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**Transformational Leadership and Transfer of
Teacher Professional Development to the Classroom
in the Kuwait Public High School Context**

by

Ilene Kay Winokur

Presented to the Graduate and Research Committee
of Lehigh University
in Candidacy for the Degree of
Doctor of Education
in
Educational Leadership

Lehigh University

May 2013

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy

Ilene Kay Winokur
Transformational Leadership and Transfer of Teacher Professional Development to the Classroom

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I dedicate this dissertation to my father, Douglas L. Winokur. His influence on my life and my work ethic is something I will always cherish.

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And finally, I dedicate this to my mother-in-law, Lateefah S. Al Ajeel. She was a self-made woman who exposed me to life in Kuwait and gave me an appreciation for another culture, history and language.

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ABSTRACT

The purpose of this study was to examine how teachers' perceptions of transformational leadership behavior of head of department (HOD) as instructional leader related to their motivation to transfer learning through professional development in public high schools in Kuwait. The study also addressed two other training transfer factors: ability to transfer training and workplace factors (work environment) that were essential for implementation of school improvement plans.

Transformational leadership behavior encompasses supervisor support, involvement in the decision to be trained and the credibility of the individual recommending the training; therefore, there should be a relationship between the teacher's perception of the instructional leader's transformational leadership behavior and the Learning Transfer System Inventory's (LTSI) 16 transfer system factors (Holton, 2007). The central question that this study aimed to explore was 'Do teachers who perceive that their HOD has a higher degree of transformational leadership behavior have a more positive perception of the transfer system factors of motivation, work environment and ability?'

A mixed methods design was used to explore the relationship between perceived transformational instructional teacher leadership behavior and motivation to transfer training with particular attention to the transfer system factors motivation, ability and work environment. Spearman's ρ was used to measure the correlation between each transformational leadership factor and each of the 16 LTSI factors. An important finding from this study was the strongest correlations ($\rho > 0.300$) measured by Spearman's correlation coefficient were between the factors inspirational motivation, idealized

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influence-behavior, idealized influence-attributed and intellectual stimulation of the

transformational leadership behaviors measured by the MLQ and four of the LTSI

factors: motivation to transfer, transfer effort-performance expectations, performance

outcome expectations and performance coaching.

CHAPTER 1

INTRODUCTION

Instructional leaders in schools worldwide have recognized that teacher quality, displayed by effective classroom practice, is a critical component of student learning (Good, Biddle & Brophy, 1975; Leithwood & Jantzi, 1999; Robinson, 2007, Witzier, Bosker & Kruger, 2003). However, investment in time and resources for teacher professional development (PD) does not automatically translate into improved classroom practice (Drago-Severson, 2007; Penuel, Fishman, Yamaguchi & Gallagher, 2007). Training becomes a learned behavior when it is used in the job context and sustained over time and is considered effective professional development (Baldwin & Ford, 1988; Burke & Hutchins, 2007). Therefore, instructional leaders must consider how to enable the transfer of new teacher knowledge and monitor its effectiveness in terms of student outcomes (Desimone, 2010; Darling-Hammond & McLaughlin, 1995). Leadership practices such as promoting and participating in teacher learning and development can directly impact improved student outcomes (Robinson & Timperley, 2007). Consequently, instructional leaders who are involved in school improvement efforts must be aware of all transfer system factors "in the person, training and organization" (Holton, 2005, p. 44) that influence transfer of learning, "the application, generalisibility, and maintenance of new knowledge", (Ford and Weissbein, 1997) to job performance.

While instructional leaders and teacher trainers are in agreement of the need for ongoing teacher training and development, the conditions that lead to transfer of teacher learning to improve classroom practice are less understood (Ingvarson, Meiers & Beavis, 2005; Desimone, 2009). Many organizations invest heavily in training for their

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employees. The American Society for Training and Development Industry Study (2011)

reported that a variety of American organizations that shared their data spent in excess of

$171.5 billion in 2010 on the training and development of employees. The question is

whether the expenditure produces the desired results. This situation is labeled the

"transfer problem" (Baldwin, Ford & Blume, 2010).

The school reform movement has led to scrutiny of each part of the

implementation process for school improvement and the role of every participant

including district superintendents, principals, teachers and students (Borko, 2004).

Instructional leaders such as the school principal and teachers in leadership roles, (head

of department) have an effect on the possible outcomes of the use of training in the

classroom which leads to student achievement gains (Fullan, 2010; Aitken & Aitken,

2008). School leaders are part of the reform process because they have the task of

motivating teachers to develop professionally and participate in the process without

feeling stress about the changes taking place (Drago-Severson, 2007; Youngs, 2007;

Marks & Printy, 2003; Litz & Litz, 2009; van den Berg, Vandenberghe & Sleegers,

1999).

Transformational leadership, "leadership that moves individuals toward a level of

commitment to achieve school goals by identifying and articulating school vision,

fostering the acceptance of group goals, providing individualized support, providing

intellectual stimulation, providing an appropriate model, and having high performance

expectations" (Leithwood & Jantzi, 1997, p. 313), is often mentioned as a model for

school leaders who are involved in implementing reforms. Extraordinary leaders in

education exhibit the behaviors of transformational leaders and are perceived by their

followers as promoting individual growth through professional development (Kirby, Paradise & King, 1992), thus creating the climate for motivation to learn and motivation to transfer training. Mutual respect, high expectations for individual effort and student outcomes, and an attitude of concern for the individual employee are all aspects of the positive work climate necessary for organizational change to occur.

Kuwait Context

Education in Kuwait was conducted in neighborhood mosques prior to formal schooling which began in the early 20th century (Kuwait Cultural Office, 2006). Young boys studied Arabic, memorized Quran and learned basic math skills. Kuwait's Ministry of Education (KMOE) published a commemorative book to record the "Golden Jubiliee" (1962) of the first school, Mubarakiyah School for Boys that began the era of formalized education in the country. The book is a record of the important role education has played in the society and documented the opening in 1912 of the country's first school by the Kuwaiti government and trading families. The first girls' school was opened in the 1920's which underlined the importance of formal education for all children in Kuwait. In 1939, an education council, managed by Kuwaiti merchants and government representatives was established to oversee a growing number of schools (Library of Congress, 2013). After oil was discovered in Kuwait in the late 1940's, the government decided to allocate a portion of the additional revenue to promote education and improve other social services. In the 1950's, the council became the Kuwait Ministry of Education (KMOE), a government-run agency. The school system expanded to include all levels in 1956; kindergarten and primary, intermediate and secondary. By the early 1960's, after Kuwait won its independence from England, there were about 45,000 students enrolled in

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school. Kuwait's constitution, adopted in 1962, guarantees education for all Kuwaitis which is compulsory for all children up to age 14. Although high school is not compulsory, most students attend and graduate. Currently, there are 800 schools in six municipal districts in Kuwait that serve the needs of 359,000 students (International Bank for Reconstruction and Development (IBRD), 2007). Districts are comprised of a variety of residential neighborhoods and every neighborhood has kindergarten, primary, middle and high schools that serve the children in each area. Neighborhood schools are fairly similar in terms of staffing since the HOD and teachers are randomly assigned to schools by the Ministry of Education that dictates the curriculum and examination structure for every school. Each school reports to a district education office that is directly supervised by the Kuwait Ministry of Education. A unified system (all schools use the same curriculum) is followed in all high schools, and the KMOE is responsible for developing and evaluating school curriculum and all assessment methods, including English subject. Therefore, all students in grades 10-12 study the same curriculum for each and every course and are assessed using the same mid-year and year-end exams (IBRD), 2007).

The leadership model in Kuwait's public schools follows a hierarchical model; the hierarchy begins with the KMOE subject supervisors that coordinate with the principal and head of department (HOD) regarding curriculum implementation and teacher evaluation. The HOD reports to the principal and the subject area ministry supervisor and is responsible for supervising the teachers within his/her subject area. Most professional development (PD), other than the PD offered by the ministry when a new curriculum is introduced, is organized in the public high schools by the HODs. Evaluations of teachers are conducted on a regular basis by a ministry supervisor, school

principal and the subject area HOD who is evaluated by the ministry supervisor and the school principal. Any teacher who received an unsatisfactory evaluation was required to attend a related workshop and show improvement on their next evaluation. In addition, English subject HODs had been instructed by the ministry to assist teachers in improving their skills to change their teaching methods from the traditional teacher-centered model to a more student-centered model (IBRD, 2007). It is one of the factors that ministry inspectors use to evaluate each

Problem Statement

Low rankings on international tests (Trends in Math and Science Survey (TIMSS), 2003, 2007) by Kuwait's students resulted in a government request for the World Bank to study its education system in depth. The World Bank recommended, in line with recent research, the updating of pedagogical methods through teacher PD (International Bank for Reconstruction and Development (IBRD), 2007; Oplatka, 2004, Moswala, 2006). As a result, the KMOE mandated a reform program that included updating curriculum and aligning it with international standards, and training teachers in modern teaching methods (2nd Phase of Project, 2010). A 5-year plan to improve the education system in Kuwait included a reform of the high school (grades 10-12) English curriculum. The Longman Company (England) created new textbooks for the schools that incorporated the latest research in questioning techniques and differentiated instruction. Lessons are designed so that students develop creativity and critical thinking skills that are necessary for success in school and later in their jobs. The ministry's aim is to change the types of questions students answer on all common exams to encourage students to use higher level thinking skills.

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One reason for the KMOE's focus on improving the English curriculum is its awareness that in order to become more competitive globally, students should be fluent in English. The previous curriculum relied on a textbook series created for use in another Gulf country that was contextually inappropriate and lacked the rigor needed to prepare Kuwaiti students for academic study in English. As a result, students who continued their studies abroad had difficulty making the transition to English- based academic studies (MOE ponders plan to hire British, American teachers, 2013). In addition, Kuwait's Parliament passed a law in 2001 allowing private universities with affiliations to foreign higher education institutions to be established, and a clear gap in English language skills became apparent. Since 2002, a number of universities have opened that offer undergraduate degrees and all require English as the standard language for courses. This was a further impetus for changes to the curriculum, but it required the KMOE to train teachers in other teaching methods such as questioning techniques to promote higher thinking skills.

However, the majority of teachers, including teachers of English, are Kuwaiti nationals and Arabs from Jordan, Syria and Egypt who are trained in traditional methods such as lecture and writing on the blackboard that required only rote memory recall by students. The new English curriculum relied heavily on critical thinking and comprehension. Therefore, professional development including conferences and peer to peer workshops that support the implementation of a new curriculum was imperative, since the teachers were not familiar with the questioning techniques or delivery of differentiated lessons.

In order for the reform efforts of the KMOE to be effective, the HODs needed to create the school climate that was most effective for reform because subject area 'domain' is considered a subculture in the school organization (Egan, 2009) and HODs are part of the subculture. Recent research investigating the importance of organizational subculture on motivation to transfer learning underlined the important influence it could have on transfer of training. Subculture leaders such as the HOD can have a direct influence on teachers' motivation to learn and motivation to transfer training. Therefore, the researcher hypothesized that there would be a correlation between teachers' perceptions of the ease of transfer of learning of new pedagogical methods to the classroom in the context of English language teaching and curriculum reforms in government schools in Kuwait, and their perceptions of the HOD as a transformational leader who was actively involved in helping them achieve this goal.

Purpose of the Study

The purpose of this study was to examine how teachers' perceptions of transformational leadership behavior of head of department (HOD) as instructional leader relate to their motivation to transfer learning through professional development in public high schools in Kuwait. The study also addressed two other training transfer factors: ability to transfer training, and workplace factors (work environment) that were essential for implementation of school improvement plans (Egan, 2008; Pugh & Bergin, 2006).

Significance of the Study

The study had local and international significance. Locally, the study added to the dearth of research about professional development and leadership PD in Kuwait. Internationally, the study enhanced existing understandings about PD, the role of school leaders and

effective transfer of training to the classroom. It was important to understand the perceptions of teachers about the transformational leadership and how it was applied in the schools where they taught. Since there was no previous study examining transformational leadership in the educational system in Kuwait, the study aimed at examining teachers' perceptions toward transformational leadership and transfer of teacher professional development. It was hoped the current study would help educators, decision makers, and principals in Kuwait and worldwide by generating a better understanding of transformational leadership and transfer of teacher professional development.

Research Question

Supervisor support, involvement in the decision to be trained, and the credibility of the individual recommending the training, affect the trainee's perception of training utility, or usefulness of the training in the workplace (Ruona, Leimbach, Holton & Bates, 2002). When the perception of training utility was higher, the motivation to learn was higher (Ruona, et al., 2002). Transformational leadership behavior encompasses supervisor support, involvement in the decision to be trained and the credibility of the individual recommending the training; therefore, there should be a relationship between the teacher's perception of the instructional leader's transformational leadership behavior and the Learning Transfer System Inventory's (LTSI) 16 transfer system factors (Holton, Bates, Booker & Yamkovenko, 2007). This study explored the amount of variance in each factor that could be predicted by perceived degree of transformational leadership behavior. The central question of this study explored whether teachers who perceived that their instructional leader had a higher degree of transformational leadership behavior had

a more positive perception of the transfer system factors of motivation, work environment and ability. The underlying research question was: Will teachers who perceive that their instructional leader had a higher degree of transformational leadership behavior have a more positive perception of the transfer system factors of motivation, work environment and ability?

Hypotheses

The researcher hypothesized that the higher the degree of teacher perception of the supervisor's transformational leadership behavior, the more likely the teacher would perceive a higher degree of training transfer, specifically the transfer system factors motivation, work environment and ability (Holton, Bates, Booker & Yamkovenko, 2007).

H_1 A higher degree of teacher-perceived HOD transformational leadership behavior will be positively related to the motivation factors of motivation to transfer, transfer effort performance expectations, and performance outcome expectations.

H_2 A higher degree of teacher-perceived HOD transformational leadership behavior will be positively related to work environment (school climate) factors of supervisor support, peer support, personal outcome positive, personal outcome negative, opposition to use, and performance coaching.

H_3 A higher degree of teacher-perceived HOD transformational leadership behavior will be positively related to ability factors of perceived content validity, and transfer design.

H_4 A higher degree of teacher-perceived HOD transformational leadership behavior will be negatively/inversely related to supervisor opposition, resistance to change and personal capacity for transfer.

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Transformational Leadership		**Transfer System Factors**

Transformational

Leadership

- Inspirational Motivation
- Intellectual Stimulation
- Individual Consideration
- Idealized Influence (Behavior)
- Idealized Influence

Transfer System Factors

Trainee Characteristics
- Learner Readiness
- Performance Self-Efficacy

Motivation
- Motivation to Transfer
- Transfer Effort-Performance Expectation
- Performance Outcome Expectation

Work Environment
- Personal Outcome-Positive
- Personal Outcome-Negative
- Peer Support
- Supervisor Support
- Supervisor Opposition
- Opposition to Use
- Resistance to Change
- Performance Coaching

Ability
- Personal Capacity for Transfer
- Perceived Content Validity
- Transfer Design

Figure 1

Research Design Model: Transformational Leadership (from Bass & Avolio, 2004) Correlation to Transfer System Factors (based on a model in Chen, Holton & Bates, 2006).

Definition of Terms

Transfer of Training: For the purpose of this study, transfer of training was defined as the ability of a trainee to use the knowledge and skills learned in a training situation to improve performance on the job.

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Transfer System Factors: Holton (2005, p. 44) defined transfer system factors as "all factors in the person, training and organization that influence transfer of learning to job performance".

Transfer Effort-Performance Expectations (TEPE): For the purpose of this study, Holton defined TEPE as "the extent to which individuals believe that applying new learning will improve performance" (Holton & Khasawneh, 2005, p.101).

Performance Outcome Expectations (POE): Holton defined POE as "the extent that individuals believe the application of new learning will lead to recognition or rewards they value" (Holton & Khasawneh, 2005, p.101).

Performance Coaching: Holton defined performance coaching as "the extent to which individuals perceive they receive constructive input, assistance, and feedback from people in their work environment when applying new knowledge or trying new ideas to improve work performance" (Holton & Khasawneh, 2005, p. 101).

Transfer Design: Holton defined transfer design as "the extent to which training has been designed to give trainees the ability to transfer learning to job application" (Holton, Bates & Ruona, 2000, p. 55).

Instructional Leader: For the purpose of this study, instructional leader was defined as a leader that is aware of the school's goals and facilitates his/ her teacher professional growth towards those goals.

Transformational Leader: For the purpose of this study, transformational leader was defined as a leader that clearly communicates goals and motivates followers to reach high levels of performance.

Transformational Leadership: For the purpose of this study, transformational leadership describes the actions of a transformational leader in guiding his/her followers.

Inspirational Motivation (IM): For the purpose of this study, IM was defined as the transformational leadership behavior that occurs when a leader articulates goals and provides followers with a vision about how to attain them (Bass, 1988).

Idealized Influence: For the purpose of this study, idealized influence was defined as the perception by followers of the leader as a role model who is respected and exudes confidence while encouraging followers to reach their full potential (Bass, 1988).

Intellectual Stimulation (IS): For the purpose of this study, IS was defined as a leader's transformational behavior challenges followers to find innovative solutions to old and new problems (Bass, 1988).

Individual Consideration (IC): For the purpose of this study, IC was defined as supporting and developing individual growth of followers in the context of the organization's goals.

Professional Development (PD): For the purpose of this study, professional development (PD) was defined as training conferences, peer-led workshops, seminars and model lessons that aim at developing one's knowledge and improving his/ her skills.

Head of Department: For the purpose of this study, head of department (HOD) was defined as the instructional leader responsible for the teaching and learning in a specific subject area, for example English, in a high school setting.

Summary

    This study determined high school teachers' perceptions regarding the transformational skills of their leaders; specifically their HODs, and their perception of transfer of training. This study is divided into five chapters. Chapter 1 includes the introduction, the statement of the problem, the purpose of the study, the research questions, research design, definition of terms, and the study limitations and delimitations and significance of the study. Chapter 2 presents a review of the related literature which includes a history of transformational leadership and the literature related to this study. Chapter 3 provides information about the methodology used in this study, the population and sample, the instrumentation of the study data collection, and data analysis. Chapter 4 discusses the statistical findings and provides answers to the research questions and null hypotheses presented in Chapter 3. Chapter 5 provides a summary of the findings, conclusions, and recommendations derived from the findings.

CHAPTER 2

LITERATURE REVIEW

Research in leadership during the first half of the 20th century studied leader and

follower behavior (Taylor, 1911; Carnegie, 1937; Drucker, 1942). Researchers struggled

to find any specific relationships, so they focused on the behavior of leaders in relation to

specific situations to try to differentiate between effective and non-effective leaders (Hoy

& Miskel, 1987). This led to the study of what is an effective leader (Halpin, 1966).

Revelations about the different types of leadership behaviors and factors within those

behaviors was the subject of research in the 1970's and 1980's, especially the

characteristics that led to effectiveness and organizational success (Burns, 1978; Barnes

& Kriger, 1986). The development of leadership theory in the literature over the past 50

years showed the complex nature of the field (Slater & Doig, 1988; Yukl, 2006).

The field of employee training and development has been the subject of

organizational research for more than 100 years. Thorndike and Woodworth (1901)

introduced the idea of identical elements where the transfer of training was maximized

when the training situation and the use of training were similar in nature (in Baldwin &

Ford, 1988). Baldwin and Ford's 1988 meta-analysis further defined this area of study

and made recommendations for future research to focus on workplace factors and trainee

characteristics rather than the training intervention alone.

Meanwhile, the effective schools movement spurred an increase of research into

teacher professional development beginning in the 1960's (Lezotte, 2012). However, it

wasn't until the 1980's that researchers interested in teacher professional development

began to use the models and instruments of Human Resource Development (HRD)

research to guide their work. But there was still a gap between HRD research and educational research in the area of leadership influences on training transfer. HRD and education researchers are working independently with the same goal in mind; effective and sustainable training and development of employees. However, the HRD research discussed training transfer and transfer systems, the education research focused on effective professional development and indirect versus direct effect of leadership on student outcomes through professional development.

Comparisons of training transfer research in the human resource literature versus the research about professional development in education revealed differences in terminology and focus. HRD research has developed models that use the transfer system factors to explain the relationships between the three major groups of factors (individual, intervention and work environment) that influence training transfer (Holton, Bates & Ruona, 2000). The education literature discusses effective professional development. The HRD literature referred to the leader's role as supervisor support. The education literature termed these actions as leadership behavior or leadership style. Many of Holton's transfer system factors, "all factors in the person, training and organization that influence transfer of learning to job performance" (Holton, 2005, p. 44), could be positively or negatively influenced by instructional leaders in schools. For the purpose of this study, the HRD terminology and instruments such as supervisor support, (the actions of the leader within the transfer system), and the Learning Transfer System Inventory (LTSI), an instrument designed to measure 16 factors consistently identified in the research as factors influencing learning transfer, were utilized alongside the educational research

terminology and instruments, transformational leadership and the Multifactor Leadership

Questionnaire (MLQ), an instrument used to measure the perception of leadership style.

Overview of Leadership Behavior in Organizations

The idea of leadership behavior affecting employee performance is not a new

phenomenon. F. W. Taylor (1911), Dale Carnegie (1937) and Peter Drucker (1942) were

the first authors to quantify and describe management in terms of techniques and

behaviors (Bass & Avolio, 2004). Burns (1978) believed that there were two distinct

styles of leadership: transactional, where compliance by the employee was created

through reward or punishment in order to keep the organization at status quo, and

transformational leadership, where the leader was a visionary, motivator and where the

goals of the group were more important than the goals of the individual. Downton (1973)

was the first to distinguish transformational leadership behavior from transactional

leadership, but it was Burns's 1978 book on political leaders that defined the behaviors of

transactional and transformational leaders as separate and distinct (Bass & Avolio, 2004).

Transactional leadership behavior differs from transformational because it is based on

discipline and incentives to motivate followers in an exchange process (Yukl, 1999). Bass

(1985) posited that transformational leaders emulate behaviors of sacrifice and going

beyond, so followers were more inclined to do the same.

Bass and Avolio (1993) viewed the two types of leadership as complementary.

They created the Full-Range Leadership Model (FRLM) to show how transformational

and transactional behaviors can augment each other. The authors believed that first-order

change in an organization or change of degree could be handled by leadership as an

exchange process, whereas higher order change, or a basic change in the way an

organization viewed itself or its processes needed a leader who could communicate a

vision to followers and motivate them. However, research has found that contingent

reward, a transactional leader behavior, is not sufficient to create the environment for

reform in organizations (Bass & Avolio, 1993). The idea that leaders could exhibit both

leadership styles formed the basis for the instrument that Bass and Avolio (1993) created

named the Multifactor Leadership Questionnaire (MLQ) that surveyed the perceptions of

raters about their leader, or leaders about themselves. The questionnaire was created to

help organizations uncover how leaders were viewed by their followers and also how

they perceived themselves as leaders. This information can be used to assist the growth

and change process in organizations by delineating the factors that motivate employees to

change and develop.

Transformational Leadership – Behavioral Characteristics

The MLQ (Bass & Avolio, 1993, 2004) consists of five factors of

transformational leadership. The five transformational factors are (a) inspirational

motivation which refers to a sense of optimism and accomplishment of idealized goals

(b) idealized influence (attributed) which refers to whether the leader is perceived by

followers to be focused on ideals and principles; (c) idealized influence (behavior) which

refers to the leader's actions that portray morals, beliefs and a vision;; (d) intellectual

stimulation which refers to the challenging of followers' ideas and beliefs by encouraging

them to think and problem-solve creatively; and (e) individualized consideration which

shows the leader's support of ongoing contact with followers (Bass & Avolio., 1993,

2004; Antonakis, Avolio & Sivasubramanian, 2003).

Inspirational Motivation. Leaders who exhibit inspirational motivation (IM) exhibit shared goals and communicate their vision and how the organization can achieve it (Bass, 1988; Bass & Avolio, 2004). Leaders perceived as exhibiting IM "promote positive expectations" (p. 28). They are visionary leaders who speak "enthusiastically about what needs to be accomplished" and "optimistically about the future" (p. 108).

Idealized Influence (Behavior). .Bass (1985) originally called this characteristic "charisma" and is described as either idealized behavior of the leader or idealized attributed. Idealized behavior (IIB) by the leader is perceived as someone that communicates values and beliefs while showing a high standard of ethical conduct (Bass, 2004). Bass and Avolio (2004) described idealized influence-attributed (IIA) as a follower's view of a leader's ability to portray trust and respect because the leader made personal sacrifices for the good of the organization. IIA is characterized by followers who perceive their leader as competent and confident.

Intellectual Stimulation. Intellectual stimulation (IS) is a transformational leadership characteristic that encourages followers to be creative and solve problems in innovative ways (Bass & Avolio, 2004). Followers are aware that change initiatives are valuable for the improvement of the organization and do not resist the change (Bass & Avolio, 2004).

Individualized Consideration. One to one, rather than attention to a group is the characteristic of individualized consideration (IC). Leaders who coach and mentor followers and provide helpful advice and feedback display individual consideration (Bass & Avolio, 2004).

The Role of Leadership in Schools

The role of the school leader has been the subject of numerous international studies that were reviewed and compiled by Leithwood, Day, Sammons, Harris and Hopkins (2008) who uncovered "Seven Strong Claims" of school leadership that they believe were supported by the research. Leithwood, et al. suggested that the first and second claims were the strongest based on a larger amount of evidence. Claim #1 is "School leadership is second only to classroom teaching as an influence on pupil learning (p. 27)." Qualitative case studies (Hallinger & Heck, 1998) and quantitative studies (Marzano, Waters & McNulty, 2003, 2005) supported the direct and indirect effects of leadership to be small but significant. Marzano, et al.'s meta-analysis of 69 studies grouped the behaviors noted in the research and classified them as twenty-one leader responsibilities including creating a culture of cooperation, fostering change, intellectual stimulation and good communication skills. They concluded if a principal improved in all the areas of leadership responsibility, there would be a ten percentile increase in student test scores. Leithwood, et al. (2008) concluded that school leadership affected the quality of a school organization.

Leithwood, Day, Sammons, Harris and Hopkins (2008) second claim, "Almost all successful leaders draw on the same repertoire of basic leadership practices" (p. 27) was supported by syntheses of recent research (Loew, Kroeck & Sivasubramanian, 1996; Waters, Marzano & McNulty, 2003; Leithwood & Riehl, 2005; Day & Leithwood, eds., 2007). Leithwood, et al. (2005) created four sets of leadership behaviors based on the traits mentioned in the research: (1) building vision and setting direction to motivate followers. This involves the leader establishing group goals towards a shared purpose and

demonstrating high performance expectations; (2) understanding and developing people

to build knowledge and skills while providing individual support; (3) reforming the

organization through work environment by collaboration and communication; (4)

managing the teaching and learning program to create a productive work environment by

providing proper staffing, teaching support and stability in the organization (Leithwood,

et al., 2008). The other five claims were related in some way to the first two, and support

the direct and indirect effects of leadership on teacher capacity, motivation and

commitment, and work environment (school climate) (see Figure 2).

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                    ┌──────────────┐
                    │ Motivation and│
                    │ Commitment   │ ─────┐
                    └──────────────┘      │
┌──────────┐    ┌──────────────┐    ┌──────────┐    ┌──────────────┐
│ School   │──▶ │ Working      │──▶ │ Altered  │──▶ │ Pupil        │
│ Leadership│    │ Conditions   │    │ Practices│    │ Learning and │
└──────────┘    └──────────────┘    └──────────┘    │ Achievement  │
                    ┌──────────────┐                 └──────────────┘
                    │ Capacity     │
                    └──────────────┘
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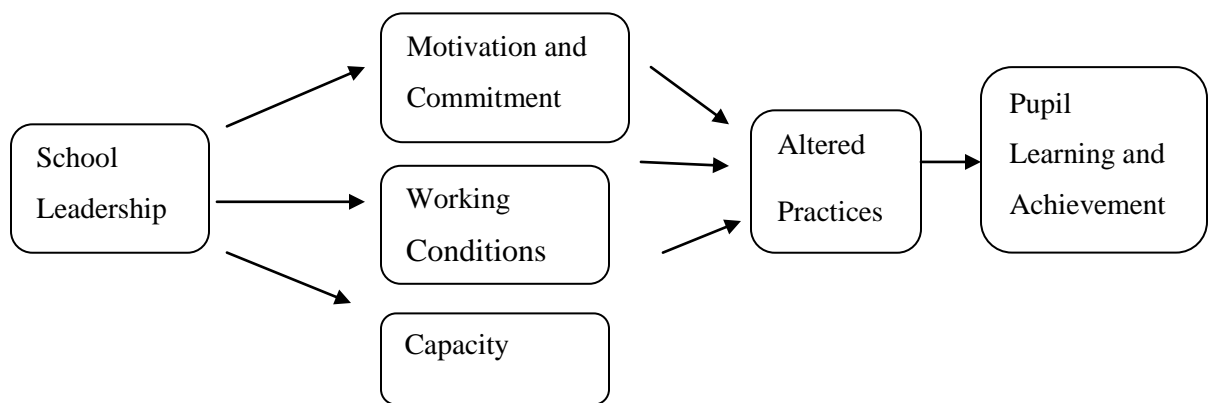
Figure 2

Direct and Indirect Effects of Leadership on Teacher Capacity adapted from

Leithwood, Day, Sammons & Hopkins (2008)

Leithwood, et al. (2008) noted that the correlation was stronger between school

leadership and working conditions, and leaders had some effect on capacity which in turn

had the greatest effect on student learning and achievement. The authors recommended

that in light of these findings, leaders should begin to focus on developing capacity in

teachers.

The change management behaviors of change-specific leadership and transformational leadership that elicit different reactions to change from employees was the focus of a study by Herold, Fedor, Caldwell, and Liu (2008). The researchers were interested in exploring the relationship between the two behaviors and whether there was a correlation between each one and employee reaction, or they worked in combination to elicit employee reaction to change. Herold, et al. (2008) defined change-specific leadership in terms of a leader's tactical or situational behaviors to a change, whereas transformational leadership was defined as a leader's effect on employees that was more long term and established. Thirty organizations with 343 employees working in a variety of industries with different types of changes were surveyed. The first survey included questions about change-specific leadership and the leader's handling of the change process, while the second survey included questions about transformational behavior and organizational commitment. Surveys were completed electronically and alternated resulting in half of the surveys being answered by one group of respondents and the other survey answered by the other half. The instrument used to measure transformational leadership behavior had twenty-two items and was developed by Herold, et al. based on the organizational development literature.

Items were analyzed based on group and individual models and found that there was evidence of group level influence on individual reactions, meaning that organizational commitment appeared to have a major effect on employee commitment to change. Herold, et al. (2008) also found that transformational leadership was highly related to commitment to change; however, the predicted positive relationship between change-specific leadership behavior and employee commitment to change was not

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supported. Herold, et al. noted that the change-specific leadership behaviors were related to the leader's level of transformational leadership when the change had an impact on an employee's job; that is, if the leader was not seen leading the change well (goals not clear, communication erratic), the employees seemed to determine their support for the change based on prior experience with the transformational leadership behavior of the leader. Herold, et al. found that it did not matter if the employee viewed the leader's change-specific behavior as good or bad if the employee had a positive perception of transformational leadership behavior of the manager. Therefore, the employee's perception of the leader's transformational leadership behavior prior to the change was important.

Possible limitations to the study included the grouped data for leadership, but the individual data for leadership behaviors, and the way the surveys grouped information for transformational leadership and commitment to change which could have created some bias (Herold, Fedor, Caldwell & Liu, 2008). The researchers recommended that data about leadership behaviors should be individualized, or if enough employees for each leader could be sampled, the individual and grouped data from the employees could be analyzed. The researchers suggested that in future studies, surveys might be given out separately and at different times to reduce same subject/same context bias. Also, Herold, et al. (2008) only looked at commitment to a change and future studies could explore other reactions, such as emotions, that could be influenced and might impact employee commitment to change.

Overview of Training Transfer in Organizations

Transfer of training shares its meaning and origins with transfer of learning theory. Transfer of learning is a broader concept that encompasses all types of learning and all learners, whatever their situation or age. How people learn has been a focus of interest from the time of the Greek philosophers, Plato and Aristotle. The debate was between Plato's rationalism, that knowledge could be acquired by self-reflection, or Aristotle's empiricism, that truth and knowledge was found outside of the learner through his senses (Darling-Hammond, Austin, Orcutt & Rosso, 2001). Aristotle tried to discover how knowledge was acquired by developing a scientific method for gathering data to support his theory. Later, Socrates, also an empiricist, used questioning in his discussions with citizens to gather data about how people learn. These concepts were the underlying theories of discourse, reflection and inquiry methods of teaching.

Transmission-based models of learning stem from the period 500-1500 A.D. when the Roman Catholic Church was the center of learning and the people learned from religious leaders (Darling-Hammond, Austin, Orcutt & Rosso, 2001). Religious dictum and learning of trades was acquired through rote memorization. However, during the Renaissance from the 15th to 17th centuries, philosophers and scientists challenged the Church's concept of learning and returned to the study of the humanities and the arts. Descartes (1596-1650) revived Plato's idea that humans were born with innate knowledge and that learning did not come only from their experiences (Darling-Hammond, et al.). Later, the concept of empiricism was revived by John Locke's (1632-1704) idea about the mind as a blank tablet that experiences filled with knowledge. Locke also believed that different subjects such as math and literature offered varied mental

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experiences and therefore varied learning. Transfer of learning theory progressed during the Renaissance. Concepts of the child as the center of the learning had its roots in Rousseau's (1712-1778) idea that children should be allowed to learn at their own pace, and Kant (1724-1804) wrote about knowledge that humans possess before their experiences.

Transfer of learning was a source of interest for psychologists in the 19th century who used scientific methods such as objective tests to discover more about how people acquire knowledge (Darling-Hammond, Austin, Orcutt & Rosso, 2001). Behaviorists, psychologists who believed that people learn through stimulus/response and cognitive psychologists, who believed that people construct knowledge through their senses, advanced the ideas that rationalists and empiricists had debated centuries before. The scientific study of learning transfer was attributed to Edward Thorndike in the twentieth century (Baldwin & Ford, 1988; Darling-Hammond, et al., 2001). Thorndike, an education psychologist, believed that learning was incremental and happened in stages by trial and error. Reinforcement and practice through rote learning followed the beliefs of behavioral psychologists such as Skinner, Vygotsky and Piaget. They believed that knowledge was received from a teacher through transmission method (Darling-Hammond, et al., 2001). Modern theories of transfer of learning where learning is either acquired through reflection, life experiences or by transmission from others are based on the development of theories by philosophers and psychologists over the centuries.

Transfer of learning and transfer of training are similar concepts. The major difference is transfer of training occurs in a work situation. Research in transfer of training was a result of concern by organizations about whether the use of financial and

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physical resources to train employees was actually having an effect on their job

performance (Baldwin & Ford, 1988; Kirkpatrick, 1994; Saks, 2002). A four level

evaluation model of training was the standard used in many studies throughout the 1970's

and 1980's (Kirkpatrick, 1976, 1994).The model included reaction, learning, behavior

and results with the first three levels concentrating on the individual or trainee, and the

last level studying training transfer. The model was originally published in the 1950's and

was updated by Holton, Bates, Seyler & Carvalho (1997) who created the Learning

Transfer System Inventory (LTSI) that replaced Kirkpatrick's model with a framework

that examined the whole transfer system, as opposed to the trainee and the intervention.

Research in the 1970's and 1980's studied the transfer system components of

training design, trainee and work-environment factors which Baldwin and Ford (1988)

named the 'training inputs'. Their review of 63 empirical studies during the period of

1907 to 1987 gave some direction to future research in the area of training transfer for all

organizations. They concluded that "for transfer to have occurred, learned behavior must

be generalized to the job context and sustained over a period of time on the job" (p. 63).

The purpose of their review was to systematically investigate the literature on transfer of

training through searches and cross-checking and make recommendations about how

practitioners in the field should proceed. They looked at each of the transfer system

factors and the methods used in each study and created a framework for identifying the

factors that affect training transfer, including training input (training design, trainee

characteristics, and work-environment characteristics), training outputs, (learning and

retention), and conditions of transfer (ongoing use of the information learned during

training) (Baldwin & Ford, 1988) (see Appendix C). Their recommendations for future

research included a focus on supervisor support which they believed was a key work-environment variable; a multi-dimensional construct that affected the training process.

An updated meta-analysis of 89 empirical studies of training transfer outlined more recent efforts to research this field from 1988 to 2008 (Blume, Ford, Baldwin, & Huang, 2010). The purpose of the meta-analysis was to determine a set of predictive factors including trainee characteristics, training interventions and work environments that led to successful transfer. They also analyzed and synthesized the growing amount of research on training transfer. The authors preferred to look at transfer as a "dynamic and complex process" (p.1068) without looking at differences in organizations or time frames. Several research questions were studied to inform future research including the impact on predictor–transfer relationships related to whether the data were from a published or unpublished source, and also to what extent the length of time between training and the measure of transfer influenced predictor–transfer relationships.

The meta-analysis (Blume, Baldwin, Ford & Huang, 2010) studied the existing research about what was already known on the subject of predictor-transfer relationships and how the studies were conducted. Consequently, the researchers made a strong recommendation for a time lag between self-reported data gathered about the work environment and the outcome of the training especially when it was same source (SS)/same-measurement-context (SMC), where data related to the motivation to transfer and perception of work environment was gathered at the same time using the same sample. The researchers found that those studies were more likely to inflate transfer results and inflate relationships between predictor and transfer due to the same respondent providing the data at the same time and in the same context. In addition, they

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advised that various measures to gather data, used over a period of time, would enhance the depth of knowledge about training effectiveness rather than the use of the training because when training was not used effectively, it would not be beneficial to the organization.

Limitations to the meta-analysis included a focus on broad transfer predictors (work environment and motivation) that may have biased the analysis and that some studies were excluded due to missing data that was not recoverable through documentation. The authors suggested better documentation of the training situation and more descriptive statistics including reliability of measures and standard deviation.

The Need for Ongoing Professional Development in Schools

The need for skilled teachers with access to ongoing, quality professional development to affect school improvement and student achievement has become imperative (Bredeson, 2002; Marzano, 2007; Mizell, 2010). In addition, the No Child Left Behind legislation and Race to the Top in the United States and the Lisbon Strategy in Europe have created the need for teachers who are professional in their practice. Although the current literature does not conclusively establish a causal relationship between teacher professional development and improved student achievement, a meta-analysis by Guskey and Yoon (2009) for the American Institutes of Research of nine existing studies that met the criteria of the *What Works Clearinghouse* showed that there was statistical and verifiable evidence that teacher quality and student achievement were indeed related.

Teachers need effective professional development opportunities to improve their practice. An article for the National Association of Secondary School Principals

(NASSP) Bulletin (Payne & Wolfson, 2000) stressed the need for meaningful and effective professional development in order to ensure the teacher quality necessary for student achievement. Teachers need support as they encounter changes in the way students are taught, revisions to curriculum require new teaching methods, and acquire the knowledge and skills that teachers may not have learned in their teacher education programs or through previous practice (Payne, et al., 2000). Groups, such as the National Commission on Teaching and America's Future (NCTAF), showed an increased awareness that professional development plays a critical role in education reform and school improvement (Bredeson & Johansson, 2000). Calls for a more organized and research-based approach to professional development planning was clear from the literature (Scribner, 1999; Bredeson & Johansson, 2000; TALIS, 2009).

The impact of professional development programs on teacher knowledge, practice and teacher self-efficacy was the subject of an Australian report of four studies, titled Projects A, B, C and D in order to prevent identification of school districts that were undertaken through the Australian Government Quality Teacher Program (Ingvarson, Meiers & Beavis, 2005). The purpose of the individual studies was to improve teacher practice, thereby improving student outcomes and also to evaluate the success of government-funded professional learning activities. The researchers devised a model based on the characteristics of effective PD to gauge impact and used regression analysis to validate it. The main purpose of the evaluation was to examine the effectiveness of PD initiatives in the schools that were studied. Professional development was given a broad definition and included conferences, online learning, mentoring and learning about best practices.

In all, over 3000 teachers who had participated in more than eighty different professional development activities were surveyed and the data was used in a cross-program analysis conducted by the Australian Council for Educational Research (ACER) to

(1) evaluate how the various PD activities might impact classroom practice, and

(2) identify school level factors that might impact or mediate the implementation of the PD.

The researchers controlled for variables such as teacher gender, years of experience, and school sector. In addition, they asked several questions on the survey to evaluate school support of their PD efforts. Content focus and active learning in professional development programs were the main contributors to teacher knowledge in the studies. The researchers also concluded that teacher confidence in the value of PD was exhibited by their belief that their classroom practice had an impact on student outcomes and was more of a motivator to learn than trying to change teacher attitudes to modify their practices before the professional development was administered. Schools supported by administrators and policy-makers were shown to have an indirect effect on program outcomes.

Limitations to the study included a 50% response rate to surveys that were distributed by the researchers since it was three months after the PD. Another limitation was the self-reported nature of the data, although the researchers noted that teachers were not reluctant to report their beliefs about the usefulness of PD in their practice. Also, the use of feedback and collaborative examination of student work, which has been shown to be very valuable in other studies, was not rated highly for opportunity to learn, possibly

due to the lack of opportunity to use the knowledge and skills in their classroom practice (Ingvarson, Meiers & Beavis, 2005).

Factors That Contribute to Training Transfer

Training transfer has been a concern of business and industry for a long time, but it is a new concept to schools. There is very little reference until recently about training transfer in regards to teacher professional development and is mostly a result of the interest in successful organizational models to boost student achievement (Leithwood & Jantzi, 1999; Lewis, 2006). Therefore, research in the fields of human resource management and psychology is currently being used to inform the discussion about effective teacher professional development. Successful training transfer and leadership models that promote training transfer are being used in research studies in school settings (Leithwood & Jantzi, 1999; Lewis, 2006).

A recent literature review conducted by Burke and Hutchins (2007) that updated the review compiled by Baldwin and Ford (1988) focused on training transfer as a human resource concern. Research into training transfer suggested small percentages of transfer especially over the long term (Georgenson, 1982; Saks, 2002). Burke & Hutchins (2008) noted that the research conducted after the 1988 meta-analysis tried to determine how to create a successful model that would result in sustained training transfer. Burke and Hutchins listed three primary factors that influence transfer as identified in the literature: learner characteristics, intervention design and delivery, and work environment influences, which fall into the three broader categories noted in the transfer research literature: individual, intervention, and environment factors.

Teacher Perception of Training (Professional Development) in the Arabian Gulf Region

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Learner characteristics contribute to the success or failure of training transfer. Learner involvement in the PD programming, autonomy to choose to participate and learner self-efficacy affect motivation to learn. Reform agendas implemented by organizations are sometimes viewed as a threat to individual autonomy and so resistance to change is a fairly common reason given for the slow pace of organizational reform. If a teacher is not motivated to learn, it is unlikely that training will take place. Therefore, teacher attitudes and perceptions towards professional development aimed at helping the change process should be understood more completely in order to reduce barriers to motivation and training transfer.

Qatar, a country situated in the Middle East Gulf region has been at the forefront of educational reform that began with the establishment of the Education City (1995) which houses well-known American universities and a K-12 school. The Supreme Education Council (SEC) was established in 2002 to replace the QMOE with a government-funded independent school system whose purpose was to create a more globally competitive educational system (Nasser & Romanowski, 2011). Independent schools were granted autonomy to carry out their own mission and objectives, but were accountable to the SEC for meeting required curriculum and teaching standards. The reform movement has impacted the PD programs and opportunities for PD in each independent school; however, little is known about the effectiveness and teacher perceptions of the PD.

Nasser and Romanowki (2011) conducted a three-phase study of two schools in the capital of Qatar using questionnaires, interviews and a concept map. Participants were forty teachers involved in PD activities in their schools. The questionnaire included an

open-ended question to elicit teacher responses to reveal their perceptions about PD. The researchers used content analysis to discover themes that could be used to create categories to link the interview questions and the concept maps. The major focus of the interviews was in the areas of motivation, feedback and support. Field researchers, teaching assistants at Qatar University's College of Education conducted the interviews with small focus groups and then transcribed and content-analyzed responses to look for common themes among the participants. Respondents created concept maps in a two-step process; (1) they listed all their ideas about the benefits and use of PD, and (2) they were trained how to use a software program to create their maps. A structured scoring scheme (McClure and Bell, 1990) was used to analyze the content and structure of the maps by awarding points to connections made by the map creator that demonstrate the complexity or simplicity of those connections.

The researchers found that although the teachers saw the benefits of PD in their pedagogical and daily practice, they also believed that the general approach by each school did not address the difficulties they faced in the classroom, and that there was a lack of organization or cohesiveness to the PD, possibly due to the lack of input by teachers into the PD programming (Nasser & Romanowski, 2011). Teachers also perceived that PD was a means for the school coordinators and directors to force them to adopt educational reforms without providing ongoing support. Recommendations included allowing teachers to voice their opinions and to make decisions about PD after developing teachers' understanding of the reasons for reforms and how they could participate in school improvement.

The study's limitations included the low response rate (ten teachers) to return the concept map, and that although quantitative and qualitative data was collected, perhaps a more exhaustive analysis using different measures would show different results. The researchers also noted that participants might have left out important issues depending on whether they were perceived to be important or not.

Supervisor Support and Transfer of Training

One factor in the transfer system is supervisor support; "the extent to which supervisors/managers support and reinforce use of training on the job (p. 345)". Supervisor support is an important workplace factor that influences training transfer (Holton, Bates, Seyler & Carvalho, 1997). Supervisor support, involvement in the decision to be trained, and the credibility of the individual recommending the training, affect the trainee's perception of training utility, or the usefulness of the training in the workplace. When the perception of training utility was higher, the motivation to learn was higher (Ruona, Leimbach, Holton, Bates, 2002). Learner utility reactions related to ratings of predicted learning transfer, and the amount of variance in motivation related to learning transfer is explained by the utility ratings of trainees. A study conducted by Ruona, et al. (2002) of more than 1600 people from various organizations and training programs were administered the LTSI questionnaire at the end of a training program. The participants were also asked to respond to a five-item reaction scale to measure learner utility reactions. The five items were chosen based on previous research that indicated that they were highly reliable predictors of learner utility reactions. Results were considered robust due to the large sample size; however, there was shared variance in all

of the LTSI factors so there was a limit to the predictability of learner utility in regards to ability factors.

Several limitations could be found within this study. The first one was related to the anonymous and voluntary nature of the responses to the questionnaire, so tracking of all participant responses was not possible. Another limitation to the study was the same source nature of the data gathered which could have skewed the relationships found (Baldwin, Ford & Blume, 2010)

The transfer system is complex and comprised of many factors that affect the trainee's motivation to learn, motivation of the trainee to transfer the learning, and maintenance of training in the work setting (Holton III, Bates & Ruona, 2000). Bennett, Lehman and Forst (1999) studied the relationship between work climate factors and municipal employees' perceptions of training transfer on the job during a time of organizational change in the municipality. Specifically, the municipality used a program, Total Quality (TQ) training, to enhance the abilities of the employees with customer orientation. Results of the interviews and surveys were compared to see if there were areas of convergence. Bennett, Lehman and Forst (1999) looked at several variables, transfer climate, change and stress climate, and structural factors. Qualitative data was obtained through in-depth interviews with department heads, focus groups, and training personnel, and quantitative data was supplied by an employee survey. A total of 937 randomly selected employees completed the survey.

Bennett, Lehman & Forst (1999) used a contextual analysis to specify areas to focus on outside of the training itself such as leadership, teamwork and alignment with organizational goals, all of which relate to a school setting. The trainees were both trained

and untrained (veteran and new teachers), and the training, the TQ program, was a specific intervention which is used in many school professional development situations (e.g. differentiated instruction, curriculum mapping, etc.). In this case, the managers served as models and mentors to lessen the effects of the stress that organizational change brings with it.

One of the study's limitations was the self-reported nature of the focus groups and surveys which were a single source of data that could have "inflated" the results (Bennett, et al 1999). Perhaps employees, interested in social acceptability in the organization, answered favorably to certain questions in order to show that the program was working which would lead to a bias in the results. Also, the sample was from a pre-designated group of employees since there was a schedule for when certain groups of municipal employees would be trained. So although the participants were chosen randomly, the sample was only a part of the total population that was pre-picked by the employer. Recommendations from the study included leadership support of the change efforts of workers.

A recent dissertation by Kevin M. Stoltzfus (2010) studied the relationship between the transactional and transformational leadership styles of the principal and the effect on teacher professional development. Stoltzfus surveyed teachers to find out their perceptions of their principal's leadership style and relate it to their training transfer. Nineteen new teacher trainees that were participating in a particular school district's new teacher induction program were surveyed using Baldwin and Ford's *Training Transfer Questionnaire* and the *Multifactor Leadership Questionnaire* (Bass & Avolio, 1993, 2004). Results of the study showed that participants who perceived their principals as

medium or high for transactional leadership and high for transformational leadership reported a significantly greater training transfer; although it was unclear if the relationship was causal.

Stoltzfus (2010) also looked for themes in the qualitative interview phase of his study to explore principal leadership style to teachers who reported a high rate of training transfer. He found that principals who were reported as "cultivating a culture of accountability" (p. 144) via direct feedback and formal observations and "promoting a culture of professional learning" through support and opportunities for professional development (p. 145) appeared to encourage a higher rate of training transfer among their teachers. The interviews confirmed Stoltzfus's quantitative findings that teachers who reported that their principal exhibited a medium or high transactional leadership behavior and high transformational leadership behavior were more likely to transfer their training to the classroom.

One limitation of the study was all information was self-reported and, therefore, based on the perceptions of individual teachers. There was no attempt made to verify whether the training transfer had actually occurred through methods that would triangulate the results of the surveys. However, Stoltzfus's study did point out some interesting areas for further study including some type of assessment of sustained training transfer perhaps through a longitudinal study, or interviews and/or observations of teachers post-training.

The Instructional Leader's Role in Professional Development. Recent research into professional development illustrates the importance of certain facets of principal leadership that promote organizational and professional learning in schools (Payne &

Wolfson, 2000; Aitken & Aitken, 2008; Drago-Severson, 2007). Aitken and Aitken (2008) outlined the need for school leaders to take account of their existing organization before embarking on the school improvement process. They noted the important role that school leaders have in building sustainable school improvement. The theoretical article, "Leadership and School Improvement" was a theoretical article that drew on recent research in an effort to assist current school leaders in their school improvement efforts. They cited several examples of difficulties that leaders faced when trying to initiate or implement improvements and recommended that school leaders use a systematic framework in their approach to change. School leaders should assess the school context before starting any initiative. The framework should be based initially on what obstacles and opportunities the school leader assesses as his/her school situation.

Five components of the principal's role in teacher PD include serving as a role model, leading the learning organization, motivating and supporting development of teachers, providing teachers with the necessary resources, and facilitating the professional development activities (Payne & Wolfson, 2000). *Breaking Ranks: Changing an American Institution,* a report published in 1996 by the NASSP, emphasized the need for new ways to support teachers in their efforts to provide successful learning opportunities for high school students into the 21st century.

Aitken and Aitken (2008) reviewed the leadership literature and concluded that the school leader performs vital functions in the school improvement process that leads to student achievement. These functions include "planning, monitoring, communicating, and maintaining a continual focus on teaching and learning (p. 195)". The authors also showed that the leadership literature emphasized the importance of shared vision (Senge,

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1990 as cited in Aitken, et al., p. 196) and shared pursuit of goals (Sergiovanni, 2000, as cited in Aitken, et al., p. 196) by all stakeholders, leaders, teachers, parents and students. Aitken & Aitken, (2008) concluded that school improvement has three main components, according to their review of the current literature, that include a commitment to improvement through professional development that is connected to what is needed in the school context. School leaders should assess the local context and base the professional development on teacher need, teacher input and a shared commitment to implementing and sustaining the improvements (p. 200).

The power of the principal to directly affect student achievement has not been clearly established. However, an indirect relationship has been established through teacher quality in the classroom. A number of American public schools, that had historically been low-achieving but had recently had seen gains in student achievement, were part of a national study on the effects of professional development on school capacity in urban, under-performing schools with a large majority of low-income students (Newmann, Youngs & King, 2000). Youngs and King (2002) reported on a section of the larger national study about the principal's role in building school capacity through professional development in an article that reported on one aspect of the national study. School capacity, teacher competency, program coherence, principal leadership and resource availability, were seen as major factors in the improvement of students since they have a direct effect on how well students do in the classroom.

Data was gathered through fieldwork by two teams of researchers in the spring and fall of 1997, in nine schools over three days. Interviews were conducted with school staff and leadership. In addition, interviews with other staff members who participated in

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PD at each school including at least one new staff member and one staff member that had concerns about the school's program of professional development. Professional development activities were observed and the type and extent of principal involvement in the activity was noted. In addition, relevant documents were collected. After the initial interviews, seven schools that planned to continue PD initiatives that were directly related to school capacity were chosen for follow up visits over the course of three days in 1999. These visits followed the same pattern as the initial visits except that staff was also asked about issues raised during phase one of the study on the nature of principal leadership and how the PD addressed school capacity. Inter-rater reliability was the main determinant of validity.

Limitations to the study might have been the small number of schools that were selected and also the lack of randomness in choosing the schools. Findings from this study included the important role of principals to build trust and the use of professional development to build school capacity. Another possible limitation was the length of the study. The researchers cautioned that higher capacity schools may have had more comprehensive use of PD because they had been using PD to build capacity before the start of the two-year study. Also, lower capacity schools may have needed a longer time than the two years to show an increase in capacity. One of the major recommendations made by the researchers in the larger study was that more schools in the same states and districts should be chosen if there was a follow up study. Only nine schools were selected for this study and were located all over the United States.

Collegiality was the subject of a study to better understand how the relationship between school or instructional leader and teachers created the environment necessary for

effective professional development (Clement & Vandenberghe, 2001). Collegiality is a workplace condition that is often influenced by the school principal and instructional leaders (Drago-Severson, 2007). The study was conducted in two phases. The authors explored the research themes by conducting semi-structured interviews with 39 teachers in eleven Dutch elementary schools. Teachers were asked about their perception of their own PD and how they interacted with other team members. The second phase was an extensive case study of two of the schools over a period of five weeks. Interviews included twenty-three teachers and the two school leaders. The two case study schools were chosen by the researchers after consideration for school size, location, and teacher gender and years of experience, but more importantly, the two schools were chosen because of the difference between the two school leaders' roles for the professional development of their teachers.

The results of the first phase interviews were analyzed vertically so that the researchers could get a more in-depth knowledge of the teachers' perceptions of their professional development and richer, deeper understanding of the context of the interviews. Once the data was coded, they were displayed in matrices and a horizontal analysis was conducted whereby typical patterns at each site could be discovered and compared to the other sites. Member-checking was used to add to the validity of the findings. Limitations to this study included the self-reported nature of the interviews which could have biased the results since the validation process included a narrative of the interviews of the teachers and school leaders which could have meant that the teachers said what they thought the leaders wanted to hear, rather than what they believed

to be true. Also, the two case study schools were not chosen randomly, but for the difference between the school leader's approaches to professional development.

The results of the study showed that collegiality was too general a construct to determine whether professional development initiatives would be effective or not. A strong collaborative culture needed to be paired with teacher autonomy for conditions to be present for effective professional development (Clement & Vandenberghe, 2001). The researchers based the conclusions on their findings about the two schools studied in phase two. The level of collegiality between school leader and teachers at the first school was very strong. Teachers and the school leader shared stories and supported each other constantly. On the other hand, teachers at the second school noted that their school leader did not motivate them due to a lack of follow-up on projects and discussions about issues. The researchers concluded that the transformational leader behaviors of inspiring the team and supporting individual teachers would help schools implement school reforms and innovation.

The principal as instructional leader is also responsible for improved results of professional development which leads to improved instruction (Leithwood & Jantzi, 1999). Transformational leadership, where principals articulate and model the school vision and goals, create a collaborative learning environment for the staff, motivate and mentor teachers, and create opportunities for professional development aligned to the school's improvement efforts has been shown to have a significant impact on transfer of training by teachers.

Data gathered by Graczewski, Knudson, and Holtzman (2009) in the San Diego schools provided evidence of instructional leadership that leads to quality PD and

improved instruction. The authors used a case study method and also sent out surveys in order to find out the relationship between the site-based instructional leadership and teacher professional development during a district-wide reform in the San Diego public schools. The researchers (2009) measured the teachers' perceptions of aspects of instructional leadership such as a coherent school-wide vision for improvement and leadership engagement in the instructional improvement. In order to understand teachers' perceptions of professional development, Graczewski, et al. looked at coherent and relevant professional development and content- and curriculum-focused professional development. The authors hypothesized that the independent variable, coherent school vision, would be related to coherent and relevant professional development. They also hypothesized that schools where principals were involved in instructional improvement would have content- and curriculum-focused professional development. Graczewski, Knudson & Holtzman looked at the qualitative data from the case studies of the nine schools and the district-wide survey data and found that the schools where the principal articulated a clear school vision had more relevant professional development that was focused on the school's curriculum.

A study that focused on constructive-developmental theory in relation to adult learning in organizations shed some light on how school leaders support teacher learning (Drago-Severson, 2007). Twenty-five principals were interviewed from a sample of public, Catholic, and independent schools. In addition, Drago-Severson conducted a document analysis to provide alternative perspectives to the data collected from the interviews. Drago-Severson concluded that the principals provided varying degrees of "four pillar practices to support teacher learning: (1) teaming, (2) providing adults with

opportunities for leadership roles, (3) engaging in collegial inquiry, and (4) mentoring"

(p. 115). Each principal decided to what degree to use each practice based on the school

context and need. The findings were used to develop a "learning-oriented model of

school leadership" that centered on learning as a developmental process, the person as an

active meaning maker, and the context as an enhancer to growth" (p. 114). Drago-

Severson concluded that the principal was considered the leader of the learning

organization and must lead school improvement efforts for sustainable improvement in

teaching practices which were transferred to the classroom that would ultimately lead to

student achievement.

The study was validated by using multiple data sources including interviews, and

documents which were analyzed by at least two researchers using crosschecking codes

and interpretations. The author also conducted member checks by the principals who

were interviewed and throughout the study themes were tested to confirm the author's

understanding of the developing model. Limitations to the study included the self-

reported nature of the data and the lack of teacher input about whether initiatives by the

principal would lead to teacher motivation to learn.

Transformational Leadership and Training Transfer Factors

A comparison of two independent quantitative studies of two systems, in Canada

and the Netherlands (Geijsel, Sleegers, Leithwood, & Jantzi, 2003) focused on the effect

that transformational leaders have on motivating teachers in the process of school reform.

The school systems involved in each study was rooted in unrelated school reform

movements at the time. The Netherlands was undertaking sweeping changes to the

secondary school curriculum and a large district in eastern Canada was facing changes in

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curriculum, assessment and school funding. In addition, both contexts created a need for rebuilding the school culture.

Over 1200 Dutch high school teachers responded to a questionnaire that was analyzed using HOMALS. This process is used to categorize, or homogenize variables by grouping them into sets. The sample of teachers in the Canadian study was 403 teachers that provided valid responses for analysis. 1246 valid responses were received for the Dutch study. Two different surveys were used, but they addressed the same three sets of variables: transformational leadership, teacher commitment to change, and extra effort. The Dutch and Canadian instruments differed in the numbers of items that addressed each of the main variables; however, Geijsel, Sleegers, Leithwood, & Jantzi (2003) believe that this did not affect the comparison. The Dutch study used confirmatory factor analysis to discover factors resulted in an unsatisfactory fit and those were eliminated. The Canadian study used exploratory factor analysis to do the same and eliminated items that were unsatisfactory.

Canadian results supported all hypotheses and were significant for the leadership characteristics of vision building and intellectual stimulation that were the most strongly correlated. Context beliefs, the teacher's perception about the change and based on prior experience with other changes, and extra effort shown by participation in decision making were highly correlated with all three leadership characteristics (vision building, intellectual stimulation and individual consideration). Geijsel, Sleegers, Leithwood and Jantzi (2003) noted, however, that although the effects were positive and significant, they were small. Vision building appeared to have the greatest effect on all teacher change activities. An interesting finding was although individual consideration was projected to

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have a strong correlation with context beliefs; the correlation was positive, but weak. Individual consideration had the strongest correlation to participation in decision making. Geijsel, et al. (2003) noted that a possible reason for this was the indistinct nature of 'individual consideration' since it was associated with mentoring and support variables that were hard to define concretely. They recommended a clearer definition of individual consideration that is more tangible to the observer. They also suggested further research once the variable was defined more clearly.

Geijsel, Sleegers, Leithwood, and Jantzi (2003) found weak correlations between transformational leadership and variables affecting teachers' commitment to change. The Dutch study concluded that intellectual stimulation influenced teachers' self-efficacy, while the Canadian study concluded that vision building affected self-efficacy. Further study of the correlation between transformational leadership characteristics and variables related to teacher commitment to change was recommended (Geijsel, et al., 2003).

Kurland, Peretz, and Hertz-Lazarowitz (2010) gathered data from 1,474 teachers at 104 public elementary schools situated in northern Israel to empirically test whether a relationship existed between leadership, vision, and organizational learning; more specifically, whether school vision was a mediator in the relationship amongst them. The teachers were surveyed about their schools and principals using a 77-item questionnaire created by the authors. Principals' leadership style was measured on a 5-point scale using a version of Bass and Avolio's (2004) *Multifactor Leadership Questionnaire (MLQ)*. The questionnaire was translated into Hebrew and contained twenty-eight questions that covered three behavioral components of leadership: transformational, transactional, "an exchange process based on the fulfillment of contractual obligations" (p. 11), and laissez-

faire, or passive leadership. School vision was measured by a questionnaire of four organizational components such as staff involvement, evaluation, in-school professional development and information management. The participants were asked, on a 5-point Likert scale, how much each item existed in their school. Finally, school vision was measured by twenty-two attributes that were informed by Larwood, Kriger and Falbe (1993, 1995). Teachers wrote their vision of their school and then were asked to rate the vision according to the 22 attributes such as easy to explain, detailed, and practical using a 5-point scale.

Kurland, et al. analyzed the mediate variable using a model created by Kenny, Kashy and Bolger (1998) where the four criteria must be met to support mediated relationships. The authors explained that the data must show that "(1) the independent variable (leadership style) must be related to the dependent variable (vision), (2) the independent variable must be related to the dependent variable (i.e. leadership style must be related to school organizational learning, (3) the mediator must be related to the dependent variables, with the independent variable included in the model, and (4) the relationship between the independent variable and the criterion variable must disappear when controlling for the mediator variable (p. 17)". The analysis of the data showed that vision was significantly predicted by the principals' transformational leadership and also a significant predictor of school organizational learning. Leaders that were able to articulate a common school vision gave teachers a stronger sense of purpose and translated into motivation to act. When teachers were motivated, learning occurred.

Limitations of the study included the self-reported nature of the data which they noted might have created bias. In addition, since only elementary schools were in the

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sample further research with middle and high schools is recommended. The study's geographic location, northern Israel, might preclude the generalizability of the results. Kurland, et al. recommended that further research could be undertaken to better define 'vision' and its relationship to school outcomes.

Transformational leadership style and conductivity or openness to change was the focus of Kull's 2003 dissertation. The sample population was taken from eight seminaries in the United States and included the presidents of each and also the faculty members. Kull used the MLQ for leadership behavior and Mackert's (2001) Conductivity Scale for openness to change. Kull hypothesized that there would be a positive relationship between transformational leadership style and conductivity, in addition to each of the factors that comprised the Conductivity Scale: Alliance, Expectations, Personal Meaning, Organizational Fit, Knowledge and Investment. The researcher also hypothesized that transformational leadership style would be negatively related to 'Discord'.

Each seminary president was asked to respond to both surveys as the change agent and the faculty was surveyed to find out their perception of the president as change agent. Kull received a 40% response rate to her surveys (N = 75). Results of the Pearson r correlation test supported the hypothesis that transformational leadership would be positively correlated to conductivity (r = 0.586). All other hypotheses were also supported with transformational leadership to Alliance (r = 0.601), transformational leadership to Discord (reverse scored) (r = 0.508), transformational leadership to Expectations (r = 0.392), transformational leadership to Personal Meaning (r = 0.375), transformational leadership to Organizational Fit (r = 0.531), and finally, transformational leadership to Knowledge and Investment (r = 0.485). An intervening

variable was faculty tenure, the ability of faculty to become permanent on staff after a period of time and due process, but a partial correlation coefficient showed that this variable did not have a significant impact on the findings.

Kull noted that transformational leaders were able to navigate the difficulties involved in a change process and reduce change resistance which posed obstacles to reform, while managing the advantages of resistance, notably stability, and revealing weaknesses to the change initiative thereby benefiting the whole organization as it moved through the change process. Kull's recommendations included having leaders reflect on their followers' perceptions to promote improvement in areas where they were weak to support the change process.

Limitations to the study were the small sample size and mostly male respondents. Therefore, results could not be generalized. Recommendations included further use and refinement of the Conductivity Scale in other research and a longitudinal study to cover transformational leadership and different phases of the change process. Also, Kull suggested that further research explore personal characteristics as they related to conductivity and make sure that leaders used the findings in a positive manner.

Oreg and Berson (2011) conducted a quantitative study of principals' transformational leadership behavior and teachers' attitudes towards a major organizational change in the Israeli school system. The sample of principals and teachers was taken from two school districts that had just been informed about changes in class size, merit increases or teacher dismissal based on evaluation of work, and increased workload. This anticipatory atmosphere resulted in opinions for and against the changes. Oreg and Berson hypothesized that leadership behavior; specifically transformational

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leadership behavior could explain employee resistance intentions. In particular, they hypothesized if a leader believed in the status quo, the follower would be more resistant to the change. They also hypothesized that if a leader was open to change, the follower will be less resistant (that there was a negative correlation). Oreg & Berson proposed that a leader's resistant attitude to change would be related to employee resistance intentions, where the employee's attitude was already negative towards the change. The fourth hypothesis was that a transformational leader's behavior would be negatively related to intentions to resist change and finally, that a leader's transformational leadership behavior would moderate between an employee's attitude towards change and the resistance intentions and that as transformational leadership increases,, the resistance would become weaker.

Oreg and Berson (2011) used a convenience sample based on two school districts in Israel and took a random sample of half of the teachers and all of the principals with a total of 75 principals and 586 teachers. The teachers were asked to complete four questionnaires during their break times. Personal values were measured using the Portrait Value Questionnaire (Schwartz, Melech, Lehmann, Burgess, Harris, & Owens, 2001) that used portrait descriptions to classify people's attitudes of resistance or openness to change. It used a six point Likert scale where 1 was *not like me* and 6 was *very much like me*. A second survey, the RTC scale (Oreg, 2003) measured people's overall attitude towards change using statements and a scale where 1 was strongly disagree and 6 was strongly agree. A third instrument, Change Attitudes Scale (Oreg, 2006) used statements that were rated from *strongly disagree* (1) to *strongly agree* (6) and measured a person's resistance intentions. A modified, twenty-item MLQ was used to measure

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transformational leadership behaviors. Hierarchical linear modeling was used to test

relationships between variables (principals and teachers). Analysis indicated that there

was no significant relationship between a principal's attitude of keeping the status quo

and the teachers' resistance to change. Oreg and Berson noted that the Israeli education

system was hierarchical and conservative in nature, so the expectation by the teachers

was that the principal would want to keep the status quo. All other hypotheses were

supported by the data. Oreg & Berson (2011) used a random coefficients model that

showed a significant negative relationship between transformational leadership behavior

and attitude of followers to resist change. Oreg and Berson extrapolated from this result

that an increase in transformational leadership behavior moderated between an

employee's disposition to resist the change and resistance intentions.

Convenience sampling may have weakened the study's external validity and

whether the results could be generalized to the rest of the Israeli school system. Also, the

study's concurrent design gave a narrow window to the picture of organizational change,

but Oreg and Berson (2011) recommended a longitudinal study to have a fuller picture of

leadership behavior effects on employee attitudes towards change. The value of such a

study was to inform the change process and then inform leaders about the effect they

have on attitudes of followers before, during and after the process to make it more

successful.

The relationship between the supervisor's role and trainee characteristics, ability

and motivation to learn (Colquitt, LePine & Noe, 1999) was the subject of a review of

Kirkpatrick's model (1976) and updated with information from Holton (1996) (Antos &

Bruening, 2006). The supervisor's role in the transfer system, supervisor support, is how

much the leader emphasizes and supported the use of the learning on the job before, during, and/or after the training (Holton, 1996). Antos and Bruening hypothesized that a possible explanation for training effectiveness could be the leadership approach of the supervisor, and therefore, there could be a relationship between transformational leadership factors described by Bass (1985) (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) and successful training transfer as described by Kirkpatrick and Holton. A model was created for practitioners involved in training interventions to inform the development and evaluation of more effective training, and inform researchers interested in understanding more about the training transfer system and its factors. Antos and Bruening recommended that future studies test two hypotheses: "(1) the degree of a supervisor's transformational leadership is related to a trainee's motivation to learn and motivation to transfer learning to the workplace, and (2) related to other aspects of the work environment, including peer support and workplace utility (p. 46)".

Head of Department (HOD) as Professional Development Leader

School reforms and the implementation of change in schools have become the domain of subject departments since they were the logical location for initiatives that foster change and support teachers during the implementation process. In addition, the influence of the head of subject area, as head of the organization's subculture, to affect work climate was shown to have an important influence on transfer of training (Egan, 2009). As a result, head of the subject area was responsible for directly supporting teachers since they understood and identified with the group due to shared subject knowledge and an understanding of the inner-workings of their department.

Eight heads of departments in Birmingham and Manchester, England schools were initially interviewed as part of a small-scale phenomenological pilot study of head teachers to ascertain their role in the school change process (Brown, Rutherford & Boyle, 2000). The researchers met with senior management in most of the schools that expressed an interest in participating in the study. Documentary evidence (school prospectuses, department descriptions, etc.) was reviewed to provide background and information for the interview questions. Subsequently, focus groups of twenty-four head teachers were presented the results of the initial interviews to crosscheck the information based on their experience in the head teacher role. Then the head teachers were observed in their everyday working conditions and asked about the challenges that they faced. Head teachers noted that their biggest challenge was poorly defined job descriptions leading to additional responsibilities being assigned to them with little regard for the amount of time it might take to fulfill them. Head teachers were aware of the need for collegiality with teachers (joint decision-making) to establish shared values and organizational goals. However, the researchers cautioned that collegiality in the department, but in the absence of goal-setting by senior management might have led departments to create their own 'culture' within the context of the larger organization.

Limitations of the study included the self-reported nature of the data and the small sample size. Recommendations for further study included a closer look at the role of department heads as middle managers and a deeper understanding of the inner workings of subject departments. The researchers believed that the head of department would play a vital role in the PD of teachers and that the British Ministry of Education had decided to

focus on developing teachers to aid school improvement (Brown,Rutherford & Boyle, 2000)

Hierarchical levels of leadership in an organization and how leaders build employee commitment to change was the subject of a study by Hill, Seo, Kang and Taylor (2012). The purpose of the study was to highlight the leader's role in developing ACC and NCC to better prepare an organization for change and create the climate for successful implementation. Hill, et al. studied a government agency to find out more about the relationship between the top management team (TMT) and the employee who would implement the change in relation to their perceived commitment to change. Two types of commitment were studied since they have been mentioned in the literature (Herscovitch & Meyer, 2002): affective commitment to change (ACC) that was the employee's belief that there was an intrinsic benefit for the change, and normative commitment to change (NCC) which was related to the employee's commitment to change based in his feeling of duty. Hill, et al. hypothesized that the greater the distance from TMT to employee would negatively impact the employee's ACC and NCC, and that the direct manager's transformational leadership behavior would partially mediate the top management communication (TMC) about the change to the employees.

A sample of 531 employees was listed by their employee identification numbers and the distance from the TMT was rated based on the agency's organizational chart. Then employees in the sample responded to twelve items of Rafferty and Griffin's (2004) scale for transformational leadership. Hill, Seo, Kang and Taylor (2012) chose this instrument due to its compatibility with their definition of transformational leadership. The researchers developed a 6-item scale to measure perceived top management

communication (TMC) from top-down and bottom-up which are the two methods of communication that are necessary in order for change to be implemented successfully (Lewis, 2006). Results were adjusted for the control variables of age, gender and length of tenure at the agency.

Findings were consistent with the hypothesis that employee reactions to change were not uniform and varied according to the distance from the TMT. The further away the employee was from the TMT, the lower the correlation between leader TMC and employee ACC and NCC. Analysis also supported the necessity for top-down and bottom-up communication to increase commitment to change. Hill, Seo, Kang & Taylor (2012) noted that the inclusion of direct management in this study was a contribution to the literature since most studies to date have focused on the top level of management since they are assumed to be the change agents, or decision makers. Transformational leadership behavior in direct managers was shown to fully mediate the TMC and lead to a favorable perception of change by the employee. This was a stronger correlation than hypothesized by Hill, Seo, Kang & Taylor who predicted a partial mediation of transformational leadership of direct managers to employee commitment to change.

Data was only collected from one organization for this study which could be viewed as a limitation. Hill, et al. (2012) suggested that future research should explore other types of organizations that were not as hierarchical as government agencies to find out if the results would be the same. They also recommended that a model of management with different leadership structures and groupings of leaders and employees, for example, by work unit could be studied rather than hierarchical distance.

Summary

A review of the existing literature about school reforms demonstrated that change could not take place unless teachers have a specific goal in mind, are supported in their efforts to learn, and trained in new techniques and methodologies. This suggests that motivation to learn, motivation to transfer the learning and maintain it in the classroom can be influenced by all school leaders, especially subject head teachers who are in daily contact with teachers and are part of the sub-culture of the high school. Therefore, the high school head of department, acting in an instructional leadership capacity, had a vital role to play in school reform efforts. HODs who exhibit transformational leadership behaviors supported teachers by setting goals, while supporting their efforts to learn and offering training in new techniques and methodologies which were all related to the transfer system factors that are measured by the LTSI and positively influence learning transfer.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the study's research design including participants, data-collection, instruments and procedures to answer the research question: Will teachers who perceive that their instructional leader has a higher degree of transformational leadership behavior have a more positive perception of the transfer system factors of motivation, work environment and ability? A quantitative approach was used to explore the relationship between teacher perception of the instructional leader's leadership behavior and teacher motivation to transfer training with particular attention to Holton's transfer system factors: motivation, work environment and ability (Holton, Bates, Booker & Yamkovenko, 2007) (see Appendix A). The design allowed the researcher to gather information about the PD process in public high school English departments in Kuwait while studying the relationship between teacher's perceptions of their HOD's leadership behavior and the LTSI training transfer of PD using two survey instruments, the *Multifactor Leadership Questionnaire (MLQ)* and *Learning Transfer System Inventory (LTSI).*

Prior to undertaking the correlation study, the researcher visited several girls and boys public high schools, involved in the implementation of a new English curriculum to better understand the PD process dictated by the Ministry of Education and capture the understandings of the teachers and instructional leaders of this process. Interviews with a group of male teachers and their HOD and a single female teacher and her HOD shed light on the classroom and workplace factors that might influence the PD process in the context of Kuwaiti education.

Research Design

A correlation research design was adopted that used quantitative data regarding teachers' attitudes and perceptions of the PD process and their direct instructional leader's influence on their motivation to transfer training (professional development) to the classroom in the context of English language teaching and curriculum reforms in government schools in Kuwait. Two surveys, *The Multifactor Leadership Questionnaire (MLQ) and Learning Transfer System Inventory (LTSI)* were used to establish the relationship between transformational leadership qualities of HOD's as perceived by teachers, and their transfer of PD to the classroom.

Instruments

Description of the MLQ. The current version of the MLQ (form 5X-Short) (Bass & Avolio, 2004) was used to assess teacher perception of head of department leadership behavior. The MLQ used the Full Range of Leadership Model and was developed after years of study and research into transformational, transactional, and laissez faire leadership styles (Bass, 1985). Bass determined that there were distinct differences among the styles, especially how each one affected followers, positively or negatively, in regards to effectiveness in the workplace. Bass and Avolio (1993) created the MLQ as a psychometric instrument to evaluate a leader's leadership style to inform the leader and the leader's organization to assist the process of organizational growth or change. For the purposes of this study, the researcher was only interested in Bass and Avolio's (2004) factors that describe transformational leadership behavior: Idealized Influence (Attributed and Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. Idealized Influence (Attributed) refers to whether the leader is perceived

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by followers to be focused on ideals and principles; Idealized Influence (Behavior) which

refers to the leader's actions that portray morals, beliefs and a vision; Inspirational

Motivation which refers to a sense of optimism and accomplishment of idealized goals;

Intellectual Stimulation which refers to the challenging of followers' ideas and beliefs by

encouraging them to think and problem-solve creatively; and Individualized

Consideration which shows the leader's support of ongoing contact with followers (Bass

& Avolio, 1993, 2004; Antonakis, Avolio & Sivasubramanian, 2003).The MLQ used a

rating scale of 0 – 4 with 0 representing *Not at all* and 4 representing *Frequently, if not*

always. (see questions, Appendix D).

     Validity of MLQ (form 5X-short).The current version of the MLQ (form 5X-

Short) was the result of factor analyses of an earlier version MLQ (5R) that was criticized

in various studies during the 1990's for lack of validity. Therefore, Bass and Avolio

conducted factor analyses on version 5R which provided a basis for convergent validity,

constructs that should be related are related, and discriminant validity, constructs that

should have no relationship, do not have a relationship. The analysis confirmed that all

items on the questionnaire's latest version (form 5X) had validity.

     The MLQ has also been validated in over 300 studies for all types of

organizations and globally. The MLQ manual (Bass & Avolio, 2004, p. 33) stated,

> Studies outside of the United States in diverse organizational settings revealed
> that context and contingencies were of importance as a source of variance in
> observations of transformational leadership, but the fundamental phenomena
> transcended organizations, cultures and countries (Bass, 1997).

    Description of the LTSI. The current version of the LTSI (4R) consists of 48

survey questions that are used to assess the 16 constructs that make up the transfer system

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factors. The LTSI is a unified measure of training transfer that was developed by Elwood Holton III in the 1990's and based on previous work by Rouiller and Goldstein (1993). The LTSI consists of a Likert-style scale from 0 to 5, with 1 representing *strongly disagree* and 5 representing *strongly agree*.

     Validity of the LTSI. The LTSI measures 16 constructs (see Appendix A for a description of each factor) that assess factors affecting the trainees' ability to transfer learning, their motivation to transfer, and the transfer environment (Holton, Bates & Ruona, 2000). These constructs have been consistently identified in the research as factors influencing learning transfer. The instrument's development has included construct, criterion and cross-cultural validation in a variety of studies of a broad range of organizations which enabled Holton to modify the number of survey items. It has also been validated in different languages including Classical Arabic, Portuguese, and French (Khasawneh, 2004; Velada, Caetano, Bates & Holton, 2009; Devos, Dumay, Bonami, Bates & Holton, 2007).

     A number of studies have validated the LTSI for use in different types of organizations and in different languages for cross-cultural validity (Holton, Bates & Ruona, 2000; Bates & Khasawneh, 2005; Kirwan & Birchall, 2006). The LTSI has also been empirically examined for criterion validity in a study of utility reactions and predictors of learning transfer (Ruona, et al., 2002). Pearson product-moment correlations between the 16 LTSI factors ranged from $r = .619$ (Transfer Design) to $r = - .156$ (Manager Sanctions). The Pearson r tests the relationship between variables. To establish if statistically significant relationships exist between utility reactions (X) each of the 16 LTSI factors (Y).

Several studies have provided evidence of the predictive validity of the LTSI factors (Holton, Bates, Booker & Yamkovenko, 2007; Khasawneh, 2004; Velada, Caetano, Bates, & Holton, 2009; Holton, Chen & Naquin, 2003; Kirwan & Burchall, 2006). A training design variable, supervisor support variables and co-worker support variables showed statistically significant increments in explained variance in ratings of job performance after controlling for learning and motivation to transfer (Bates, et al., 2000). Other research found in the literature supported the predictive validity of some scales of the LTSI in empirical studies, although some have not been tested to date, such as the relationship between self-efficacy and training transfer (Dumay, 2004 as ctied in Devos, Dumay, Bonami, Bates & Holton, 2007, p. 185).

Research Site

Kuwait's Ministry of Education was implementing a new English curriculum beginning the academic year 2010-2011 in which all schools were involved. The researcher was limited in time and in resources so she could not sample all schools and instead chose for convenience to sample only schools in three of the municipal districts which contained approximately half of the high schools in the State of Kuwait. Then a random sample of these schools was selected for the study. The three municipal districts contained a total number of 61 schools with an average of ten teachers of English in each school for a total population estimate of 610 teachers. Schools were fairly similar in each district, but some factors may have differed such as student motivation to learn and workplace factors; however, it was beyond the scope of this study to explore those aspects. The new curriculum required teachers to learn how to differentiate instruction and vary their questioning techniques, while requiring English heads of department to

provide PD to support the process and had made them accountable through the evaluation process.

Permission to Conduct Research

A number of steps were required before the researcher was able to distribute the questionnaires. Permission to use the LTSI was granted by Learning Transfer Solutions (see Appendix G). Permission to use the MLQ was purchased from MindGarden, Inc. (see Appendix H). In addition, the researcher received consent to survey and interview human subjects from the Office of Research and Sponsored Programs at Lehigh University and IRB (see Appendix F). Approval was also sought from the KMOE and from the three educational districts to obtain permission to administer the survey for data collection (Appendix I). Each of the teachers from the randomly-selected schools in each of the three districts received a packet addressed to them on their departments. The packet contained the survey, a consent form, another copy of the KMOE's support letter, and a stamped and return-addressed envelope for return of the survey directly to the Kuwait University's College of Business Administration - Center for Excellence of Management. The cover letter addressed the purpose of the study and the directions for completing each survey. An explanation regarding confidentiality in the development of the survey results was also provided (Appendix E). Participants were instructed to return the surveys in the sealed envelopes. To ensure confidentiality, the participants were asked not to provide their names on the completed survey. This was done to increase the likelihood that teachers would feel safe in reporting their perceptions about their HODs' transformational leadership. Approximately five weeks after initial distribution of the survey, the researcher received the completed surveys.

Data Collection

The total population (N= 610) of teachers of English in a random sample (N= 305) of the high schools in the three school districts in Kuwait was asked to take participate by completing the MLQ and LTSI in fall, 2012.

The psychometric measurement tool, the MLQ (form 5X) (Bass & Avolio, 2004) was distributed to all teachers of English in a random sample of government high schools in the three school districts in Kuwait. The purpose of the survey was to provide a picture about teacher perceptions of their HOD's leadership style with specific emphasis on transformational leadership behavior. The LTSI is an instrument used to assess trainee perception of transfer after training. All 16 factors of the LTSI were studied to find out the amount of variance that could be explained when taking HOD leadership behavior into account. The two surveys were distributed at the same time within the course of one school semester, so mortality, where participants drop out of a sample, was not an issue (Creswell, 2009). The co-author of the LTSI, Reid Bates, was contacted and consulted about all issues relating to the instrument. Raw scores (individual data) were sent to Bates and the results were returned to the researcher since the LTSI was used as a commercially available instrument so the logarithms were not available to the researcher (see Appendix G).

Participants

The Multifactor Leadership Questionnaire (MLQ) was distributed to high school English teachers in a random selection of schools in the three Kuwaiti districts that were involved in the study. The Learning Transfer System Inventory (LTSI) was distributed at the same time. The LTSI is usually distributed post-training as a means to evaluate the

"effectiveness" of the training (Holton, 2000) but no training was schedule during that time so participants were asked to refer to the most recent training they had when filling out the LTSI. The Arabic versions of each instrument were intended to be used since it is the native language of the majority of participants; however, the researcher's initial contact with instructional leaders and teachers in the schools revealed a preference to complete the surveys in the original English language versions. Therefore, the researcher provided only the English version of both surveys.

Data Analysis

Upon completion of data collection of the *Multifactor Leadership Questionnaire (MLQ)* and *Learning Transfer System Inventory (LTSI)* surveys, statistical analyses were completed using the Statistical Package for the Social Sciences (SPSS 20). Appropriate statistical tests were used to summarize and describe item interpretation analyses of the modified instruments. Reliability analyses was conducted and compared with the original instruments. Descriptive statistics, frequencies, and percentages, were used to analyze all survey items as well as background information of all respondents as a whole. Each set of raw data (MLQ and LTSI) was analyzed according to recommendations by each author. Results of the data collected from each teacher's MLQ and LTSI were matched and then analyzed using the Spearman co-efficient of correlation (ρ) to establish if statistically significant relationships existed between the leadership behavior (X) and transfer (LTSI factors) (Y), especially the amount of variance of each factor that could be explained by a higher degree of transformational leadership behavior.

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Summary

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In summary, the study adopted a quantitative design to explore the relationship between transformational leadership behavior of heads of English departments in Kuwait and transfer of training to the public school classroom. Quantitative data was collected using two surveys, *Multifactor Leadership Questionnaire (MLQ form 5X)* and *Learning Transfer System Inventory (LTSI).*

CHAPTER 4

RESULTS

The purpose of the study was to examine how teacher perceptions of instructional leader's (HOD) transformational leadership behavior related to motivation to transfer of training to the classroom. The study was conducted in the English departments of public high schools in three educational districts in Kuwait. The study also addressed two other transfer factors: individual ability to transfer training, a factor that has been determined to highly influence the transfer of PD to the classroom, and workplace factors (work environment) that are essential for implementation of school improvement plans (Egan, 2009; Pugh & Bergin, 2006). In this study, the transformational leadership behaviors of inspirational motivation (IM), intellectual stimulation (IS), idealized influence – behavior (IIB) and idealized influence - Attributed (IIA) (Bass & Avolio, 2004) were correlated with the 16 factors on the LTSI questionnaire. This chapter also presents quantitative results from this study.

Sample Demographics

The study participants consisted of all teachers of English working in high schools in the three municipal districts surveyed (N=610). The questionnaires (MLQ form 5X and LTSI) (see Table 1) were distributed to the all randomly-selected teachers from the targeted schools in each of the three educational districts in order to obtain a sample size of 305 Two weeks later, a reminder letter was sent to all teachers thanking those who had already responded and reminding others to please respond. Three weeks after the first reminder letter, 158 surveys were returned for a total response rate of 52%.

Table 1

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Distribution of Population

Districts	Males	Females	Total
Capital	13 Schools	13 Schools	26 schools
	107 Teachers	133 teachers	240 Teachers
Hawally	11 Schools	10 Schools	21 Schools
	103 Teachers	98 Teachers	201 Teachers
Mubarak Al-Kabeer	8 Schools	9 Schools	17 schools
	74 Teachers	95 Teachers	169 Teachers
Total	284 Male Teachers	326 Female Teachers	610 Teachers

Each teacher was a full time instructor of English. Demographic data showed that the majority of participants were male 119 (75%) male and 39 (25 %) of the participants were female. The number of teachers with years of teaching experience was 29 (18.3%) (first year), 18 (10.5%) (1-2 years), 46 (29%) (3-5 years), 34 (22%) (6-10 years) and 31 (20%) (more than 10 years). 108 or 68% of the participants received annual salaries of less than KD 5000 (US $17,500) and 41 (26%) received between KD 5000 to 9999 (US $35,000). Only 9 (6%) of the participants responded that they received more than KD 10,000 per year (see Table 2).

Table 2

Distribution of Participants

Variable	Frequency	%
Gender		
Male	119	75
Female	39	25
total	158	100%
Years of experience		
First Year	29	18.5%
1-2	18	10.5%
3-5	46	29%
6-10	34	22 %
More than 10	31	20%
Total	158	10
Annual Salaries	Frequency	%
Less than KD 5000 (US $ 17,500)	108	68%
KD 5000 to 9999 ($35.000)	41	26%
More than KD 10.000	9	6%
Total	158	100%

Data Analysis

Table 3 summarizes average responses for items in the transformational

leadership and grouped LTSI factors. The average response score for transformational

leadership was 2.59 (s=.61) with a Likert-like scale ranging from 0 to 4 (see Table 3).

The average response score from each group of LTSI factors was (motivation) 3.495

(*SD*=.71), (work environment) 3.20 (s=.57) and (ability) 3.16 (s=.62), based on a Likert-

like scale ranging from 1 to 5 (see Table 3).

Table 3
Overall Average Responses for Study Items

Factor	N	Minimum	Maximum	Mean	*SD*	Variance
Transformational Leadership	131	.81	3.75	2.59	.61	.368
Trainee Characteristics	161	1.33	4.83	3.29	.73	.535
Motivation	156	1.56	5.00	3.49	.71	.505
Work Environment	138	1.43	4.67	3.21	.57	.327
Ability	147	1.44	4.44	3.16	.62	.381
Valid N (listwise)	98					

Results of Mann-Whitney test indicated that there was a significant difference between male and female perceptions of transformational leadership dimensions (p-value = 0.028). Moreover, the means analysis showed that attitudes of male respondents were less positive about the issue than females. It is also clear that although no significant differences between males and females were detected regarding other dimensions, all average responses were mostly positive about the other dimensions because they were more than 3.00 (see Table 4).

Table 4

Transformational Leadership and LTSI Grouped Factors by Gender

	Gender	Transformational leadership	Motivation	Work environment	Ability
Female	Mean	2.84	3.54	3.14	3.07
	N	30	31	29	31
	SD	0.66	0.61	0.51	0.62
Male	Mean	2.55	3.52	3.20	3.20
	N	91	112	97	102
	SD	0.61	0.74	0.59	0.62
Total	Mean	2.62	3.52	3.18	3.17
	N	121	143	126	133
	SD	0.63	0.71	0.57	0.62
	p-value	0.028	0.984	0.887	0.327
	Significance	S	NS	NS	N

As shown in the above Table 5, the Kruskal-Wallis test indicated that there was no significant difference in teacher perceptions of the four dimensions when teachers were categorized by their teaching experience. However, the analysis did show that respondents in their first year of teaching had a less positive perception towards the transfer system dimensions work environment and ability but were more positive towards motivation. Respondents with 1-2 years of experience were less positive towards transformational leadership. Respondents with more than 6 years had a more positive perception towards all transfer system factors.

Table 5
Mean Responses by Number of Years Teaching

I have been teaching for		Transformational leadership	Motivation	Work environment	Ability
First year of teaching	Mean	2.91	3.44	2.76	2.76
	N	8	8	7	8
	SD	0.74	0.74	0.63	0.58
1-2 years	Mean	2.17	3.46	2.98	3.04
	N	5	6	5	5
	SD	0.31	0.64	0.38	0.52
3-5 years	Mean	2.44	3.36	3.19	3.22
	N	24	27	27	27
	SD	0.68	0.72	0.51	0.62
6-10 years	Mean	2.54	3.35	3.04	2.98
	N	23	27	22	25
	SD	0.74	0.80	0.64	0.61
More than 10 years	Mean	2.72	3.62	3.28	3.24
	N	58	74	63	66
	SD	0.54	0.69	0.57	0.65
Total	Mean	2.62	3.51	3.18	3.15
	N	118	142	124	131
	SD	0.63	0.72	0.57	0.63
p-value		0.118	0.44	0.117	0.214
Significance		NS	NS	NS	NS

The following two sections summarize response rates with comparison to normative data from the three educational districts using the MLQ and LTSI questionnaires.

The researcher analyzed the correlation between transformational leadership and training transfer utilizing teacher responses to the MLQ and LTSI questionnaires, and analyzed those responses using Spearman correlation coefficient (ρ). The Spearman

correlation coefficient is similar to the Pearson (*r*) correlation coefficient except that it is a nonparametric measure of statistical association, or correlation (Motulsky, 1995). The decision to use Spearman's correlation coefficient was based on the difference between the number of Likert-style scale responses in each questionnaire (MLQ 0-4; LTSI 1-5). The Pearson correlation coefficient is a parametric measure and used when variables are linear rather than ranked (Motulsky, 1995). Level of significance was measured using a two-tailed test since the relationship between the variables could be positive or negative. A significance level of $p < .001$ was applied for all hypotheses except in the case of Hypothesis 3 where the significance level applied was $p < .005$.

Transformational leadership behavior consists of a 5-factor model developed by Bass and Avolio (1993) and includes the individual leadership factors inspirational motivation (IM), intellectual stimulation (IS) and idealized influence - behavior IIB, idealized influence - attributed (IIA) and individual consideration (IC). The Multifactor Leadership Questionnaire (MLQ) is used to measure raters' perceptions of these behaviors. The Learning Transfer System Inventory (LTSI) is an instrument that measures raters' perceptions of training transfer. Both surveys were analyzed with the Spearman correlation coefficient based on the grouped factors of motivation, work environment, and ability (see Table 6). Then each of the 16 individual LTSI factors was correlated using Spearman's ρ to find the training transfer factor(s) which were most likely to be predicted by each of the specific transformational leadership behaviors. The following discussion describes the results of each research question in detail and then the training transfer factors that were found most likely to predict specific transformational leadership behaviors

Table 6

Results of Spearman Correlation Coefficient (Grouped LTSI Factors)

Transformational Leadership (TL) (Grouped Factors)	Training Transfer Factor (Grouped Factors)	Significance	Spearman Correlation Coefficient (ρ)
TL	Trainee Characteristics	p < .001	0.364
TL	Motivation	p < .001	0.402
TL	Work Environment	p < .001	0.414
TL	Ability	p < .005	0.281

Hypothesis 1 states: A higher degree of teacher-perceived head of department (HOD) transformational leadership behavior will be positively related to Motivation: motivation to transfer, transfer effort and performance outcomes expectations. The data analysis showed that transformational leadership correlated significantly (p < .001) with a Spearman correlation coefficient of 0.402. Therefore, hypothesis 1 is supported.

Hypothesis 2 states: A higher degree of teacher-perceived HOD transformational leadership behavior will be positively related to Work Environment: supervisor support, peer support, personal outcome positive, personal outcome negative, opportunity to use, and performance coaching. The data analysis showed that transformational leadership correlated significantly (p < .001) with a Spearman correlation coefficient of 0.414. Hypothesis 2 is supported.

Hypothesis 3 states: A higher degree of teacher-perceived HOD transformational leadership behavior will be positively related to Ability: perceived content validity and transfer design. The data analysis showed that transformational leadership correlated significantly (p < .005) with a Spearman correlation coefficient of 0.281. Therefore, Hypothesis 3 is supported.

Hypothesis 4 states: A higher degree of teacher-perceived HOD transformational leadership behavior will be negatively related to supervisor opposition. All individual factors of transformational leadership behavior: Inspirational motivation, intellectual stimulation, individual consideration, idealized influence - behavior and idealized influence - Attributed exceeded the accepted significance level (p > .001) so the statement of the hypothesis is not supported. Therefore, Hypothesis 4 is rejected.

Individual transformational leadership factors were measured to explore relationships with the 16 transfer system factors using the Spearman correlation coefficient. Results showed that the majority of the five transformational leadership factors, with the exception of Individual Consideration, were significant at the .001 level (p < 0.001) and positive (ρ > 0.100) correlation was found.

The MLQ asks raters a series of forty-five questions that Bass and Avolio (2004) have determined measure a rater's perception of their leader's transformational leadership behavior. The researcher was also interested in exploring the correlation of the individual factors, IM, IS, IIB, IIA and IC to teachers' perceptions of training transfer, and specifically, factors that were the most strongly correlated (ρ > 0.300). Table 5 shows the strongest correlations between transformational leadership behaviors (Bass & Avolio, 2004) and individual training transfer factors from the LTSI (Holton, Bates, Booker & Yamkovenko, 2007) with a level of significance on a two-tailed test of p < .001 (see Table 7).

Table 7

Spearman Correlation Coefficient (TL and Individual LTSI Factors)

Transformational Leadership Factor	Training Transfer Factor	Significance	Spearman Correlation Coefficient (ρ)
Inspirational Motivation	Transfer Effort-Performance Expectation	p < 0.001	0.376
Inspirational Motivation	Performance Outcome-Expectation	P< 0.001	0.390
Inspirational Motivation	Performance Coaching	p< 0.001	0.381
Idealized Influence (Behavior)	Motivation to Transfer	p< 0.001	0.382
Idealized Influence (Behavior)	Performance Coaching	p< 0.001	0.355
Idealized Influence (Behavior)	Transfer Effort-Performance Expectation	p< 0.001	0.352
Idealized Influence (Behavior)	Performance Outcome-Expectation	P<0.001	0.308
Idealized Influence (Attributed)	Transfer Design	p<0.001	0.352
Idealized Influence (Attributed)	Motivation to Transfer	p<0.001	0.422
Idealized Influence (Attributed)	Performance Outcome-Expectation	p<0.001	0.400
Idealized Influence (Attributed)	Performance Coaching	p<0.001	0.438
Idealized Influence (Attributed)	Transfer Effort-Performance Expectation	P<0.001	0.389
Intellectual Stimulation	Transfer Design	P<0.001	0.378
Intellectual Stimulation	Motivation to Transfer	p<0.001	0.303
Intellectual Stimulation	Performance Coaching	P<0.001	0.309
Intellectual Stimulation	Performance Outcome-Expectation	p<0.001	0.301

Inspirational motivation (IM) occurs when a leader communicates goals and articulates a plan for the organization to accomplish them. This motivation may result in a follower's use of training in the workplace. Results of the Spearman correlation coefficient analysis in this study indicated three LTSI factors that were significant at the $p < 0.001$ level and most strongly related ($\rho > 0.300$). First, inspirational motivation was positively related ($\rho = .390$) to Transfer Effort- Performance Expectations, the belief that an employee's efforts to use the training will improve job performance. Second, a Spearman correlation of $\rho = 0.376$ showed inspirational motivation related positively to Performance Outcome Expectation, the follower's attitude that there will be recognition or reward for using the training. The third LTSI factor, Performance Coaching, the belief of followers that they are receiving constructive feedback from the leader, moderately related to IM ($\rho = 0.381$) (see Table 5).

The LTSI factors grouped as motivation (TEPE, MT, and POE) were all significantly ($p < 0.001$) and positively related to idealized influence-behavior (IIB) and idealized influence-attributed (IIA). Performance coaching, a work environment factor, was also positively related to inspirational motivation. The transformational leadership factors idealized influence (behavior and attributed) are exhibited by a leader who behaves and is perceived as a role model by followers. Four LTSI factors strongly related to IIB ($\rho > 0.300$). Motivation to Transfer ($\rho = 0.382$), Transfer Effort- Performance Expectations ($\rho = 0.352$), Performance Outcome Expectations ($\rho = 0.308$), and Performance Coaching ($\rho = 0.355$). The factors that related most strongly with idealized influence - attributed (IIA) were Motivation to Transfer ($\rho = 0.422$), Performance

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Outcome-Expectation ($\rho = 0.400$), Transfer Effort-Performance Expectations ($\rho = 0.389$), and Performance Coaching ($\rho = 0.357$).

Intellectual stimulation (IS) is characterized by a leader that challenges members of the organization to search for creative solutions while trying to solve problems. IS related positively and significantly ($p < 0.001$) to the motivation factors Motivation to Transfer ($\rho = 0.303$) and Performance Outcome-Expectations ($\rho = 0.301$) and the work environment factor, Performance Coaching ($\rho = 0.309$).

Reliability Analysis

Internal consistency reliabilities were examined for the Multifactor Leadership Questionnaire (MLQ) and the Learning Transfer System Inventory (LTSI). Since items were worded in both positive and negative directions, negatively worded items first were reverse coded so that a higher score would indicate a more positive response in all cases. Developers of the MLQ survey reported that the acceptable internal consistency is 0.70, with Cronbach's alpha coefficients ranging from .70 to .93. In this study Cronbach's alpha coefficients ranged from 0.384 to 0.702. The Cronbach's alpha coefficient for the total survey used in this study was acceptable except for individual consideration ($\alpha < .0.500$).

Summary

This chapter reviewed the results of the analysis of the four research questions. The first research question asked whether a relationship exists between HOD transformational leadership style and the transfer system factor of motivation. The result of the Spearman correlation co-efficient analysis found a significant and positive relationship so Hypothesis 1 was supported. Research question 2 asked whether there is a

relationship between HOD transformational leadership behavior and work environment

factors as defined by the LTSI (see Appendix A). Results of the Spearman ρ were

significant and positive so Hypothesis 2 was supported. The third question asked about

the relationship between transformational leadership behavior by the HOD and the

transfer system factors of ability. The analysis using the Spearman test was significant

and positive so Hypothesis 3 was supported also. Statistical analysis indicated that

research question 4, which asked whether there is a negative or inverse relationship

between supervisor opposition and HOD transformational leadership behavior was not

significant so Hypothesis 4 was rejected. In addition to the grouped factors, individual

transformational leadership factors (IM, IIB, IIA, IS and IC) and the 16 individual LTSI

factors were analyzed using the Spearman correlation test. Results showed significant and

positive relationships between IM, IIB, IIA and IS and several of the factors, but IC was

not found to be a reliable predictor of transfer with a Cronbach's alpha of .384 which is

considered unacceptable. Finally, the researcher narrowed down the key areas identified

by interviewees as recommendations for addressing their concerns regarding their

leaders' transformational leadership and how it is related to motivation to learn or

develop professionally.

Data which were collected in this study regarding the selected variables has

helped the researcher to draw conclusions and formulate practical recommendations for

conducting future research studies relating to the perceptions of teachers and leaders

toward transformational leadership and their knowledge and application of the

professional development. These conclusions and recommendations are described in

detailed in Chapter 5.

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CHAPTER 5

DISCUSSION AND CONCLUSIONS

The current research explored how teacher perception of their instructional leader's (head of department) transformational leadership behavior relates to motivation to transfer learning through professional development in public high schools in Kuwait. The study also addressed individual motivation to transfer training that is essential for implementation of school improvement plans. In this chapter, the results of the analyzed data are summarized and presented.

Throughout history, transformational leaders were the key element upon which the application of plans and policies depends; an ideal school requires an experienced leader who has the ability to motivate teachers, maximize their productivity and enhance a culture of positive change (Darling-Hammond, Austin, Orcutt & Rosso, 2001). The attitudes and perceptions of school teachers toward their transformational leaders' transfer of training have been found to influence training effectiveness within K-12 schools (Darling-Hammond, Austin, Orcutt & Rosso, 2001). Knowledge and use of transformational leadership by school leaders have also been determined to positively influence their ability to effectively enhance teachers' professional development (Darling-Hammond, Austin, Orcutt & Rosso, 2001). Thus, researchers recommend that school leaders should exercise better practice of transformational leadership in order for them to effectively play their role in creating a culture of productivity and development. This recommendation was significant in the Kuwait public school context because school reforms are ongoing, including the continuing implementation of the new English curriculum and efforts to prepare students for learning and working in the 21st century.

The following research question guided this investigation: Will teachers who perceive that their instructional leader has a higher degree of transformational leadership behavior have a more positive perception of the transfer system factors of motivation, work environment and ability?

This chapter provides an explanation of the results of the analysis of data provided by two instruments; the Multifactor Leadership Questionnaire (MLQ5x), a measure of teachers' perceptions of the transformational leadership behavior and the Learning Transfer System Inventory (LTSI) that measured teacher perceptions of their training transfer. Chapter sections correspond to the strongest individual correlations between MLQ factors and LTSI factors as indicated by the results of the Spearman correlation coefficient analysis (see Table 3) with support from recent literature. Implications for transformational leadership behavior and training transfer as well as an interpretation of findings and their relationship to previous research, recommendations for school leaders and suggestions for future research will also be discussed.

Results

To gain an understanding of the perceptions of teachers and HODs regarding current professional development initiatives in conjunction with the introduction of a new English curriculum, the researcher undertook a series of visits to both boys and girls high schools in the districts that were studied. In the course of these visits, the researcher observed several informal training sessions including two PD workshops; the first one was organized at the school district level and the other was during a preparation period in one of the schools participating in this study. The researcher took notes during the observations regarding the roles played by teachers, HOD's and ministry officials in the

delivery of the PD content, to confirm that PD was ongoing in the schools and was a combination of teacher-driven and ministry-driven training.

The first session was attended by teachers from other high schools in the same district. It lasted one hour and was presented by a teacher from the hosting school. The ministry supervisor was present and spoke to the attendees after the workshop about the importance of motivating students by using new techniques in the classroom. The second was presented by a teacher of English at a girls' school participating in the study. The workshop was one of seven the HOD organized during the academic year and teachers chose the content according to the needs of the department and personal preference. During the school visits, the researcher observed instructional leaders modeling motivational behaviors for teachers by encouraging them to learn more to improve their practice.

Following the observations, the researcher conducted two informal interviews using a series of questions (see Appendix B). The researcher also asked questions that were not on the list based on the responses of teachers to her initial questions. The first interview was in the form of a focus group of four male teachers and one HOD at a boys' school, and the second with a single female teacher at a girls' school. The HOD was interviewed separately when the teacher interview was completed. The interviews revealed several aspects of the process of PD in the schools.. First, collaboration among teachers through peer observations and peer to peer mentoring and teacher-driven PD in schools was perceived as highly beneficial. One teacher noted, "I think it is really important. PD is playing a big role. For instance, if I am attending one of the classes with the teachers, now we are learning from each other some experience. So PD is important

whether I'm upgrading myself or learning from others". In addition, teachers believed

they knew what PD would help them in their classroom. A female teacher who was

interviewed stated,

> Yes, I attended one of my colleagues in another school. She did a workshop on
> how to teach Digitime. And it was really helpful. She dealt with the problems that
> we were facing and we did not know how to approach those sort of problems to
> deal with them. She gave really great and nice solutions. There were more than 20
> teachers and they were giving her ideas on how to solve the problems. And yes, I
> was able to apply some of them.

Thirdly, feedback from formal and informal evaluations based on observations

by the HOD and ministry supervisor guided what teachers learned and created an

incentive (monetary) to improve classroom practice. For example, one teacher stated,

"…according to the professional growth even we show it in our record; they show it

there. Then we are given a certain bonus like, if our grade is like more than 90, 95 like

that, then they will give us bonus". Also, teachers noted attitudes towards ministry-

dictated training was important to each teacher on his/her evaluation, but teachers

believed they should also have some input into what is offered inside their schools.

Several teachers mentioned that the lack of student motivation to learn was a problem for

teachers since new methods were not appreciated by the students, so this might

discourage a teacher from transferring the training.

Another problem that was discussed was the PD offered by organizations other

than the ministry. Teachers believed that although it was interesting, it was difficult to

transfer the ideas to the classroom due to curriculum and time restrictions and lack of

student motivation. One teacher explained that students "don't have vocabulary. They

don't remember words that they were being taught last year, so most of them sit nodding

and smiling and they sometimes just raise their hands to jump in and say something, which is not related to the lesson". Another teacher commented about PD he attended at the British Council in Kuwait. "I think that it's experience for the teacher himself but to be honest to use this in the classes is hard to be done because the level of the students is something different". Teachers perceived a valuable part of the PD process to be workshops that were presented in their school and by other teachers. Participants commented that PD was beneficial to them professionally and also personally through financial bonuses if they demonstrated the learning in their classrooms. Teachers also mentioned that they preferred to attend workshops presented by their colleagues.

In summary, observations of PD sessions and interviews with teachers and HODs allowed the researcher to learn more about the process of PD in the public high schools undergoing English curriculum adoption that required additional training. Teachers and HODs articulated their individual understandings of the PD process in the context of Kuwait's public high schools. The researcher's visits to the schools clarified the role of training, in addition to highlighting possible barriers to transferring the training to the classroom such as workplace factors and lack of student motivation. The researcher held these in mind as she moved to interpret the results of the surveys.

Conclusions

Transformational leadership behavior is related to increasing the work effort of followers (Bass, 1985; Bass & Avolio, 1993). Danielson (2007) noted the effects of transformational leadership on creating a safe work environment and consequently motivating teachers in an article about teacher leadership. Specific characteristics such as inspirational motivation increase a follower's motivation to improve his job performance

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(Bass & Avolio, 1993). Schools keen to improve and increase student achievement need to look at leadership models that encourage teachers to improve (Leithwood & Jantzi, 1999; Leithwood & Riehl, 2005). Improvement is facilitated by ongoing and effective professional development, i.e. training transfer occurs and is sustained over time (Holton, 2007). This study explored the relationship between transformational leadership behaviors of the head of English departments in public schools in Kuwait and teacher perception of the use of training in their classrooms. Positive and moderately strong correlations were found between the individual transformational leadership factors of inspirational motivation, idealized influence-behavior, idealized influence-attributed, intellectual stimulation and the 16 LTSI factors (see Appendix A). The transformational leadership characteristic, individual consideration, was not found to be a reliable measure ($\alpha = 0.384$) of transformational leadership behavior in this study. Crohnbach's alpha ranges from 0 to 1. Kline (1999) notes that common practice in social science research is an alpha less than .500 is unacceptable. Possible reasons for this occurrence will be discussed in this chapter.

An important finding of this study was the strongest correlations ($\rho > 0.300$) were between the factors IM, IIB, IIA and IS of the transformational leadership behaviors measured by the MLQ and four LTSI factors: motivation to transfer, transfer effort-performance expectations, performance outcome expectations and performance coaching. Each leadership factor is discussed in the following sections.

Correlations

  Inspirational Motivation (IM). The transfer system factors; transfer effort

performance expectations (TEPE), performance output-expectations (POE) and

performance coaching (PC) showed strong correlations with the transformational

leadership characteristic named inspirational motivation (IM). IM occurs when the leader

is develops a vision and communicates enthusiastically about how it can be accomplished

(Bass & Avolio, 2004). Research on teacher commitment to change has often suggested

that a strong belief in and acceptance of the organization's goals and values is an element

of teacher motivation (Geijsel, Sleegers, Stoel, & Kruger, 2009; Leithwood, Jantzi, &

Steinbach, 1999). Thoonen,.Sleegers, Oort, Peetsma, & Geijsel, (2011) note that "through

initiating and identifying a vision, school leaders contribute to vision building in the

school that generates excitement, builds emotional attachment, reinforces the personal

and social identification of followers with the organization, and thus increases collective

cohesion" (pp. 11-12). Goal attainment is achieved through successful implementation of

professional development in the classroom and IM provides the impetus for teachers to

work towards the goal.

  Individualized Influence (Behavior and Attributed). Individualized influence-

behavior (IIB) and attributed (IIA) are characterized by a follower's perception that a

leader is a role model. IIB occurs when the leader acts in a manner that shows followers

his intent to achieve the goals that he has communicated. He does this by creating a

trusting environment where difficulties can be overcome and his values are expressed. In

this study, moderate and positive correlations between IIB and motivation to transfer

(MT), TEPE, POE and PC indicated that teachers believed improving their job

performance would be noticed and valued by the HOD. Although in several studies (Bass, 2008; Oreg & Berson, 2011) IM is the single-most important transformational leadership characteristic in relation to motivating followers in a change situation where training is vital, this study found that IIA appeared to have a stronger correlation to training transfer system factors MT, TEPE, POE, PC and Transfer Design (TD) ($\rho >$ .400)..Individualized influence-attributed garnered the strongest correlations among the LTSI factors. Some traits of IIA are the leader perceived as a role model and someone who is trusted, respected and admired by followers. A possible explanation for the difference in the findings of this study compared to previous studies may be the importance of relationships in the Arab culture where respect and admiration are highly valued. Hofstede (2001) used the term 'power distance' to describe the behavior of group members related to how authority is distributed within a group. Kirkman, Chen, Farh, Chen & Lowe (2009) noted that the higher the power distance, the more likely the individual would "believe that leaders deserve respect and deference, are superior and are elite" (p. 748). Arab countries including Kuwait have a power distance rating on Hofstede's scale of 80 which is considered high (Hofstede, 2001). Another reason for IIB having a strong correlation to motivation and performance effort than IM may be attributed to Kuwait's hierarchical education system; therefore, the HOD has little power to set goals. Teachers are less likely to view IM as a motivating factor for training transfer.

   Intellectual Stimulation (IS). Intellectual stimulation (IS) also showed a positive moderate correlation with transfer system factors MT, POE and TD. IS does not seem to be a strong factor in motivating training transfer, but it was found to be a motivator for

training transfer since it "can also make teachers believe that improving the quality of education is both an individual and collective enterprise. As a consequence, teachers are more willing to invest their energy in continuous professional learning" (Thoonen, Sleegers, Oort, Peetsma & Geijsel, 2011, p. 25)

Individualized Consideration (IC). Individualized consideration (IC) represents an attempt on the part of leaders to assist followers with their professional growth. IC occurs when the leader mentors and coaches an employee in specific areas of weakness. The leader gives individual attention to the employee who is motivated to work on those areas through professional development opportunities (Bass & Avolio, 2004). However, in this study, IC was not found to be a valid measure of a teacher's perception of their instructional leader's transformational leadership ($\alpha = .384$) which could have been related to the "ambiguous nature of this dimension" (Yukl, 1989). Individualized consideration is a leadership behavior that may be difficult for teachers to define because it involves coaching and mentoring or supporting them by showing respect, consideration, and appreciation. Yukl (1989) concluded that "the 'developing' part of this factor and the 'supporting' part are mostly found to have specific impact on a followers' satisfaction with the leader and generally appears to have only weak effects on followers' motivation" (Geijsel, Sleegers, Leithwood & Jantzi, 2002, p. 249).

Finally, successful school change requires successful and sustained training transfer to the classroom which is difficult to accomplish without leadership to support and monitor the training transfer process.

Limitations

As any research, the current research has some of limitations on the use of the data and conclusions developed through the study. The following are the limitations:

1. The scope of this study was limited to the Kuwait context of PD and leadership in relation to transformational leadership behavior and cannot be generalized to other contexts.

2. While it is possible that workplace factors such as student motivation vary among districts, for the purposes of this study, workplace conditions were considered to be consistent.

3. Another possible limitation to this study was the use of the English version of the MLQ5X and LTSI questionnaires. The researcher intended to use Arabic translations of the MLQ and LTSI questionnaire since the majority of teachers of English in the government schools are Arab native speakers. However, once inside the schools, HODs and teachers indicated a preference to complete the English language version of each survey since as teachers of English they should be capable of responding to the survey questions. In addition, a minority of teachers was non-Arab and needed the English version. As a result, the researcher decided to use the English version to avoid inconsistencies in the responses if some participants responded to the Arabic version and others responded to the English version. As a result, some questions may have been misunderstood due to nuances in the English language versions meant for native speakers. Non-responses to certain statements may have been the result of language.

4. While the researcher took specific steps to eliminate any bias in the interviews, it is possible that some bias existed. For instance, teacher responses during the interviews may have been biased by the presence of the HOD, but the results of these interviews were mainly used to make connections and interpretations of data that represented a view of participants within Kuwait's context thus reducing the possibility of bias affecting the results. Also, some participants who were invited to take part in the interviews chose not to participate. Due to constraints imposed by the time restrictions in the schools, the researcher was not able to study any further reasons for their lack of response.

5. Researchers have found that studies where respondents provided the data at the same time and in the same context were more likely to inflate transfer results and inflate relationships between predictor and transfer (Blume, Baldwin, Ford & Huang, 2010).

Recommendations for Future Research

This study has implications for the school reform movement in the international and local Kuwaiti communities. The study found significant and positive relationships between the transformational leadership behaviors of IM, IIB, IIA and IS and training transfer that support the current literature (Bredson & Johansson, 2000; Drago-Severson, 2007; Aitken & Aitken, 2008). Suggestions for further research in this field include isolating each one of the leadership behaviors, especially idealized influence-attributed, and studying the relationship with training transfer so it can guide leaders in their organizations. Since, effective training transfer enhances the change and

reform process in organizations which improves organizations, the researcher recommends further study of the Kuwaiti context since the lack of student achievement on international tests is a source of concern and teachers are the most important element in student achievement. The effective use of teacher professional development is vital for the successful future of education in Kuwait.

Based on the results from this study, several areas are suggested for future research. These recommendations for further research in the Kuwait context are listed below:

1. Based on interview comments from respondents in this study regarding their perceptions about leadership behavior and transfer of training, a qualitative study should be conducted that would gather more in-depth information on the factors that impact leaders' attitudes and perceptions toward transformational leadership and their knowledge and use of the transfer of training. During the interview process, the researcher could seek detailed information on how curriculum issues, time constraints, and a lack of focused PD has impacted teachers' attitudes and perceptions of transfer of training.

2. A similar study should be conducted with teachers and HODs at public high schools to determine the variables other than leadership behavior that may account for training transfer.

3. Results of the Mann-Whitney test showed a difference between male and female perceptions of transformational leadership behavior. Future research could use qualitative data, such as interviews, to further explore the relationship of gender to an individual's perception of leadership style.

4. A longitudinal study that assesses training transfer over time should be conducted. In this case, the LTSI could be distributed a month after a training and again after several months to find out if the training transfer has been retained. In addition, the researcher recommends triangulation of the data for training transfer by observing teachers after one to three months of training to verify the sustained use of training in the classroom.

5. Teachers mentioned several problems that impeded their ability to transfer training; for instance, time constraints related to the amount of content in the English curriculum and a lack of student motivation to learn. The researcher recommends conducting a study that would explore these factors in relation to effective transfer of training.

A recommendation for leadership behavior related to transfer of training research in general is:

6. The researcher also recommends consistency in survey instruments used in such studies to reduce the confounding variables that are found when new instruments are created for each study. Meta-analyses in the literature emphasize the lack of consistent instrumentation to properly evaluate the correlation of leadership behavior to transfer of training (Leithwood, Day, Sammons, Harris & Hopkins, 2008; Marzano, Waters & McNulty, 2005).

Summary

Transformational leaders are known to encourage and motivate followers by setting goals, communicating how to achieve the goals and supporting them as they work towards achieving milestones towards the goals. This study confirmed the

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relationship between leadership behavior and training transfer in the Kuwait public school context. LTSI factors showed positive correlations with transformational leadership so, although not causal, this study found that transformational leadership is a predictor of higher levels of training transfer. Although interview responses indicated that teachers were more concerned with a lack of training transfer due to obstacles faced in the classroom, such as lack of student motivation, the researcher believes that the quantitative analysis showed there is a positive relationship between HOD leadership behavior and teacher perception of successful transfer of training. The monetary cost of training and time committed to train indicates a need for more effective training that transfers to the work situation. School reform movements, both in Kuwait and internationally are struggling to find ways to improve the training transfer process. This study shows that there are positive correlations between transformational leadership behaviors and training transfer. Transfer is essential for organizational change to occur and be sustained. Leaders should be cognizant of the impact they have on training transfer and work towards enhancing the behaviors for improved learning in the classroom by teachers who are using the most effective teaching methods.

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LTSI SCALE DEFINITIONS, RELIABILITY ESTIMATES AND MEAN

SCORES

Scales and abbreviations	Definition	Alpha	Scale score[a]
Transfer design (TD)	The extent to which training has been designed to give trainees the ability to transfer learning to job application	0.83	3.68
Personal Outcomes Positive (POP)	The degree to which applying training on the job leads to positive or desirable outcomes for the individual	0.59	1.86
Supervisor Sanctions (SSC)	The extent to which individuals perceive negative responses from managers when applying or attempting to apply newly learned knowledge and skills on the job	0.70	1.88
Supervisor support (SSP)	The extent to which the trainee's supervisors/managers support and reinforce the use of learning on the job	0.87	2.67
Personal Outcomes Negative (PON)	The extent to which individuals believe that if they *do not* apply new skills and knowledge learned in training that it will lead to outcomes that are undesirable	0.74	1.80
Learner Readiness (LR)	The extent to which individuals are prepared to enter, participate, and profit from a training program	0.76	3.07
Personal Capacity (PC)	The extent to which individuals have the time, energy and mental space in their work lives to make changes required to transfer learning to the job	0.66	3.33
Peer Support (PS)	The extent to which a trainee's peers reinforce and support use of learning on-the-job	0.80	3.26
Content Validity (CV)	The extent to which the trainees judge the training content to accurately reflect job requirements	0.85	3.40
Motivation to Transfer (MT)	The direction, intensity and persistence of effort exerted toward using on the job skills and knowledge learned in training	0.77	3.63
Opportunity to Use Learning (OU)	The extent to which trainees are provided with or obtain resources and tasks on the job that enable the use of new skills	0.67	3.75
Performance Feedback (PF)	Formal and informal indicators from an organization received by an individual about his/her job performance	0.60	2.69
Openness to Change (OC)	The extent to which prevailing workgroup norms resist or discourage the use of new skills and knowledge acquired in training	0.79	3.62
Transfer Effort-Performance Expectations (TEPE)	The expectation that effort devoted to transferring new learning will lead to changes in job performance	0.67	3.76
Performance-Outcome Expectations (POE)	The expectation that changes in job performance will lead to outcomes valued by the individual	0.58	3.13
Performance Self-Efficacy (PSE)	An individual's general belief that he/she is capable of applying new knowledge and skills on the job	0.64	3.86

Note: [a] Scale scores were calculated as the sum of the item means dividend by the number of items in the scale

Table III.
Scale definitions, reliability estimates and mean scores

Holton, 2007

APPENDIX B

INTERVIEW QUESTIONS

Interviews with focus groups are helpful to researchers because they add valuable information to the data that is collected from surveys. I would like to be allowed to interview English teachers from two of the schools I am given permission to use in my research. Participation in the group interview would be voluntary.

Here is a list of the questions that the teachers would be asked during the group interview:

1. What is your description or definition of professional development?

2. Do you think professional development is important to your teaching?

3. How often do you have the opportunity to participate in professional development during the year? Are you required to attend?

4. How are decisions made about professional development that is offered at your school?

5. Are teachers involved in choosing what is offered?

6. How is the use of professional development evaluated and who is involved in evaluating?

7. Please describe the professional development that was provided in the past two years for teachers in your school.

8. Was there a focus or theme to these sessions? For example-

    a. instruction?

    b. assessment?

    c. lesson planning?

9. Do you have any suggestions for how your school could improve its professional development?

10. Is there anything else you would like to add?

BALDWIN and FORD (1988) TRAINING MODEL

Training Inputs   Training Outputs   Conditions of Transfer

Trainee Characteristics
- Ability
- Personality
- Motivation

Training Design
- Principles of Learning
- Sequencing
- Training Content

Learning & Retention

Generalization & Maintenance

Work Environment
- Support
- Opportunity to Use

1 2 3 4 5 6
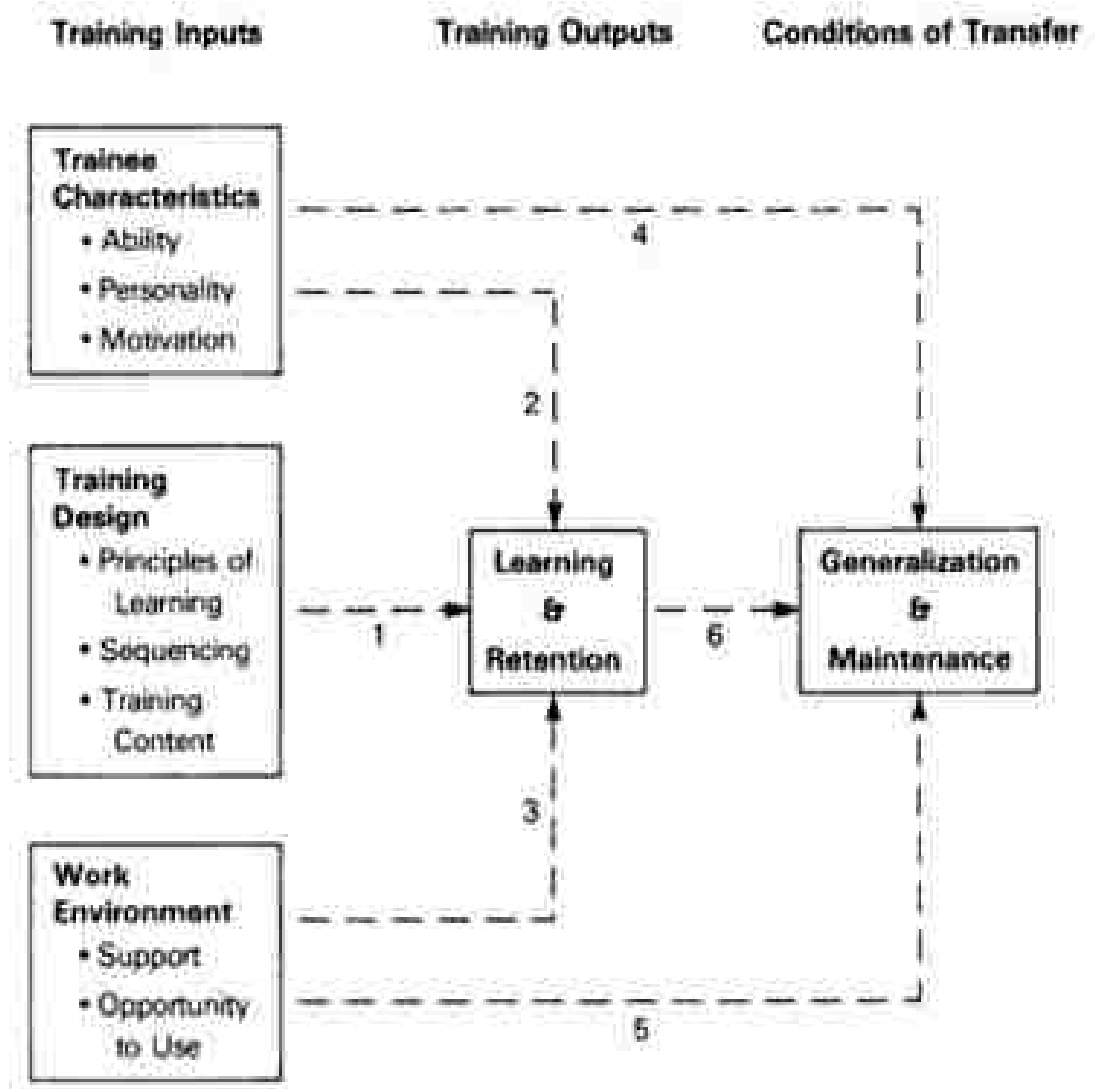
MULTIFACTOR LEADERSHIP QUESTIONNAIRE (SAMPLE)

MLQ Multifactor Leadership Questionnaire

Rater Form (5x-Short)

Name of Leader: Head of Department   Date: _____

Organization ID #: _____Leader ID#:_____

      This questionnaire is to describe the leadership style of the above-mentioned

individual as you perceive it. Please answer all items on this answer sheet. **If an item is**

irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

      Please answer this questionnaire anonymously.

      IMPORTANT (necessary for processing): Which best describes you?

___ I am at a higher organizational level than the person I am rating.

___ The person I am rating is at my organizational level.

___ I am at a lower organizational level than the person I am rating.

___ I do not wish my organizational level to be known.

      Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

THE PERSON I AM RATING. . .

1. Provides me with assistance in exchange for my efforts..................................... 0 1 2 3 4

2. Re-examines critical assumptions to question whether they are appropriate 0 1 2 3 4

3. Fails to interfere until problems become serious.. 0 1 2 3 4

4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards

... ……0 1 2 3 4

5. Avoids getting involved when important issues arise.. 0 1 2 3 4

WRITTEN DISCLOSURE FORM/PARTICIPANT CONSENT

CONSENT FORM

Transformational leadership and transfer of teacher professional development to the classroom in the Kuwait public high school context

You are invited to be in a research study to examine how teacher perceptions of their instructional leader, i. e. head of department, transformational leadership behavior relates to motivation to transfer learning through professional development in public high schools in Kuwait. The study also addresses individual motivation to transfer training this is essential for implementation of school improvement plans. You were selected as a possible participant because you are a high school English teacher. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Ilene K. Winokur, Department of Education, Lehigh University, USA, under the direction of Dr. Jill Sperandio, Department of Education, Lehigh University, USA.

Email: ikw205@lehigh.edu

Purpose of the study

The purpose of this study is:

To learn about the relationship between a supervisor's leadership behavior and whether or not teachers use professional development training in their classroom. The supervisor may be part of the work environment that is responsible for teachers to be motivated to use the training in their classrooms.

Procedures

If you agree to be in this study, we would ask you to do the following things:

You will be asked to respond to two surveys. The first survey asks questions about your HOD. The second survey asks questions about your PD experiences.

Risks **and** *Benefits* **of being in the study**
Possible risks:

First, providing an assessment about your HOD may be uncomfortable form some subjects. All responses will be number-coded and remain confidential. In addition your participation in this study is voluntary.

The benefits to participation are:

I believe that this study, which is one of the first to consider PD, will advance the planning and development of PD activities in Kuwait in the future.

Confidentiality

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a

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subject. Research records will be stored securely and only researchers will have access to the records.

Voluntary Nature of the Study

Participation in this study is voluntary:

Your decision whether or not to participate will not affect your current or future relations with the Lehigh University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions

The researchers conducting this study are:

Jill Sperandio and Ilene K. Winokur. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact them at Lehigh University, 001-610—758-3392, jis204@lehigh.edu.

Questions or Concerns:

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact Susan E. Disidore at (610)758-3020 (email: sus5@lehigh.edu) or Troy Boni at (610)758-2985 (email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

You will be given a copy of this information to keep for your records.

Statement of Consent

I have read the above information. I have had the opportunity to ask questions and have

my questions answered. I consent to participate in the study.

Signature: _____

Date: _____

Signature of Investigator: _____

Date: _____

APPENDIX F

IRB APPROVAL

(Office of Research and Sponsored Programs at Lehigh University)

Date: 03/21/2012 03:15 PM

To: "Jill Sperandio" <jis204@lehigh.edu>, "Ilene Winokur" <ikw205@lehigh.edu>

From: "Jane Lenner" <no-reply@irbnet.org>

Reply To: "Jane Lenner" <jll3@lehigh.edu>

Subject: IRBNet Board Action

Please note that Lehigh University IRB has taken the following action on IRBNet:

Project Title: [275389-3] Transformational leadership and transfer of teacher professional

development to the classroom

Principal Investigator: Jill Sperandio, PhD

Submission Type: Revision

Date Submitted: March 20, 2012

Action: APPROVED

Effective Date: March 21, 2012

Review Type: Expedited Review

Should you have any questions you may contact Jane Lenner at jll3@lehigh.edu.

Thank you,

The IRBNet Support Team

www.irbnet.org

APPENDIX G

PERMISSION TO USE

LEARNING TRANSFER SYSTEM INVENTORY

Learning Transfer Systems Inventory Research Agreement

Permission is hereby granted to use the Learning Transfer Systems Inventory

(LTSI), an organizational assessment instrument, owned by Elwood F. Holton III and Reid

A. Bates. Permission is granted to the following people for the timeframe, payment and

purposes specified below:

Permission granted to: (Name, company, address, phone number, e-mail, etc.)	Ilene K. Winokur PO Box 12144, Shamiya, Kuwait 71653 Ikw205@lehigh.edu Lehigh EdD candidate
Purpose	For use in my dissertation research
Time Period	December 2011-December 2012
Other Conditions	

Payment	Waived on the condition that the instrument is used for research purposes only and not for any service for which the user receives a salary or other monetary compensation. Otherwise the LTSI will be provided at a cost of U.S. $10.00 per copy.

It is understood that, by agreeing to use the Learning Transfer Systems Inventory, you are accepting the following conditions:

1. Any use other than that specified above is prohibited without prior written authorization by the authors (E. F. Holton III & R. A. Bates).

2. No changes whatsoever can be made to the LTSI without prior written consent of the authors.

3. The authors retain full copyright authority for the LTSI and any translations that are developed as a result of granting this permission. Every copy of the LTSI must carry the following copyright notice

4. Discussion and presentation of the LTSI will accurately reflect the composition of the instrument and will use only original scale names and scale definitions.

5. Users of the LTSI may not publish or otherwise disseminate into the public domain the survey items or item groupings.

6. If the LTSI is to be translated into a new language as part of this project, the authors of the LTSI must be included in the translation process as per their supplemental instructions.

7. A copy of all data collected with the instrument must be given to the authors free of charge and in a timely manner. This data will only be used for research purposes and will not be reported in such a manner that would identify individual organizations, without written permission of the organization.

8. Unless otherwise acceded, the authors will share in the authorship of any publications that result from the use of the instrument or the data collected with the LTSI.

9. The authors reserve the right to withdraw the LTSI from use at any time if any terms or conditions of this agreement are violated.

10. Any reports published or presented resulting from data collected using the LTSI shall clearly indicate that instrument authors did not participate in preparing the reports.

11. By signing this agreement, LTSI users acknowledge that the scoring algorithms will be retained by the authors and that the data collected with the LTSI must be submitted to the authors for scoring.

A copy of this Permission Agreement should be signed and returned to indicate

your agreement with the above restrictions and conditions. A fully executed copy will

be returned to you for your records. Upon receipt of the signed agreement and

payment of any applicable royalty/license fee you will be sent a copy of the LTSI that

you may reproduce.

LTSI user (print name)	Ilene K. Winokur
Title	
LTSI user signature	Date 8/24/2011
Elwood F. Holton III or Reid A. Bates, LTSI authors	Date

APPENDIX H

PERMISSION TO USE MULTIFACTOR LEADERSHIP

QUESTIONNAIRE

mind garden

www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright

material;

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

Copyright: *1995 by Bruce Avolio and Bernard Bass*

for his/her thesis research.

Five sample items from this instrument may be reproduced for inclusion in

a proposal, thesis dissertation.

The entire instrument may not be included or reproduced at any time in

any other published material.

Sincerely,

Robert Most

Mind Garden, Inc.

www.mindgarden.com

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APPENDIX I

KUWAIT MINISTRY OF EDUCATION

EDUCATIONAL RESEARCH AND CURRICULA OFFICE

75 / 30 / EA0085698/05/5000

MINISTRY OF EDUCATION
Educational Research and
Curricula Sector
EDUCATIONAL RESEARCH & DEVELOPMENT ADMINISTRATION

وزارة التربية

قطاع البحوث التربوية والمناهج

إدارة البحوث والتطوير التربوي

الرقم : وت / ٩٨٧

مرفـقـات / ....

التاريخ / / ‏‎14هـ

الموافق ١٢/ ١ / 200٣ م

السيدة المحترمة/أ. منى الصلال

مدير عام منطقة حولي التعليمية

تحية طيبة وبعد،،،

الموضوع/ تـسـهـيـل مـهـمـة

تقوم الطالبة/ ايلين كاي ونكر المسجلة على درجة الدكتوراه بجامعة Clehigh في الولايات المتحدة الأمريكية بإجراء دراسة حول (Relationship between Transformation Leadership and transfer of training).

فيرجى تسهيل مهمة المذكورة أعلاه لتطبيق (بطاقة مقابلة واستبانه) المختومة صفحاتها من إدارة البحوث والتطوير التربوي على معلمين مدراس المرحلة الثانوية التابعة لمنطقتكم التعليمية خلال العام الدراسي الحالي 2011/2012.

بخالص الشكر والتقدير

مدير إدارة البحوث والتطوير التربوي

وزارة التربية

إدارة البحوث والتطوير التربوي

Aziza2012

APPENDIX J

ENGLISH TRANSLATION OF KMOE RESEARCH DEPARTMENT

LETTER OF APPROVAL

Ministry of Education

Educational Research and Curricula Sector

Educational Research & Development Administration

Dear Director:

The student, Ilene Kay Winokur, is registered to complete her doctorate at Clehigh (sic) in the United States of America with the title of "Relationship between Transformation (sic) Leadership and transfer of training".

Please accommodate this student (interviews and surveys) that are stamped by this department to the high school teachers in your educational district during the school year 2011/2012.

Sincerely,

The Department of Educational Research

APPENDIX K

TRANSCRIPTION OF INTERVIEWS

Interview at Girls' School

I: The first question I want to ask you is what do you think, or what is your description of professional development? What's your idea about PD?

A: PD is the things that which helps me grow professionally. Which helps me to do things better in it professionally. That's what I feel PD is.

I: Ok. And how is, or do you feel that PD is important in YOUR professional development? Do you value it?

A: Yes, yes. You know each year I can feel that it helps me to perform better. Inside the class, outside the class, and monetarily it also helps me a lot. Mentally, I have gained a lot and have grown a lot.

I: What kinds of sessions do you feel have benefitted you the most? In the last few years; things that come to mind.

A: You mean…

I: the sessions that you've attended here or outside.

A: Yes, we have attended outside training courses that have helped us a lot. You know we always focus on the students so even in the training courses or the workshops that we attend they focus on that as which area we have to pay more attention on. We have gained a lot from that.

I: Is there any theme or type of session recently that you remember that maybe was useful?

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A: Yes, I attended one of my colleagues in another school. She did a workshop on how to teach Digitime. And it was really helpful. She dealt with the problems that we were facing and we did not know how to approach those sort of problems to deal with them. She gave really great and nice solutions. There were more than 20 teachers and they were giving her ideas on how to solve the problems. And yes, I was able to apply some of them.

I: and did you find they were successful?

A: Yes I did. Yes. Definitely I did.

I: That's great. Do you get to choose what you attend, sometimes?

A: Sometimes, sometimes we are let to choose our own; sometimes they give our names and we go and attend some conferences, training course like that.

I: I saw that one of the teachers today gave a presentation.

A: Yes.

I: Do you each take turns?

A: Yes, yes yes. Every week, every Thursday each one takes and turn and today it was her turn. The teachers sign up; there is a date for each one and then we participate and it's really interesting.

I: About how many times during the year do you each present?

A: Even we are 10 of us, so it is around two to two and a half weeks so approximately twice we do that. Each teacher will take a turn; sometimes twice, sometimes once. So in a term we give at least 3 times.

I: That's wonderful. Yeah. And is there usually a focus like assessment or lesson planning? Or do you…

A: You know, sometimes we give micro-teaching, like she did today. Sometimes we present um technical meeting like that. But if one of the teachers is intending to focus on certain issues, then she will tell us. Then we prepare and then we present.

I: Do you look at issues any times that are facing the teachers?

A: Yes, yes. Some of the times it is like that.

I: So that it's useful in the classroom.

A: It's useful. It's quite useful. When a teacher comes in and gives a micro-lesson on teaching on introducing a structure…Can I just mention something? You know I was trying to teach "causative verbs" and that particular week Mrs. "A" presented it so beautifully here in the room I followed the same technique in the classes, so it helps us a lot.

I: That's great. Now you had mentioned that PD can help you monetarily. Can you tell me how it affects you monetarily.

A: Yes, You know here according to the professional growth even we show it in our record; they show it there. Then we are given aah, certain bonus like, if our grade is like more than 90, 95 like that, then they will give us bonus. So certainly

I: Yeah, so the PD experience that you have enters into that. Now is that part of your evaluation?

A: Yes, yes it is.

I: is it part of your ministry evaluations?

A: No, no, no. It is from the senior teacher, from the supervisor and from the headmistress. From the three of them. They sit together and they evaluate and then the grade is given.

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I: May I ask how long you have been at this school?

A: This school, I have been here for nine years. In Kuwait I have been working for eleven years.

I: And have you found that there is more PD now that there was in the past?

A: Well, I have to say that, yes, I can see the difference. The year I came there was, but I should say, it was less. But year after year it is growing. They're focusing more on the development of the PD of the teacher.

I: And other than district approved PD there is…

A: Yes, we have nation-wide conference. Yes. And I had an opportunity to attend two conferences like that because all of us wouldn't be able to go at the same time. So we have national conference which take place every year for 3 days or 4 days, like that. So they choose dates and each teacher is given an opportunity to attend the conference.

I: Umm. Do you have anything else that you would like to add? Or any suggestions maybe for more types of PD, or any suggestions about PD in this school?

A: Umm, I should say that actually, there's a lot of freedom for a teacher to conduct her classes and the students, and at the same time there are certain things that we are asked to follow.But I think that there is no clash between anything. Things are going on smoothly. They help us a lot.

I: Thank you.

A: Thank you very much.

I: Anyone else?

HOD: sorry. They don't want to be interviewed. They are busy preparing their lessons.

I: That's ok. It's their personal choice.

HOD: Would you like to interview me?

I: Yes, I would like your input also.

I: So I'm asking what is your definition or your description of PD

HOD: I think the PD means the person should develop a way knowing how to introduce the information to the others in order to make it easier for them to understand that any information that is coming from this person is an idea. In my point of view this is PD. We can accept in order to do that we can attend courses, we can attend lectures, we can add to the experience of the person.

I: Very nice. Um You're head of dept. but do you teach? I know that some HODs teach. Do you also teach or do you, you're not in the classroom?

A: Yes. I teach one class.

I: So in terms of your own PD, how do you see PD being important to your own teaching and also to your teachers?

A: I think it is really important. PD is playing a big role. For instance, if I am attending one of the classes with the teachers, now we are learning from each other some experience. So PD is important whether I'm upgrading myself or learning from others.

I: In this particular school, I know other people mentioned that there are outside sessions and national conferences and there are also sessions like you did today. Sessions from the district. You also co-teach here do you visit each other's classes? Do the teachers see each other teach?

A: Yes we, yes we are visiting other schools

I: other schools or each other in this school?

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A: We all visit each other, but visiting other schools we have never done this before. You know they are sometimes making demo-lessons.

I: What is that? You know I was at a school yesterday and the HOD was busy visiting a demo-lesson.

A: A demo-lesson means that the teacher is preparing a class and making it the best. It is the way that the teachers should follow It is a model like that should follow her lessons.

I: So how often do you have demo lessons during the year?

A; We think maximum 7 to 8 all over the year.

I: So other schools come in to watch the demo lessons. Like a workshop.

A: Yes. Sometimes it's on the level of the school itself; all of the department heads come and see. Other times, it is on the level of the English department.

I: So it depends on the topic?

A: Yes. Yes.

I: Very good. How are decisions made about PD? So who's involved in making decisions about what PD is given, how often, Does it come from Ministry level, or your level, from HOD or from the principal, from the teachers themselves? Who organizes the PD?

A: You know this actually comes mainly from the supervisor.

I: of the Ministry?

A: Yes, mainly from the supervisor. He/she comes into the class and when they observe a class and see that this person needs to improve, so they are giving training courses in the Ministry. So for example, she says that this teacher is weak in that so once

this, for example, she says so please give me the names of these two teachers who need to improve.

I: So it's targeted PD?

A: Yes, yes it is. Other times it happened…when I was a teacher, actually, before I was HOD, it was on communication skills. I wanted to know what is the main idea so I said, "if there is a training course in communication skills, I want to attend." So I went to the training course. So this happens like that. Most of the time, mainly it's depending on the supervisor, but sometimes the teacher can say that she wants to attend.

I: And is the, is the PD, not all of it, but some of the PD is tied to their evaluations that the Ministry inspectors do? So when a Ministry inspector is evaluating a teacher and they see that they are weak in this area then they would write on their teacher evaluation

A: Yes, they write it.

I: So then the next time they would be looking, if they attended the session.

A: Yes.

I: So there's accountability?

A: Yes, yes.

I: So their expectation is that the teacher will grow,

A: Yes. They will see if this teacher has improved or not. This year is my first year as HOD. Giving a chance to the teachers to attend a course did not have an effect. It was only 3 days and it is not enough. It is really not enough. The courses which are for two weeks like what I attended, I really enjoyed it, but three days I think it is not preferred at all. You cannot gain.

Because it is the supervisors who are the one that are lecturing so you hear the repetition of the same words and when they come to the dept. they say it so what's new in 3 days, we have nothing to say. There should be materials to be given.

I: so is that one of the suggestions you would make?

A: Yes. This is one of my suggestions. It should be something that is really preferable to the teacher, suitable to the his/her ability or level not to just underestimate their skill or abilities.

I: To challenge them?

A: Yes, yes, don't underestimate that by this course we are not gaining anything without getting any printed out materials

I: Umm. Where were you before this year? Were you in this school?

A: Yes,

I: But not the HOD?

A: Yes,

I: How did you find that transition from teacher to HOD?

A: (laughs) I would like to ask the teachers to see. Really, see this year is much more relaxed. I felt stressed and trying to do everything. You see I have to put pressure on them because I have to finish it. They are already overloaded with their work, but the transition felt good. I am enjoying it.

I: Yes, I can tell.

A: I am really enjoying it more than being a teacher.

I: Really?

A: Yes, because at the same time I miss teaching. I only have one period per day so I miss teaching. It came with two sides. I am enjoying work, but at the same time I miss teaching and once I enter the class I am giving it my all because it is only my only class so I have to enjoy it.

I: Any other suggestions or ideas?

A; I am really happy that we are talking to each other and we had a chance to speak with you.

I: I thank all of you too.

A: You're welcome at any time. Thank you so much.

I: Thank you.

END of interview

Interview at Boy's School

I: What is your description or definition of PD? What do you feel is PD?

A: It means you have to be professional, is it to be professional in teaching, I think the experience comes throughout the years when you are teaching. This is the beginning of this job, you have this and it comes step by step. You know everyone is not all who comes learned all the skills but he must obtain or get the experience from others so how can he get used to teaching something that is necessary for us. For example, how to present vocabulary so I can get experience from those who know til I grasp the idea from those like the HOD so I can present the same idea in different style or different type. So I can get used and have something beneficial and useful. So the experience comes from the years, I think. It doesn't come rapidly or at random. This myself. I have experience now through the year that a man who is involving in the process of teaching should acquire the experience from the others who have more experience and you may sometimes have an idea from others in which you can consider it useful. This is according the process of teaching but on the other hand when we deal with the, each others in the class we have some discussions. Teachers especially in the meeting staff (sic) we weekly discuss the material and we can used of it. And I think it's the turn of the senior teacher to supply this information or this advice to the whole staff to prevail the benefit for all. That's what I would like to say. If my colleagues have anything else.

I: Is there anyone else who would like to give their idea or definition of PD?

B: Are you looking for the English teachers here in Kuwait how we can develop or improve our students?

I: It's …I think they're related. Because the more you develop, the more your students develop.

B: We are like have the system and we can't change a lot. For example,

I: I'm not talking about curriculum. I'm talking about your being able to teach the best you can teach in the classroom. What motivates you to do that, and what do you look for in PD. Your HOD said that PD is learning from colleagues and Mr. Bassam, and experience and years of experience in teaching so I'm just interested in what is your perception or what is your understanding of PD. What kinds of things do you like to do or do you picture as PD for you personally.

B: I think we have to focus from the speaking and listening from inside the class. I, I think this is the most important things because we suffered from that when we was just a boy in the class, just writing and reading with the speaking. You know we have to provide a message and I think this is the most important point.

I: So you are looking for ways to increase your own fluency

B: Yes.

I: In order to increase it in the students?

B: Yes. I don't know why the Ministry of Education, they don't encourage their students to go outside or to abroad to England to America. They can offer them something like that for them.

C: Thanks for your visit to our school and thanks to invite us for this invitation. Frankly speaking for most important issue that Mr. HOD had focused daily to be professional or skillful firstly for yourself and secondly for your students, I think they are the focus but in order to develop yourself you have to visit your ways to learn, to grasp,

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to get information and to get the technique how they get this, they show this point and how you solve the problems. Frankly speaking because of the heavy duty teaching in Kuwait, because we cannot find time for ourselves to do our tasks so that discussion with each other will get you the skills. I mean, the last year, the last year is different from this year. This year will be different from next year.

I: So do you find that the sessions you attend, that the district offers PD; so when you attend do you find you have the, uhh for whatever the reason are you motivated to use that? I mean obviously, I don't know if you were told that you needed to attend, or you choose?

HOD: It depends.

I: Ok so if it's something you are interested in or not interested in do you feel motivated then to try to use it in the classroom and if not, why…so

C: You mean visiting other schools?

I: Any kind…visiting other schools or going to the Ministry for their, at the beginning of the year, or any of those. What affects you, or how are you affected to use that information that you gained, in the classroom

D: Actually, we have to be motivated by our career. We have to be motivated by the senior teacher and by each others or by the administration of the Ministry of Education. If we don't do that, then we suffer from other problems. You know the students in front of us are all kids, and I suppose myself as a teacher, when my child goes to school I have to put myself in the shoes of other teachers to fulfill my conscience to satisfy me.

HOD: Each one here has his own strength. When we exchange visits, we find lots of good things

I: So you visit each other's classrooms, also.

HOD: Yes.

I: That's a very important. So it's not just the classes you attend. It's also the collaboration.

D: That's why I can say get use of others when we visit each other so we can use of certain things that are useful and we can supply it while we teach. This, uhh, what we suffer, if we wanted to …Thanks God we are in different countries. We need the experience and we get the experience. No, of course we have got a lot and that what we make us to feel that we are in other countries.

HOD: In the first place we, sorry, why did you choose to be at Kuwait?

D: Is it our fate? As for myself, I don't choose it. I wasn't a teacher. I was working with trade/business. But I found this career has a lot of deception, you know, telling lies, doing mistakes, errors and so on. I find it's not for me. It didn't suit me. That's why I resort to teaching.

HOD: On the contrary, my father used to be a teacher for a long time then principal of the school for a long time and then an inspector. Well, we learned a lot. I was offered two other kinds of jobs but I decided to be a teacher. Really I like teaching, and I still like teaching. So they have professional background. The syllabus we are teaching here was taught in Jordan and Syria.

D: At private schools.

HOD: He (teacher D) has taught in elementary school; he taught in a private school for children and he admired his work in Damascus before coming here. And when he came here he found he was shocked. There he chose what he wanted. Here he found himself confronted with say the introduction of the author and of views coming from everywhere. So would you like to comment?

C: Yeah. I think that everything is different than Syria, ok. According to the supervision and everything. Here the experience is more developed than Syria. But as the more, well it's very different here.

I: Well, in terms of your being new, at least here. How many years have you been teaching altogether?

C: In Syria? Total 5.

I: So as a fairly new teacher, what kinds of things do you look for in terms of PD; in terms of growth as a teacher? What would you like to see, or what would you participate in or do?

C: Ok, I'd like to acquire the, the more I like is the new methods of teaching, not the traditional ones

I: And do you feel that in spite of the fact that you have a fixed curriculum that the Ministry gives you that you're able to use those new techniques that you learn, in the classroom?

C: Ok here in Kuwait is different than Syria. Here in Kuwait there is a British Council. I think you know it. Ok. In Syria there is also a British Council but it's not more developed as here. Here there's monthly meetings for teachers. I attended it twice, but I think that the experience here in Kuwait is something else than Syria.

HOD: It's better or worse.

C: It's better here. There's interaction.

I: And so, which sessions did u attend?

C: It was about how to teach pronunciation and how to teach grammar through context.

I: I was at those sitting at the back. Do you feel that you can use some of that information in your classroom?

C: I think that it's experience for the teacher himself but to be honest to use this in the classes is hard to be done.

I: Why?

C: Because the level of the students is something different.

I: So do you find yourself mostly lecturing, using old style methods than new methods or mixing them together?

C: Here you should mix between them according to the student's level.

A: I'd like to say something. I think the educational process for me is the most important, is the most difficult job in the world because teachers should be highly educated. You know when you teach, sometimes you face new topics; sometimes you talk about politics, sometimes you talk about economy, social issues so the teachers should improve themselves; read too much, watch media too much in order to gain more information.

I: So it's a personal growth.

A: Yes, yes you know the language is difficult. We can talk about any topic so we have to be more educated.

I: And I know, Mr. D, you talked about the sessions that you did at the British Council. For the rest of you, what are the last sessions you attended, or the last PD that you attended either in the district or maybe in the VOA.

D: Yes, the VOA

HOD: Well, yes, I always advise my students, my children and even my colleagues to be addicted to it, just like me. Listening too and watching VOA, that is Voice of America. They can, and those are free to choose between BBC Teaching English and learning with the students or if they like, the American to choose Voice of America. Well and NPR which is very good as well. And there are many other things, as you said, for personal growth. Some of them like to read. One of my teachers likes to read newspapers and the others, they like reading as well.

I: To keep up to date about what's going on. Mr. A spoke about knowledge they read. Well, there is a problem.

I: What is it?

HOD: Well, the students are reluctant.

I: Is it in general or just…the government in general? We talked about it before, in terms of their motivation. So do you feel that it's less of a motivation for you, or do you still continue to try to develop professionally; to try to look for other ways to reach the students or motivate the students?

D: The person himself or herself want to be professional for what? Not for the students are the core point. We agree on this mission. But for the human being, he always wants to learn something new. Yes, more and more, but let us come back to reality please. Here in Kuwait, for example, we are attending lots of workshops and the

workshops that we have been taught at our universities, How can we deal with students in class? Is it useful for them to deal with these issues. I think that it's not, but dealing with , for example, how we respond to literature, I think that these issues will be more useful for us teachers and for the students who we are going to deal with in class. I mean, this is the point.

I: So does the Ministry ask you for your input or for your suggestions in terms of what's offered when you are going to these different district sessions, not the ones that happen in your school but do you choose what you're going to attend? Do they tell you what you're going to attend. You kind of said before that you are told that you have to go, but for those who are presenting, do you get to choose, or is it what the ministry says you should be presenting?

HOD: Well, for example, when we had our workshop here the attendees who came; at least we have 15 secondary schools in this area so those who attended only seven or eight schools, so what about the others? So usually, for example, we have another lesson at female school X and we couldn't go there because we had papers to correct, we had lessons to teach, we couldn't switch and what about that lesson, but our main problem is, I think is these students. They don't like to learn. Teachers first bring pictures and they do so many powerpointed lessons . All of them. All of them.

I: Which takes time to create.

HOD: Yes. And when you attend these classes you see that the children, when they are asked to write something, they are not interested (teacher agreeing in background).

D: And most of the students are absent. Or absent-minded.

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I: Their body is here, but their mind is somewhere else.

D: Today, 10 of my students are absent. There is no reason.

HOD: They don't have, let's say, they don't have vocab. They don't remember words that they were being taught last year, so most of them sit nodding and smiling and they sometimes just raise their hands to jump in and say something, which is not related to the lesson.

D: I think that this is the mentality.

HOD: And well, look at the efforts the teacher, as I said, prepares many things just to introduce his lesson. He starts with the difficult structure of sentences and the vocabulary He teaches the words in English and in Arabic and uses them for the students in English. In English context, in English sentences. (Teacher agrees). When you ask the children, the students. When you ask them to just to reproduce what they have just heard, rarely can you find one or two who can respond to you. Well, the next thing is reading or listening or whatever. You start with reading 'Students you have 5 minutes to read these few lines. They do something else.

I: They're not involved.

HOD: No. They do something else and when you ask your question they are not there. So the teacher has to write something on the board like some questions. (chuckles). You have them to respond to these questions and now I remember an English song (begins to sing) "There's a hole in my pocket Eliza, Eliza"

I: Yes, I know that one.

HOD: And if you direct them to the answer…where is the answer it is here, read it to me, with what shall I…you know that song?

I: Yes, I do.

HOD: You know they don't like to .. Well..

I: Has it always been that way?

HOD: Honestly speaking, in every class you have a few.in my classroom I have two well,

I: They're motivated.

B: I mean, coming back also to them is, you have a long curriculum . 6 units in each period. Yeah. You have to finish it in a limited time. It's a bigger problem I think. So that we have to deal with it as a scissors according with the procedures of the ministry and also we have to teach our students these within a limited time. I think a shortened curriculum is a good solution for the students to learn or to grasp anything and to give the teachers the time to…

I: get the point across.

HOD: Well, all my colleagues know their duties and we every now and then we try to, well, revise things. For example, how to introduce grammar. How to teach grammar, deductively and …how to…, how to… how to, ok? All these things they grasp and know well but the problem is covering. You don't have sufficient time for let's say doing things slowly so that students can understand and can apply what they learn. Well, they know how to use the pre-reading or pre-response questions and how to ask the detailed questions while the students are reading or listening. How to use the CD; how to ask the questions and then the after-reading questions. What is the outcome? The outcome is students go home, they don't read to answer the home assignment questions.

I: They don't do the home assignments?

HOD: They don't

I: And what is the consequence for that? If there are consequences is there a result. Well you are generous and actually, we are worthy of the

B: Actually, we have to be. Well, female and male students. Well, female students are totally the opposite because they like to do their efforts, they are active and so on. Most of female students are now teachers. Female teachers in Kuwait. Why? We find there are few male students that are to become teachers . You know in our school, for example, how many are Kuwaitis; how many Kuwaiti teachers you find here in our school? How many? Very few. There is no wish for the students. They just want to graduate from the high school and then they go to military service. Their dream to become a member of this. That's why we find them difficult to teach. Thanks a lot for your coming.

I: Thank you so much.

C: I think the females do better because she is looking for her position and she owns something. She wants to say "I'm here". I can do something good to my society, to my husband.

I: And that motivates her towards teaching?

C: Yes, but boys, even in the school you can find KD 1000 salary in the Ministry of Defense.

I: So there's no motivation?

C: Yes.

I: So what kinds of suggestions would you have?

B: I was teaching and one time I was shocked by a student who asked me about the galaxy, the planets and the chemical substances. I thought that he was more educated than me. I think it's a mentality; I want to learn so I do everything for myself. That's the idea. Here the students don't do their duties. That's the idea.

I: So does that discourage you? Because I don't get the feeling that it discourages you from continuing to try and develop professionally. So does that discourage you from trying new things?

B: Sometimes, yes.

I: and when you try something new and you discussed it in a meeting and it doesn't work does it discourage you from using it again?

A: As you say, what happened, for example, to our course needs the students to study more and more, only to get hired at the Ministry of Defense. If you have a need in order to learn or to get a job, you will study more, but they don't have a need. They want to finish the secondary level then to go to the military and to get more money. That is the relaxation for them. For us, for example, we need to study more in order to get ahead and to get more situation in your life. How can you improve yourself if you don't have a need?

HOD: Didn't you say that this is a use of the laptop and mobile phone.

I: So in addition to the lack of motivation, there is a lack of motivation to learn English?

HOD: Yes, the problem started from kindergarten, but from the society itself.

I: So what suggestions do you have then, in terms of trying motivate your students and using your PD or making suggestions about PD? I mean if you had someone at the

ministry and you could say to them this is what we need to do in the future, what kinds of things would you say?

HOD: They should assist this. They should teach parents how…now we have a meeting with parents today. Now if you just by chance see who is coming today, I think only the fathers or the mothers of the top students only. What about the others?

A: The others are coming to the school to punish you. Why, if he/she finds a problem with the grades, "Why did you do that? Why did you this for me?" I mean, you are not good with my student. I mean, he is only fishing for your mistakes only. He doesn't work with your efforts, he is only pushing your error and mistakes. That's it.

C: I think that the Ministry of Education here must be more strict with the students and with the parents themselves, ok. And the mentality of the society. It must be changed.

I: You feel that difference between, I can feel you feel that difference between that school environment that you came out of in Syria and what's happening here in terms of…

C: It's totally different.

HOD: The students in this school, as he told you choose these kinds of films to see on Saturday or Sundays?

C: No we choose one monthly. We choose a film, an animation film and show them. It's only in English.

I: And do the students have any kind of choices here? In terms of what they do?

HOD: So they choose only to stay away from school, especially before the tests and after they take them. They choose the vacations themselves. And we are let down.

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I: Yes, of course. Because you go in with your whole heart and you want to see a result and you get frustrated because …

HOD: How come those students arrived to the secondary level; how come? On what basis?

End of interview

VITA

Ilene Kay Winokur, born on March 29, 1956, is the daughter of Douglas L. Winokur and Dr. Miriam Winokur. She graduated from Kenmore West High School, Kenmore, New York and in 1973, she enrolled in SUNY at Binghamton and then transferred to SUNY at Buffalo in 1975.She received her Bachelor of Arts from SUNY at Buffalo in May, 1977. In May 1979, she entered University of Miami, Florida and received her Master's of Business Administration (MBA). She moved to Kuwait in October, 1984 and began a career in education in 1996 as a grade 3 teacher at the American Academy for Girls. She became the school's elementary principal in September, 2000 and added the kindergarten and first grade classes to her duties in November, 2003. During her tenure, she completed an ESL certification from The College of New Jersey (2001) and entered the Graduate School at Lehigh University, Bethlehem, Pennsylvania in January, 2005. She was also the director of the English language pre-college program at American University of the Middle East and taught foundation level English at Gulf University for Science and Technology. She recently established the first company that offers professional development and evaluation to public and private schools in Kuwait.

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