

The recommendations include the use of Transactional Leadership among the Education Directors and leaders. The study also recommends the development of such a culture through workshops, courses and papers. The study also emphasises that the

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1- transactional leadership, Active Management-By-Exception, Passive Management-By-Exception

Directors of the Ministry of Education should be committed to use a Transactional Leadership approach, particularly in two main dimensions: one the urgent reward and second demission management by exception.

([Abu-Alkhir 2013](#)). The Leadership Styles for the Headmasters of the high schools in Gaza and their relation to the Creative administration

This paper investigates the relationship between the Leadership Style and the creative administration for the high school Head teachers in Gaza Governorate from their point of view.

Abu Al Khir, (2013) uses the descriptive analytical method. The tool of the study is a survey consisting of 70 paragraphs, and the research population is 134 head teachers from all the Governmental high school head teachers in Gaza Governorates. The comprehensive census method has been used and the researcher received 115 of the distributed surveys from High school head teachers in Gaza Governorates.

The findings show that there is a high degree of agreement on the paragraph of leadership styles in general where T test = 26.99; The democratic style has been ranked first among the other two styles with 84.32%, while the Chaotic style has been ranked second with a middle degree of 64.53% and the Autocratic style has been ranked third with a middle degree too. There are no statistical differences between the projected averages of all styles concerning the variables of educational qualifications, service years and educational area, but there are statistical differences between the projected averages of Democratic style for males. There is a high degree of agreement on the paragraphs of administrative creativity in general; the field of Analysis and Linking come in first place, then the field of Flexibility. In third place was the field of Fluency, and in the fourth place was the field of Problems Sensitivity. In fifth place was the field of Authenticity, and finally the field of Risk Taking. They are all got high degrees.

The recommendations include that Education Directorates should hold workshops for school head teachers to discuss leadership styles and indicate the advantages and disadvantages of every style, and to form a clear vision for school head teachers to

follow the best style, and ignore any other styles that may hinder the development of the school. He also recommended reviewing the method of selecting the deputies of head teachers, so that the selection is done in accordance with mechanisms that ensure that creative and qualified talents get the position; this can be done by giving additional points for doing any creative work or for those who participate effectively to improve their schools. Concentrate on headmistresses in particular and sensitize them to the advantages of the Democratic style through workshops and training and urge them to use this style.

(Naem M. , 2012). The Reality of the Human Resources Development at the Ministry of Education and its Relationship to the level of Managerial Performance

This study aims to recognize the position of the Human Resources (HR) section in the Ministry of Education and Higher Education and its relation to the Managerial Performance level. It also aims to check whether there are differences of statistical importance between the estimated averages of the study sample of H.R. Development in the ministry and the relation of the managerial performance that attributes to variables such as type, qualifications, experience and job title.

The study uses the descriptive analytical method. The study population is all the employees of the following job titles during academic years 2011-2012: (Manager, Director, Deputy Director General, and Director General). The total number of the publication was 127 employees. The number of returned questionnaires was 103, some 81% of the study population. The questionnaire consisted of 87 statements distributed on two main scales: the first about the real status of the human resources section in which there were three axes: training, development of job career and performance evaluation. The second scale was about the level of managerial performance which included four axes: planning, organizing, directing and control.

The study reveals that the relative weight to measure, the degree in which the Ministry does its role in developing of H.R. of the staff from the staff point of view scored 63.2%. "Performance evaluation" came first with a relative weight of 65.5%, then, "training" (63.02%) and then development of career path (60.1%). There were no

statically significant differences between estimated averages of the sample of study for the reality of H.R.D. and also the level of managerial performance in the ministry attributed to the variables of type, qualification and experience. There were statistically significant differences between estimated averages of the individuals in study samples of the D.H.R. and the level of managerial performance in the ministry, attributed to job title (Higher administration and Lower administration). The differences were in favour of Higher Administration employees.

There is a correlation of statistical significance between the status of H.R.D. and Administrative Performance level in the Ministry from the employees point of view.

The study recommends creating a specialized administration for H.R.D within the organizational structure of the ministry. This administration would be responsible to follow up programs that aim to develop human resources, to be reviewed and evaluated annually. The ministry should allocate part of its general budget for activities and programs for H.R.D-run specialized courses and workshops that aim to raise the awareness of the employees of the H.R.D. concept, especially the Career Development Path. The researcher suggested having specific criteria to measure the impact of training on Ministry staff after receiving the training.

Course evaluations are now a serious matter for universities trying to meet stakeholder needs and expectations, quality assurance, improvements and strategic decision making. Typically, students are invited to participate in surveys on how well the design and delivery aspects meet predetermined learning objectives, quality of teaching, and the types of improvements needed for future deliveries. Researcher used the Most Significant Change technique to gather data on the impact of a leadership course. Participants' views highlighted impacts that were of significance to the students and their workplaces. The findings demonstrate that the Most Significant Change technique offers a more comprehensive understanding of the impact of leadership development courses.

([Khalaf 2010](#)). The Relationship Between Transformational Leadership and Managerial Creativity (descriptive study on academic heads of departments at the Islamic University of Gaza)

This paper investigates the relationship between the possession of the academic leaders of transformational leadership and developing managerial creativity for the heads of academic departments at the Islamic University of Gaza (IUG).

The methodology that is applied in this study is the descriptive analytical approach. The study population consists of 50 academic heads who are all academic heads of departments at IUG for the academic year 2009/2010. A comprehensive inventory sample was used and 45 questionnaires were retrieved from heads of academic Departments.

The findings show that that the practice of transformational leadership by academic leaders in IUG scored 80.6%. Charisma occupied first rank of transformational leadership elements with a relative weight of 82.89%, while Intellectual stimulation came fourth (79.63%) . The Possession of managerial creativity by the heads of the academic departments at IUG scored 83.94%. The Ability to analyze and link came first of managerial creativity elements with a relative weight of 88.33%, while the fourth element (Assumption to risk) came seventh with 80.58%

The recommendations include that IUG should arrange courses and workshops to increase awareness of the academic leaders on transformational leadership style and its long-term benefits in improving the performance of their subordinates. He also recommended that the University management should encourage creativity by creative intellectual, emotional and material stimulation. He encouraged the University Management to develop the leaders of change at the university by focusing on skills' development in order to assist them in forming a clear vision of what change is and what its motivation, process and outcomes are.

2.3.6 International Studies

(Choy and Lidstone 2013). Evaluating leadership development using the Most Significant Change technique

This paper evaluates the leadership development of a Master of Education (Educational Leadership). The population study was 18 Pacific Islanders (seven women and eleven men) who completed a Master's of Education degree. Eight participants had a role in education planning and ten were ''standards officers'' (equivalent of school inspectors). The group had diverse learning styles, spoke different native languages, held distinct values and came from seven different ethnic cultures – quite different from those of the mainstream on-campus students studying similar units.

The methodology that is applied by this study is the Most Significant Change (MSC)[1] technique to gather data on the impact of a leadership course. The MSC approach data were collected from three sources: individual interviews which focused on the participants' experiences of their Most Significant Change; focus groups; and reflective essays completed in the final semester of study.

The findings show that participants relate a number of significant changes that were positive with only a few negative changes. No differences were noted in the responses from education planners and standards officers. A list of most significant positive changes revealed six themes: Increase in self-confidence (89 references by all participants); Change as a person (63 references by all participants); Recognition and respect by others (33 references by all participants); Ability to make more informed decisions (24 references by 16 participants); Now engaging others more frequently (19 references by 12 participants); and Now accepting others' viewpoints (11 references by 6 participants). The first three changes in the list were of a personal nature and the next three related to changes in the way the participants practiced leadership. None of these changes identified by the participants coincided with the learning objectives that were

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1- Most Significant Change.   Davies (1996) first developed the MSC approach to monitor and evaluate complex participatory rural development programs with diverse implementation and outcomes. Instead of an evaluation against pre-defined indicators alone, the approach is based on the stories told by participants about the changes they experience during and as a result of a particular project or program.

pre-set for the course. Although the positive changes experienced by the participants in this research may seem expected and perhaps even trivial, for the Pacific island participants these are very significant because unlike leaders in developed countries, most of them have little access to research.

The study also revealed three negative findings: envy (5 references), increased workload (3 references) and lack of recognition/appreciation of them as 'new leaders' by work supervisors (3 references). According to the participants, the potency of the positive changes minimized the impact of the noted negativity.

This study recommends using the MSC approach as a supplementary source of data as it is useful for gathering qualitative data for a comprehensive evaluation of capacity building' courses; also using self-reflections over the course of the study to collect evidence of the types of changes experienced by individuals.

(Black and Westwood 2004). Evaluating the development of a multidisciplinary leadership team in a cancer-center

This paper evaluates the development of a multidisciplinary Leadership team in a Canadian cancer care center. It examines a unique case of an organizational development intervention in health care and provides practitioners with insights into the benefits and drawbacks of interpersonal, group-based interventions. The leadership team consisted of nine team leaders of whom all were invited to participate in the evaluation. The senior administrator aimed to address the importance of working with critically ill cancer patients, so he thought of creating a multi-disciplinary leadership team which consisted of leaders from each of the following areas of the traditional medical hierarchy: surgery, oncology, radiology, physiotherapy, nursing, and executive assistance.

The methodology that is applied by this study is qualitative, semi-structured interviews. Interviews were conducted only once, following the workshops, limiting the understanding of long-term effects. Seven of the nine leaders participated in the evaluation. Six leaders were interviewed in person and one leader was interviewed over phone. The six "in-person" interviews were audiotaped while the phone interview was

not recorded. Research interviews were conducted three months after the completion of the final workshop. A semi-structured interview format was used to elicit team-members' experiences of four pre-determined areas relating to their participation in the workshops: communication; morale; support; and the ability to provide more holistic support.

The findings show participants reported that the workshops achieved their goals. At the same time, it was apparent that some participants felt that when the interviews took place, the group was not as cohesive as before; following the end of the workshops, success at one stage of development may involve a lack of conflict, while success at the "conflict stage "necessarily involves the existence and resolution of conflict and not the absence. Therefore, what the participants reported as negatively impacting the workshop experience may have been an entirely normal part of the group-building process. However, if the group is not afforded the opportunity to move to the working stage of a group, and is left in the conflict stage, then it may seem that the intervention had been in vain, whereas the development of the group may have been stopped prematurely.

The recommendations include that team leadership development is based on the notion of a coherent and intact group of leaders, maintained and supported over time. Ongoing support and qualified group facilitation is recommended to ensure that the competencies gained in the training workshops are sustained and enhanced over the long term. A potential risk is that the organization may become dependent on the consultant to maintain the team, if it cannot provide its own internal group facilitation to actualize the gains of the intervention. Problems will arise in any group, yet, problems do not need to become problematic. Teams are made up of individuals and this cannot be overlooked. If team leaders attend to the individual needs of members (i.e. inclusion, control and trust) then the team will be successful. If leaders neglect individual team members' needs, then the team will suffer. A team is only as strong as the member who feels the least included, least in control, and who experiences the lowest level of trust in himself and his fellow team members. The findings support the assertion that such workshops can be successful in the short-term but that organizational support for the

continued maintenance of the leadership team should be considered. Further research might investigate this assertion that ongoing facilitation is required to maintain the benefits of team leadership development. A research design that employs more than one measurement point in time could potentially track the impact of the workshops at different points in the team's development. The study supports the use of team-building workshops to foster communication, support and trust in team members in the short term.

(**Edwards, Turnbull et al. 2008**). **Developing Leaders for Sustainable Development: An investigation into the impact and outcomes of a UK-based masters programme**

This paper examines the benefits of the program for the participants in terms of their ability to operate successfully in their chosen work and make a contribution to the sustainable development agenda.

The methodology that is applied by this study is an inductive approach. Researchers elicited autobiographical stories from 15 interviewees and 2 focus group attendees, and having transcribed their stories they analysed and coded these thematically. The interviewees were volunteers who had signed up to be interviewed at the previous Alumni event. The interviews were semi-structured and conducted by three different interviewers. The interviewers began with a common set of questions and then probed their respondents with further questions following each response. Each interviewer then coded the transcripts thematically in order to draw up a matrix of codes, which were then reapplied to each transcript.

The findings show increased self-confidence, improved social and political skills, adaptability and a wider and deeper understanding of organizations and of the way that graduates function. In addition, program graduates saw the networks they developed within the program, and their enhanced networking skills, as a vital benefit. Even those who resisted the importance of networking during the program agreed that this skill was

one of the most important for progressing the sustainable development agenda through their work. Most of the graduates spoke warmly of the network of program alumni, and in particular the closeness of the support of the others in their own year.

The recommendations include a further study of graduate impact in 5 years' time, is to see what impact they have had on the bigger sustainability agenda and how the graduates' careers have progressed. Moreover researchers recommend to extend the survey to work colleagues in their current organizations. They also recommend that the next phases would be to evaluate the impact at the organizational level, and the final stage would be to evaluate the impact at the community level.

(Watkins and Lysø 2011).   Evaluating Executive Leadership Programs: A Theory of Change Approach

This paper presents a Leadership Development Evaluation Model based on the Theory of Change approach[1]. Wathins K., Lysø I. and deMarrais K. (2011) present two case studies: case one is the U.S. case which focuses on an executive development program in a global health care company that is a leading manufacturer of medical devices, supplies, and pharmaceuticals. In all, a total of 56 individuals were contacted. Informants for Phase 1 of this study were 14 of 15 participants, 9 of 10 supervisors, 9 of 15 peers, and 8 of 15 subordinates (N = 41). Case two is the Norwegian Corporate Network of small- and medium-sized companies located in an international and export-oriented region. The study is based on one cohort (N = 22) of an executive leadership program. Both studies focused on four major skill areas of the program (globalization, innovation, strategic thinking, and communication) with adaption to increased globalization as an overarching focus on the second case.

The methodology that is applied by this study is in-depth interviews with participants in the leadership programs.   In addition, peers, subordinates, and supervisors were asked to give similar critical examples from their observations of the

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1- identifies critical incidents of new behavior and explores changes at individual and organizational levels.

participants, to establish triangulation of the new behaviours. Each of the interviews used an in-depth qualitative approach with questions and follow up probes worded in such a way as to encourage interviewees to describe in detail specific incidents. In the evaluation of the U.S. executive leadership development program, individual interviews with participants were to be conducted 6 and 12 months after they completed the program.

The findings show that at the individual level, we observed transfer of some skills, integration of feedback, some job changes that led to continued growth, and a sense of being tapped that created high expectations. At the organizational level, a culture of up and downstream leadership, a common language, and stronger affiliation with the organization as one that invests in its people were observed. At the programmatic level, the activities with the longest term impact were the 360-degree feedback, the cohort network, action learning, and the evaluation process itself as an opportunity to reflect and integrate learning. One of the most powerful themes researchers heard, even to the extent that a supervisor referred to it as a best practice, was the way in which the organization consciously develops talent. The elements of a theory of change approach—moving from activity to outcome to goal, while making clear the incidental development and change assumptions–enhance the findings from evaluation research. Based on our research, the leadership model at this organization asserts that effective leaders are (a) More Global (b) More Innovative, (c) More Strategic Thinking (d) Better Communicators, (e) More Effective Mentors and Developers of their People and (f) More Reflective and Proactive. The second case emphasized (a) More Effective Communicators, (b) More Change Oriented, (c) More Strategic Thinking, and (d) More Collaboration across companies.

The recommendations include that the more we can do to align the projects with real needs for the business beforehand is good. At least one group of staff should be working on something that has been identified in the company's overall strategic plan as an issue or an opportunity or challenge. It is important to get business presidents who have more contact with the day-to-day operation to champion some of the important

projects. In addition to the projects, supervisors stressed that you have to have the right people—and realistic expectations of what a training program can do within the time available. For development programs to be effective for individuals, the program has to be sufficiently complex and flexible so that people may move from wherever they are now to a higher skills level.

(**[Atwood, Mora et al. 2010](#)**). **Learning to Lead: Evaluating Leadership and Organizational Learning**"

This paper evaluates leadership diffusion in a federal agency in the United States Geological Survey (USGS) Leadership Program (LP) within the context of organizational learning and culture change. The study population is about 10000. The study sample is 3500 co-workers.

The methodology that is applied by this study is an innovative 360 degree survey assessment method. The Cronbach reliability test and analysis of variance (ANOVA), was performed to analyse the role of familiarity and exposure in predicting leadership behaviour and to compare the level of leadership behaviour among co-workers based on exposure to the LP. Pre-course surveys were administered two months prior to the 101 or 201 courses[1]. Surveys were designed and administered in accordance with standard survey procedures (Dillman, 2000). LP participants were required to complete a comprehensive evaluation that included both a self-assessment and evaluation by eight to ten co-workers, including at least one supervisor, peer, and employee.

The findings show that familiarity is a critical predictor of behaviour change across all co-worker subgroups. Increased exposure to the LP results in stronger, more consistent predictive models. Finally, co-workers with higher exposure to the LP have increased levels of leadership behaviour. The results in the study suggest that, in order to promote leadership and organizational learning, familiarity with leadership skills is

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1- The Program involves two week-long courses, a 101 and 201, which bring employees together from offices around the country. The courses are designed to train people in the ideas and skills necessary to transform the USGS into a LCC.

essential. Furthermore, the greater the familiarity with leadership through at-work interaction the more likely co-workers are to learn and apply leadership techniques.

The recommendations include increasing familiarity with leadership fundamentals. Also graduates of a leadership course should spread the information to their co-workers in the workplace.

(Drennan 2012). Masters in nursing degrees: an evaluation of management and leadership outcomes using a retrospective pre-test design

This paper measures the leadership and management abilities of graduates who had completed a master's degree in nursing. The sample in the present study was 322 graduates who had completed their masters in nursing programme from six universities/colleges in Ireland. One hundred and forty responded, a response rate of 63%.

The methodology that is applied by this study is a cross-sectional survey using a retrospective pre-test design which was used to measure self-reported leadership and management outcomes from the graduates' educational programmes. Student self-report measures of change were used to identify the impact that the master's degree had on leadership outcomes. The self-report questionnaires were distributed to the sample through the postal system using Dillman's (2000) Tailored Design Approach. This consisted of the use of pre-letters, personalised letters, the inclusion of stamped addressed return envelopes and multiple reminder contacts.

Outcomes related to leadership and management were measured using an instrument developed by the author Drennan J (2012) specifically for the present study: the Masters in Nursing Outcomes Evaluation Questionnaire (MNOEQ) (Drennan 2007). The questionnaire consisted of 24 items measuring three domains seen as relevant to leadership and management practice: Ability to change professional practice (eight items); Communication and teamwork (seven items); and Problem solving (nine items). MANOVA was conducted to see whether graduates perceived that they had changed in the three areas over the course of their master's degree.

The findings show that masters in nursing programmes had an impact on graduates' leadership and management capabilities, regardless of strand completed. The leadership skills and capabilities developed as a consequence of completing a master's degree in nursing are applicable to professional practice and are necessary to impact on and develop quality care for patients and clients who come into contact with the health service. The recommendations include that nurses aspiring to undertake leadership roles within the profession should be encouraged and facilitated to complete this program of study.

(**Dexter and Prince 2007**).   **Evaluating the impact of leadership development: a case study**

This paper evaluates the impact of a leadership development program on middle managers in their seventh year, within a city council organization. The population is about 70 middle managers of Derby City Council in the UK.

The methodology that is applied by this study is qualitative. Dexter B. and Prince C., (2007) use interviews that last between 25 and 50 minutes with 32 leading Managers from the first three phases. The feedback from line managers is also considered as a source of evidence for the effectiveness of the leadership development. Three line managers were unable to complete the programme or left the Council so were excluded from the research. Also analysis of the learning logs of the Leading Managers gave insight of whether the students had applied their learning to the workplace or not. A thematic analysis was undertaken using categories of "knowledge", "skills" and "attributes".

The findings show that of the 22 line managers interviewed (some of which line-managed more than one Leading Manager), 17 could identify individual and organizational benefits that they perceived the program had delivered. Four categories of organizational benefits are now presented, each drawing on knowledge, skills and attributes developed from the Leading Manager program:

(1) Contribution to better processes and project management;

(2) More effective team-working;

(3) Developing networks and collaborative working; and

(4) Improved self-management.

Dexter B and Prince C., (2007) also recommends that further research be done on phases 4-6 to see the effect of the program on the organization and with this to test the idea of the critical mass[1] . They recommend the use of the typology table as a basis for future work.

((Solansky 2010). The evaluation of two key leadership development program components: Leadership skills assessment and leadership mentoring

This study evaluates two main components in leadership development programs: a 360-degree assessment of leadership skills, and leadership mentoring. Solansky S. (2010) thought that the Leadership skills self-report assessments would be statistically different from leadership skills observer-report assessments. Specifically, leadership skills self-report assessments would be higher than leadership skills observer-report assessments.

The methodologies that are applied by this study are 360-degree assessment of leadership skills and leadership mentoring. 351 administrators participated in the leadership development program from a large state in the U.S. The total number of the respondents is 303. Forty-eight individuals did not complete the 360-degree assessment. Forty-nine percent of the participants were female and each played the same role in their school district. In addition, there were 48 mentors who mentored groups of participants

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1- In social dynamics, **critical mass** is a sufficient number of adopters of an innovation in a social system so that the rate of adoption becomes self-sustaining and creates further growth. It is an aspect of the theory of diffusion of innovations, written extensively on by Everett Rogers in his book *Diffusion of Innovations*.[1]

throughout the program. Fifty-eight percent of the mentors were females and mentors were chosen based on their success as school administrators.

The 360-degree assessment used in this study was Kouzes and Posner's (1993) Leadership Practices Inventory (LPI). The LPI is a 30-item measure of five competencies deemed essential to be an effective leader in any type of organization. Each competency was measured by six items. The dimensions measured include: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

The findings show disagreement between self and observer-ratings. In the current study, self-ratings were significantly lower than observer scores on all five of the LPI dimensions. Although these findings do not align with the common assumption that self-scores will be higher than observer scores, the fact that there is still a difference means that 360-degree assessment provides incremental information beyond self-reports alone. Moreover the findings in this study also show that having a mentor in place does not guarantee that the mentor–mentee relationship will be effective and open.

The recommendations include the use of multiple sources of data when assessing leadership behaviours and traits (as opposed to only using self-reports) to avoid the biases and problems associated with self-report bias and social desirability to provide inaccurate assessments (Donaldson, 1995). Also mentors should spend time on coaching behaviours and not just on making sure the program participant is complying with the program. In addition, the more time a mentor exerts in communicating with mentees the greater the likelihood that the mentee will share information and openly discuss leadership issues.

((Ngang, Prachak et al. 2013).   Leadership soft skills of deans in three Malaysian Public Universities

This paper examines the importance and value of leadership soft skills in higher educational institutions. Moreover, Gang T.K, Prachak B. and Saowanee T. (2013) hope that the findings can provide information to assist administrators in developing high-quality interpersonal relationships with their associates and support staffs. They believe that leaders with critical soft skills are very important to the employees. These soft skills are generic in nature and they are success keys for effective performance across job categories. They specify eight main skills: collaboration/teamwork, communication skills, initiative, leadership ability, people development/coaching, personal effectiveness/personal mastery, planning and organizing, and presentation skills. The sample of the study includes 12 members of staff. Four support staff from each campus was selected for this study. Data was collected from three main campuses in Perlis, Penang and Perak states . These three states are located in the north-west region of Peninsular Malaysia.

The methodology that is applied by this study is qualitative, namely face-to-face open-ended structured interviews for 12 support staff from grade 17-36. NgangT.K,, Prachak B. and Saowanee T. (2013) designed eight questions based on Crosbie's (2005) eight components of leadership soft skills.

The findings show that deans with high soft skills are good in some aspects like collaboration/teamwork, because they encouraged their staff to give ideas and opinions in meetings besides encouraging them to work collaboratively in work and in the faculty's activities. In addition, they were good in solving their staff's problems as most of them often meet with their staff to discuss the problems faced by their staff. They were also more collaborative with their Assistant Registrars in solving their staff's problems compared with deans with low soft skills.

However, most of the deans with high and low soft skills in leadership ability did not get their staff involved to participate in goal setting.

The recommendations include that educational administrators need to have effective interpersonal skills. Skills such as listening, questioning, giving presentations, writing, conducting an effective meeting and getting the best out of the staff or team can be continually improved, and self-development in these areas remains central to becoming a good leader (Fairholm, 2000). Additionally educational administrators involved in planning and organizing need to set goals for the future, establish detailed steps to achieve those goals, allocate resources to achieve those plans and communicate the plans to their staff, delegate responsibilities to their staff to carry out the plans, and develop systems to monitor implementation (Kotter, 1999).

([Bekas 2014](#)). Evaluating leadership development in postgraduate medical education

This paper sets briefly the theoretical basis for evaluating leadership development in postgraduate medical education.

The methodology that is applied by this study is a critical review of available theoretical and empirical literature and a review of the content of a number of leadership and management development programs available to postgraduate trainee doctors in the UK. In addition, Bekas S. (2013) reviewed the aims, perspectives, learning methods and approaches to evaluation in a number of leadership and management development programs available to postgraduate trainee doctors.

The findings show that program evaluation can be approached through four different "frames": their pedagogical content, the conceptualization and achievement of leadership, the contribution in quality improvement, and the consideration of practical aspects that increase engagement and participation. On this basis empirical methodologies of evaluation can be developed. In addition, research has identified factors that act as barriers to trainee involvement in quality improvement, including the

attitudes of seniors and managers, the lack of supervision, the long working hours, absence of financial compensation or clear links to career progression.

The recommendations include that an effective developmental program should focus on providing participants with the skill mix that would allow them to manage this transition in their own workplace, rather than developing "idealized" competencies applicable in any contingency. Also to integrate leadership development with evaluation.

(Nahrgang 2009).   Understanding Leadership Emergence: A longitudinal Investigation as groups Develop Over time

This paper investigates the factors that predict the spontaneous emergence of leadership as groups develop over time. Participants in this study include 199 individuals from 41 newly formed Master's of Business Administration (MBA) project teams at a large Midwestern United States university. Each team includes on average five members. The teams are formed to collaborate on projects such as business cases, presentations, and group-based assignments. The average age of the participants was 29.6 years.

The methodology that is applied by this study is longitudinal study conducted in four distinct phases: 0, 1,2, and 3 with Time 1 marking the initial interaction of the group. Time 0 used archival data to collect basic demographics (gender, citizenship, age, and years of work experience) on each participant. Time 1 used surveys to collect perceptions of the group member's leader like characteristics and role behaviors. In both time periods 2 and 3, group members were asked to rate themselves and other group member's leader like characteristics and role behaviors in the group. Nahrgang J D (2009) uses three main measures investigated in this study: (a) individual differences, (b) 360 peer-ratings of leader like characteristics and role behaviors, and (c) peer-assessed leadership emergence. Ratings leadership emergence were assessed with 5

items modified from the General Leadership Impressions (GLI) scale developed by Lord and colleagues (Lord, 1984).

The findings show that between 20-50 percent of the groups had "leaders" emerge. So emergence in leaderless groups can take the form of both "leader" emergence and "leadership" emergence. The results also demonstrate that leadership emergence in the early phases of group development is also positively related to leadership emergence in the later phases of group development ($r = .74$ for peer-assessed; $r = .43$ for observer-assessed). Leadership emergence at the initial interaction is positively related to leadership emergence in the early and later phases of group development. Fluctuations in leadership emergence occur over time and can be predicted by fluctuations in role behaviors over time.

The recommendations include that research should examine the individual and contextual factors which predict the emergence of "leaders" versus "leadership".

(Yu 2013). Capacity building to advance entrepreneurship education Lessons from the teen entrepreneurship competition in Hong Kong

This paper evaluates the Teen Entrepreneurship Competition (TEC) in Hong Kong which is an annual Inter-School completion that aimed to promote entrepreneurship Education (Ngang, Prachak et al.) over the years 2003 to 2010. This paper used TEC as a case to show how EE can be promoted through capacity building in various ways and levels.

The methodology applied by this study is questionnaire surveys in both the pre- and post-TEC periods. This Study described and discussed the two main Phases of the TEC. Phase I, 2003 -2006 where systematic studies were conducted to improve the program and its activities. In Phase II (2007-2010) the TEC further advanced in three main areas of capacity building: the advancement of core entrepreneurial values to personal character building throughout the business venture process.   Then the

researcher provided a critical analysis of capacity building for Advancing TEC in phase II.

The findings show that the sustainability and advancement of the TEC are closely related to advancing "Character building" at the individual level, advancing "Partnership building" at the institutional level, and advancing "Social responsibility" at the Social level.

The study recommends that a series of thorough studies be conducted to review the development of EE in HK and to suggest strategies for policy making, curriculum development, resource implications, teacher education and research work to support the further development of EE in HK. Also to include the components of students' learning needs, teachers' professional development, principals' leadership, professional learning communities, program coherence, technical resources, school-based development in systematic and cultural changes, school-to-school network, educational needs, community practices, stakeholders' views, government support and policy making. More importantly, a strong mindset of sustainable development for the sake of students' interest in active learning is the soul of capacity building for schools.

([Clavelle, Drenkard et al. 2012](#)) Transformational Leadership Practices of Chief Nursing Officers in Magnet Organizations.

This study examines the transformational leadership practices of Magnet chief nursing officers (CNOs)

The methodology applied in this study is e-version of the Leadership Practices Inventory questionnaire. The questionnaire was sent by email to 384 Magnet's Chief Nursing Officers.

The findings show that enabling others to act and modelling the way are top practices of Magnet CNOs. Those 60 years or older and those with doctorate degrees scored significantly higher in inspiring a shared vision and challenging the process.

The study recommends that, as enables other to act, scored the highest, more investigations should be done to understand the relation between 'Enables other to act 'and shared governance structures and processes. Also the study recommends a comprehensively review of the non-nursing literature to identify other leadership characteristics and models to further develop the conceptual framework for nurse executive leadership in Magnet organizations.

2.4 Evaluation of the Literature Review

Research on Leadership development has been a major scholarly activity over the last 100 years. Rost's (1991) research showed a dramatic increase in the number of published books and articles over the last several years (Brungardt 1997). These books, studies and articles examined Leadership from different perspectives and realms such religious, military, industry, health and education etc. Researchers quoted in this study have focused on various aspects related to leadership.

Both (Saada 2013) and (Koubâa, Kammoun et al.) evaluated HE leadership practices from the perspective of the EFQM Excellence Model. Both of them found that cases they studied encouraged and supported staff to achieve their objectives, and to drive a change process. (Saada 2013)) found that UCAS leaders develop the Mission, Vision, Values, and role models of a culture of Excellence with a percentage of 77.15% whereas (Koubâa, Kammoun et al.) noted the lack of ability to develop the mission and vision and to exhibit role modeling.

(Dexter and Prince 2007)) and (Solansky 2010)) evaluated leadership programs in the area of government institutions. (Dexter and Prince 2007)) used interviews that last between 25 and 50 minutes with 32 leading Managers from the first three phases. The feedback from line managers and a thematic analysis was undertaken using categories of "knowledge", "skills" and "attributes". However , (Solansky 2010) used a 360-degree assessment, namely Kouzes and Posner's (1993) Leadership Practices Inventory (LPI). According to Dexter and Prince (2007) using a variety of measuring tools could

lead to more precise results, especially given that Solansky (2010) found that there is disagreement between self and observer-ratings.

(Black and Westwood 2004),(Drennan 2012) and (Bekas 2014) evaluate leadership programs in the area of health. Black and Westwood (2004) used semi-structured interviews carried out after three months of the program. (Drennan 2012) applied a cross-sectional survey using a retrospective pre-test design which was used to measure self-reported leadership and management outcomes from the graduates' educational programs. Student self-report measures of change were used to identify the impact that the master's degree had on leadership outcomes. Bekas (2014) conducted a critical review of available theoretical and empirical literature and reviewed of the content of a number of leadership and management development programs available to postgraduate trainee doctors in the UK.

From the above it is evident that there are a variety of research tools that can be used to evaluate leadership programs depending on the elements of the leadership program; scholars want to evaluate, for example, curriculum, methodology and delivery, or providers. Also leadership programs can be looked at in terms of outcome like this study.

This study is different to some of the literature in many ways. The study population in this study is alumni from Palestine who studied Master's degrees at UK universities. The literature about evaluation of scholarships in Palestine is very limited. This study uses an online version of the LPI questionnaire based on the Five Practices of Exemplary Leadership model developed by James Kouzes and Barry Posner. Other studies use other methodologies such as Most Significant Change, feedback, critical review of available theoretical and empirical literature, face-to-face open-ended structure interview etc. This study is the first to target BC alumni in Palestine.

Conclusion

This chapter focuses on leadership as an important concept as well as the definitions of the main leadership theories. Then it highlights some key empirical local and international studies on the area of leadership development and evaluation.

Researchers and theorists produced numerous definitions and theories of leadership. However, they were unable to give a one-size fits all definition. According to (Shtogren 1999), leadership is the achievement of intended change in both the organizations the leaders work in and the people who work there. Many theories looked into the nature and function of leadership. Traditional theories include trait theories, the behavioral theory and the contingency theory. Modern theories involve transformational and transactional theory. The empirical studies on leadership development vary in context, population and methodologies.

The context of some of the studies are in education, other in government and NGOs. The study populations are students, workers and officials. Methodology in the studies include questionnaire and qualitative focus groups, feedback and reviews of literature.

Chapter 3

The British Council in context

3.1 Introduction

In this chapter, researcher writes about the context of the study, which is the British Council in Palestine: as an organization, funding, its establishment, main areas of work, objectives and mission. Researcher also highlights some of the main scholarships that the BC has managed such as: Chevening, Said Foundation, HESPAL Essex Open Society foundation OSF. The number of scholarships given is highlighted as well as their demographic distribution.

3.2 The British Council

The establishment of the British Council goes back to the 1920s and the early 1930s when discussion led to the setting up of a British Committee for Relations with Other Countries. In 1934 it was renamed The British Council and then incorporated by Royal Charter in 1940. It is a public corporation, a charity and an executive non-departmental public body with operational independence from the UK government. Its Patron is HM Queen Elizabeth II. Its mission is "promoting abroad a wider appreciation of British culture and civilization [by] encouraging cultural, educational and other interchanges between the United Kingdom and elsewhere" (Council 2015). The British Council has five main objectives:

1. Promote cultural relationships and the understanding of different cultures between people and peoples of the United Kingdom and other countries;
2. Promote a wider knowledge of the United Kingdom;
3. Develop a wider knowledge of the English language;
4. Encourage cultural, scientific, technological and other educational cooperation between the United Kingdom and other countries; or
5. Otherwise promote the advancement of education.

Nowadays, the British Council has about 200 offices in more than 100 counties around the world. The first British Council overseas office was established in Egypt and Portugal in 1938.

The relationship with the Foreign and Commonwealth Office:

The Foreign and Commonwealth Office (FCO) is the British Council's sponsoring department and the Secretary of State for Foreign and Commonwealth Affairs is answerable to parliament for the policies, operations and performance of the British Council.

Funding

Over 75 per cent of the British Council's turnover is earned through teaching and exams, tendered contracts and partnerships.

The British Council also receives grant-in-aid funding from the FCO. This makes up less than 20% of its total income but enables it to represent the UK's long term interest in countries where it cannot rely on earned income alone.

It has four main areas of work: English, Arts, Education and Society.

In Education, the British Council focuses on internationalizing education, sharing the UK's expertise and innovation globally, and bringing partners together to work on collaborative projects (2015). This work is done through four main areas:

1. Development of Exams business overseas,
2. Working with UK education agents to promote professionalism and expertise,
3. Promoting international higher education through events and research sharing.
4. Supporting educators in the UK and worldwide to help young people to live and work successfully in a global society.

3.3 British Council Managed Scholarships

The British Council administers various UK scholarships on behalf of organizations such as Chevening Scholarships, which is now run by the British Consulate not the British Council, Said Foundation, Higher Education for Palestine (HESPAL) and Durham Palestine Educational Trust. Since the 1990s the British Council has sent about 322 scholars from the West Bank, Jerusalem, 1948 area and Gaza to study for Master's degrees at UK universities under the above-mentioned

schemes. Subjects studied included Human rights, Media, Management, Engineering, Education, and Health management.

- **Chevening Scholarships**

   Chevening Scholarships are the UK government's global scholarship program, funded by the Foreign and Commonwealth Office and partner organizations.

   It was established in 1983 and has developed into a prestigious international scholarship scheme with an influential global network of alumni exceeding 43,000. The scholarships are awarded to outstanding established or emerging leaders to pursue one-year Master's degrees (although some awards are for tailor-made short courses) in any subject and at any of the UK's leading universities ((chevening 2015).

   Every year the program supports about 1600 scholars around the world and 20 In Palestine. The main object of the scheme is to support foreign policy priorities and achieve FCO objectives by creating lasting positive relationships with future leaders, influencers and decision-makers (Chevening 2015).

- **Said Foundation**

   The Saïd Foundation was established in 1982 by a Syrian businessman Mr. Wafic Said and Mrs Rosemary Saïd in memory of their son and registered in the UK as a charity.

   It aims to create a lasting legacy by enabling young people to fulfill their potential, whether by achieving positions of leadership in their future professional fields or by overcoming disadvantages such as disability, through opportunities for learning, skills development and community-based care that will have a beneficial impact on their own lives and on the wider community.

Neville McBain, Chief Executive, Saïd Foundation explains:

   "The needs of young people across our target countries are great. In everything we do at the Saïd Foundation, we seek to make a positive and lasting impact to ensure the most effective use of our resources. We achieve that chiefly by the transformative power of learning, whether through education, skills training or rehabilitation, and by

the will of individuals and of organisations to help themselves and become the leaders of the change they seek. The young people of today will be the leaders of tomorrow. All the great innovations in the world have been achieved by individuals inspired by a vision and determined to overcome obstacles. These are the people we seek to help." (SaidFoundation 2015)

The Foundation focuses in particular on Syria, Palestine, Lebanon, Jordan and the United Kingdom.

- **HESPAL**

HESPAL was established in 2011 by the British Council in Palestine in cooperation with some UK Universities. It offers 22 full scholarships to young academics wishing to complete his/her masters in the UK.   This scheme is specific to universities' academic staff. Since the start of the project about 120 academics were able to complete their master's degree in the UK in a variety of subjects.

In HESPAL, Partner institutions in the UK wave their universities' fees. The British Council helps in providing their other living expenses. According to Merna Kasis (Scholarships Coordinator), "It aims at building a cadre of academic leaders that are able to lead positive change".

- **Essex Open Society Foundation (OSF)**

The OSF began in 1979 when George Soros decided he had enough money. His great success as a hedge fund manager allowed him to pursue his ambition of establishing open societies in place of authoritarian forms of government. The OSF is confined to Human Rights and law fields (opensocietyfoundations 20105).

The table and graph below shows the distribution of scholarships granted by the scholarship providers. The Chevening Scholarship scheme occupies the highest portion with 54% of the total alumni (160 scholars). Said Foundation has 65 Alumni (20%). Then HESPAL, 15% with 49 alumni , Durham, 25 Alumni represents 6% and lastly Essex with 6%.

Table (3.1) Scholarships managed by The British Council

Series	Name	Number
1	Chevening	87
2	Said Foundation	9
3	HESPAL	8
4	Durham	25
5	Essex	31
Total		160

(British Council Palestine)

The table below shows the number of scholars distributed to Areas in Palestine

Table (3.2) Location

	Area	Number of scholars
1	WB	94
2	Gaza Strip	40
3	Jerusalem	22
4	1948	4

Table (3.3) Gender

#	Gender	Number
1	Male	63
2	Female	97
		160

Conclusion

This chapter focuses on the context of the study "British Council in Palestine", it sheds light on the BC as an International British NGO organization with about 200 offices around the world. It describes its structure, funding mission and main objectives. It also lists the main areas that the BC works in. Finally in this chapter we list some of the main scholarships that the BC has managed in cooperation with other institutions.

Chapter 4

Methodology

4.1 Introduction

In this chapter we describe in detail the methodology followed in this study. It shows the data collection and its characteristics. It also clarifies in detail the study tool and why this tool is used rather than others. It also shows what questions of the questionnaire deals with what Hypothesis. Finally the researcher highlights some procedures for preparation of the questionnaire.

4.2 Research Methodology

Given the nature of the research and its objectives, the descriptive analytical approach was deemed the most suitable. This approach describes the phenomenon as it is in reality and tries to describe it quantitatively and qualitatively. It collects information about the phenomenon and the relationships within that phenomenon. It also analyzes those relations and tries to infer some hypotheses and results that can enrich the literature about the subject (Sabbah 2013).

This study uses an analytical/descriptive approach in addition to the statistical analysis. The data was collected from both primary and secondary sources.

The secondary resources include books, journals, statistics and web pages. The primary data were collected by using online questionnaires based Leadership Practices Inventory (LPI) developed originally by James M. Kouzes and Barry Z. Posner (2003 version). The researcher received a written agreement from the publisher John Wiley & Sons Limited to use the questionnaire in this research. The researcher used the online version of the LPI. The use of the Internet for collecting data is becoming more common in an Internet Survey (Couper, Kapteyn et al. 2007).
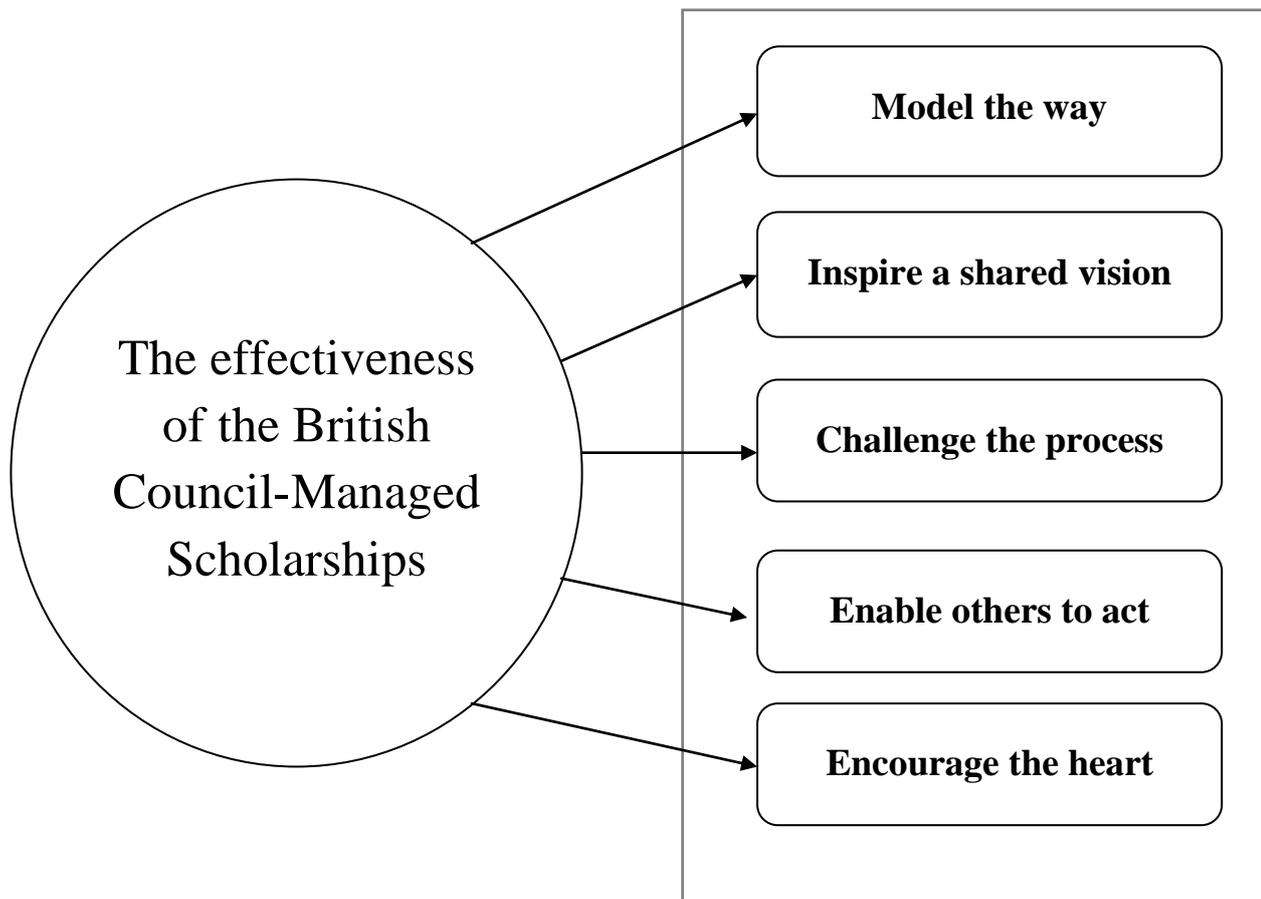
Figure (4.1)

Relationship between the effectiveness of BC Managed Scholarships and Leadership development according to The Five Practices of Exemplary Leadership model

4.3 Data collection

This study used questionnaires because of the large sample (160 respondents). This helps to reach large numbers of the research community in a relatively short time. Given the fact that the community is spread across Palestine it would be difficult, especially with the travel restrictions, to get in touch with the study sample individually. Also the result of research is easily analyzed and quantified.

4.4 Research Tool

A questionnaire was distributed to the sample of 160, with a 59.3% response rate. The questionnaire contained two main sections:

1. The first section is about demographic and personal information about the respondents. This section includes questions on gender, level at work before and after obtaining the scholarship, degree obtained under the scholarship, academic degree held now, scholarship scheme, residency, sector of work, participation in voluntary work, the year in which the scholarship is obtained, and the level of effect of the scholarship on the leadership skills of the respondent.

2. The second section is about five areas that contain 30 paragraphs as follows:

Researcher measures (Model the way) hence H1 by the following questions

Leaders must take time to consider and think about lessons from admired leaders. They must create alignment around key values and speak about shared values with enthusiasm and confidence (Kouzes and Posner 2007).

Table (4.1) Model the way questions

Item	Question
1	I set a personal example of what I expect of others
6	I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on
11	I follow through on promises and commitments that I make
16	I ask for feedback on how my actions affect other people's performance
21	I build consensus around a common set of values for running our organization
26	I am clear about my philosophy of leadership

Researcher measures (Inspire a shared vision) hence H2 by the following questions

A true leader can vision the future and clearly paint a picture for the team to comprehend.

Table (4.2) (Inspire a shared vision) questions

Item	Question
2	I talk about future trends that will influence how our work gets done
12	I appeal to others to share an exciting dream of the future
7	I describe a compelling image of what our future could be like
17	I show others how their long-term interests can be realized by enlisting in a common vision
22	I paint the "big picture" of what we aspire to accomplish
27	I speak with genuine conviction about the higher meaning and purpose of our work.

Researcher measures (Challenge the Process) hence H3 by the following questions:

A Leader should be creative and patient in the face of new opportunities and challenges. You need to search for opportunities by seizing the initiative and by looking outwards for innovative way to improve **((Kouzes and Posner 2014).**

Table (4.3) (Challenge the Process) questions

Item	Question
3	I seek out challenging opportunities that test my own skills and abilities
8	I challenge people to try out new and innovative ways to do their work
13	I search outside the formal boundaries of my organization for innovative ways
18	I ask "What can we learn?" when things don't go as expected
23	I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on
28	Experiments and takes risks, even when there is a chance of failure

Researcher measures (Enable Others to Act) hence H4 by the following questions:

Leaders should always seek to promote strengthening people who work with them. Leaders foster collaboration by building and facilitating (Kouzes and Posner, 2014).

Table (4.4) (Enable Others to Act) questions

Item	Question
4	I develop cooperative relationships among the people I work with
9	I actively listen to diverse points of view
14	I treat others with dignity and respect
24	I give people a great deal of freedom and choice in deciding how to do their work
19	I support the decisions that people make on their own
29	I ensure that people grow in their jobs by learning new skills and developing themselves

Researcher measures (Encourage the Heart) hence H5 by the following questions:

Good leaders should appreciate people's achievements. It is part of your job as a leader to show appreciation for people's contributions and to create a culture of celebrating the values and victories by creating a spirit of community.

Table (4.5) (Encourage the Heart) questions

Item	Question
5	I praise people for a job well done.
10	I make it a point to let people know about my confidence in their abilities.
15	I make sure that people are creatively rewarded for their contributions to the success of our projects.
20	I publicly recognize people who exemplify commitment to shared values.
25	I find ways to celebrate accomplishments.
30	I give the members of the team lots of appreciation and support for their

A scale of 10 degrees from 1-10 was used to measure the responses to the questionnaire paragraphs. The degree 1 is the extreme disagree response and 10 is the extreme agree response.

Table (4.6) LPI scale

Item	Almost Never	Rarely	Seldom	Once in a While	Occasionally
Scale	1	2	3	4	5
Item	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
Scale	6	7	8	9	10

4.5 Questionnaire preparation procedure

The questionnaire was prepared after reviewing the research questions, objectives and hypotheses to structure a valid questionnaire. A Literature Review was performed and prior research was analyzed to construct the sections and paragraphs of the questionnaire. Written permission to use the online version was granted by the publisher John Wiley & Sons Limited. Also a support letter from the director of the British Council was attached to the questionnaire.

4.6 Research Population and sample

The Research population can be defined as the whole thing and individuals that constitute the subject of the research problem ((Levine 2010). This research took a sample of 95 respondents in the West Bank, Gaza and Nazareth. The population represents alumni, both male and female, of different specializations and background. It includes scholars who were awarded a scholarship from the scholarship program managed by the British Council in Palestine from 1990 to 2014. The total number of the research population is 322 alumni from the West Bank, Jerusalem, Gaza and Nazareth. This research took a whole sample population of 160 (the reset of the population are unreachable). We received answers from 95 respondents in the West Bank, Gaza and Nazareth.

4.7 Conclusion

In this chapter the researcher describes through Figure (4.1) the relationship between the dependent variables and the independent variables. Also the researcher explains in detail the methodology followed in this study. It shows the data collection and its characteristics. It also clarifies in detail the study tool and why this tool is used over other tools. It also shows which questions of the questionnaire relates to which hypothesis. Finally the researcher highlights some procedures in preparation of the questionnaire.

Chapter 5

Data Analysis and Hypotheses Testing

5.1 Introduction

This chapter describes and explains the data analysis and the Hypothesis testing. Both the internal and external Validity and Reliability of the questionnaire are tested. It also covers the description of the main statistical package utilized. This chapter also presents the analysis and discussion of the demographic data such as gender, level of work before and after getting the scholarship, degree obtained, current place of resident, if candidate is involved in voluntary work or not. Finally, each the five main hypotheses is tested in the light of respondents' responses and discussion of the results is presented.

5.2 Questionnaire Validity

The questionnaire is valid when it measures what it is designed to measure. The validity of the questionnaire was measured through internal validity and structure validity (Syam 2010).

Internal validity is the degree of correlation between each paragraph of the questionnaire and the area that it is included in (Al-Jidaily 2005). Internal validity for the first area was measured by the Pearson correlation coefficient between each paragraph of the first area, the relationship between Model the way and the effectiveness of the British Council-Managed scholarships, with the total degree of the area itself. Table (5.1) shows the results of internal validity of the first area.

Table (5.1) Pearson correlation coefficient for the first area

#	Question	Pearson correlation coefficient	Sig.*
1	1. I set a personal example of what I expect of others	0.568	0.000
2	6. I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on	0.734	0.000
3	11. I follow through on promises and commitments that I make	0.583	0.000
4	16. I ask for feedback on how my actions affect other people's performance	0.781	0.000

#		Pearson correlation coefficient	Sig.*
5	21. I build consensus around a common set of values for running our organization	0.739	0.000
6	26. I am clear about my philosophy of leadership	0.748	0.000
*Sig. is significance, Correlation is significant at the level α = .01			

The values of the correlation coefficient denote a positive, relatively strong relationship between the paragraphs and the area. This relation is the strongest at the fourth paragraph and the weakest at the first one.

Table (5.2) Pearson correlation coefficient for the second area

#	Question	Pearson correlation coefficient	Sig.*
1	2. I talk about future trends that will influence how our work gets done	0.719	0.000
2	12. I appeal to others to share an exciting dream of the future	0.796	0.000
3	7. I describe a compelling image of what our future could be like	0.710	0.000
4	17. I show others how their long-term interests can be realized by enlisting in a common vision	0.789	0.000
5	22. I paint the "big picture" of what we aspire to accomplish	0.837	0.000
6	27. I speak with genuine conviction about the higher meaning and purpose of our work	0.781	0.000
*Sig. is significance, Correlation is significant at the level α = .01			

The values of the correlation coefficient denote a positive, relatively strong relationship between the paragraphs and the area. This relation is the strongest at the fifth paragraph and the weakest at the third one.

Table (5.3) Pearson correlation coefficient for the third area

#	Question	Pearson correlation coefficient	Sig.*
1	3. I seek out challenging opportunities that test my own skills and abilities	0.703	0.000
2	8. I challenge people to try out new and innovative ways to do their work	0.779	0.000
3	13. I search outside the formal boundaries of my organization for innovative ways to improve what we do	0.815	0.000
4	18. I ask "What can we learn?" when things don't go as expected	0.777	0.000
5	23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	0.762	0.000
*Sig. is significance, Correlation is significant at the level α = .01			

The values of the correlation coefficient denote a positive, relatively strong relationship between the paragraphs and the area. This relation is the strongest at the third paragraph and the weakest at the first one.

Table (5.4) Pearson correlation coefficient for the fourth area

#	Question	Pearson correlation coefficient	Sig.*
1	4. I develop cooperative relationships among the people I work with	0.625	0.000
2	9. I actively listen to diverse points of view	0.726	0.000
3	14. I treat others with dignity and respect	0.680	0.000
4	24. I give people a great deal of freedom and choice in deciding how to do their work	0.715	0.000
5	19. I support the decisions that people make on their own	0.725	0.000
6	29. I ensure that people grow in their jobs by learning new skills and developing themselves	0.684	0.000
*Sig. is significance, Correlation is significant at the level α = .01			

The values of the correlation coefficient denote a positive, relatively strong relationship between the paragraphs and the area. This relation is the strongest at the second paragraph and the weakest at the first one.

Table (5.5) Pearson correlation coefficient for the fifth area

#	Question	Pearson correlation coefficient	Sig.*
1	5. I praise people for a job well done.	0.780	0.000
2	10. I make it a point to let people know about my confidence in their abilities	0.801	0.000
3	15. I make sure that people are creatively rewarded for their contributions to the success of our projects	0.809	0.000
4	20. I publicly recognize people who exemplify commitment to shared values	0.807	0.000
5	25. I find ways to celebrate accomplishments	0.760	0.000
6	30. I give the members of the team lots of appreciation and support for their contributions	0.793	0.000
*Sig. is significance, Correlation is significant at the level α = .01			

The values of the correlation coefficient denote a positive, relatively strong relationship between the paragraphs and the area. This relation is the strongest at the third paragraph and the weakest at the fifth one.

Structure validity is a measurement tool that measures the extent to which the questionnaire can achieve the objectives that it is designed for, or in other words, it measures the correlation between each of the study areas and the overall degree of the questionnaire's paragraphs (Sabbah 2013).

Table (5.6) Structure validity test

#	Area	Pearson correlation coefficient	Sig.*
1	The relationship between Model the way and the effectiveness of the British Council-Managed scholarships	0.913	0.000
2	The relationship between Inspire a shared vision and the effectiveness of the British Council-Managed scholarships	0.917	0.000
3	The relationship between Challenge the process and the effectiveness of the British Council-Managed scholarships	0.906	0.000
4	The relationship between Enable other to act and the effectiveness of the British Council-Managed	0.911	0.000

#	Area		
5	scholarships		
	The relationship between Encourage the heart and the effectiveness of the British Council-Managed scholarships	0.923	0.000
*Sig. is significance, Correlation is significant at the level α = .01			

The values of the correlation coefficient denote a positive, relatively strong relationship between the areas and the overall degree of the paragraphs. This relation is the strongest at the second area and the weakest at the first one.

5.3 Questionnaire Reliability

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials (Syam 2010). Reliability was measured using Cronbach's Alpha.

Table (5.7) Reliability test

#	Area	No. of paragraphs	Cronbach's Alpha	Validity
1	The relationship between Model the way and the effectiveness of the British Council-Managed scholarships	6	.779	.883
2	The relationship between Inspire a shared vision and the effectiveness of the British Council-Managed scholarships	6	.863	.929
3	The relationship between Challenge the process and the effectiveness of the British Council-Managed scholarships	5	.825	.908
4	The relationship between Enable other to act and the effectiveness of the British Council-Managed scholarships	6	.770	.878
5	The relationship between Encourage the heart and the effectiveness of the British Council-Managed scholarships	6	.872	.934

Validity is the square root of Cronbach's Alpha.

As clarified in the table above, the values are located around .82 for the areas in the table. That denotes reliability and also allows the areas to add new information.

5.4 Statistical Tools Utilized

The questionnaire was analyzed using the Statistical Package for Social Sciences (SPSS).

5.5 Normality Distribution Test

The Shapiro-Wilk test was used to test for normality. Significance was measured for each area of the questionnaire and compared with $\alpha = .01$ to determine the normality. Table (5.8) shows the result of the normality test.

Table (5.8) Normality test

#	Area	Sig.
1	The relationship between Model the way and the effectiveness of the British Council-Managed scholarships	0.000
2	The relationship between Inspire a shared vision and the effectiveness of the British Council-Managed scholarships	0.003
3	The relationship between Challenge the process and the effectiveness of the British Council-Managed scholarships	0.000
4	The relationship between Enable other to act and the effectiveness of the British Council-Managed scholarships	0.000
5	The relationship between Encourage the heart and the effectiveness of the British Council-Managed scholarships	0.000

As the table shows, significance in all areas was less than $\alpha = .01$, the thing that denotes non-normality. Non-parametric tests will be used for the purpose of data analysis and hypotheses testing.

The research has utilized the following statistical tools:

1. Percentages, frequencies and arithmetic means that are utilized to describe the research sample, mainly.

2. Pearson correlation coefficient is utilized to test for internal and structure validity.

3. Cronbach's Alpha is used to measure reliability.

4. Binomial or sign test is used for hypotheses testing to test whether the mean value of the responses = 5.5, or more or less.

5.6 Demographic Analysis

- **Statistical Description of the Study Sample, according to personal and other information.**

Table (5.9) Sample distribution according to gender

Gender	Frequency	Percent
Male	66	69%
Female	29	31%
Total	95	100%
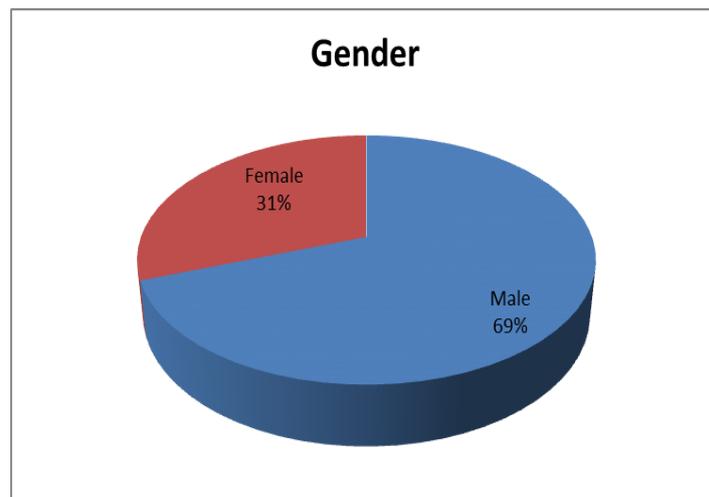
Figure (5.1) Sample distribution according to gender

Table (5.9) shows that 69% of respondent are male, 31% are females. Females in the sample females are 39%. So Females are well-represented in the in the data collected and responses.

Table (5.10) Sample distribution according to Level at work before getting the scholarship

Level at work before getting the scholarship			Level at work after getting the scholarship		
	Frequency	**Percent**		**Frequency**	**Percent**
Middle or Junior	72	76%	**Middle or Junior**	22	23%
Senior	10	11%	**Senior**	59	62%
Self-employed	5	5%	**Self-employed**	4	4%
Student	3	3%	**Student**	3	3%
Unemployed	1	1%	**Unemployed**	2	2%
Other	4	4%	**Other**	5	5%
Total	95	100%	**Total**	95	100%

Table (5.10) shows that the number of alumni occupying senior position rose radically from 11% before getting the scholarship to 62% after getting the scholarship. This can be largely attributed to the development of skills that enabled alumni to compete for senior positions. The table also shows that the number of alumni occupying middle or junior positions dropped dramatically from 76% before getting the scholarship to 23% after getting the scholarship. There is about a 53% decrease in the number of alumni occupying middle or junior positions after getting the scholarship. This percentage was added to people occupying senior positions after getting the scholarships. This is clear evidence of the extent to which the scholarships have contributed to the development of alumni in many ways including leadership skills.
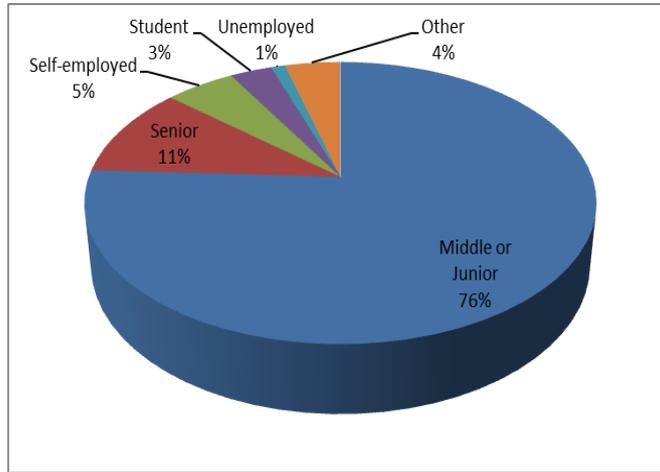
Figure (5.2) Sample distribution according to Level at work before getting the scholarship
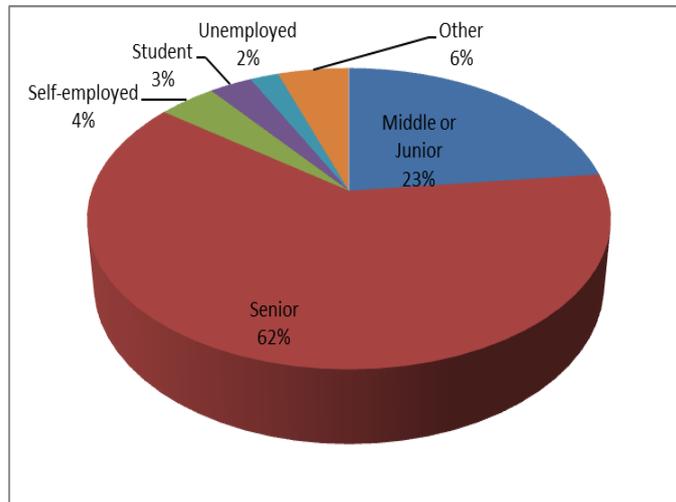
Figure (5.3) Sample distribution according to Level at work after getting the scholarship

Table (5.11) Sample distribution according to the degree obtained under the British Council managed scholarships

Degree obtained under the British Council managed scholarships	Frequency	Percent
Diploma of Higher Education	4	4%
Fellowship	1	1%
High Diploma	1	1%
MA	35	37%
MBA	2	2%
MSc	42	44%
PhD	5	5%
Training	1	1%
Training Course	2	2%
Total	95	100%

Table (5.11) shows that 37% of the alumni obtained the Master of Arts and 44% obtained the Master of Science while only 5% obtained PhD degrees. This mainly reflects the policy of the donor. Merna Kasis (Scholarships Coordinator) says that a PhD takes at least 3 years to finish and this costs a lot of money, while a master's take only one year. By funding Master's degrees donors can support more people.
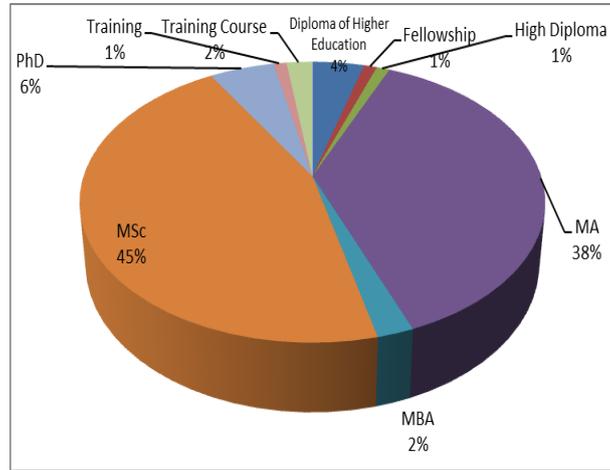
Figure (5.4) Sample distribution according to the degree obtained under the British Council managed scholarships

Table (5.12) Sample distribution according to the academic degree hold now

Academic degree you hold now	Frequency	Percent
Diploma of Higher Education	4	4%
MA	32	34%
MSc	38	40%
PhD	21	22%
Total	95	100%
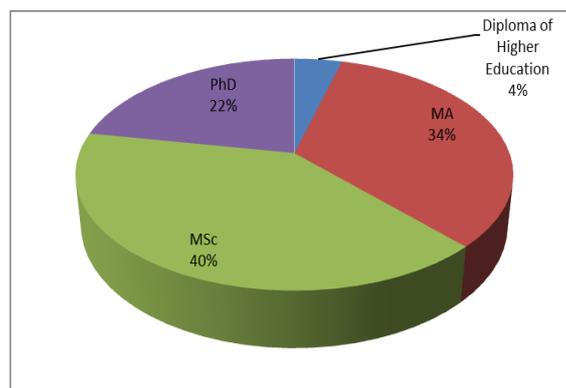
Figure (5.5) Sample distribution according to the academic degree hold now

Table (5.11) and (5.12) show that percentage of alumni holding a PhD rose from 5% "sample distribution according to the degree obtained under the British Council managed scholarships "to 22% "Sample distribution according to the academic degree hold now". This means that leaders continue to develop even after getting the scholarships. Continuous development is an important characteristic of leaders.

Table (5.13) Sample distribution according to scholarship scheme

Scholarship scheme	Frequency	Percent
Chevening	41	43%
Durham	3	3%
Essex	3	3%
HESPAL	22	23%
Said Foundation	26	27%
Total	95	100%
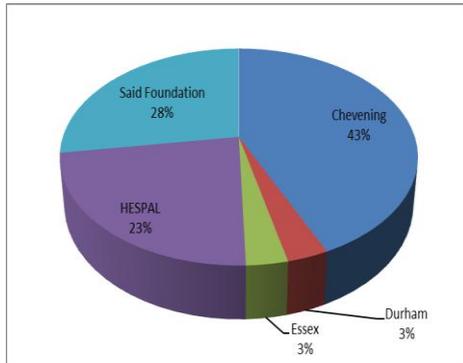
Figure (5.6) Sample distribution according to scholarship scheme

Table (5.14) Sample distribution according to residency

Residency	Frequency	Percent
In Palestine	71	75%
Outside Palestine	24	25%
Total	95	100%
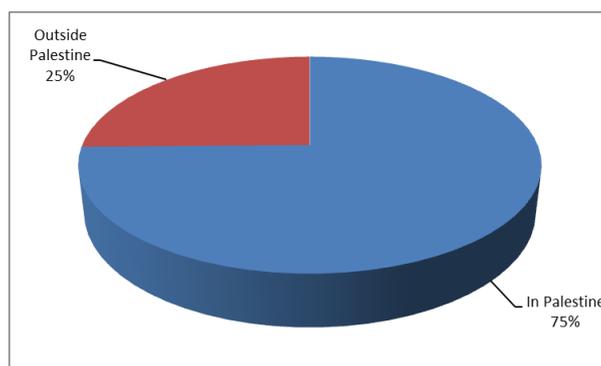
Figure (5.7) Sample distribution according to residency

Table (5.14)) shows that out of the total number of people who won a scholarship, 75% are resident in Palestine and only 25% are out of country. The majority of the alumni return to Palestine to help and to use the expertise they gained in order to create positive change.

Table (5.16) Sample distribution according to sector of work

Sector of work	Frequency	Percent
Government	10	11%
International organizations	28	30%
NGOs	23	24%
Private sector	34	36%
Total	95	100%
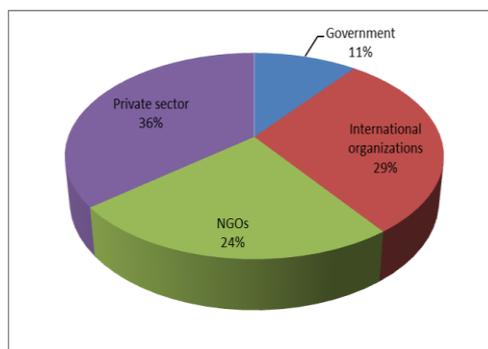
Figure (5.8) Sample distribution according to sector of work

Table (5.16) "sample distribution according to sector of work" reveals that the private sector scores the highest with 36%. This is clear evidence that alumni gained the leadership skills that enabled them run their own business. International organizations come second with 30%. This also shows that alumni were able to compete and occupy good positions in international organizations.

Table (5.17) Sample distribution according to voluntary work participation

Voluntary work participation	Frequency	Percent
Yes	37	39%
No	58	61%
Total	95	100%
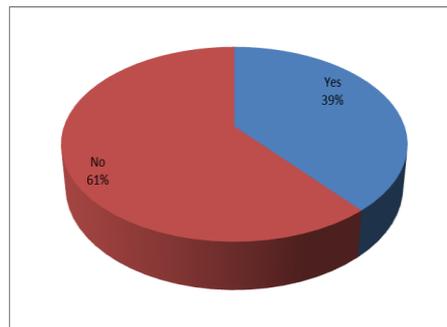
Figure (5.9) Sample distribution according to voluntary work participation

Table (5.18) : Sample distribution according to the effect of scholarship on leadership skills

The extent to which the scholarship managed by the British Council has influenced leadership skills	Frequency	Percent
To a Large Extent	37	39%
To a Moderate Extent	13	14%
To a Very Large Extent	26	27%
To a Very Small Extent	2	2%
To an Extremely Large Extent	17	18%
Total	95	100%
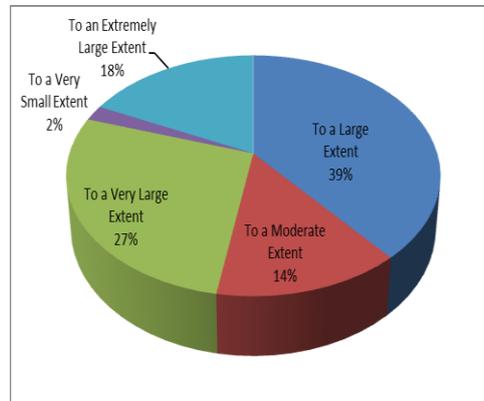
Figure (5.10) Sample distribution according to the effect of scholarship on leadership skills

Table **(5.18)** presents sample distribution according to the effect of scholarship on leadership skills. The table shows that 98%[1] of the sample agree that their achievement is directly related to the scholarship. This is clear evidence that the vast majority of alumni themselves think that the scholarship program has a positive effect on their leadership skills development.

5.7 Testing Hypotheses

Since the data distribution does not follow the normal distribution, non-parametric tests were used for the purpose of hypotheses testing. A binomial test for one sample was used to test the hypotheses.

We hypothesized that the mean of the responses equals 5.5, the "neutral" degree. The following are the null and alternative hypotheses, H0 and H1, respectively.

H0: The mean of the responses = 5.5

H1: The mean of the responses ≠ 5.5

If significance is larger than α, we can't reject H0 and the mean response of the respondents = 5.5. If significance is less than α, we reject H0 and accept H1 (the mean ≠

1- Adding % (To an Extremely Large Extent) 18+ (To a Very Large Extent) 27+(To a Large Extent) 39% + (To a Moderate Extent) 14% = 98%

(5.5). In the latter case, the proportions of the responses (<= 5.5&> 5.5) is used to determine the direction of response.

5.8 Testing Hypotheses

H1: There is a significant positive relationship at the level ($\alpha \leq 0.05$) between Model the way and the effectiveness of the British Council-Managed scholarships.

This hypothesis was tested through the first area of the questionnaire and analyzed using a binomial test to determine if the mean value of the response = 5.5 or not.

Table (5.19) Binomial test for the first hypothesis

Question	Category	Frequency	Percent	Mean	Sig.
1. I set a personal example of what I expect of others	<= 5.5	15	16%	7.46	0.000
	> 5.5	80	84%		
	Total	95	100%		
6. I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on	<= 5.5	5	5%	8.2	0.000
	> 5.5	90	95%		
	Total	95	100%		
11. I follow through on promises and commitments that I make	<= 5.5	3	3%	8.87	0.000
	> 5.5	92	97%		
	Total	95	100%		
16. I ask for feedback on how my actions affect other people's performance	<= 5.5	6	6%	8.32	0.000
	> 5.5	89	94%		
	Total	95	100%		
21. I build consensus around a common set of values for running our organization	<= 5.5	6	6%	8.04	0.000
	> 5.5	89	94%		
	Total	95	100%		
26. I am clear about my philosophy of leadership	<= 5.5	4	4%	8.39	0.000
	> 5.5	91	96%		
	Total	95	100%		
All questions together	<= 5.5	2	2%	8.21	0.000
	> 5.5	93	98%		
	Total	95	100%		

As the table above shows, most of the answers of the respondents are larger than 5.5 i.e., their level of accepting the paragraphs is high.

Since significance for the paragraphs is always = 0.000, this area is statistically significant at the level α = .05, we reject the null hypothesis and conclude that the mean

of the responses of this area ≠ 5.5 and indicates acceptance on the paragraphs of this area.

Respondent of this study confirmed that the scholarship programme managed by BC helped them to develop their "Model the way" skills. It is mainly through their interaction with their superiors and professors; they could develop this important dimension. After returning home scholars are seeing themselves as leaders who clarify what is expected from others and they themselves demonstrate the values they call for. In this study, this dimension scored 8.21. Both ((Solansky 2010) and (Clavelle, Drenkard et al. 2012) agreed with this study with similar mean . They indicated that the "Model the way" scored 8.30 and 8.39 respectively.

Testing H1

The hypothesis of "There is a significant positive relationship at the level ($\alpha \leq$ 0.05) between Model the way and the effectiveness of the British Council-Managed scholarships is accepted.

H2: There is a significant positive relationship at the level ($\alpha \leq 0.05$) between Inspire a shared vision and the effectiveness of the British Council-Managed scholarships.

This hypothesis was tested through the second area of the questionnaire and analyzed using a binomial test to determine if the mean value of the response = 5.5 or not.

Table (5.20) Binomial test for the second hypothesis

Question	Category	Frequency	Percent	Mean	Sig.
2. I talk about future trends that will influence how our work gets done	<= 5.5	4	4%	8.12	0.000
	> 5.5	91	96%		
	Total	95	100%		
12. I appeal to others to share an exciting dream of the future	<= 5.5	10	11%	7.79	0.000
	> 5.5	85	89%		

		Total	95	100%		
7. I describe a compelling image of what our future could be like	<= 5.5		11	12%	7.67	0.000
	> 5.5		84	88%		
	Total		95	100%		
17. I show others how their long-term interests can be realized by enlisting in a common vision	<= 5.5		7	7%	7.81	0.000
	> 5.5		88	93%		
	Total		95	100%		
22. I paint the "big picture" of what we aspire to accomplish	<= 5.5		6	6%	8.19	0.000
	> 5.5		89	94%		
	Total		95	100%		
27. I speak with genuine conviction about the higher meaning and purpose of our work	<= 5.5		7	7%	8.36	0.000
	> 5.5		88	93%		
	Total		95	100%		
All questions together	<= 5.5		5	5%	8	0.000
	> 5.5		90	95%		
	Total		95	100%		

As the table above shows, most of the answers of the respondents are larger than 5.5 i.e., their level of accepting the paragraphs is high.

Since significance for the paragraphs is always = 0.000, this area is statistically significant at the level $\alpha = .05$, we reject the null hypothesis and conclude that the mean of the responses of this area $\neq 5.5$ and indicates acceptance on the paragraphs of this area.

Two studies agreed with this study that the leadership development programmes , regardless of the their nature, resulted in development of "Inspire a Shared Vision ". ((Solansky 2010) stated that Inspire a shared vision scored 8.08 and (Clavelle, Drenkard et al. 2012) 8.22. This study scored 8 in "Inspire a Shared Vision "which is the lowest among the other four dimensions. This could be attributed to the nature of the Scholarships programme as a leadership development promramme.   Most of the skills are not intentionally planned for. They are acquired through the academic and cultural interaction. It seems that scholars have not been exposed to enough activities and experiences   to be able to be develop this dimension like other dimensions.

Testing H2

The hypothesis of "There is a significant positive relationship at the level (α ≤ 0.05) between Inspire a shared vision and the effectiveness of the British Council-Managed scholarships, is accepted.

H3: There is a significant positive relationship at the level (α ≤ 0.05) between Challenge the process and the effectiveness of the British Council-Managed scholarships.

This hypothesis was tested through the third area of the questionnaire and analyzed using a binomial test to determine if the mean value of the response = 5.5 or not.

Table (5.21) Binomial test for the third hypothesis

Question	Category	Frequency	Percent	Mean	Sig.
3. I seek out challenging opportunities that test my own skills and abilities	<= 5.5	3	.03	8.49	0.000
	> 5.5	92	.97		
	Total	95	1.00		
8. I challenge people to try out new and innovative ways to do their work	<= 5.5	6	.06	8.15	0.000
	> 5.5	89	.94		
	Total	95	1.00		
13. I search outside the formal boundaries of my organization for innovative ways to improve what we do	<= 5.5	5	.05	8.29	0.000
	> 5.5	90	.95		
	Total	95	1.00		
18. I ask "What can we learn?" when things don't go as expected	<= 5.5	5	.05	8.29	0.000
	> 5.5	90	.95		
	Total	95	1.00		
23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	<= 5.5	4	.04	8.45	0.000
	> 5.5	91	.96		
	Total	95	1.00		
All questions together	<= 5.5	2	2%	8.34	0.000
	> 5.5	93	98%		
	Total	95	100%		

As the table above shows, most of the answers of the respondents are larger than 5.5 i.e., their level of accepting the paragraphs is high.

Since significance for the paragraphs is always = 0.000, this area is statistically significant at the level α = .05, we reject the null hypothesis and conclude that the mean of the responses of this area ≠ 5.5 and indicates acceptance on the paragraphs of this area.

"Challenge the Process" is very important skill of good leader. The way the education system in the UK is setup encourages learner independency. This could be the reason behind the development of this skill.

Although this study and (Choy and Lidstone 2013 use different tool to test the progress of the two leadership programmes, one can see that there is a positive progress "Challenge the process". (Choy and Lidstone 2013) stated that "(24 references by 16 participants) thought that there is progress in the area of "Ability to make more informed decisions". In this study this area is referred to as "challenging the process" which scores 8.34.

Testing H3

The hypothesis of "There is a significant positive relationship at the level (α ≤ 0.05) between Challenge the process and the effectiveness of the British Council-Managed scholarships is accepted.

H4: There is a significant positive relationship at the level (α ≤ 0.05) between Enable other to act and the effectiveness of the British Council-Managed scholarships.

This hypothesis was tested through the fourth area of the questionnaire and analyzed using a binomial test to determine if the mean value of the response = 5.5 or not.

Table (5.22) Binomial test for the fourth hypothesis

Question	Category	Frequency	Percent	Mean	Sig.
4. I develop cooperative relationships among the people I work with	<= 5.5	5	5%	8.68	0.000
	> 5.5	90	95%		
	Total	95	100%		
9. I actively listen to diverse points of view	<= 5.5	3	3%	8.87	0.000
	> 5.5	92	97%		
	Total	95	100%		
14. I treat others with dignity and respect	<= 5.5	2	2%	9.48	0.000
	> 5.5	93	98%		
	Total	95	100%		
24. I give people a great deal of freedom and choice in deciding how to do their work	<= 5.5	9	9%	8.06	0.000
	> 5.5	86	91%		
	Total	95	100%		
19. I support the decisions that people make on their own	<= 5.5	8	8%	7.99	0.000
	> 5.5	87	92%		
	Total	95	100%		
29. I ensure that people grow in their jobs by learning new skills and developing themselves	<= 5.5	2	2%	8.59	0.000
	> 5.5	93	98%		
	Total	95	100%		
All questions together	<= 5.5	2	2%	8.61	0.000
	> 5.5	93	98%		
	Total	95	100%		

As the table above shows, most of the answers of the respondents are larger than 5.5 i.e., their level of accepting the paragraphs is high.

Since significance for the paragraphs is always = 0.000, this area is statistically significant at the level α = .05, we reject the null hypothesis and conclude that the mean of the responses of this area ≠ 5.5 and indicates acceptance on the paragraphs of this area.

"Enable other to act" with 8.61 scores the highest among all other skills of the LPI components. It is clearly evident that the scholars have developed their skills on how to collaborate and strengthen others through the interaction with their professors and colleagues when in they were in the UK.

The result of this study agrees with (Clavelle, Drenkard et al. 2012) study as in both studies 'Enabling others to act scored the highest (8.61 and 8.70 respectively . Whereas the lowest in this study is 'Inspire a shared vision and in (Clavelle, Drenkard et al. 2012) is' Challenge the process'. The nature of the leadership activities that alumni experience during their study particularly the positive relationship in the academic field , the way supervisors behave with their students could helped alumni to acquire 'Enable others to act'. There is a slight drop the score of 'Inspire a shared vision' with mean '8'. This could be attributed to the short length of the study period. I might be difficult in 9-12 months to develop skills related o 'Inspire a shared vision' such as Envisioning the future by imagining exciting and ennobling possibilities; enlisting others in common vision by appealing to shared aspirations.

Black and Westwood 2004   in their study concluded that the leadership development programme was successful in the shop run , however in the long run more organizational support for the continued maintenance of the leadership team should be considered. This study   reveals that the scholarships as a leadership development programme is more successful in building the capacity of the leader in "Enable other to act" as it seems more sustainable This maybe attributed to the length of the training programme.

Testing H4

The hypothesis of "There is a significant positive relationship at the level (α ≤ 0.05) between Enable other to act and the effectiveness of the British Council-Managed scholarships is accepted.

H5: There is a significant positive relationship at the level (α ≤ 0.05) between Encourage the heart and the effectiveness of the British Council-Managed scholarships.

This hypothesis is tested through the fifth area of the questionnaire and analyzed using a binomial test to determine if the mean value of the response = 5.5 or not.

Table (5.23) Binomial test for the fifth hypothesis

Question	Category	Frequency	Percent	Mean	Sig.
5. I praise people for a job well done	<= 5.5	2	2%	8.98	0.000
	> 5.5	93	98%		
	Total	95	100%		
10. I make it a point to let people know about my confidence in their abilities	<= 5.5	4	4%	8.38	0.000
	> 5.5	91	96%		
	Total	95	100%		
15. I make sure that people are creatively rewarded for their contributions to the success of our projects	<= 5.5	5	5%	8.48	0.000
	> 5.5	90	95%		
	Total	95	100%		
20. I publicly recognize people who exemplify commitment to shared values	<= 5.5	7	7%	8.36	0.000
	> 5.5	88	93%		
	Total	95	100%		
25. I find ways to celebrate accomplishments	<= 5.5	8	8%	7.86	0.000
	> 5.5	87	92%		
	Total	95	100%		
30. I give the members of the team lots of appreciation and support for their contributions	<= 5.5	1	1%	8.99	0.000
	> 5.5	94	99%		

	Total	95	100%			
All questions together	<= 5.5	2	2%	8.51	0.000
	> 5.5	93	98%		
	Total	95	100%		

As the table above shows, most of the answers of the respondents are larger than 5.5 i.e., their level of accepting the paragraphs is high.

Since significance for the paragraphs is always = 0.000, this area is statistically significant at the level α = .05, we reject the null hypothesis and conclude that the mean of the responses of this area ≠ 5.5 and indicates acceptance on the paragraphs of this area.

"Encourage the heart" which focuses on connote recognizing contribution a and celebrate the values and success of self and others , scores a high mean 8.51. This high score reflects an important an important quality of the academies in the UK which is the high readiness to support students. It seems that scholars have adopted this important leadership quality from their professors and are ready to deal in the same way with their teams. To a large extent ((Solansky 2010) agrees with this study but with less mean (8.19) also (Clavelle, Drenkard et al. 2012) scored similar mean with 8.17.

Testing H5

The hypothesis of "There is a significant positive relationship at the level (α ≤ 0.05) between Encourage the heart and the effectiveness of the British Council-Managed scholarships is accepted.

Table (5. 24) Binomial test for all the areas together

#	Area	Category	Frequency	Percent	Sig.
1	The relationship between modeling the way and the effectiveness of the British Council-Managed scholarships	<= 5.5	2	2%	0.000
		> 5.5	93	98%	

		Total	95	100%	
2	The relationship between Inspire a shared vision and the effectiveness of the British Council-Managed scholarships	<= 5.5	5	5%	0.000
		> 5.5	90	95%	
		Total	95	100%	
3	The relationship between Challenge the process and the effectiveness of the British Council-Managed scholarships	<= 5.5	2	2%	0.000
		> 5.5	93	98%	
		Total	95	100%	
4	The relationship between Enable others to act and the effectiveness of the British Council-Managed scholarships	<= 5.5	2	2%	0.000
		> 5.5	93	98%	
		Total	95	100%	
5	The relationship between Encourage the heart and the effectiveness of the British Council-Managed scholarships	<= 5.5	2	2%	0.000
		> 5.5	93	98%	
		Total	95	100%	
All the areas together		<= 5.5	2	2%	0.000
		> 5.5	93	98%	
		Total	95	100%	

As the table above shows, most of the answers of the respondents are larger than 5.5 i.e., their level of accepting the paragraphs is high.

Since significance for the areas is always = 0.000, the areas are statistically significant at the level $\alpha = .05$, we reject the null hypothesis and conclude that the mean of the responses of the areas $\neq 5.5$ and indicates acceptance on the paragraphs of the different areas.

Conclusion

In this chapter we tested both the internal and external validity of the questionnaire. This chapter also describes the main statistical package utilized. Also in this chapter the researcher provided in-depth analysis of both the demographic data and the questionnaire. The demographic data includes data related to gender and level of work before and after getting the scholarships. It also includes data about place of residence now and whether or not alumni have voluntary work. The questionnaire data deals with five main hypotheses mentioned in chapter one. The tables above show that most of the answers of the respondents are larger than 5.5 i.e., this means that we reject the null hypotheses and accept all hypotheses.

Chapter 6

Findings and Recommendations

Findings and recommendations

      This chapter outlines the main findings of the study and checks to what extent it has fulfilled its main objectives. Finally the researcher gives some recommendations.

6.1 Findings

- This study calculated the mean of the five Leadership practices according to the LPI. The values are as follows : Model the way , 8.21 ; Inspire a shared vision,8; Challenge the process,8.34;Enable others to act,8.61 and Encourage the heart , 8.51.

- The study reveals that 'Enable other to act' scores the highest with mean 8.61. and 'Inspire a shared vision' scores lowest with mean value 8. .

- (Salha 2013) found that the degree of practicing transactional leadership behaviour by the directors of the Ministry of Education is high whilst the average for all Items related to transactional leadership behavior[1] is 3.43, with a relative weight 68.65%, and the T test value is 11.92

- This questionnaire was based on the section of Transactional leadership in the questionnaire of Multi-Factor Leadership Behaviour of Bass and Avolio. (1995).

- In this study the degree of practicing leadership is higher than Salha (2013) with an averarge of 97%25. This study uses LPI which was developed by James M. Kouzes and Barry Z. Posner (2003 version) which is suitable for transformational Leadership, whereas (Salha 2013) used Transactional leadership in the questionnaire of Multi-Factor Leadership Behaviour of Bass and Avolio (1995), which is suitable for Transactional Leadership.

- This study agrees with Choy and Lidstone (2013) in their study "Evaluating leadership development using the Most Significant Change technique", that participants relate a number of significant changes that were positive to the leadership development program. This study focus on six main themes: Increase in

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1- transactional leadership, Active Management-By-Exception, Passive Management-By-Exception

self-confidence; Change as a person; Recognition and respect by others; Ability to make more informed decisions; Now engaging others more frequently; and Now accepting others' viewpoints. This study highlighted five main themes: Modeling the way, Inspire a shared vision, Challenge the process, Enable others to act and Encourage the heart. To a large extent the themes serve similar areas of leadership skills. The population of Choy and Lidstone (2013) was only 18, and for this small number the MSC method was reasonable. Choy and Lidstone (2013) emphasise the importance of having continuous facilitation to keep the benefits of the leadership development program.

- The result shows that the underlying scholarship has significant positive impact on the Model the way competency. In total 98% of the alumni answered positively. This is very good result showing that the BC managed scholarship was very effective in creating a model leader. This percentage is one of the highest.

- The result shows that the underlying scholarships have significant positive impact on the Inspiring a shared vision. 95% of the alumni thought that BC Managed Scholarships helped them to develop "picturing the future" and "sharing the vision" with the team.

- The result shows that the underlying scholarships have significant positive impact on Challenge the process competency. 98% of the alumni though that they have developed the skill of searching for opportunities and taking risk

- The result shows that the underlying scholarships have significant positive impact on "Enable other to act" competency. In Total 98% of the alumni answered positively

- The result shows that the undersling scholarships have significant positve impact on "Encourge the heart" competency .98% of the respondents think that British Council-Managed Scholarship helped them to develop." Encourage the heart" skills.

6.2 Recommendations

- Based on the findings of the study, it is evident that British Council managed scholarships have contributed greatly in building Leadership skills in the alumni, however, the researcher would like to suggest the following recommendations:

The British Council

1. The BC should give more care to the Alumni forum as a good means of gathering all BC alumni in one place. This would help to foster cooperation among alumni themselves as well as between BC and alumni. This cooperation would give good results in developing local communities. It could also play a crucial role in building sustainable relationships between the UK and the Palestinian people.

2. The BC should maintain better contact with the alumni after they come back to Palestine. This would help the BC in two ways:

    a. Help the BC to spot any development opportunities

    b. Involve alumni in BC work where relevant

3. To design some activities that could help to develop alumni skills in setting a personal example especially to answer this question "I set a personal example of what I expect of others", where 16% doubted that the scholarship had developed this skill in them.

4. Expand the study to examine the impact of the scholarship on the organizations that alumni are involved in.

5. Ask every alumnus to fill an evaluation/scorecard form. This will help in bridging any shortfalls.

Donor Institutions

1. Donors should be requested to support more PhD degrees. Table 15 (4.12) shows that only 5% of the alumni were granted PhDs, compared to 81% of the alumni who gained Master's degrees. PhD degrees would develop alumni more profoundly.

2. Donors should run more activities to evaluate their scholarship programs.

Further Suggested Studies

1. Use some of the qualitative methods to verify the results of this study. The use of focus groups, for example, along with questionnaires could be very useful to verify the data of the latter.

2. Study the impact alumni have on their institutions. This study focuses on how the alumni see the development of the leadership skills on them. It would be very useful to see how their institutions have benefited from this. Also involving the alumni's institution in the evaluation process would give us less biased results.

3. Study the impact of the scholarships from the point of view of the subordinates. This study is based on how alumni see themselves in terms of leadership skills. It would be very interesting to see if the subordinates agreed with the result of the questionnaires.

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Appendixes

Appendix (1) : LPI Questionnaire

The Islamic University- Gaza

Deanship of Graduates Studies

Faculty of Commerce

Business Administration Department

Dear Sir/Madam

This research studies the Effect of the scholarships managed by the British Council in Palestine on the Leadership Capacity Building of the Alumni to fulfil the requirements for the MBA degree at the Islamic University of Gaza.

Could you please answer the questionnaire by clicking on the link blew. It will not take more than 5 minutes to complete the questionnaire.

I would like to assure you that all your answers will be kept confidential and will be used for research purposes only.

Your kind contribution will help to develop the British Council's work in the area of Higher Education.

I appreciate very much your kind cooperation.

Best Regards,

Mohammad Rantisi

- What is your email address :

Section one: Personal Information

1.   Gender

    Male ☐   Female ☐

2.   Your level at work BEFORE obtaining the scholarship

  Senior ☐   Middle or Junior ☐ Unemployed ☐ Self-employed ☐

   Student ☐   Other ☐

3.   Your level at work AFTER obtaining the scholarship.

  Senior ☐Middle or Junior ☐ Unemployed ☐ Self-employed ☐

  Student ☐   Other ☐

4.   Degree you obtained under the British Council managed scholarship

  MA ☐   MS☐   DipHE ☐

5.   Academic degree you hold now.

  PhD ☐   MA ☐   MS ☐   DipHE ☐

6.   Your Scholarship scheme

  Said foundation ☐   Chevening☐   HESPAL☐   Durham☐
  Essex☐

7.   You are based now

  In Palestine ☐   outside Palestine☐

8.   You work in

  NGOs ☐   Government ☐   Private sector ☐

9.   I am involved in voluntary work

  Yes ☐   No ☐

10.   Year in which I obtained the scholarship

1980 -2014

11. To what extent do you think the scholarship managed by the British Council has influenced your leadership skills?

1 Extremely Small Extent □   2 to a Very Small Extent □   3 to a Small Extent □

4 to a Moderate Extent □   5 to a Large Extent □   6 to a Very Large Extent

7 to an Extremely Large Extent □

Section Two

To what extent do you typically engage in the following behaviours? Choose the response number that best applies to each statement and record it in the box to the right of that statement

1 = Almost Never   2 = Rarely   3 = Seldom   4 = Once in a While

     5 = Occasionally

6 = Sometimes   7 = Fairly Often   8 = Usually   9 = Very Frequently

     10 = Almost Always

1. I set a personal example of what I expect of others   ( )

2. I talk about future trends that will influence how our work gets done   ( )

3. I seek out challenging opportunities that test my own skills and abilities   ( )

4. I develop cooperative relationships among the people I work with   ( )

5. I praise people for a job well done   ( )

6. I spend time and energy making certain that the people I work with   ( )
   adhere to the principles and standards that we have agreed on

7. I describe a compelling image of what our future could be like   ( )

8. I challenge people to try out new and innovative ways to do their work   (   )

9. I actively listen to diverse points of view   (   )

10. I make it a point to let people know about my confidence in their abilities   (   )

11. I follow through on promises and commitments that I make   (   )

12. I appeal to others to share an exciting dream of the future   (   )

13. I search outside the formal boundaries of my organisation for innovative ways to improve what we do   (   )

14. I treat others with dignity and respect   (   )

15. I make sure that people are creatively rewarded for their contributions to the success of our projects   (   )

16. I ask for feedback on how my actions affect other people's performance   (   )

17. I show others how their long-term interests can be realised by enlisting in a common vision   (   )

18. I ask "What can we learn?" when things don't go as expected   (   )

19. I support the decisions that people make on their own   (   )

20. I publicly recognise people who exemplify commitment to shared values   (   )

21. I build consensus around a common set of values for running our organization   (   )

22. I paint the "big picture" of what we aspire to accomplish   (   )

23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on   (   )

24. I give people a great deal of freedom and choice in deciding how to do their work ( )

25. I find ways to celebrate accomplishments ( )

26. I am clear about my philosophy of leadership ( )

27. I speak with genuine conviction about the higher meaning and purpose of our work ( )

28. I experiment and take risks, even when there is a chance of failure ( )

29. I ensure that people grow in their jobs by learning new skills and developing themselves ( )

30. I give the members of the team lots of appreciation and support for their contributions ( )

Appendix (2) Letter to Wiley Global

Dear Brian

Many thanks for your quick reply

I am planning to use LPI in my MBA research entitled "Evaluating the Effect of the Scholarships Managed by the British Council in Palestine on the Leadership Capacity Building of the Alumni"

The resource I am interested in is:

Leadership Practices Inventory (LPI) Online 3.0
by Kouzes & Posner
December 2003
ISBN 0-7879-4852-7

I am planning to use the questions in it, to add some more questions myself and then distribute it as a survey to the study population, in my case scholars who were awarded scholarships by the British Council.   This would be to measure their leadership development.

I would be happy to modify the way I would deal with the LPI questions, to meet your system.

I really appreciate your help in this regard.

Please feel free to ask for more information.

Yours faithfully,

Mohammad Rantisi

Gaza

Appendix (3) Reply of Wiley Global

Dear Mr Rantisi,

Thank you for your request.

Permission is granted for you to use the material requested for your thesis/dissertation subject to the usual acknowledgements (author, title of material, title of book/journal, ourselves as publisher) and on the understanding that you will reapply for permission if you wish to distribute or publish your thesis/dissertation commercially.

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Letter to the sample

My colleague Mohammad Rantisi is studying the impact that scholarships have on your leadership capacity. His research is important and useful for us to understand more clearly the benefits of British Council work in the area of Higher Education in Palestine.

Any assistance given to him in completing the online questionnaire will be greatly appreciated.

Best wishes

Alan Smart OBE | Director

British Council | 31 Nablus Road | PO Box 19136 | Jerusalem 91191

This research studies the effect of the scholarships managed by the British Council in Palestine on the Leadership Capacity Building of the Alumni to fulfil the requirements for the MBA degree at the Islamic University of Gaza.

Could you please answer the questionnaire by clicking this link

http://goo.gl/oEjqRv

It will not take more than 8 minutes to complete the questionnaire.

I would like to assure you that all your answers will be kept confidential and will be used for research purposes only.

Your kind contribution would help to develop the British Council's work in the area of Higher Education.

I appreciate very much your kind cooperation.

Mohammad Rantisi

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